

# **Annual Report on Undergraduate Admissions Requirements and Comprehensive Review May 2020**



**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),<sup>1</sup> and as outlined in Senate Bylaw 145.<sup>2</sup>

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,<sup>3</sup> and in Regents Policy 2103: Policy on Undergraduate Admissions Requirements.<sup>4</sup> It combines two earlier reports, the *Annual Report on Admissions Requirements*, and the *Biennial Report on Comprehensive Review*.

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

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

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

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

BOARS' last combined report to the Regents was in February 2016.<sup>5</sup> BOARS also reported on the Comprehensive Review policy in June 2010<sup>6</sup> and September 2012<sup>7</sup> and on the *Impact of the New Freshman Eligibility Policy* in November 2013.<sup>8</sup>

The current report discusses application, admission, and enrollment outcomes under comprehensive review for the years 2012–2019; 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*;<sup>9</sup> efforts by BOARS to enhance the transfer admission path; efforts to ensure that nonresidents admitted to a campus

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

<sup>2</sup> <http://senate.universityofcalifornia.edu/bylaws-regulations/bylaws/blpart2.html#b1145>

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

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

<sup>5</sup> [http://senate.universityofcalifornia.edu/\\_files/committees/boars/documents/BOARS2016ReporttoRegents.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/documents/BOARS2016ReporttoRegents.pdf)

<sup>6</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/HP\\_MGYreBOARS\\_CR\\_rpt.pdf](http://senate.universityofcalifornia.edu/_files/reports/HP_MGYreBOARS_CR_rpt.pdf)

<sup>7</sup> [http://senate.universityofcalifornia.edu/\\_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf)

<sup>8</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/Nov52013BOARSReporttoRegents-Final.pdf](http://senate.universityofcalifornia.edu/_files/reports/Nov52013BOARSReporttoRegents-Final.pdf)

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

compare favorably to California residents; and challenges associated with the future of the referral guarantee.

## Key Findings

### OVERALL FRESHMAN ADMISSION

- ❖ Total applications increased 6.2% from 2013-14, followed by 6.4%, 5.2%, 3.2%, and 6% from 2014 to 2015, 2015 to 2016, 2016 to 2017, and 2017-18 respectively. This year, total applications decreased a total of 3%.
- ❖ This year, applications from nonresidents decreased less compared to applications from California residents. Between 2013 and 2018, the year-over-year increases in out-of-state national (international) applicants were 19.1% (21.1%), 16.6% (9.0%), 12.0% (9.8%), -2.6% (-0.8%), and 2.2% (5.0%), from 2013 to 2014, 2014 to 2015, 2015 to 2016, 2016-2017, and 2017-2018, respectively. While 2019 saw a decrease of 1.7% (-2.8%).
- ❖ In comparison, applications for California residents have increased since 2013: 0.6%, 3.2%, 2.1%, 6.1%, and 7.3% from 2013 to 2014, 2014 to 2015, 2015 to 2016, 2016 to 2017, and 2017-2018, respectively. Applications for 2019 decreased by 3.4%.
- ❖ UC admitted 71,479 California freshman applicants for fall 2019. This represents a 14.3% increase since implementation of the new admissions policy in 2012, when 62,527 California freshmen were admitted.
- ❖ California residents comprise the vast majority of new admits and enrollees at the undergraduate level. Several significant highlights include the following:
  - Freshman admission rates varied by campus in 2019. Berkeley and UCLA remain highly selective, with less than 20% of applicants receiving an admission offer (see Table 2/Figure 2).
  - The academic indicators of the admitted and enrolled class of California freshmen remained constant or rose in 2019 (see Table 3 and Figure 3).
  - California residents represented 79.1% of all freshman enrollees at UC for 2019 (see Table 6).
- ❖ More than half of the California freshmen admitted to UC choose to enroll. Nonresidents (both domestic and international) are far less likely to accept an offer of admission than are California residents (see Figure 5).

### FRESHMAN ELIGIBILITY

- ❖ In 2019, 16.8% of California public high-school graduates qualified for guaranteed (eligible) admission or were admitted from the Entitled to Review (ETR) pool. This exceeds the Master Plan expectation of admitting from the top 12.5%.

- 13.3% of California public high school graduates who applied to UC were guaranteed admission and an additional 3.5% were admitted as Entitled to Review (see Table 4).
- ❖ About half the California freshman applicants met the Statewide Index (50.2%) in 2019. As a proportion of the 9x9 guaranteed pool, 88.6% met the index.
- ❖ There is a great amount of overlap between the pool of the applicants meeting the Statewide Index and Eligible in the Local Context (ELC). Just over 11% of the 9x9 guaranteed pool were designated ELC-only and did not meet the index.
- ❖ While the number of ETR applicants has increased steadily since 2012, 2019 saw a decrease from 41,898 in 2018 to 40,335 (a decrease of 1,563 or 3.7%) (see Figure 6).
- ❖ All eligible applicants who were not admitted to a campus to which they applied were offered the opportunity to consider admission to the campus that had available space—UC Merced. The fall 2019 referral pool consisted of 11,940 students, which was a 3% decrease (406 students) from fall 2018. Among students placed in the referral pool, 553 (5%) opted in for consideration to admission at Merced and about 10% of these students (57) ultimately enrolled at Merced (0.5% of the overall referral pool).<sup>10</sup>

#### **ACADEMIC PERFORMANCE**

- ❖ New freshmen continue to improve their success at UC. The average first-term UC GPA of California residents has increased steadily and continues to be higher than the cohorts prior to the implementation of the new 2012 admissions policy, while the average first-term probation rate has continued to decrease. The mean first-year UC GPA for California freshmen was 3.18 in 2018, up from 3.15 in 2017 (the highest year to date under the new policy), and 92.4% of first-year California residents move on to their second year (see Table 11).

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

- ❖ California resident transfer applicants increased by 0.6% from 2018 to 2019. Applications from domestic nonresidents and international transfers have varied since 2012, but the vast majority of transfer applicants (84.0%) are California residents (see Table 5).
- ❖ UC admitted 70.4% of California resident transfers for an admitted class in 2019 of 24,430.
- ❖ 87% of transfers enrolled in 2019 were residents and 12.6% were international students (see Table 8).

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<sup>10</sup> An additional 2,618 students were initially placed in the referral pool but received admission from the waitlist or were admitted via appeal to at least one campus to which they had applied. (The referral pool is created in early April after all campuses have released their initial admission decisions but before campuses begin making waitlist offers.) University of California Office of the President, Office of Institutional Research and Academic Planning (unpublished)

- ❖ White students represent the largest proportion of California Community College transfer enrollment (28.1%) followed by Chicano/Latinos (26.4%) and Asians (26.1%). Chicano/Latino transfers exceeded Asians in 2018 and 2019. (See Table 9.2).
- ❖ Transfer students from 2012 through 2017 have demonstrated decreasing first-year probation rates (see Table 12).

## **DIVERSITY**

- ❖ For fall 2019, Chicanos/Latinos represented the largest proportion of California freshman enrollees of underrepresented groups (31.5%) followed by African Americans (4.5%) and American Indians (0.5%) (see Table 3).
- ❖ For fall 2019, 45.8% of California freshman applicants were first-generation college students as were 43% of admits and 42.9% of enrollees (see Table 3 and Figure 7).
- ❖ The percentages of ELC-only applicants, admits, and enrollees who were first-generation were 81.3%, 82.9%, and 82.8%, respectively (see Table 10.2).
- ❖ Applicants, admits and enrollments of underrepresented groups (URG: African Americans, American Indians, and Chicanos/Latinos) are at 44.4%, 39.5%, and 36.5%, respectively for fall 2019 (see Table 10.2).

## **NONRESIDENTS**

- ❖ The proportion of nonresident freshmen enrolled at UC (including out-of-state and international) decreased slightly to 20.9% in 2019 from 21.3% in 2018 (see Table 6). The proportion of nonresident transfers (including out-of-state and international) dropped to 13% in 2019 (see Table 8).

## **RECOMMENDATIONS**

1. BOARS recognizes that the increased enrollment of undergraduates benefits Californians of all races/ethnicities, including those underrepresented at UC. BOARS remains concerned, however, that yield rates for African Americans and American Indians are below the systemwide average, and the committee welcomes University and campus efforts that work to increase the number of underrepresented students who ultimately decide to enroll at UC.
2. In 2016, BOARS acknowledged that the target of 5,000 additional enrollments lowered the size of the referral pool; however, with the target of an additional 2,500 enrollments in 2017, the referral pool returned to pre-2016 levels. BOARS remains committed to the Master Plan guarantee to students, of which the referral pool is a critical component, and believes that future enrollment increases will continue to grow the size of the referral pool. As such, BOARS is concerned that the University will soon have no campus with available space, which brings into question its historical ability to offer admission to all eligible applicants. UC must address this issue expeditiously.
3. BOARS supports the idea that increased enrollment creates more opportunity for students, however, the committee will continue to monitor the broader effects increased enrollment has on the University. In particular, BOARS is concerned that increasing enrollment

without sufficient additional funding for faculty, infrastructure, and student services will diminish the quality of a UC education.

## SECTION I: INTRODUCTION

### I.1 WHAT ARE COMPREHENSIVE REVIEW AND HOLISTIC EVALUATION?

In November 2001, the Regents adopted a comprehensive review policy for undergraduate admissions requiring that “students applying to 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.”<sup>11</sup> The policy is implemented through the *Guidelines for Implementation of University Policy on Undergraduate Admissions*,<sup>12</sup> 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*.<sup>13</sup> 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 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

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<sup>11</sup> <http://regents.universityofcalifornia.edu/governance/policies/2104.html>

<sup>12</sup>

[http://senate.universityofcalifornia.edu/\\_files/committees/boars/documents/GUIDELINES\\_FOR\\_IMPLEMENTATION\\_OF\\_UNIVERSITY\\_POLICY\\_on\\_UG\\_ADM\\_Revised\\_June2016.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/documents/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_June2016.pdf)

<sup>13</sup> <http://regents.universityofcalifornia.edu/governance/policies/2108.html>



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

When BOARS initially proposed the changes in eligibility policy nine 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 2012<sup>14</sup> and 2013,<sup>15</sup> 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 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 and 2016 reports express concern, however, about the size of the overall eligibility pool, which is larger than BOARS expected,<sup>16</sup> 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.

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[http://senate.universityofcalifornia.edu/\\_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf)

<sup>15</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/Nov52013BOARSReporttoRegents-Final.pdf](http://senate.universityofcalifornia.edu/_files/reports/Nov52013BOARSReporttoRegents-Final.pdf)

<sup>16</sup> 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.

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

### II.1 APPLICATIONS

**Freshman Applications.** The University of California experienced steady growth in freshman applications for most of 2010s. This year, however, there was a slight decrease of just more than 4,000 California applicants from 2018 (Table 1). Recent trends of increasing out-of-state applications were also reversed this year.

**Transfer Applications.** As seen in Table 1, applications from transfer students decreased by 0.2% in 2019, consistent with overall application trends.

### II.2 ADMISSION

**Freshman Admission.** UC admitted 107,668 applicants as freshmen for fall 2019. Figure 1 shows systemwide trends in the number of freshman applicants and admits since 2015.

The data in Table 2 and shown graphically in Figure 2 illustrate a slight increase in the systemwide admit rate for 2019. Some of the campuses also had lower admission rates.

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

As indicated in Table 3, UC admitted 71,479 of the 115,987 California resident freshman applicants for 2019. This includes 63,007 of 101,320 public high school applicants, equal to 14.7% of the total CA public-high-school graduating class (estimated to be 429,790 in Table 4). The average high-school GPA of all California Freshman admits was 3.96, with an average of 49 semesters of A-G courses (30 is the minimum) and 16 semesters of honors courses. The average SAT Reading and SAT Math scores remained constant for both admits and enrollees, as did the average ACT score for admits and enrollees.

A question arising in the public conversation about UC admissions is whether UC is meeting its Master Plan obligations to California residents. Table 3 shows that California admits from public high schools constituted 88.1% of the total California resident admit pool in 2019. Table 4 shows the best estimates that the University can provide of the percent of high school students admitted. All applicants who were guaranteed admission (statewide and/or ELC) and all admitted “ETR” students are included in the table.

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 admission guarantee to approximately 10% of California public high school graduates. BOARS recognized the miscalculation in 2012 after UC admitted 11.6% of public high school graduates who met one or both of the 9x9 guarantees, which grew to 14.3% after adding those admitted through ETR. In 2019, UC’s guarantee structure appears to still 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 2019 (57,166) constitute 13.3% of the total graduating class (429,790), while the admitted ETR applicants (15,248) constitute 3.5%. Overall, the combination of these groups represents 16.8%.

Thus, the 9x9 eligibility policy has overshot its original target for admission guarantees and, as a result, the overall eligibility pool is larger than expected. The total referral pool shrank to 11,940 in 2019, a 3% decrease.

### **II.2.2 Recalibration of the Statewide Eligibility Index**

In June 2013, on the recommendation of BOARS, the Assembly of the Academic Senate approved<sup>17</sup> 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 current 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 current index took effect for students who applied 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 in 2015, but it has risen steadily since then, topping out in 2018 with 28,948 eligible applicants. For 2019, again consistent with the drop in total number of California high school graduates, 28,629 resident applicants were eligible. This change also had an effect on the ELC and ETR pools. The number of applicants identified as ELC-only increased from 5,244 in 2014 to 7,996 in 2015 (a 52.5% increase); the number of ELC-only applicants then decreased to 7,948 in 2016, but grew to 8,105 and then 8,254 in 2017 and 2018, respectively. In 2019, it dropped to 7,489, a decrease of 9%. The number of applicants designated as ETR increased from 28,905 in 2014 to 35,936 in 2015 (a 24.3% increase), and then from 37,087 in 2016 to 39,437 in 2017 and 41,898 in 2018; in 2019, 40,335 applicants were designated as ETR (a 3.7% decrease)—*c.f.*, Table 3.

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

The average profile of admitted applicants for fall 2012 through fall 2019 presented in Figure 3 show that academic indicators in 2019 are comparable to prior years.

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

As shown in Table 5, overall, UC admitted 28,528 transfer students in 2019, a 5 student decrease from 2018. Admission rates declined slightly to approximately 70.4% for California residents, and increased slightly to 69.3% for international students. The number of domestic out-of-state applicants admitted to UC remains small, 269 in 2019.

## **II.3 Enrollment Outcomes**

**Freshman.** Systemwide, 45,943 freshmen enrolled for fall 2019, compared with 46,677 in 2018, 46,006 in 2017, 47,479 in 2016, 41,556 in 2015, as indicated in Table 6. This represents an increase of 4,387 new freshman enrollees during the four-year period 2015-2019, a 10.6% increase. While California resident enrollees peaked at 38,361 in 2016, the proportion of residents enrolled remains constant, at 79.1% in 2019.

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<sup>17</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/RLP\\_Sakaki\\_StatewideIndexamendment\\_FINAL.pdf](http://senate.universityofcalifornia.edu/_files/reports/RLP_Sakaki_StatewideIndexamendment_FINAL.pdf)

Figure 4 shows the numbers of California freshman admits and enrollees has remained relatively flat from 2016 to 2019 despite the increase in applications. Recently, enrollment growth allowed more admission offers to be made.

