

Annual Report on Undergraduate Admissions Requirements and Comprehensive Review February 2016



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

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EXECUTIVE SUMMARY

PURPOSE OF THE REPORT

The Academic Senate's Board of Admissions and Relations with Schools (BOARS) advises the President and Senate agencies about the admission of undergraduate students and the criteria for undergraduate status as provided under Regents Standing Order 105.2(a),¹ and as outlined in Senate Bylaw 145.²

The *Annual Report on Undergraduate Admissions Requirements and Comprehensive Review* is the result of a mandate in Regents Policy 2104: Policy on Comprehensive Review in Undergraduate Admissions,³ and in Regents Policy 2103: Policy on Undergraduate Admissions Requirements.⁴ 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 submitted a combined report to the Regents in January 2015.⁵ BOARS also reported on the Comprehensive Review policy in June 2010⁶ and September 2012⁷ and on the *Impact of the New Freshman Eligibility Policy* in November 2013.⁸

The current report discusses application, admission, and yield outcomes under comprehensive review for the years 2012–2015; the ongoing implementation of the new freshman admissions policy (Regents Policy 2103) and the Regents' 2011 *Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions*;⁹ efforts by BOARS to enhance the transfer admission path; efforts to ensure that nonresidents admitted to a campus compare favorably to California residents; and challenges associated with the 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/documents/BOARS2015ReporttoRegents.pdf>

⁶ http://senate.universityofcalifornia.edu/reports/HP_MGYreBOARS_CR_rpt.pdf

⁷ <http://senate.universityofcalifornia.edu/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf>

⁸ <http://senate.universityofcalifornia.edu/reports/Nov52013BOARSReporttoRegents-Final.pdf>

⁹ <http://regents.universityofcalifornia.edu/governance/policies/2108.html>

Key Findings

OVERALL FRESHMAN ADMISSION

- ❖ The number of freshman applications has increased over the past three admissions cycles, although significantly more slowly than when the 9x9 admissions policy was first implemented in 2012:
 - A 19.1% increase in applications occurred from 2011 to 2012, followed by 10.7%, 6.2%, and 6.5% increases from 2012 to 2013, 2013 to 2014, and 2014 to 2015 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%), 19% (20.8%), and 16.7% (9.3%) from 2012 to 2013, 2013 to 2014, and 2014 to 2015 respectively; in comparison, the increase in applications for California residents was 6.2%, 0.6%, and 3.2% for the same periods. The rate of growth in international applicants has slowed significantly, however.
- ❖ UC admitted a record-high number of applicants as freshmen for fall 2015, a 10.1% increase during the three-year period since implementation of the new admissions policy in 2012. This growth was entirely among nonresidents, however, with the number of admitted California residents decreasing by 2.4% during the same period.
- ❖ Although UC admitted more students, the number of new applicants increased at a faster rate. The result of this strong demand for UC is increased selectivity across the system. The admission rate declined at all UC campuses from 2012 to 2015, with a decrease in the systemwide admission rate from 66.3% to 57.7% occurring during the three-year period.
- ❖ Students admitted to UC grew stronger academically in the years between 2012 and 2015. The mean UC GPA for California resident freshman admits was 3.93 in 2015, up from 3.90 in 2014 and 3.86 in 2012. In 2015, six of the nine undergraduate campuses had a mean GPA of over 4.0 for admits.
- ❖ Approximately one of every two students admitted to UC chose to enroll, although the rate of yield varied dramatically by admits' residency. Although nonresidents are far less likely to accept an admission offer, they represent an increasing percentage of matriculants to UC. California residents now constitute 77.3% of all admits promising to enroll at UC (SIRs), down from 84.5% in 2012.
- ❖ Matriculates continue to succeed under the new admissions policy. For example, the average first-term GPA of California residents has steadily increased and continues to be higher than in either of the two years before implementation of the new 2012 admissions policy, while the average first-term probation rate of this group has continued to decrease, with the most substantial improvement occurring from 2013 to 2014. 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 22.7% for fall 2015, as a result of a slight decrease in CA-resident SIRs and substantial increases in both domestic and international nonresident applicants. This is due to expanded campus efforts to recruit higher-tuition-paying nonresidents in response to a budget crisis that saw UC's state funding fall by nearly \$1 billion.

ELIGIBILITY

- ❖ In 2015, 14.3% 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:
 - 11.5% of California public high-school graduates who applied to UC were guaranteed admission
 - 2.8% were ETR
- ❖ As a result of a change to the statewide index approved in 2013 and first implemented with applicants for fall 2015, the number of applicants eligible via only the statewide index decreased substantially from 28,360 in 2014 to 22,830 in 2015 (a decrease of 5,530 or 19.5%). This change also had an effect on the ELC and ETR applicant pools. The number of ELC-only applicants increased from 5,245 in 2014 to 8,003 in 2015 (a 53% increase), while the number of ETR applicants increased from 28,897 in 2014 to 35,959 in 2015 (a 24% increase).
- ❖ Over the longer term, the total number of eligible applicants remained steady overall between 2012 and 2015, including a 7% decrease between 2014 and 2015. The number of ELC-only applicants increased by 44.5% during the three-year period, including a 52.6% increase from 2014 to 2015. ELC-only applicants make up an increased percentage of all eligible applicants (14.1%), admits (12.8%), and students who submitted a statement of intent to register—SIRs (13.0%)—for fall 2015.
- ❖ 83.8% of Statewide-eligible applicants and 74.9% of ELC-only applicants were admitted to a UC campus to which they applied for fall 2015, significantly higher than the overall freshman admission rate of 57.7% and the rate for ETR applicants (37.1%) and Other applicants who are neither eligible nor ETR (12.3%).
- ❖ 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 make up less than 1.4% of all SIRs in keeping with UC policy limiting A by E matriculants 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%) submitted an SIR, while in 2015, 237 referral pool applicants (1.8 %) submitted an SIR.

TRANSFER ADMISSION

- ❖ California resident transfer applicants increased slightly, by less than 1%, from 2014 to 2015, after three years of declines tied to the decreased course offerings and student support services at the California Community Colleges (CCCs) during the Great Recession. The longer term picture should show increasing transfer application growth as a result of increased outreach and the implementation of new systemwide UC Transfer Pathways. From 2003 to 2015, transfer applications from CA residents increased 50.4%. Applications from international transfers also more than doubled during this period, although the vast majority of transfer applications (82.2%) come from California residents.

- ❖ Overall, UC admitted slightly more transfers in 2015 than in 2014, but still below 2012 levels. Transfer admission rates have held steady at approximately 65% for California residents (64.5% in 2015), and international students were admitted at about the same rate (62.1% in 2015). The number of domestic out-of-state transfers applying to UC remains small, just over 1,100 in 2015, 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 as well as 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 2015. For fall 2015, 45.7% (36.1%) of all California-resident applicants were first-generation (low-income) as were 42.2% (33.4%) of California admits and 46.2% (36.9%) of SIRs.
- ❖ The percentages of first-generation ETR applicants, admits, and SIRs for fall 2015 were 57.3%, 60.6%, and 64.8%, respectively, while the percentages of first-generation ELC-only applicants, admits, and SIRs were 80.9%, 82.7%, and 83.1%, respectively. Overall, 44.4% of all first-generation SIRs for fall 2015 were in one of the two categories of eligibility (ETR and ELC-only) that were created or expanded by the new 9x9 eligibility policy.
- ❖ 17.3% of California-resident applicants for fall 2015 were from low-API high schools, as were 16.1% of California admits and 17.9% of SIRs. The percentages of ETR applicants, admits, and SIRs from low-API high schools (in the bottom-two-ranking quintiles) were 18.5%, 17.2%, and 19.1%, respectively, for fall 2015; while the percentages of ELC-only applicants, admits, and SIRs from low-API high schools were 52.4%, 52.9%, and 52.9%, respectively. Overall, 50.1% 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.
- ❖ 40.9% of California-resident applicants, 34.5% of California admits, and 34.9% of SIRs for fall 2015 were from underrepresented-minority (URM) groups (African Americans, American Indians, and Chicanos/Latinos). The percentages of URM applicants, admits, and SIRs who were ETR were 52.5%, 49.7%, and 52.1%, respectively, for fall 2015; while the percentages of ELC-only URM applicants, admits, and SIRs were 72.8%, 74.2%, and 74.2%, respectively. Overall, 49.5% 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 during the three-year period since implementation of the 9x9 policy. However, African Americans and American Indians experienced decreases in their numbers of admits and SIRs, while Chicanos/Latinos experienced increases in admits and SIRs during the three-year period. Chicanos/Latinos were the only URM group to experience a proportional increase relative to all applicants, admits, and SIRs during this period. Chicanos/Latinos now constitute 30.2% of all SIRs, up from 26.7% in fall 2012. Asian Americans and Whites (non-URM

groups) now account for 39.2% and 22.3% of all SIRs, respectively, down from 41.3% and 24.3%, respectively, in fall 2012.

- ❖ At the transfer level, all underrepresented groups experienced an increase in SIRs. The percentage of transfer SIRs that were from African Americans increased from 3.4% to 3.9% between 2012 and 2015. Chicanos/Latinos, in keeping with their application trends, experienced an increase from 19.6% to 22.3% during this period and remain the largest group of URM transfer SIRs (approximately 81% of all URM transfer SIRs for fall 2015, up only very slightly from 2012). While Whites are only the third-most populous ethnic group among UC freshman matriculants, they remain the largest group among CCC transfer SIRs, at 30% of all CCC transfers for fall 2015, down from 32.7% in 2012.

REFERRAL POOL

- ❖ For fall 2015, UC offered admission to 11.5% of all California public high school graduates who applied and met one or both of the 9x9 guarantees, resulting in a referral pool of 12,974 students. This percentage is slightly lower than for fall 2012, when 11.7% were admitted. However, the size of the 2015 referral pool is much larger than for 2012, which was 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.

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 matriculants 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 November 2001, the Regents adopted a comprehensive review policy for undergraduate admissions requiring that “students applying to UC campuses are evaluated for admission using multiple measures of achievement and promise while considering the context in which each student has demonstrated academic accomplishment.”¹⁰ The policy is implemented through the *Guidelines for Implementation of University Policy on Undergraduate Admissions*,¹¹ known as the “Comprehensive Review Guidelines,” which list 14 criteria campuses may use to select freshman applicants. BOARS established the criteria in 1996 following the passage of Proposition 209. They include traditional academic indicators such as high school GPA and standardized test scores, as well as completion of honors courses, extracurricular activities, special talents, and achievement in the context of opportunity. The Guidelines also list nine criteria for selecting advanced standing (transfer) applicants.

In January 2011, the Board of Regents endorsed a *Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions*.¹² 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 guarantee pathways were intended to combine to meet a 10% overall target of California public

¹⁰ <http://regents.universityofcalifornia.edu/governance/policies/2104.html>

¹¹ http://senate.universityofcalifornia.edu/committees/boars/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_January2014.pdf

¹² <http://regents.universityofcalifornia.edu/governance/policies/2108.html>

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 2012¹³ and 2013,¹⁴ BOARS reported to the Regents that the 9x9 policy has worked largely as intended. BOARS’ November 2013 report notes that the policy has broadened access to California students, and allowed campuses to select a group of students who are more diverse and better prepared academically. It cites evidence that students who began at UC in fall 2012 have higher average first-term GPAs and retention rates and lower average probation rates compared to freshmen who were selected under the old policy and began in 2010 or 2011; that an increasing percentage of California high school graduates from underrepresented minority groups declared their intent to register at a UC campus between 2010 and 2013; and that more students are applying to UC now than under the old policy, suggesting that the expansion of ELC and the introduction of ETR have removed some of the barriers that may have discouraged high school students previously. The report also notes that broader demographic and economic changes and the transition to a single-score individualized-review admissions process that four UC campuses implemented simultaneous to implementation of the new policy make it difficult to attribute any academic or diversity outcome to the policy change definitively.

