

# **Annual Report on Undergraduate Admissions Requirements and Comprehensive Review June 2023**



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

# Table of Contents

<b>EXECUTIVE SUMMARY .....</b>	<b>3</b>
Purpose of the Report.....	3
Key Findings .....	3
Recommendations.....	6
<b>SECTION I: INTRODUCTION .....</b>	<b>7</b>
I.1 What are Comprehensive Review & Holistic Review? .....	7
I.2 The New Freshman Admissions Policy .....	7
<b>SECTION II: APPLICATION, ADMISSION AND YIELD OUTCOMES.....</b>	<b>9</b>
II.1 Applications .....	9
II.2 Admission.....	9
II.2.1 The California Resident Freshman Admit Pool.....	9
II.2.2 Recalibration of the Statewide Eligibility Index.....	10
II.2.3 Academic Indicators of Freshman Admits .....	10
II.2.4 Transfer Admission.....	10
II.3 Enrollment Outcomes.....	10
II.4 Attracting and Admitting Diverse Students .....	11
II.5 First-Term Student Performance at UC.....	13
II.6 First-Year Academic Performance of California Transfers Universitywide.....	13
II.7 Nonresident Admission .....	13
<b>SECTION III: THE REVIEW PROCESS: IMPLEMENTING COMPREHENSIVE REVIEW .....</b>	<b>15</b>
III.1 Description of Campus Selection Processes Using Comprehensive Review .....	15
<b>SECTION IV: THE FUTURE OF UC’S MASTER PLAN COMMITMENT AND REFERRAL .....</b>	<b>60</b>
<b>SECTION V: IMPLEMENTATION OF TRANSFER POLICIES &amp; INITIATIVES .....</b>	<b>61</b>
<b>SECTION VI: CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>63</b>
<b>APPENDIX: FIGURES AND TABLES.....</b>	<b>66</b>

## 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.<sup>1</sup>

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 2015–2022; 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 increased steadily from 2015 through 2018, decreased in 2019 and 2020, then rose in 2021 and 2022. This year (2022), total applications rose 3.5% over 2021 (Table 1). The impact of the COVID-19 pandemic is not yet fully known.
  - ❖ Applications from California residents increased through 2018, then decreased by 3.4% for 2019 and 2.1% for 2020. California resident applicants then increased 13% for 2021 and another 3.3% for 2022.
  - ❖ This year (2022), applications from nonresidents also increased. Between 2016 and 2018, the year-over-year changes in out-of-state national applicants were -2.6% and 2.2%, from 2016 to 2017, and 2017 to 2018, respectively and -0.8% and 5.0% for international applicants. 2019 saw a decrease of 1.7% and 2020 a decrease of 2.7% for out-of-state national applicants. For internationals, 2019 was a decrease of 2.8% and 2020 a decrease of 3.8%. However, for 2021, applications from domestic nonresidents rose 44% and applications from international students rose 10%. Applications rose again this year, by 2.2% for domestic nonresidents and 6.6% for international students.
  - ❖ UC admitted 85,254 California freshman applicants for fall 2022 (Table 3).
  - ❖ 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 2022. Berkeley and UCLA remained highly selective, with fewer than 12% and 9% of applicants receiving an admission offer, respectively (see Table 2/Figure 2).

---

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

- The high school grade point average of the admitted and enrolled class of California freshmen rose for 2022, as it did for 2021 (see Table 3 and Figure 3).
- California residents represented 81.7% of all freshman enrollees at UC for 2022 (see Table 6).
- ❖ Not quite half of the California freshmen admitted to UC for 2022 chose to enroll. Nonresidents (both domestic and international) were far less likely to accept an offer of admission than were California residents (see Figure 5).

#### **FRESHMAN ELIGIBILITY**

- ❖ In 2022, 19.3% of California public high school graduates qualified for guaranteed (eligible) admission or were admitted from the Entitled to Review (ETR) pool. This exceeds the Master Plan expectation of admitting from the top 12.5%.
  - 14.2% 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 5.1% from the ETR pool were admitted (see Table 4).
- ❖ While the number of ETR applicants had increased steadily since 2016, 2019 saw a decrease from 41,898 in 2018 to 40,335 (a decrease of 1,563 or 3.7%). 2020 saw this trend continue, with 1,417 fewer applicants, a decrease of 3.5%. In 2021, ETR applicants increased more than 108% due to the suspension of the statewide index (see Figure 6).<sup>2</sup> With the resumption of the use of the statewide index, the number of ETR applicants dropped to 51,296 in 2022.
- ❖ As with fall 2021, for fall 2022 all eligible via ELC or the Statewide Index applicants as well as ETR applicants and who were not admitted to a campus to which they applied were offered the opportunity to enroll at UC Merced via the referral process. (Only students who are eligible via ELC or the Statewide Index are guaranteed a referral offer.) The fall 2022 referral pool consisted of over 43,000 students. Among students placed in the referral pool, 3,652 (8.4%) opted in for consideration to admission at Merced and about 18% of these students (655) ultimately enrolled at Merced (1.5% of the overall referral pool).<sup>3</sup>

#### **ACADEMIC PERFORMANCE**

- ❖ New freshmen continue to earn strong GPAs at UC. The mean first-year UC GPA for California freshmen was 3.29 in 2021, and 92.1% of first-year California residents who enrolled in 2021 moved on to their second year (see Table 11).

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

- ❖ California resident transfer applicants decreased by 10.1% from 2021 to 2022. Applications from domestic nonresidents and international transfers also decreased, by 11.3% and

---

<sup>2</sup> 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.

<sup>3</sup> An additional 2,861 students were initially placed in the referral pool but were 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)

27.1%, respectably (see Table 1). The vast majority of transfer applicants (87.1%) are California residents (see Table 5).

- ❖ In 2022, UC admitted 70.5% of California resident transfers applicants, for a total of 24,985 admits.
- ❖ 90.8% of transfers enrolled in 2022 were residents, 8.5% were international students, and less than 1% were domestic nonresidents (see Table 8).
- ❖ Asian students represented the largest proportion of California Community College transfer enrollment (31.1%) followed by White (27.5%) and Chicano/Latino (26.4%) students. (See Table 9.2).
- ❖ Two-year graduation rates for transfer students continue to improve (see Table 12), increasing 5.5 percentage points over the last 10 years.

### **FRESHMAN DIVERSITY**

- ❖ Applicants, admits, and enrollments of underrepresented groups (URG: African Americans, American Indians, and Chicanos/Latinos) were 45.2%, 43.6%, and 38.2%, respectively for fall 2022 (see Table 3).
- ❖ For fall 2022, Chicanos/Latinos represented the largest proportion of California freshman enrollees from underrepresented groups (32.2%) followed by African Americans (5.3%) and American Indians (0.7%) (see Table 3).
- ❖ For fall 2022, 42.8% of California freshman applicants were first-generation college students as were 43.2% of admits and 40.4% of enrollees (see Table 3 and Figure 7).
- ❖ The percentages of ELC-only applicants, admits, and enrollees who were first-generation were 71.6%, 74.9%, and 73.0%, respectively (see Table 10.2).

### **NONRESIDENTS**

- ❖ The proportion of nonresident freshmen enrolled at UC in 2022 (including out-of-state and international students) decreased this year to 18.3% from 23.4% in 2021 (see Table 6). The proportion of nonresident transfers (including out-of-state and international) fell to 9.2% in 2022, down from 12.5% in 2021 (see Table 8).

## **Recommendations**

1. BOARS recognizes that the increased enrollment of undergraduates benefits Californians of all races/ethnicities, including those underrepresented at UC. BOARS remains concerned, however, that yield rates for African Americans and American Indians are below the systemwide average, and the committee welcomes University and campus efforts that work to increase the number of underrepresented students who ultimately decide to enroll at UC.
2. 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 probation 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 newly approved transfer general education curriculum, Cal-GETC. We will continue to partner with CCC colleagues to develop and articulate general education and major preparation for transfer students, but recommend keeping with UC's goal of enrolling students who are well prepared in their major to be successful and graduate in a timely manner. Partnership with the new Academic Council's Special Committee on Transfer Issues is key in this regard.

## 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.”<sup>4</sup> The policy is implemented through the *Guidelines for Implementation of University Policy on Undergraduate Admissions*,<sup>5</sup> 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*.<sup>6</sup> 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)<sup>7</sup> 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

---

<sup>4</sup> <http://regents.universityofcalifornia.edu/governance/policies/2102.html>

<sup>5</sup> [https://senate.universityofcalifornia.edu/\\_files/committees/boars/documents/guidelines-implementation-of-ug-admission.pdf](https://senate.universityofcalifornia.edu/_files/committees/boars/documents/guidelines-implementation-of-ug-admission.pdf)

<sup>6</sup> <https://regents.universityofcalifornia.edu/minutes/2011/board1.pdf>

<sup>7</sup> 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.

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

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



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

### II.1 APPLICATIONS

**Freshman Applications.** The University of California experienced steady growth in applications during the prior decade, with drops in 2019 and 2020, before increases in 2021 and 2022. California applicants had a large increase for 2021 (almost 15,000 applications, or 13%) followed by a smaller increase of 3.3% for 2022. Out-of-state applications increased by about a thousand (2.2%), and international applications also increased in 2022 by about 1,900 or 6.6%. (Table 1)

**Transfer Applications.** As seen in Table 1, applications from California transfer students decreased by 10.1% in 2022, reversing a trend of four consecutive years of growth.

### II.2 ADMISSION

**Freshman Admission.** UC admitted 125,233 applicants for fall 2022. Figure 1 shows systemwide trends in the number of freshman applicants and admits since 2015.

The data in Table 2 and shown graphically in Figure 2 illustrate a 5.3 percentage point decrease in the systemwide admit rate for 2022. Two campuses, Merced and Riverside had higher admission rates.

#### II.2.1 The Admitted California Freshman Pool

As indicated in Table 3, UC admitted 85,254 of the 132,488 California resident freshman applicants for 2022. This includes 75,666 of 115,294 public high school applicants, equal to 15.9% of the total California public-high-school graduating class (estimated to be 447,946 in Table 4). The average high-school GPA of all California freshman admits was 4.01, with an average of 49 semesters of A-G courses (30 is the minimum), and 16 semesters of honors courses.

A question arising in the public conversation about UC admissions is whether UC is meeting its Master Plan obligations to California residents. Table 3 shows that California admits from public high schools constituted 88.8% of the total California resident admit pool in 2022. Table 4 shows the best estimates that the University can provide of the percent of high school students admitted. All applicants who were guaranteed admission (statewide and/or ELC) and all admitted ETR students are included in the table. 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, replacing standardized test scores with A-G course totals.

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 2022, 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 fall 2022 (63,508) constitute 14.2% of the total estimated graduating class (447,946), while the admitted ETR applicants (22,767) constitute 5.1%. Overall, the combination of these groups represents 19.3%. 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<sup>8</sup> 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 decreased in 2015, but rose until 2020. For 2022, 25,629 resident applicants were eligible. This change also had an effect on the ELC and ETR pools. The number of applicants identified as ELC-only in 2015 was 7,996 (a 52.5% increase over the last year of the previous policy) then fluctuated until 2020. The number of applicants designated as ETR showed a similar trend through 2020. The 2021 suspension of the statewide index resulted in applicants falling largely into the ELC-only and ETR categories: 36,467 and 81,031, respectively (see Table 3). Following the return of the statewide index for 2022, many more applicants were eligible via both ELC and the statewide index (40,607, or a 42.7% increase from 2020) and fewer exclusively by the statewide index or ELC.

### **II.2.3 Academic Indicators of Freshman Admits**

The average profile of admitted applicants for fall 2015 through fall 2022 presented in Figure 3 show that the average high school GPA in 2022 is higher than prior years, surpassing 4.0 for the first time.

### **II.2.4 Transfer Admission**

As shown in Table 5, overall, UC admitted 27,674 transfer students in 2022, a 9.7% decrease from 2021.<sup>9</sup> Admission rates increased to 70.5% for California residents and decreased to 58.6% for international students. The number of domestic out-of-state applicants admitted to UC remains small—379 in 2022.

## **II.3 Enrollment Outcomes**

**Freshman.** Systemwide, 48,588 freshmen enrolled for fall 2022, compared with 51,727 freshmen in fall 2021, 46,709 freshmen in 2020, 45,951 freshmen in 2019, 46,677 in 2018, 46,006 in 2017,

---

<sup>8</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/RLP\\_Sakaki\\_StatewideIndexamendment\\_FINAL.pdf](http://senate.universityofcalifornia.edu/_files/reports/RLP_Sakaki_StatewideIndexamendment_FINAL.pdf)

<sup>9</sup> 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/>

47,479 in 2016, and 41,556 in 2015, as indicated in Table 6. Enrollment of California resident freshmen increased for fall 2022, from 39,648 in 2021 to 39,709 in 2022 (a record high); this represents an increase of more than 7,000 new freshman enrollees during the seven-year period 2015–22, a 21.7% increase.

Figure 4 shows the numbers of California freshman admits has increased substantially since 2015 while enrollment during the same time has fluctuated before a steady increase for each year between 2019 and 2022. Recently, enrollment growth allowed more admission offers to be made in general.

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

Figure 6 shows numbers of California freshman applications, admits, and enrollees by eligibility status over the past eight admission cycles. Tables 7.1 and 7.2 show the same data in tabular form along with admission and yield rates for each applicant category, with the changes from 2015 presented in Table 7.3. The data show that applicants who are ELC-only 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 Eligibility Index for fall 2021 admissions, the number of ELC-only applicants dramatically increased from previous years. The total number of eligible applicants increased to a new high of 72,506 in 2022.

Overall for fall 2022, admits and enrollees who are ELC- and/or Index-eligible and ETR represented the overwhelming majority of California admits and enrollees, as indicated in Table 7.2. The admission rate for ETR applicants remains considerably lower than that of eligible applicants (as expected). It has ranged over the years between 36% and 60%, with the admission rate for 2022 at 49.8% (Table 7.1). Admission rates for applicants who fall into the “Other” category (who are neither eligible nor ETR) are the lowest of all applicant groups (21.2% in 2022). 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 1.5% of all new enrollees, well within UC policy limiting AbyE matriculants to no more than 6% of the total.

UC continues to honor its commitment to the California Master Plan for Higher Education by guaranteeing freshman admission to a UC campus (though not necessarily to the campus of choice) to students in the top 9% of their high school or top 9% of the state. Students who were eligible via ELC or the statewide index and who were not admitted to a campus to which they applied were offered the opportunity to opt-in for an admission offer from Merced. In 2022, 655 students from the total referral pool of 43,290 (1.5%) enrolled at Merced.

**Transfer.** Systemwide, 19,561 transfers enrolled for fall 2022, compared with 21,509 transfers for 2021, 21,745 in 2020, 20,856 in 2019, 21,015 in 2018, 20,012 in 2017, 19,482 in 2016, and 16,889 in 2015, as indicated in Table 8. California resident transfer enrollees represented 90.8% of all 2022 transfer enrollees.

## **II.4 Attracting and Admitting Diverse Students**

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

### **Freshman Applicants, Admits, Enrollees, and Diversity 2015–2022**

Again this year, the new class of UC enrollees experienced a slight decline in the proportion of first-generation students, however the proportion of low income students increased. Figure 7 summarizes the proportions of first-generation and low-income enrollees for the past eight admission cycles.

### **Transfer Applicants, Admits, Enrollees, and Diversity 2015–2022**

Tables 9.1 and 9.2 summarize the diversity of UC’s transfer applicants, admits, and enrollees over the past eight admission cycles. Numerical counts are given in Table 9.1 and percentages of the total counts for each category are given in Table 9.2. The data show that at the transfer level there was a 38.5% overall increase in enrollments (from 4,206 to 5,827) of students from underrepresented groups (African Americans, American Indians, and Chicanos/Latinos) between 2015 and 2022. Chicano/Latino enrollment has increased by around 37.8% since 2015 and African American enrollment by 45.7%. For fall 2022, the representation of African Americans increased by 0.4 percentage points to 4.8% of enrollees from fall 2021, while the proportion of Chicanos/Latinos is at 26.4% of enrollees (down 0.3 percentage points from 2021). Asians were again the largest racial group among CCC transfer enrollees, at 31.1% of all CCC transfers.

### **UC as a Vehicle of Social Mobility: The Freshman Academic Profile in 2022**

Tables 10.1 and 10.2 detail the distribution of applicants, admits, and enrollees among ethnic and eligibility categories. This information is important because one of the goals of the 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 indicated in Tables 10.1 and 10.2, among the 132,488 California freshman applicants for fall 2022, 42.8% (56,706) were first-generation, as were 43.2% (36,824) of California admits, and 40.4% (16,027) of enrollees. It is important to note that among California applicants who met the ETR criteria (without a statewide or ELC guarantee), the percentages of applicants, admits, and enrollees who were first-generation were 51.5%, 55.9%, and 51.4% (4,105 enrollees), respectively; among the ELC-only group the percentages were 71.6%, 74.9%, and 73.0% (1,515 enrollees), respectively. Overall, this means that 35.1% (5,620 of 16,027) of the first-generation enrollees for fall 2022 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

URGs represent 45.2% of California applicants, 43.6% of California admits, and 38.2% of enrollees (15,172 enrollees) for fall 2022. Among California applicants who were ETR, the percentages of applicants, admits, and enrollees from URG groups were 55.8%, 57.8%, and 52.6% (4,200 enrollees), respectively; among the ELC-only group the percentages were 72.8%, 75.5%, and 73.0% (1,513 enrollees). Overall, this means that 37.7% (5,713 of 15,172) of URG enrollees for fall 2022 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

Figure 8 summarizes the data discussed above regarding first-generation, ELC-only enrollees, including comparisons of profiles over the past eight admissions cycles (2015–2022). Overall, the data indicates that many of the goals of the eligibility changes are being met. Many applicants who met the ELC guarantee alone or were ETR without the guarantee were admitted. Moreover, ELC-only and ETR admits and enrollees were more diverse and more likely to be first-generation.