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

Figure 6 shows numbers of California freshman applications, admits, and enrollees by eligibility status over the past five admission cycles. Tables 7.1 and 7.2 show the same data in tabular form along with admission and yield rates for each applicant category, with the changes from 2015 presented in Table 7.3. The data show that applicants who are ELC-only make up a relatively small percentage of the total number of applicants who are eligible (via either the Statewide Index, ELC, or both). The total number of eligible applicants increased during the four-year period, from 56,829 in 2015 to 65,750 in 2019.

Statewide-eligible applicants continue to be admitted at higher rates than ELC-only applicants (80.5% versus 78.8% for 2019), and the yield rate for the ELC-only group is somewhat lower as well. Among California freshman admits, those who are ELC-only constitute a decreasing proportion of the total number of eligible admits, from 12.4% of the eligible pool in 2015 to 11.2% in 2019 (*c.f.*, Table 7.2). The trend is the same for the number of ELC-only enrollees.

Overall, admits and enrollees who are ELC-eligible and ETR constitute a decreasing proportion of all California admits and enrollees, as indicated in Table 7.2. The admission rate for ETR applicants remains considerably lower than that of eligible applicants (as expected). It has ranged over the years between 35% and 50% landing at 42.2% in 2019. Admission rates for applicants who fall into the “Other” category (who are neither eligible nor ETR) are the lowest of all applicant groups (16.6% in 2019). The Other category constitutes the pool of applicants who do not appear to fall into one of the eligibility categories and may be receiving Admission by Exception (A by E), which make up only 1.9% of all new enrollees, well within UC policy limiting A by E matriculants to no more than 6% of the total.

All eligible applicants who were not admitted to a campus to which they applied were offered the opportunity to opt-in for an admission offer from Merced, the only campus currently with available space for referral admissions. In 2019, 57 students from the total referral pool (0.5%) enrolled at Merced.

**Transfer.** Systemwide, 20,196 transfers enrolled for fall 2019, compared with 21,015 in 2018, 20,012 in 2017, 19,482 in 2016, and 16,889 in 2015, as indicated in Table 8. California resident transfer enrollees represented 87% of all transfer enrollees.

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

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

residency, and the representation of racial/ethnic groups, particularly those who have been historically underrepresented at UC.

### **Freshman Applicants, Admits, Enrollees, and Diversity 2015–2019**

Again this year, the UC admit pool experienced a slight decline in the proportion of first-generation enrollees. (The proportion of low-income enrollees is not available for 2019.) Figure 7 summarizes the proportions of first-generation and low-income enrollees for the past five admission cycles.

### **Transfer Applicants, Admits, Enrollees, and Diversity 2015–2019**

Tables 9.1 and 9.2 summarize the diversity of UC's transfer applicants, admits, and enrollees over the past five admission cycles. Numerical counts are given in Table 9.1 and percentages of the total counts for each category are given in Table 9.2. The data show that at the transfer level there was a 44% overall increase in enrollments (from 4,206 to 6,043) of students from underrepresented groups (African Americans, American Indians, and Chicanos/Latinos) between 2015 and 2019. Chicano/Latino enrollment has increased by around 44% since 2015 and African American enrollment by 48%. For fall 2019, the representation of African Americans remains steady at 4.7% of enrollees, as does that of Chicanos/Latinos at 26.4% of enrollees. Whites remain the largest racial group among CCC transfer enrollees, at 28.1% of all CCC transfers.

### **UC as a Vehicle of Social Mobility: The Freshman Academic Profile in 2019**

Tables 10.1 and 10.2 detail the distribution of applicants, admits, and enrollees among ethnic and eligibility categories. This information is important because one of the goals of the eligibility changes was to provide access to high school graduates who completed the A-G high school curriculum and had strong academic credentials but fell short of the prior eligibility rules.

Other indicators show ways in which UC is able to be an engine of social mobility in the state. As noted earlier, more first-generation applicants (coming from families where *neither* parent has a bachelor's degree) are seeking and gaining admission to UC. As indicated in Tables 10.1 and 10.2, among the 115,987 California applicants for fall 2019, 45.8% (53,083) were first-generation, as were 43% of California admits and 42.9% of enrollees (15,592 enrollees). It is important to note that among California applicants who met the ETR criteria (without a statewide or ELC guarantee) the percentages of applicants, admits, and enrollees who were first-generation were 61.7%, 64.5%, and 61.7% (3,853 enrollees), respectively; while among the ELC-only group the percentages were 81.2%, 82.9%, and 82.8% (2,369 enrollees), respectively. Overall, this means that 39.9% (6,222 of 15,592) of the first-generation enrollees for fall 2019 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

URGs represent 44.4% of California applicants, 39.5% of California admits, and 36.5% of enrollees (13,275 enrollees) for fall 2019. Among California applicants who were ETR the percentages of applicants, admits, and enrollees from URG groups were 60.7%, 60.2%, and 57.4% (3,583 enrollees), respectively; while among the ELC-only group the percentages were 77.6%, 79.7%, and 78.7% (2,251 enrollees). Overall, this means that 43.9% (5,834 of 13,275) of URG enrollees for fall 2019 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 policy.

Figure 8 summarizes the data discussed above regarding first-generation, ELC-only enrollees, including comparisons of profiles over the past four admissions cycles (2015–2019). Overall, the data indicates that many of the goals of the eligibility changes are being met. Many applicants who met the ELC guarantee alone or were ETR without the guarantee were admitted. Moreover, ELC-only and ETR admits and enrollees were more diverse and more likely to be first-generation than those who were eligible via the Statewide Index.

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

The preceding sections have addressed outcomes of the admissions process itself. One of BOARS' key roles is to ensure that the students who are admitted are ready to be successful at UC. To ensure that admission processes are working as intended, BOARS examined the performance of students after matriculation as freshmen at UC campuses. The average first-term (quarter or semester) freshman grade point average, probation rate,<sup>18</sup> and persistence rate<sup>19</sup> were evaluated for all students who began in fall 2012 through fall 2018. The results are presented in Table 11. A statistical significance test examining the differences in average GPAs from one year to the next was also performed.

Students have continued to succeed under the new admissions policy. Their average first-term GPA has steadily increased and continues to be higher than in either of the two years prior to implementation of the 2012 admissions policy, and their first-term probation rate has continued to decrease. In all, 92.4% of the most recent cohort of first-year UC students continue on to their second year.

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

The success of transfer students at UC is also very important to BOARS. BOARS examined the performance of transfer students by examining their first-year probation rate, and the results are presented in Table 12. Transfer students from 2011 through 2017 have demonstrated decreasing first-year probation rates. The “Comprehensive Review Guidelines”, which list nine criteria for selecting transfer (advanced standing) applicants, are achieving the goal of selecting applicants who are prepared to complete their undergraduate education at UC.

## **II.7 Nonresident Admission**

The 9x9 eligibility policy applies to California residents only, and while UC has maintained its commitment to admitting all eligible California residents under the Master Plan, campuses have expanded their recruitment of full-tuition-paying domestic and international nonresidents following a budget crisis that saw UC's state funding fall by nearly \$1 billion. Figure 5 indicates the number of nonresident freshman applicants between 2016 and 2019 has increased. Domestic nonresident enrollees increased in 2019, up 19 students from 2018, while international nonresident

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<sup>18</sup> Probation rate is based on the number of students whose fall term GPA was less than 2.0, excluding GPAs of 0.00 if the student persisted to the next term.

<sup>19</sup> Persistence rate is the ratio of students who begin the second term of their freshman year after completing fall term.

enrollees decreased by 338 from 2018. In 2019, nonresidents comprised 20.9% of all freshman enrollees.

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 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 clarification<sup>20</sup> to its July 2009 principles for the admission of nonresidents, stating that nonresidents admitted to a campus must compare favorably to California residents admitted to that campus. In December 2011, BOARS recommended procedures<sup>21</sup> for the evaluation of residents and nonresidents to ensure that campuses meet the compare-favorably standard. BOARS also resolved that campuses should report annually to BOARS on the extent to which they are meeting the compare-favorably standard.

In spring 2019, BOARS analyzed 2018 admissions outcomes for each campus and the extent to which campuses met BOARS' policy. BOARS issued a report<sup>22</sup> summarizing outcomes from a systemwide perspective. The report compares high school GPA, SAT score, and first-year UC GPA and persistence for California residents, domestic nonresidents, and international nonresidents, and highlights statistically significant differences in group averages for each campus. The report notes that based on those limited measures, the University is meeting the standard on a systemwide basis, although outcomes vary on specific campuses. The report acknowledges the difficulties in making these assessments in the absence of more complete contextual and individual achievement data for nonresident students. It also emphasizes that GPA and test scores alone are insufficient to fully capture freshman applicants' qualities and that nonresident applicants are assessed on the full complement of comprehensive review factors during the admissions process. Finally, the report states that a given campus enrollment target for residents and nonresidents should not influence the quality or outcome of the compare favorably assessment and that BOARS analyses include an assessment of student outcomes after they matriculate to UC.

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<sup>20</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/DS\\_MGY\\_LPBOARSNRPrinciple6.pdf](http://senate.universityofcalifornia.edu/_files/reports/DS_MGY_LPBOARSNRPrinciple6.pdf)

<sup>21</sup> [http://senate.universityofcalifornia.edu/\\_files/reports/RMA\\_MGYreBOARSresolutiononevalofresidents\\_non-residents\\_FINAL.pdf](http://senate.universityofcalifornia.edu/_files/reports/RMA_MGYreBOARSresolutiononevalofresidents_non-residents_FINAL.pdf)

<sup>22</sup> [https://senate.universityofcalifornia.edu/\\_files/committees/boars/documents/2018-compare-favorably-report.pdf](https://senate.universityofcalifornia.edu/_files/committees/boars/documents/2018-compare-favorably-report.pdf)

### **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 questions to the best of their ability. All UC applicants submit responses to four personal insight questions that provide additional information for readers.

The 2010 and 2012 reports discussed the different approaches to comprehensive review at the nine undergraduate campuses, including single score (“holistic”); two stage or multiple stage; and fixed weight approaches, as well as the role of supplemental review, and mechanisms to ensure the quality and integrity of the review process. Since 2012, several campuses have made 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 effective outcomes using different strategies. Additionally, some campuses employ an augmented review process to help evaluate applicants who may be “on the bubble.” Augmented review usually takes the form of requesting 7<sup>th</sup> semester high school grades, response to a questionnaire, or letters of recommendation. When applicable, campuses outline their use of augmented review. This process is guided by Regents Policy 2110, approved in July 2017.<sup>23</sup>

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<sup>23</sup> <https://regents.universityofcalifornia.edu/governance/policies/2110.html>



## ***Berkeley***

Berkeley's holistic reading process has been in place for nearly two decades, and has significantly informed the implementation of holistic review at other campuses. Like other campuses, Berkeley 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 Berkeley's admissions professionals in new ways. These new challenges include the ongoing need to understand sufficiently 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 UC's minimum requirements for admission.

Berkeley's Office of Undergraduate Admission staff have continued to consult with faculty and staff at other UC campuses in matters relating to holistic review. In April 2015, Berkeley's Academic Senate division approved a new admission policy that adjusted the process to meet the current realities. Reader training consistently begins the first week of November so that individual readers may reach a baseline among all readers (known as norming) and then start reviewing applications as early as mid-November. The early start allows our office to complete a holistic review for tens of thousands of applicants, complete two reads for each application, and still meet our decision release deadline at the end of March.

The Augmented Review (AR) process at Berkeley follows Regents Policy 2110 with no more than 15% of freshman applicants reviewed under the policy. Within this process, selected applicants are given the opportunity to submit two letters of recommendation to be considered as part of the second read.

Berkeley continues to see an increase in selectivity. The most selective college remains the College of Engineering. UC's enrollment expansion plan provided some ability to accommodate additional new students at Berkeley, but capacity issues on campus have complicated the admissions process. We continue to try to find alternative ways to accommodate students, including an expanded Fall Program for Freshmen, and offering freshmen an opportunity to study in London, France, or Hong Kong through the Global Edge program, and the Dual Degree programs of Sciences Po and HKU. These extra programs and increased selectivity have changed the modeling for enrollment targets and have made Berkeley much more dependent upon a waitlist. This level of selectivity continues to challenge the diversity of thought and background that is the benefit of holistic review.

For the fourth year, Berkeley has released a small number of decisions in February. This year 1,201 applicants were admitted—these admits include applicants chosen to interview for the Regents' and Chancellor's Scholarship, admits to the College of Engineering's Management, Entrepreneurship & Technology (M.E.T.) program, Mills 3+2 admits, Science Po Dual Degree candidates, and a small number of recruited athletes. This notification is outside of the normal admissions timeline and has grown over the years. This can create a significant workload challenge for the undergraduate admission office. Given that there are now three years of data, it would be useful to analyze the yield data of this population and gain a better understanding of the impact (if any) of this early notification and whether it is a productive use of resources.

Berkeley also continued to manage the ratio of incoming freshmen and transfer students to be able to meet the 2:1 ratio that has been requested of the entire University. All of this refining work must take place in early summer, utilizing both the freshman and transfer waitlists, as well as institutional records and registration data to estimate overall retention.

## ***Davis***

Davis is in its eighth year of using the single score Holistic Review (HR) methodology as our Comprehensive Review (CR) process for freshman admissions. The campus is satisfied with and remains ardent about the merits of HR, which enables individualized human assessment of all applications taking into account the 14 faculty-approved academic and nonacademic CR factors. All CR factors considered are in the context of the opportunities available to the applicant, and any challenges and disadvantages the applicant may have faced. This approach allows a nuanced understanding of an applicant's academic and personal achievements in light of opportunities.

Undergraduate Admissions (UA) maintains extensive training and certification processes to ensure that HR readers appropriately apply the CR guidelines, and thoroughly review all aspects of each application. In cases where the reader's HR score differs by more than one integer value from a numerical predicted value score generated from quantitative data in the application, an HR team leader or UA manager will also assess the application and determine the final HR score. For the 2019–20 read cycle, we continued to use eight HR score levels (0.5–7) with the 0.5 level at the "highest" end to assist in distinguishing between the strongest applicants in the most selective majors.

Davis continues to be a selective campus with approximately four out of every 10 freshman applicants admitted to our campus. Through strategic recruitment and yield efforts, we are pleased to have enrolled a freshman class with high academic achievement that encompasses the broad diversity of students within California and beyond. This includes significant percentages of first-generation, low-income, and underrepresented students, as well as almost 100% geographical representation throughout the state.

## **Augmented Review (AR)**

### **Process**

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

Virtually all of the applicants admitted through the AR process will be UC-eligible and, in fact, most will far exceed minimum admission requirements. Consistent with the guiding principles the Davis faculty have articulated for undergraduate admission, applicants admitted through the AR

process **must** demonstrate personal qualities and levels of academic preparation that indicate a strong likelihood that they will be successful and persist to graduation.

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

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

If the applicant is selected to receive an AR, they are sent an email to complete an online questionnaire that gives them the opportunity to expand upon information provided in the original application, such as special talents/skills, personal circumstances (*which includes, but is not limited to, medical conditions, immigrant experience, disabilities, family experiences, and opportunities that were or were not available at school or home*) and any extraordinary circumstances that the applicant believes may bear upon his/her high school performance. Also, applicants are given the opportunity to identify an individual who may provide a recommendation, as well as the ability to submit seventh-semester grades and revise their planned eighth-semester coursework. The applicants' additional information is reviewed by the HR leaders and management team in a process similar to the HR process. Depending upon the size of the AR pool and distribution of scores, AR candidates may be subject to a tie-breaking process that would be similar to that of the HR process.