The 2015 report expresses concern, however, about the size of the overall eligibility pool, which has become considerably larger than BOARS expected,¹⁵ 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, before the implementation of the new freshman eligibility policy, as well as 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 three most recent admissions cycles—a 10.7% increase to 139,758 in 2013 followed by a 6.2% increase to 148,450 in 2014 and a 6.5% increase to 158,146 in 2015 (*c.f.*, Table 1). A significant portion of the recent growth continues to

¹³ <http://senate.universityofcalifornia.edu/committees/boars/BOARSreportcomprehensivereview2012.pdf>

¹⁴ <http://senate.universityofcalifornia.edu/reports/Nov52013BOARSReporttoRegents-Final.pdf>

¹⁵ 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.

be in nonresident applications. For example, the year-over-year increases in out-of-state national (international) applicants were 14.9% (34.5%) from 2012 to 2013, 19% (20.8%) from 2013 to 2014, and 16.7% (9.3%) from 2014 to 2015; while the increase for California residents was 6.2%, 0.6%, and 3.2% for the same periods. Therefore, the growth in freshman applications cannot be attributed solely to the eligibility-policy changes, as it also reflects changes in the perception that 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 2015)

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
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	102,994
<i>% increase</i>		-3.1%	3.7%	7.7%	4.7%	7.7%	1.6%	1.6%	3.6%	9.8%	6.2%	0.6%	3.2%
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	30,517
<i>% increase</i>		-8.6%	-4.7%	14.9%	4.5%	14.4%	2.0%	2.0%	10.7%	49.9%	14.9%	19.0%	16.7%
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	24,635
<i>% increase</i>		-3.1%	6.2%	16.1%	20.1%	25.2%	28.8%	13.9%	22.5%	66.4%	34.5%	20.8%	9.3%
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	158,146
<i>% increase</i>		-3.7%	2.8%	8.8%	5.3%	9.2%	2.9%	2.4%	5.7%	19.1%	10.7%	6.2%	6.5%
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	29,389
<i>% increase</i>		9.6%	-0.4%	-0.4%	-1.3%	7.1%	11.0%	18.1%	8.6%	-6.2%	-0.7%	-2.1%	0.9%
Out-of-State	1,129	987	718	795	804	845	779	827	845	1,018	959	995	1,134
<i>% increase</i>		-12.6%	-27.3%	10.7%	1.1%	5.1%	-7.8%	6.2%	2.2%	20.5%	-5.8%	3.8%	14.0%
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	5,204
<i>% increase</i>		-5.6%	-13.8%	-2.2%	5.7%	24.9%	19.9%	15.4%	-2.6%	8.3%	17.2%	9.3%	10.5%
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	35,727
<i>% increase</i>		6.9%	-2.7%	-0.2%	-0.7%	8.5%	11.2%	17.5%	7.3%	-4.2%	1.1%	-0.5%	2.6%
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	132,383
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	31,651
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	29,839
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	193,873

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

Transfer Applicants. As seen in Table 1, applications from transfer students rose by 2.6% in 2015, following three years of declines resulting from decreased course offerings and student support services at the CCCs during the Great Recession. The longer term picture shows increasing application growth as a result of increased outreach by UC to CCC students, implementation of the two new pathways for transfer admission (in Senate Regulation 476),¹⁶ effective 2015, and recent development of associated systemwide UC Transfer Pathways for 10 popular majors,¹⁷ which

¹⁶ <http://senate.universityofcalifornia.edu/manual/rpart2.html#r476>

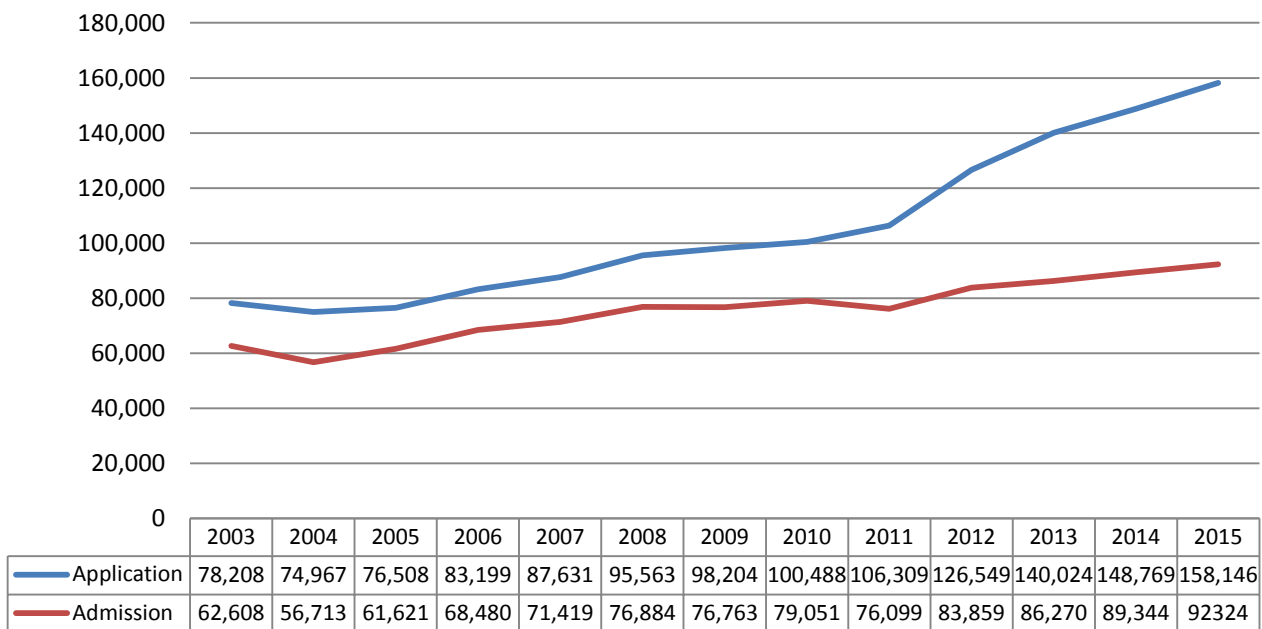
¹⁷ <http://admission.universityofcalifornia.edu/transfer/preparation-paths/index.html>

should expand UC’s reach to a broader range of community colleges and increase the transfer-student graduation rate.

II.2 ADMISSION

Freshman Admits. UC admitted a record 92,324 applicants as freshmen for fall 2015. 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 continued to honor its Master Plan obligations to California high-school graduates.

Figure 1: Freshman Application and Admission



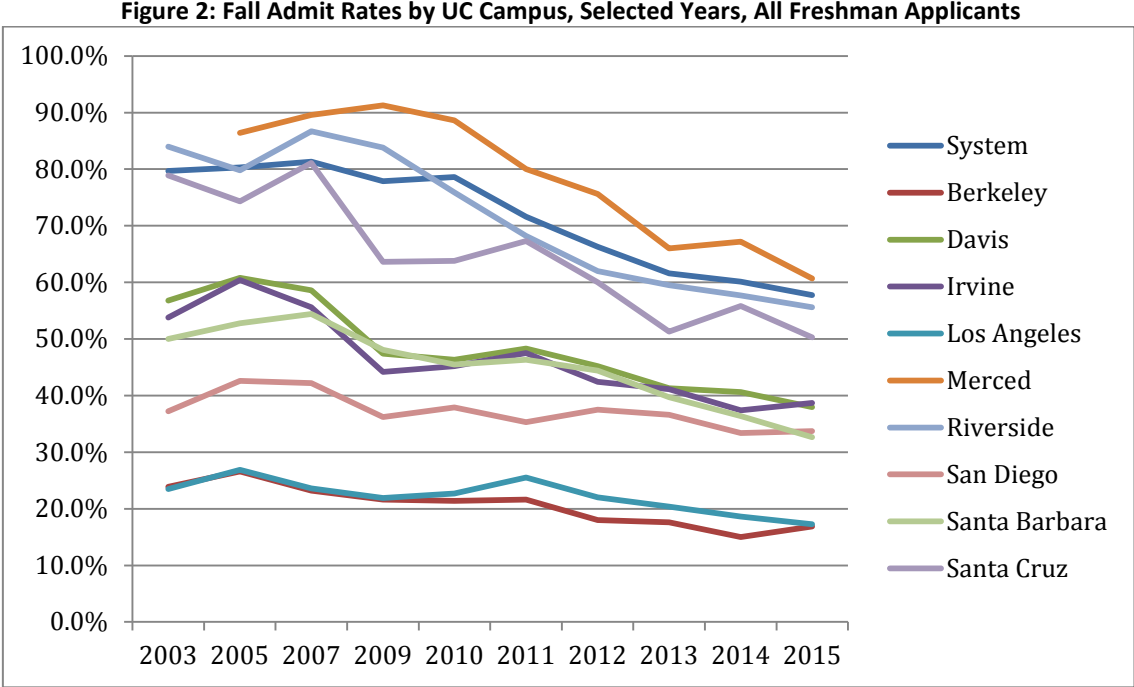
Note: Data in this table and figure are from the final UCAP file in the application cycle.

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

Campus	2003	2005	2007	2009	2010	2011	2012	2013	2015
System	79.7%	80.3%	81.3%	77.9%	78.6%	71.6%	66.3%	61.6%	57.7%
Berkeley	23.9%	26.6%	23.2%	21.6%	21.4%	21.6%	18.0%	17.6%	16.9%
Davis	56.8%	60.8%	58.6%	47.4%	46.3%	48.3%	45.2%	41.3%	38.0%
Irvine	53.8%	60.4%	55.6%	44.2%	45.2%	47.5%	42.4%	41.1%	38.7%
Los Angeles	23.5%	26.9%	23.6%	21.9%	22.7%	25.5%	22.0%	20.4%	17.3%
Merced		86.4%	89.6%	91.3%	88.6%	80.0%	75.6%	66.0%	60.7%
Riverside	84.0%	79.8%	86.7%	83.8%	75.9%	68.2%	62.0%	59.5%	55.6%
San Diego	37.2%	42.6%	42.2%	36.2%	37.9%	35.3%	37.5%	36.6%	33.7%
Santa Barbara	50.0%	52.8%	54.4%	48.1%	45.5%	46.3%	44.4%	39.7%	32.6%
Santa Cruz	78.9%	74.3%	81.1%	63.6%	63.8%	67.3%	60.0%	51.3%	50.3%

Note: Data do not include spring rollover admissions.

The campus data listed in Table 2 and shown graphically in Figure 2 illustrate the increased selectivity across the system. UC 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.



II.2.1 The California Resident Freshman Admit Pool

As indicated in Table 3, UC admitted 61,557 of 103,134 California-resident freshman applicants for 2015. This includes 54,006 of 89,675 public high school applicants, equal to 12.7% of the total CA public-high-school graduating class (estimated to be 426,178 in Table 4). The average high-school GPA of all California-resident freshman admits was 3.93, 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 2015, relative to those for 2012. California admits from public high schools constituted 87.7% of the total California-resident admit pool in 2015, 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 and/or ELC) and all admitted “ETR” students are included in the table.