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

The preceding sections have addressed outcomes of the admissions process itself. One of BOARS' key roles is to ensure that the students who are admitted are ready to be successful at UC. To ensure that admission processes are working as intended, BOARS examined the performance of students after matriculation as freshmen at UC campuses. The average first-term (quarter or semester) freshman grade point average, probation rate,<sup>10</sup> and persistence rate<sup>11</sup> were evaluated for all students who began in fall 2015 through fall 2021. The results are presented in Table 11. A statistical significance test examining the differences in average GPAs from one year to the next was also performed.

Students have continued to succeed under the current admissions policy. In all, 92.1% of the most recent cohort of first-year UC students continued on to their second year.

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

The success of transfer students at UC is also very important to BOARS. BOARS examined the performance of transfer students by examining their two-year graduation rate, and the results are presented in Table 12. Transfer students from 2015 through 2020 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 have expanded their recruitment of full-tuition-paying domestic and international nonresidents

---

<sup>10</sup> Probation rate is based on the number of students whose fall term GPA was less than 2.0, excluding GPAs of 0.00 if the student persisted to the next term.

<sup>11</sup> Persistence rate is the ratio of students who begin the second term of their freshman year after completing fall term.

following a budget crisis that saw UC's state funding fall by nearly \$1 billion. Figure 5 indicates nonresident freshman enrollment fell steadily between 2018 and 2020 fell steadily, increased in 2021 during the COVID-19 pandemic, then dropped in 2022. In 2022, nonresidents comprised 18.3% of all freshman enrollees.<sup>12</sup>

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<sup>13</sup> to its July 2009 principles for the admission of nonresidents, stating that nonresidents admitted to a campus must compare favorably to California residents admitted to that campus. In December 2011, BOARS recommended procedures<sup>14</sup> for the evaluation of residents and nonresidents to ensure that campuses meet the compare-favorably standard. BOARS also resolved that campuses should report annually to BOARS on the extent to which they are meeting the compare-favorably standard. In 2016, President Janet Napolitano asked BOARS to review its Compare Favorably policy, a request prompted 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 change in policy was needed.<sup>15</sup> The 2022 admissions outcomes for each campus and the extent to which campuses met BOARS policy is forthcoming.

---

<sup>12</sup> 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.

<sup>13</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/DS\\_MGY\\_LPBOARSNRPrinciple6.pdf](http://senate.universityofcalifornia.edu/_files/reports/DS_MGY_LPBOARSNRPrinciple6.pdf)

<sup>14</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/RMA\\_MGYreBOARSresolutiononevalofresidents\\_non-residents\\_FINAL.pdf](http://senate.universityofcalifornia.edu/_files/reports/RMA_MGYreBOARSresolutiononevalofresidents_non-residents_FINAL.pdf)

<sup>15</sup> [https://senate.universityofcalifornia.edu/\\_files/committees/boars/Compare-Favorably-Report-to-President-July-2017.pdf](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 employ an augmented review process to help evaluate applicants who may be “on the bubble.” 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.<sup>16</sup>

---

<sup>16</sup> <https://regents.universityofcalifornia.edu/governance/policies/2110.html>

## ***BERKELEY***

In the fall 2022 admissions cycle, UC Berkeley saw another increase in the total applicant pool. The 9.24% increase followed an increase of 30% the year prior, totaling 147,541 applicants, our highest application count ever. The Office of Undergraduate Admissions (OUA) staff continue to consult with faculty and colleagues at other UC campuses in matters relating to holistic review and working towards increasing efficiencies. Freshman reader training began the first week of November so readers may be adequately trained and calibrated, allowing them to start reviewing applications as early as mid- to late-November. The early start allowed the OUA to complete a holistic review for just over 128,000 freshman applications, complete two reads for each application, and still meet our decision release deadline at the end of March. Transfer reader training begins at the end of January/beginning of February, with reading continuing through the beginning of April. Within this process, over 19,000 transfer applications are reviewed with specific evaluation guidelines to ensure eligibility and sufficient major preparation. The OUA team has 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 freshman applications using a holistic review process, whereas transfer applicants are read using comprehensive review. Though related, they are distinctly different.

#### Freshman Applications

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 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 identified in the application by the evaluator, along with a reader recommendation.

#### Transfer Admissions

UC Berkeley continues to manage the ratio of incoming freshman and transfer students in order to meet the 2:1 enrollment ratio that has been requested of the entire University. We place a strong emphasis on the transfer process and have dedicated five staff FTEs to the transfer team, in order to guide the rest of the office in supporting the transfer applicant population. 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're applying. While academic indicators are weighted more heavily than other



parts of the application, other nonacademic factors are considered in the Comprehensive Review process.

Most transfer applications are read once, with the exception of quality control reads, which provide an additional read to confirm applications are read accurately. Additionally, OUA performed a random sample read on roughly 63 applications to achieve a 95% confidence level for accuracy. This was calculated using our total transfer applicant count of 19,337. In future cycles 100 applications will be randomly sampled. Samples were determined via SQL script, but administratively assigned to ensure that the application was not read by the same reader, and previous scores were not available for the second read.

### **Augmented Review**

The Augmented Review (AR) process at UC Berkeley follows Regents Policy 2110 with no more than 15% of freshman applicants reviewed under the policy. Within this process, select applicants are invited to submit up to two letters of recommendation to be considered during the reading process. 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 the application for admission; if a student chooses not to submit a letter of recommendation(s), it does not affect their opportunity for admission. In the fall 2022 cycle, UC Berkeley gave 16,783 applicants, or 13.09%, the opportunity to submit a letter of recommendation. Of those applicants, 8,443 submitted, and 1,899 (22.49%) were admitted. Those admitted were:

- First Generation College-Going: 1,501
- From an LCFF+ high school: 724
- Received an application waiver: 1,428
- Underrepresented Minority:
  - African American: 119
  - Chicanx/Latinx: 909
  - Native American: 4
  - Pacific Islander: 2

### **Admission 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 final admission decision by a staff member who did not make the initial recommendation. In fall 2022, nine

out of 14,574 – or 0.06% of freshman admits were coded AbyE and matriculated. This low number is likely due to the discovery of new information as we finalize records and admissions staff apply the appropriate coding, including the reason and rationale during our process. Thirty-three transfer applicants were considered for admission with the AbyE code, 33 out of 5,280 – or 0.63% were admitted and 26 matriculated to Berkeley.

### **Reader Training and Certification Process**

Internal and external readers complete a rigorous training process, which includes a combination of asynchronous pre-training webinars, synchronous training with discussion, and post-training norming samples. In the fall 2022 cycle, readers were required to complete approximately 10 hours of pre-training webinars and participated in over 20 hours of synchronous training. Training included an overview of our holistic review philosophy, our scoring guidelines, walkthroughs of sample applications, and implicit bias training led by an equity consultant. Following our 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 are released to read current cycle applications once they pass the norming process.

Training and norming continue throughout the reading cycle. Readers meet for an all-reader webinar once per week, and then break out into smaller groups for more individualized discussion and training. Internal readers read behind external readers and continue to provide feedback throughout the reading cycle.

All external readers for the transfer admissions cycle also review freshman applications. They participate in freshman reader training, and then receive additional training specific to our transfer review process. In the fall 2022 cycle, transfer readers participated in over 20 hours of synchronous training, in addition to the general training provided at the beginning of the freshman cycle. Transfer readers also complete a norming process and must pass certification in order to read applications.

To ensure that the admission process affords all qualified applicants an equal opportunity for admission, the OUA has implemented an additional quality control (QC) review. For freshman applications, after the completion of two separate reviews, certain applications will undergo a third review initiated, for example, by a variance in more than one point for the two reviews. Alternatively, when a transfer application has been read only once, QC processes are initiated, for example, by a mismatch between GPAs and the recommended reader score. Quality control reviews are conducted by senior OUA staff members. In the fall 2022 cycle, OUA performed 3,497 QC reads, which is 3% of the applications for the freshman pool; and 3,580 transfer QC reads, or 18.5% of the transfer pool.

### **Special Talent Admissions**

All applicants are subject to the standard admissions process. A few freshman 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 in the Slate Reader or considered during regular reading processes, or any other additional reviews, so as not to influence initial evaluator recommendations.

When a student receives a Special Talent recommendation, the application will be automatically routed to the Special Talent review process. It is only in this bin that the Special Talent Recommendation Form will display in the Slate Reader, and it will be displayed only for the Special Talent Admissions Committee (STAC), which is 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**

The increase in applications places incredible demands on Berkeley's admission professionals and increases the selectivity. The Office of Undergraduate Admission (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.

This year, UC Berkeley experienced an enrollment crisis resulting from a lawsuit from the University's surrounding neighborhoods. The lawsuit was born out of concerns of UC Berkeley's growing enrollment plans. UC Berkeley was forced to recalculate undergraduate admissions targets due to a judicial requirement to return to 2021 campus enrollment numbers, a year with deflated enrollments. In order to accommodate the judge's orders, along with the timing of that order, graduate admissions could not be reduced because decisions had already been released to the graduate applicants. Undergraduate Admissions was then instructed to reduce the target by 5,000 admits. Admissions and Enrollment Management, along with partners in the Office of Planning and Analysis, spent weeks trying to recalculate targets and create a new plan. Fortunately, the California state legislature passed an enrollment cap reprieve, and the University was able to return to the previous enrollment calculations.

As difficult as the situation was, the collaboration and partnerships allowed for creative solutions. OUA continues to support innovative ways to accommodate students, including an expanded Fall Program for Freshmen, and hybrid course offerings—some of which were originally created out of the pandemic. These programs and increased selectivity continue to change and further complicate the modeling for enrollment targets. This has made Berkeley much more dependent upon waitlists.

For the seventh year, Berkeley released a small number of admission decisions in February. For fall 2022, about 1,350 applicants were admitted; these include applicants chosen to interview for the Regents' and Chancellor's Scholarship, 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 notification is outside of the normal

admissions timeline, and the early release has created a significant workload challenge for the undergraduate admission office, and partners within the Student Information System, Financial Aid and Scholarships Office, and Office of the Registrar.

Berkeley continues to finalize the incoming class well into the early summer, utilizing both the freshman 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 the 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 freshman 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 by more than one integer value from a numerical predicted value score generated from quantitative data in the application, an HR team leader or UA manager will also assess the application and determine the final HR score. For the fall 2022 cycle, we continued to use eight HR score levels (0.5–7) with the 0.5 level at the "highest" end to assist in distinguishing between the strongest applicants in the most selective majors.

UC Davis continues to be a selective campus with approximately 37% of all freshman applicants admitted to the campus for the fall 2022 term. Through strategic recruitment and yield efforts, we are pleased to have enrolled a freshman class with high academic achievement that encompasses the broad diversity of students within California and beyond. We continue to see significant percentages of low-income, underrepresented minority, and first-generation 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, please note that 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 1 and 6.

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 2022

- Number of AR requests: 2,059
- Number and percent who replied: 614 (29.8%)
- Admit count and rate for AR requests: 346 (16.8%)

Demographic breakdown of those selected for AR:

	Selected for AR	Admitted
<b>African American</b>	106 (5.1%)	12 (3.5%)
<b>American Indian</b>	5 (0.2%)	2 (0.6%)
<b>Hispanic</b>	1,070 (52%)	187 (54%)
<b>Pacific Islander</b>	4 (0.2%)	0 (0%)
<b>Asian</b>	383 (18.6%)	50 (14.5%)
<b>White</b>	305 (14.8%)	49 (14.2%)
<b>Two or More Races</b>	127 (6.2%)	30 (8.7%)
<b>Other/Not Reported</b>	35 (1.7%)	8 (2.3%)
<b><i>Domestic Subtotal</i></b>	2,035 (98.8%)	338 (97.7%)
<b><i>International</i></b>	24 (1.2%)	8 (2.3%)
<b>First Generation</b>	1,266 (63.4%)	236 (69.2%)
<b>Low Income</b>	1,175 (61.4%)	211 (25.0%)

The average weighted capped GPA of applicants who received an AR request was 3.69 while the average for the remainder of the pool was 3.92. The weighted capped GPA for admitted students where an AR was requested was 4.0.

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. However, requests for AR doubled for the fall 2022 term (1.1% and 2.2% of applications for fall 2021 and fall 2022, respectively), indicating the need for additional information from applicants. Though there is no clear reason for the change, we suspect the increased focus on the experiences of first-generation, low-income students in our review process, combined with the effects of the pandemic and decreased access to college advising, led to this outcome.

UC Davis continues to advocate for the AR review process as it is an important component in our comprehensive review process. As the campus increases in selectivity, the AR review process allows UA to gain more in-depth information from the applicant, often clarifying applicants' achievements in the context based on one of three faculty-approved areas (Compound

Disadvantage/Academic Enrichment, Personal Challenge, and Extraordinary Achievement) which may improve their HR Score.

### **Admission by Exception**

As part of the Holistic Review process, freshman 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:
  - Freshmen: 306 (18 CA Resident)
  - Transfers: 37 (36 CA Resident)
- Number of students admitted by exception who enrolled, by level:
  - Freshmen: 45 (0.7% of the enrolled population, 4 CA residents)
  - Transfers: 21 (0.8% of the enrolled population, 20 CA residents)

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. In addition, readers are required to complete four additional online training sessions prior to beginning their reading workload. 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 70% or above (30 cases total) while all new readers complete an additional group of 15 cases with a passing percentage of 70% 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 96% accuracy or above through the entire read cycle. Any reader with an accuracy rate below 96% is met with individually and assigned additional norming applications before being



allowed to continue to read. UC Davis also administers a set of reliability applications during the middle of the reading cycle. These reliability applications are assigned to all readers (unknown to them) as an additional way to ensure reading standards are being met and scores are consistent. Lastly, throughout the reading cycle all readers are required to attend weekly norming sessions to sustain reading levels and expectations.

For fall 2022, the percentage of applications that required a third read was 13.3%, and the reader discrepancy rate (where the third, more experienced reader disagreed with the first human reader) was just 2.2%, giving us a very high level of confidence in the integrity of our process.

### **Special Talent Admissions**

Special talent admission is tracked by the Undergraduate Admissions office and processed by the Executive Review Committee. Approval 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., art, music, drama, 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 static resources. Applications continue to increase while the number of staff has remained steady. The effects of the COVID-19 pandemic on applications to UC (e.g., Pass/No Pass grading, stalled extracurricular activities, etc.) further complicate holistic review as readers have fewer metrics to distinguish between applicants. The review of applications is taking more time as readers read even more deeply to determine differences within a highly qualified applicant pool. At the same time, Admissions teams are called to participate in an increasing number of recruitment/outreach efforts during the holistic and transfer review processes. This confluence of priorities continues to place pressure on the department to find ways to conduct reviews thoroughly, equitably, and efficiently.

While we remain committed to the students of California and have enrolled more California residents than almost any other UC campus for the fall 2022 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 economics. We are also concerned by the continued decline in enrollment at the California Community Colleges and our ability to meet the 2:1 freshman to transfer enrollment ratio.

### **Transfer Admissions**

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

While transfer students can gain admission to most UC Davis majors by meeting the minimum 90 UC-transferable quarter units, seven-course pattern, and minimum 2.4 (CA residents) and 2.8

GPAAs (nonresidents), 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. Each application to a selective major is reviewed by a member of the academic department to which the student has applied in addition to the staff in Undergraduate Admissions.

UC Davis 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 for the fall 2022 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 2022 admissions cycle, UC Davis continued to implement a random sample review of 100 applicants as an additional quality control to the selection process. During the QC process, we found no significant errors that would have changed a student's admission decision. Although our transfer review process is based on predefined criteria or parameters (e.g., GPA, units, and major preparation), over 80% of our applications are reviewed twice through either the TAG, Selective Major Review, Collaborative Exchange of Transfer Academic Data, or quality control processes.

UC Davis continues to manage the balance of incoming freshman and transfer students in order to meet the 2:1 California resident enrollment ratio. The campus was just slightly under the 2:1 ratio for the fall 2022 term, though our ability to maintain the ratio with declining community college enrollment remains to be seen.

## ***IRVINE***

For the 2022–23 application year, UC Irvine received an overall increase in undergraduate applications (10%). 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 admission process.

### **Admission by Exception**

UC Irvine admitted 25 Admit by Exception (AbyE) cases in fall 2022, 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 25 admits consisted of 16 first-year applicants and nine transfers. Of these admits, 15 first-year applicants and four transfer applicants enrolled.

### **Reader Training and Quality Assurance**

For fall 2022, UC Irvine completed the comprehensive review of 117,793 first-year applications. We hired approximately 180 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 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.

Undergraduate Admissions management can see how many third reads are generated by each individual reader, as well as which reader's recommendation was accurate to the third read. This report is reviewed weekly during the three-month comprehensive review process, and readers are provided feedback if they have more than 5% of their reads generating a third read that did not align to their recommendation. A failure to improve to drop below 5% generated third reads after a week may result in additional norming sample files, or a relieving of the reader's Comprehensive Review workload.