### **Criteria**

Holistic review (HR) readers should use their professional judgment to evaluate each applicant based upon the full range of selection criteria, using all of the information available in the application and evaluating that information within the context of opportunity. If the reader wishes to recommend AR consideration for an applicant, the reader must still provide an HR score that reflects the applicant's qualifications based upon the information available.

The AR criteria below are designed to capture the most likely circumstances in which HR readers would wish to gather additional information. In assessing applicants, readers must seek to follow the "spirit" of the process, and should request AR consideration even in circumstances not encompassed in the criteria below. Although many AR cases will be applicants who have experienced hardship or had limited academic opportunities, the campus's Committee on Admissions and Enrollment (CAE) recognizes that some applicants may not have experienced hardships, yet may have encountered extraordinary circumstances that make them appropriate candidates for AR. Finally, please note that because Davis receives so many applications from low-income and first-generation students, the fact that an applicant comes from a low-income family and/or has parents who did not graduate from college is insufficient to warrant an applicant receiving AR consideration. AR consideration may be offered for HR scores between 1 and 6.

In general, readers use the following criteria to recommend AR consideration:

- Evidence of significant improvement in the academic record, but not at a level sufficiently competitive for regular admission, accompanied by reasons for the initial sub-standard performance that are in keeping with the intent of the policy;

- Evidence of extraordinary talent in one area, but lacking the overall balance that would be found in most applicants who are likely to be admitted through the regular review process;
- Evidence of significant academic achievement, or the potential for academic achievement, at the University in spite of extraordinary or compound disadvantage, disability, or other unusual circumstances;
- Evidence of academic achievement at a level that may indicate the potential for success at Davis, but with insufficient information with which to fully gauge this potential. These applicants should have demonstrated the ability to overcome substantial hardship, and may have participated in an outreach program. When in doubt, participation in UC-approved outreach programs are sufficient grounds upon which to recommend AR;
- Evidence of impassioned, enduring commitment, and extraordinary achievement in a particular area (e.g., intellectual or creative activity, athletics, leadership, or community service), or evidence of character traits that imply a strong likelihood of making a significant contribution to campus life at Davis;
- Evidence of relative lack of access to, counseling or support to take A-G, honors, AP, IB, or college-level classes, or required college entrance examinations.

### **Augmented Review (AR) Requests**

- **Applicants—Fall 2019 (N=1,504)**
  - A total of 668 (44.4%) responded to the opportunity to provide information through the AR requests.
  - Of the 1,504 AR requests, 737 (49.0%) were underrepresented; 282 (18.8%) underrepresented applicants responded.
  - There were 761 (50.6%) first-generation and 692 (46.0%) low-income.
  - Domestic AR requests accounted for 1,478 (98.3%) and 26 (1.7%) were international.
- **Admits—Fall 2019 (N=309)**
  - A total of 309 (20.5%) were admitted of the AR requests.
  - Of the 668 who responded to the AR request, 174 (26.0%) were admitted, and 67 (38.5%) were underrepresented.
  - Of the 836 who did not respond to the AR request, 135 (43.7%) were admitted, and 78 (57.8%) were underrepresented.
  - There were 159 (51.5%) first-generation and 145 (46.9%) low-income.
  - Domestic AR admits accounted for 300 (97.1%), and 9 (2.9%) international.
- **Themes**
  - AR requests (N=1,504) have significantly decreased by 2,657 (63.9%) since fall 2016 (N=4,161). As a result of the revised Personal Insight Questions (PIQs), applicants are providing better information. UC and the individual campuses have also taken great efforts to help applicants best present themselves on the undergraduate admission application through webinars, advising, workshops, etc.
  - Davis believes strongly that AR still has an important role in our comprehensive review process. It allows UA to gain more in-depth information from the applicant, which can bring clarity of achievements in the context based on one of three faculty-approved areas: Compound Disadvantaged/Academic Enrichment;

Personal challenge; and Extraordinary Achievements which may improve their HR Score.

### ***Irvine***

For the 2019–20 application year, Irvine received an overall increase in undergraduate applications (8.6%). As in the previous year, the increase in overall application volume was also accompanied by an increase in overall quality of the applicant pool as measured by GPA and SAT total score.

Irvine employed a similar comprehensive review process as in the previous application cycle, including reader training, norming sessions, and routine monitoring of the comprehensive review assessments throughout the read process. The only notable change Irvine employed was a shift from the 1–5 scoring system to an assessment-based system. The three assessment values used were: Highly Recommend for Admission, Compares Well to Campus Standards, Do Not Recommend for Admission. No anomalous issues were noted by the comprehensive review manager or reported by the readers during the read process. A post hoc audit of the assessments showed an expected distribution consistent with previous years' distribution patterns. As is our standard practice, Undergraduate Admissions continually reviews operations to refine and attempt to improve the implementation of comprehensive review to ensure the process is equitable and able to consider the full context of an applicant's opportunity to learn so as not to limit access to underserved students from educationally disadvantaged communities.

In closing, similar to last year, Irvine finds the implementation of comprehensive review to be a successful practice, and one that is appropriately aligned with the campus mission. With the continued growth of applicants to Irvine, the campus strives to continually resource the admissions staff and provide readers with effective training.

### ***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 by the faculty through Comprehensive Review including classroom performance, motivation to seek challenges, and the rigor of the curriculum within the context of high school opportunities. Moreover, academic achievement should not be the sole criterion for admission, as UCLA seeks 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, per faculty

recommendation. Details of the application review and selection process are presented to the local faculty committee CUARS (Committee on Undergraduate Admissions and Relations with Schools) on an annual basis.

All applications are reviewed at least twice by professionally-trained readers. After independently reading and analyzing an application, the reader determines a holistic score (based upon faculty-approved elements of Comprehensive Review) that is ultimately used in the selection process. In addition, admission managers and senior staff conduct multiple quality-control checks for consistency and completeness throughout the reading process. These checks include minimizing reader overlap, monitoring disparate holistic review percentages (percent of reads that result in a third review due to significant difference in scoring), and utilizing staff-normed training cases to ensure readers are scoring applications consistent with policy and practices. Extensive reader training, full review of each application, and these quality-control checks ensure that the process is highly reliable and reflective of approved policy and practices.

Consistent with faculty policy, which stipulates that applicants are evaluated using multiple measures of achievement and promise, UCLA utilizes a Supplemental/Augmented Review process. This process allows UCLA to collect additional information from the student and conduct an additional application review for candidates that present particular circumstances or talents. These circumstances/elements may include special talents in particular areas, having achieved despite severe hardship, or significant lack of access to educational resources or support, as a few examples. Consistent with the Guiding Principles the faculty have articulated that applicants considered through the Supplemental Review process must demonstrate personal qualities and levels of academic preparation that indicate a strong likelihood that they will be successful and persist to graduation given the academic and personal support services available on campus. Virtually all of the applicants included in the Supplemental Review process will be UC-eligible and, in fact, most will far exceed minimum admissions requirements. While faculty policy allows for up to 15% of applicants to be identified for supplemental/augmented review, UCLA typically identifies between 5–6% of its applicant pool for this review.

While considered a best practice within the higher education community, holistic review is labor-intensive and time-consuming. UCLA is fortunate to have extensive school profile and curriculum information available for California high schools (available curriculum such as AP/IB/Honors courses, California Dept. of Education data, etc.), but continues to be challenged by a lack of similar information from schools throughout the United States (US) and abroad. Reviewing international applications requires additional expertise, making the reading load challenging. The dearth of school-related information makes it difficult to evaluate non-California students within the context of their high school opportunities, in the same way that we do for California students. The volume of nonresident applications over the past several years has provided additional school-specific historical data, such as percentile ranks of students' GPA or index scores in the context of other applicants from the same school. However, this detailed high school information is still lacking when compared to similar data for California high schools. UCLA's hope is that the UC system 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 for students admitted from outside of California. To supplement the information we have for high schools and student neighborhoods/communities, UCLA has partnered with the

College Board to utilize their Landscape tool which provides additional high school and neighborhood information for US applicants.

For fall 2019, UCLA admitted 12% of 111,000+ freshman applicants. Enrollment of California residents in the freshman 2019 class slightly increased from 2018 with a slight decrease in nonresident enrollment/targets due, in part, to over-enrollment in the fall 2018 class. Yield among admitted students, both in and outside of California, continued to increase reflecting the growing demand for an undergraduate education at UCLA. For fall 2019, however, we were able to utilize our waitlist to ensure that we achieved our enrollment targets without overenrolling.

The increasing volume and quality of applicants at UCLA has continued to place pressure on our holistic review process, including our commitment to review every application twice. We are also increasingly concerned with the declining admit rates for all candidates, but especially for our California residents. As volume, quality, and yield continue to increase, admit rates will continue to decline. Undergraduate Admission will continue to work closely with CUARS to address these challenges within the principles of Holistic Review.

## ***Merced***

Merced's admission process is designed to review and select well-prepared students who demonstrate qualities that will promote their success. Our faculty, in collaboration with the administration, built our hybrid comprehensive review process on UC established policies (including comprehensive review) and best practices.

This process has served Merced well. The campus has experienced a steady increase in the number of native freshman applicants, from 8,053 in 2005 to 24,615 in fall 2019. This excludes applicants from the referral pool. The average native admitted first-time freshman GPA in fall 2019 was 3.7, and the 25th percentile was 3.44 while the 75th percentile was 4.00. That same enrolled first-year class is diverse: 59.0% are Hispanic, 19.0% Asian, 7.7% White, and 4.1% African American. In addition, the process has enabled Merced to help UC uphold its commitment to the California Master Plan of Higher Education by accommodating qualified referral pool applicants.

The Faculty Sub Committee on Admissions and Financial Aid continued its support of the comprehensive review model based on the 14 criteria approved by BOARS, which incorporates relevant academic factors (75%) together with socioeconomic factors, school context, and a human read score (25%).

The process currently includes an academic evaluation for meeting admission requirements, a point-driven comprehensive review on academic factors for all applicants, and a subset of the applicant pool receiving a human read score. Admissions provides trainings and norming sessions

for evaluation staff and ensures that no student is denied admission without a fair review. Staff met weekly to discuss in detail the review process and difficult decisions, achieve consensus on scores, and refer some applicants for Admission by Exception review.

Merced continues to follow the guidance of BOARS, which allows for admission of students from the full range of applicants who meet requirements. However, a percentage slightly above the cutoff score and slightly below the cutoff score receive an additional detailed review of their application to determine the final selected population. This approach is effective given the level of required selectivity (based on demand and capacity), the current volume of applicants, and available Admissions staff.

Overall, the fall 2019 process was successful. All applicants (100%) received a point-driven comprehensive review. More than one half of the total applicants (51.6%) received a computer generated score based on academic and non-academic data, plus a human read focusing mostly on non-academic factors. Out of all applicants, 14.8% were determined to have not met minimum UC admission requirements. In all, 66.4% of applicants received an academic evaluation by a staff member. The top 37.7% were reviewed and selected solely on the academic and nonacademic point-driven comprehensive review process.

*Entering student characteristics (average GPA and ethnic breakdowns) are from tables on the IRDS website for UC Merced.*

*Fall 2019 applicant selection data are based on internal Admissions reports.*

## ***Riverside***

Riverside admits freshmen according to a fixed-weight calculation, rather than a single-score holistic review. As described below, this process has evolved to maintain our distinctively diverse and inclusive undergraduate population as the campus becomes increasingly selective and new Universitywide priorities emerge. Our Academic Index Score (AIS) transparently sums a subset of the 14 BOARS-approved comprehensive review criteria that can be extracted automatically from applications. Weights are chosen to be best predictive of success at Riverside. AIS thresholds for offers of admission are set annually in consultation with colleges and departments. Some units may additionally consider major-related SAT subject scores. Strict change-of-major criteria are published in the campus general catalog to manage migrations of enrolled students between departments.

The AIS formula was established in 2005 when Riverside began to be more than minimally selective. It was modified for the 2012 application cycle when the systemwide eligibility construct changed and Riverside's priority was to improve graduation rates. Riverside became progressively more selective from 2007 (87% admission rate) to 2015 (56% admission rate). The 2016 enrollment expansion slowed the trend of increasing selectivity at Riverside. As a result, the



campus's admission rate rose to 66% in 2016, reverting almost to its 2011 level. However, in 2017 and 2018, the admission rate fell to 57% and 51%, respectively. In 2019, due to more aggressive freshman enrollment targets, freshman admit rates once again climbed to 57%. At the same time, Riverside aggressively recruited transfer students in 2017, 2018, and 2019 and, as a result, has made significant gains toward achieving a 2:1 ratio of newly enrolled freshman to transfer students by 2021.

During the 2019–20 academic year, Riverside's Undergraduate Admissions Committee continues to discuss comprehensive (holistic) review strategies. The committee reviewed the hybrid admission process proposed in the previous academic year and the pilot holistic review process in which a few outside readers were invited to score applications based on the newly defined rubrics for psycho-social or "non-cognitive" characteristics in addition to the AIS. The results from the pilot holistic review process, however, were mixed as there were large variations from different readers. The committee continues to explore new holistic review processes for Riverside in this academic year. At the same time, the committee is also considering adjusting the current fixed weight model as an interim step in moving towards a future holistic review model. The committee has discussed and reviewed the admissions processes of other UC campuses. At the same time, the committee spent a lot of time reviewing and revising the Admission by exception (AxE) policy for Riverside, which is part of the systemwide internal audit of university admission processes that began in April 2019. The committee, in response to the audit, (working with Undergraduate Admissions) added new language to different aspects of the AxE policy such as the annual review for the percentage of different application categories, improved approval and appeals processes, more clearly defined sub-categories for AxE applicants, etc. The committee also worked with Undergraduate Admissions to address the action items and policy changes in Riverside's admission process as a result of the systemwide internal audit. We expect this discussion will continue throughout this academic year.

## ***San Diego***

Fall 2019 represents the ninth year of Holistic Review Single-Score implementation. With a 1% increase in first-year applications since 2018 (99,129 vs. 97,902), we hired a very skilled cadre of approximately 120 external readers to assist professional staff in the review of first-year applications. Both external readers as well as approximately 25 internal readers comprised of admissions officers and members of the Admissions leadership team participated in training and completed the application review certification process prior to the close of the application filing period in November. Training consisted of a full-day program that included discussions on bias, an overview of UC's admission policies, and detailed conversations regarding the specifics of the holistic review process employed by San Diego.

All readers (internal and external) were assigned a resource team leader who monitored the reading process, communicated with readers if there were difficulties, and served as a valuable resource throughout the first-year application review process. Each application was read and scored by at least two independent readers. Applicant scores with more than a one-point differential were

reviewed a third time by a more senior member of the Admissions team. The rate for third reads was approximately 5% for fall 2019.

Due to the volume of international applications received by the campus, the specialized nature of worldwide curricula, and the unique educational environments of the applicants, the entire team of admissions officers underwent additional extensive training in order to assist the internal international team with the read and review of this population of applicants.