Table 3. CA Resident Freshman Applicants, Admits, and SIRs for Fall 2012 through Fall 2015

	2012			2013			2014			2015		
	Applicants	Admits	SIRs	Applicants	Admits	SIRs	Applicants	Admits	SIRs	Applicants	Admits	SIRs
Total	93,418	63,044	36,140	99,180	63,047	35,963	99,944	62,844	35,943	103,134	61,557	34,047
Ethnicity												
African American	5,719	2,834	1,537	5,982	2,731	1,427	5,867	2,705	1,467	6,302	2,647	1,387
American Indian	692	438	226	710	393	201	759	455	235	695	400	199
Asian	30,105	22,909	14,911	30,617	22,538	14,368	31,270	22,648	14,159	31,509	22,319	13,355
Chicano/Latino	28,068	17,133	9,651	31,793	17,607	10,171	32,632	18,180	10,712	35,165	18,187	10,291
Pacific Islander	337	180	90	374	191	100	369	199	99	373	211	121
White	25,958	17,742	8,771	26,917	17,643	8,636	26,219	16,783	8,296	25,742	15,655	7,604
Unknown	2,539	1,808	954	2,787	1,944	1,060	2,828	1,874	975	3,348	2,138	1,090
Total URM	34,479	20,405	11,414	38,485	20,731	11,799	39,258	21,340	12,414	42,162	21,234	11,877
Sex												
Female	52,200	35,495	19,955	55,057	35,046	19,819	55,651	35,154	20,083	57,423	34,561	18,853
Male	41,128	27,517	16,175	42,852	27,165	15,688	43,028	26,846	15,437	44,235	26,037	14,705
Unknown	90	32	10	1,271	836	456	1,265	844	423	1,476	959	489
School Type												
Public	79,823	54,401	32,512	85,620	54,809	32,452	86,916	55,131	32,683	89,675	54,006	31,058
Private	12,125	7,866	3,208	12,068	7,518	3,136	12,150	7,289	3,027	12,500	7,118	2,792
Unknown	1,470	777	420	1,492	720	375	878	424	233	959	433	197
Low API 1-4	17,546	11,463	7,228	17,734	10,100	6,454	17,567	10,193	6,575	17,884	9,911	6,103
Academic Indicators												
Average High School GPA	3.68	3.86	3.87	3.69	3.88	3.91	3.71	3.90	3.93	3.71	3.93	3.96
Average SAT - Reading	556	580	575	556	586	583	557	587	584	554	589	588
Average SAT - Math	581	608	608	578	612	612	578	611	610	572	611	613
Average SAT - Writing	566	592	588	560	593	590	561	594	592	556	593	593
Average ACT	25	26	26	25	27	26	26	27	27	26	27	27
Average Number of A-G Courses	48	49	48	47	48	47	47	48	47	47	48	48
Average Number of Honors/AP Courses	12	14	14	12	14	15	12	15	15	13	15	16
Family Characteristics												
Low Income	32,691	21,375	13,444	34,747	20,506	12,955	36,585	21,614	13,739	37,264	20,575	12,566
1st Generation College	41,565	26,539	16,423	45,311	26,457	16,590	45,730	26,718	16,885	47,120	25,976	15,738
Eligibility Category												
Index and ELC	26,119	24,704	15,709	27,746	26,171	16,857	27,554	25,596	16,893	26,018	24,318	15,779
Index Only	24,960	19,387	10,126	25,904	19,229	9,816	28,360	20,653	10,300	22,830	16,629	7,785
ELC Only	5,535	4,341	2,526	5,441	3,840	2,296	5,245	3,807	2,262	8,003	5,995	3,523
Entitled to Review Do Not Meet Above Criteria (A by E)	27,292	13,252	7,038	29,317	12,242	6,102	28,897	11,313	5,627	35,959	13,346	6,271
	9,512	1,360	741	10,772	1,565	892	9,888	1,475	861	10,324	1,269	689

Source: UCAP 5/24/12, 5/28/13, 5/27/14, 5/18/2015

Table 4: California Public High School Admissions Outcomes as a Percent of HS Graduates, Fall 2012-2015

	2012	2013	2014	2015
CA Public HS Graduates*	418,598	422,177	421,636	426,178
All CA Pub HS Applicants	80,721	86,744	88,135	90,669
% of CA Pub HS Graduates	19.3%	20.5%	20.9%	21.3%
CA Pub HS Applicants Guaranteed Admission	48,787	51,469	52,842	49,159
% of CA Pub HS Graduates	11.7%	12.2%	12.5%	11.5%
Admitted "ETR" Students	11,468	10,607	10,047	11,764
% of CA Pub HS Graduates	2.7%	2.5%	2.4%	2.8%
Total Guaranteed PLUS ETR Admits	53,580	53,890	53,853	52,949
Applicants Guaranteed Admissions and ETR Admits as % of CA Pub HS Graduates	14.4%	14.7%	14.9%	14.3%
Total Admitted to Campus of Choice	51,195	51,758	51,706	51,835
% of CA Pub HS Graduates	12.2%	12.3%	12.6%	12.2%

*Total public CA public high school graduate totals are from California Department of Education, projected high school graduates for 2015 are from California Department of Finance.

Data are from final UCAP files: 9/27/12, 10/18/13, 10/17/14, and 10/19/2015

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 subsided since 2012, although in 2015, 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 2015 (49,159) constitute 11.5% of the total graduating class (426,178), while the admitted ETR applicants (10,047) constitute 2.8%. Overall, the combination of these groups represents 14.3%.

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. For example, although the new eligibility policy reduced the referral pool from over 12,000 in 2011 to slightly above 9,000 in 2012,¹⁸ the pool has since grown to nearly 13,000 in 2015.¹⁹

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 approved²⁰ a recalibration of the statewide admissions index for freshman applicants to more closely capture the percentage of California public high school graduates who are identified as being in the top 9% of their class as specified in Regent’s Policy 2103. The new

¹⁸ http://www.ucop.edu/news/factsheets/2012/frosh_tsirs_table1.1.pdf

¹⁹ http://www.ucop.edu/institutional-research-academic-planning/files/factsheets/2015/frosh_tsirs_table1.1.pdf

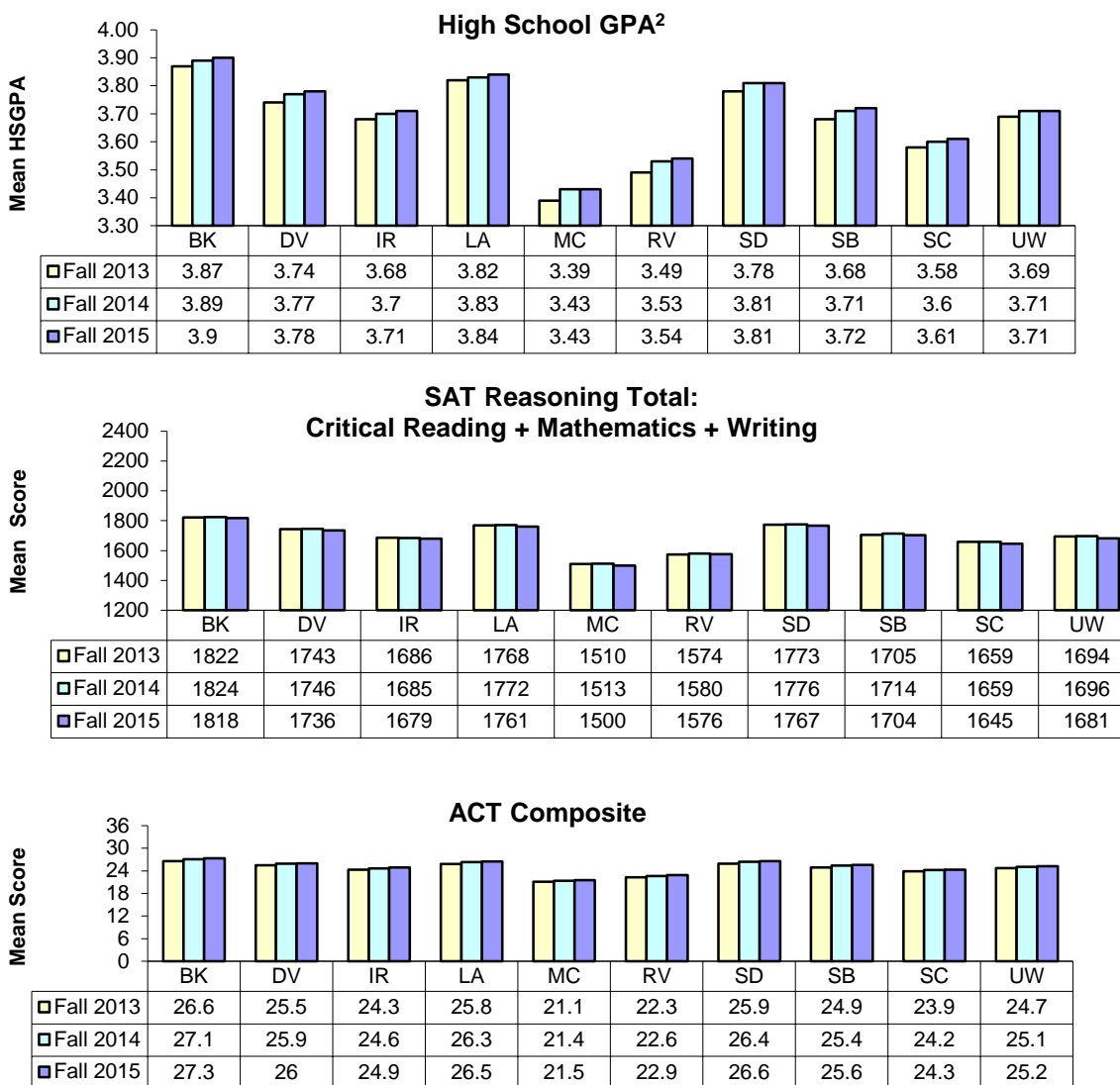
²⁰ http://senate.universityofcalifornia.edu/reports/RLP_Sakaki_StatewideIndexamendment_FINAL.pdf

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 took effect for students who applied 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. As a result of this change, the number of applicants eligible via only the statewide index decreased from 28,360 in 2014 to 22,830 in 2015 (a decrease of 5,530 or 19.5%). This change also had an effect on the ELC and ETR pools. The number of ELC-only applicants increased from 5,245 in 2014 to 8,003 in 2015 (a 53% increase), while the number of ETR applicants increased from 28,897 in 2014 to 35,959 in 2015 (a 24% increase)—*c.f.*, Table 3.

II.2.3 Academic Indicators of Freshman Admits

The academic indicators for admitted applicants for fall 2013, 2014, and 2015 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 2013, 2014, and 2015



II.2.4 Transfer Admission

As shown in Table 5, overall, UC admitted 22,559 transfer students in 2015, a slight increase over 2015 and 2013 levels. Admission rates have held steady at approximately 65% for California residents (64.5% in 2015), and international students were admitted at about the same rate (62.1% in 2015). The number of domestic out-of-state applicants admitted to UC remains small, just over 1,100 in 2015, and fewer than one in four are admitted to UC upon application.

Table 5. Applicants, Admits and Admit Rates All Transfers by Residency Fall 2013-Fall 2015

Residency Status	2013			2014			2015		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	29,867	19,421	65.0%	29,298	19,219	65.6%	29,539	19,051	64.5%
Domestic Non-Residents	926	194	21.0%	1,020	283	27.7%	1,151	271	23.5%
Intl Non-Residents	4,258	2,763	64.9%	4,672	2,994	64.1%	5,210	3,237	62.1%
Total	35,051	22,378	63.8%	34,990	22,496	64.3%	35,900	22,559	62.8%

II.3 Yield

Transfer. Universitywide, 19,304 transfer admits submitted an SIR for fall 2015, slightly up from 18,781 in 2014 and 18,623 in 2013, as indicated in Table 6.1. California resident transfer SIRs dropped slightly, while nonresident transfer SIRs increased during each period. In 2015, nonresidents represented 19.8% of all transfer SIRs, up from 11.8% in fall 2012.

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

	2012		2013		2014		2015	
California	16,228	88.1%	16,128	86.6%	16,108	85.8%	15,469	80.1%
Out-of-State	116	0.6%	86	0.5%	137	0.7%	177	0.9%
International	2,066	11.2%	2,409	12.9%	2,536	13.5%	3,658	18.9%
Total	18,410	100.0%	18,623	100.0%	18,781	100.0%	19,304	100.0%

Source: May UCAP files. For 2015, transfer SIR data were not available until June, so June data for 2015 were used for this table.

