

Annual Report on Undergraduate Admissions Requirements and Comprehensive Review

January 2015



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

Table of Contents

Executive Summary	3
Purpose of the Report	3
Key Findings.....	4
Recommendations.....	7
Section I: Introduction.....	8
I.1 What are Comprehensive Review & Holistic Review?	8
I.2 The New Freshman Admissions Policy	8
Section II: Application, Admission and Yield Outcomes	9
II.1 Applications	9
II.2 Admission	11
II.2.1 The California Resident Freshman Admit Pool.....	12
II.2.2 Recalibration of the Statewide Eligibility Index	14
II.2.3 Academic Indicators of Freshman Admits	15
II.2.4 Transfer Admission	16
II.3 Yield.....	16
II.4 Nonresident Admission.....	21
II.5 Attracting and Admitting Diverse Students	23
II.6 First-Term Student Performance at UC	31
Section III: The Review Process: Implementing Individualized & Single Score Review.....	31
III.1 Description of Campus Selection Processes Using Comprehensive Review	32
III.2 Score Sharing and Collaboration	39
Section IV: The Future of UC's Master Plan Commitment and Referral.....	40
Section V: Implementation of Transfer Policies & Initiatives	41
Section VI: Conclusions and Recommendations	42

EXECUTIVE SUMMARY

PURPOSE OF THE REPORT

The Academic Senate's Board of Admissions and Relations with Schools (BOARS) advises the President and Senate agencies about the admission of undergraduate students and the criteria for undergraduate status as provided under Regents Standing Order 105.2(a)¹, and as outlined in Senate Bylaw 145².

The *Annual Report on Undergraduate Admissions Requirements and Comprehensive Review* is the result of a mandate in Regents Policy 2104: Policy on Comprehensive Review in Undergraduate Admissions³, and in Regents Policy 2103: Policy on Undergraduate Admissions Requirements⁴. It combines two earlier reports, the *Annual Report on Admissions Requirements*, and the *Biennial Report on Comprehensive Review*.

When the Board of Regents amended Policy 2103 in 2009 to incorporate the admissions policy recommended by the Academic Senate, it added reporting language that reads:

- (1) The Academic Senate, through its Board of Admissions and Relations with Schools (BOARS) will evaluate and report annually and at five-year intervals on the academic and fiscal impact of this policy; and
- (2) Based on the results of these ongoing studies, the Academic Senate should periodically consider recommending adjustments to the guarantee structure.

When the Regents adopted Comprehensive Review in 2001, Policy 2104 was written to read:

There shall be an annual review and reporting to The Regents of the effect of this action and, in approving the action, the Board of Regents states that these comprehensive review policies shall be used fairly, shall not use racial preferences of any kind, and shall comply with Proposition 209.

BOARS' last reported to the Regents on the Comprehensive Review policy in June 2010⁵ and September 2012⁶. BOARS also prepared a report for the Regents on the *Impact of the New Freshman Eligibility Policy* in November 2013⁷.

The current report discusses application, admission, and yield outcomes under comprehensive review for the years 2012-2014; the ongoing implementation of the freshman admissions policy adopted in 2009 (Regents Policy 2103) and the Regents' 2011 *Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions*⁸; efforts by BOARS to enhance the transfer admission path and efforts to ensure that nonresidents admitted to a campus compare favorably to California residents; and challenges associated with the future of the referral guarantee.

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

² <http://senate.universityofcalifornia.edu/manual/blpart2.html#bl145>

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

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

⁵ http://senate.universityofcalifornia.edu/reports/HP_MGYreBOARS_CR_rpt.pdf

⁶ <http://senate.universityofcalifornia.edu/committees/boards/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf>

⁷ <http://senate.universityofcalifornia.edu/reports/Nov52013BOARSReporttoRegents-Final.pdf>

⁸ <http://regents.universityofcalifornia.edu/governance/policies/2108.html>

Key Findings

OVERALL FRESHMAN ADMISSION

- ❖ The number of freshman applications has increased over the past two admissions cycles, although significantly more slowly than when the 9x9 admissions policy was first implemented in 2012:
 - A 19.1% increase occurred from 2011 to 2012, followed by 10.7% and 6.2% increases from 2012 to 2013 and 2013 to 2014, respectively.
 - A significant portion of the recent growth continues to be in nonresident applications. The year-over-year increases in out-of-state national (international) applicants were 14.9% (34.5%) and 19% (20.8%) from 2012 to 2013 and 2013 to 2014, respectively; while that for California residents was only 6.2% and 0.6% for the same periods.
- ❖ UC admitted a record-high number of applicants as freshmen for fall 2014, a 6.5% increase over the two-year period since implementation of the new admissions policy. This growth was primarily among nonresidents, however, with the number of California residents admitted increasing only slightly from 2012 to 2014.
- ❖ Although UC has admitted more students, the number of new applicants has increased at a faster rate. The result of this strong demand for UC can be found in increased selectivity across the system. The admission rate declined at all UC campuses from 2012 to 2014, with a decrease in the systemwide admission rate from 66.3% to 60.1% occurring over the two-year period.
- ❖ Students admitted to UC grew stronger academically in the years between 2012 and 2014. The mean UC GPA for California resident freshman admits was 3.91 in 2014, up from 3.86 in 2012. In 2014, six of nine undergraduate campuses had a mean GPA of over 4.0 for admits.
- ❖ Approximately one of every two admits chooses to attend the UC, although the yield rate varies dramatically by the residency of the admits. Although nonresidents are far less likely to accept an admission offer, they represent an increasing percentage of matriculates to the UC. California residents now constitute 79.8% of all admits promising to enroll at UC (SIRs), down from 84.5% in 2012.
- ❖ Matriculates have continued to succeed under the new admissions policy. For example, the average first-term GPA of California residents was higher than in either of the previous two years, before implementation of the new policy, while the average first-term probation rate of this group was lower. In all, 93.1% of first-year California residents move on to their second year.

NONRESIDENT ADMISSION

- ❖ The representation of nonresidents among all SIRs increased from 15.5% for fall 2012 to 20.2% for fall 2014, as a result of a slight decrease in California-resident SIRs and substantial increases in both domestic and international nonresidents. This is due to expanded campus efforts to recruit higher-tuition-paying domestic and international nonresidents in response to a budget crisis that saw UC's state funding fall by nearly \$1 billion.

ELIGIBILITY

- ❖ In 2014 the top 15.3% of California public high-school graduates were guaranteed (eligible) or Entitled to Review (ETR) admits, well beyond the Master Plan expectation of 12.5%. More specifically:
 - 12.9% of California public high-school graduates were guaranteed admission
 - 2.4% were ETR
- ❖ Although the total number of eligible applicants increased by 8% from 2012 to 2014, the number who were ELC-only decreased by 5.2%. ELC-only applicants make up a small and decreasing percentage of all eligible applicants (8.6%), admits (7.6%) and students who submitted a statement of intent to register—SIRs (7.7%) for fall 2014.
- ❖ 82.7% of Statewide-eligible applicants and 72.6% of ELC-only applicants were admitted to a UC campus to which they applied for fall 2014, significantly higher than the overall freshman admission rate of 60.1% and the rate for ETR applicants (39.1%) and Other applicants who are neither eligible nor ETR (14.9%).
- ❖ Overall, admits and SIRs with one of the eligibility guarantees constitute an increasing proportion of total California admits and SIRs, while ETR admits constitute a decreasing proportion. Admits who are neither eligible nor ETR constitute the pool of applicants receiving Admission by Exception (A by E), which continues to make up less than 2.5% of all SIRs in keeping with UC policy limiting A by E matriculates to no more than 6%.
- ❖ All eligible applicants who were not admitted to a campus to which they applied were offered the opportunity to opt in to consider a referral offer from the only campus that had available space – UC Merced. In 2012, 194 eligible applicants from the referral pool (2.2 % of the referral pool) submitted an SIR, while in 2014, 239 referral-pool applicants (2.1 %) submitted an SIR.

TRANSFER ADMISSION

- ❖ At the transfer level, a more nuanced picture emerges. Among California residents, transfer applications dropped sharply (6.2%) in 2012 and fell modestly in 2013 (0.7%) and 2014 (2.1%). The Transfer Action Team, after study and consultation with the CCC Chancellor's Office, has reasoned that this decline is tied to the decreased course offerings and student support services at the CCCs during the Great Recession and will be temporary. The longer term picture shows increasing transfer application growth. From 2003 to 2014, transfer applications increased 50.1%. A part of that growth has come from International applicants, which almost doubled during this period, although the vast majority of transfer applications (83.6%) come from California residents.
- ❖ Overall, UC admitted slightly more transfers in 2014 than in 2013, but still below 2012 levels. Transfer admission rates have held steady at approximately 65% for California residents (65.1% in 2014), and international students were admitted at about the same rate (64.8% in 2014). The number of domestic out-of-state students applying to UC remains small, just over 1,000 in 2014, and fewer than one in four are admitted to UC upon application.

DIVERSITY

- ❖ The data indicate that many of the goals of the eligibility reform policy have been met, as many applicants who were ELC-only or ETR without the guarantee were admitted. Moreover, ELC-only and ETR admits and SIRs were more ethnically diverse and more likely to be first-generation college going and/or from low-API high schools than those who were eligible via the statewide index.
- ❖ UC experienced a slight increase in the proportions of first-generation college-attending and low-income SIRs between 2012 and 2014. For fall 2014, 45.8% (36.6%) of all California-resident applicants were first-generation (low income) as were 42.5% (34.4%) of California admits and 47% (38.2%) of SIRs.
- ❖ The percentages of first-generation ETR applicants, admits and SIRs for fall 2014 were 61.7%, 64.5% and 67.1%, respectively, while the percentages of first-generation ELC-only applicants, admits, and SIRs were 83.0%, 84.6% and 85.2%, respectively. Overall, 33.8% of all first-generation SIRs for fall 2014 were in one of the two categories of eligibility (ETR and ELC-only) that were created or expanded by the new 9x9 eligibility policy.
- ❖ 19.6% of California-resident applicants for fall 2014 were from low-API high schools, as were 18% of California admits and 20.4% of SIRs. The percentages of ETR applicants, admits and SIRs from low-API high schools (in the bottom-two-ranking quintiles) were 25.1%, 24.2% and 26.4%, respectively, for fall 2014; while the percentages of ELC-only applicants, admits and SIRs from low-API high schools were 60.3%, 62.1% and 62.0%, respectively. Overall, 39.3% of all SIRs from low-API high schools were in one of the two categories of eligibility (ETR and ELC-only) that were created or expanded by the new 9x9 eligibility policy.
- ❖ 39.3% of California-resident applicants, 34% of California admits, and 34.5% of SIRs for fall 2014 were from underrepresented-minority (URM) groups (African Americans, American Indian, and Chicano/Latino). The percentages of URM applicants, admits and SIRs who were ETR were 54.6%, 54.2% and 55.9%, respectively, for fall 2014; while the percentages of ELC-only URM applicants, admits and SIRs were 74%, 75.6% and 75.8%, respectively. Overall, 39.2% of all URM SIRs were in one of the two categories of eligibility (ETR and ELC-only) that were created or expanded by the new 9x9 eligibility policy.
- ❖ Freshman applications from each URM group have grown over the two-year period since implementation of the 9x9 policy. African Americans experienced decreases in their numbers of admits and SIRs, while each of the other URM groups experienced increases in admits and SIRs over this period. Chicanos/Latinos and American Indians experienced increases also in their proportions among all applicants, admits and SIRs over this period. Chicanos/Latinos now constitute 29.8% of all SIRs, up from 26.7% in fall 2012. Asian-Americans and Whites (non-URM groups) now account for 39.4% and 23.1% of all SIRs, respectively, down from 41.3% and 24.3%, respectively, in fall 2012.
- ❖ At the transfer level, all under-represented groups experienced an increase in SIRs. The percentage of transfer SIRs that were from African-Americans increased from 3.3% to 3.8% between 2012 and 2014. Chicanos/Latinos, in keeping with their application trends, experienced an increase from 19.5% to 22.3% over this period and remain the largest group of URM transfer SIRs (approximately 82% of all URM transfer SIRs for fall 2014, up only very slightly from 2012). While Whites are only the third-most populous ethnic group

among UC freshman matriculates, they remain the largest group among CCC transfer SIRs, at 31% of all CCC transfers for fall 2014, down from 33.3% in 2012.

REFERRAL POOL

- ❖ For fall 2014, UC offered admission to 12.9% of all California public high school graduates who met one or both of the 9x9 guarantees, resulting in a referral-pool of 11,183 students. This is up from fall 2012, when 11.7% were admitted and there was a referral-pool of 9,060. Thus, the 9x9 eligibility policy has significantly overshot its original target for admission guarantees of 10%, resulting in an eligibility referral pool that is considerably larger than BOARS had expected. As a consequence, the referral system is facing significant challenges that must be addressed in order to maintain UC's Master Plan commitment to California residents.

Recommendations

1. Considering that yield rates for African Americans and American Indians have been consistently below average in past years, in comparison with systemwide yield rates, efforts at increasing the yield rates for these groups may prove worthwhile in increasing their enrollment numbers and should be encouraged.
2. As UC Merced becomes increasingly selective, it will become more difficult for UC to accommodate its Master Plan commitment to provide guaranteed admission to all eligible UC applicants. Sustaining this commitment may require BOARS to consider more substantial adjustments to the eligibility construct or the referral guarantee. In studying a variety of approaches, BOARS will carefully assess the potential impact on the applicant, admit and matriculate pools and will be vigilant to maintain the University's commitment to the Master Plan.

SECTION I: INTRODUCTION

I.1 WHAT ARE COMPREHENSIVE REVIEW AND HOLISTIC REVIEW?

In 2001, the Regents adopted a policy for undergraduate admissions requiring that “students applying to UC campuses are evaluated for admission using multiple measures of achievement and promise while considering the context in which each student has demonstrated academic accomplishment.”

To implement the Comprehensive Review policy, BOARS established 14 criteria campuses may use to select freshmen applicants. These include traditional academic indicators such as high school GPA and standardized test scores, as well as completion of honors courses, extracurricular activities, special talents, and achievement in the context of opportunity. These criteria are enshrined in the *Guidelines for Implementation of University Policy on Undergraduate Admissions*,⁹ known as the “Comprehensive Review Guidelines”. 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*¹⁰. The resolution states that a single-score “holistic review” process should become the way comprehensive review is implemented to admit freshmen at all UC campuses, although the resolution also allows campuses flexibility to follow alternative approaches that are equally effective in meeting campus and University goals.

The resolution was in part a response to BOARS’ June 2010 report on Comprehensive Review, in which BOARS recommended that all UC campuses conduct an individualized review of all freshman applicants. BOARS stated that holistic review should take into account both academic and non-academic data elements in the application and the electronic “read sheet” that pertain to the applicant’s accomplishments in the context of opportunity to derive a single “read score” to determine admission. The contextual information includes the high school’s Academic Performance Index score, the number of available “a-g” and honors courses, socioeconomic indicators, and the applicant’s academic accomplishments relative to his or her peers.