There continues to be multiple internal processes designed to ensure quality control and to identify populations for “by school” and supplemental review processes. Additionally, extensive analysis to determine how to further refine the single-score review process to ensure that the admitted class reflects the campus values of access and excellence was conducted in the past by a taskforce comprised of members from the campus’s Committee on Admissions (COA) along with members of the admissions team. Factors such as Eligibility in the Local Context (ELC), first-generation college attendance, arts and humanities applicants, and EOP (Educational Opportunity Program) status were used/considered as campus priorities. Based on 2019 admissions data, 77% of admitted first-year California residents were ELC, 33% were students with parents who had less than a four-year degree (first-generation), and 39% had a household income of less than \$80,000.

San Diego conducts an augmented review as part of the first-year application review process called supplemental review (SR). Readers are instructed and trained to use the criteria outlined below to refer applicants to the SR process. For fall 2019, just under 3,000 (3%) applicants were referred to SR. SR provides an opportunity for applicants to respond to two questions, submit a short narrative response to a single question about extraordinary circumstances, as well as indicate their seventh-semester high school grades. Of those invited to participate in the SR process, nearly 1,500 (51%) responded and provided the optional information for review. Of these students, the total number admitted was 384 (26%), and from this, 107 matriculated (28%).

After all responses were collected, the applications were reviewed an additional time and scored by a more senior member of the admissions team. The following criteria were approved by COA for referral of applicants to supplemental review:

- Evidence of academic achievement at a level equivalent to those of UC-eligible applicants, but who have narrowly missed meeting one or more of UC’s admission requirements accompanied by reasons or examples as to why requirements were not met.
- Evidence of academic achievement at a level that may indicate the potential or success at San Diego, but with insufficient information in the application with which to fully gauge this. Applicants referred based on insufficient information should have participated in outreach programs and/or demonstrated the ability to overcome substantial hardship.
- Evidence of significant academic achievement or the potential for academic achievement at the University in spite of extraordinary or compound disadvantage, or other disability or unusual circumstances. Applicants must provide information detailing disadvantages, disability or unusual circumstances, and how it impacted them.
- Evidence of relative lack of access to, counseling about, or support to take A-G, honors, AP classes, or required college entrance examinations which may include applicants from

a non-traditional high school (e.g., home schooled, non-accredited schools, and alternative schools).

- Evidence of impassioned and continuing commitment and extraordinary achievement in a particular area (e.g., intellectual or creative activity, athletics, leadership, or community service) or evidence of character traits that imply a strong likelihood of making a significant contribution to campus life at San Diego.

To meet 2019 enrollment targets, Admissions employed an inclusive and comprehensive waitlist strategy. This strategy successfully met enrollment targets in 2019, which also resulted in a 2% increase in San Diego's admit rate. The campus admitted approximately 32% of the applicant pool for fall 2019 as compared to 30% for fall 2018.

The Office of Admissions continues to improve internal processes, recruit and train external readers, and reassign personnel to manage the increase in applications. Campus leadership has provided additional financial resources; however, there are concerns that continued application growth will hamper our ability to deliver timely decisions.

## ***Santa Barbara***

Santa Barbara's 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 socioeconomic assessment based on multiple factors, provide a comprehensive view of an applicant's potential for success at Santa Barbara.

This comprehensive approach incorporates a number of qualitative 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 benefit from a UC education, thereby enhancing the quality of the freshman class.

The campus's 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 Comprehensive Review process at Santa Barbara 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 reader, and one quarter on socioeconomic criteria. Readers undergo extensive training (30 hours or more) 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 presented throughout the application and assign a single score. Additional files are flagged for supplemental review and possible Admission by Exception (A by E) if: the student appears ineligible but demonstrates special talents, was home-schooled or attended an unaccredited high school, is missing a part of an exam (such as the SAT or ACT writing component), or had a high individualized read score.

Santa Barbara's College of Letters & Science continues to use a unique school context selection 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. Though there is significant overlap, these students are not necessarily ELC (Eligible in the Local Context), as the 3% is allocated only to Santa Barbara applicants and not all students at that school. This is one path to admission in the college. There are multiple reviews and paths for admission.

Santa Barbara has not implemented a holistic review procedure; we feel strongly that the model we have developed has yielded consistent success in meeting campus and systemwide goals. The academic profile of the incoming freshman class as measured by GPA and test scores has consistently increased over the years. The average self-reported, weighted, capped GPA rose from 4.12 in 2018 to 4.18 in 2019.

At the same time, as the campus has become more academically selective, the growth of underrepresented groups (URG) in the incoming freshman class has slowed. In 2019, URG enrollment slightly decreased as a percentage of the class from the previous year (30% to 28%). The overall number of incoming URG students decreased (-186), partially due to a smaller incoming freshman class and in selection. Santa Barbara's overall yield rate increased slightly from 17.1% in 2018 to 17.9% in 2019. We also saw a small increase in the average SAT/ACT test score (highest single sitting exam). The average SAT score in 2019 was 1354 compared to 1344 in 2018. There were more significant increases in the SAT math scores than in the English reading and writing scores, but we are pleased with the modest increases in both areas.

As is the national trend, women continue to make a strong showing, enrolling at higher rates than their male counterparts (56:43). The percentage of women enrolling in engineering (ENGR) or mathematical, life, and physical sciences (MLPS) majors remained the same (2% and 15%, respectively). Interestingly, the representation of women in creative studies, humanities and fine

arts, and undeclared majors declined in fall 2019, but the number of women in science, technology, engineering, and mathematics majors (STEM) was still consistent with the previous year. In the admit numbers, there is also consistency. Women made up slightly fewer ENGR and MLPS admits in fall 2019; 24% of ENGR admits and 60% of MLPS admits compared to 25% and 61% in fall 2018, respectively. Overall, female representation in STEM fields continue at rates similar to recent years.

For fall 2019, Santa Barbara admitted 66% of applicants designated as ELC (as compared to 65% in 2018) and 37% of the incoming class are first-generation college students (compared to 41% in the previous year, but with a larger class in 2018). For admitted ELC applicants, the campus's yield rate increased slightly from 16% in 2018 to 17% in 2019. For the 2019 incoming class, 47% of the incoming freshmen were designated as ELC (as compared to 44% in 2018).

Enrolled students from Local Control Funding Formula Plus (LCFF+) high schools remained steady as a percentage of the class with 15% in both 2018 and 2019, though yield among these students decreased from 22% in 2018 to 21% for the current incoming class.

In total, 74% of the enrolled class for fall 2019 are California residents (down from 79% in the previous year). Santa Barbara remains committed to California students and our slow and steady growth of nonresident enrollees is reflected in campus enrollment data. We anticipate that the percentage of nonresidents on the campus will hold steady at 18% as we move into the 2020–21 academic year.

Of new undergraduates, 70% entered as freshmen while 30% entered the campus with advanced placement (in higher class level); 74% of new freshmen students entered Santa Barbara from public high schools while 11% graduated from private high schools or were home schooled.

CAERS continues to support the Comprehensive Review process at Santa Barbara, but diligently reviews outcome data to monitor our progress in building the campus community.

## ***Santa Cruz***

The comprehensive review process for the 2019 entering class at Santa Cruz was similar to the prior cycle. Santa Cruz continues to utilize Holistic Review (HR). Implemented on our campus in 2012, the HR policy has continued to evolve to meet admission goals and outcomes sought by UCSC faculty. Since the fall 2015 cycle, all applicants are scored by UCSC readers. We use a scale of 1 (the top applicants) to 5, with additional scores of 4.5 and deny.

HR 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 Santa Cruz community. The holistic approach employs a thorough review of each application by professionally-trained readers (both full-time admissions staff and seasonally-hired readers) who determine a single score that is reflective of an applicant's full spectrum of achievement, viewed in the context of his/her academic and personal

opportunities. International applications are read by senior readers trained in interpreting various international educational systems. In fall 2017, the campus's Committee on Admissions and Financial Aid (CAFA) made minor updates to the HR scoring rubric, including the addition of language that explicitly recognizes an applicant's potential to contribute actively to campus diversity goals based on their prior activities as well as those who have overcome significant personal challenges while still achieving an excellent academic record.

After the first round of HR scores are assigned, they are compared with the Student Success Indicator (SSI) scores, a predicted first-year Santa Cruz GPA, which are computed according to a local formula that uses the values (not percentile ranks) of high school GPA and standardized test scores. Cases in which there is a very significant difference between an SSI score and those typical for that student's HR band are flagged for a second read by a senior reader; the second HR score is taken as final in these cases. In addition, there is a second random read by senior readers for every 100 applications.

The HR score is the primary but not the sole criterion used to determine which applicants are offered admission. Other factors are considered in selection to reach Santa Cruz's goals for inclusion, diversity, and social mobility, for the incoming class as a whole, and to cope with impactation in the Computer Science major.

## **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 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 2019, the total referral pool, from both public and private California high schools, numbered approximately 11,940.<sup>24</sup> These eligible applicants were offered the chance to consider referral admission at UC Merced, and in the end, 57 (0.5% of the total pool) enrolled.

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.

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<sup>24</sup> University of California Office of the President, Office of Institutional Research and Academic Planning (unpublished)

## SECTION V: IMPLEMENTATION OF TRANSFER POLICIES & INITIATIVES

Over the past eight years, BOARS has helped lead UC's response to a range of issues and concerns about community college transfer. BOARS strongly supports the transfer path and is committed to policies that help clarify the transfer process for California Community College (CCC) students interested in UC and that improve their preparation for UC-level work. BOARS' recent efforts in the area of transfer admission are summarized below.

### *Implementation of Transfer Policy*

In June 2012, the Senate approved a new transfer admissions policy<sup>25</sup> that took effect in fall 2014 for fall 2015 admissions. UC transfer applicants from CCCs are entitled to a comprehensive admissions review (though not guaranteed admission) if they complete (1) an Associate Degree for Transfer (ADT) from a CCC in the relevant major, (2) a UC Transfer Curriculum in the relevant major, with a minimum GPA set by each campus, or (3) the current pathway specified in Senate Regulation 476 C. BOARS has been working with the campuses to ensure they are implementing the policy. BOARS confirmed that departments and programs are taking steps to review existing lower-division transfer requirements in light of the systemwide UC Transfer Preparation Paths and the relevant CSU/CCC Transfer Model Curricula (TMC), to develop a UC Transfer Curriculum for appropriate majors that identifies the appropriate lower division major preparation for that program, and to examine the extent to which majors are aligning lower division major preparation requirements across campuses and with the corresponding TMCs.

Between 2010–12 BOARS (with Academic Assembly approval) restructured transfer selection beginning in 2015 to accommodate the new ADTs and to incorporate major-based criteria more fully into the Comprehensive Review of transfer applicants.

### *UC Transfer Pathways*

The 2013–14 President's Transfer Action Team, in its report, [\*Preparing California for Its Future: Enhancing Community College Student Transfer to UC\*](#), identified a key priority to streamline the transfer process for prospective UC students. To that end, the UC Transfer Pathways initiative set out to identify a common set of lower-division preparatory courses as appropriate preparation for UC's most popular majors. California community college (CCC) students who complete Pathway course requirements and general education courses with a satisfactory GPA would be well prepared for junior-level transfer to UC in that major.

The [Transfer Pathways](#) were developed in 2015 under joint leadership of the UC Academic Senate and the Provost, and in collaboration with UC Office of the President's (UCOP) Undergraduate Admissions Office and the California Community Colleges. UC faculty in Phase 1 of the initiative defined the sets of courses for CCC students that would prepare them for transfer admission to any UC campus for respective Pathway majors. Streamlining major preparation for similar majors across the UC system provides CCC students with a clear roadmap that will help them prepare for admission to multiple UC campuses, as well as position them for timely completion of a UC bachelor's degree in their chosen major. In Phase 2, UCOP Admissions coordinated the efforts between UC campuses and CCCs to align 115,000 CCC courses with Pathway course expectations—a critical step toward achieving full Pathways for transfer applicants from the CCC

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<sup>25</sup> [https://senate.universityofcalifornia.edu/\\_files/reports/RMA\\_LP\\_SakakireSR476Camendments\\_FINAL.pdf](https://senate.universityofcalifornia.edu/_files/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf)



system. The lists of Pathways with UC-CCC course articulation appear on the *UC Transfer Pathways Guide*: <https://pathwaysguide.universityofcalifornia.edu>.

### ***UC Transfer Pathways and Comprehensive Review***

In June 2016, BOARS approved revisions to the Comprehensive Review Guidelines<sup>26</sup> for the selection of advanced standing (transfer) applicants. The revisions incorporate into existing selection criteria language highlighting completion of a UC Transfer Pathway as one way for applicants to demonstrate transfer readiness.

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

### ***UC Pathways+***

Pathways+ is the University's newest transfer initiative based on the Transfer Pathways majors and was developed in 2019 in response to the 2018 CCC-UC transfer MOU.<sup>27</sup> Students follow one of the Transfer Pathways, which includes major preparatory coursework accepted across all nine UC campuses, and complete a Transfer Admission Guarantee (TAG) in the Pathways major at one of the six campuses that offer the agreements. Having completed a Transfer Pathway and a campus-based TAG in the same major, Pathways+ students are best prepared for competitive admission across all nine of UC's undergraduate campuses while securing guaranteed admission to one of the TAG campuses. Students enjoy the same advantages of TAG, plus the added benefit of preparing for multiple campuses by completing the Pathway coursework, promoting timely degree completion after transfer.

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<sup>26</sup>

[http://senate.universityofcalifornia.edu/\\_files/committees/boars/documents/GUIDELINES\\_FOR\\_IMPLEMENTATION\\_OF\\_UNIVERSITY\\_POLICY\\_on\\_UG\\_ADM\\_Revised\\_June2016.pdf](http://senate.universityofcalifornia.edu/_files/committees/boars/documents/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_June2016.pdf)

<sup>27</sup> <https://www.universityofcalifornia.edu/sites/default/files/UC-CCC-MOU.pdf>

## **SECTION VI: CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

BOARS has reviewed application, admission, and enrollment outcomes under comprehensive review for the years 2012-2019, 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. Increased admissions and enrollment in 2018 further demonstrated the ways in which UC can further diversity and opportunity for the state's students. Demand for a UC education continues to grow, and UC continues to meet its Master Plan obligation to California residents, even as UC becomes an increasingly selective institution 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' comprehensive review goals as well as the new 9x9 policy have been achieved. Under the new UC policy, campuses are selecting students who are better prepared, more likely to come from underrepresented groups (URG), tend to 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, URG students and students from under-resourced high schools. In 2019, UC offered freshman admission to more California resident Chicano/Latino students than in previous years, which continues to reflect the state's changing demographics. As African American admits and enrollees decreased this year, there is still a need for fresh, new targeted efforts to increase yield rates and outreach to specific communities.

In 2018-19, Academic Senate Chair Robert May formed a Standardized Testing Task Force (STTF). The task force was charged with examining the role of standardized testing in the UC admissions. The task force approached the issues analytically and without prejudice in evaluating the best course of action, with the goal of developing recommendations for implementation in undergraduate admissions.

The STTF consulted a range of empirical studies concerning standardized tests, national testing agencies, critics of standardized testing, State education leaders, UC campus admissions officers, UCOP institutional researchers, BOARS, and other UC-based and non-UC content experts. In January 2020, the STTF developed a set of actionable recommendations to the Academic Council, one of which included keeping standardized tests in the UC admissions. The final decision rests with the Regents.