Freshman. Universitywide, 44,783 freshman admits submitted an SIR for fall 2015, compared with 45,046 in 2014, 44,016 in 2013, and 42,753 in 2012, as indicated in Table 6.2. This represents an increase of 2,030 SIRs during the three-year period 2012 to 2015, a 4.7% increase. SIRs from California residents decreased slightly during this period, from 36,140 in 2012 to 34,596 in 2015. Thus, the overall growth in SIRs has been entirely due to nonresidents, the majority of whom are international. From 2012 to 2015 the percentage of nonresidents among the total SIRs increased from 15.5% to 22.7%. 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		2015	
California	36,140	84.5%	35,964	81.7%	35,943	79.8%	34,596	77.3%
Out-of-State	2,772	6.5%	3,302	7.5%	3,691	8.2%	3,949	8.8%
International	3,841	9.0%	4,750	10.8%	5,412	12.0%	6,238	13.9%
Total	42,753	100.0%	44,016	100.0%	45,046	100.0%	44,783	100.0%

Figure 4 shows the numbers of California freshman applicants, admits, and SIRs for the five-year period 2011 to 2015. Numbers of California freshman admits and SIRs have remained relatively stable during the period examined, with a slight decrease in SIRs from 2012 to 2015. 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 59.7% (61,557 out of 103,134) in 2015. Among the 61,557 California-resident freshman admits for fall 2015, 34,047 submitted SIRs, representing a yield of 55.3%. This yield represents a slight but significant drop from a steady rate of approximately 57% for the prior admissions cycles from 2011 through 2014.

Figure 4: CA resident applicants, admits, and SIRs. Applicants for fall enrollment between 2011 and 2015

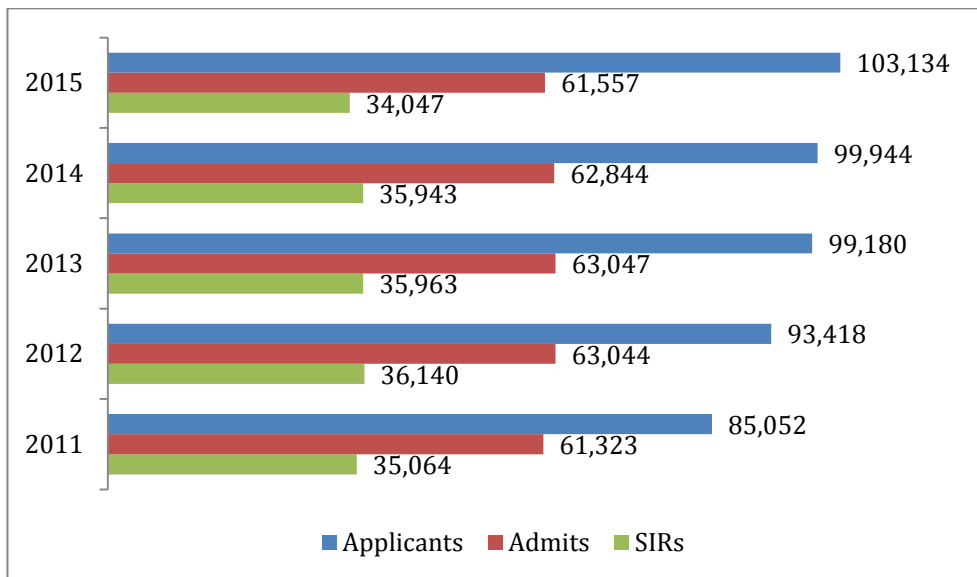


Figure 5 shows numbers of California freshman applications, admits, and SIRs by eligibility status over the past three admission cycles, from the first implementation of the 9x9 eligibility policy. Tables 7.1 and 7.2 show the same data in tabular form along with admission and yield rates for each applicant category, with the changes from 2012 presented in Table 7.3. The data show that applicants who are ELC-only make up a relatively small percentage of the total number of applicants who are eligible (via either the Index, ELC or both); namely 9.8%, 9.2%, 8.6%, and 14.1% for 2012, 2013, 2014, and 2015 respectively. The big jump between 2014 and 2015 is the result of the recalibration of the statewide index effective with applicants for fall 2015, as discussed earlier in Section II.2.2. The total number of eligible applicants increased slightly during the three-year period, from 56,614 in 2012 to 56,851 in 2015. However, there was a decrease in the representation of eligible applicants within the total applicant pool (including eligible, ETR, and Other) from 60.6% in 2012 to 55.1% in 2015. The number of ELC-only applicants has increased 44.6% since 2012 as indicated in Table 7.3, with most of the increase occurring between 2014 and 2015.

Figure 5: California resident applicants, admits and SIRs by eligibility category: 2012-2015

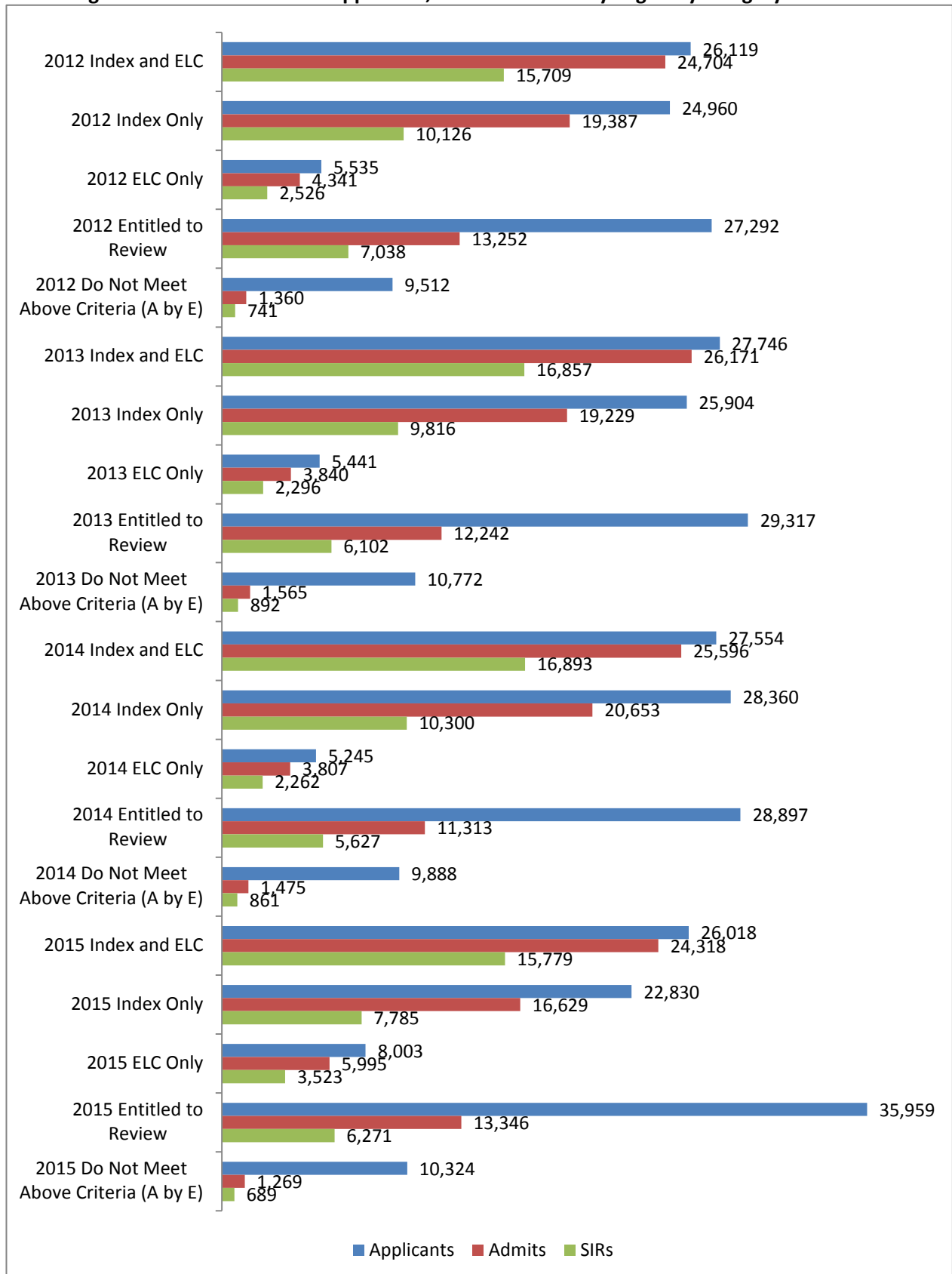


Table 7.1: CA resident applicants, admits and SIRs under the new policy by eligibility category

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	24704	19387	44,091	4341	48,432	13252	1360	63,044
SIRs	15709	10126	25,835	2526	28,361	7038	741	36,140
admission rate	94.6%	77.7%	86.3%	78.4%	85.5%	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	26171	19229	45,400	3840	49,240	12242	1565	63,047
SIRs	16857	9816	26,673	2296	28,969	6102	892	35,963
admission rate	94.3%	74.2%	84.6%	70.6%	83.3%	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	25596	20653	46,249	3807	50,056	11313	1475	62,844
SIRs	16893	10300	27,193	2262	29,455	5627	861	35,943
admission rate	92.9%	72.8%	82.7%	72.6%	81.8%	39.1%	14.9%	62.9%
yield rate	66.0%	49.9%	58.8%	59.4%	58.8%	49.7%	58.4%	57.2%

2015	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	26,018	22,830	48,848	8,003	56,851	35,959	10,324	103,134
admits	24318	16629	40,947	5995	46,942	13346	1269	61,557
SIRs	15779	7785	23,564	3523	27,087	6271	689	34,047
admission rate	93.5%	72.8%	83.8%	74.9%	82.6%	37.1%	12.3%	59.7%
yield rate	64.9%	46.8%	57.5%	58.8%	57.7%	47.0%	54.3%	55.3%

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

	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
2012								
applicants	46.1%	44.1%	90.2%	9.8%	60.6%	29.2%	10.2%	100.0%
admits	51.0%	40.0%	91.0%	9.0%	76.8%	21.0%	2.2%	100.0%
SIRs	55.4%	35.7%	91.1%	8.9%	78.5%	19.5%	2.1%	100.0%
2013								
applicants	47.0%	43.8%	90.8%	9.2%	59.6%	29.6%	10.9%	100.0%
admits	53.1%	39.1%	92.2%	7.8%	78.1%	19.4%	2.5%	100.0%
SIRs	58.2%	33.9%	92.1%	7.9%	80.6%	17.0%	2.5%	100.0%
2014								
applicants	45.1%	46.4%	91.4%	8.6%	61.2%	28.9%	9.9%	100.0%
admits	51.1%	41.3%	92.4%	7.6%	79.7%	18.0%	2.3%	100.0%
SIRs	57.4%	35.0%	92.3%	7.7%	81.9%	15.7%	2.4%	100.0%
2015								
applicants	45.8%	40.2%	85.9%	14.1%	55.1%	34.9%	10.0%	100.0%
admits	51.8%	35.4%	87.2%	12.8%	76.3%	21.7%	2.1%	100.0%
SIRs	58.3%	28.7%	87.0%	13.0%	79.6%	18.4%	2.0%	100.0%

The admission rate for eligible applicants increased to 82.6% this year, from 81.8% in 2014, while the yield rate²¹ for these applicants has remained nearly constant (57.7% in 2015). (The admit rate for eligible applicants is less than 100%, because referral pool candidates who are offered the option of being admitted to Merced and decline are not counted as admits.) Decreasing admission rates for eligible applicants is consistent with the increasing selectivity of UC campuses as discussed earlier. Overall, the admission rate for CA freshman applicants declined from 67.5% in 2012 to 59.7% in 2015, while their yield remained essentially unchanged (55.3% in 2015). 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 57.7% in 2015, as indicated in Table 2.

Statewide-eligible applicants continue to be admitted at significantly higher rates than ELC-only applicants (83.8% versus 74.9% for 2015), while the yield rates for these two groups remain comparable (at approximately 58-59%). Among California freshman admits, those who carry only the ELC guarantee constitute an increasing proportion of the total number of eligible applicants, from 9% of the eligible pool in 2012 to 12.8% in 2015 (*c.f.*, Table 7.2). The trend is the same for the number of ELC-only SIRs.

²¹ Yield in this report is defined as the percentage of admitted students who submit their SIR.