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 RTL
- 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. We completed 1,892 third reads.

### **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 so as 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 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 2022–2023 admission cycle, UC Irvine continued its practice of completing a full Comprehensive Review of every transfer application including those that were not fully eligible for the Transfer Admission Guarantee (TAG). TAG applicants receive a priority evaluation and Comprehensive Review read. TAG applicants who meet all of their requirements do not need a second read, as they are guaranteed admission based on 1) completion of required coursework; and 2) achievement of the required transfer GPA. In Fall 2022, 2,981 applicants were admitted through the TAG process. All other applications received two Comprehensive Review reads and assessments, using the same assessment 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 freshman 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 2022, UCLA admitted 9% of 149,000+ freshman applicants. Freshman applications increased once again at UCLA from 139,000 for fall 2021 to this year's record total. We were able to utilize the waitlist, once again, to finalize our freshman class. Yield among admitted students, both in and outside of California, continued to increase in fall 2022 reflecting the growing demand for an undergraduate education at UCLA.

The increasing volume and quality of applicants at UCLA has continued to place pressure on our holistic review process, including our commitment to review every application twice. The removal of SAT/ACT has led to not only increases in volume of freshman applications but has also led to increases in the diversity of our applicant pool. We continue to be concerned with the declining admit rates for all candidates, but especially for our California residents. As volume, quality, and yield continue to increase, admit rates will continue to decline. Undergraduate Admission will continue to work closely with CUARS to address these challenges within the principles of Holistic Review.

Holistic review is labor-intensive and time-consuming. 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.), but continues to be challenged by a lack of similar information from schools throughout the United States (US) and abroad. 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 US 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. See below for a summary of our supplemental review statistics for fall 2022 admission:

<b>Fall 2022</b>	<b>Total Confirmed</b>	<b>Responded to Questionnaire</b>	<b>Admit from SR Pool</b>
Native American	77	37	33
Asian	854	565	206
Black	646	384	195
Hispanic	2576	1463	541
Other	53	33	11
White	535	339	143
<b>Total</b>	<b>4,741</b>	<b>2,821</b>	<b>1,129</b>

While a large percentage of students (60%) 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.

### **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 freshman review, a wide range of academic and

non-academic achievements are taken into consideration, in the context of the opportunities available to and the challenges faced by each student. These 7 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 holistic review strategies are being applied appropriately and accurately. Additionally, we conduct QC review on thousands of applications during our secondary review and selection process. As a final QC measure, UCLA staff randomly select 100 transfer cases 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.) from the applicant, followed by faculty evaluation and assessment of talent, and finally individual students are recommended for admission by the faculty in these schools. The final decision to admit lies with Undergraduate Admission. This decision is based on the recommendation of the faculty in the school and the holistic review/assessment of 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 (via email) 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 are identified that “need additional review” (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 freshman (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 are the Director, Deputy Director, Senior Associate and/or Associate 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 and contribute in our rigorous academic environment.



### Expectations

- All reporting and procedures will follow University of California Regents Policy guidelines.
- AbyE only applies to students attending high schools in California.
- All AbyE admits will have an accompanying AbyE approval form signed by the following three campus administrators: Vice Provost for Enrollment Management, Director of Undergraduate Admission, Deputy Director of Undergraduate Admission
- 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 2022, we admitted 71 (32 freshmen, 39 transfer), 64 enrolled (28 freshmen, 36 transfer). The 64 enrolled AbyE students represents 0.6% of fall 2022 enrolled students.

### **Reader Training and Certification Process**

UCLA utilized over 300 readers to review freshman applications (roughly 60 full-time professional Undergraduate Admission staff and over 240 external readers). All readers, returning and new, are required to undergo extensive training, including the UC “Moving Beyond Bias” 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 70+ training cases with 80% accuracy to be certified
- Senior Resource Team leaders to discuss training cases with reader and provide 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 25+ training cases with 80% accuracy to be certified
- Resource Team leaders to discuss training cases with reader and provide 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 between 3–5% 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.

In addition, the Associate Director for freshman 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 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 review and select well-prepared students who demonstrate qualities that will promote their success. In collaboration with the administration, our faculty built our hybrid comprehensive review process on UC-established policies (including comprehensive review) and best practices.

UC Merced has experienced a steady increase in the number of freshman applicants, from 8,053 in 2005 to 26,269 in fall 2022. This excludes applicants from the referral pool. The GPA of middle 25–75% admitted first-time freshman GPA in fall 2022 was 3.50–4.08. That same enrolled first-year class is diverse: 51% Hispanic, 25% Asian, 9% White, and 5% African American/Black.<sup>17</sup> In addition, the process has enabled UC Merced to help the University uphold its commitment to the California Master Plan of Higher Education by accommodating qualified referral pool applicants.

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 on academic factors for all applicants, and a subset of the applicant pool receiving a human read score (see Freshmen Scoring Index Parameters chart). Due to campus enrollment targets, only students reviewed for Admissions by Exception (AbyE) received the full human read for the fall 2022 application cycle.

UC Merced continues to follow the guidance of BOARS, which allows for 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 available Undergraduate Admissions staff.

For the fall 2022 cycle, first-year applicants were admitted by meeting the university's minimum admission requirements. Applicants that clearly meet admissions requirements with a GPA of at least a 3.4 are admitted based on their coursework and GPA. All other applicants are evaluated to determine if they meet minimum requirements. Of all applicants, 9.77% were determined to have not met minimum UC admission requirements. In all, 44.62% of applicants received an academic evaluation by a staff member. The top 55.37% were reviewed and selected solely on coursework and GPA.

Due to increasing enrollment targets for the fall 2022 cycle, all eligible first-year applicants were admitted to the fall 2022 semester.

---

<sup>17</sup> Source: University of California Merced, Center for Institutional Effectiveness, Undergraduate Enrollment, 4/2022

### **Augmented Review**

UC Merced did not use the augmented review process for fall 2022.

### **Admission by Exception**

In fall 2022, there were 611 freshman and 220 transfer applicants admitted via Admission by Exception (AbyE). From these AbyE admits, 75 freshmen and 24 transfers enrolled in fall 2022. Overall AbyE students comprised 3.13% (freshman) and 11.26% (transfer) of newly enrolled undergraduates in fall 2022. In fall 2021, the campus exceeded its 6% first-year AbyE target, so changes were implemented to reduce the number of first-year AbyE's enrollment percentage for freshman students.

After the fall 2021 cycle, the Office of Admissions worked with UC Merced's Center of Institutional Effectiveness (CIE) to evaluate mid-semester grades performance for students admitted by exception. CIE found that students without reader review scores in the areas of leadership, honor/awards, perseverance and determination, and academic promise were more likely to encounter academic difficulty than AbyE students with at least a score of one in the reader review section. As a result, fall 2022 Admission by Exception guidelines were revised to reflect that analysis and reduce the number of enrolled AbyE first-year students for fall 2022.

The AbyE committee membership includes the following three members: Assistant Director of Admissions, Director of Admissions, and a faculty member of the Admissions and Financial Aid Committee. The Associate Director of Admissions also provides a quality assurance review of applicants approved for AbyE.

### **Reader Training and Certification Process**

The Office of Undergraduate Admissions provides training and norming sessions for all admissions evaluators and ensures that no student is denied admission without a fair review. All first-year readers in the Office of Admissions participate in a mandatory Admissions Reader Training in December before being certified at a minimum of 70% by a senior evaluator prior to 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. Readers were also randomly selected for review by senior evaluation staff throughout the reading cycle. When lead evaluation staff found files inconsistent with training guidelines, such as files missing the human read scores or files denied when eligible for AbyE review, readers had to meet with the evaluation staff to review their mistakes and correct errors. Transfer evaluation training for the fall of 2022 cycle was conducted in one-on-one sessions with senior evaluation staff and Admissions transfer evaluators. 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**

UC Merced has few special talent reviews for recruited athletes that are not regularly selected. Fall 2022 saw three (3) special talent reviews.

The 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 i) agree with the recommendation and admit via special talent, ii) agree with the recommendation and send the record to the Admission by Exception committee for further review, or iii) 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.

### **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 2022 cycle the transfer quality assurance review was modified to select 100 random transfer files for a Quality Assurance Review. In addition, as has been the normal practice, all new readers received a QA review from another evaluation staff member.

## ***RIVERSIDE***

UC Riverside continues to admit freshmen primarily according to a fixed-weight calculation, rather than a single-score holistic review. As described below, this process has evolved to maintain our distinctively diverse and inclusive undergraduate population as the campus becomes increasingly selective and new systemwide priorities emerge. Starting in fall 2017, when our selectivity was increasing, we began a parallel modeling of the likely outcomes of changing to a holistic review rubric based on those of UC Santa Barbara and UC Santa Cruz. We are now in the third cycle of this parallel holistic review pilot, continuing to refine a rubric that would not cause us to lose the characteristic diversity we wish to maintain as a campus. Recently, our campus admission rate has become less selective. The rate for fall 2022 was 68.1%, up from 52.92% in 2021.

The fixed-weight calculation is the process by which UC Riverside evaluates freshman applicants who meet minimum UC requirements. This calculation uses multiple measures of achievement and promise while also considering the context in which each student has demonstrated accomplishment. UC Riverside calculates an Academic Index Score (AIS) that weights five factors in an additive model for all freshman 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. The UC Riverside faculty have designated the following measures to be used to calculate the AIS. After extensive analysis, our AIS score weights high school GPA, number of Advanced Placement/International Baccalaureate courses, Eligibility in the Local Context, first-generation status, and low family income status. These weights have maintained a diverse student body that is most likely to succeed and graduate on-time.

The third cycle of this holistic review pilot was performed on a sample set of previously admitted students over the course of 2022. Analysis of the results are ongoing as the impact of the COVID-19 pandemic has complicated the study.

### **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 review procedure 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 do meet a set of minimum academic requirements and

1. Have a special talent or are defined as "other\* students," or
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.

*\* 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).*

Applicants who qualify for AbyE may be identified by the Undergraduate Admissions office in its regular review of applications, by the Department of Art, or by the Department of Athletics. All applicants admitted by exception are reviewed and approved by three senior campus leaders—the Director of Undergraduate Admissions, another member of senior leadership in Undergraduate Admissions or Enrollment Services (e.g., Associate Director of Undergraduate Admissions or Associate Vice Chancellor of Enrollment Services), and a member of the Academic Senate external to Undergraduate Admissions (e.g. Dean of admitting college or the Chair of the Undergraduate Admissions Senate Committee).

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

- First-year students admitted by exception = 1,396
- Transfer students admitted by exception = 12

Number of students admitted by exception who enrolled, by level, (including their proportion of enrolled students.

- First-year students admitted by exception who enrolled = 172 students (3%)
- Transfer students admitted by exception who enrolled = 10 students (<1%)

### **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 and Application Evaluation Training. These trainings include an overview of UC's admissions policies, UC Riverside's Comprehensive Review process, and 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.

The holistic review pilot engaged 33 readers to review 5,000 applications twice by two separate readers; some applications were reviewed three times by three individual readers.

### **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, typically represented by athletics or areas encompassing the 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 offices, by academic departments, or by the Department of Athletics. These applicants must undergo a multi-step verification process to confirm qualifications or credentials for the special talent or sport.

Approval from the Director of Undergraduate Admissions or the Associate Vice Chancellor of Enrollment Services is required for all applicants recommended for admission primarily on the basis of special talent.

### **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 UC coursework 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 2022 term. In order to receive a TAG, students must meet additional GPA and major preparation requirements.

To ensure that the UC Riverside maintains a fair and unbiased transfer admissions process, the campus has implemented a transfer application quality assurance process in which Undergraduate Admissions selects 100 random transfer applicants (excluding those reviewed in the CETAD [Collaborative Exchange of Transfer Academic Data] process) 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 admissions leadership team.

UC Riverside continues to aggressively recruit transfer students and, as a result, has made significant gains toward achieving a 2:1 enrollment ratio of freshman-to-transfer students. In 2022, because of shifting student behavior as a result of the COVID-19 pandemic, the freshman admit rate increased. However, UC Riverside continues to manage the balance of incoming freshman and transfer students in order to meet the 2:1 ratio and remain committed to reaching that target moving forward.



## ***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 broad diversification 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 read independently by at least two readers. Application readers, including Admissions leadership, professional staff, and external readers, 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 two questions about pre-college program involvement and engagement with community-based organizations, submit a short narrative response to a single question about extraordinary circumstances, as well as indicate 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 a nontraditional high school (e.g., home-schooled, non-accredited 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 2022, 1,022 applicants or approximately 0.8% were referred to SR. Four hundred eighty-five (485) applicants referred to SR were low-income, 250 were identified as first-generation applicants, and 462 were from traditionally underrepresented populations.

Low Income	Referred to SR
	485

First Generation	Referred to SR
	250

By Race/Ethnicity	Referred to SR
Black/African American	103
Latinx	338
Native American	21
Chinese American	90
Japanese American	12
East Indian	99
Filipino American	33
Korean American	37
Other Asian	16
Pacific Islander	4
Vietnamese	35
White/Caucasian	208
Unknown	26

Fifty-six percent (n=573) responded to the inquiry and provided the optional information for review. 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 different. Ultimately, 122 (21%) of respondents were offered admission.

### **Admission by Exception**

For fall 2022, utilizing UC eligibility codes assigned by the UC Office of the President (UCOP) and based on ApplyUC data, applicants with ineligible codes were reviewed by senior members of the admissions team. 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 2022, 52 applicants were admitted by exception (45 first-years, 7 transfers); 14 enrolled (10 first-years, 4 transfers).

### **Reader Training and Certification Process**

The fall 2022 cycle represented the twelfth year of holistic review single-score implementation at the UC San Diego campus. With a 10.7% increase in first-year applications over fall 2021 (131,103 vs. 118,404), a team of approximately 162 external readers was hired to assist an internal professional staff of 31 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 of Application Review and a team of Admissions Officers, designated as holistic review team leaders. Those responsible for reading and scoring applications with international curriculum/coursework participated in both the general holistic review training and a supplemental training led by the Assistant Director for International Admissions. Training included mandatory session(s), 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. Three 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 check bin. 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 2022 cycle 4.6% of the over 130,000 first year applications received a third read.

Applications utilized during the certification process were examples from previous 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.

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 their team leaders through weekly office hours, email, and by phone. Additionally, routine check-in meetings among team leaders and the Associate Director of Application Review were held to discuss trends and review overall reader performance.

### **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, the Office of Admissions received a PSA list from the athletics compliance office. Applicants on the PSA list had previously received a preliminary evaluation by the Office of 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 the Office of Admissions were permitted to be on the PSA list submitted by the athletics compliance office. At the conclusion of the holistic review process, and after Admissions independently verified that prospective student athletes (PSA) have demonstrated talent in their respective sport, the Office of Admissions admitted qualified PSAs. All admission decisions are approved by a senior member of the admissions leadership or the executive director, external to the Athletics Department. Of the 127 first-year PSAs, 126 were offered admission. Of the 22 transfer PSAs, all were offered admission.

### **Other Campus Topics**

#### *Discontinued use of examination in the admissions process*

Fall 2021 was the first year the campus reviewed high school applicants without utilizing scores from SAT and/or ACT examinations. Enhancements were made to holistic review training sessions for fall 2022 to address the absence of test scores and to further review the remaining 13 faculty approved factors for consideration in application review.

#### *Increased Application Volume*

The Office of Admissions continues to improve internal processes, recruit and train external readers, and reassign personnel to manage the increase in applications. Campus leadership has provided additional financial resources; however, there are concerns that continued application growth will hamper our ability to deliver timely decisions. First-year applications increased by 10.7% from fall 2021 to fall 2022 (N= 118,404 for fall 2021 and 131,103 for fall 2022).

**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 professional Admissions Officers. 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 capped programs and other 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 reader beginning with in fall 2022. No discrepancies related to the application review that could impact admission selection were identified.

## ***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 UC 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, 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) the most equitable admissions process ensures all applicants the opportunity for review under all selection criteria; 2) admission to the University at the freshman level is offered to students from among the top 12.5 percent of the high school graduates in the state of California and to students identified as Eligible in the Local Context (ELC); 3) academic excellence and diversity among students is essential to the quality of the educational experience; and 4) a wide range of academic achievement and academic promise criteria be used.

### **Fall 2022 Freshman Outcomes**

UC Santa Barbara met our freshman enrollment target for fall 2022 yielding the following at 3rd week census:

- 25.5% admit rate and 17.3% yield rate.
- UC Santa Barbara enrolled a freshman class of 77% California residents (up from 75% in fall 2021) and 23% non-resident. The overall non-resident population for new and continuing students at UC Santa Barbara is at 18%.
- Underrepresented students made up 31% of the freshman class (up from 28% in fall 2021) and 31% were first-generation.
- The academic profile continues to rise with 4.29 being the average high school GPA (up from 4.24 the previous year). The number of students with GPAs over 4.4 increased dramatically from 26% in fall 2021 to 37% in fall 2022.
- 56% of the incoming freshman class selected Biological Sciences, Economics, Psychology, or Math/Statistics as their chosen major. This is an increase from 50% in fall 2021. It is increasingly difficult to convince students to explore majors outside of these areas.
- Undeclared student enrollment dropped to 8%, down from 10% in fall 2021 and dramatically down from 10 years ago where fall 2012 yielded 21% undeclared enrollees.