The transfer path to UC from the California Community Colleges (CCC) continues to be popular and robust. The University and BOARS have increased their focus on policies that help clarify the transfer path and enhance academic preparation for CCC students who are interested in UC. These efforts have helped boost the number of CCC students applying and successfully transferring to UC. In 2017, a Transfer Task Force was convened by Provost Michael T. Brown and former Academic Senate Chair Jim Chalfant with three subcommittees to develop specific transfer

recommendations to increase the CCC transfer pool. That Task Force presented their recommendation to the President and Regents in 2019. Subsequently, President Napolitano formed a successor task force to monitor implementation of “Pathway+”—UC’s newest transfer initiative based on the Transfer Pathways majors.

Although nonresidents are far less likely to accept an admission offer, interest in UC has grown considerably and nonresidents represent an increasing percentage of application and admission growth. BOARS remains 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 undergraduate 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 2019, UC offered admission to 13.3% of all California public high school graduates who met one or both of the 9x9 guarantees, resulting in a referral pool of over 10,000 students. 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. BOARS recognizes that the increased enrollment of undergraduates benefits Californians of all races/ethnicities, including those underrepresented at UC. BOARS remains concerned, however, that yield rates for African Americans and American Indians are below the systemwide average, and the committee welcomes University and campus efforts that work to increase the number of underrepresented students who ultimately decide to enroll at UC.
2. In 2016, BOARS acknowledged that the target of 5,000 additional enrollments lowered the size of the referral pool; however, with the target of an additional 2,500 enrollments in 2017, the referral pool returned to pre-2016 levels. BOARS remains committed to the Master Plan guarantee to students, of which the referral pool is a critical component, and believes that future enrollment increases will continue to grow the size of the referral pool. As such, BOARS is concerned that the University will soon have no campus with available space, which brings into question its historical ability to offer admission to all eligible applicants. UC must address this issue expeditiously.
3. BOARS supports the idea that increased enrollment creates more opportunity for students, however, the committee will continue to monitor the broader effects increased enrollment

has on the University. In particular, BOARS is concerned that increasing enrollment without sufficient additional funding for faculty, infrastructure, and student services will diminish the quality of a UC education. BOARS will closely monitor the success of all new UC students to ensure that increased enrollment does not lead to deficiencies in student outcomes.

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**Table 1: Freshman and Transfer Applicants (Fall 2015 through Fall 2019)**

	2015	2016	2017	2018	2019
<b>Freshman</b>					
California	103,259	105,465	111,857	120,030	115,987
% change		2.1%	6.1%	7.3%	-3.4%
Out-of-State	30,087	33,688	32,808	33,533	32,959
% change		12.0%	-2.6%	2.2%	-1.7%
International	24,960	27,409	27,193	28,566	27,770
% change		9.8%	-0.8%	5.0%	-2.8%
<b>Total Freshman</b>	<b>158,306</b>	<b>166,562</b>	<b>171,858</b>	<b>182,129</b>	<b>176,716</b>
% change		5.2%	3.2%	6.0%	-3.0%
<b>Transfer</b>					
California	29,539	32,971	31,710	34,470	34,685
% change		11.6%	-3.8%	8.7%	0.6%
Out-of-State	1,151	1,489	1,300	1,179	1,059
% change		29.4%	-12.7%	-9.3%	-10.2%
International	5,210	5,546	5,463	5,700	5,524
% change		6.4%	-1.5%	4.3%	-3.1%
<b>Total Transfer</b>	<b>35,900</b>	<b>40,006</b>	<b>38,473</b>	<b>41,349</b>	<b>41,268</b>
% change		11.4%	-3.8%	7.5%	-0.2%
<b>Total</b>					
California	132,798	138,436	143,567	154,500	150,672
Out-of-State	31,238	35,177	34,108	34,712	34,018
International	30,170	32,955	32,656	34,266	33,294
<b>Total</b>	<b>194,206</b>	<b>206,568</b>	<b>210,331</b>	<b>223,478</b>	<b>217,984</b>

Note: Data from UC Data Warehouse.

Internal notes:

**Change in CA Applicants from the Previous Year**

CA Freshmen	2.1%	6.1%	7.3%	-3.4%
CA Transfers	11.6%	-3.8%	8.7%	0.6%

**Increase from 2015**

CA Freshmen	2.1%	8.3%	16.2%	12.3%
CA Transfers	11.6%	7.3%	16.7%	17.4%

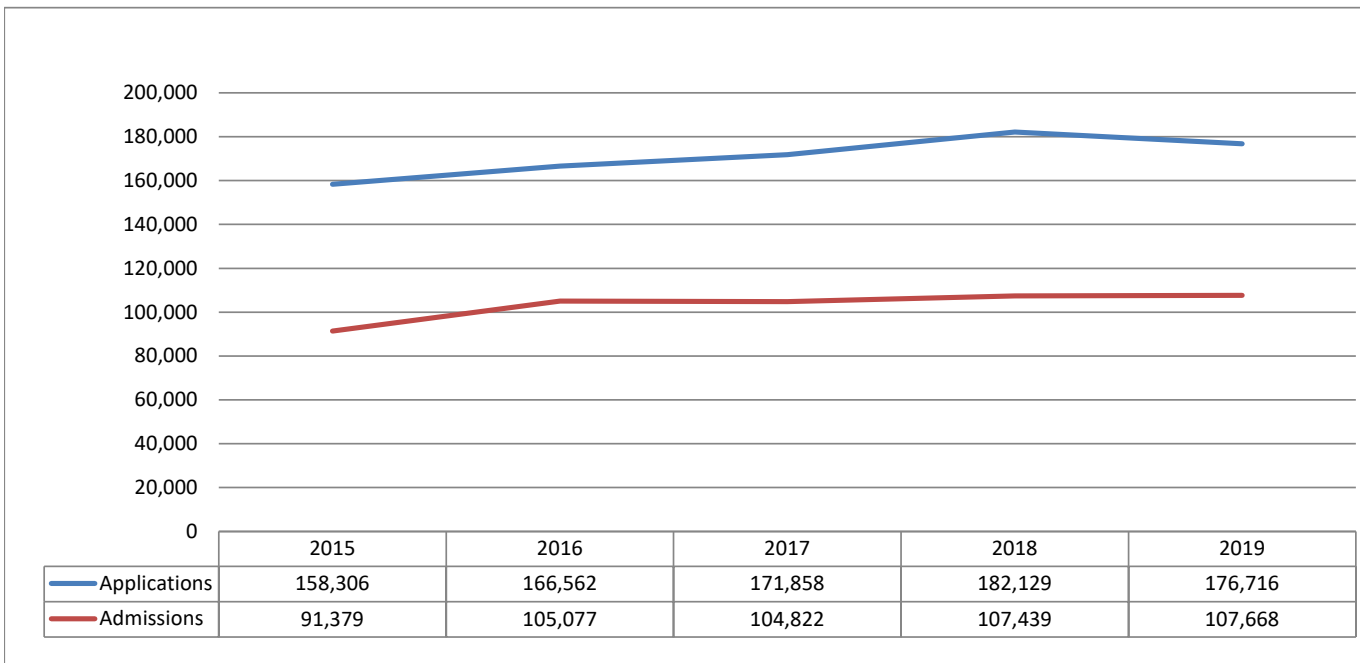
**Increase of Public High School Grads from 2015 (See Table 4 in this workbook)**

	0.6%	0.6%	2.2%	0.7%
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**Figure 1: Freshman Applications and Admissions**

	2015	2016	2017	2018	2019
Applications	158,306	166,562	171,858	182,129	176,716
Admissions	91,379	105,077	104,822	107,439	107,668

Note: Data from UC Data Warehouse.



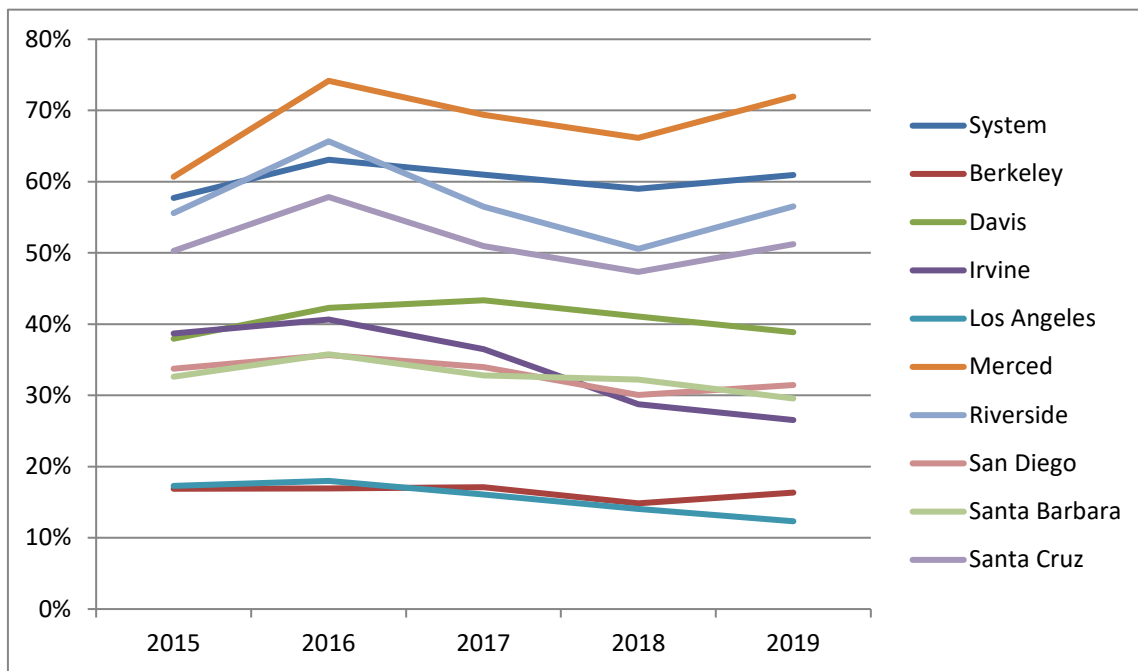
Note: Data from UC Data Warehouse.

**Table 2: Fall Freshman Admit Rates by UC Campus, 2015 to 2019**

Campus	2015	2016	2017	2018	2019
System	57.7%	63.1%	61.0%	59.0%	60.9%
Berkeley	16.9%	16.9%	17.1%	14.8%	16.3%
Davis	38.0%	42.3%	43.4%	41.1%	38.9%
Irvine	38.7%	40.7%	36.5%	28.8%	26.5%
Los Angeles	17.3%	18.0%	16.1%	14.0%	12.3%
Merced	60.7%	74.2%	69.4%	66.2%	72.0%
Riverside	55.6%	65.7%	56.5%	50.6%	56.5%
San Diego	33.7%	35.7%	34.0%	30.1%	31.5%
Santa Barbara	32.6%	35.8%	32.8%	32.2%	29.6%
Santa Cruz	50.3%	57.9%	50.9%	47.3%	51.2%

Note: Data from UC Data Warehouse.

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



Note: Data from UC Data Warehouse.



**Table 3: Freshman California Resident Applications, Admissions, and Enrollments, Fall 2015-Fall 2019**

	2015			2016			2017			2018			2019		
	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees	Applicants	Admits	Enrollees
<b>Total</b>	103,259	61,181	32,630	105,465	70,852	38,361	111,857	69,154	36,306	120,030	70,750	36,755	115,987	71,479	36,340
<b>Race/Ethnicity</b>															
African American	6,310	2,625	1,315	6,619	3,435	1,808	6,958	3,403	1,747	7,408	3,422	1,781	7,151	3,397	1,643
American Indian	697	399	187	656	421	200	662	400	189	655	376	196	563	333	171
Asian American	31,563	22,252	12,933	31,000	23,877	14,310	32,518	23,706	13,719	36,380	25,325	14,690	35,487	25,328	14,542
Chicano/Latino	35,207	17,927	9,754	37,759	22,839	12,318	41,661	22,800	11,737	44,697	23,352	11,460	43,766	24,518	11,461
Pacific Islander	374	211	116	362	206	96	395	195	84	442	220	99	382	204	101
Unknown	3,356	2,134	1,058	3,051	2,221	1,144	3,161	2,103	1,019	3,678	2,355	1,151	3,078	2,018	939
White	25,752	15,633	7,267	26,018	17,853	8,485	26,502	16,547	7,811	26,770	15,700	7,378	25,560	15,681	7,483
Total URG	42,214	20,951	11,256	45,034	26,695	14,326	49,281	26,603	13,673	52,760	27,150	13,437	51,480	28,248	13,275
<b>Sex</b>															
Female	58,248	34,856	18,379	59,879	40,865	22,159	64,303	40,087	20,952	68,818	40,944	21,044	66,566	41,569	21,035
Male	44,796	26,249	14,236	45,274	29,821	16,157	46,958	28,760	15,260	50,399	29,406	15,593	48,829	29,614	15,224
Unknown	215	76	15	312	166	45	596	307	94	813	400	118	592	296	81
<b>School Type</b>															
CA public high school	89,760	53,562	29,683	92,208	62,304	34,895	98,148	61,037	33,154	105,009	62,472	33,451	101,320	63,007	32,942
CA private high school	12,429	7,092	2,685	12,270	8,041	3,270	12,655	7,636	2,947	13,099	7,363	2,911	12,783	7,443	2,968
Other/unknown	1,070	527	262	987	507	196	1,054	481	205	1,922	915	393	1,884	1,029	430
<b>Academic Indicators</b>															
Average High School GPA	3.71	3.93	3.97	3.72	3.89	3.94	3.73	3.93	3.97	3.76	3.96	4.01	3.79	3.96	4.02
Average SAT - Reading	554	590	589	550	577	579	581	607	613	596	625	633	598	624	634
Average SAT - Math	572	612	614	567	597	602	581	609	616	602	636	646	606	636	649
Average SAT - Writing	556	595	594	550	579	582	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT	26	27	27	26	27	27	26	27	27	26	27	27	26	27	27
Average Number of A-G Courses	47	48	48	47	48	48	47	48	48	48	49	49	48	49	49
Average Number of Honors/AP Courses	13	15	16	13	15	15	13	15	16	13	16	17	14	16	17
<b>Family Characteristics</b>															
Low Income	37,337	20,307	11,938	38,361	24,265	14,236	43,234	25,035	13,961	58,306	40,882	21,649	n/a	n/a	n/a
1st Generation College	47,180	25,663	14,990	48,450	30,266	17,496	52,221	29,616	16,379	55,771	30,508	16,301	53,083	30,758	15,592
<b>Eligibility Category</b>															
Index and ELC	26,013	24,304	15,426	26,649	25,251	16,384	27,839	25,877	16,363	29,530	27,173	17,173	29,632	26,739	16,964
Index Only	22,820	16,615	7,418	23,299	18,403	8,980	25,230	18,769	8,897	28,948	20,457	9,776	28,629	20,165	9,586
ELC Only	7,996	5,802	3,316	7,948	6,525	3,885	8,105	6,073	3,300	8,254	6,287	3,061	7,489	5,902	2,862
Entitled to Review	35,936	13,128	5,803	37,087	18,946	8,319	39,437	17,018	7,092	41,898	15,256	5,983	40,335	17,032	6,246
Do Not Meet Above Criteria	10,489	1,332	667	10,479	1,727	793	11,245	1,417	654	11,400	1,577	762	9,902	1,641	682
Unknown	5	0	0	3	0	0	1	0	0	0	0	0	0	0	0

Note: Data from UC Data Warehouse and final UC Application Processing (UCAP) files. For 2017 and later, new SAT Evidence Based Reading and Writing (EBRW) scores are listed under SAT Reading and new SAT Math scores are listed under SAT Math; these are not directly comparable to prior years. Low income means reporting family income at or below the 30th percentile based on Current Population Survey (CPS) data for Californians aged 30-65; data not available for 2019. First generation means neither parent completed a four-year college degree.