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%	7.4%	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%
2014-15	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	-1,536	-5,530	-7,066	2,758	-4,308	7,062	436	3,190
admits	-1,278	-4,024	-5,302	2,188	-3,114	2,033	-206	-1,287
SIRs	-1,114	-2,515	-3,629	1,261	-2,368	644	-172	-1,896
Percent Change								
applicants	-5.6%	-19.5%	-12.6%	52.6%	-7.0%	24.4%	4.4%	3.2%
admits	-5.0%	-19.5%	-11.5%	57.5%	-6.2%	18.0%	-14.0%	-2.0%
SIRs	-6.6%	-24.4%	-13.3%	55.7%	-8.0%	11.4%	-20.0%	-5.3%
2012-15	SW & ELC	SW ONLY	TOT SW	ELC ONLY	All Eligible	ETR	Other	Total
applicants	-101	-2,130	-2,231	2,468	237	8,667	812	9,716
admits	-386	-2,758	-3,144	1,654	-1,490	94	-91	-1,487
SIRs	70	-2,341	-2,271	997	-1,274	-767	-52	-2,093
Percent Change								
applicants	-0.4%	-8.5%	-4.4%	44.6%	0.4%	31.8%	8.5%	10.4%
admits	-1.6%	-14.2%	-7.1%	38.1%	-3.1%	0.7%	-6.7%	-2.4%
SIRs	0.4%	-23.1%	-8.8%	39.5%	-4.5%	-10.9%	-7.0%	-5.8%

Overall, admits and SIRs who are ELC-eligible and ETR constitute an increasing proportion of all California admits and SIRs, 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 37.1% in 2015. 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 12.3% in 2015). The Other category constitutes the pool of applicants receiving Admission by Exception (A by E), which continues to make up less than 1.4% 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 2015, 237 referral pool applicants (1.8%) submitted an SIR.²²

II.4 Nonresident Admission

The new admissions policy applies to California residents only, and while UC has maintained its commitment to admitting all eligible California residents under the Master Plan, campuses have expanded their recruitment of full-tuition-paying domestic and international nonresidents 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 136% (182%) increase in the number of domestic (international) nonresident applicants between 2011 and 2015. Domestic (international) nonresident SIRs increased by 47% (134%) during this period. In 2015, nonresidents comprised 21.9% of all freshman SIRs, up from 12.3% in 2011.

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.

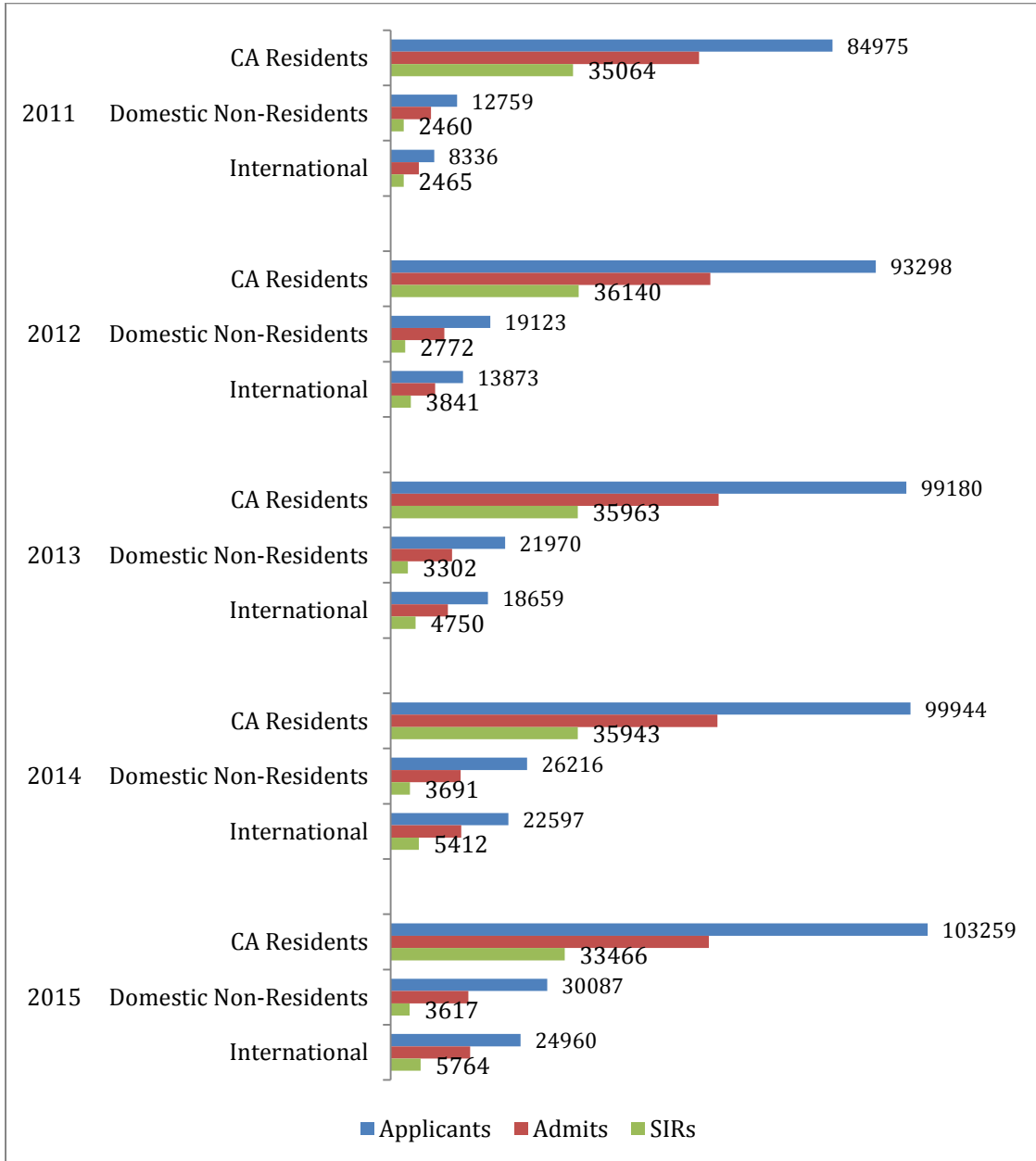
As nonresident enrollment has increased, BOARS has sought assurance from campuses that California residents are not being turned away to make room for less-qualified, but higher-paying nonresidents. In June 2011, BOARS adopted a clarification²³ to its July 2009 principles for the admission of nonresidents, stating that nonresidents admitted to a campus must compare favorably to California residents admitted to that campus. In December 2011, BOARS recommended procedures²⁴ 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.

²² http://www.ucop.edu/institutional-research-academic-planning/files/factsheets/2015/frosh_trsirrs_table1.1.pdf

²³ http://senate.universityofcalifornia.edu/reports/DS_MGY_LPBOARSNRPrinciple6.pdf

²⁴ http://senate.universityofcalifornia.edu/reports/RMA_MGYreBOARSresolutiononevalofresidents_non-residents_FINAL.pdf

Figure 6: Applicants, Admits, and SIRs by Residency: 2011-2015



In spring 2015, BOARS analyzed 2014 admissions outcomes for each campus and the extent to which campuses met BOARS' policy. BOARS issued a report²⁵ summarizing outcomes from a systemwide perspective. Most campuses reported that they met the standard and described a variety of approaches used to analyze it—including comparisons of academic performance measures and holistic review scores of residents and nonresidents who were admitted and who enrolled, as well as analyses of the post-matriculation performance of both groups. Some campuses 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. BOARS is now discussing ways to ensure a more critical, transparent evaluation of campus assessments, to gather and make public meaningful data, and to develop a common template for campus reporting.

II.5 Attracting and Admitting Diverse Students

To help assess the extent to which UC is fulfilling its mission to provide access and opportunity to diverse populations, BOARS evaluated systemwide and campus-specific outcomes using a range of demographic indicators, including first-generation college attending, family-income level, 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 show that applications from each of the underrepresented groups (African Americans, American Indians, and Chicanos/Latinos) have grown during the three-year period since first implementation of the new 9x9 eligibility policy (beginning with applicants for fall 2012). However, only the Chicano/Latino group experienced an increase in its proportions among all applicants during this period. It was also the only underrepresented group to experience an increase in their proportion among the cohorts of all admits and all SIRs from 2012 to 2015. African Americans experienced an increase in applications but decreases in their numbers of both admits and SIRs during the three-year period.

BOARS is concerned about the yield rates for African Americans and wants to encourage efforts that will increase yield and enrollment numbers. One promising endeavor is UC Berkeley's comprehensive effort to boost undergraduate African American recruitment and yield. Anchored by a \$20 million endowed scholarship fund, the initiative involves (a) increasing African American students, as well as African American faculty and staff, (b) improving campus climate for African Americans, and (c) reinforcing the message that all groups are equally respected, valued, and supported on the campus.

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.

²⁵ <http://senate.universityofcalifornia.edu/committees/boars/documents/BOARS2014CompareFavorablyReport.pdf>

Table 8.1: University of California Statement of Intent to Register (SIR) Counts

California Resident FRESHMEN by Race/Ethnicity Fall 2012, 2013, 2014, 2015

	2012			2013			2014			2015			3 year SIR Change
	App	Admit	SIR	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	6,302	2,647	1,387	-150
American Indian	692	438	226	710	393	201	759	455	235	695	400	199	-27
Asian American	30,105	22,909	14,911	30,617	22,538	14,368	31,270	22,648	14,159	31,509	22,319	13,355	-1,556
Chicano/Latino	28,068	17,133	9,651	31,793	17,607	10,171	32,632	18,180	10,712	35,165	18,187	10,291	640
Pacific Islander	337	180	90	374	191	100	369	199	99	373	211	121	31
White	25,958	17,742	8,771	26,917	17,643	8,636	26,219	16,783	8,296	25,742	15,655	7,604	-1,167
Unknown	2,539	1,808	954	2,787	1,944	1,060	2,828	1,874	975	3,348	2,138	1,090	136
Total	93,418	63,044	36,140	99,180	63,047	35,963	99,944	62,844	35,943	103,134	61,557	34,047	-197

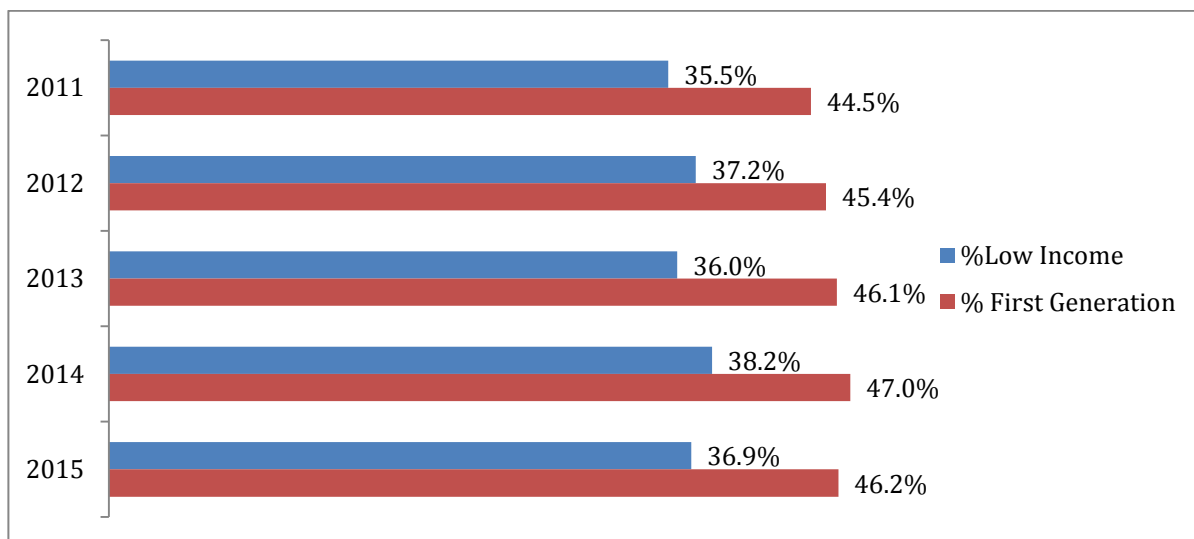
Source: UCAP 5/25/11, 5/24/12, 5/28/13, 5/27/14, 5/18/15