### **Fall 2022 Transfer Outcomes**

The fall 2022 application cycle for transfer was more challenging given decreased community college enrollments. Despite this challenge, 3rd week census yielded the following:

- 58% admit as compared to 49% for fall 2021.
- UC Santa Barbara enrolled a transfer class of 89% California residents and 11% nonresidents.
- Underrepresented students made up 32% of the transfer class (up from 28% in fall 2021) and 31% were first generation (down from 35% in fall 2021).

- The academic profile dropped for the fall 2022 transfer class with an average GPA of 3.59, down from 3.67 the previous year. This was primarily due to dropping lower in the applicant pool in an attempt to meet the mandated 2:1 California resident enrollment ratio.
- A full 30% of transfers enrolling at UC Santa Barbara come from just three California community colleges: Santa Barbara City College (20%), Santa Monica College (6%), and Pasadena City College (4%). This reflects the challenges of our geographic isolation and need to draw transfer students from further distances than other UC campuses.
- 3,502 students were evaluated for a Transfer Admission Guarantee (TAG) to UC Santa Barbara and of that number, 2,721 met TAG criteria and were admitted via TAG (78%). An additional 383 students who submitted a TAG but did not meet the conditions of TAG were still admitted to UC Santa Barbara through other selection criteria. Ultimately, 812 students enrolled who met the conditions of TAG which reflects a 30% enrollment rate of TAG eligible students. This lower enrollment rate reflects the assumption that many students submit a TAG to UC Santa Barbara as a back-up 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, AP scores, and ELC status. The ADM score is then used to distribute applicants across nineteen “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, Physics, or 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 (e.g., LCFF+).

### 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 UC Santa Barbara, was adopted to expand the geographic and demographic diversity of UC 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 socioeconomic status. School Context decisions are determined by ranking the applicants in ADM Rate sequence by school. Each

school has a maximum number of applicants that can be admitted, determined as a percentage of the number of graduating students from the previous school year.

#### Step 6: Freshman Selection

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

All remaining applicants who have not been designated for admission by either the UC Santa Barbara School Context process or the special selection process, 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, U.S. territories
- Foster youth
- Federally recognized tribes
- Re-entry students
- Students from unaccredited schools, homeschools, and Mastery Transcript schools
- Students with high composite scores but may be missing only one A-G subject matter (typically geometry or Visual & Performing Art [VPA])
- 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.

UC Santa Barbara fully implemented the “three signature process” in fall 2020. The current process continues unchanged from the 2020 process. Every student admitted by exception or eligible students flagged for special consideration receives three endorsements (via DocuSign signature). 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 2022	Applicants	Regular Admits: (UC Eligible)	Special Talent Admits: (UC Eligible)	Admits by Exception: (Not UC Eligible)
California Residents	73,602	19,609	306	30
Nonresidents	37,004	9,015	66	
Total	111,006	28,624	372	30

- UC Santa Barbara enrolled 3,855 California residents for fall 2022 including 3,708 who were admitted via regular admission, 139 special talent students, and eight who were Admission by Exception students. Three of the “Admission by Exception” students lacked a required A-G course, four were from homeschool/mastery transcript schools, and one was a student 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 thoroughly reviewing all print materials, attending virtual discussion sessions, completing Implicit Bias training, and successfully completing certification. 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 to complete a third set to demonstrate proficiency. We did not have any readers fail certification during the fall 2022 cycle.

The first 200 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 is 5.74% across all Readers so any individual Reader at 11% are given additional training and/or asked to resign from the process if their third read percentage does not drop down to the average.

There is also a separate process for group norming and discussion. The Comprehensive Review team leads selected small sets (3–4 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 to ensure the final score applied to the student is accurate.

### **Special Talent Admissions**

All applicants to UC Santa Barbara must first be processed through the regular review process as directed by CAERS. In addition, CAERS has developed a secondary review process for special designated groups based on “Special Talent Admissions.” This includes applicants to the College of Creative Studies, applicants to Dance and 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 applicant 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), 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 CCS dean. 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 Bachelor of 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

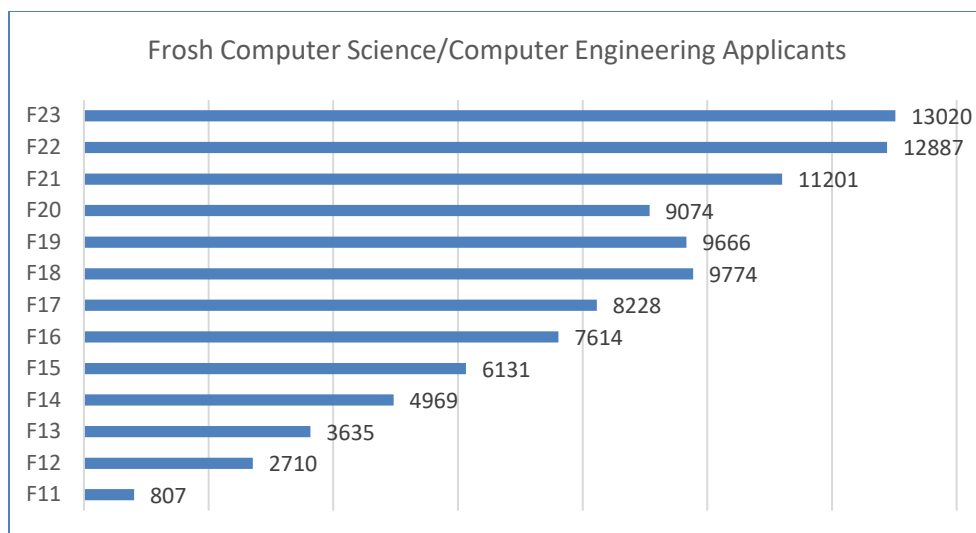
All prospective applicants under consideration as Athletes must be evaluated by the Office of Admissions using the regular selection process outlined by CAERS. Those who are identified by Admissions as not being selective through the normal review process must be identified by Athletics as a student 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.

#### **Other Campus Topics**

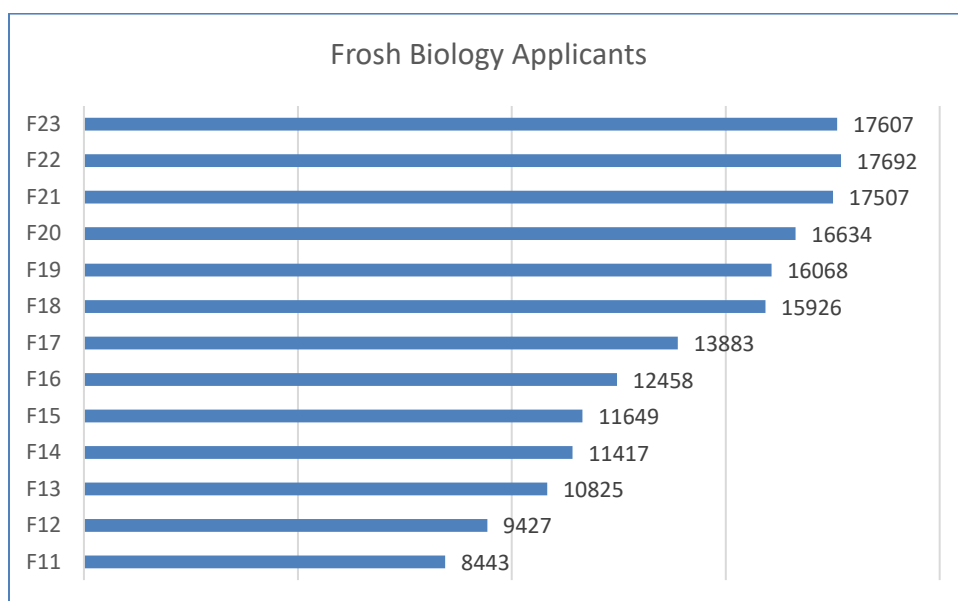
##### Application Trends

Demand for Computer Science and Computer Engineering continues in an upward trajectory. Given the desire from UC Santa Barbara College of Engineering to maintain high quality instruction and a small (11:1) faculty-to-student ratio, a greater number of students will be turned away from the College.

UC Santa Barbara and the University of California as a whole, is losing thousands of high-achieving students, many of whom are first-generation and/or underrepresented minority, that cannot be accommodated within the system.



While not as extreme, application increases to other STEM majors also continue to grow. Unlike Engineering, UC Santa Barbara does not currently place an enrollment cap on non-engineering science programs. Due to demand, there are extreme capacity issues, particularly in labs and the campus is currently considering multiple options to deal with the impact. This is creating tremendous issues surrounding student support programs, advising, time-to-degree, and retention.



With regard to the actual application, Readers are commenting on the high percentage of applicants expressing severe anxiety, depression, attention-deficit/hyperactivity disorder (ADHD), and other mental health issues. It is difficult to ascertain whether these reported challenges are clinically diagnosed or self-diagnosed. Regardless, Readers express the need to take more breaks from the reading process to clear their thoughts in order to give each application a fair and thorough review. This slows the read process and weighs heavily on the minds of readers. An unintended consequence of this is that Readers notice significantly fewer topics expressed across applicants making it more and more difficult to differentiate between applicants.

### Staffing Challenges/Burn-Out

The Admissions Office at UC Santa Barbara continued to experience staffing turn-over, especially at the management level. Non-competitive UC salaries, long hours, and the energy to keep younger staff motivated has taken a heavy toll. The result was significant loss in institutional knowledge and specific operational knowledge within Admissions. The expertise and patience needed to keep up with policy changes, new programs, demands from family, and pressure to grow diversity and transfer has created an environment of stress, burn-out, and poor morale. Reporting mandates required by the audit add to this pressure and have slowed the process significantly.

### Transfer/2:1

UC Santa Barbara's geographical 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 replaced many in-person visits and staff feel the quality of service to students has benefitted from this change in our service model. Despite an increase in the number of transfer students we are serving with our new service models, we cannot fully reach our targets due to the decline in community college enrollments.

### Internal Processes/Technology Changes

UC Santa Barbara has successfully launched Slate, a comprehensive technology solution has replaced much of the functionality of our home-grown technology. For the fall 2022 cycle, Slate was used primarily as a community tool and event management platform. The fall 2023 cycle launched the use of Slate Reader for comprehensive review and the use of data from College Board's Landscape. This information will be expanded in the 2023 Comprehensive Review report to BOARS.

### **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 prep courses.

### Economics

Transfer students applying to majors (pre-majors) within the Department of Economics must pass a pre-major screening, in addition to meeting UC 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 UC 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 UC Santa Barbara's 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 Studies must pass the screening required by the College of Creative Studies in addition to the transfer eligibility requirements.

### Dance and Music B.M.

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

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, a random “Two Reader” process was implemented for fall 2022 applications. One hundred applications were randomly selected for a second review. For fall 2022 one admitted student was identified that should have been denied. Given that it was our

error, UC Santa Barbara maintained the admission status of the student but the student did not ultimately elect to enroll at UC Santa Barbara.

## ***SANTA CRUZ***

The comprehensive review process for the 2022 entering class at Santa Cruz was similar to the prior cycle in that it continued to utilize a Holistic Review (HR) process in which all applicants are scored by freshman application reviewers. The 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 and to adjust for changes like the elimination of standardized test scores.

Prior to the fall 2022 cycle, we used a single HR score with each applicant scored on a scale of 1 (the top applicants) to 5, with additional scores of 4.5 and “deny.” This HR score reflected an applicant’s full spectrum of achievement, including both academic achievement and other qualities indicating an applicant’s promise of graduating in a timely fashion and making a positive contribution to the Santa Cruz community.

For the fall 2022 cycle, changes were made with the goal of providing more nuanced information that would facilitate selection in the absence of standardized test scores and provide more 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 measured on the same scale as the original HR score (1–5 plus 4.5 or “deny”) but reflecting only the applicant’s academic achievements within the context of their high school (weighted capped GPA percentile, A-G and honors course completion percentiles, performance in English and mathematics, and senior year rigor). In addition, reviewers scored applicants on each of seven “non-cognitive” factors—assigning each factor a score ranging from 1 (the top applicants) to 3. These seven 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, (6) contributions to a diverse UCSC community, and (7) participation in an academic preparation program.

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 (SSI) 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 one percent sample (1 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.

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. Freshman 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 2022, our AbyE enrollments included: 26 CA freshmen (0.75% of total CA freshmen enrolled) and 73 transfers (6.00% of total transfers enrolled). The high AbyE rate for transfers was a result of admitting students with less than 90 quarters units who did not have their high school coursework verified for eligibility.

Starting with fall 2022 transfers admits, UC Santa Cruz’s admissions office requested 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 as compared to the prior year.

### **Reader Training and Certification Process, and Quality Control**

Freshman 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.

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.

A random one percent sample (one for 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.

In fall 2022 cohort applications, the percentage of applications for which the “Academic Achievement Within Context” (AAWC) score differed between first and second reads was 14.1%. The percentage for which the Non-Cognitive scores differed ranged from 4.3% to 11.9%. In the vast majority of cases where second-read scores differed, the difference was only one point.

### **Special Talent Admissions**

For fall 2022, after consultation with Undergraduate Education and the Department of Athletics, CAFA decided to discontinue the Early Review and Notification program used between 2018 and 2021. That program was intended to help faculty and coaches recruit specific applicants with special talents, including athletic prowess competitive at the Division III level; music, theater, and visual artistic talents; exceptional research promise, or some other measure of special talent or achievement. In its place, CAFA implemented a new system for giving early notification to applicants with special talents who also meet the admission selection standards set by CAFA. This new process identifies students with special talents as those who receive the highest possible score on the new “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.

### **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 2022 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 (TAG) and Collaborative Exchange of Transfer Academic Data (CETAD) applications, was assigned a unique number. Lessons learned from the fall 2022 process (five issues related to determining if English composition courses satisfied the seven-course pattern, major screening, and communication regarding a gap in education) were then incorporated into the fall 2023 cohort training.

## **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 fall 2022, Merced made referral offers of admission.

California resident applicants who are identified as eligible either in the statewide or local context, but were not offered admission to a UC campus to which they applied constitute the traditional referral pool. To meet enrollment goals, Merced also provided students who were Entitled to Review with the opportunity to enroll for fall 2022. As a result, the total referral pool, from both public and private California high schools, numbered over 43,000 which included all 9x9 eligible applicants as well as those meeting minimum admission requirements (ETR).<sup>18</sup> These applicants were offered the chance to consider referral admission at UC Merced, and 3,652 (8.4%) opted in for consideration to admission at Merced. About 18% of these students (655) ultimately enrolled at Merced (1.5% 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.

---

<sup>18</sup> 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<sup>19</sup> that took effect in fall 2014 for fall 2015 admissions. UC transfer applicants from CCCs are entitled to a comprehensive admissions review (though not guaranteed admission) if they complete (1) an 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*,<sup>20</sup> 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<sup>21</sup> 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.

---

<sup>19</sup> [https://senate.universityofcalifornia.edu/\\_files/reports/RMA\\_LP\\_SakakireSR476Camendments\\_FINAL.pdf](https://senate.universityofcalifornia.edu/_files/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf)

<sup>20</sup> <https://www.ucop.edu/transfer-action-team/transfer-action-team-report-2014.pdf>

<sup>21</sup> <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<sup>22</sup> for the selection of advanced standing (transfer) applicants. The revisions incorporate into existing selection criteria language highlighting completion of a UC Transfer Pathway as one way for applicants to demonstrate transfer readiness.

Because California's four-year institutions and community colleges are critical avenues of opportunity for all students to meet their educational goals, it is imperative that UC collaborate with the CCC and CSU systems to address how the transfer process can be further enhanced, especially through continuous and thorough self-study. As the University turns its focus to more detailed planning and implementation of UC transfer initiatives 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.<sup>23</sup> 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.

---

<sup>22</sup> [https://senate.universityofcalifornia.edu/\\_files/committees/boars/documents/guidelines-implementation-of-ug-admission.pdf](https://senate.universityofcalifornia.edu/_files/committees/boars/documents/guidelines-implementation-of-ug-admission.pdf)

<sup>23</sup> <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 2015–2022 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 more diverse pool of students; and strengthened the University’s position as an engine of social mobility in the state. Though not initially endorsed by BOARS, elimination of standardized tests have demonstrated a way in which UC can lead in advancing access and opportunity for the state’s students. Demand for a UC education continues to grow, and UC continues to meet its Master Plan obligation to California residents, even as UC becomes an increasingly selective institution.

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, more likely to come from underrepresented groups (URG), 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 URG 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. The Regents argued that standardized admissions tests are discriminatory and serve as a major barrier to college access for many low-income students.

UC then formed a Feasibility Study Work Group and Steering Committee to evaluate the viability of creating or modifying a test for use in admissions. That group determined UC could not create a test within the timeline provided by the Regents and recommended that UC should not have a standardized testing requirement for freshman undergraduate admissions, starting with applicants for fall 2025. Additionally, the Smarter Balanced assessment was identified as an existing test for further study. In November 2021, the Smarter Balanced Study Group (SBSG) shared its report with the President and recommended that the Smarter Balanced assessment not be used in UC admissions due to concerns regarding potential bias, moderate predictive power, and the adverse effects of high-stakes testing. As a result, UC has ended use of standardized tests in freshman admissions for the foreseeable future.

In 2022, UC offered freshman admission to more California resident Chicano/Latino students than in previous years, which continues to reflect the state’s changing demographics. As African

American admits and enrollees increased this year, there is still a need for fresh, new targeted efforts to increase yield rates and outreach to specific communities.

