

Annual Report on Undergraduate Admissions Requirements and Comprehensive Review May 2021



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

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EXECUTIVE SUMMARY

PURPOSE OF THE REPORT

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

The *Annual Report on Undergraduate Admissions Requirements and Comprehensive Review* is the result of a mandate in Regents Policy 2104: Policy on Comprehensive Review in Undergraduate Admissions,³ and in Regents Policy 2103: Policy on Undergraduate Admissions Requirements.⁴ It combines two earlier reports, the *Annual Report on Admissions Requirements*, and the *Biennial Report on Comprehensive Review*.

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

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

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

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

BOARS' last combined report to the Regents was in February 2016.⁵ BOARS also reported on the Comprehensive Review policy in June 2010⁶ and September 2012⁷ and on the *Impact of the New Freshman Eligibility Policy* in November 2013.⁸

The current report discusses application, admission, and enrollment outcomes under comprehensive review for the years 2012–2020; the ongoing implementation of the new freshman admissions policy (Regents Policy 2103) and the Regents' 2011 *Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions*;⁹ efforts by BOARS to enhance the transfer admission path; efforts to ensure that nonresidents admitted to a campus

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

² <http://senate.universityofcalifornia.edu/bylaws-regulations/bylaws/blpart2.html#bl145>

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

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

⁵ http://senate.universityofcalifornia.edu/_files/committees/boars/documents/BOARS2016ReporttoRegents.pdf

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

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

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

⁹ <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 freshman applications increased steadily from 2014-15 through 2017-18. In 2019, total applications decreased a total of 3%. This year (2020), total applications fell another 2.5%. The impact of the COVID-19 pandemic is not yet fully known.
 - ❖ This year (2020), applications from nonresidents decreased more compared to applications from California residents (Table 1). Between 2015 and 2018, the year-over-year increases in out-of-state national (international) applicants were 12.0% (9.8%), -2.6% (-0.8%), and 2.2% (5.0%), from 2015 to 2016, 2016 to 2017, and 2017 to 2018, respectively. While 2019 saw a decrease of 1.7% (-2.8%), and 2020 saw a decrease of 2.7% (3.8%).
 - ❖ In comparison, while applications for California residents increased regularly from 2014-15 to 2017-2018, applications for 2019 decreased by 3.4%. In 2020, California resident applicants fell another 2.1%.
 - ❖ UC admitted 79,577 California freshman applicants for fall 2020. This increase may in part be attributable to the impacts of COVID-19.
 - ❖ 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 2020. Berkeley and UCLA remain highly selective, with fewer than 18% and 15% of applicants receiving an admission offer, respectively (see Table 2/Figure 2).
 - The academic indicators of the admitted and enrolled class of California freshmen remained relatively constant in 2020 (see Table 3 and Figure 3).
 - California residents represented 81.3% of all freshman enrollees at UC for 2020 (see Table 6).
 - ❖ Not quite half of the California freshmen admitted to UC choose to enroll, perhaps due to pandemic impacts. Nonresidents (both domestic and international) are far less likely to accept an offer of admission than are California residents, which is likely due to the pandemic and resulting economic downturn (see Figure 5).

FRESHMAN ELIGIBILITY

- ❖ In 2020, 18.1% 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 4.8% were admitted as Entitled to Review (see Table 4).
- ❖ Just over half the California freshman applicants met the Statewide Index (51.5%) in 2020. As a proportion of the 9x9 guaranteed pool, 89.5% met the index (see Tables 7.1 and 7.2).
- ❖ There is a great amount of overlap between the pool of the applicants meeting the Statewide Index and Eligible in the Local Context (ELC). Only 10.5% of the 9x9 guaranteed pool were designated ELC-only and did not meet the index (Table 7.2).
- ❖ While the number of ETR applicants had increased steadily since 2015, 2019 saw a decrease from 41,898 in 2018 to 40,335 (a decrease of 1,563 or 3.7%). 2020 saw this trend continue, with 1,417 fewer applicants, a decrease of 3.5% (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 2020 referral pool consisted of 9,110 students, which was a 23% decrease (2,830 students) from fall 2019. Among students placed in the referral pool, 304 (2%) opted in for consideration to admission at Merced and about 13% of these students (39) ultimately enrolled at Merced (0.4% of the overall referral pool).¹⁰

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 2012 admissions policy, while the average first-term probation rate has continued to decrease. The mean first-year UC GPA for California freshmen was 3.21 in 2019 (the highest year to date under the new policy), and 93% of first-year California residents admitted in 2018 moved on to their second year (see Table 11).