Table 8.2: University of California Statement of Intent to Register (SIR) Percent of Total

California Resident FRESHMEN by Race/Ethnicity Fall 2012, 2013, 2014, 2015

	2012			2013			2014			2015			% increase 3 year SIR
	App	Admit	SIR	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%	6.1%	4.3%	4.1%	-9.8%
American Indian	0.7%	0.7%	0.6%	0.7%	0.6%	0.6%	0.8%	0.7%	0.7%	0.7%	0.6%	0.6%	-11.9%
Asian American	32.2%	36.3%	41.3%	30.9%	35.7%	40.0%	31.3%	36.0%	39.4%	30.6%	36.3%	39.2%	-10.4%
Chicano/Latino	30.0%	27.2%	26.7%	32.1%	27.9%	28.3%	32.7%	28.9%	29.8%	34.1%	29.5%	30.2%	6.6%
Pacific Islander	0.4%	0.3%	0.2%	0.4%	0.3%	0.3%	0.4%	0.3%	0.3%	0.4%	0.3%	0.4%	34.4%
White/Other	27.8%	28.1%	24.3%	27.1%	28.0%	24.0%	26.2%	26.7%	23.1%	25.0%	25.4%	22.3%	-13.3%
Missing	2.7%	2.9%	2.6%	2.8%	3.1%	2.9%	2.8%	3.0%	2.7%	3.2%	3.5%	3.2%	14.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-0.5%

Figure 7. Percent of CA Resident Freshman SIRs Identified as Low Income and First-Generation College Students



Transfer SIRs and Diversity 2012-2015

At the transfer level, the African American and Chicano/Latino URM groups both experienced small increases in SIRs from 2012 to 2015, while the number of American Indian SIRs declined, according to the data presented in Table 8.3. The greatest percentage increase occurred for the Chicano/Latino group (11.0%, from 3,406 to 3,782), followed by African Americans (10.5%, from 599 to 662 during the three-year period). Overall a 9.4% increase in SIRs (from 4,172 to 4,565) from URM groups occurred between 2012 and 2015. 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 also shows the representation of specific ethnic groups among CCC transfer applicants, admits, and SIRs. CCC transfers account for about 90% of all UC transfers. The representation of African Americans increased from 2012 to 2015 from 3.4% to 3.9% of SIRs, while Chicanos/Latinos, in keeping with the application trends, increased from 19.5% to 23.4% of SIRs. Although Whites are only the third most populous ethnic group among UC freshman matriculants, they remain the largest group among CCC transfer SIRs, at 30.9% of all CCC transfers.

Table 8.3: UC Statement of Intent to Register (SIR) Percent of Total California Community College Transfers by Race/Ethnicity: Fall 2012, 2013, 2014, 2015

	2012			2013			2014			2015		
	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR
African American	1,323	734	599	1,443	844	659	1,447	838	687	1,434	831	662
American Indian	319	213	167	292	186	155	280	196	167	225	152	121
Asian American	8,122	5,983	5,088	7,605	5,560	4,639	7,607	5,553	4,761	7,470	5,413	4,515
Chicano/Latino	6,364	4,250	3,406	6,944	4,810	3,806	7,142	4,894	3,982	7,288	4,846	3,782
White	9,828	6,928	5,686	9,503	6,750	5,506	9,101	6,414	5,349	8,902	6,219	5,102
Unknown	945	689	582	811	580	483	799	571	472	841	591	470
International	2,564	2,190	1,858	2,954	2,401	2,085	3,171	2,542	2,174	3,436	2,700	2,311
Total	29,465	20,987	17,386	29,552	21,131	17,333	29,547	21,008	17,592	29,596	20,752	16,963

	2012			2013			2014			2015			% increase 3 year SIR
	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	App	Admit	SIR	
African American	4.5%	3.5%	3.4%	4.9%	4.0%	3.8%	4.9%	4.0%	3.9%	4.8%	4.0%	3.9%	-9.8%
American Indian	1.1%	1.0%	1.0%	1.0%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%	0.7%	0.7%	-11.9%
Asian American	27.6%	28.5%	29.3%	25.7%	26.3%	26.8%	25.7%	26.4%	27.1%	25.2%	26.1%	26.6%	-10.4%
Chicano/Latino	21.6%	20.3%	19.6%	23.5%	22.8%	22.0%	24.2%	23.3%	22.6%	24.6%	23.4%	22.3%	6.6%
White	33.4%	33.0%	32.7%	32.2%	31.9%	31.8%	30.8%	30.5%	30.4%	30.1%	30.0%	30.1%	34.4%
Unknown	3.2%	3.3%	3.3%	2.7%	2.7%	2.8%	2.7%	2.7%	2.7%	2.8%	2.8%	2.8%	-13.3%
International	8.7%	10.4%	10.7%	10.0%	11.4%	12.0%	10.7%	12.1%	12.4%	11.6%	13.0%	13.6%	14.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-0.5%

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 recommendations²⁶ 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 enrollment 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.

UC as a Vehicle of Social Mobility: The SIR Academic Profile in 2015

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 has a bachelor's degree) are seeking and gaining admission to UC. As indicated in Tables 9.1 and 9.2, among the 103,134 California applicants for fall 2015, 45.7% (47,120) were first-generation, as were 42.2% of California admits and 46.2% of SIRs (15,738 SIRs). It is important to note that among California applicants who met the ETR criteria (without a statewide or ELC guarantee) the percentages of applicants, admits, and SIRs who were first-generation were 57.3%, 60.6%, and 64.8% (4,063 SIRs), respectively; while among the ELC-only group the percentages were 80.9%, 82.7%, and 83.1% (2,929 SIRs), respectively. Overall, this means that 44.4% (6,992 of 15,738) of the first-generation SIRs for fall 2015 were in one of the two categories of eligibility (ETR and ELC-only) 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”). As indicated in Tables 9.1 and 9.2, 17.3% of the 103,134 California applicants are from low-API schools, as are 16.1% of California admits and 17.9% of SIRs (6,103 SIRs). Among California applicants who were ETR the percentages of applicants, admits, and SIRs from low-API high schools were 18.5%, 17.2%, and 19.1% (1,198 SIRs), respectively; while among the ELC-only group the percentages are 52.4%, 52.9%, and 52.9%

²⁶ <http://ucop.edu/transfer-action-team/>

(1,862 SIRs). Overall, this means that 50.1% (3,060 of 6,103) of SIRs for fall 2015 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 40.9% of California applicants, 34.5% of California admits, and 34.9% of SIRs (11,877 SIRs) for fall 2015. Among California applicants who were ETR the percentages of applicants, admits, and SIRs from URM groups were 52.5%, 49.7%, and 52.1% (3,270 SIRs), respectively; while among the ELC-only group the percentages are 72.8%, 74.2%, and 74.2% (2,614 SIRs). Overall, this means that 49.5% (5,884 of 11,877) of URM SIRs for fall 2015 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 four admissions cycles (2012–2015). Overall, the data indicates that indeed many of the goals of the eligibility changes are being met. Many applicants who met the ELC guarantee alone or were ETR without the guarantee were admitted. Moreover, ELC-only and ETR admits and 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. However, substantial decreases in the representation of SIRs from low-API high schools among the ELC-only and ETR groups from 2014 to 2015 are evident. This is likely due to the recalibration of the statewide index effective with applicants for fall 2015, as discussed earlier in Section II.2.2, resulting in significant increases in 2015 ELC-only SIRs from higher-API high schools who would have been both ELC and eligible by the statewide index (thus not ELC-only) had they applied a year earlier, for fall 2014.

Table 9.1: Profile of Applicants, Admits, and SIRs for Fall 2015 by Admissions Eligibility Category

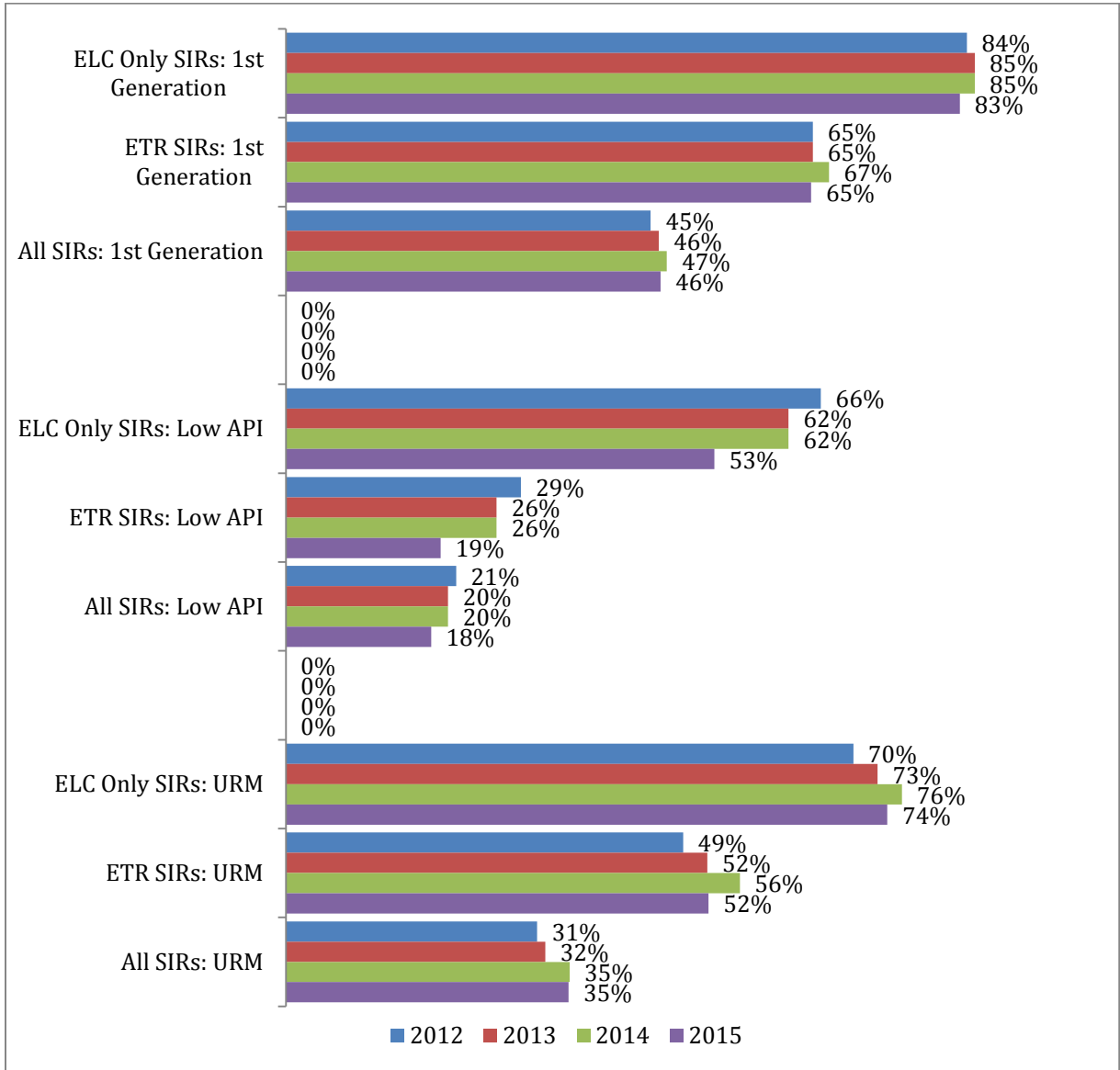
	Index Eligible Only					ELC Eligible Only					Index & ELC Eligible				
	Apps	Admits	Admit Rate	SIRs	Take Rate	Apps	Admits	Admit Rate	SIRs	Take Rate	Apps	Admits	Admit Rate	SIRs	Take Rate
Universitywide	22,830	16,629	72.8%	7,785	46.8%	8,003	5,995	74.9%	3,523	58.8%	26,018	24,318	93.5%	15,779	64.9%
Ethnicity															
African American	692	493	71.2%	223	45.2%	476	333	70.0%	195	58.6%	839	764	91.1%	432	56.5%
American Indian	168	129	76.8%	60	46.5%	27	20	74.1%	10	50.0%	159	146	91.8%	89	61.0%
Asian	9,255	7,438	80.4%	3,848	51.7%	1,378	1,029	74.7%	622	60.4%	9,865	9,449	95.8%	6,745	71.4%
Chicano/Latino	2,941	2,082	70.8%	941	45.2%	5,327	4,095	76.9%	2,409	58.8%	6,508	6,108	93.9%	4,008	65.6%
White	8,731	5,709	65.4%	2,362	41.4%	679	434	63.9%	241	55.5%	7,629	6,917	90.7%	3,947	57.1%
Unknown	1,043	778	74.6%	351	45.1%	116	84	72.4%	46	54.8%	1,018	934	91.7%	558	59.7%
Total URM	3,801	2,704	71.1%	1,224	45.3%	5,830	4,448	76.3%	2,614	58.8%	7,506	7,018	93.5%	4,529	64.5%
1st Gen College	4,295	3,498	81.4%	2,091	59.8%	6,476	4,958	76.6%	2,929	59.1%	9,379	8,931	95.2%	6,372	71.3%
School Type															
Public	17,521	13,088	74.7%	6,581	50.3%	7,858	5,885	74.9%	3,461	58.8%	23,780	22,270	93.7%	14,799	66.5%
Private	5,303	3,535	66.7%	1,201	34.0%	141	107	75.9%	60	56.1%	2,223	2,035	91.5%	971	47.7%
Unknown	6	6	100.0%	3	50.0%	4	3	75.0%	2	66.7%	15	13	86.7%	9	69.2%
Low API	479	400	83.5%	209	52.3%	4,193	3,170	75.6%	1,862	58.7%	4,038	3,885	96.2%	2,738	70.5%
	Entitled to Review					Do Not Meet Other Criteria					Total				
	Apps	Admits	Admit Rate	SIRs	Take Rate	Apps	Admits	Admit Rate	SIRs	Take Rate	Apps	Admits	Admit Rate	SIRs	Take Rate
Universitywide	35,959	13,346	37.1%	6,271	47.0%	10,324	1,269	12.3%	689	54.3%	103,134	61,557	59.7%	34,047	55.3%
Ethnicity															
African American	2,958	958	32.4%	471	49.2%	1,337	99	7.4%	66	66.7%	6,302	2,647	42.0%	1,387	52.4%
American Indian	263	98	37.3%	36	36.7%	78	7	9.0%	4	57.1%	695	400	57.6%	199	49.8%
Asian	9,133	4,199	46.0%	2,023	48.2%	2,251	415	18.4%	238	57.3%	31,882	22,530	70.7%	13,476	59.8%
Chicano/Latino	15,653	5,574	35.6%	2,763	49.6%	4,736	328	6.9%	170	51.8%	35,165	18,187	51.7%	10,291	56.6%
White	7,093	2,230	31.4%	875	39.2%	1,610	365	22.7%	179	49.0%	25,742	15,655	60.8%	7,604	48.6%
Unknown	859	287	33.4%	103	35.9%	312	55	17.6%	32	58.2%	3,348	2,138	63.9%	1,090	51.0%
Total URM	18,874	6,630	35.1%	3,270	49.3%	6,151	434	7.1%	240	55.3%	42,162	21,234	50.4%	11,877	55.9%
1st Gen College	20,621	8,088	39.2%	4,063	50.2%	6,349	501	7.9%	283	56.5%	47,120	25,976	55.1%	15,738	60.6%
School Type															
Public	31,698	11,919	37.6%	5,731	48.1%	8,818	844	9.6%	486	57.6%	89,675	54,006	60.2%	31,058	57.5%
Private	3,924	1,278	32.6%	479	37.5%	909	163	17.9%	81	49.7%	12,500	7,118	56.9%	2,792	39.2%
Unknown	337	149	44.2%	61	40.9%	597	262	43.9%	122	46.6%	959	433	45.2%	197	45.5%
Low API	6,649	2,291	34.5%	1,198	52.3%	2,525	165	6.5%	96	58.2%	17,884	9,911	55.4%	6,103	61.6%