In February 2021, with the absence of standardized test scores for freshman applicants, BOARS established a new Statewide Eligibility Index<sup>24</sup> 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 Provost Michael T. Brown and former Academic Senate Chair Jim Chalfant with three subcommittees to develop specific transfer recommendations to increase the CCC transfer pool. 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.<sup>25</sup> BOARS is also working 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 help 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 Regents’ policy. While the referral guarantee is not important to most high school students who are primarily concerned about whether they are admitted to the UC campus of their choice, some do value the guarantee, and BOARS considers it an important promise to Californians to have access to a UC education. And although UC Merced is 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.

---

<sup>24</sup> <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/california-residents/statewide-guarantee/admissions-index-instructions.html>

<sup>25</sup> <https://regents.universityofcalifornia.edu/regmeet/july22/a3.pdf>



## RECOMMENDATIONS

1. BOARS recognizes that the increased enrollment of undergraduates benefits Californians of all races/ethnicities, including those underrepresented at UC. BOARS remains concerned, however, that yield rates for African Americans and American Indians are below the systemwide average, and the committee welcomes University and campus efforts that work to increase the number of underrepresented students who ultimately decide to enroll at UC.
2. 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 probation 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 newly approved transfer general education curriculum, Cal-GETC. We will continue to partner with CCC colleagues to develop and articulate general education and major preparation for transfer students, but we recommend keeping with UC's goal of enrolling students who are well prepared in their major to be successful and graduate in a timely manner. Partnership with the new Academic Council Special Committee on Transfer Issues is key in this regard.

## List of Data Tables and Figures for BOARS Comprehensive Review Report, 2022

Table 1: Freshman and Transfer Applicants (Fall 2015 through Fall 2022)

Figure 1: Freshman Application and Admission

Table 2: Fall Freshman Admit Rates by UC Campus, 2015 to 2022

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

Table 3: Freshman California Resident Application, Admission, and Enrollment, Fall 2015-Fall 2022

Table 4: California Public High School Admissions Outcomes as a Percent of High School Graduates, Fall 2015-2022

Figure 3: Academic Preparation, California Freshman Admits, 2015 to 2022

Table 5: Applicants, Admits and Admit Rates, All Transfers by Residency, Fall 2015-Fall 2022

Table 6: Freshman Enrollees

Figure 4: California Resident Freshman Applicants, Admits, and Enrollees, Fall 2015-2022

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

Figure 6: California Resident Freshman Applicants, Admits, and Enrollees by Eligibility Category, 2012-2022

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

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

Table 7.3: California Resident Freshman Applicants, Admits, and Enrollees by Eligibility Category, Changes Since 2015

Table 8: Transfer Enrollees

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

Table 9.1: Applicants, Admits, and Enrollees, California Community College Transfers by Race/ethnicity

Table 9.2: Applicants, Admits, and Enrollees, Percent of Total, California Community College Transfers by Race/ethnicity

Table 10.1: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2022 by Admissions Eligibility Category

Table 10.2: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2022 by Admissions Eligibility Category and Percentage of Total

Figure 8: Percentages of ELC Only, ETR, and all California Resident Freshman Enrollees by First-Generation, Low Income and URG status

Table 11: First Term and First Year Academic Performance of California Freshmen Universitywide

Table 12: Outcomes for California Transfers Universitywide

**Table 1: Freshman and Transfer Applicants (Fall 2015 through Fall 2022)**

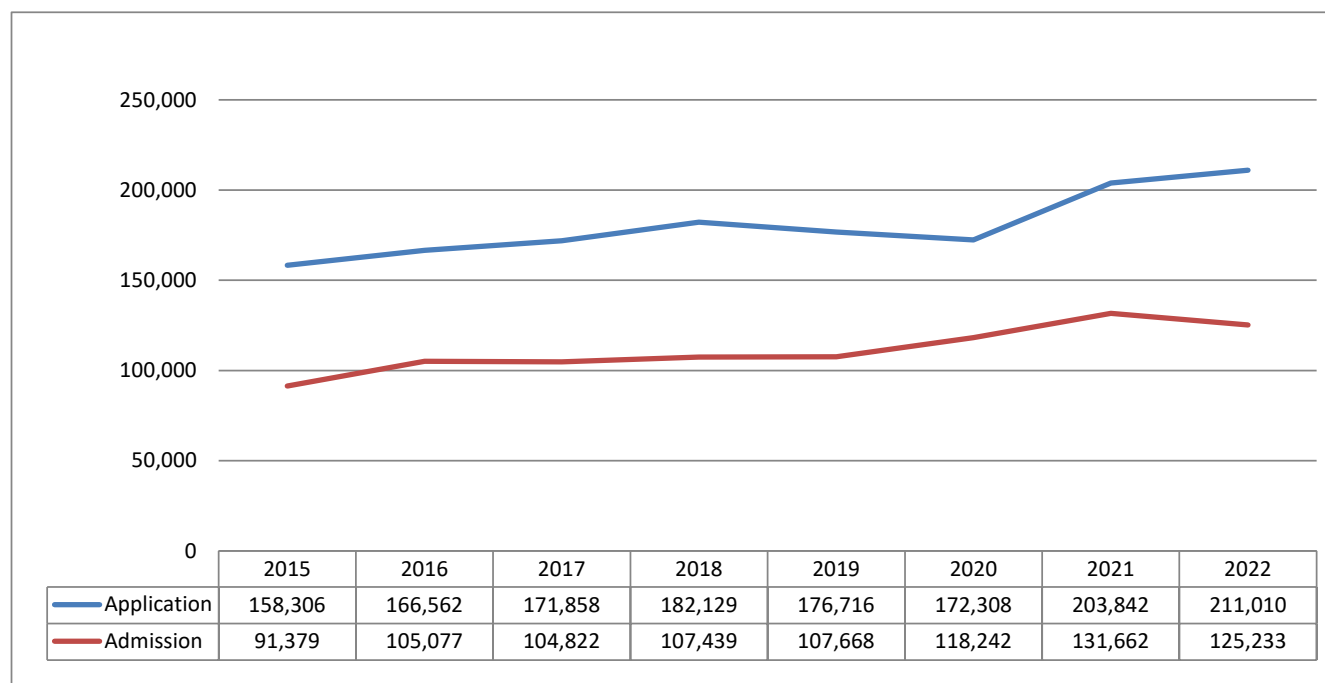
	2015	2016	2017	2018	2019	2020	2021	2022
<b>Freshman</b>								
California	103,259	105,465	111,857	120,030	115,987	113,544	128,256	132,488
% change		2.1%	6.1%	7.3%	-3.4%	-2.1%	13.0%	3.3%
Out-of-State	30,087	33,688	32,808	33,533	32,959	32,055	46,197	47,196
% change		12.0%	-2.6%	2.2%	-1.7%	-2.7%	44.1%	2.2%
International	24,960	27,409	27,193	28,566	27,770	26,709	29,389	31,326
% change		9.8%	-0.8%	5.0%	-2.8%	-3.8%	10.0%	6.6%
<b>Total Freshman</b>	<b>158,306</b>	<b>166,562</b>	<b>171,858</b>	<b>182,129</b>	<b>176,716</b>	<b>172,308</b>	<b>203,842</b>	<b>211,010</b>
% change		5.2%	3.2%	6.0%	-3.0%	-2.5%	18.3%	3.5%
<b>Transfer</b>								
California	29,539	32,971	31,710	34,470	34,685	36,623	39,442	35,444
% change		11.6%	-3.8%	8.7%	0.6%	5.6%	7.7%	-10.1%
Out-of-State	1,151	1,489	1,300	1,179	1,059	1,028	1,470	1,304
% change		29.4%	-12.7%	-9.3%	-10.2%	-2.9%	43.0%	-11.3%
International	5,210	5,546	5,463	5,700	5,524	5,585	5,401	3,940
% change		6.4%	-1.5%	4.3%	-3.1%	1.1%	-3.3%	-27.1%
<b>Total Transfer</b>	<b>35,900</b>	<b>40,006</b>	<b>38,473</b>	<b>41,349</b>	<b>41,268</b>	<b>43,236</b>	<b>46,313</b>	<b>40,688</b>
% change		11.4%	-3.8%	7.5%	-0.2%	4.8%	7.1%	-12.1%
<b>Total</b>								
California	132,798	138,436	143,567	154,500	150,672	150,167	167,698	167,932
Out-of-State	31,238	35,177	34,108	34,712	34,018	33,083	47,667	48,500
International	30,170	32,955	32,656	34,266	33,294	32,294	34,790	35,266
<b>Total</b>	<b>194,206</b>	<b>206,568</b>	<b>210,331</b>	<b>223,478</b>	<b>217,984</b>	<b>215,544</b>	<b>250,155</b>	<b>251,698</b>

Note: Data from UC Data Warehouse.

**Figure 1: Freshman Application and Admission**

	2015	2016	2017	2018	2019	2020	2021	2022
Application	158,306	166,562	171,858	182,129	176,716	172,308	203,842	211,010
Admission	91,379	105,077	104,822	107,439	107,668	118,242	131,662	125,233

Note: Data from UC Data Warehouse.



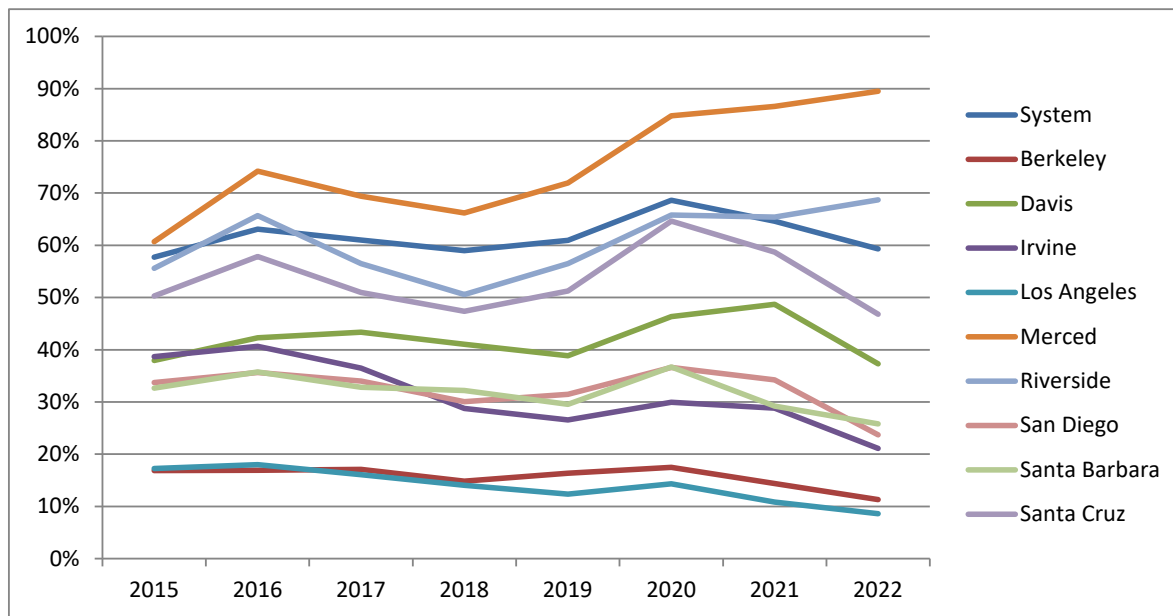
Note: Data from UC Data Warehouse.

**Table 2: Fall Freshman Admit Rates by UC Campus, 2015 to 2022**

Campus	2015	2016	2017	2018	2019	2020	2021	2022
System	57.7%	63.1%	61.0%	59.0%	60.9%	68.6%	64.6%	59.3%
Berkeley	16.9%	16.9%	17.1%	14.8%	16.3%	17.5%	14.4%	11.3%
Davis	38.0%	42.3%	43.4%	41.1%	38.9%	46.4%	48.7%	37.3%
Irvine	38.7%	40.7%	36.5%	28.8%	26.5%	29.9%	28.8%	21.1%
Los Angeles	17.3%	18.0%	16.1%	14.0%	12.3%	14.3%	10.8%	8.6%
Merced	60.7%	74.2%	69.4%	66.2%	72.0%	84.8%	86.6%	89.5%
Riverside	55.6%	65.7%	56.5%	50.6%	56.5%	65.8%	65.4%	68.7%
San Diego	33.7%	35.7%	34.0%	30.1%	31.5%	36.6%	34.2%	23.7%
Santa Barbara	32.6%	35.8%	32.8%	32.2%	29.6%	36.7%	29.2%	25.8%
Santa Cruz	50.3%	57.9%	50.9%	47.3%	51.2%	64.6%	58.7%	46.8%

Note: Data from UC Data Warehouse.

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



Note: Data from UC Data Warehouse.

Table 3: Freshman California Resident Application, Admission, and Enrollment, Fall 2015-Fall 2022

	2015			2016			2017			2018			2019			2020			2021			2022		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
<b>Total</b>	103,259	61,181	32,630	105,465	70,852	38,361	111,857	69,154	36,306	120,030	70,750	36,755	115,987	71,479	36,347	113,544	79,577	37,972	128,256	83,775	39,648	132,488	85,254	39,709
<b>Race/Ethnicity</b>																								
African American	6,310	2,625	1,315	6,619	3,435	1,808	6,958	3,403	1,747	7,408	3,422	1,781	7,151	3,397	1,643	6,923	3,957	1,786	8,420	4,573	2,027	8,676	4,850	2,100
American Indian	697	399	187	656	421	200	662	400	189	655	376	196	563	333	171	548	359	166	575	378	183	764	509	273
Asian American	31,937	22,463	13,049	31,362	24,083	14,406	32,913	23,901	13,803	36,822	25,545	14,789	35,869	25,532	14,643	35,453	27,894	15,694	39,259	28,539	15,463	41,479	30,050	16,356
Chicano/Latino	35,207	17,927	9,754	37,759	22,839	12,318	41,661	22,800	11,737	44,697	23,352	11,460	43,766	24,518	11,464	43,280	28,531	11,678	48,519	30,997	13,085	50,500	31,785	12,799
Unknown	3,356	2,134	1,058	3,051	2,221	1,144	3,161	2,103	1,019	3,678	2,355	1,151	3,078	2,018	939	3,471	2,505	1,122	3,143	2,323	1,100	3,092	2,184	1,012
White	25,752	15,633	7,267	26,018	17,853	8,485	26,502	16,547	7,811	26,770	15,700	7,378	25,560	15,681	7,487	23,869	16,331	7,526	28,340	16,965	7,790	27,977	15,876	7,169
Total URG	42,214	20,951	11,256	45,034	26,695	14,326	49,281	26,603	13,673	52,760	27,150	13,437	51,480	28,248	13,278	50,751	32,847	13,630	57,514	35,948	15,295	59,940	37,144	15,172
<b>Sex</b>																								
Female	58,248	34,856	18,379	59,879	40,865	22,159	64,303	40,087	20,952	68,818	40,944	21,044	66,566	41,569	21,038	65,308	46,384	21,902	72,338	48,519	22,875	72,803	48,385	22,677
Male	44,796	26,249	14,236	45,274	29,821	16,157	46,958	28,760	15,260	50,399	29,406	15,593	48,829	29,614	15,228	47,954	33,025	16,019	52,932	33,248	15,827	54,510	33,519	15,480
Other/Unknown	215	76	15	312	166	45	596	307	94	813	400	118	592	296	81	282	168	51	2,986	2,008	946	5,175	3,350	1,552
<b>School Type</b>																								
CA public high school	89,760	53,562	29,683	92,208	62,304	34,895	98,148	61,037	33,154	105,009	62,472	33,451	101,320	63,007	32,949	99,156	70,386	34,477	111,111	73,969	35,854	115,294	75,666	36,176
CA private high school	12,429	7,092	2,685	12,270	8,041	3,270	12,655	7,636	2,947	13,099	7,363	2,911	12,783	7,443	2,968	12,454	8,190	3,127	14,754	8,747	3,363	14,870	8,639	3,159
Other/unknown	1,070	527	262	987	507	196	1,054	481	205	1,922	915	393	1,884	1,029	430	1,934	1,001	368	2,391	1,059	431	2,324	949	374
<b>Academic Indicators</b>																								
Average High School GPA	3.71	3.93	3.97	3.72	3.89	3.94	3.73	3.93	3.97	3.76	3.96	4.01	3.79	3.96	4.02	3.81	3.93	4.00	3.81	3.96	3.96	3.89	4.01	4.10
Average SAT - Reading	554	590	589	550	577	579	581	607	613	596	625	633	598	624	634	597	616	634	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT - Math	572	612	614	567	597	602	581	609	616	602	636	646	606	636	649	604	624	646	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT - Writing	556	595	594	550	579	582	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT	26	27	27	26	27	27	26	27	27	26	27	27	26	27	27	26	27	27	n/a	n/a	n/a	n/a	n/a	n/a
Average Number of A-G Courses	47	48	48	47	48	48	47	48	48	48	49	49	48	49	49	48	48	49	48	49	49	48	49	49
Average Number of Honors/AP Courses	13	15	16	13	15	15	13	15	16	13	16	17	14	16	17	14	16	17	14	16	16	14	16	17
<b>Family Characteristics</b>																								
Low Income	37,337	20,307	11,938	38,361	24,265	14,236	43,234	25,035	13,961	45,760	25,466	13,754	44,500	26,109	13,499	44,197	30,234	13,857	49,622	33,061	14,942	52,569	34,791	15,461
1st Generation College	47,180	25,663	14,990	48,450	30,266	17,496	52,221	29,616	16,379	55,771	30,508	16,301	53,083	30,758	15,595	51,476	34,908	15,873	55,947	36,574	16,276	56,706	36,824	16,027
<b>Eligibility Category</b>																								
Index and ELC	26,013	24,304	15,426	26,649	25,251	16,384	27,839	25,877	16,363	29,530	27,173	17,173	29,632	26,739	16,967	28,464	26,396	16,220	n/a	n/a	n/a	40,607	35,338	20,931
Index Only	22,820	16,615	7,418	23,299	18,403	8,980	25,230	18,769	8,897	28,948	20,457	9,776	28,629	20,165	9,589	30,033	23,146	11,225	n/a	n/a	n/a	25,629	17,563	8,120
ELC Only	7,996	5,802	3,316	7,948	6,525	3,885	8,105	6,073	3,300	8,254	6,287	3,061	7,489	5,902	2,863	6,856	5,672	2,385	36,467	32,903	19,449	6,270	4,938	2,074
Entitled to Review	35,936	13,128	5,803	37,087	18,946	8,319	39,437	17,018	7,092	41,898	15,256	5,983	40,335	17,032	6,246	38,918	22,580	7,458	81,031	48,587	19,404	51,296	25,571	7,980
Do Not Meet Above Criteria	10,489	1,332	667	10,479	1,727	793	11,245	1,417	654	11,400	1,577	762	9,902	1,641	682	9,273	1,783	684	10,757	2,285	795	8,685	1,844	604
Unknown	5	0	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0

Note: Data from UC Data Warehouse and final UC Application Processing (UCAP) files. For 2017 to 2020, new SAT Evidence Based Reading and Writing (EBRW) scores are listed under SAT Reading and new SAT Math scores are listed under SAT Math; these are not directly comparable to prior years. Low income means reporting family income at or below the 30th percentile based on Current Population Survey (CPS) data for Californians aged 30-65. Gender categories were Female, Male, Unknown through 2020; in 2021 Other/Unknown includes Blank/Not Provided, Different Identity, Genderqueer or Nonbinary Gender, Trans Female/Trans Woman, Trans Male/Trans Man. The statewide index was not used for fall 2021. The statewide index change in 2021 to use HSGPA and number of A-G courses; previously it used HSGPA and SAT/ACT scores.