I.2 THE NEW 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

⁹http://senate.universityofcalifornia.edu/committees/boars/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_January2014.pdf

¹⁰<http://regents.universityofcalifornia.edu/governance/policies/2108.html>

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

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

In both 2012¹¹ and 2013¹², BOARS reported to the Regents that the 9x9 policy has worked largely as intended. BOARS’ November 2013 report notes that the policy has broadened access to California students, and allowed campuses to select a group of students who are more diverse and better prepared academically. It cites evidence that students who began at UC in fall 2012 have higher average first-term GPAs and retention rates and lower average probation rates compared to freshmen who were selected under the old policy and began in 2010 or 2011; that an increasing percentage of California high school graduates from underrepresented minority groups declared their intent to register at a UC campus between 2010 and 2013; and that more students are applying to UC now than under the old policy, suggesting that the expansion of ELC and the introduction of ETR have removed some of the barriers that may have discouraged students previously. The report also notes that broader demographic and economic changes and the transition to a single-score individualized-review admissions process that four UC campuses implemented simultaneous to implementation of the new policy make it difficult to attribute any academic or diversity outcome to the policy change definitively.

The 2013 report expresses concern, however, about the size of the overall eligibility pool, which has become considerably larger than BOARS expected¹³, and also about evidence indicating that students admitted to UC through the ELC and ETR paths have poorer overall probation and persistence outcomes. The continued relevance of these concerns will be assessed through the evaluation of admissions and performance-outcome data, as it becomes available.

SECTION II: APPLICATION, ADMISSION AND YIELD OUTCOMES

II.1 APPLICATIONS

Freshman Applicants. The University of California experienced steady growth in freshman applications between 2009 and 2011 with a marked increase (19.1%) from 106,070 in 2011 to 126,229 in 2012, followed by smaller but also substantial increases in each of the two most recent admissions cycles—a 10.7% increase to 139,758 in 2013 followed by a 6.2% increase to 148,450 in 2014 (*c.f.*, Table 1). A significant portion of the recent growth continues to be in nonresident

¹¹ <http://senate.universityofcalifornia.edu/committees/boars/BOARSSreportcomprehensivereview2012.pdf>

¹² <http://senate.universityofcalifornia.edu/reports/Nov52013BOARSReporttoRegents-Final.pdf>

¹³ This is likely due to the nature of the 2007 eligibility study by the California Postsecondary Education Commission (CPEC) and its application to students who enrolled five years later. It may also be due to an increase in the number of top high school graduates who choose to apply to UC.

applications. For example, the year-over-year increases in out-of-state national (international) applicants were 14.9% (34.5%) and 19% (20.8%) from 2012 to 2013 and 2013 to 2014, respectively; while the increase for California residents was only 6.2% and 0.6% for the same periods. Therefore, as also noted in the 2012 Report on Comprehensive Review, the growth in freshman applications cannot be attributed solely to the eligibility-policy changes, as it also reflects changes in the perception nonresident applicants have about UC's openness to them as well as a general trend among college applicants towards increasing their number of "backup" applications.

Table 1: On-Time Freshman and Transfer Applicants (Fall 2003 through Fall 2014)

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Freshman												
California	65,087	63,097	65,435	70,494	73,825	79,489	80,730	81,991	84,975	93,298	99,129	99,761
% increase	-3.1%	3.7%	7.7%	4.7%	7.7%	1.6%	1.6%	3.6%	9.8%	6.2%	0.6%	
Out-of-State	9,263	8,462	8,061	9,264	9,684	11,074	11,299	11,524	12,759	19,128	21,970	26,143
% increase	-8.6%	-4.7%	14.9%	4.5%	14.4%	2.0%	2.0%	10.7%	49.9%	14.9%	19.0%	
International	2,581	2,500	2,656	3,083	3,704	4,638	5,973	6,805	8,336	13,873	18,659	22,546
% increase	-3.1%	6.2%	16.1%	20.1%	25.2%	28.8%	13.9%	22.5%	66.4%	34.5%	20.8%	
Total Freshman	76,931	74,059	76,152	82,841	87,213	95,201	98,002	100,320	106,070	126,299	139,758	148,450
% increase	-3.7%	2.8%	8.8%	5.3%	9.2%	2.9%	2.4%	5.7%	19.1%	10.7%	6.2%	
Transfer												
California	19,535	21,411	21,317	21,240	20,961	22,441	24,900	29,396	31,924	29,944	29,740	29,117
% increase	9.6%	-0.4%	-0.4%	-1.3%	7.1%	11.0%	18.1%	8.6%	-6.2%	-0.7%	-2.1%	
Out-of-State	1,129	987	718	795	804	845	779	827	845	1,018	959	995
% increase	-12.6%	-27.3%	10.7%	1.1%	5.1%	-7.8%	6.2%	2.2%	20.5%	-5.8%	3.8%	
International	2,396	2,263	1,951	1,908	2,016	2,518	3,020	3,486	3,396	3,678	4,310	4,710
% increase	-5.6%	-13.8%	-2.2%	5.7%	24.9%	19.9%	15.4%	-2.6%	8.3%	17.2%	9.3%	
Total Transfer	23,060	24,661	23,986	23,943	23,781	25,804	28,699	33,709	36,165	34,640	35,009	34,822
% increase	6.9%	-2.7%	-0.2%	-0.7%	8.5%	11.2%	17.5%	7.3%	-4.2%	1.1%	-0.5%	
Total												
California	84,622	84,605	86,752	91,734	94,786	101,930	105,360	111,387	116,899	123,242	128,869	128,878
Out-of-State	10,392	9,449	8,779	10,059	10,488	11,919	12,078	12,351	13,604	20,146	22,929	27,138
International	4,977	4,763	4,607	4,991	5,720	7,156	8,993	10,291	11,732	17,551	22,969	27,256
Total	99,991	98,720	100,138	106,784	110,994	121,005	126,701	134,029	142,234	160,939	174,767	183,272

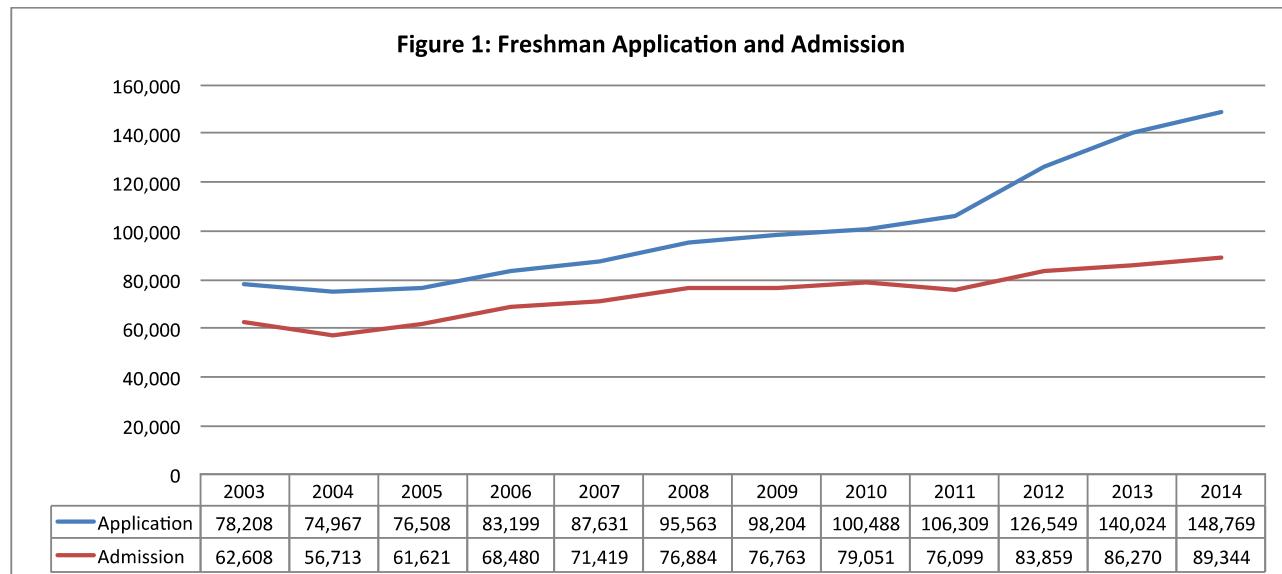
Note: Data in this table represent in-progress figures from the first UC Application Processing (UCAP) file in each application cycle

Transfer Applicants. At the transfer level, a different picture emerges. As seen in Table 1, applications from transfer students rose significantly each year from 2008 to 2011, but declined in 2012 by 4.2% and again by 0.5% in 2014, with only a small increase (1.1%) in 2013. The declines in transfer applicants were due to a decline in resident applications, as there were modest increases in nonresident domestic and international applications. While the decline in 2012 can be attributed to the effect of budget cuts—declining community-college course access and increased tuition—the decline in 2014 is more likely associated with declines in community-college enrollments that commonly occur during an improving economy. When viewed in this context, it appears more likely that the substantial increase in freshman applications for 2012 may be due to the new admissions policy. As discussed in the 2012 Report on Comprehensive Review, the Senate through

BOARS has added two new pathways for transfer admission, effective 2015, which should expand UC's reach to a broader range of community colleges and increase the transfer student graduation rate.

II.2 ADMISSION

Freshman Admits. For fall 2014, UC admitted a record 89,344 applicants as freshmen. Figure 1 shows systemwide trends in the number of freshman applicants and admits since the implementation of Comprehensive Review in 2001-02. As is apparent from Figure 1, despite the worst financial crisis in recent history, UC has maintained admit numbers during the past two years, and as noted in section II.4, has continued to honor its Master Plan obligations to California high-school graduates.



Note: Data in this table and figure are from the final UCAP file in the application cycle.

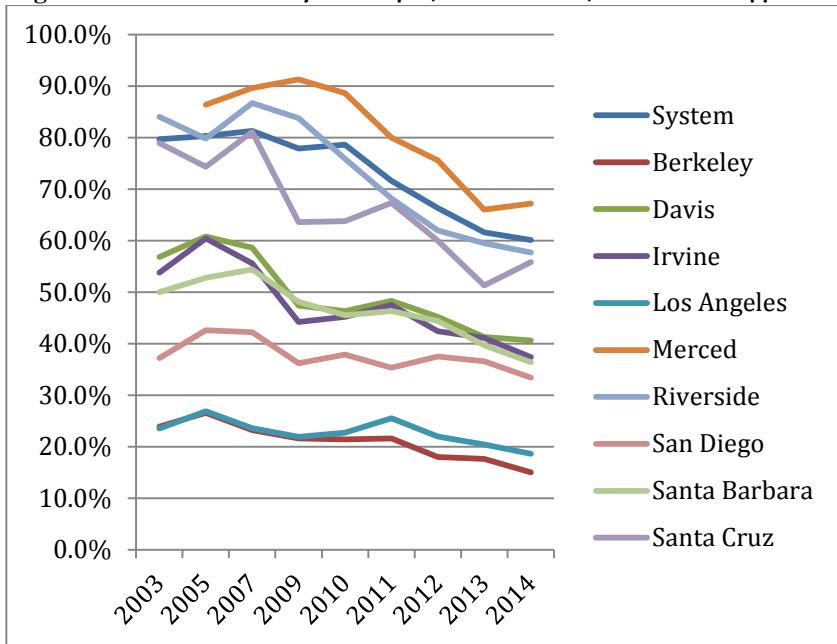
Table 2: Fall Admit Rates by UC Campus, Selected Years, All Freshman Applicants

Campus	2003	2005	2007	2009	2010	2011	2012	2013	2014
System	79.7%	80.3%	81.3%	77.9%	78.6%	71.6%	66.3%	61.6%	60.1%
Berkeley	23.9%	26.6%	23.2%	21.6%	21.4%	21.6%	18.0%	17.6%	15.0%
Davis	56.8%	60.8%	58.6%	47.4%	46.3%	48.3%	45.2%	41.3%	40.6%
Irvine	53.8%	60.4%	55.6%	44.2%	45.2%	47.5%	42.4%	41.1%	37.4%
Los Angeles	23.5%	26.9%	23.6%	21.9%	22.7%	25.5%	22.0%	20.4%	18.6%
Merced		86.4%	89.6%	91.3%	88.6%	80.0%	75.6%	66.0%	67.2%
Riverside	84.0%	79.8%	86.7%	83.8%	75.9%	68.2%	62.0%	59.5%	57.7%
San Diego	37.2%	42.6%	42.2%	36.2%	37.9%	35.3%	37.5%	36.6%	33.4%
Santa Barbara	50.0%	52.8%	54.4%	48.1%	45.5%	46.3%	44.4%	39.7%	36.4%
Santa Cruz	78.9%	74.3%	81.1%	63.6%	63.8%	67.3%	60.0%	51.3%	55.8%

Note: Data do not include spring rollover admissions. Fall 2014 data are in progress as of October 2014.

The campus data listed in Table 2 and shown graphically in Figure 2 illustrate the increased selectivity across the system. Merced is now the only campus that accepts referrals, and it should be noted that beginning in 2011 Merced changed its referral practice to require potential referrals to indicate via email their interest in a referral offer; with those not responding no longer listed as admits.

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



II.2.1 The California Resident Freshman Admit Pool

As indicated in Table 3, UC admitted 62,844 of 99,944 California-resident freshman applicants for 2014. This includes 55,131 of 86,916 public high school applicants, equal to 13% of the total California public-high-school graduating class (estimated to be 410,964 in Table 4). The average high-school GPA of all California-resident freshman admits was 3.90, with an average of 48 semesters of “a-g” courses (30 is the minimum) and 15 semesters of honors courses. Small improvements in the ACT scores and in all component scores of the SAT are reflected in the academic indicators of admits and SIRs for 2014, relative to those for 2012. California admits from public high schools constituted 87.7% of the total California-resident admit pool in 2014, up from 86.3% in 2012.

A question arising in the public conversation about UC admissions is whether UC is meeting its Master Plan obligations to California residents. Table 4 below shows the best estimates that the University can provide of the percent of high school students admitted. All applicants who were guaranteed admission (statewide or ELC) and all admitted “ETR” students are included in the table.