Data use May UCAP file

Table 9.2: Profile of Applicants, Admits, and SIRs for Fall 2015 by Admissions Eligibility Category, Percentage of Total

	Index Eligible Only			ELC Eligible Only			Index & ELC Eligible		
	Apps	Admits	SIRs	Apps	Admits	SIRs	Apps	Admits	SIRs
Universitywide	22,830	16,629	7,785	8,003	5,995	3,523	26,018	24,318	15,779
Ethnicity									
African American	3.0%	3.0%	2.9%	5.9%	5.6%	5.5%	3.2%	3.1%	2.7%
Asian	40.5%	32.6%	49.4%	17.2%	17.2%	17.7%	37.9%	38.9%	42.7%
Chicano/Latino	12.9%	9.1%	12.1%	66.6%	68.3%	68.4%	25.0%	25.1%	25.4%
White	38.2%	25.0%	30.3%	8.5%	7.2%	6.8%	29.3%	28.4%	25.0%
Total URM	16.6%	16.3%	15.7%	72.8%	74.2%	74.2%	28.8%	28.9%	28.7%
1st Gen College	18.8%	15.3%	26.9%	80.9%	82.7%	83.1%	36.0%	36.7%	40.4%
School Type									
Public	76.7%	78.7%	84.5%	98.2%	98.2%	98.2%	91.4%	91.6%	93.8%
Low API	2.1%	2.4%	2.7%	52.4%	52.9%	52.9%	15.5%	16.0%	17.4%
	Entitled to Review			Do Not Meet Other Criteria			Total		
	Apps	Admits	SIRs	Apps	Admits	SIRs	Apps	Admits	SIRs
Universitywide	35,959	13,346	6,271	10,324	1,269	689	103,134	61,557	34,047
Ethnicity									
African American	8.2%	7.2%	7.5%	13.0%	7.8%	9.6%	6.1%	4.3%	4.1%
Asian	25.4%	31.5%	32.3%	21.8%	32.7%	34.5%	30.9%	36.6%	39.6%
Chicano/Latino	43.5%	41.8%	44.1%	45.9%	25.8%	24.7%	34.1%	29.5%	30.2%
White	19.7%	16.7%	14.0%	15.6%	28.8%	26.0%	25.0%	25.4%	22.3%
Total URM	52.5%	49.7%	52.1%	59.6%	34.2%	34.8%	40.9%	34.5%	34.9%
1st Gen College	57.3%	60.6%	64.8%	61.5%	39.5%	41.1%	45.7%	42.2%	46.2%
School Type									
Public	88.2%	89.3%	91.4%	85.4%	66.5%	70.5%	86.9%	87.7%	91.2%
Low API	18.5%	17.2%	19.1%	24.5%	13.0%	13.9%	17.3%	16.1%	17.9%

Figure 8: Percentages of ELC Only, ETR, and all California Resident Freshman SIRs by First-Generation, Low Income, and URM Status



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 rate,²⁷ and persistence rate²⁸ were evaluated for all students who began in fall 2010 through fall 2014. 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%	3.01	5.16%	93.16%
2014	32,928	3.06	7.45%	98.66%			

Residency status is determined based on enrollment definition.

Students have continued to succeed under the new admissions policy. Their average first-term GPA has steadily increased and continues to be higher than in either of the two years before implementation of the new 2012 admissions policy, and their first-term probation rate has continued to decrease, with the most substantial improvement occurring from 2013 to 2014. 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;

²⁷ 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.

²⁸ Persistence rate is the ratio of students who begin the second term of their freshman year after completing fall term.

and fixed weight approaches, as well as the role of supplemental review, and mechanisms to ensure the quality and integrity of the review process. Since 2012, several campuses have made additional adjustments to their approaches and the level of cross-campus collaboration has increased, largely in response to the adoption by the Regents in their January 2011 *Resolution on Individualized Review and Holistic Evaluation in Undergraduate Admissions* (Regents Policy 2108). BOARS expects campuses to make additional adjustments and refinements going forward.

III.1 Description of Campus Selection Processes Using Comprehensive Review

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

Berkeley

UC Berkeley's holistic review system has been in place for nearly two decades, and has significantly informed the implementation of holistic review at other campuses. Like other campuses, the Berkeley campus has seen continued growth of both resident and nonresident applicant pools, with the total number of applications doubling in 10 years. Increased volume has resulted in a need to look for efficiencies and has challenged UC Berkeley's admissions professionals in new ways. These new challenges include the ongoing need to sufficiently understand the school context information for domestic nonresident applicants (as well as many independent schools in California) and the need for specialized staffing to review international applications, which often do not readily line up with California's technical eligibility requirements. The 2015 cycle was still tuned to make admission decisions in the selectivity range of 20–25%.

UC Berkeley's Office of Undergraduate Admissions staff has continued to consult with faculty and staff at other UC campuses in matters relating to holistic review. The increased volume of applications has meant that UC Berkeley needed to simplify its reads at the low end for such distinctions that do not affect offers of admission at UC Berkeley. Nonetheless, the UC Berkeley admissions office has continued to participate in systemwide shared reviews, sharing read scores on overlap applicants with other campuses, only without distinctions at the low end for students not competitive in Berkeley's pool.

The effect of a much larger pool has been that the selectivity at UC Berkeley has reached an all-time high. In the freshman class entering in fall 2015, the overall admission rate was 15% on decision day (rising to 17% with the help of wait lists in May). The most selective college was engineering with an 8.7% overall admission rate, and within engineering, which admits by major, Electrical Engineering & Computer Science (EECS) dropped below a 6% admission rate. These numbers provide a challenge for readers who must sort through a high volume of the highest achieving applicants with the knowledge that the vast majority cannot be admitted. This level of selectivity also challenges the diversity of thought and diversity of background that is the

benefit of holistic review. UC Berkeley needs additional tools to keep the admitted student pool both diverse and strong as admission rates drop.

Finally athletic admissions became a matter of concern to the faculty in 2013–14. The admissions policy committee added letters of recommendation as a requirement for all recruited athletes in 2014. Over the last year, the faculty committee found academic letters to be a good way to access additional information. With guidance from a campuswide task force, a new athletic admission policy was adopted in the 2014–15 academic year. The new athletic admission policy will be fully implemented for students entering in fall 2016.

Davis

UC Davis continues its single score holistic review (HR) freshman process. This was first implemented for the 2012 incoming cohort after transitioning from a two-stage, formulaic process that had been used the previous 10 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 nonacademic factors. All factors are considered in the context of opportunities available to the student, which allows a more nuanced understanding of a student's academic and personal achievements. Currently a trained human reader reviews each application. In cases where the reader's score differs significantly from a numerical score generated from quantitative data in the application, a second reader also assesses the application.

UC Davis has been increasing its undergraduate enrollment. Nonetheless, the applicant pool has grown even faster so that UC Davis becomes more selective each year and the overall academic quality of the admitted students is actually improving. Strategic recruitment efforts have generally maintained or increased the proportion of the student body who are first-generation college students, from low-income families, or from underrepresented minority groups. One challenge is making a single HR scoring system work in the face of widely differing selectivity among colleges and majors. To accommodate the most selective units, UC Davis is now splitting its highest holistic review score into two levels.

Irvine

UC Irvine has implemented single-score Holistic Review for the past four admissions cycles. In general, UC Irvine 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 UC Irvine has consistently increased, with UC Irvine now receiving the second-highest number of California resident applications in the UC System. This trend has resulted in Irvine becoming more selective in admissions. Applicant GPAs have

increased, as well as first-generation and low-income applicants. Students who were in the top 9% in both ELC and statewide categories fared exceptionally well as a cohort.

UC Irvine has had to address the concern expressed by parents at a local high school that giving weight to overcoming challenges could disadvantage applicants because they attended a high-API school, are not economically disadvantaged, or are not the first in their family to attend college. It is also a concern that students who do not express themselves well in the written form can disadvantage themselves; usually by not including critical information, not addressing the personal statement prompts effectively, or with regard to general writing style. At Irvine the staff has emphasized that it is crucial for the ultimate success of Holistic Review that resource needs are met, and that there is constant monitoring to ensure that potential scoring biases are investigated and addressed.