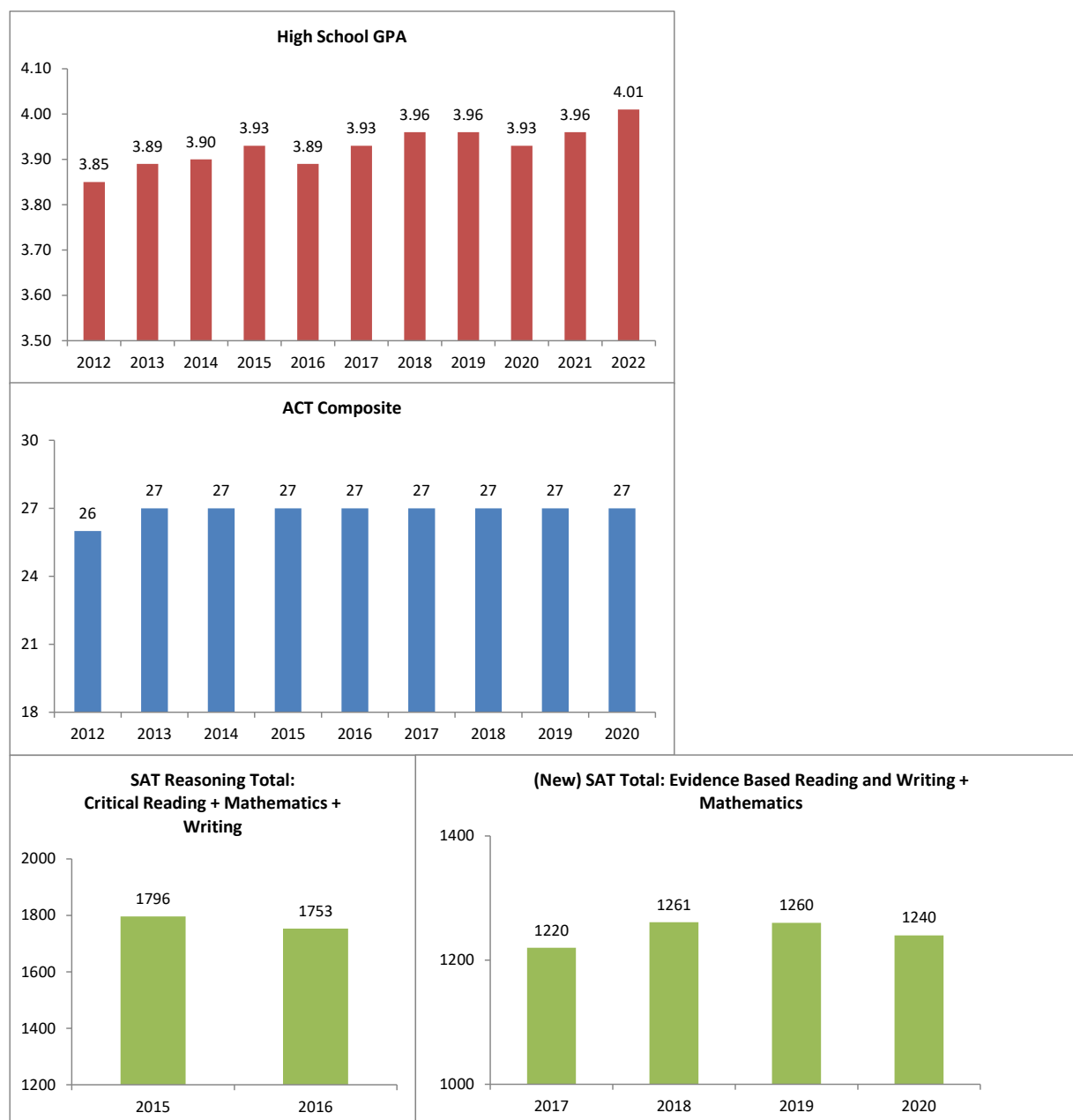
Table 4: California Public High School Admissions Outcomes as a Percent of High School Graduates, Fall 2015-2022

	2015	2016	2017	2018	2019	2020	2021	2022
CA Public HS Graduates*	426,950	429,323	429,560	438,739	438,650	427,981	433,740	447,946
All CA Pub HS Applicants	90,698	93,081	99,081	105,904	102,179	100,042	112,004	116,175
% of CA Pub HS Graduates	21.2%	21.7%	23.0%	24.1%	23.3%	23.4%	25.8%	25.9%
CA Pub HS Applicants Guaranteed Admission	49,060	50,157	53,208	58,200	57,166	56,735	33,896	63,508
% of CA Pub HS Graduates	11.5%	11.7%	12.4%	13.3%	13.0%	13.3%	7.8%	14.2%
Admitted "ETR" Students	11,736	17,051	15,306	13,705	15,248	20,545	41,720	22,767
% of CA Pub HS Graduates	2.7%	4.0%	3.6%	3.1%	3.5%	4.8%	9.6%	5.1%
Total Guaranteed PLUS ETR Admits	52,696	61,102	60,064	61,588	62,073	69,368	72,411	74,413
Applicants Guaranteed Admission plus ETR Admits as % of CA Pub HS Graduates	14.2%	15.7%	15.9%	16.4%	16.5%	18.1%	17.4%	19.3%
Total Admitted to Campus of Choice	51,746	60,531	59,550	60,569	61,354	68,803	70,425	71,242
% of CA Pub HS Graduates	12.1%	14.1%	13.8%	13.8%	14.3%	16.1%	16.2%	15.9%

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

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

**Figure 3: Academic Preparation, California Freshman Admits, 2015 to 2022**



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



**Table 5: Applicants, Admits and Admit Rates, All Transfers by Residency, Fall 2015-Fall 2022**

	2015			2016			2017			2018			2019			2020			2021			2022		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	29,539	19,046	64.5%	32,971	21,953	66.6%	31,710	22,632	71.4%	34,470	24,384	70.7%	34,685	24,430	70.4%	36,623	26,003	71.0%	39,442	26,736	67.8%	35,444	24,985	70.5%
Domestic Non-Residents	1,151	271	23.5%	1,489	420	28.2%	1,300	349	26.8%	1,179	312	26.5%	1,059	269	25.4%	1,028	293	28.5%	1,470	439	29.9%	1,304	379	29.1%
International Non-Residents	5,210	3,235	62.1%	5,546	3,644	65.7%	5,463	3,689	67.5%	5,700	3,837	67.3%	5,524	3,829	69.3%	5,585	3,771	67.5%	5,401	3,485	64.5%	3,940	2,310	58.6%
<b>Total</b>	<b>35,900</b>	<b>22,552</b>	<b>62.8%</b>	<b>40,006</b>	<b>26,017</b>	<b>65.0%</b>	<b>38,473</b>	<b>26,670</b>	<b>69.3%</b>	<b>41,349</b>	<b>28,533</b>	<b>69.0%</b>	<b>41,268</b>	<b>28,528</b>	<b>69.1%</b>	<b>43,236</b>	<b>30,067</b>	<b>69.5%</b>	<b>46,313</b>	<b>30,660</b>	<b>66.2%</b>	<b>40,688</b>	<b>27,674</b>	<b>68.0%</b>

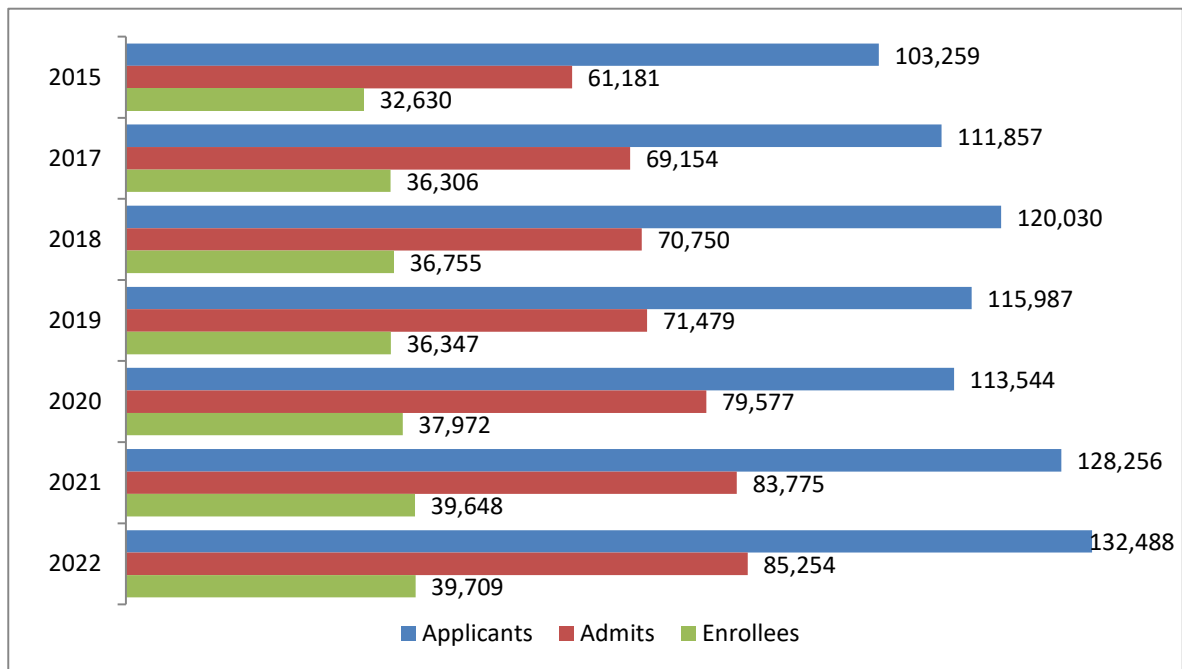
Note: Data from UC Data Warehouse.

**Table 6: Freshman Enrollees**

	2015		2016		2017		2018		2019		2020		2021		2022	
California	32,630	78.5%	38,361	80.8%	36,306	78.9%	36,755	78.7%	36,347	79.1%	37,972	81.3%	39,648	76.6%	39,709	81.7%
Out-of-State	3,467	8.3%	3,289	6.9%	3,746	8.1%	3,657	7.8%	3,676	8.0%	3,648	7.8%	6,071	11.7%	4,422	9.1%
International	5,459	13.1%	5,829	12.3%	5,954	12.9%	6,265	13.4%	5,928	12.9%	5,089	10.9%	6,008	11.6%	4,457	9.2%
<b>Total</b>	<b>41,556</b>	<b>100.0%</b>	<b>47,479</b>	<b>100.0%</b>	<b>46,006</b>	<b>100.0%</b>	<b>46,677</b>	<b>100.0%</b>	<b>45,951</b>	<b>100.0%</b>	<b>46,709</b>	<b>100.0%</b>	<b>51,727</b>	<b>100.0%</b>	<b>48,588</b>	<b>100.0%</b>

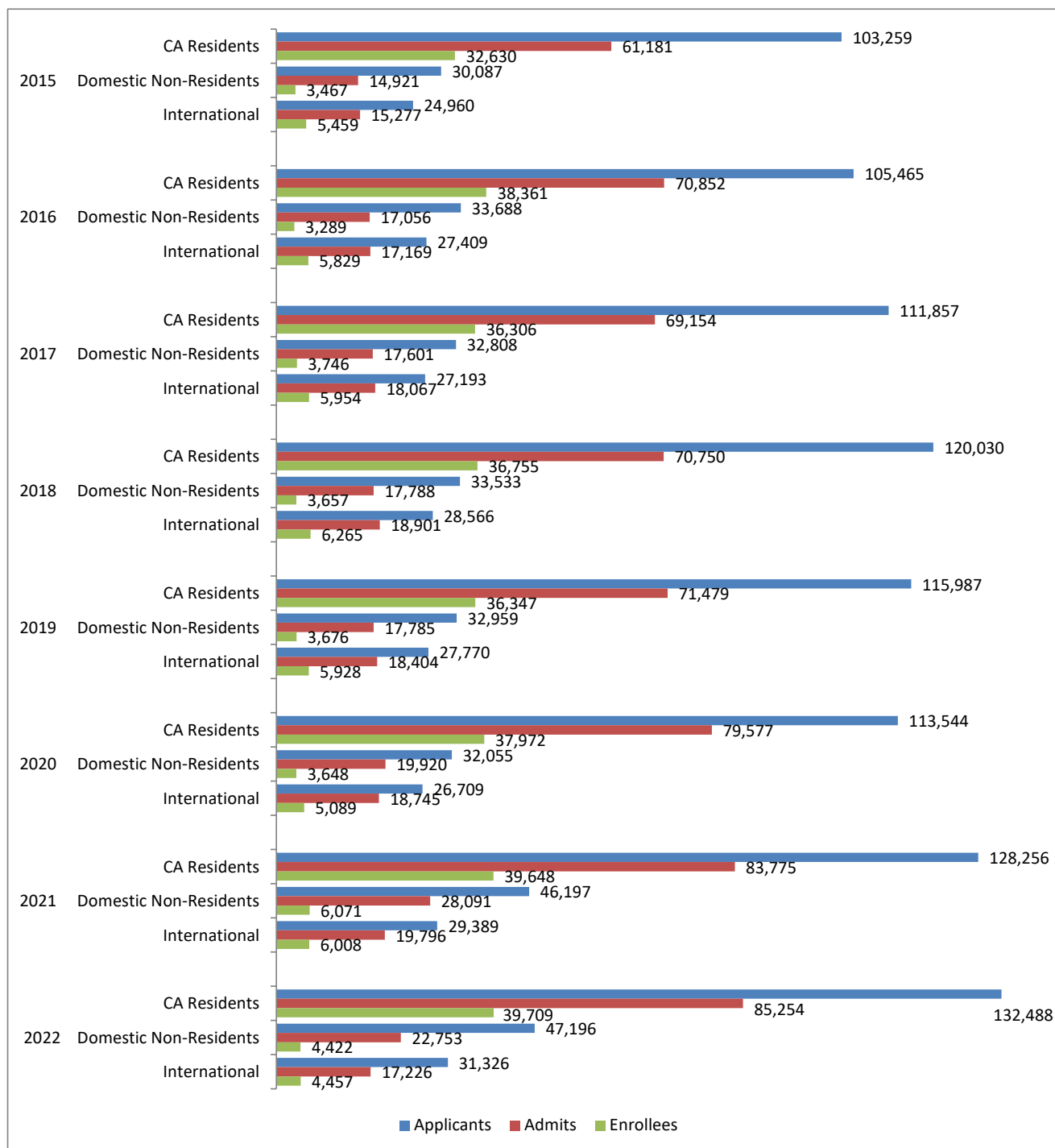
Note: Data from UC Data Warehouse.