Table 3. CA Resident Freshman Applicants, Admits, and SIRs for Fall 2011 through Fall 2014

	2011			2012			2013			2014		
	Applicants	Admits	SIRs									
Total	85,052	61,323	35,064	93,418	63,044	36,140	99,180	63,047	35,963	99,944	62,844	35,943
Ethnicity												
African American	4,865	2,615	1,402	5,719	2,834	1,537	5,982	2,731	1,427	5,867	2,705	1,467
American Indian	624	420	223	692	438	226	710	393	201	759	455	235
Asian	27,682	22,006	14,393	30,105	22,909	14,911	30,617	22,538	14,368	31,270	22,648	14,159
Chicano/Latino	23,984	16,029	9,096	28,068	17,133	9,651	31,793	17,607	10,171	32,632	18,180	10,712
Pacific Islander	256	158	90	337	180	90	374	191	100	369	199	99
White	25,601	18,592	9,123	25,958	17,742	8,771	26,917	17,643	8,636	26,219	16,783	8,296
Unknown	2,040	1,503	737	2,539	1,808	954	2,787	1,944	1,060	2,828	1,874	975
Total URM	29,473	19,064	10,721	34,479	20,405	11,414	38,485	20,731	11,799	39,258	21,340	12,414
Sex												
Female	47,695	34,685	19,591	52,200	35,495	19,955	55,057	35,046	19,819	55,651	35,154	20,083
Male	37,298	26,619	15,466	41,128	27,517	16,175	42,852	27,165	15,688	43,028	26,846	15,437
Unkown	59	19	7	90	32	10	1,271	836	456	1,265	844	423
School Type												
Public	72,073	52,487	31,360	79,823	54,401	32,512	85,620	54,809	32,452	86,916	55,131	32,683
Private	11,706	8,132	3,364	12,125	7,866	3,208	12,068	7,518	3,136	12,150	7,289	3,027
Unkown	1,273	704	340	1,470	777	420	1,492	720	375	878	424	233
Low API 1-4	16,010	11,261	7,141	17,546	11,463	7,228	17,734	10,100	6,454	17,567	10,193	6,575
Academic Indicators												
Average High School GPA	3.70	3.84	3.86	3.68	3.86	3.87	3.69	3.88	3.91	3.71	3.90	3.93
Average SAT - Reading	563	582	579	556	580	575	556	586	583	557	587	584
Average SAT - Math	590	611	613	581	608	608	578	612	612	578	611	610
Average SAT - Writing	572	592	590	566	592	588	560	593	590	561	594	592
Average ACT	26	26	26	25	26	26	25	27	26	26	27	27
Average Number of A-G Courses	48	49	49	48	49	48	47	48	47	47	48	47
Average Number of Honors/AP Courses	12	14	14	12	14	14	12	14	15	12	15	15
Family Characteristics												
Low Income	27,674	19,616	12,622	32,691	21,375	13,444	34,747	20,506	12,955	36,585	21,614	13,739
1st Generation College	36,325	25,426	15,838	41,565	26,539	16,423	45,311	26,457	16,590	45,730	26,718	16,885
Eligibility Category												
Index and ELC				26,119	24,704	15,709	27,746	26,171	16,857	27,554	25,596	16,893
Index Only				24,960	19,387	10,126	25,904	19,229	9,816	28,360	20,653	10,300
ELC Only				5,535	4,341	2,526	5,441	3,840	2,296	5,245	3,807	2,262
Entitled to Review				27,292	13,252	7,038	29,317	12,242	6,102	28,897	11,313	5,627
Do Not Meet Above Criteria (A by E)				9,512	1,360	741	10,772	1,565	892	9,888	1,475	861

Source: UCAP 5/25/11, 5/24/12, 5/28/13, 5/27/14

Table 4
CA Public High School Admissions Outcomes as a Percent of High School Graduates, Fall 2012-2014

	2012	2013	2014
CA Public HS Graduates*	418,598	422,177	410,964 projected
All CA Pub HS Applicants	80,721	86,744	88,135
% of CA Pub HS Graduates	19.3%	20.5%	21.4%
CA Pub HS Applicants Guaranteed Admission	48,787	51,469	52,842
% of CA Pub HS Graduates	11.7%	12.2%	12.9%
Admitted "ETR" Students	11,468	10,607	10,047
% of CA Pub HS Graduates	2.7%	2.5%	2.4%
Total Guaranteed PLUS ETR Admits	53,580	53,890	53,853
% of CA Pub HS Graduates	14.4%	14.7%	15.3%
Total Admitted to Campus of Choice	51,195	51,758	51,706
% of CA Pub HS Graduates	12.2%	12.3%	12.6%

*Total CA public high school graduate totals are from California Department of Education, projected high school graduates for 2014 are from California Department of Finance

When BOARS developed the eligibility reform policy, it projected incorrectly that the students in the 9% Eligibility in the Local Context (ELC) group and the 9% statewide group would combine to provide an admissions guarantee to approximately 10% of California public high school graduates. BOARS recognized the miscalculation in 2012 after UC admitted 11.7% of public high school graduates who met one or both of the 9x9 guarantees, which grew to 14.4% after adding those admitted through ETR (*c.f.*, Table 4). This trend has continued and amplified since 2012. In 2014, UC's guarantee structure appears to be accommodating more than the top 12.5% of California High School graduates targeted in the Master Plan. Applicants from public high schools who qualified for the guarantee for fall 2014 (52,842) constitute 12.9% of the total graduating class (410,964), while the admitted ETR applicants (10,047) constitute 2.4%. Overall, the combination of these groups represents 15.3%.

Thus the 9x9 eligibility policy has overshot its original target for admission guarantees and, as a result, the overall eligibility pool is considerably larger than expected. As a consequence, UC's referral system is facing significant challenges that must be addressed in order to maintain UC's Master Plan commitment to California residents. For example, although the new eligibility policy reduced the referral pool from over 12,000 in 2011 to slightly above 9,000 in 2012¹⁴, the pool has since grown to over 10,000 in 2013 and over 11,000 in 2014¹⁵.

II.2.2 Recalibration of the Statewide Eligibility Index

BOARS has taken steps to address the problem. In June 2013, on the recommendation of BOARS, the Assembly of the Academic Senate approved¹⁶ a recalibration of the statewide admissions index for freshmen applicants to more closely capture the percentage of California public high school

¹⁴ http://www.ucop.edu/news/factsheets/2012/frosh_trsirs_table1.1.pdf

¹⁵ http://www.ucop.edu/news/factsheets/2014/frosh_trsirs_table1.1.pdf

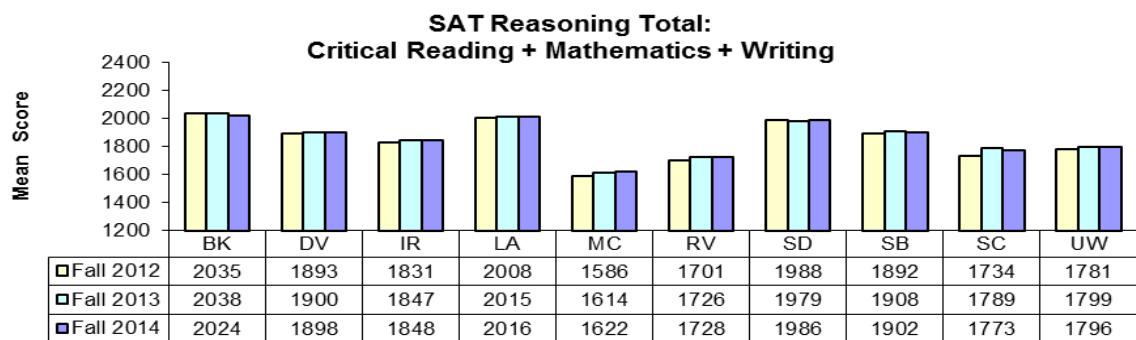
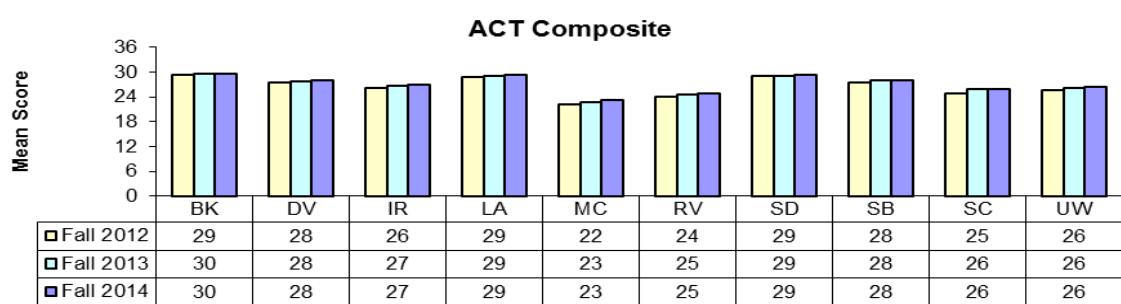
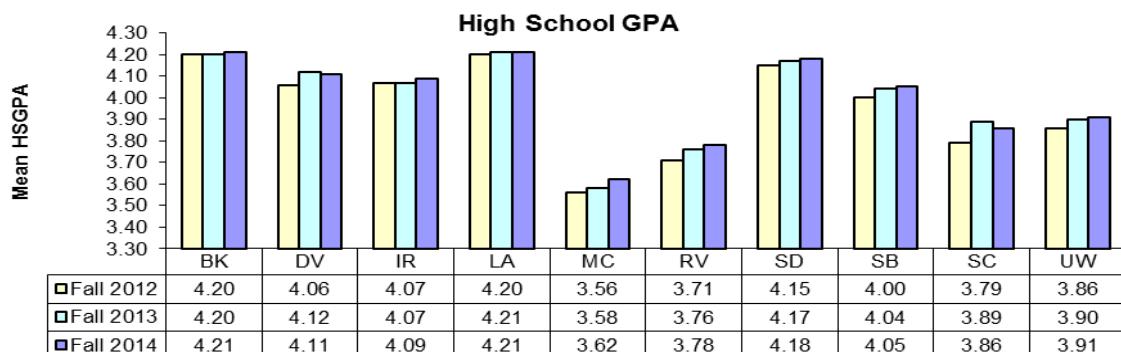
¹⁶ http://senate.universityofcalifornia.edu/reports/RLP_Sakaki_StatewideIndexamendment_FINAL.pdf

graduates who are identified as being in the top 9% of their class as specified in Regent's Policy 2103. The new index adjusts the minimum UC Score for each weighted GPA range of 3.0 and higher that is required to earn the statewide guarantee. The new index will take effect for students who apply in fall 2014 for fall 2015 matriculation. The recalibration does not alter the "9x9" policy or the target of 9% of public high school graduates who should receive a statewide guarantee. BOARS will begin to analyze the impact of the index recalibration on application, selection and enrollment over the coming year, as pertinent data becomes available.

II.2.3 Academic Indicators of Freshman Admits

The academic indicators for admitted applicants for fall 2012, 2013, and 2014 presented in Figure 3 show that, notwithstanding increases in the number of admits, there continue to be small but steady increases in the academic qualifications of admits.

Figure 3: California Freshman ADMIT Profile for 2012, 2013 & 2014



II.2.4 Transfer Admission

As shown in Table 5, overall, UC admitted 22,358 transfer students in 2014, a very slight increase over 2013, but still below 2012 levels. Admission rates have held steady at approximately 65% for California residents (65.1% in 2014), and international students were admitted at about the same rate (64.8% in 2014). The number of domestic out-of-state applicants admitted to UC remains small, just over 1,000 in 2014, and fewer than one in four are admitted to UC upon application.

Table 5. Applicants, Admits and Admit Rates All Transfers by Residency Fall 2012-Fall 2014

Residency Status	2012			2013			2014		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	30,007	19,483	64.9%	29,854	19,183	64.3%	29,303	19,067	65.1%
Domestic Non-Residents	1,054	264	25.0%	950	196	20.6%	1,019	247	24.2%
International Non-Residents	5,045	3,560	70.6%	4,329	2,802	64.7%	4,699	3,044	64.8%
Total	36,106	23,307	64.6%	35,133	22,181	63.1%	35,021	22,358	63.8%

II.3 Yield

Transfer. Universitywide, 18,781 transfer admits submitted an SIR for fall 2014, slightly up from 18,623 in 2013 and 18,410 in 2012, as indicated in Table 6.1. California resident SIRs dropped slightly, while nonresident transfer SIRs increased over each period. In 2014, nonresidents represented 14.2% of all transfer SIRs, up from 11.8% in fall 2012 and from 10.9% in 2010 (reported in the 2012 Report on Comprehensive Review).

Table 6.1: Universitywide Transfer Statement of Intent to Register (SIR) Unduplicated Count

	2012		2013		2014	
California	16,228	88.1%	16,128	86.6%	16,108	85.8%
Out-of-State	116	0.6%	86	0.5%	137	0.7%
International	2,066	11.2%	2,409	12.9%	2,536	13.5%
Total	18,410	100.0%	18,623	100.0%	18,781	100.0%

Freshman. Universitywide, 45,046 Freshman admits submitted an SIR for fall 2014, up from 42,753 in 2012 and 44,016 in 2013, as indicated in Table 6.2. This is an increase of 2,293 SIRs over the two-year period, a 5.4% increase. SIRs from California residents decreased slightly over this period, from 36,140 in 2012 to 35,943 in 2014. Thus, the overall growth in SIRs has been entirely due to nonresidents, the majority of whom are international. From 2012 to 2014 the percentage of nonresidents among the total SIRs increased from 15.5% to 20.2%. Growth in nonresident SIRs has been the result of concerted campus efforts.

Table 6.2: Universitywide Freshmen Statement of Intent to Register (SIR) Unduplicated Count

	2012		2013		2014	
California	36,140	84.5%	35,964	81.7%	35,943	79.8%
Out-of-State	2,772	6.5%	3,302	7.5%	3,691	8.2%
International	3,841	9.0%	4,750	10.8%	5,412	12.0%
Total	42,753	100.0%	44,016	100.0%	45,046	100.0%

Source: May UCAP files

Figure 4 shows the numbers of California freshman applications, admits, and SIRs for the four year period 2011-2014. Numbers of California freshman admits and SIRs have remained relatively stable over the period examined, with a slight decrease in SIRs from 2012 to 2014. With the increase in the number of applications and the steady number of admit offers, the admission rate for California residents dropped from 72.1% (61,323 out of 85,052) in 2011 to 62.9% (62,844 out of 99,944) in 2014. Among the 62,844 California-resident freshman admits for fall 2014, 35,943 submitted SIRs, representing a yield of 57.2%. This yield has remained essentially unchanged over all four admission cycles.