**Table 4: California Public High School Admissions Outcomes as a Percent of High School Graduates, Fall 2015-2019**

	2015	2016	2017	2018	2019
<b>CA Public HS Graduates*</b>	426,950	429,323	429,560	436,279	429,790
<b>All CA Pub HS Applicants</b>	90,698	93,081	99,081	105,904	102,179
<b>% of CA Pub HS Graduates</b>	21.2%	21.7%	23.0%	24.3%	23.8%
<b>CA Pub HS Applicants Guaranteed Admission</b>	49,060	50,157	53,208	58,200	57,166
<b>% of CA Pub HS Graduates</b>	11.5%	11.7%	12.4%	13.3%	13.3%
<b>Admitted "ETR" Students</b>	11,736	17,051	15,306	13,705	15,248
<b>% of CA Pub HS Graduates</b>	2.7%	4.0%	3.6%	3.1%	3.5%
<b>Total Guaranteed PLUS ETR Admits</b>	52,696	61,102	60,064	61,588	62,073
<b>Applicants Guaranteed Admission plus ETR Admits as % of CA Pub HS Graduates</b>	14.2%	15.7%	15.9%	16.5%	16.8%
<b>Total Admitted to Campus of Choice</b>	51,746	60,531	59,550	60,569	62,073
<b>% of CA Pub HS Graduates</b>	12.1%	14.1%	13.8%	13.9%	14.4%

\*Total public CA public high school graduate totals are from California Department of Education, projected high school graduates for 2019 are as estimated by UCOP.

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

Internal note: values for referrals for 2015 to 2017 changed for 2018 report:

950                      571                      514                      1,019                      719

Internal Technical notes:

for CA Public HS Graduations, year refers to the end of the academic year (e.g., 2015 means 2014-15), those who would be eligible for fall freshman admission to UC that year.

Source is CDE DataQuest, specifically statewide grade 12 graduates by ethnic group

<http://dq.cde.ca.gov/dataquest/>

2017 figure updated for 2019 report

New source is CDE College Going Reports, specifically All completers minus non-graduate completers

<https://www.cde.ca.gov/ds/sd/sd/cgrinfo.asp>

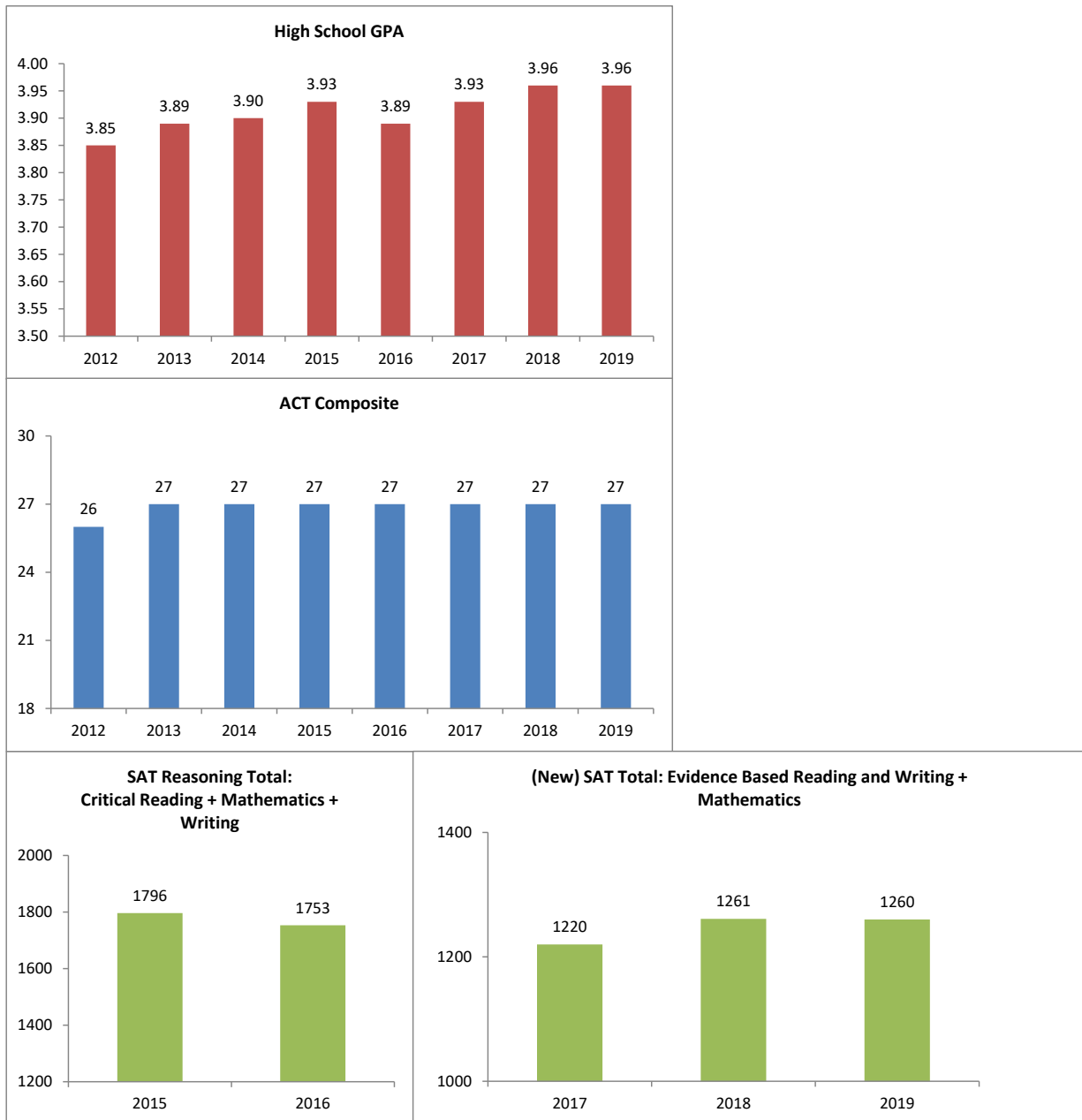
2018 figure updated for 2019 report

For latest year, source is UCOP estimate from Todd Greenspan and Brianna Moore-Trieu's models.

For latest year, OLD source is CA DOF:

[http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public\\_K-12\\_Graded\\_Enrollment/](http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/)

**Figure 3: Mean Academic Preparation of California Freshman Admits, 2015 to 2019**



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

**Table 5: Applicants, Admits and Admit Rates, All Transfers by Residency, Fall 2015-Fall 2019**

	2015			2016			2017			2018			2019		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	29,539	19,046	64.5%	32,971	21,953	66.6%	31,710	22,632	71.4%	34,470	24,384	70.7%	34,685	24,430	70.4%
Domestic Non-Residents	1,151	271	23.5%	1,489	420	28.2%	1,300	349	26.8%	1,179	312	26.5%	1,059	269	25.4%
International Non-Residents	5,210	3,235	62.1%	5,546	3,644	65.7%	5,463	3,689	67.5%	5,700	3,837	67.3%	5,524	3,829	69.3%
<b>Total</b>	<b>35,900</b>	<b>22,552</b>	<b>62.8%</b>	<b>40,006</b>	<b>26,017</b>	<b>65.0%</b>	<b>38,473</b>	<b>26,670</b>	<b>69.3%</b>	<b>41,349</b>	<b>28,533</b>	<b>69.0%</b>	<b>41,268</b>	<b>28,528</b>	<b>69.1%</b>

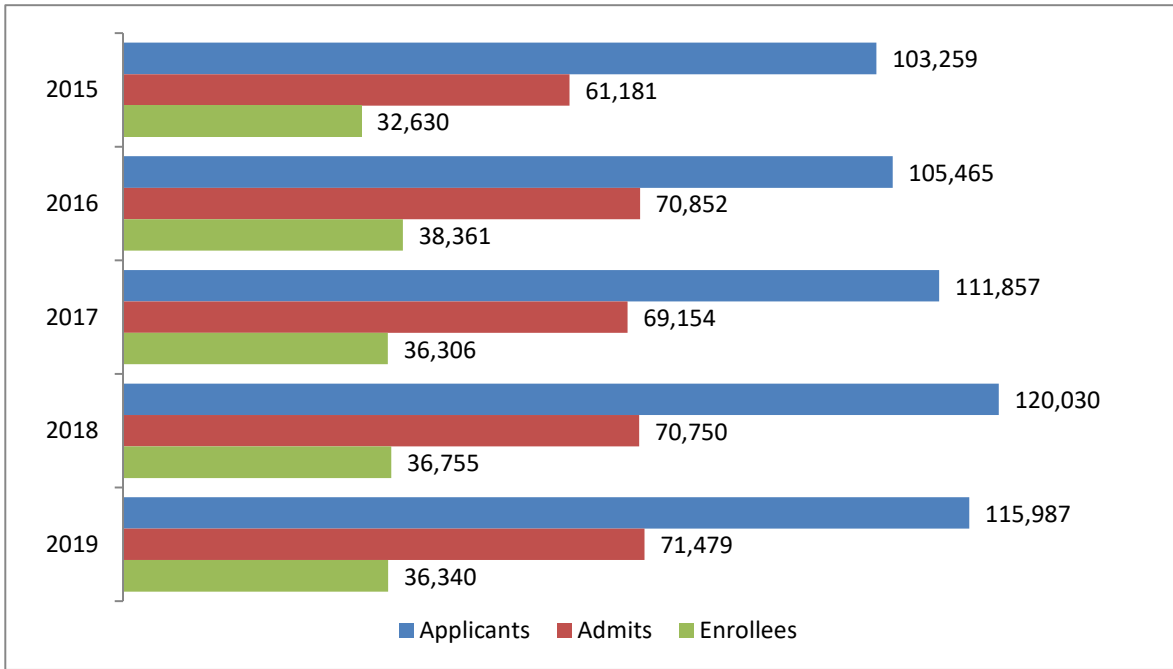
Note: Data from UC Data Warehouse.

**Table 6: Freshman Enrollees**

	2015		2016		2017		2018		2019	
California	32,630	78.5%	38,361	80.8%	36,306	78.9%	36,755	78.7%	36,340	79.1%
Out-of-State	3,467	8.3%	3,289	6.9%	3,746	8.1%	3,657	7.8%	3,676	8.0%
International	5,459	13.1%	5,829	12.3%	5,954	12.9%	6,265	13.4%	5,927	12.9%
<b>Total</b>	<b>41,556</b>	<b>100.0%</b>	<b>47,479</b>	<b>100.0%</b>	<b>46,006</b>	<b>100.0%</b>	<b>46,677</b>	<b>100.0%</b>	<b>45,943</b>	<b>100.0%</b>

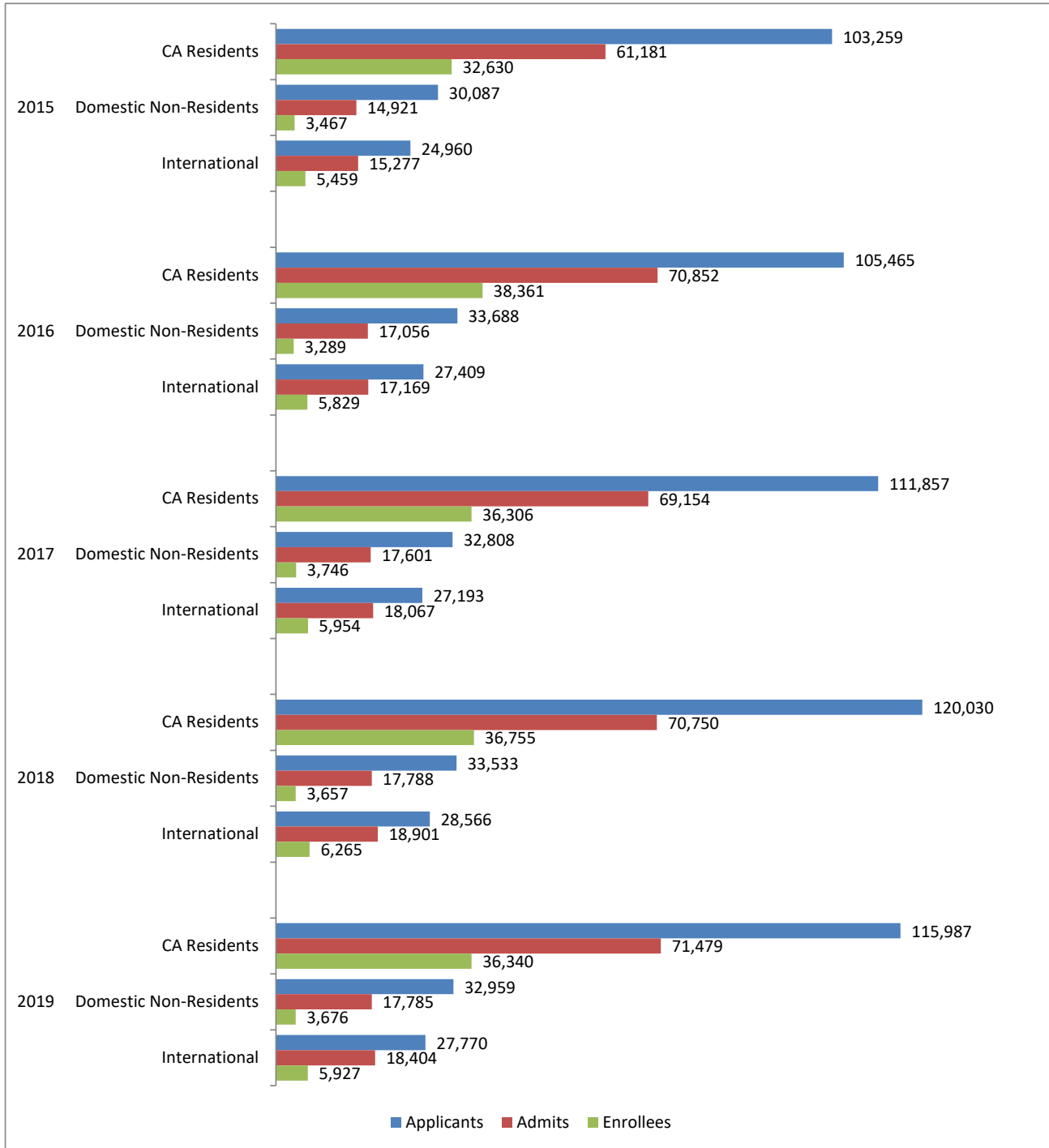
Note: Data from UC Data Warehouse.