**Figure 4: California Resident Freshman Applicants, Admits, and Enrollees, Fall 2015-2022**



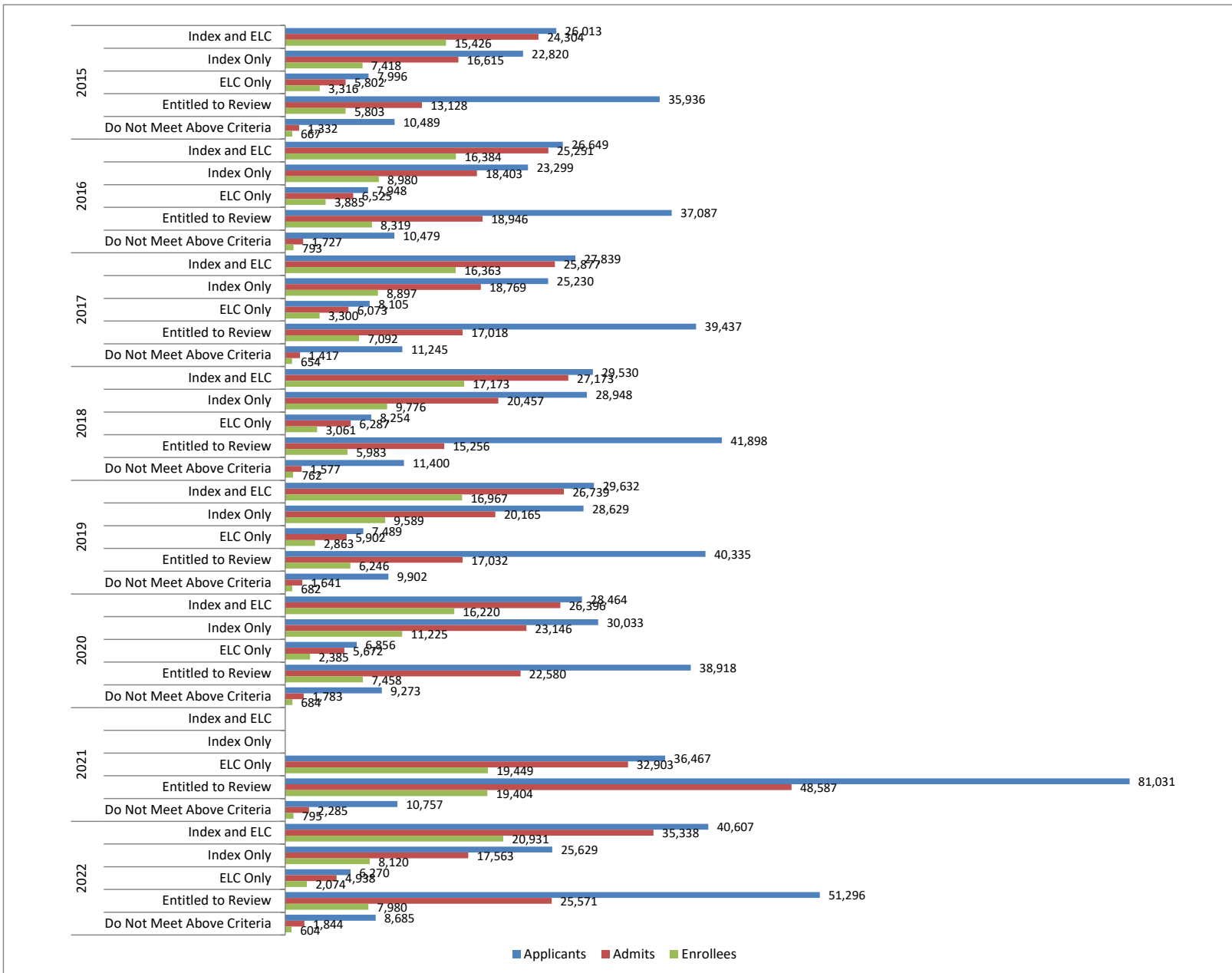
Note: Data from UC Data Warehouse.

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



Note: Data from UC Data Warehouse.

Figure 6: California Resident Freshman Applicants, Admits, and Enrollees by Eligibility Category, 2012-2022



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

<b>2015</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	26,013	22,820	48,833	7,996	56,829	35,936	10,494	103,259
admits	24,304	16,615	40,919	5,802	46,721	13,128	1,332	61,181
enrollees	15,426	7,418	22,844	3,316	26,160	5,803	667	32,630
admission rate	93.4%	72.8%	83.8%	72.6%	82.2%	36.5%	12.7%	59.3%
yield rate	63.5%	44.6%	55.8%	57.2%	56.0%	44.2%	50.1%	53.3%
<b>2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	26,649	23,299	49,948	7,948	57,896	37,087	10,482	105,465
admits	25,251	18,403	43,654	6,525	50,179	18,946	1,727	70,852
enrollees	16,384	8,980	25,364	3,885	29,249	8,319	793	38,361
admission rate	94.8%	79.0%	87.4%	82.1%	86.7%	51.1%	16.5%	67.2%
yield rate	64.9%	48.8%	58.1%	59.5%	58.3%	43.9%	45.9%	54.1%
<b>2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	27,839	25,230	53,069	8,105	61,174	39,437	11,246	111,857
admits	25,877	18,769	44,646	6,073	50,719	17,018	1,417	69,154
enrollees	16,363	8,897	25,260	3,300	28,560	7,092	654	36,306
admission rate	93.0%	74.4%	84.1%	74.9%	82.9%	43.2%	12.6%	61.8%
yield rate	63.2%	47.4%	56.6%	54.3%	56.3%	41.7%	46.2%	52.5%
<b>2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	29,530	28,948	58,478	8,254	66,732	41,898	11,400	120,030
admits	27,173	20,457	47,630	6,287	53,917	15,256	1,577	70,750
enrollees	17,173	9,776	26,949	3,061	30,010	5,983	762	36,755
admission rate	92.0%	70.7%	81.4%	76.2%	80.8%	36.4%	13.8%	58.9%
yield rate	63.2%	47.8%	56.6%	48.7%	55.7%	39.2%	48.3%	52.0%
<b>2019</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	29,632	28,629	58,261	7,489	65,750	40,335	9,902	115,987
admits	26,739	20,165	46,904	5,902	52,806	17,032	1,641	71,479
enrollees	16,967	9,589	26,556	2,863	29,419	6,246	682	36,347
admission rate	90.2%	70.4%	80.5%	78.8%	80.3%	42.2%	16.6%	61.6%
yield rate	63.5%	47.6%	56.6%	48.5%	55.7%	36.7%	41.6%	50.8%
<b>2020</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	28,464	30,033	58,497	6,856	65,353	38,918	9,273	113,544
admits	26,396	23,146	49,542	5,672	55,214	22,580	1,783	79,577
enrollees	16,220	11,225	27,445	2,385	29,830	7,458	684	37,972
admission rate	92.7%	77.1%	84.7%	82.7%	84.5%	58.0%	19.2%	70.1%
yield rate	61.4%	48.5%	55.4%	42.0%	54.0%	33.0%	38.4%	47.7%
<b>2021</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	n/a	n/a	n/a	36,467	36,467	81,031	10,758	128,256
admits	n/a	n/a	n/a	32,903	32,903	48,587	2,285	83,775
enrollees	n/a	n/a	n/a	19,449	19,449	19,404	795	39,648
admission rate	n/a	n/a	n/a	90.2%	90.2%	60.0%	21.2%	65.3%
yield rate	n/a	n/a	n/a	59.1%	59.1%	39.9%	34.8%	47.3%
<b>2022</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	40,607	25,629	66,236	6,270	72,506	51,296	8,686	132,488
admits	35,338	17,563	52,901	4,938	57,839	25,571	1,844	85,254
enrollees	20,931	8,120	29,051	2,074	31,125	7,980	604	39,709
admission rate	87.0%	68.5%	79.9%	78.8%	79.8%	49.8%	21.2%	64.3%
yield rate	59.2%	46.2%	54.9%	42.0%	53.8%	31.2%	32.8%	46.6%

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

<b>2015</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	45.8%	40.2%	85.9%	14.1%	100.0%	34.8%	10.2%	100.0%
admits	52.0%	35.6%	87.6%	12.4%	100.0%	21.5%	2.2%	100.0%
enrollees	59.0%	28.4%	87.3%	12.7%	100.0%	17.8%	2.0%	100.0%
<b>2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	46.0%	40.2%	86.3%	13.7%	100.0%	35.2%	9.9%	100.0%
admits	50.3%	36.7%	87.0%	13.0%	100.0%	26.7%	2.4%	100.0%
enrollees	56.0%	30.7%	86.7%	13.3%	100.0%	21.7%	2.1%	100.0%
<b>2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	45.5%	41.2%	86.8%	13.2%	100.0%	35.3%	10.1%	100.0%
admits	51.0%	37.0%	88.0%	12.0%	100.0%	24.6%	2.0%	100.0%
enrollees	57.3%	31.2%	88.4%	11.6%	100.0%	19.5%	1.8%	100.0%
<b>2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	44.3%	43.4%	87.6%	12.4%	100.0%	34.9%	9.5%	100.0%
admits	50.4%	37.9%	88.3%	11.7%	100.0%	21.6%	2.2%	100.0%
enrollees	57.2%	32.6%	89.8%	10.2%	100.0%	16.3%	2.1%	100.0%
<b>2019</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	45.1%	43.5%	88.6%	11.4%	100.0%	34.8%	8.5%	100.0%
admits	50.6%	38.2%	88.8%	11.2%	100.0%	23.8%	2.3%	100.0%
enrollees	57.7%	32.6%	90.3%	9.7%	100.0%	17.2%	1.9%	100.0%
<b>2020</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	43.6%	46.0%	89.5%	10.5%	100.0%	34.3%	8.2%	100.0%
admits	47.8%	41.9%	89.7%	10.3%	100.0%	28.4%	2.2%	100.0%
enrollees	54.4%	37.6%	92.0%	8.0%	100.0%	19.6%	1.8%	100.0%
<b>2021</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	n/a	n/a	n/a	100.0%	100.0%	63.2%	8.4%	100.0%
admits	n/a	n/a	n/a	100.0%	100.0%	58.0%	2.7%	100.0%
enrollees	n/a	n/a	n/a	100.0%	100.0%	48.9%	2.0%	100.0%
<b>2022</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	56.0%	35.3%	91.4%	8.6%	100.0%	38.7%	6.6%	100.0%
admits	61.1%	30.4%	91.5%	8.5%	100.0%	30.0%	2.2%	100.0%
enrollees	67.2%	26.1%	93.3%	6.7%	100.0%	20.1%	1.5%	100.0%

**Table 7.3: California Resident Freshman Applicants, Admits, and Enrollees by Eligibility Category, Changes Since 2015**

Year by year changes:

<b>2015 to 2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	636	479	1,115	-48	1,067	1,151	-12	2,206
admits	947	1,788	2,735	723	3,458	5,818	395	9,671
enrollees	958	1,562	2,520	569	3,089	2,516	126	5,731
<b>Percent Change</b>								
applicants	2.4%	2.1%	2.3%	-0.6%	1.9%	3.2%	-0.1%	2.1%
admits	3.9%	10.8%	6.7%	12.5%	7.4%	44.3%	29.7%	15.8%
enrollees	6.2%	21.1%	11.0%	17.2%	11.8%	43.4%	18.9%	17.6%
<b>2016 to 2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	1,190	1,931	3,121	157	3,278	2,350	764	6,392
admits	626	366	992	-452	540	-1,928	-310	-1,698
enrollees	-21	-83	-104	-585	-689	-1,227	-139	-2,055
<b>Percent Change</b>								
applicants	4.5%	8.3%	6.2%	2.0%	5.7%	6.3%	7.3%	6.1%
admits	2.5%	2.0%	2.3%	-6.9%	1.1%	-10.2%	-18.0%	-2.4%
enrollees	-0.1%	-0.9%	-0.4%	-15.1%	-2.4%	-14.7%	-17.5%	-5.4%
<b>2017 to 2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	1,691	3,718	5,409	149	5,558	2,461	154	8,173
admits	1,296	1,688	2,984	214	3,198	-1,762	160	1,596
enrollees	810	879	1,689	-239	1,450	-1,109	108	449
<b>Percent Change</b>								
applicants	6.1%	14.7%	10.2%	1.8%	9.1%	6.2%	1.4%	7.3%
admits	5.0%	9.0%	6.7%	3.5%	6.3%	-10.4%	11.3%	2.3%
enrollees	5.0%	9.9%	6.7%	-7.2%	5.1%	-15.6%	16.5%	1.2%
<b>2018 to 2019</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	102	-319	-217	-765	-982	-1,563	-1,498	-4,043
admits	-434	-292	-726	-385	-1,111	1,776	64	729
enrollees	-206	-187	-393	-198	-591	263	-80	-408
<b>Percent Change</b>								
applicants	0.3%	-1.1%	-0.4%	-9.3%	-1.5%	-3.7%	-13.1%	-3.4%
admits	-1.6%	-1.4%	-1.5%	-6.1%	-2.1%	11.6%	4.1%	1.0%
enrollees	-1.2%	-1.9%	-1.5%	-6.5%	-2.0%	4.4%	-10.5%	-1.1%
<b>2019 to 2020</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	-1,168	1,404	236	-633	-397	-1,417	-629	-2,443
admits	-343	2,981	2,638	-230	2,408	5,548	142	8,098
enrollees	-747	1,636	889	-478	411	1,212	2	1,625
<b>Percent Change</b>								
applicants	-3.9%	4.9%	0.4%	-8.5%	-0.6%	-3.5%	-6.4%	-2.1%
admits	-1.3%	14.8%	5.6%	-3.9%	4.6%	32.6%	8.7%	11.3%
enrollees	-4.4%	17.1%	3.3%	-16.7%	1.4%	19.4%	0.3%	4.5%
<b>2020 to 2021</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	n/a	n/a	n/a	29,611	n/a	42,113	1,485	14,712
admits	n/a	n/a	n/a	27,231	n/a	26,007	502	4,198
enrollees	n/a	n/a	n/a	17,064	n/a	11,946	111	1,676
<b>Percent Change</b>								
applicants	n/a	n/a	n/a	431.9%	n/a	108.2%	16.0%	13.0%
admits	n/a	n/a	n/a	480.1%	n/a	115.2%	28.2%	5.3%
enrollees	n/a	n/a	n/a	715.5%	n/a	160.2%	16.2%	4.4%
<b>2021 to 2022</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	n/a	n/a	n/a	-30,197	36,039	-29,735	-2,072	4,232
admits	n/a	n/a	n/a	-27,965	24,936	-23,016	-441	1,479
enrollees	n/a	n/a	n/a	-17,375	11,676	-11,424	-191	61
<b>Percent Change</b>								
applicants	n/a	n/a	n/a	-82.8%	98.8%	-36.7%	-19.3%	3.3%
admits	n/a	n/a	n/a	-85.0%	75.8%	-47.4%	-19.3%	1.8%
enrollees	n/a	n/a	n/a	-89.3%	60.0%	-58.9%	-24.0%	0.2%
<b>Seven year changes:</b>								
<b>2015 to 2022</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	14,594	2,809	17,403	-1,726	15,677	15,360	-1,808	29,229
admits	11,034	948	11,982	-864	11,118	12,443	512	24,073
enrollees	5,505	702	6,207	-1,242	4,965	2,177	-63	7,079
<b>Percent Change</b>								
applicants	56.1%	12.3%	35.6%	-21.6%	27.6%	42.7%	-17.2%	28.3%
admits	45.4%	5.7%	29.3%	-14.9%	23.8%	94.8%	38.4%	39.3%
enrollees	35.7%	9.5%	27.2%	-37.5%	19.0%	37.5%	-9.4%	21.7%

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

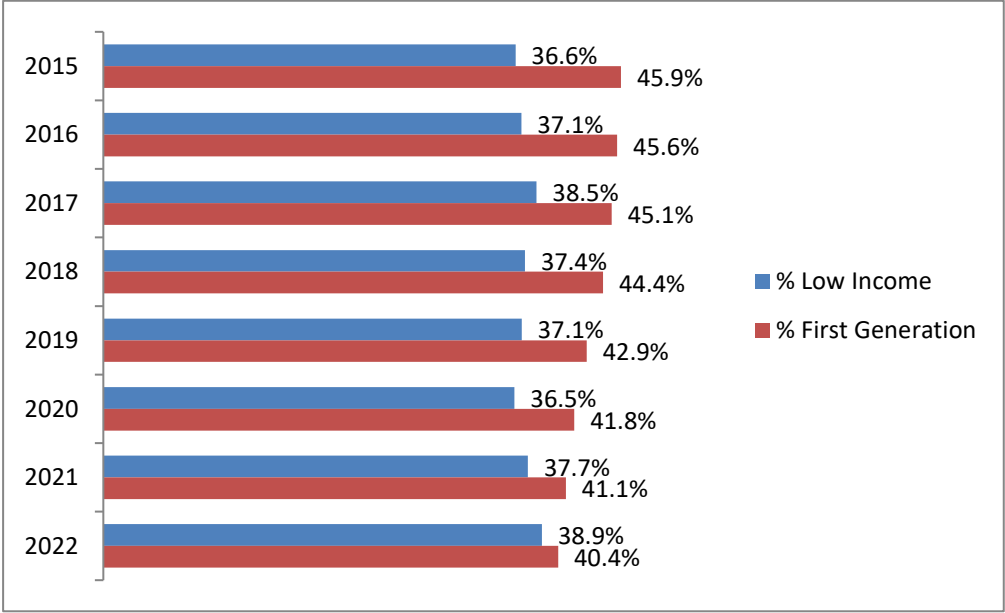


**Table 8: Transfer Enrollees**

	2015		2016		2017		2018		2019		2020		2021		2022	
California	14,353	85.0%	16,564	85.0%	17,124	85.6%	17,969	85.5%	17,888	85.8%	18,885	86.8%	18,825	87.5%	17,763	90.8%
Out-of-State	122	0.7%	155	0.8%	128	0.6%	115	0.5%	104	0.5%	95	0.4%	154	0.7%	135	0.7%
International	2,414	14.3%	2,763	14.2%	2,760	13.8%	2,931	13.9%	2,864	13.7%	2,765	12.7%	2,530	11.8%	1,663	8.5%
<b>Total</b>	<b>16,889</b>	<b>100.0%</b>	<b>19,482</b>	<b>100.0%</b>	<b>20,012</b>	<b>100.0%</b>	<b>21,015</b>	<b>100.0%</b>	<b>20,856</b>	<b>100.0%</b>	<b>21,745</b>	<b>100.0%</b>	<b>21,509</b>	<b>100.0%</b>	<b>19,561</b>	<b>100.0%</b>

Note: Data from UC Data Warehouse.