Figure 4: CA resident applicants, admits, and SIRs. Applicants for fall enrollment between 2011 and 2014

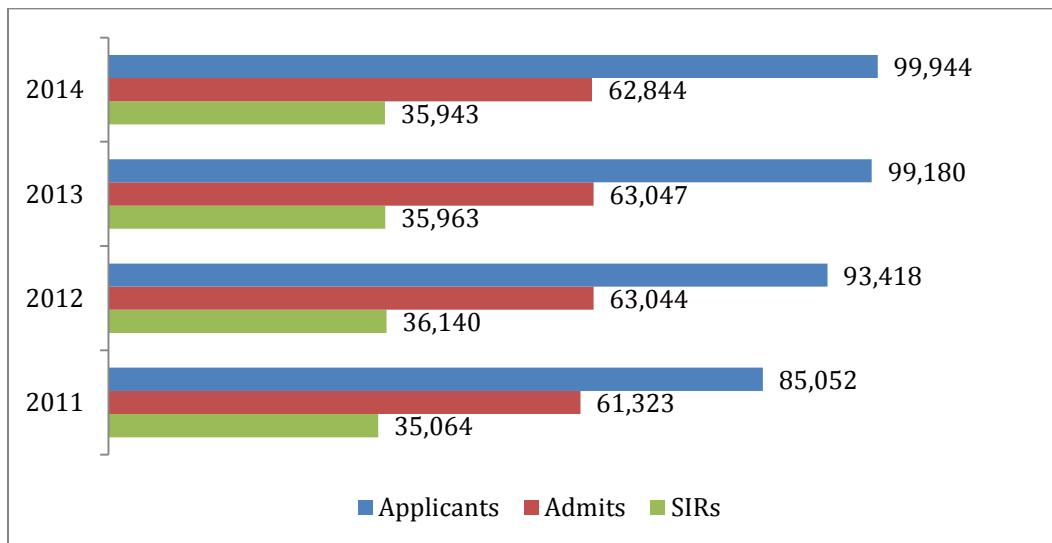


Figure 5 shows numbers of California freshman applications, admits, and SIRs by eligibility status over the past three admission cycles, from the first implementation of the 9x9 eligibility policy. Tables 7.1 and 7.2 show the same data in tabular form along with admission and yield rates for each applicant category, with the changes from 2012 presented in Table 7.3. The data show that applicants who are ELC-only make up a small percentage of the total number of applicants who are eligible (via either the Index, ELC or both); namely 9.8%, 9.2% and 8.6% for 2012, 2013 and 2014, respectively. The total number of eligible applicants has steadily increased, from 56,614 in 2012 to 61,159 in 2014 (an 8% increase), and there was an increase in the proportion of those eligible among all applicants (eligible, ETR and Other) over the two-year period as well (from 60.6% in 2012 to 61.2% 2014). These increases were due exclusively to increases in the number of statewide (SW) eligible applicants (some of whom may have been also ELC), however, the number of ELC-only applicants has steadily decreased since 2012 (by a total of 5.2% from 2012 to 2014, as indicated in Table 7.3).

Figure 5: California resident applicants, admits and SIRs under the new policy by eligibility category: 2012-2014

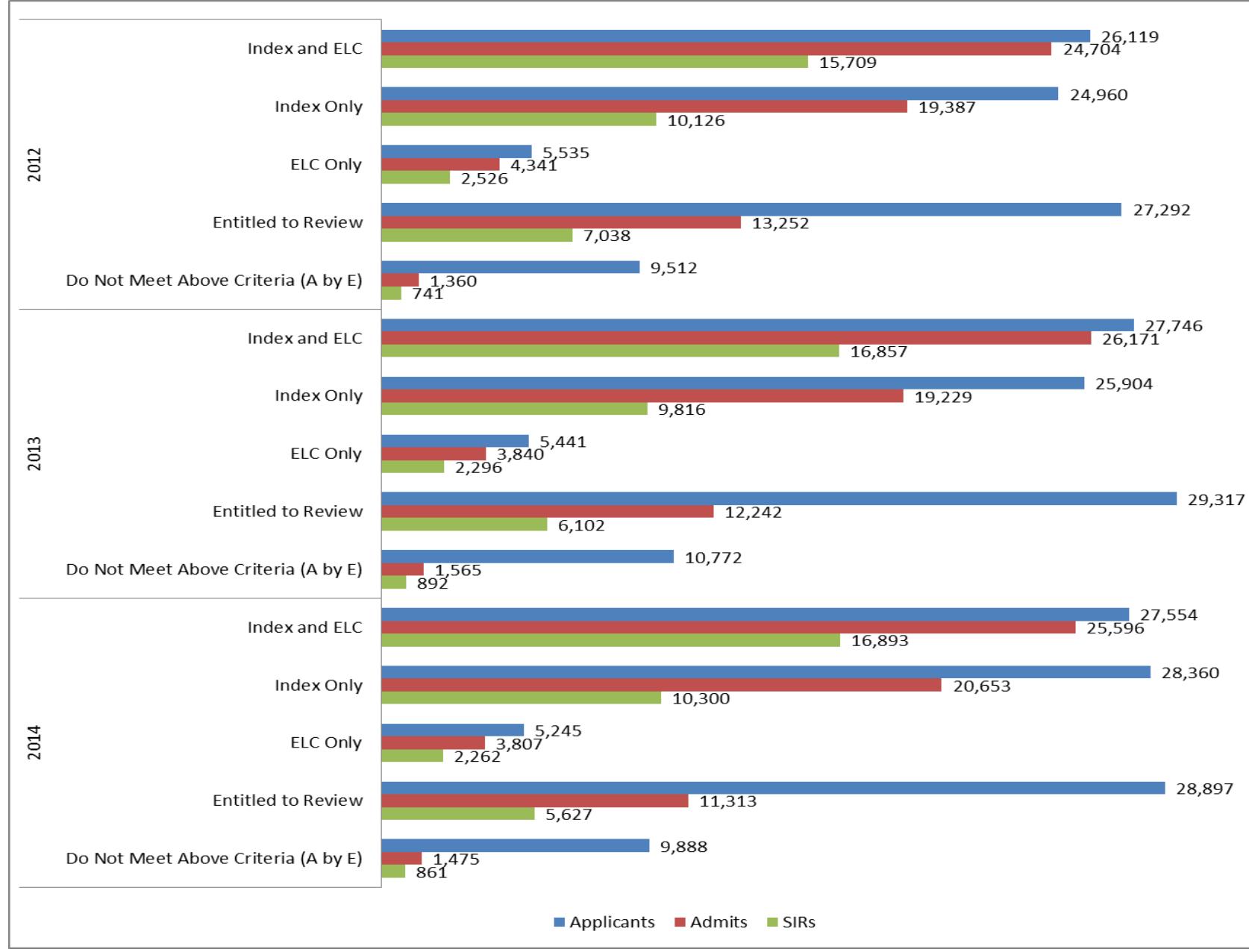


Table 7.1: CA resident applicants, admits and SIRs under the new policy by eligibility category

2012	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	26,119	24,960	51,079	5,535	56,614	27,292	9,512	93,418
admits	24,704	19,387	44,091	4,341	48,432	13,252	1,360	63,044
SIRs	15,709	10,126	25,835	2,526	28,361	7,038	741	36,140
admission rate	94.6%	77.7%	86.3%	78.4%	85.9%	48.6%	14.3%	67.5%
yield rate	63.6%	52.2%	58.6%	58.2%	58.6%	53.1%	54.5%	57.3%

2013	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	27,746	25,904	53,650	5,441	59,091	29,317	10,772	99,180
admits	26,171	19,229	45,400	3,840	49,240	12,242	1,565	63,047
SIRs	16,857	9,816	26,673	2,296	28,969	6,102	892	35,963
admission rate	94.3%	74.2%	84.6%	70.6%	83.9%	41.8%	14.5%	63.6%
yield rate	64.4%	51.0%	58.8%	59.8%	58.8%	49.8%	57.0%	57.0%

2014	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	27,554	28,360	55,914	5,245	61,159	28,897	9,888	99,944
admits	25,596	20,653	46,249	3,807	50,056	11,313	1,475	62,844
SIRs	16,893	10,300	27,193	2,262	29,455	5,627	861	35,943
admission rate	92.9%	72.8%	82.7%	72.6%	82.3%	39.1%	14.9%	62.9%
yield rate	66.0%	49.9%	58.8%	59.4%	58.8%	49.7%	58.4%	57.2%

Table 7.2: CA resident applicants, admits and SIRs by eligibility category, by percentage

2012	SW & ELC	SW ONLY	TOT SW	ELC ONLY	Total	All Eligible	ETR	Other	Total
applicants	46.1%	44.1%	90.2%	9.8%	100.0%	60.6%	29.2%	10.2%	100.0%
admits	51.0%	40.0%	91.0%	9.0%	100.0%	76.8%	21.0%	2.2%	100.0%
SIRs	55.4%	35.7%	91.1%	8.9%	100.0%	78.5%	19.5%	2.1%	100.0%

2013	SW & ELC	SW ONLY	TOT SW	ELC ONLY	Total	All Eligible	ETR	Other	Total
applicants	47.0%	43.8%	90.8%	9.2%	100.0%	59.6%	29.6%	10.9%	100.0%
admits	53.1%	39.1%	92.2%	7.8%	100.0%	78.1%	19.4%	2.5%	100.0%
SIRs	58.2%	33.9%	92.1%	7.9%	100.0%	80.6%	17.0%	2.5%	100.0%

2014	SW & ELC	SW ONLY	TOT SW	ELC ONLY	Total	All Eligible	ETR	Other	Total
applicants	45.1%	46.4%	91.4%	8.6%	100.0%	61.2%	28.9%	9.9%	100.0%
admits	51.1%	41.3%	92.4%	7.6%	100.0%	79.7%	18.0%	2.3%	100.0%
SIRs	57.4%	35.0%	92.3%	7.7%	100.0%	81.9%	15.7%	2.4%	100.0%

Table 7.3: CA resident applicants, admits and SIRs by eligibility category, changes since 2012

2012-13	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	1,627	944	2,571	-94	2,477	2,025	1,260	5,762
admits	1,467	-158	1,309	-501	808	-1,010	205	3
SIRs	1,148	-310	838	-230	608	-936	151	-177
Percent Change								
applicants	6.2%	3.8%	5.0%	-1.7%	4.4%	7.4%	13.2%	6.2%
admits	5.9%	-0.8%	3.0%	-11.5%	1.7%	-7.6%	15.1%	0.0%
SIRs	7.3%	-3.1%	3.2%	-9.1%	2.1%	-13.3%	20.4%	-0.5%
2013-14	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	-192	2,456	2,264	-196	2,068	-420	-884	764
admits	-575	1,424	849	-33	816	-929	-90	-203
SIRs	36	484	520	-34	486	-475	-31	-20
Percent Change								
applicants	-0.7%	9.5%	4.2%	-3.6%	3.5%	-1.4%	-8.2%	0.8%
admits	-2.2%	84%	1.9%	-0.9%	1.7%	-7.6%	-5.8%	-0.3%
SIRs	0.2%	4.9%	1.9%	-1.5%	1.7%	-7.8%	-3.5%	-0.1%
2012-14	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	1,435	3,400	4,835	-290	4,545	1,605	376	6,526
admits	892	1,266	2,158	-534	1,624	-1,939	115	-200
SIRs	1,184	174	1,358	-264	1,094	-1,411	120	-197
Percent Change								
applicants	5.5%	13.6%	9.5%	-5.2%	8.0%	5.9%	4.0%	7.0%
admits	3.6%	6.5%	4.9%	-12.3%	3.4%	-14.6%	8.5%	-0.3%
SIRs	7.5%	1.7%	5.3%	-10.5%	3.9%	-20.0%	16.2%	-0.5%

The admission rate for eligible applicants has decreased each year, from 85.9% in 2012 to 82.3% in 2014, while the yield rate¹⁷ for these applicants has remained nearly constant (58.8% in 2014). Decreasing admission rates for eligible applicants is consistent with the increasing selectivity of UC campuses as discussed earlier. Overall, the admission rate for California freshman applicants declined from 67.5% in 2012 to 62.9% in 2014, while their yield remained essentially unchanged (57.2% in 2014). It should be noted that these rates are higher than those of the entire freshman applicant population (including nonresidents), which were 66.3% in 2012 and 60.1% in 2014, as indicated in Table 2 above.

Statewide-eligible applicants continue to be admitted at significantly higher rates than ELC-only applicants (82.7% versus 72.6% for 2014), while the yield rates for these two groups remain comparable (at approximately 59%). Among California freshman admits, those who carry only the ELC guarantee constitute a decreasing proportion of the total number of eligible applicants, from 9% of the eligible pool in 2012 to 7.6% in 2014 (*c.f.*, Table 7.2). The trend is the same for the

¹⁷ Yield in this report is defined as the percentage of admitted students who submit their SIR.

number of ELC-only SIRs, with an increasing proportion of applicants deemed eligible via the statewide index constituting the group of SIRs who are eligible.

Overall, admits and SIRs who are eligible constitute an increasing proportion of all California admits and SIRs, while ETR admits constitute a decreasing proportion, as indicated in Table 7.2. The admission rate for ETR applicants remains considerably lower than those of eligible applicants (as expected), and has steadily declined from 48.6% in 2012 to 39.1% in 2014. Admission rates for applicants who fall into the “Other” category (who are neither eligible nor ETR) are the lowest rates of all applicant groups (at 14.9% in 2014), although the yield rate for this group has steadily increased since 2012 (to 58.4% in 2014) and is now significantly higher than the rate for ETR applicants and comparable with that of eligible applicants. The Other category constitutes the pool of applicants receiving Admission by Exception (A by E), which continues to make up less than 2.5% of all SIRs in keeping with UC policy limiting A by E matriculates to no more than 6%.

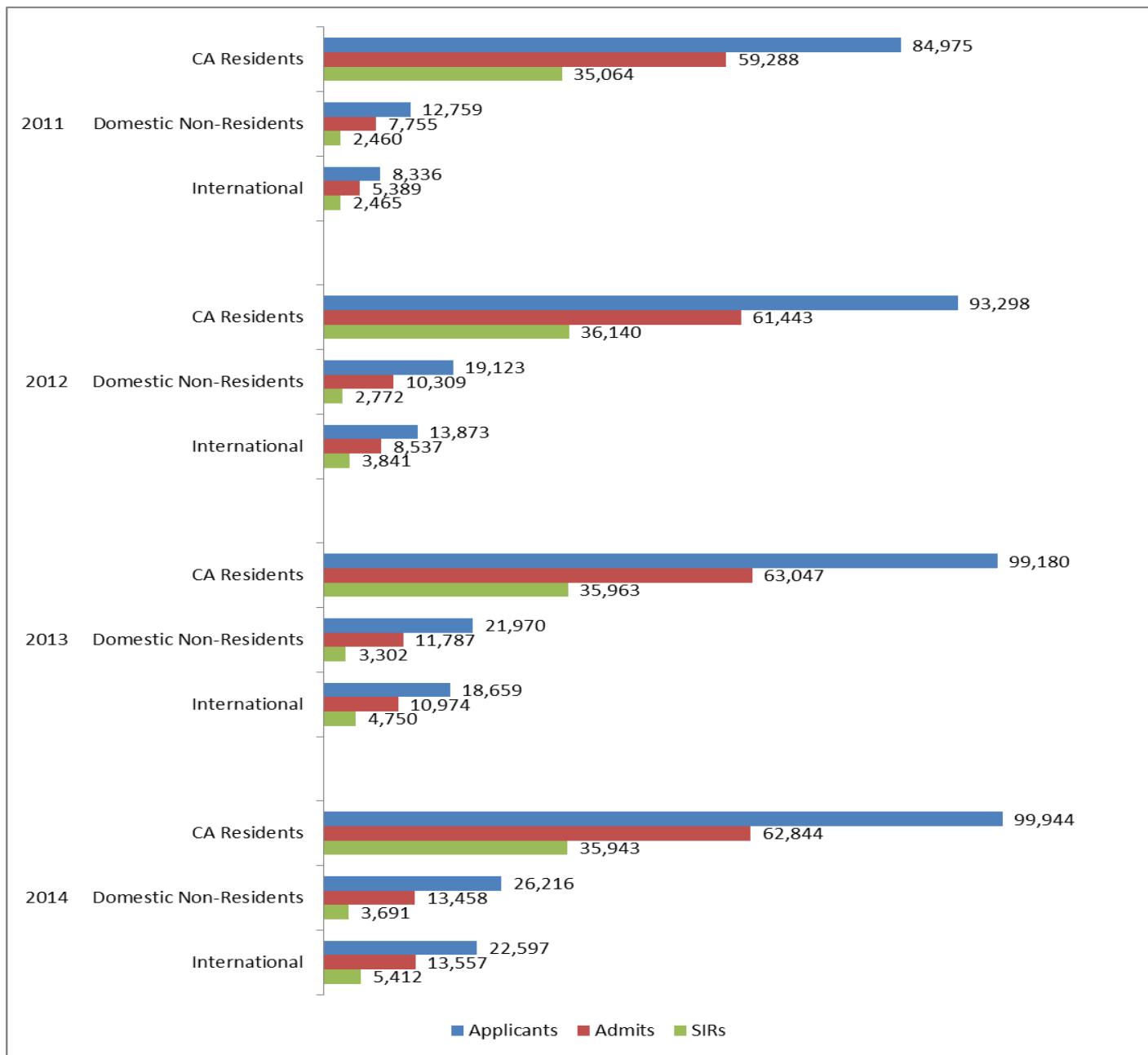
All eligible applicants who were not admitted to a campus to which they applied were offered the opportunity to opt in to consider a referral offer from UC Merced, the only campus with available space for referrals. In 2012, 194 eligible applicants from the referral pool (2.2% of the referral pool) submitted an SIR, while in 2014, 239 referral-pool applicants (2.1%) submitted an SIR¹⁸.