**Figure 4: California Resident Freshman Applicants, Admits, and Enrollees, Fall 2015-2019**



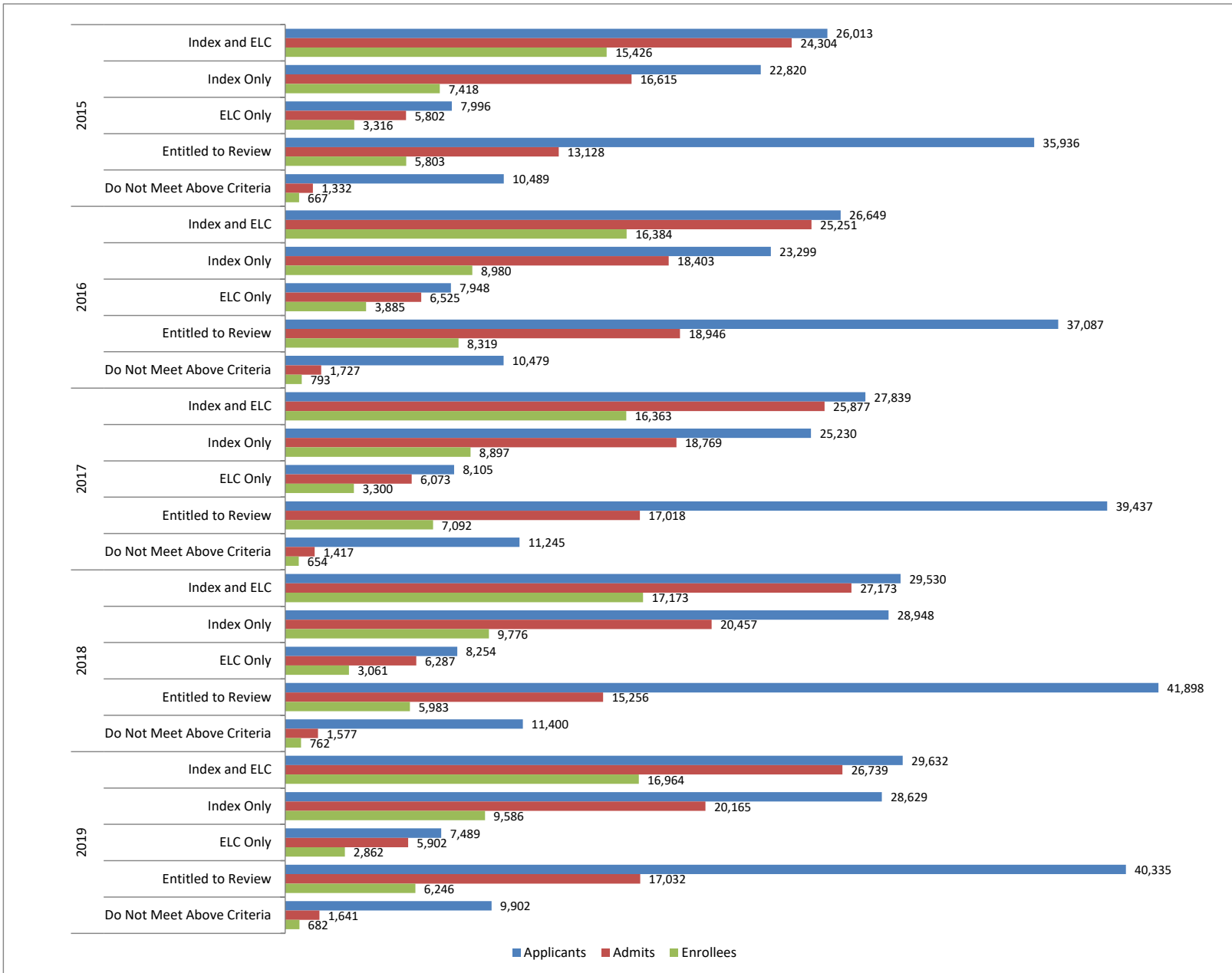
Note: Data from UC Data Warehouse.

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



Note: Data from UC Data Warehouse.

Figure 6: California Resident Freshman Applicants, Admits, and Enrollees by Eligibility Category, 2012-2019





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

<b>2015</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	26,013	22,820	48,833	7,996	56,829	35,936	10,494	103,259
admits	24,304	16,615	40,919	5,802	46,721	13,128	1,332	61,181
enrollees	15,426	7,418	22,844	3,316	26,160	5,803	667	32,630
admission rate	93.4%	72.8%	83.8%	72.6%	82.2%	36.5%	12.7%	59.3%
yield rate	63.5%	44.6%	55.8%	57.2%	56.0%	44.2%	50.1%	53.3%
<b>2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	26,649	23,299	49,948	7,948	57,896	37,087	10,482	105,465
admits	25,251	18,403	43,654	6,525	50,179	18,946	1,727	70,852
enrollees	16,384	8,980	25,364	3,885	29,249	8,319	793	38,361
admission rate	94.8%	79.0%	87.4%	82.1%	86.7%	51.1%	16.5%	67.2%
yield rate	64.9%	48.8%	58.1%	59.5%	58.3%	43.9%	45.9%	54.1%
<b>2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	27,839	25,230	53,069	8,105	61,174	39,437	11,246	111,857
admits	25,877	18,769	44,646	6,073	50,719	17,018	1,417	69,154
enrollees	16,363	8,897	25,260	3,300	28,560	7,092	654	36,306
admission rate	93.0%	74.4%	84.1%	74.9%	82.9%	43.2%	12.6%	61.8%
yield rate	63.2%	47.4%	56.6%	54.3%	56.3%	41.7%	46.2%	52.5%
<b>2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	29,530	28,948	58,478	8,254	66,732	41,898	11,400	120,030
admits	27,173	20,457	47,630	6,287	53,917	15,256	1,577	70,750
enrollees	17,173	9,776	26,949	3,061	30,010	5,983	762	36,755
admission rate	92.0%	70.7%	81.4%	76.2%	80.8%	36.4%	13.8%	58.9%
yield rate	63.2%	47.8%	56.6%	48.7%	55.7%	39.2%	48.3%	52.0%
<b>2019</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	29,632	28,629	58,261	7,489	65,750	40,335	9,902	115,987
admits	26,739	20,165	46,904	5,902	52,806	17,032	1,641	71,479
enrollees	16,964	9,586	26,550	2,862	29,412	6,246	682	36,340
admission rate	90.2%	70.4%	80.5%	78.8%	80.3%	42.2%	16.6%	61.6%
yield rate	63.4%	47.5%	56.6%	48.5%	55.7%	36.7%	41.6%	50.8%

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

<b>2015</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	45.8%	40.2%	85.9%	14.1%	100.0%	34.8%	10.2%	100.0%
admits	52.0%	35.6%	87.6%	12.4%	100.0%	21.5%	2.2%	100.0%
enrollees	59.0%	28.4%	87.3%	12.7%	100.0%	17.8%	2.0%	100.0%
<b>2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	46.0%	40.2%	86.3%	13.7%	100.0%	35.2%	9.9%	100.0%
admits	50.3%	36.7%	87.0%	13.0%	100.0%	26.7%	2.4%	100.0%
enrollees	56.0%	30.7%	86.7%	13.3%	100.0%	21.7%	2.1%	100.0%
<b>2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	45.5%	41.2%	86.8%	13.2%	100.0%	35.3%	10.1%	100.0%
admits	51.0%	37.0%	88.0%	12.0%	100.0%	24.6%	2.0%	100.0%
enrollees	57.3%	31.2%	88.4%	11.6%	100.0%	19.5%	1.8%	100.0%
<b>2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	44.3%	43.4%	87.6%	12.4%	100.0%	34.9%	9.5%	100.0%
admits	50.4%	37.9%	88.3%	11.7%	100.0%	21.6%	2.2%	100.0%
enrollees	57.2%	32.6%	89.8%	10.2%	100.0%	16.3%	2.1%	100.0%
<b>2019</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	45.1%	43.5%	88.6%	11.4%	100.0%	34.8%	8.5%	100.0%
admits	50.6%	38.2%	88.8%	11.2%	100.0%	23.8%	2.3%	100.0%
enrollees	57.7%	32.6%	90.3%	9.7%	100.0%	17.2%	1.9%	100.0%

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

**Year by year changes:**

<b>2015 to 2016</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	636	479	1,115	-48	1,067	1,151	-12	2,206
admits	947	1,788	2,735	723	3,458	5,818	395	9,671
enrollees	958	1,562	2,520	569	3,089	2,516	126	5,731
<b>Percent Change</b>								
applicants	2.4%	2.1%	2.3%	-0.6%	1.9%	3.2%	-0.1%	2.1%
admits	3.9%	10.8%	6.7%	12.5%	7.4%	44.3%	29.7%	15.8%
enrollees	6.2%	21.1%	11.0%	17.2%	11.8%	43.4%	18.9%	17.6%

<b>2016 to 2017</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	1,190	1,931	3,121	157	3,278	2,350	764	6,392
admits	626	366	992	-452	540	-1,928	-310	-1,698
enrollees	-21	-83	-104	-585	-689	-1,227	-139	-2,055
<b>Percent Change</b>								
applicants	4.5%	8.3%	6.2%	2.0%	5.7%	6.3%	7.3%	6.1%
admits	2.5%	2.0%	2.3%	-6.9%	1.1%	-10.2%	-18.0%	-2.4%
enrollees	-0.1%	-0.9%	-0.4%	-15.1%	-2.4%	-14.7%	-17.5%	-5.4%

<b>2017 to 2018</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	1,691	3,718	5,409	149	5,558	2,461	154	8,173
admits	1,296	1,688	2,984	214	3,198	-1,762	160	1,596
enrollees	810	879	1,689	-239	1,450	-1,109	108	449
<b>Percent Change</b>								
applicants	6.1%	14.7%	10.2%	1.8%	9.1%	6.2%	1.4%	7.3%
admits	5.0%	9.0%	6.7%	3.5%	6.3%	-10.4%	11.3%	2.3%
enrollees	5.0%	9.9%	6.7%	-7.2%	5.1%	-15.6%	16.5%	1.2%

<b>2018 to 2019</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	102	-319	-217	-765	-982	-1,563	-1,498	-4,043
admits	-434	-292	-726	-385	-1,111	1,776	64	729
enrollees	-209	-190	-399	-199	-598	263	-80	-415
<b>Percent Change</b>								
applicants	0.3%	-1.1%	-0.4%	-9.3%	-1.5%	-3.7%	-13.1%	-3.4%
admits	-1.6%	-1.4%	-1.5%	-6.1%	-2.1%	11.6%	4.1%	1.0%
enrollees	-1.2%	-1.9%	-1.5%	-6.5%	-2.0%	4.4%	-10.5%	-1.1%

**Four year changes:**

<b>2015 to 2019</b>	<b>Index &amp; ELC</b>	<b>Index Only</b>	<b>TOT Index</b>	<b>ELC ONLY</b>	<b>All Index/ELC</b>	<b>ETR</b>	<b>Other/Unknown</b>	<b>Total</b>
applicants	3,619	5,809	9,428	-507	8,921	4,399	-592	12,728
admits	2,435	3,550	5,985	100	6,085	3,904	309	10,298
enrollees	1,538	2,168	3,706	-454	3,252	443	15	3,710
<b>Percent Change</b>								
applicants	13.9%	25.5%	19.3%	-6.3%	15.7%	12.2%	-5.6%	12.3%
admits	10.0%	21.4%	14.6%	1.7%	13.0%	29.7%	23.2%	16.8%
enrollees	10.0%	29.2%	16.2%	-13.7%	12.4%	7.6%	2.2%	11.4%

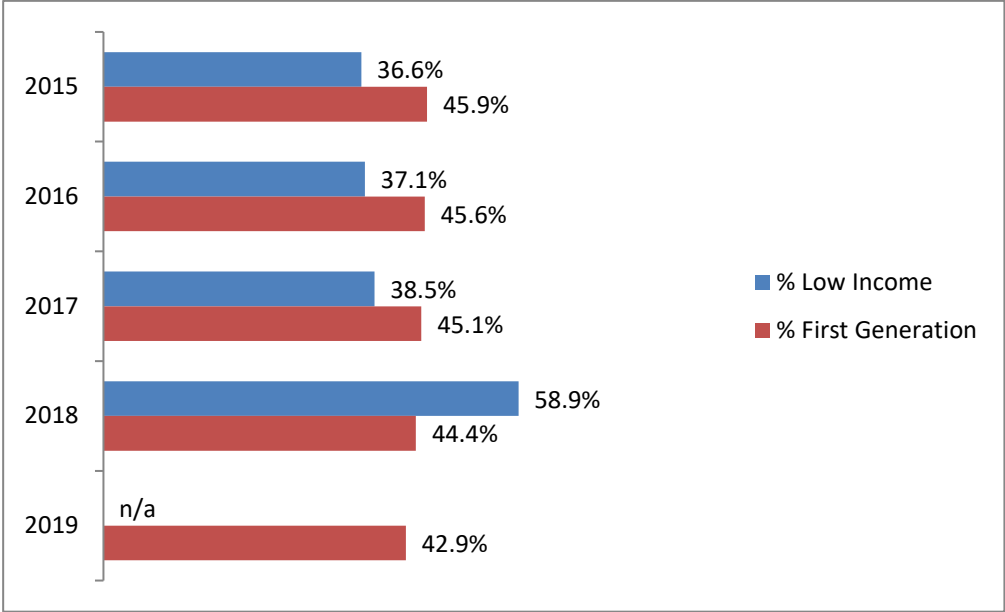
Note: Data from UC Data Warehouse and final UCAP files. Index = Statewide index, ELC = Eligibility in the Local Context, ETR = Entitled to Review.

**Table 8: Transfer Enrollees**

	2015		2016		2017		2018		2019	
California	14,353	85.0%	16,564	85.0%	17,124	85.6%	17,969	85.5%	17,562	87.0%
Out-of-State	122	0.7%	155	0.8%	128	0.6%	115	0.5%	92	0.5%
International	2,414	14.3%	2,763	14.2%	2,760	13.8%	2,931	13.9%	2,542	12.6%
<b>Total</b>	<b>16,889</b>	<b>100.0%</b>	<b>19,482</b>	<b>100.0%</b>	<b>20,012</b>	<b>100.0%</b>	<b>21,015</b>	<b>100.0%</b>	<b>20,196</b>	<b>100.0%</b>

Note: Data from UC Data Warehouse.

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



Note: Data from UC Data Warehouse. Low income means reporting family income at or below the 30th percentile based on Current Population Survey (CPS) data for Californians aged 30-65; data not available for 2019. First generation means neither parent completed a four-year college degree.

**Table 9.1: Applicants, Admits, and Enrollees**  
**California Community College Transfers by Race/Ethnicity**  
**Fall 2015 to Fall 2019**

	2015			2016			2017			2018			2019			# Enrollee increase from 2015
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees	
African American	1,441	832	604	1,833	1,116	820	1,781	1,159	865	1,979	1,288	917	2,000	1,283	896	292
American Indian	225	149	111	254	183	128	222	151	120	230	163	119	221	157	119	8
Asian	7,380	5,275	4,130	7,968	5,858	4,705	7,872	6,134	4,858	8,230	6,326	4,920	8,561	6,621	4,970	840
Chicano/Latino	7,312	4,800	3,491	8,651	5,817	4,294	8,664	6,325	4,647	9,965	7,337	5,218	10,089	7,297	5,028	1,537
International	3,401	2,645	2,076	3,712	2,976	2,372	3,670	3,046	2,395	3,898	3,230	2,554	3,712	3,139	2,181	105
Pacific Islander	112	73	54	100	65	51	129	89	61	123	77	56	115	78	57	3
Unknown	843	581	421	915	655	505	896	663	493	916	667	486	844	623	450	29
White	8,916	6,177	4,770	9,650	6,945	5,257	9,025	6,826	5,264	9,592	7,231	5,468	9,738	7,272	5,365	595
<b>Total</b>	<b>29,630</b>	<b>20,532</b>	<b>15,657</b>	<b>33,083</b>	<b>23,615</b>	<b>18,132</b>	<b>32,259</b>	<b>24,393</b>	<b>18,703</b>	<b>34,933</b>	<b>26,319</b>	<b>19,738</b>	<b>35,280</b>	<b>26,470</b>	<b>19,066</b>	<b>3,409</b>

Note: Data from UC Data Warehouse.