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



Note: Data from UC Data Warehouse.

**Table 9.1: Applicants, Admits, and Enrollees**  
**California Community College Transfers by Race/ethnicity**  
**Fall 2015 to Fall 2022**

	2015			2016			2017			2018			2019			2020			2021			2022			# Enrollee increase from 2015
	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	
African American	1,441	832	604	1,833	1,116	820	1,781	1,159	865	1,979	1,288	917	2,000	1,283	915	2,095	1,372	977	2,161	1,326	888	1,938	1,288	880	276
American Indian	225	149	111	254	183	128	222	151	120	230	163	119	221	157	120	245	173	113	203	132	91	242	186	135	24
Asian	7,492	5,348	4,184	8,068	5,923	4,756	8,001	6,223	4,919	8,353	6,403	4,976	8,676	6,699	5,132	9,373	7,174	5,605	10,386	7,792	5,968	9,337	7,342	5,682	1,498
Chicano/Latino	7,312	4,800	3,491	8,651	5,817	4,294	8,664	6,325	4,647	9,965	7,337	5,218	10,089	7,297	5,117	10,893	7,902	5,369	11,778	8,150	5,380	9,929	7,186	4,812	1,321
International	3,401	2,645	2,076	3,712	2,976	2,372	3,670	3,046	2,395	3,898	3,230	2,554	3,712	3,139	2,445	3,656	3,069	2,374	3,257	2,752	2,094	2,217	1,824	1,379	-697
Unknown	843	581	421	915	655	505	896	663	493	916	667	486	844	623	458	1,277	968	709	694	509	377	604	465	331	-90
White	8,916	6,177	4,770	9,650	6,945	5,257	9,025	6,826	5,264	9,592	7,231	5,468	9,738	7,272	5,452	9,361	7,113	5,306	10,438	7,547	5,361	9,146	6,931	5,025	255
Total	29,630	20,532	15,657	33,083	23,615	18,132	32,259	24,393	18,703	34,933	26,319	19,738	35,280	26,470	19,639	36,900	27,771	20,453	38,917	28,208	20,159	33,413	25,222	18,244	2,587

Note: Data from UC Data Warehouse.

**Table 9.2: Applicants, Admits, and Enrollees, Percent of Total**  
**California Community College Transfers by Race/ethnicity**  
**Fall 2015 to Fall 2022**

	2015			2016			2017			2018			2019			2020			2021			2022			% Enrollee increase from 2015
	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	
African American	4.9%	4.1%	3.9%	5.5%	4.7%	4.5%	5.5%	4.8%	4.6%	5.7%	4.9%	4.6%	5.7%	4.8%	4.7%	5.7%	4.9%	4.8%	5.6%	4.7%	4.4%	5.8%	5.1%	4.8%	45.7%
American Indian	0.8%	0.7%	0.7%	0.8%	0.8%	0.7%	0.7%	0.6%	0.6%	0.7%	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%	0.6%	0.6%	0.5%	0.5%	0.5%	0.7%	0.7%	0.7%	21.6%
Asian	25.3%	26.0%	26.7%	24.4%	25.1%	26.2%	24.8%	25.5%	26.3%	23.9%	24.3%	25.2%	24.6%	25.3%	26.1%	25.4%	25.8%	27.4%	26.7%	27.6%	29.6%	27.9%	29.1%	31.1%	35.8%
Chicano/Latino	24.7%	23.4%	22.3%	26.1%	24.6%	23.7%	26.9%	25.9%	24.8%	28.5%	27.9%	26.4%	28.6%	27.6%	26.1%	29.5%	28.5%	26.3%	30.3%	28.9%	26.7%	29.7%	28.5%	26.4%	37.8%
International	11.5%	12.9%	13.3%	11.2%	12.6%	13.1%	11.4%	12.5%	12.8%	11.2%	12.3%	12.9%	10.5%	11.9%	12.4%	9.9%	11.1%	11.6%	8.4%	9.8%	10.4%	6.6%	7.2%	7.6%	-33.6%
Unknown	2.8%	2.8%	2.7%	2.8%	2.8%	2.8%	2.8%	2.7%	2.6%	2.6%	2.5%	2.5%	2.4%	2.4%	2.3%	3.5%	3.5%	3.5%	1.8%	1.8%	1.9%	1.8%	1.8%	1.8%	-21.4%
White	30.1%	30.1%	30.5%	29.2%	29.4%	29.0%	28.0%	28.0%	28.1%	27.5%	27.5%	27.7%	27.6%	27.5%	27.8%	25.4%	25.6%	25.9%	26.8%	26.8%	26.6%	27.4%	27.5%	27.5%	5.3%
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%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	16.5%

Note: Data from UC Data Warehouse.

**Table 10.1: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2022 by Admissions Eligibility Category**

	Index Eligible Only					ELC Eligible Only					Index & ELC Eligible				
	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate
<b>Universitywide</b>	25,629	17,563	68.5%	8,120	46.2%	6,270	4,938	78.8%	2,074	42.0%	40,607	35,338	87.0%	20,931	59.2%
Race/Ethnicity															
African American	1,106	803	72.6%	355	44.2%	469	367	78.3%	168	45.8%	1,561	1,378	88.3%	790	57.3%
American Indian	151	114	75.5%	61	53.5%	22	19	86.4%	13	68.4%	219	195	89.0%	101	51.8%
Asian	10,502	7,903	75.3%	4,007	50.7%	1,023	780	76.2%	393	50.4%	15,670	13,891	88.6%	9,139	65.8%
Chicano/Latino	5,150	3,612	70.1%	1,562	43.2%	4,076	3,340	81.9%	1,332	39.9%	12,995	11,607	89.3%	6,352	54.7%
Unknown	943	662	70.2%	273	41.2%	41	28	68.3%	13	46.4%	1,231	1,077	87.5%	594	55.2%
White	7,777	4,469	57.5%	1,862	41.7%	639	404	63.2%	155	38.4%	8,931	7,190	80.5%	3,955	55.0%
Total URG	6,407	4,529	70.7%	1,978	43.7%	4,567	3,726	81.6%	1,513	40.6%	14,775	13,180	89.2%	7,243	55.0%
1st Gen College	5,594	4,222	75.5%	2,081	49.3%	4,488	3,699	82.4%	1,515	41.0%	15,063	13,719	91.1%	8,082	58.9%
School Type															
CA Public H.S.	19,910	13,977	70.2%	6,872	49.2%	6,146	4,852	78.9%	2,046	42.2%	37,452	32,817	87.6%	19,720	60.1%
CA Private H.S.	5,719	3,586	62.7%	1,248	34.8%	97	66	68.0%	19	28.8%	3,155	2,521	79.9%	1,211	48.0%
Other/Unknown	0	0	n/a	0	n/a	27	20	74.1%	9	45.0%	0	0	n/a	0	n/a
	Entitled to Review					Do Not Meet Other Criteria					Total				
	Admit					Admit					Admit				
	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate
<b>Universitywide</b>	51,296	25,571	49.8%	7,980	31.2%	8,686	1,844	21.2%	604	32.8%	132,488	85,254	64.3%	39,709	46.6%
Race/Ethnicity															
African American	4,393	2,124	48.3%	721	33.9%	1,147	178	15.5%	66	37.1%	8,676	4,850	55.9%	2,100	43.3%
American Indian	304	164	53.9%	93	56.7%	68	17	25.0%	5	29.4%	764	509	66.6%	273	53.6%
Asian	12,526	6,910	55.2%	2,594	37.5%	1,758	566	32.2%	223	39.4%	41,479	30,050	72.4%	16,356	54.4%
Chicano/Latino	23,909	12,501	52.3%	3,386	27.1%	4,370	725	16.6%	167	23.0%	50,500	31,785	62.9%	12,799	40.3%
Unknown	730	368	50.4%	115	31.3%	147	49	33.3%	17	34.7%	3,092	2,184	70.6%	1,012	46.3%
White	9,434	3,504	37.1%	1,071	30.6%	1,196	309	25.8%	126	40.8%	27,977	15,876	56.7%	7,169	45.2%
Total URG	28,606	14,789	51.7%	4,200	28.4%	5,585	920	16.5%	238	25.9%	59,940	37,144	62.0%	15,172	40.8%
1st Gen College	26,421	14,304	54.1%	4,105	28.7%	5,140	880	17.1%	244	27.7%	56,706	36,824	64.9%	16,027	43.5%
School Type															
CA Public H.S.	44,957	22,767	50.6%	7,156	31.4%	6,829	1,253	18.3%	382	30.5%	115,294	75,666	65.6%	36,176	47.8%
CA Private H.S.	5,351	2,332	43.6%	627	26.9%	548	134	24.5%	54	40.3%	14,870	8,639	58.1%	3,159	36.6%
Other/Unknown	988	472	47.8%	197	n/a	1,309	457	34.9%	168	36.8%	2,324	949	40.8%	374	39.4%

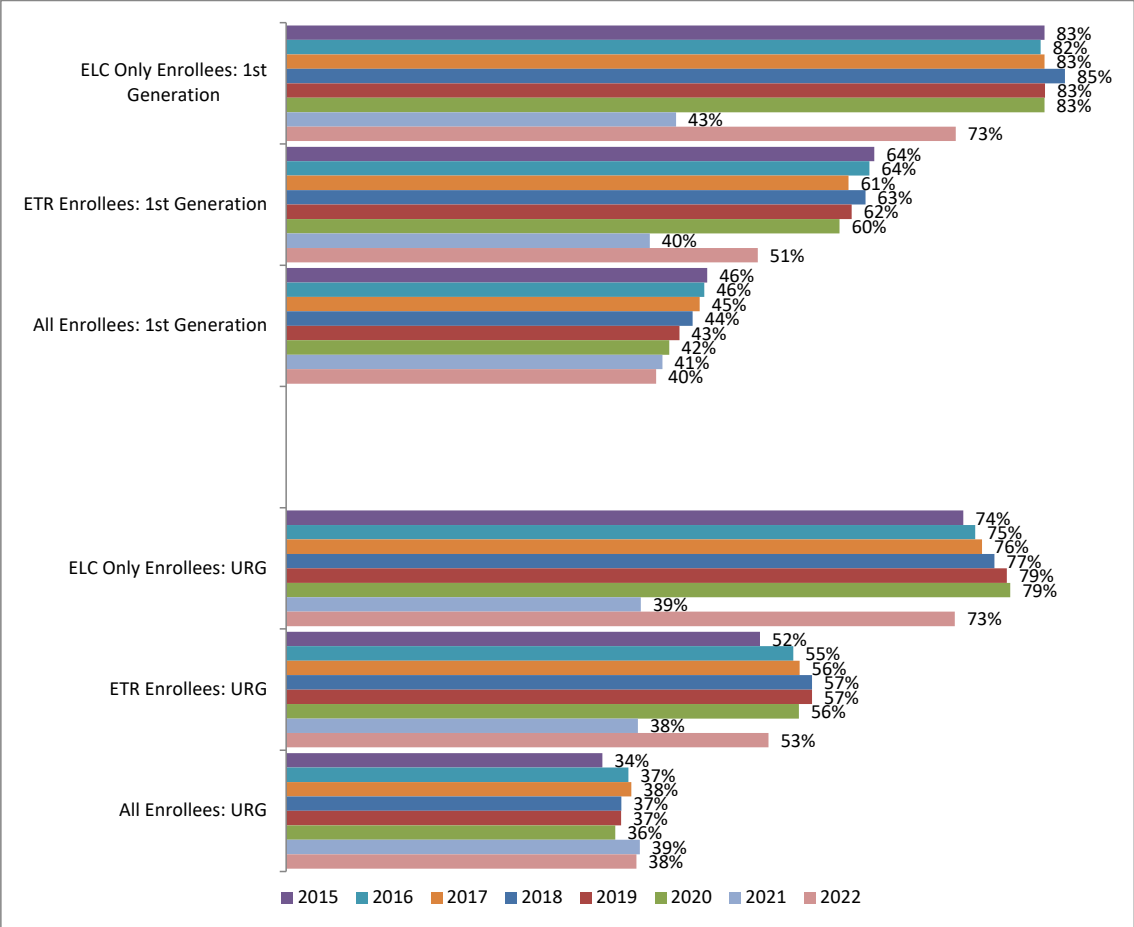
Note: Data from UC Data Warehouse and final UCAP files.

**Table 10.2: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2022 by Admissions Eligibility Category and Percentage of Total**

	Index Eligible Only			ELC Eligible Only			Index & ELC Eligible		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees
<b>Universitywide</b>	25,629	17,563	8,120	6,270	4,938	2,074	40,607	35,338	20,931
Race/Ethnicity									
African American	4.3%	4.6%	4.4%	7.5%	7.4%	8.1%	3.8%	3.9%	3.8%
American Indian	0.6%	0.6%	0.8%	0.4%	0.4%	0.6%	0.5%	0.6%	0.5%
Asian	41.0%	45.0%	49.3%	16.3%	15.8%	18.9%	38.6%	39.3%	43.7%
Chicano/Latino	20.1%	20.6%	19.2%	65.0%	67.6%	64.2%	32.0%	32.8%	30.3%
Unknown	3.7%	3.8%	3.4%	0.7%	0.6%	0.6%	3.0%	3.0%	2.8%
White	30.3%	25.4%	22.9%	10.2%	8.2%	7.5%	22.0%	20.3%	18.9%
Total URG	25.0%	25.8%	24.4%	72.8%	75.5%	73.0%	36.4%	37.3%	34.6%
1st Gen College	21.8%	24.0%	25.6%	71.6%	74.9%	73.0%	37.1%	38.8%	38.6%
School Type									
CA Public H.S.	77.7%	79.6%	84.6%	98.0%	98.3%	98.6%	92.2%	92.9%	94.2%
	Entitled to Review			Do Not Meet Other Criteria			Total		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees
<b>Universitywide</b>	51,296	25,571	7,980	8,686	1,844	604	132,488	85,254	39,709
Race/Ethnicity									
African American	8.6%	8.3%	9.0%	13.2%	9.7%	10.9%	6.5%	5.7%	5.3%
American Indian	0.6%	0.6%	1.2%	0.8%	0.9%	0.8%	0.6%	0.6%	0.7%
Asian	24.4%	27.0%	32.5%	20.2%	30.7%	36.9%	31.3%	35.2%	41.2%
Chicano/Latino	46.6%	48.9%	42.4%	50.3%	39.3%	27.6%	38.1%	37.3%	32.2%
Unknown	1.4%	1.4%	1.4%	1.7%	2.7%	2.8%	2.3%	2.6%	2.5%
White	18.4%	13.7%	13.4%	13.8%	16.8%	20.9%	21.1%	18.6%	18.1%
Total URG	55.8%	57.8%	52.6%	64.3%	49.9%	39.4%	45.2%	43.6%	38.2%
1st Gen College	51.5%	55.9%	51.4%	59.2%	47.7%	40.4%	42.8%	43.2%	40.4%
School Type									
CA Public H.S.	87.6%	89.0%	89.7%	78.6%	68.0%	63.2%	87.0%	88.8%	91.1%

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

Figure 8: Percentages of ELC Only, ETR, and all California Resident Freshman Enrollees by First-Generation, Low Income and URG status



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

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

Year of First Term	Enrolled Students	First Term Average GPA	First Term Probation Rate	First Term Persistence Rate	First Year Average GPA	First Year Probation Rate	First Year Persistence Rate
2015	32,002	3.10	7.0%	98.6%	3.08	4.9%	93.7%
2016	37,590	3.10	7.6%	98.3%	3.06	6.1%	93.0%
2017	35,842	3.15	6.8%	98.2%	3.11	5.4%	92.5%
2018	35,870	3.19	6.4%	98.2%	3.15	4.9%	93.0%
2019	35,515	3.21	6.4%	98.3%	3.34	3.1%	93.7%
2020	37,243	3.44	3.9%	97.7%	3.36	4.7%	92.7%
2021	39,022	3.29	6.6%	97.8%	3.25	6.0%	92.1%

Source: UC Data Warehouse Undergraduate Enrollment and Longitudinal data. Probation rate = share with GPA < 2.00. First year probation rate excludes students who left before the end of the first year. Residency is as defined for enrollment purposes.

**Table 12: Outcomes for California Transfers Universitywide**

Year	Enrolled Students	First Year Probation Rate	Two Year Graduation Rate
2015	13,785	5.4%	56.3%
2016	15,962	6.0%	55.8%
2017	16,556	6.1%	57.9%
2018	17,177	6.4%	59.6%
2019	17,044	3.5%	62.1%
2020	18,120	4.1%	59.6%
2021	17,926	4.9%	

Source: UC Data Warehouse Undergraduate Longitudinal data. Probation rate = share with GPA < 2.00. Probation rate excludes students who left before the end of the first year.