II.4 Nonresident Admission

The new admissions policy applies to California residents only, and while the UC has maintained its commitment to admitting all eligible California residents under the Master Plan, campuses have expanded their recruitment of tuition-paying domestic and international nonresidents in the wake of a budget crisis that saw UC’s state funding fall by nearly \$1 billion. As can be gleaned from Figure 6, these efforts led to a 100% (171%) increase in the number of domestic (international) nonresident applicants between 2011 and 2014. Domestic (international) nonresident SIRs increased by 50% (120%) over this period. In 2014, nonresidents comprised 20.2% of all freshman SIRs, up from 12.3% in 2011.

¹⁸ http://www.ucop.edu/news/factsheets/2014/frosh_trsirs_table1.1.pdf

Figure 6: Applicants, Admits, and SIRs by Residency: 2011-2014



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

As nonresident enrollment has increased, BOARS has sought assurance from campuses that California residents are not being turned away to make room for less-qualified, but higher-paying non-residents. In June 2011, BOARS adopted a clarification¹⁹ 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 procedures²⁰ 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 April 2014, BOARS issued a systemwide report²¹ discussing the variety of approaches campuses used to analyze their admissions, enrollment, and UC performance data, which indicated that all were admitting nonresident students who compare favorably to residents. BOARS also noted the difficulty of making a true comparison between residents and nonresidents, based on narrow academic indicators and in the absence of equivalent local context and achievement information for both applicant groups.

II.5 Attracting and Admitting Diverse Students

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

Freshman Applicants, Admits, SIRs and Diversity 2012-2014

Table 8 summarizes the diversity of UC's Freshman applicants, admits, and SIRs over the past three admission cycles. Numerical counts are given in Table 8.1 and percentages of the total counts for each category are given in Table 8.2. The data shows that applications from each of the underrepresented groups (African Americans, American Indian, and Chicano/Latino) have grown over the two-year period since first implementation of the new 9x9 eligibility policy (beginning with applicants for fall 2012). However, only the Chicano/Latino and American Indian groups experienced an increase in their proportions among all applicants over this period. These were also the only two under-represented groups that experienced increases in their

¹⁹ http://senate.universityofcalifornia.edu/reports/DS_MGY_LPBOARSNRPrinciple6.pdf

²⁰ http://senate.universityofcalifornia.edu/reports/RMA_MGYreBOARSresolutiononevalofresidents_non-residents_FINAL.pdf

²¹ <http://senate.universityofcalifornia.edu/committees/boars/BOARS2013CompareFavorablyReport-Final.pdf>

proportion among the cohorts of all admits and all SIRs from 2012 to 2014. African Americans experienced an increase in applications but decreases in their numbers of both admits and SIRs over the two-year period.

During the past three years, the UC admit pool has also experienced growth in the proportions of both first-generation college-attending and low-income SIRs. Figure 7 summarizes the proportions of first-generation and low-income SIRs for the past four admission cycles.

Transfer SIRs and Diversity 2012-2014

At the transfer level, all under-represented minority (URM) groups experienced an increase SIRs. The greatest increase occurred for the Chicano/Latino group (16.8%, from 3,354 to 3,917), then African Americans (15.8%, from 584 to 676), and lastly American Indians (4.4%, from 160 to 167)²². Overall a 16.2% increase in SIRs (from 4,141 to 4,813) from URM groups occurred between 2012 and 2014. The Chicano/Latino group has remained the largest among all URM SIRs (approximately 81% of all URM SIRs) during this period.

Table 8.3 below shows the representation of specific ethnic groups among California Community College (CCC) transfer applicants, admits, and SIRs. CCC transfers account for about 90% of all UC transfers. It can be seen that the representation of African Americans increased from 2012 to 2014 from 3.3% to 3.8% of SIRs, while Chicanos/Latinos, in keeping with the application trends, increased from 19.5% to 22.3% of SIRs. Although Whites are only the third most populous ethnic group among UC freshman matriculates, they remain the largest group among CCC transfer SIRs, at 31% of all CCC transfers.

²² http://www.ucop.edu/news/factsheets/2014/frosh_trsirs_table3.2.pdf

Table 8.1: UC Statement of Intent to Register (SIR) Counts
California Resident FRESHMEN by Race/Ethnicity: Fall 2012, 2013, 2014

	2012			2013			2014			2-yr SIR Change
	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	
African American	5,719	2,834	1,537	5,982	2,731	1,427	5,867	2,705	1,467	-70
American Indian	692	438	226	710	393	201	759	455	235	9
Asian American	30,105	22,909	14,911	30,617	22,538	14,368	31,270	22,648	14,159	-752
Chicano/Latino	28,068	17,133	9,651	31,793	17,607	10,171	32,632	18,180	10,712	1,061
Pacific Islander	337	180	90	374	191	100	369	199	99	9
White	25,958	17,742	8,771	26,917	17,643	8,636	26,219	16,783	8,296	-475
Unknown	2,539	1,808	954	2,787	1,944	1,060	2,828	1,874	975	21
Total	93,418	63,044	36,140	99,180	63,047	35,963	99,944	62,844	35,943	-197

Source: UCAP 5/25/11, 5/24/12, 5/28/13, 5/27/14

Table 8.2: UC Statement of Intent to Register (SIR) Percent of Total
California Resident FRESHMEN by Race/Ethnicity: Fall 2012, 2013, 2014

	2012			2013			2014			2-yr % SIR increase
	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	
African American	6.1%	4.5%	4.3%	6.0%	4.3%	4.0%	5.9%	4.3%	4.1%	-4.6%
American Indian	0.7%	0.7%	0.6%	0.7%	0.6%	0.6%	0.8%	0.7%	0.7%	4.0%
Asian American	32.2%	36.3%	41.3%	30.9%	35.7%	40.0%	31.3%	36.0%	39.4%	-5.0%
Chicano/Latino	30.0%	27.2%	26.7%	32.1%	27.9%	28.3%	32.7%	28.9%	29.8%	11.0%
Pacific Islander	0.4%	0.3%	0.2%	0.4%	0.3%	0.3%	0.4%	0.3%	0.3%	10.0%
White/Other	27.8%	28.1%	24.3%	27.1%	28.0%	24.0%	26.2%	26.7%	23.1%	-5.4%
Missing	2.7%	2.9%	2.6%	2.8%	3.1%	2.9%	2.8%	3.0%	2.7%	2.2%
Total	100.0%	-0.5%								

Figure 7. Percentage of CA-resident low-income and first-generation college-going SIRs

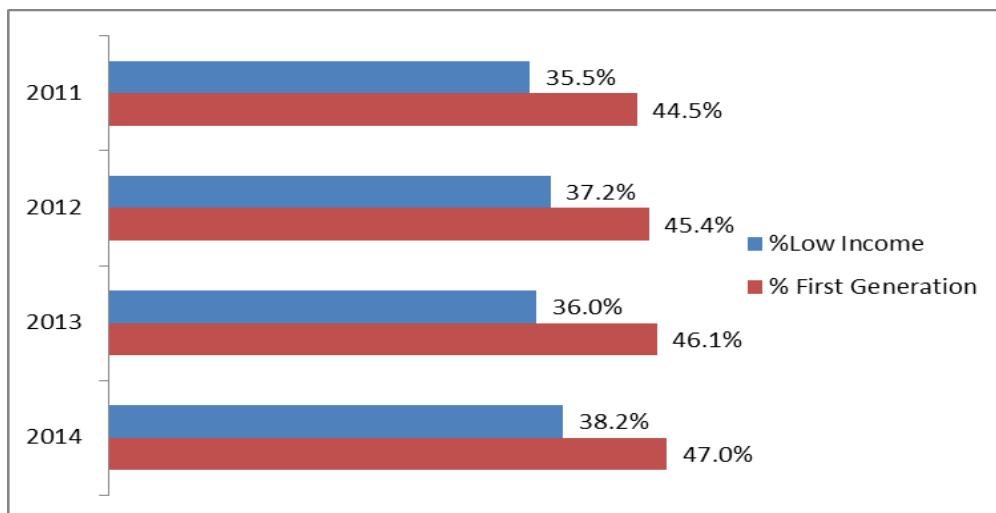


Table 8.3: UC Statement of Intent to Register (SIR) Percent of Total California Community College Transfers by Race/Ethnicity: Fall 2012, 2013, 2014

	2012			2013			2014		
Residency Status	Applicants	Admits	SIRs	Applicants	Admits	SIRs	Applicants	Admits	SIRs
African American	4.5%	3.4%	3.3%	4.9%	3.8%	3.7%	4.9%	3.9%	3.8%
American Indian	1.1%	1.0%	1.0%	1.0%	0.9%	1.0%	1.0%	0.9%	1.0%
Asian	27.7%	28.5%	29.1%	25.8%	26.3%	26.9%	25.7%	26.3%	26.9%
Chicano/Latino	21.5%	20.2%	19.5%	23.3%	22.3%	21.6%	24.0%	23.0%	22.3%
White	33.5%	33.2%	33.3%	32.2%	32.2%	32.2%	30.8%	30.6%	31.0%
Unknown	3.2%	3.4%	3.4%	2.8%	2.8%	2.8%	2.7%	2.7%	2.6%
International	8.5%	10.3%	10.4%	10.1%	11.6%	11.9%	10.8%	12.5%	12.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

During 2010-12 BOARS (with Academic Assembly approval) restructured transfer selection beginning in 2015 to accommodate the new SB 1440 AA and AS degrees for transfer and to incorporate major-based criteria more fully into the Comprehensive Review of transfer applicants. The proponents and authors of SB 1440 argued that these new degrees would simplify the transfer process for CCC students and thereby increase UC/CSU access for a more diverse population. BOARS hopes these assertions turn out to be true in the future and is pleased that the Senate has agreed with its plan to align transfer admission processes with these new AA and AS degrees.

In 2013, a Transfer Action Team was charged by the President with recommending ways to strengthen and streamline the transfer path, increase the transfer graduation rate, and expand UC's reach into a broader range of CCCs. 2013-14 BOARS Chair George Johnson and Vice President for Student Affairs Judy Sakaki co-chaired the team and presented a report with recommendations²³ to the Regents in May 2014. The recommendations include upgrading UC's transfer message with a new communications and technology strategy; creating a stronger presence at every CCC to promote interest in transferring among a geographically, ethnically, and socio-economically diverse student body; upgrading support services to help transfers transition to and succeed at UC; and reaffirming UC's commitment to transfer students by engaging every campus to meet the Master Plan's 2:1 freshman-to-transfer target. The report also recommends building on previous efforts to align lower division requirements for specific majors across UC campuses to enable potential transfer students to prepare for more than one UC simultaneously, and also aligning when possible, UC's major requirements with the Transfer Model Curricula developed by CCC/CSU for the Associate Degrees for Transfer. Finally, the report makes clear that UC cannot increase transfer enrollments at the expense of freshmen nor without additional state funding.

²³ <http://ucop.edu/transfer-action-team/>

UC as a Vehicle of Social Mobility: The SIR Academic Profile in 2014

Table 9 details the distribution of applicants, admits, and SIRs among ethnic and eligibility categories. This information is important because one of the goals of the eligibility changes was to provide access to high school graduates who completed the “a-g” pattern 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 had a bachelor’s degree) are seeking and gaining admission to UC. Among the 99,944 California applicants for fall 2014, 45.8% (45,730) were first-generation, as were 42.5% of California admits and 47% of SIRs (16,885 SIRs). It is important to note that among California applicants who met the ETR criteria (but without a statewide or ELC guarantee) the percentages of applicants, admits and SIRs who were first-generation were 61.7%, 64.5% and 67.1% (3,776 SIRs), respectively; while among the ELC- -only group the percentages were 83.0%, 84.6% and 85.2% (1,927 SIRs), respectively. Overall, this means that 33.8% (5,703 of 16,885) of the first-generation SIRs for fall 2014 were in one of the two categories of eligibility (ETR and ELC-only) that were created or expanded by the 9x9 eligibility policy.

A similar pattern emerges for SIRs from schools with Academic Performance Index (API) scores in the bottom two quintiles (“Low API”). 19.6% of the 99,944 California applicants are from low API schools, as are 18% of California admits and 20.4% of SIRs (7,349 SIRs). Among California applicants who were ETR the percentages of applicants, admits and SIRs from low-API high schools were 25.1%, 24.2% and 26.4% (1,483 SIRs), respectively; while among the ELC -only group the percentages are 60.3%, 62.1% and 62.0% (1,403 SIRs). Overall, this means that 39.3% (2,886 of 7,349) of SIRs for 2014 from applicants at low-API high schools were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

URMs constituted 39.3% of California applicants, 34% of California admits, and 34.5% of SIRs (12,414 SIRs) for fall 2014. Among California applicants who were ETR the percentages of applicants, admits, and SIRs from URM groups were 54.6%, 54.2% and 55.9% (3,147 SIRs), respectively; while among the ELC-only group the percentages are 74%, 75.6% and 75.8% (1714 SIRs). Overall, this means that 39.2% (4,861 of 12,414) of URM SIRs for fall 2014 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy. Considering that yield rates for African Americans and American Indians have been consistently below average in past years, in comparison with systemwide yield rates, efforts at increasing the yield rates for these groups may prove worthwhile in increasing their enrollment numbers and should be encouraged.