**Table 9.2: Applicants, Admits, and Enrollees, Percent of Total**  
**California Community College Transfers by Race/Ethnicity**  
**Fall 2015 to Fall 2019**

	2015			2016			2017			2018			2019			% Enrollee increase from 2015
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees	
African American	4.9%	4.1%	3.9%	5.5%	4.7%	4.5%	5.5%	4.8%	4.6%	5.7%	4.9%	4.6%	5.7%	4.8%	4.7%	48.3%
American Indian	0.8%	0.7%	0.7%	0.8%	0.8%	0.7%	0.7%	0.6%	0.6%	0.7%	0.6%	0.6%	0.6%	0.6%	0.6%	7.2%
Asian	24.9%	25.7%	26.4%	24.1%	24.8%	25.9%	24.4%	25.1%	26.0%	23.6%	24.0%	24.9%	24.3%	25.0%	26.1%	20.3%
Chicano/Latino	24.7%	23.4%	22.3%	26.1%	24.6%	23.7%	26.9%	25.9%	24.8%	28.5%	27.9%	26.4%	28.6%	27.6%	26.4%	44.0%
International	11.5%	12.9%	13.3%	11.2%	12.6%	13.1%	11.4%	12.5%	12.8%	11.2%	12.3%	12.9%	10.5%	11.9%	11.4%	5.1%
Pacific Islander	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%	0.4%	0.4%	0.3%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	5.6%
Unknown	2.8%	2.8%	2.7%	2.8%	2.8%	2.8%	2.8%	2.7%	2.6%	2.6%	2.5%	2.5%	2.4%	2.4%	2.4%	6.9%
White	30.1%	30.1%	30.5%	29.2%	29.4%	29.0%	28.0%	28.0%	28.1%	27.5%	27.5%	27.7%	27.6%	27.5%	28.1%	12.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>21.8%</b>

Note: Data from UC Data Warehouse.

**Table 10.1: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2019 by Admissions Eligibility Category**

	Index Eligible Only					ELC Eligible Only					Index & ELC Eligible				
	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate
<b>Universitywide</b>	28,629	20,165	70.4%	9,586	47.5%	7,489	5,902	78.8%	2,862	48.5%	29,632	26,739	90.2%	16,964	63.4%
Race/Ethnicity															
African American	1,024	719	70.2%	334	46.5%	445	361	81.1%	197	54.6%	1,059	952	89.9%	550	57.8%
American Indian	140	99	70.7%	51	51.5%	25	19	76.0%	9	47.4%	158	135	85.4%	77	57.0%
Asian	12,085	9,318	77.1%	4,896	52.5%	1,034	763	73.8%	411	53.9%	11,298	10,394	92.0%	7,189	69.2%
Chicano/Latino	4,398	3,107	70.6%	1,456	46.9%	5,345	4,322	80.9%	2,045	47.3%	8,440	7,730	91.6%	4,758	61.6%
Pacific Islander	72	48	66.7%	21	43.8%	22	17	77.3%	8	47.1%	93	79	84.9%	51	64.6%
Unknown	1,144	834	72.9%	344	41.2%	114	83	72.8%	37	44.6%	821	733	89.3%	429	58.5%
White	9,766	6,040	61.8%	2,484	41.1%	504	337	66.9%	155	46.0%	7,763	6,716	86.5%	3,910	58.2%
Total URG	5,562	3,925	70.6%	1,841	46.9%	5,815	4,702	80.9%	2,251	47.9%	9,657	8,817	91.3%	5,385	61.1%
1st Gen College	5,445	4,253	78.1%	2,415	56.8%	6,092	4,891	80.3%	2,369	48.4%	10,811	10,061	93.1%	6,739	67.0%
School Type															
CA Public H.S.	22,463	16,248	72.3%	8,215	50.6%	7,384	5,826	78.9%	2,819	48.4%	27,319	24,751	90.6%	15,961	64.5%
CA Private H.S.	6,145	3,898	63.4%	1,361	34.9%	101	73	72.3%	42	57.5%	2,282	1,961	85.9%	988	50.4%
Other/Unknown	21	19	90.5%	10	52.6%	4	3	75.0%	1	33.3%	31	27	87.1%	15	55.6%
	<b>Entitled to Review</b>					<b>Do Not Meet Other Criteria</b>					<b>Total</b>				
	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate
<b>Universitywide</b>	40,335	17,032	42.2%	6,246	36.7%	9,902	1,641	16.6%	682	41.6%	115,987	71,479	61.6%	36,340	50.8%
Race/Ethnicity															
African American	3,397	1,221	35.9%	499	40.9%	1,226	144	11.7%	63	43.8%	7,151	3,397	47.5%	1,643	48.4%
American Indian	191	75	39.3%	31	41.3%	49	5	10.2%	3	60.0%	563	333	59.1%	171	51.4%
Asian	8,837	4,198	47.5%	1,749	41.7%	2,233	655	29.3%	297	45.3%	35,487	25,328	71.4%	14,542	57.4%
Chicano/Latino	20,911	8,956	42.8%	3,053	34.1%	4,672	403	8.6%	149	37.0%	43,766	24,518	56.0%	11,461	46.7%
Pacific Islander	139	52	37.4%	16	30.8%	56	8	14.3%	5	62.5%	382	204	53.4%	101	49.5%
Unknown	708	296	41.8%	103	34.8%	291	72	24.7%	26	36.1%	3,078	2,018	65.6%	939	46.5%
White	6,152	2,234	36.3%	795	35.6%	1,375	354	25.7%	139	39.3%	25,560	15,681	61.3%	7,483	47.7%
Total URG	24,499	10,252	41.8%	3,583	34.9%	5,947	552	9.3%	215	38.9%	51,480	28,248	54.9%	13,275	47.0%
1st Gen College	24,874	10,993	44.2%	3,853	35.0%	5,861	560	9.6%	216	38.6%	53,083	30,758	57.9%	15,592	50.7%
School Type															
CA Public H.S.	36,027	15,248	42.3%	5,555	36.4%	8,127	934	11.5%	392	42.0%	101,320	63,007	62.2%	32,942	52.3%
CA Private H.S.	3,583	1,374	38.3%	510	37.1%	672	137	20.4%	67	48.9%	12,783	7,443	58.2%	2,968	39.9%
Other/Unknown	725	410	56.6%	181	44.1%	1,103	570	51.7%	223	39.1%	1,884	1,029	54.6%	430	41.8%

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

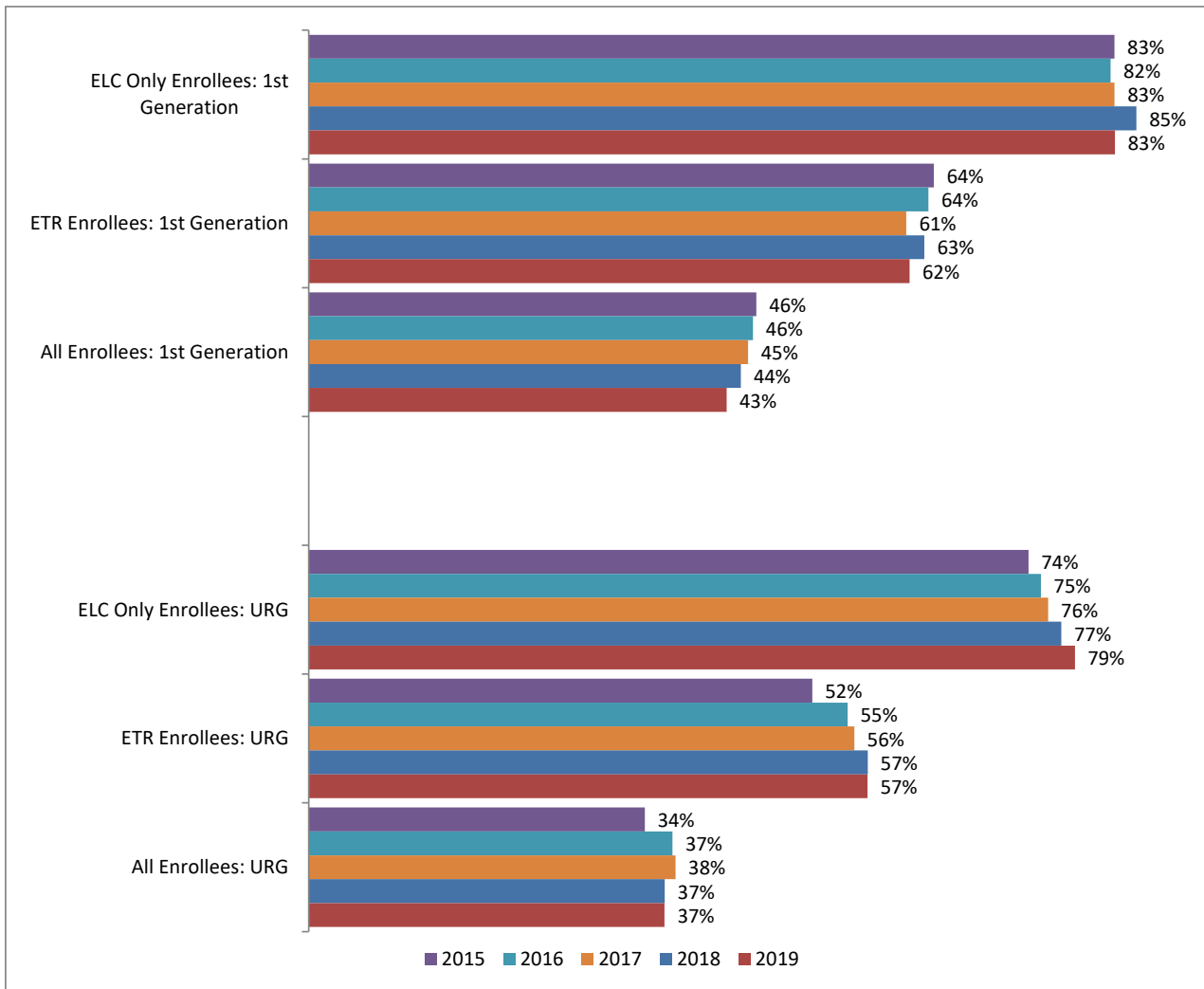
**Table 10.2: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2019 by Admissions Eligibility Category and Percentage of Total**

	Index Eligible Only			ELC Eligible Only			Index & ELC Eligible		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees
<b>Universitywide</b>	28,629	20,165	9,586	7,489	5,902	2,862	29,632	26,739	16,964
Race/Ethnicity									
African American	3.6%	3.6%	3.5%	5.9%	6.1%	6.9%	3.6%	3.6%	3.2%
American Indian	0.5%	0.5%	0.5%	0.3%	0.3%	0.3%	0.5%	0.5%	0.5%
Asian	42.2%	46.2%	51.1%	13.8%	12.9%	14.4%	38.1%	38.9%	42.4%
Chicano/Latino	15.4%	15.4%	15.2%	71.4%	73.2%	71.5%	28.5%	28.9%	28.0%
Pacific Islander	0.3%	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
Unknown	4.0%	4.1%	3.6%	1.5%	1.4%	1.3%	2.8%	2.7%	2.5%
White	34.1%	30.0%	25.9%	6.7%	5.7%	5.4%	26.2%	25.1%	23.0%
Total URG	19.4%	19.5%	19.2%	77.6%	79.7%	78.7%	32.6%	33.0%	31.7%
1st Gen College	19.0%	21.1%	25.2%	81.3%	82.9%	82.8%	36.5%	37.6%	39.7%
School Type									
CA Public H.S.	78.5%	80.6%	85.7%	98.6%	98.7%	98.5%	92.2%	92.6%	94.1%
	<b>Entitled to Review</b>			<b>Do Not Meet Other Criteria</b>			<b>Total</b>		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees
<b>Universitywide</b>	40,335	17,032	6,246	9,902	1,641	682	115,987	71,479	36,340
Race/Ethnicity									
African American	8.4%	7.2%	8.0%	12.4%	8.8%	9.2%	6.2%	4.8%	4.5%
American Indian	0.5%	0.4%	0.5%	0.5%	0.3%	0.4%	0.5%	0.5%	0.5%
Asian	21.9%	24.6%	28.0%	22.6%	39.9%	43.5%	30.6%	35.4%	40.0%
Chicano/Latino	51.8%	52.6%	48.9%	47.2%	24.6%	21.8%	37.7%	34.3%	31.5%
Pacific Islander	0.3%	0.3%	0.3%	0.6%	0.5%	0.7%	0.3%	0.3%	0.3%
Unknown	1.8%	1.7%	1.6%	2.9%	4.4%	3.8%	2.7%	2.8%	2.6%
White	15.3%	13.1%	12.7%	13.9%	21.6%	20.4%	22.0%	21.9%	20.6%
Total URG	60.7%	60.2%	57.4%	60.1%	33.6%	31.5%	44.4%	39.5%	36.5%
1st Gen College	61.7%	64.5%	61.7%	59.2%	34.1%	31.7%	45.8%	43.0%	42.9%
School Type									
CA Public H.S.	89.3%	89.5%	88.9%	82.1%	56.9%	57.5%	87.4%	88.1%	90.6%

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



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



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

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

Year of First Term	Enrolled Students	First Term Average GPA	First Term Probation Rate	First Term Persistence Rate	First Year Average GPA	First Year Probation Rate	First Year Persistence Rate
2012	33,065	3.00	8.72%	98.41%	3.00	5.51%	92.85%
2013	33,135	3.02	8.61%	98.51%	3.01	5.28%	92.84%
2014	33,824	3.06	7.61%	98.54%	3.05	4.90%	93.14%
2015	32,630	3.09	7.21%	98.54%	3.09	4.10%	93.65%
2016	38,361	3.09	7.73%	98.26%	3.08	4.50%	92.94%
2017	36,306	3.15	6.96%	98.17%	3.09	5.32%	92.40%
2018	36,755	3.18	6.51%	98.16%			

Source: UC Data Warehouse Undergraduate Admissions and Enrollment data. Probation rate = share with GPA < 2.00.

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

Year	Enrolled Students	First Year Probation Rate	Two Year Graduation Rate
2011	14,613	6.1%	54.1%
2012	14,045	5.6%	54.1%
2013	14,027	5.5%	53.8%
2014	14,088	5.4%	53.9%
2015	13,751	5.2%	56.0%
2016	15,966	4.3%	55.5%
2017	16,539	4.5%	

Source: UC Data Warehouse Undergraduate Admissions and Enrollment data.

Probation rate = share with GPA < 2.00.