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 education community, holistic review is labor-intensive and time-consuming. UCLA is fortunate to have extensive school and curriculum information available for California high schools (API, available curriculum, California Department 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 Admissions²⁹ 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, show 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 fall 2015 were consistent with the process implemented for fall 2014. Merced continues to 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. UC Merced’s 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, Merced made changes to our pilot model with the goals of: (1) strengthening its 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 its scoring matrix as it learns more about the applicant pool and the effect of those scores in recent outcomes; (3) improving procedures, trainings, 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. Merced found the modifications in 2014 effective and therefore sustained these adjustments for fall 2015.

Merced continues to follow 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 is 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.

²⁹ <http://www.senate.ucla.edu/committees/cuars/HolisticReviewReport.htm>

Overall, the process was successful. All applicants (100%) received a formula driven comprehensive review. Forty-three percent of the candidates received a formulaic score, academic evaluation, and human read. Of the total applicants, 20% were determined to not meet admission requirements therefore; they did not advance to receive a human read score. In all, 58% of the applicants received an academic evaluation by a staff member. The top 15% were reviewed and selected solely on the academic formulaic driven to further adjust the values on the review factors in future admissions cycles.

Riverside

The admissions rate at UC Riverside has been steadily decreasing over the past 5 years. In 2014, UC Riverside admitted 57.4% of resident applicants (admit rate was 60.2% in 2013), while the number of residents admitted has remained relatively static. And although UC Riverside is approaching an admission rate below 50%, we requested to opt out of the holistic review process for the 2016–2017 academic year. This request was made after the UC Riverside Undergraduate Admissions Committee (UAC) formed a holistic review subcommittee to examine a proposed methodology for the implementation of a single-score holistic admission review process in spring 2015. This subcommittee thoroughly evaluated the 14 criteria for holistic review provided by BOARS and studied the “best practices” provided by three other UC campuses currently using holistic review. In addition, the subcommittee performed extensive analysis on the success of UC Riverside’s current admissions policy using the formula adopted in 2012.

This evaluation revealed that the quality of UC Riverside’s admitted pool of students has steadily increased, as demonstrated by an increase in the average UC Riverside GPA and retention rate, and a decrease in the percentage of students on academic probation. UC Riverside as well continues to maintain one of the most diverse student body populations within the University. Based on results of the evaluation, the UAC determined that the current method of comprehensive review was an effective model of admissions for UC Riverside.

At present, UC Riverside admits freshman students through a Comprehensive Review process that utilizes 5 of the 14 factors recommended by BOARS and approved by the Regents in 2001. The UAC selected 5 of the 14 criteria to use based on (1) factors that are “machine readable,” (2) factors that are best predictive of student success at UC Riverside, and (3) factors that contribute to the diversity of the undergraduate student body. These factors are assigned a given weight in the overall UC Riverside Academic Index Score (AIS). This process was first established in 2005 and was modified for the 2012 application cycle.

Each variable is re-scaled to its maximum; the values are summed and multiplied by a scalar corresponding to the maximum possible AIS. The high school GPA used is the weighted and capped value. When the formula was modified in 2012, weights of both high school GPA and SAT reasoning or ACT plus writing were increased. Weights of both first-generation status and low family income decreased. The following factors were eliminated from UC Riverside’s comprehensive review formula in 2012: SAT Subject Exam, Eligibility in Local Context, and number of “a-g” courses beyond the minimum.

The committee currently believes there is merit in modifying our current comprehensive review process to look at additional non-cognitive factors that reflect leadership, commitment, and well-

roundedness. However, the current application makes it difficult to extract reliable information on these factors. As UC Riverside's admit rate drops below 50%, a holistic review subcommittee and the UAC will continue to evaluate ways to add to and/or modify the current comprehensive review process to include more non-cognitive factors.

San Diego

Fall 2015 represents the fifth year of Holistic Review Single-Score implementation. With nearly a 6% increase in applications since 2014 (78,056 vs. 73,439), 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 was 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 resolves any third read scores which may be generated. The third read rate is approximately 3%. The campus was able to admit approximately 34% 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 summer 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. Based on 2015 data, 80.2% of admitted freshman residents are ELC, 34.0% are low-to medium-low income and 22.0% are first generation.

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 specialist team was expanded in order to ensure that these files were read in a timely manner. When comparing fall 2014 with 2015, there was a 15% 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 current staff can continue to absorb the extra workload without compromising quality.

Santa Barbara

The UC Santa Barbara Comprehensive Review consists of two parts, the Academic Preparation Review (APR), and the Academic Promise Review (PPR).

Academic Preparation Review: Freshman applicants are reviewed on the basis of academic criteria and awarded points based on their standing within the entire pool of applicants. This academic review identifies applicants with the strongest preparation and performance.

Academic Promise Review: Applicants are then reviewed for curricular, co-curricular, or experiential skills, knowledge, and abilities which, when coupled with the Academic Preparation Review and a socio-economic assessment based on multiple factors, provide a comprehensive view of an applicant's potential for success at UC Santa Barbara.

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 freshman 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 September 2012 release of the *BOARS 2012 Report on Comprehensive Review*.

As stated in the 2012 report, “UC Santa Barbara 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.

UC Santa Barbara's Comprehensive Review 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 and qualitative data about the socioeconomic circumstances of each case and using all information regarding student activities. To guide the readers in setting values on the information provided in the application, CAERS identified the above areas that reviewers should seek evidence for during

the read process.

Readers weigh and balance the information and assign a single score. Additional files are flagged for supplemental review and possible admission by exception, if the student appears ineligible but demonstrates special talents, was home-schooled or attended an unaccredited high school, missed a test, or had a high individualized read score.

For fall 2015 UC Santa Barbara admitted 71% applicants designated as ELC (as compared to 73% in 2014). UC Santa Barbara continues to use a unique school context process that compares California applicants only to other applicants from the same high school, and admits the strongest applicants from each school in numbers equal to 3% of the size of the graduating class.

In fall 2014, UC Santa Barbara became the first member of the Association of American Universities (AAU) to reach the necessary milestones required for Hispanic Serving Institution status and maintained that level with 27% percent self-reporting their ethnicity as of Chicano or Latino ancestry.

Santa Cruz

UC Santa Cruz continues to utilize Holistic Review. Implemented on our campus in 2012, the Holistic review policy has continued to evolve to meet admission goals and outcomes sought by UC Santa Cruz faculty. A significant step in this process was the decision to discontinue the use of UC Berkeley/UCLA scores for the fall 2015 cycle to ensure that all applicant scoring is informed by the latest UC Santa Cruz rubric.

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 UC Santa Cruz 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 one's 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 2015 selection, the Committee on Admissions and Financial Aid (CAFA) has made updates to the Holistic Review scoring rubric to ensure that the incoming student body remains diverse and well-prepared academically. UC Santa Cruz saw an increase in applications from freshman applicants of nearly 12%. Of the 45,466 fall 2015 freshman applications, UC Santa Cruz admitted 23,321 freshmen for fall 2015, an increase over the previous year of 82 students. Out of freshman admitted students, 4,664 students returned their Statement of Intent to Register (SIR), which is a decrease of 288 from the previous year. Overall, fall 2015 yielded a class with substantial improvement in academic indicators (mean GPA and all mean test score components).

III.2 Score Sharing and Collaboration

After the Regents' adopted their *Resolution on Individualized Review and Holistic Evaluation in Undergraduate Admissions*,³⁰ 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, UC Berkeley, UC Irvine, and UC Davis but uses scores from only UCLA and UC Berkeley in their holistic review process, because of a significant overlap in applications with these institutions (representing between 60% and 70% of the UC San Diego applicant pool). UC Irvine also continues to use scores from UCLA and UC Berkeley 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.

While UC Santa Cruz used UC Berkeley and UCLA scores in the first three years of their HR process, for fall 2015 selection, UC Santa Cruz relied solely on local reader scores. Other campus's HR scores will continue to be used for yield analysis at UC Santa Cruz.

UC Santa Barbara uses scores from UCLA and UC Berkeley 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 UC Santa Barbara review process. The overlap of admissions decisions with those of UCLA and UC Berkeley determined in this way helps to inform the overall number that can be admitted at UC Santa Barbara. The higher the overlap of admits, the more applicants UC Santa Barbara 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 2015, the total referral pool, from both public and private California high

³⁰ <http://www.universityofcalifornia.edu/regents/minutes/2011/edpol1.pdf>

schools, numbered 12,974.³¹ These eligible applicants were offered the chance to consider referral admission at UC Merced, and in the end 237 (1.8% 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:

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.

Implementation of Transfer Policy

In June 2012, the Senate approved a new transfer admissions policy³² 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, (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

³¹ http://www.ucop.edu/institutional-research-academic-planning/files/factsheets/2015/frosh_trsrirs_table1.1.pdf

³² http://www.universityofcalifornia.edu/senate/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf

extent to which majors are aligning lower division major preparation requirements across campuses and with the corresponding TMCs.

Transfer Admission Pathways

BOARS participated in a Senate-led effort to implement a recommendation from the Transfer Action Team³³ to streamline the transfer admission pathways from the California Community Colleges to UC. President Napolitano joined BOARS' February 2015 meeting to encourage faculty to help facilitate the alignment of pre-major transfer requirements for 10 specific majors across UC campuses, to help transfer students prepare simultaneously for multiple campuses, and help campuses attract and enroll better prepared transfers. BOARS members helped assemble lists of campus faculty and administrators responsible for evaluating and/or deciding transfer preparation requirements for the 10 majors. The BOARS chair and/or vice chair participated in three April workshops that brought together campus representatives to identify a single set of major-specific lower-division coursework for CCC students to follow as preparation for transfer admission in each major at all nine campuses. BOARS members helped lead efforts to monitor progress of the campus review of the pathways³⁴ agreed to at the meetings.

Transferrable Course Guidelines

In fall 2014, the BOARS chair wrote to department chairs in eight disciplines to request faculty nominees for standing content expert workgroups to advise BOARS about revisions to the systemwide Transferable Course Agreement (TCA) Guidelines, which reflect the minimum course content required for basic UC transferability. The recommendations of the workgroups were reviewed and approved by a BOARS subcommittee and then by the full committee in the spring. Campuses will continue to conduct second-level reviews to decide specific credit awards for completion of approved courses.

Approval of Statway

In January, BOARS issued a Statement³⁵ regarding its approval of a version of Statway for UC transferability. The approved version of Statway, a year-long community-college course sequence designed by the Carnegie Foundation that combines introductory college-level statistics with pre-college math content intended for non-STEM majors, is being offered at six California Community Colleges. The approval followed a UC faculty review of the Statway curriculum initiated by BOARS in summer 2014. The review concluded that the pre-college math content presented in the course meets the minimum math requirements expected of freshmen by sufficiently covering mathematics aligned with the Common Core State Standards for Mathematics, and that students who complete the sequence should receive credit equivalent to a traditional introductory statistics course upon transfer to UC.

³³ <http://ucop.edu/transfer-action-team/>

³⁴ <http://admission.universityofcalifornia.edu/transfer/preparation-paths/>

³⁵ <http://senate.universityofcalifornia.edu/committees/boars/documents/BOARSStatementonStatway.pdf>

SECTION VI: CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

BOARS has reviewed application, admission, and yield outcomes under comprehensive review for the years 2012–2015, as well as the ongoing implementation of the freshman admission policy adopted in 2009 and the Regents’ 2011 Resolution on Individualized Review and Holistic Evaluation. BOARS finds that together, these innovative policies have helped increase opportunity, excellence, and fairness; eliminated unnecessary barriers to admission; allowed campuses to select from a larger and more diverse pool of students; and strengthened the University’s position as an engine of social mobility in the state. 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 2015, UC offered admission to 11.5% 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 UC Merced is currently able to accommodate the full yield from the referral pool, space and budget constraints at UC campuses make its long-term future less clear.

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

RECOMMENDATIONS

1. 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 matriculant pools and will be vigilant to maintain the University’s commitment to the Master Plan.

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