Figure 8 summarizes the data discussed above regarding first-generation, ELC-only and low-API SIRs, including comparisons of profiles over the past three admissions cycles (2012-2014). Overall, the data indicates that indeed many of the goals of the eligibility changes were met. Many applicants who met the ELC guarantee alone or were ETR without the guarantee were admitted. Moreover, ELC-only and ETR admits and SIRs were more diverse and more likely to be first generation and/or from low-API high schools than those who were eligible via the statewide index.

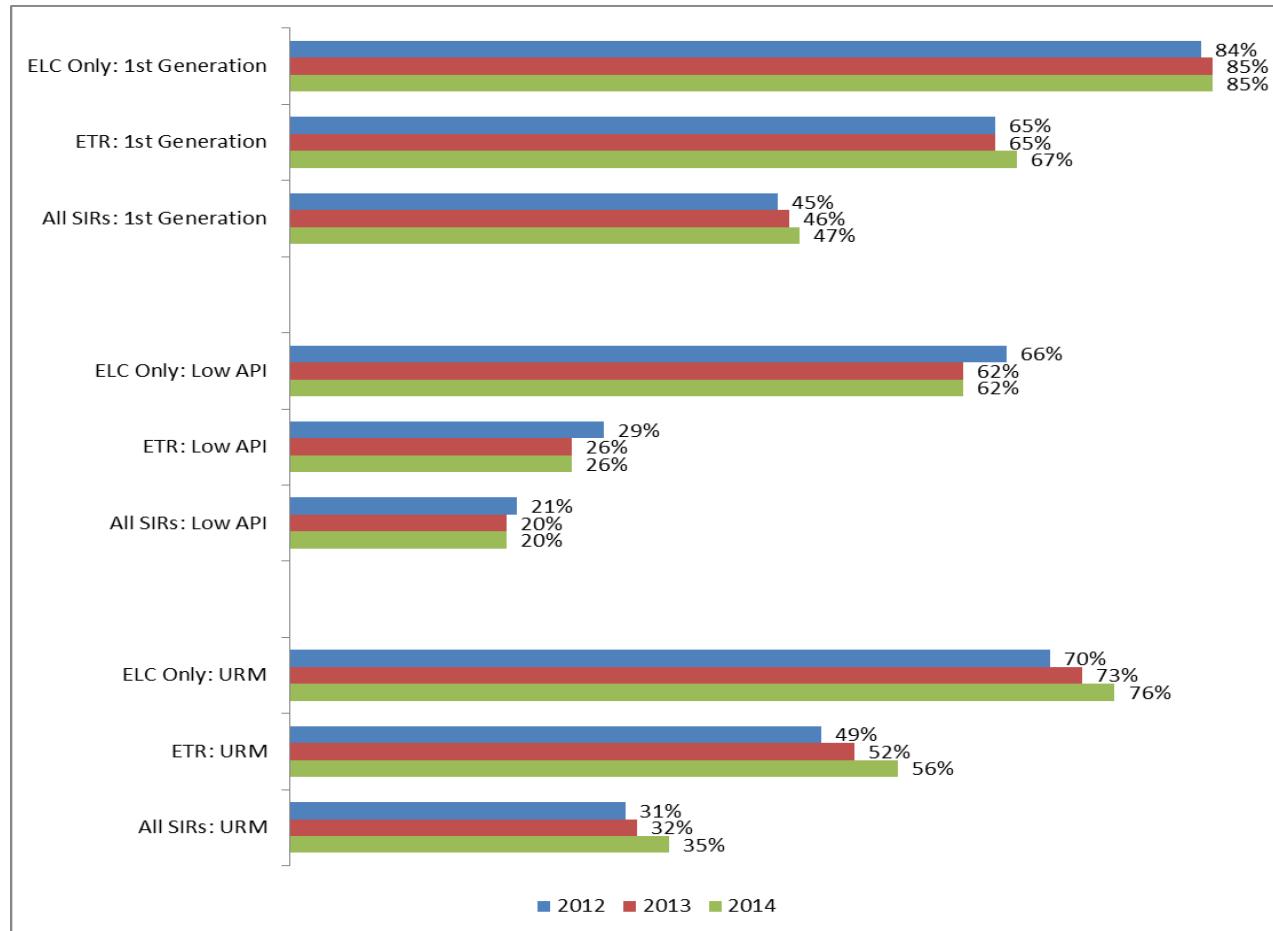
Table 9.1: Profile of Applicants, Admits, and SIRs for Fall 2014 by Admissions Eligibility Category

	Index Eligible Only					ELC Eligible Only					Index & ELC Eligible				
	Admit Apps		Rate		Take SIRs	Admit Apps		Rate		Take SIRs	Admit Apps		Rate		Take SIRs
Universitywide	28,360 20,653 72.8% 10,300 49.9%					5,245 3,807 72.6% 2,262 59.4%					27,554 25,596 92.9% 16,893 66.0%				
Ethnicity															
African American	1,037	742	71.6%	326	43.9%	322	221	68.6%	127	57.5%	835	746	89.3%	481	64.5%
American Indian	251	176	70.1%	79	44.9%	19	14	73.7%	4	28.6%	209	189	90.4%	111	58.7%
Asian	11,065	8,853	80.0%	4,980	56.3%	888	637	71.7%	395	62.0%	10,117	9,633	95.2%	6,990	72.6%
Chicano/Latino	4,221	2,974	70.5%	1,481	49.8%	3,541	2,643	74.6%	1,583	59.9%	7,383	6,913	93.6%	4,721	68.3%
White	10,757	7,162	66.6%	3,082	43.0%	390	233	59.7%	120	51.5%	8,140	7,300	89.7%	4,125	56.5%
Unknown	1,029	746	72.5%	352	47.2%	85	59	69.4%	33	55.9%	870	815	93.7%	465	57.1%
1st Gen College	6,580	5,182	78.8%	3,151	60.8%	4,353	3,221	74.0%	1,927	59.8%	10,896	10,336	94.9%	7,620	73.7%
School Type															
Public	22,224	16,575	74.6%	8,824	53.2%	5,144	3,742	72.7%	2,217	59.2%	25,333	23,575	93.1%	15,885	67.4%
Private	6,063	4,017	66.3%	1,438	35.8%	66	44	66.7%	30	68.2%	2,180	1,981	90.9%	981	49.5%
Unknown	73	61	83.6%	38	62.3%	35	21	60.0%	15	71.4%	41	40	97.6%	27	67.5%
Low API	1,128	934	82.8%	576	61.7%	3,164	2,366	74.8%	1,403	59.3%	5,158	4,932	95.6%	3,690	74.8%
	Entitled to Review					Do Not Meet Other Criteria					Total				
	Admit Apps		Rate		Take SIRs	Admit Apps		Rate		Take SIRs	Admit Apps		Rate		Take SIRs
Universitywide	28,897 11,313 39.1% 5,627 49.7%					9,888 1,475 14.9% 861 58.4%					99,944 62,844 62.9% 35,943 57.2%				
Ethnicity															
African American	2,428	875	36.0%	457	52.2%	1,245	121	9.7%	76	62.8%	5,867	2,705	46.1%	1,467	54.2%
American Indian	192	64	33.3%	32	50.0%	88	12	13.6%	9	75.0%	759	455	59.9%	235	51.6%
Asian	7,246	3,242	44.7%	1,614	49.8%	2,323	482	20.7%	279	57.9%	31,639	22,847	72.2%	14,258	62.4%
Chicano/Latino	13,166	5,190	39.4%	2,658	51.2%	4,321	460	10.6%	269	58.5%	32,632	18,180	55.7%	10,712	58.9%
White	5,273	1,739	33.0%	771	44.3%	1,659	349	21.0%	198	56.7%	26,219	16,783	64.0%	8,296	49.4%
Unknown	592	203	34.3%	95	46.8%	252	51	20.2%	30	58.8%	2,828	1,874	66.3%	975	52.0%
1st Gen College	17,836	7,293	40.9%	3,776	51.8%	6,065	686	11.3%	411	59.9%	45,730	26,718	58.4%	16,885	63.2%
School Type															
Public	25,555	10,091	39.5%	5,056	50.1%	8,389	1,057	12.6%	638	60.4%	86,645	55,040	63.5%	32,620	59.3%
Private	2,786	968	34.7%	422	43.6%	894	175	19.6%	94	53.7%	11,989	7,185	59.9%	2,965	41.3%
Unknown	556	254	45.7%	149	58.7%	605	243	40.2%	129	53.1%	1,310	619	47.3%	358	57.8%
Low API	7,244	2,743	37.9%	1,483	54.1%	2,930	315	10.8%	197	62.5%	19,624	11,290	57.5%	7,349	65.1%

**Table 9.2: Profile of Applicants, Admits, and SIRs for Fall 2014
by Admissions Eligibility Category and Percentage of Total**

	Index Eligible Only			ELC Eligible Only			Index & ELC Eligible		
	Apps	Admits	SIRs	Apps	Admits	SIRs	Apps	Admits	SIRs
Universitywide	28,360	20,653	10,300	5,245	3,807	2,262	27,554	25,596	16,893
Ethnicity									
Afr Am	3.7%	3.6%	3.2%	6.1%	5.8%	5.6%	3.0%	2.9%	2.8%
Asian	39.0%	31.2%	48.3%	16.9%	16.7%	17.5%	36.7%	37.6%	41.4%
Chic/Lat	14.9%	10.5%	14.4%	67.5%	69.4%	70.0%	26.8%	27.0%	27.9%
White	37.9%	25.3%	29.9%	7.4%	6.1%	5.3%	29.5%	28.5%	24.4%
1st Gen College	23.2%	18.3%	30.6%	83.0%	84.6%	85.2%	39.5%	40.4%	45.1%
School Type									
Public	78.4%	80.3%	85.7%	98.1%	98.3%	98.0%	91.9%	92.1%	94.0%
Low API	4.0%	4.5%	5.6%	60.3%	62.1%	62.0%	18.7%	19.3%	21.8%
	Entitled to Review			Do Not Meet Other Criteria			Total		
	Apps	Admits	SIRs	Apps	Admits	SIRs	Apps	Admits	SIRs
Universitywide	28,897	11,313	5,627	9,888	1,475	861	99,944	62,844	35,943
Ethnicity									
Afr Am	8.4%	7.7%	8.1%	12.6%	8.2%	8.8%	5.9%	4.3%	4.1%
Asian	25.1%	28.7%	28.7%	23.5%	32.7%	32.4%	31.7%	36.4%	39.7%
Chic/Lat	45.6%	45.9%	47.2%	43.7%	31.2%	31.2%	32.7%	28.9%	29.8%
White	18.2%	15.4%	13.7%	16.8%	23.7%	23.0%	26.2%	26.7%	23.1%
1st Gen College	61.7%	64.5%	67.1%	61.3%	46.5%	47.7%	45.8%	42.5%	47.0%
School Type									
Public	88.4%	89.2%	89.9%	84.8%	71.7%	74.1%	86.7%	87.6%	90.8%
Low API	25.1%	24.2%	26.4%	29.6%	21.4%	22.9%	19.6%	18.0%	20.4%

Figure 8. Percentages of CA-resident, first-generation, low-income and low-API SIRs for 2012-2014



II.6 First-Term 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 also examined the performance of students after matriculation as freshmen at one of the nine UC campuses. The average first-term (quarter or semester) freshman grade point average, probation rate²⁴, and persistence rate²⁵ were evaluated for all students who began in fall 2010 through fall 2013. The results are presented in Table 10. A statistical significance test examining the differences in average GPAs from one year to the next was also performed.

Table 10: 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
2010	31,349	2.99	8.76%	98.73%	3.00	5.53%	93.35%
2011	31,584	3.00	8.95%	98.60%	3.00	5.55%	93.11%
2012	32,471	3.01	8.59%	98.68%	3.00	5.56%	93.10%
2013	32,185	3.03	8.43%	98.70%			

Residency status is determined based on enrollment definition.

Students have continued to succeed under the new admissions policy. Their average first-term GPA was higher than in either of the previous two years, before implementation of the new policy, and their first-term probation rate was lower. In all, 93.1% of first-year UC students move on to their second year.

SECTION III: THE REVIEW PROCESS: IMPLEMENTING INDIVIDUALIZED AND SINGLE SCORE REVIEW

The primary advantage of Comprehensive Review is that its multiple criteria allow campuses to consider a wide range of student achievements, understand discrepant information (e.g. high grades and low test scores), and evaluate student resilience and promise, in addition to standard indicators of achievement. It is up to applicants to make their case by providing detailed information about academic and personal accomplishments and answering essay questions to the best of their ability. All UC applicants submit a [personal statement](#) that provides additional information and insight for readers.

The 2010 and 2012 reports discussed the different approaches to comprehensive review at the nine undergraduate campuses, including single score (“holistic”); two stage or multiple stage; and fixed weight approaches, as well as the role of supplemental review, and mechanisms to ensure the quality and integrity of the review process. Since 2012, several campuses have made

²⁴ 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.

²⁵ Persistence rate is the ratio of students who begin the second term of their freshman year after completing fall term.

additional adjustments to their approaches and the level of cross-campus collaboration has increased, largely in response to the adoption by the Regents in their January 2011 [Resolution on Individualized Review and Holistic Evaluation in Undergraduate Admissions](#) (Regents Policy 2108). BOARS expects campuses to make additional adjustments and refinements going forward.

III.1 Description of Campus Selection Processes Using Comprehensive Review

BOARS asked campuses to describe their review processes and indicate what, if any, changes have been implemented since 2012. These statements are reproduced below. While local practices differ, all campuses incorporate both academic and contextual factors into their assessment of student talent and potential. At all campuses, Comprehensive Review processes incorporate a significant amount of quantitative information about student achievement. Campuses are implementing holistic review because they view it as a more equitable approach, although three have chosen not to implement a single-score review system because they believe that their current systems are producing solid outcomes using different strategies.

Berkeley

Berkeley's holistic review system has been in place for nearly two decades, and has significantly informed the implementation of holistic review at other campuses. At Berkeley the process has been deeply affected by the continued dramatic growth of both resident and non-resident applicant pools at a rate of approximately 8% per year every year over the last five years. In particular, the resources for administering holistic review at Berkeley have been strained by the dramatic growth of applicant pool. This includes the ongoing need to sufficiently understand the school context information for domestic non-resident applicants and the need for specialized staffing to review international applications, which often do not readily line up with California's technical eligibility requirements. The sheer volume of applicants has generated a need to read more efficiently and we have made adjustments to our process to do just that. Our current system is tuned to make good decisions in the selectivity range of 20-25%.

Berkeley's Office of Undergraduate Admissions staff has continued to consult with faculty and staff at most other UC campuses in matters relating to holistic review, although the crush of applications has meant that Berkeley needed to simplify its reads at the low end for those distinctions that do not affect offers of admission at Berkeley. Nonetheless the Berkeley admissions office has continued to participate in systemwide shared reviews, sharing read scores on overlap applicants with other campuses, but without distinctions at the low end for students not competitive in our pool, all as part of making the process more efficient while ensuring a baseline level of quality in the application reviews.

The effect of a much larger pool has been that selectivity at Berkeley has reached an all-time high. For the class entering in 2014 the overall admission rate broke 20% for the first time (19.9%). The most selective college was Engineering with a 9.9% overall admission rate, and within Engineering, which admits by major, Computer Science had a 6% admission rate. These numbers provide a challenge for reading accurately in a tight admissions space and Berkeley will be addressing that in coming admissions cycles.

Finally, athletic admissions became a matter of concern to the faculty in 2013-14. The admissions policy committee, which has been slowly revising athletic admissions policy, added letters of recommendation as a requirement, but with the knowledge that a much more thorough-going revision of athletic admissions is in the works.

Davis

UC Davis completed its third year of a single score holistic review (HR) freshman process, which was first implemented for the 2012 incoming cohort after transitioning from a two-stage, formulaic, process that had been used the previous ten years. The campus continues to be enthusiastic about the merits of holistic review and the individualized assessment through a human read of all applications taking into account the 14 faculty-approved academic and non-academic factors. All factors are considered in the context of opportunities available to the student.

Each year, UC Davis works to create more efficient and effective processes, procedures, and policies that enable a fair, thorough and high-quality comprehensive review in order to admit and enroll a diverse, high-achieving freshman class. To ensure that all HR reads are of the highest quality and normed appropriately for consistency, Undergraduate Admissions (UA) uses the UC Davis Senate Committee on Admissions & Enrollment (CAE) guiding principles, as well as the Guidelines for Implementation of University Policy on Undergraduate Admissions. Following these guidelines, UC Davis Undergraduate Admissions incorporated new and enhanced tools and processes, such as: detailed training manuals; an updated HR online profile; on-campus and off-campus HR training and monitoring logistics; an HR reading certification and weekly norming accountability system; the identification and training of HR Team Leaders who manage the daily responsibilities, coaching and monitoring of their teams; the HR recruitment, screening, selection, hiring and training of external readers; the implementation of a calibration and reliability system; an import and export system to receive, utilize and share HR scores; the implementation of the Augmented Review (AR) process; management of extensive quality and control mechanisms; and the revamping, development, testing and production of new or refined online reports and monitoring tools.

UC Davis continues to attract more applications each year through strategic recruitment efforts from low income, first generation, Eligible in the Local Context (ELC), domestic and international non-residents, and California resident students. The overall academic quality of the UC Davis applicant and admitted pools was slightly higher than last year. The holistic review, selection and admit processes allow for a more nuanced understanding of a student's academic and personal achievements in the context of his/her opportunities and life challenges, which is one of several factors that have led to recent increases in our admitted and enrolled underrepresented students. The proportion of admitted students who are first generation college students, from low income families, or are from underrepresented minority groups all increased this year. The largest increase, from 18% of the admitted class in 2013 to 19.6% in 2014, was among Chicano-Latino students.

Irvine

UCI has implemented single-score Holistic Review for the past four admissions cycles. In general, UCI found that holistic review has increased inclusiveness, flexibility, and efficiency. Holistic review allows the campus to consider the entire application within the context of all

information provided by and about the applicant. In comparison, previous review procedures may have overly penalized applicants who were somewhat deficient in one or two areas, but exhibited extraordinary achievements in others. It helps meet the campus's goal to not disadvantage strong students from any group (low income, middle class, or financially-successful; educated parents or first-generation college) due to circumstances beyond their control. In addition, the Supplemental Review process allows readers to submit applications they believe to be "competitive" and worthy of a second review by one of the specially trained internal readers.

The total number of applications to UCI increased (up 11% in 2012-13, 10% in 2013-14) on top of a longer-term trend of an increased number of applicants to UCI, which continues to lead Irvine to become more selective in admissions. Applicant GPAs have increased, SAT scores have trended slightly up, and first generation college applicants are flat, while and low income applicants have trended slightly down. Students who were in the top 9% in both ELC and statewide categories fared exceptionally well as a cohort.

Los Angeles

UCLA Undergraduate Admission engages in a holistic approach to comprehensive review, giving a rigorous, individualized, and qualitative assessment of each applicant's entire dossier. This ensures that academic reviews are based on a wide range of criteria approved through Comprehensive Review including classroom performance, motivation to seek challenges, and the rigor of the curriculum within the context of high school opportunities. Moreover, academic achievement should not be the sole criterion for admission, as UCLA seeks well-rounded students whose qualifications include outstanding personal accomplishments, distinctive talents, and the potential to make significant contributions to the campus, the state of California, and the nation. The admission review reflects the readers' thoughtful consideration of the full spectrum of the applicant's qualifications, based on all evidence provided in the application, and viewed in the context of the applicant's academic and personal circumstances and the overall strength of the UCLA applicant pool. In holistic review, no single criterion should be given undue weight, nor a narrow set of criteria used to assess applicants in their selection for admission.

All applications are reviewed at least twice by professionally trained readers. After independently reading and analyzing an application, the reader determines a holistic score that is ultimately used in the selection process. In addition, admission managers conduct multiple quality-control checks for consistency and completeness throughout the reading process. Extensive reader training, full review of each application, and these quality control checks ensure that the process is highly reliable and consistent with faculty policy. Formal tests of reliability are conducted regularly to assure quality control.

While considered best practice within the higher ed community, holistic review is labor-intensive and time-consuming. UCLA is fortunate to have extensive school and curriculum information available for California high schools (API, available curriculum, California Dept. of Education data, etc.), but continues to be challenged by a lack of similar information from schools throughout the US and abroad. Reading international applications requires additional expertise from staff, making the reading load challenging for those trained to read these applications. Their job is made more challenging by a lack of helpful school-related information. UCLA's hope is that UC continues to develop ways to collect and share critical high school information to better

inform the review process and continue to demonstrate the Compare Favorably standard approved by BOARS and required for students admitted from outside of California.

In May 2012, UCLA released a report on Holistic Review in Freshman Admissions²⁶ authored by UCLA Professor Robert Mare, which examined fall 2007 and 2008 holistic outcomes. The report found that holistic scoring at UCLA is proceeding according to the criteria set by the UCLA Admissions Committee. In summarizing his detailed and nuanced report regarding the UCLA admission process, Professor Mare concluded, "Academic achievement and other personal qualities that contribute to a stimulating, diverse campus environment govern holistic ranking." In May 2014, Professor Mare provided an update to his report, extending his analysis to include admissions data from 2009 to 2011. Mare reported no significant variance from his original findings. As Mare affirmed, " Grades in high school, weighted for honors and advanced placement classes and measured relative to the local applicant pool, and standardized test scores have the largest impact upon holistic ranking...other factors, such as whether an applicant has an impressive profile of extracurricular activities, shows involvement in the high school or local community, or works outside of school either in a way that is academically enriching or that contributes to family finances, all contribute to favorable holistic ranking."

Merced

UC Merced's admission selection policies as of Cycle 2014 continue to remain fluid, as we work with statisticians and our faculty admissions committee to refine the formula and human read scoring matrix, to meet systemwide objectives and local enrollment goals. The Merced comprehensive review model is based on the 14 criteria approved by BOARS, incorporating relevant academic factors (75%) together with socioeconomic factors, school context, and a human read score (25%).

For the 2014 applicant pool, we made changes to our pilot model with the goals of: (1) strengthening our experience in applying a point driven comprehensive review to all applicants and a human read score for a broader range of the pool. (2) fine-tuning our scoring matrix as we learn more about the applicant pool and the effect of those scores in recent outcomes; (3) improving procedures, training, and norming sessions for the staff; (4) enhancing the effectiveness of making greater use of available applicant data in the selection process (e.g., elements related to the students' extra activities, challenges, strengths of character, work or volunteer experiences, and context of the learning environment); (5) ensuring that any applicants who were denied received a full comprehensive review prior to denial; and (6) ensuring that no particular demographic group was disproportionately impacted by practices implemented.

We followed the guidance of BOARS which allows admission of students from the full range of applicants who meet requirements, and selected for the fall those applicants with the highest comprehensive review scores and an augmented review for those at the margins. This approach seems effective given the level of required selectivity (based on demand and capacity), the current volume of applicants, and the available admissions staff. The staff met weekly to discuss the review process, discussed difficult decisions in detail, achieved consensus on scores, and referred some applicants for Admission by Exception review.

²⁶ <http://www.senate.ucla.edu/committees/cuars/HolisticReviewReport.htm>

Overall, the process was successful. All applicants (100%) received a formula driven comprehensive review. Sixty-nine percent (69%) of the qualified candidates received a formula and human read. Another 16% of the total applicants that were reviewed by staff and determined to not meet admission requirements therefore they did not receive a human read score. In all, 85% of the applicants were reviewed by a staff member. The top 15% were reviewed and selected solely on the formula driven score. Highlights include the implementation of a process that enabled us to effectively move through our current, early stage of selectivity and while we admitted fewer students, no population was disproportionately impacted. We will continue to work with our faculty to further adjust the values on the review factors and process as we proceed in selection for the fall 2015.

Riverside

UCR is currently in the process of evaluating different methods for a holistic review process, including modification of the current comprehensive review score and moving to single score system such as that used at our sister campuses. The admissions rate at UCR has been steadily decreasing over the past 5 years. In 2014, we admitted 57.4% of resident applicants (admit rate was 60.2% in 2013), while the number of residents admitted has remained relatively static. The academic senate appointed admissions committee feels that the current system, as we become more selective, may not identify some of the more diverse, well-rounded students who will excel not just as undergraduates but after graduation as well. We believe that a more holistic approach is the key to identifying these students, as it allows us to identify students with the ability to perform at a high academic level, while balancing multiple activities, which is viewed as a positive prognosticator of success in a rigorous university curriculum.

UCR is committed to modifying our current admissions policy which currently is based primarily on High School GPA (weighted/capped) and SAT/ACT test score, with additional “bumps” given for number of AP/IB courses taken, first-generation designation and low-income designation to include the following non-cognitive factors:

- Leadership/Group Contributions (examples include team captains, student government position, community leadership positions)
- Knowledge in a specific field/creativity (can include demonstrated dedication to a specific pursuit (e.g. music, art, writing, engineering, etc, particularly as recognized by honors or awards)
- Dealing with adversity/discrimination
- Community service
- Goals/task commitment (including such things as holding a job, playing a team sport, dedicated participation in band or choir, special projects).

Implementing such a change requires considerable research into how such factors can be efficiently and fairly quantified based on the current application packet. A set of marginal applications from the 2012-2013 pools is currently being evaluated by our Holistic Admissions Subcommittee to determine whether incorporating these factors is feasible based on the information provided on the standardized application form. Statistical analysis based on the 1st year performance of these students will then be done to determine whether high performing students are better identified by incorporating these additional factors. The biggest impediment to incorporating proposed factors is determining how much they should be weighted and how the weight shall be given from the information in the application. Finally, the relative weights of

GPA and SAT will need to be adjusted to accommodate additional factors. Our planned timeline is to have a proposal submitted to our executive council by Spring of 2015. We anticipate that we would be able to implement the new model for the 2017 school year.

Santa Barbara

The UCSB Comprehensive Review process consists of two parts, the Academic Preparation Review (APR) and the Academic Promise Review (PPR). In the Academic Preparation Review, freshman applicants are reviewed on the basis of academic criteria and awarded points based on their standing within the entire pool of applicants. This academic review identifies applicants with the strongest preparation and performance. In the Academic Promise Review, applicants are then reviewed for curricular, co-curricular, or experiential skills, knowledge, and abilities which, when coupled with the Academic Preparation Review and a socio-economic assessment based on multiple factors, provide a comprehensive view of an applicant's potential for success at UCSB. This comprehensive approach incorporates a number of features that do not lend themselves to precise and highly calibrated measurement. A comprehensive assessment of an applicant's academic preparation and personal qualities is considered to be a better measure of an applicant's ability to contribute to and to benefit from a UC education, thereby enhancing the quality of the freshman class.

The Committee on Admissions, Enrollment, and Relations with Schools (CAERS) adopted the following characteristics as valued in the selection of the freshmen class.

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

The last characteristic, "Intellectual and Creative Engagement and Vitality" was a modification made to the Comprehensive Review process in the fall 2013 review process and is the only substantial change since the *BOARS 2012 Report on Comprehensive Review*. As stated in the 2012 report, "UCSB has not implemented a holistic review procedure because it has consistently been meeting campus and systemwide goals." The academic profile of the incoming freshman class as measured by GPA and test scores has consistently increased. At the same time, the campus has succeeded in achieving the goal of greater ethnic diversity among the student body.

Per the 2012 BOARS report, "The Comprehensive Review at UCSB is based on a blended system combining points from academic indicators with points from an individualized review as follows: half on GPA and test scores, one quarter on other indications of academic promise given by the read, and one quarter on socio-economic criteria. Readers undergo extensive training (30 hours) to read files and rate student achievement in context of opportunity, employing quantitative data about the socioeconomic circumstances of each case and using all information regarding student activities. CAERS has identified four characteristics that readers should seek evidence for during the read: challenges, special circumstances, hardships, and persistence; leadership, initiative, service, and motivation; diversity of intellectual and social experience; and honors, awards, special projects, talents, creativity, and intellectual vitality. Additional files are flagged for supplemental review if the student appears ineligible but demonstrates special talents,

were home-schooled or attended an unaccredited high school, missed a test, or had a high individualized review score. The eligibility check has helped identify students who could be contacted and become eligible for admission.”

UCSB admitted 73% of fall 2014 applicants designated as ELC (as compared to 79% in 2012). UCSB continues to use a unique school context process that compares California applicants only to other applicants from the same high school, and admits the top applicants from each school in numbers equal to 3% of the size of the graduating class. With the arrival of the fall 2014 freshman class, UC Santa Barbara has reached the necessary milestones required for Hispanic Serving Institution status and will become the first member of the Association of American Universities (AAU) to reach this distinction.

Santa Cruz

UC Santa Cruz continues to utilize Holistic Review, implemented on our campus in 2012. Holistic review uses multiple measures to assess whether potential students exhibit the qualities necessary to succeed academically and graduate in a timely fashion as well as demonstrate the promise of making a positive contribution to the UCSC community. The holistic approach employs a thorough review of each application by professionally trained readers who determine a single score that is reflective of an applicant’s full spectrum of achievement, viewed in the context of his/her academic and personal opportunities. The consideration of additional profile information for each applicant provides a greater opportunity for readers to consider a more complete set of indicators of academic excellence and promise, and to account for outstanding achievement in specific areas.

For fall 2014 selection, the Committee on Admissions and Financial Aid (CAFA) has made several updates to the Holistic Review scoring rubric to ensure that the incoming student body remains diverse and well-prepared academically. UC Santa Cruz saw a 5.4% increase in applications from frosh applicants. Of the 40,713 fall 2014 frosh applications, increases were seen in several underrepresented categories: African-American applications increased by 5.1%, Hispanic applications increased by 3.2%, and American Indian applications increased by 15.6% over the previous year.

Frosh SIRs (Statement of Intent to Register) totaled 4,952, an increase of 1,075 students, up 27.7%. While some increase was expected, the increase of 18.7% California resident SIRs was greater than anticipated. Transfer SIRs totaled 1,377, an increase of almost 10% from the previous year.

UCSC admitted 23,242 frosh for fall 2014, an increase over the previous year of 3,202 students. Given the increase in applications and an increased enrollment target, the admission rate for the frosh increased from 51.9% for fall 2013 to 57.1% for fall 2014. The academic quality of the admitted frosh cohorts was similar (across GPA and SAT scores). Given the higher than expected yield on frosh SIRs, no students from the fall 2014 waitlist were offered admission.

For fall 2015, UC Santa Cruz will discontinue using scores from UC Berkeley and UC Los Angeles. UC Santa Cruz readers will score all applicants. CAFA instituted new policy which requires that some applications will receive a second read. This adjudication review is intended to guarantee the academic quality of our students and overall scoring consistency. Tiebreak from

within Holistic Scoring bands will be determined using a student success indicator (SSI), which is modeled to prioritize predicted first year success of our admits. This tiebreak metric will only be applied to applicants who have already received a Holistic Review, which has taken into account the context of their academic performance.

San Diego

Fall 2013 represents the third year of Holistic Review Single-Score implementation. With nearly an 11% increase in applications (67,394 vs. 60,785), there were concerns regarding the ability to successfully complete the reading process in a timely fashion. Fortunately, a very skilled cadre of 140 external readers were hired and trained prior to the application filing period. In addition, steps were taken to enhance the online holistic review tool, and greater utilization of the shared scores from UCLA enabled the campus to meet the admission release deadline of mid-March.

All readers are assigned to resource team leaders who monitor the reading process, follow-up with readers if there are problems, and serve as a valuable resource throughout the process. Files are read by two independent readers. A team of senior Admissions staff resolve any third read scores which may be generated. The third read rate is approximately 3%. The campus was able to admit approximately 37% of the applicant pool.

There are also multiple internal processes designed to ensure quality control and to identify populations for the “by school” and supplemental review processes. During the summer of 2012, a taskforce comprised of members from the Committee on Admissions (COA) along with Admissions Office staff conducted extensive analysis to determine how to further refine the single-score review process to ensure that the admitted class reflects campus values of access and excellence. Such factors include ELC (84.7%); low to medium low-income background (33.9%); and first-generation college attendance (20.2%). These factors were used as tie-breakers.

The growing international applicant pool requires specialized training for key Admissions Office staff. These applications are **not** assigned to external readers due to the specialized nature of schooling and the unique educational environments. Therefore, the international specialists team was expanded in order to ensure that these files were read in a timely manner. When comparing fall 2012 vs. 2013, there was a 47% increase in international applications. In addition to increasing the number of internal staff reading international applications, the specialized scoring tool was redesigned.

At this time, the Admissions staff has continued to improve internal processes, recruit and train external readers, and reassign personnel to handle the increased growth in applications. Campus leadership has provided the additional resources to support the holistic review process. However, with current campus discussions regarding proposed changes to the transfer admission review process, and the continued growth of the applicant pool, there are increasing concerns regarding whether the current staffing level can continue to absorb the extra workload without compromising quality.

III.2 Score Sharing and Collaboration

After the Regents' adopted their [Resolution on Individualized Review and Holistic Evaluation in Undergraduate Admissions](#), BOARS adopted a policy that all campuses should share scores with

all other campuses openly. Although some had expressed hope that score sharing might increase the efficiency of admission processing to the extent that it would be possible to implement a single systemwide UC score, BOARS found little evidence that score sharing can be used in this way. BOARS found that a single systemwide score is unworkable due to the differences in culture, selectivity, and scoring methodologies on each campus. However, campuses continue to find value in score sharing.

UC San Diego continues to receive holistic-review scores from UCLA, UCB, UCI and UCD but uses scores from only UCLA and UCB in their holistic-review process, because of a significant overlap in applications with these institutions (representing between 60% and 70% of the UCSD applicant pool). UC Irvine also continues to use scores from UCLA and UCB in evaluating applicants for freshman admission. In the past, UC Davis used holistic-review (HR) scores received from UCLA in determining locally derived HR scores. UC Davis has since chosen to rely instead entirely on local readers to determine HR scores.

UC Santa Barbara uses scores from UCLA and UCB in yield analysis but not in evaluating applicants for freshman admission. The scores are used specifically in predicting whether or not a given applicant will be admitted (based on historical data) and then matching this prediction against the actual admission outcome based on the internal UCSB review process. The overlap of admissions decisions with those of UCLA and UCB determined in this way helps to inform the overall number that can be admitted at UCSB. The higher the overlap of admits, the more applicants UCSB will have to admit in order to yield the targeted number of matriculates.

SECTION IV: THE FUTURE OF UC'S MASTER PLAN COMMITMENT & REFERRAL

Section C(4) of Regents Policy 2103 states: "Freshman applicants deemed Eligible in the Statewide Context or Eligible in the Local Context who are not admitted to any campus where they apply will be offered admission at a UC campus with available space." To this point, there has always been at least one campus with available space. However, as the number of applications increases and UC Merced matures into a more selective campus, it is clear that this will not be the case indefinitely.

California resident applicants who were identified as being eligible either in the statewide or local context, but were not offered admission to a UC campus to which they applied constitute the "referral pool". In 2014, the total referral pool, from both public and private California high schools, numbered 11,183²⁷. These eligible applicants were offered the chance to consider referral admission at UC Merced, and in the end 239 (2.1% of the total pool) submitted an SIR. One of BOARS's most significant concerns going forward is that the University will soon have no campus with available space, which throws into question its historical ability to offer admission to all eligible applicants. The University of California must address this quickly.

Section D of Regents Policy 2103 points to a possible avenue for action by stating:

²⁷ http://www.ucop.edu/news/factsheets/2014/frosh_trsirs_table1.1.pdf

D(1) The Academic Senate, through its Board of Admissions and Relations with Schools (BOARS) will evaluate and report annually and at five-year intervals on the academic and fiscal impact of this policy; and

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

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

SECTION V: IMPLEMENTATION OF TRANSFER POLICIES & INITIATIVES

Over the past two 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.

- ***Comprehensive Review Criteria for Transfers***

In December 2013, BOARS added a new comprehensive review criterion for transfer students to the *Guidelines for Implementation of University Policy on Undergraduate Admission*. The new criterion #5 recognizes students who are on track to complete an associate of arts or science transfer degree offered by a California community college. The language will help put into operation the new transfer pathway in Senate Regulation 476 and ensure that admissions staff value the degrees appropriately when they are selecting applicants.

- ***Implementation of Transfer Policy***

In June 2012, the Senate approved a new transfer admissions policy²⁸ that took effect in fall 2014 for fall 2015 admissions. UC transfer applicants from CCCs will be entitled to a comprehensive admissions review (though not guaranteed admission) if they complete (1) an "SB 1440" Associate of Arts or Associate of Science Degree for Transfer from a CCC in the relevant major or (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, 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.

²⁸ http://www.universityofcalifornia.edu/senate/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf

- ***Universitylink***

In November 2013, BOARS approved Universitylink, a UC San Diego program that gives transfer admission preference to low-income transfer students at nine designated San Diego area community colleges who fulfill specific academic requirements. The program responds to the reality that some community college students, especially low income students, view their local UC as the only viable transfer option due to work or family obligations that tie them to a community.

- ***IGETC for STEM Majors***

In June 2013, the Assembly approved BOARS' revisions to Senate Regulation 478 governing the Intersegmental General Education Transfer Curriculum (IGETC). The revision introduces a new "IGETC for STEM Majors" option. The revision is needed to implement the new transfer admissions policy because IGETC for STEM Majors, unlike "partial IGETC," will be a variant of IGETC and conform to the provision in SB 1440 mandating that the new Transfer AA/AS degrees from CCCs include IGETC or CSU Breadth. Under IGETC for STEM Majors, transfer student intending to enter STEM majors may complete up to three of the IGETC sequence courses within one year after transfer, but only in the areas of Arts and Humanities, Social and Behavioral Science, or Foreign Language, and at most one course may be completed in each area. The revision also makes clear that "partial IGETC" allows any transfer to complete up to two of the IGETC courses after transfer with the exception of English Composition, Critical Thinking, or Mathematics/ Quantitative Reasoning.

- ***Math Preparation***

In July 2013, BOARS approved a revision to the Transferrable Course Agreement (TCA) Guidelines clarifying the faculty's expectations for the math competency of UC transfer students and the content of courses that fulfill the quantitative requirement for transfer admission. BOARS' Statement on Basic Math for All Admitted UC Students²⁹ articulates its position. Community College faculty had asked UC to take a more explicit stance on a UC policy requiring transfers to complete a one-semester quantitative reasoning (mathematics or statistics) course with Intermediate Algebra "or its equivalent" as a pre-requisite, in the context of alternative pathways designed to help non-STEM majors who struggle with Intermediate Algebra successfully complete a transferable course that fulfills the quantitative reasoning requirement. BOARS voted in favor of maintaining the requirement for an intermediate algebra pre-requisite, but replaced the qualifier "or its equivalent" with a statement defining the prerequisite in terms of the Common Core State Standards for Mathematics. The statement is not intended to encourage or discourage alternative pathways, but to ensure that the content of quantitative UC-transferrable courses is linked to college readiness standards of the Common Core State Standards for Mathematics (CCSSM).

SECTION VI: CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

BOARS has reviewed application, admission, and yield outcomes under comprehensive review for the years 2012-2014, as well as the ongoing implementation of the freshman admission

²⁹ <http://senate.universityofcalifornia.edu/committees/boars/BOARSSatementonBasicMath.pdf>

policy adopted in 2009 and the Regents' 2011 Resolution on Individualized Review and Holistic Evaluation. BOARS finds that together, these innovative policies have helped increase opportunity, excellence, and fairness, eliminated unnecessary barriers to admission, allowed campuses to select from a larger and more diverse pool of students, and strengthened the university's position as an engine of social mobility in the state. Demand for a UC education continues to grow, and UC continues to meet its Master Plan obligation to California residents, even as UC becomes an increasingly selective institution and campuses expand efforts to recruit higher-tuition-paying nonresidents in response to a budget crisis that saw UC's state funding fall by nearly \$1 billion.

Many of BOARS' goals for comprehensive review and the new 9x9 policy are being met. Under the new policy, campuses are selecting students who are better prepared for UC, more likely to come from underrepresented minority (URM) groups, and once admitted perform well academically and persist to graduation at very high rates. The two categories of eligibility (ETR and ELC-only) that were created or expanded by the new policy have helped expand access to more first-generation college and URM students and students from under-resourced high schools. In 2014, UC offered freshman admission to more California resident Chicano/Latino students than any other group for the first time, reflecting the state's shifting demographics. At the same time, the number of African-American admits and SIRs decreased, suggesting the need for new targeted efforts to increase yield rates and outreach to specific communities.

The transfer path to UC from the California Community Colleges (CCC) continues to be popular and robust, but after three years of declining transfer applications and concerns about the complexity of the process, BOARS has increased its focus on policies that help clarify the transfer path for CCC students interested in UC and improve their preparation for UC-level work.

Although nonresidents are far less likely to accept an admission offer, they represent an increasing percentage of application and admission growth. BOARS is satisfied that campuses are meeting its compare favorably standard for nonresident admission and will continue to monitor campus practices and outcomes to ensure that California residents remain the first priority in the admission process.

Budget and space pressures and the continued viability of the referral pool are looming challenges with implications for admissions and UC's ability to meet the Master Plan. The 9x9 policy has significantly overshot its original 10% target for admission guarantees. For fall 2014, UC offered admission to 12.9% of all California public high school graduates who met one or both of the 9x9 guarantees, resulting in a larger than expected referral-pool. BOARS has taken steps to address the problem by recalibrating the statewide admissions index used to identify the top nine percent of California public high school graduates. The referral process, with the guarantee of admission to at least one UC campus for all eligible applicants, is still Regents policy. While the referral guarantee is not important to most high school students, who are primarily concerned about whether they are admitted to the UC campus of their choice, some do value the guarantee, and BOARS considers it an important promise to Californians. And although Merced is currently able to accommodate the full yield from the referral pool, space and budget constraints at UC campuses make its long-term future less clear.

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

RECOMMENDATIONS

1. Considering that yield rates for African Americans and American Indians have been consistently below average in past years, in comparison with systemwide yield rates, efforts at increasing the yield rates for these groups may prove worthwhile in increasing their enrollment numbers and should be encouraged.
2. As UC Merced becomes increasingly selective, it will become more difficult for UC to accommodate its Master Plan commitment to provide guaranteed admission to all eligible UC applicants. Sustaining this commitment may require BOARS to consider more substantial adjustments to the eligibility construct or the referral guarantee. In studying a variety of approaches, BOARS will carefully assess the potential impact on the applicant, admit and matriculate pools and will be vigilant to maintain the University's commitment to the Master Plan.

Respectfully submitted,

Ralph Aldredge, Chair (D)	Vickie Scott (SB)
Henry Sanchez, Vice Chair (SF)	Minghui Hu (SC)
Richard Rhodes (B)	Charles Thorpe (SD)
Rena Zieve (D)	Fernando Echeverria, Undergraduate (LA)
Gilbert Gonzalez (I)	Mary Gilly, <i>ex officio</i>
Kathleen Lytle-Hernandez (LA)	J. Daniel Hare, <i>ex officio</i>
Christopher Viney (M)	Michael LaBriola, Committee Analyst
Kathryn DeFea (R)	

ACKNOWLEDGEMENTS

BOARS collaborated closely with UCOP and benefited from regular consultations with Vice President for Student Affairs Judy Sakaki, Associate Vice President for Undergraduate Admissions Stephen Handel, and Director of Undergraduate Admissions Michael Treviño, who updated BOARS about application, admissions, and SIR outcomes; transfer policies, initiatives, and legislation; the President's Supporting Undocumented Students initiative; meetings with student groups; community outreach; admissions messaging; feedback from counselor conferences; campus-based concerns; and other issues. Associate Vice President Handel and Director Treviño also worked closely with the Data Analysis Subcommittee. Associate Director Monica Lin attended each meeting, worked closely with the A&E Subcommittee, and briefed BOARS on high-school 'a-g' course certification issues, the UC Curriculum Integration Institutes, Smarter Balanced Assessment Consortium, and other topics. BOARS also received valuable support and advice from Institutional Research Coordinator Tongshan Chang, who provided the committee with critical analyses, Admissions Policy Coordinator Adam Parker, Institutional Research Analyst Allison Cantwell and Student Affairs Coordinator Liz Tamayo.