TRANSFER ADMISSION & ACADEMIC PERFORMANCE

- ❖ California resident transfer applicants increased by 5.6% from 2019 to 2020. Applications from domestic nonresidents and international transfers have varied since 2012, but the vast majority of transfer applicants (84.7%) are California residents (see Table 5).
- ❖ UC admitted 71% of California resident transfers for an admitted class in 2020 of 26,003.
- ❖ 86.8% of transfers enrolled in 2020 were residents and 12.7% were international students (see Table 8).

¹⁰ An additional 3,889 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, Graduate, Undergraduate and Equity Affairs (unpublished)

- ❖ For the first time, Asian students represent the largest proportion of California Community College transfer enrollment (27.4%) followed by Chicanos/Latinos (26.3%) and Whites (25.9%). (See Table 9.2).
- ❖ Two-year graduation rates for transfer students continue to improve (see Table 12).

DIVERSITY

- ❖ For fall 2020, Chicanos/Latinos represented the largest proportion of California freshman enrollees of underrepresented groups (30.8%) followed by African Americans (4.7%) and American Indians (0.4%) (see Table 3).
- ❖ For fall 2020, 45.3% of California freshman applicants were first-generation college students as were 43.9% of admits and 41.8% of enrollees (see Table 3 and Figure 7).
- ❖ The percentages of ELC-only applicants, admits, and enrollees who were first-generation were 82.9%, 84.1%, and 82.7%, respectively (see Table 10.2).
- ❖ Applicants, admits, and enrollments of underrepresented groups (URG: African Americans, American Indians, and Chicanos/Latinos) are at 44.7%, 41.3%, and 35.9%, respectively for fall 2020 (see Table 10.2).

NONRESIDENTS

- ❖ The proportion of nonresident freshmen enrolled at UC in 2020 (including out-of-state and international) decreased again to 18.7%, down from 20.9% in 2019 and 21.2% in 2018 (see Table 6). The proportion of nonresident transfers (including out-of-state and international) fell to 13.1% in 2020 (see Table 8).

RECOMMENDATIONS

1. BOARS recognizes that the increased enrollment of undergraduates benefits Californians of all races/ethnicities, including those underrepresented at UC. BOARS remains concerned, however, that yield rates for African Americans and American Indians are below the systemwide average, and the committee welcomes University and campus efforts that work to increase the number of underrepresented students who ultimately decide to enroll at UC.
2. BOARS supports the idea that increased enrollment creates more opportunity for students, however, the committee will continue to monitor the broader effects increased enrollment has on the University. In particular, BOARS is concerned that increasing enrollment without sufficient additional funding for faculty, infrastructure, and student services will diminish the quality of a UC education. BOARS recommends a strong commitment to academic support that addresses short- and long-term educational inequities associated with the pandemic, including student learning—and learning loss.

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.”¹¹ The policy is implemented through the *Guidelines for Implementation of University Policy on Undergraduate Admissions*,¹² 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*.¹³ 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

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

¹²

http://senate.universityofcalifornia.edu/_files/committees/boars/documents/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_June2016.pdf

¹³ <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 2012¹⁴ and 2013,¹⁵ 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,¹⁶ 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

¹⁵ http://senate.universityofcalifornia.edu/_files/reports/Nov52013BOARSReporttoRegents-Final.pdf

¹⁶ 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 2,400 California applicants from 2019 (Table 1). Out-of-state and international applications also declined this year.

Transfer Applications. As seen in Table 1, applications from California transfer students increased by 5.6% in 2020.

II.2 ADMISSION

Freshman Admission. UC admitted 118,242 applicants as freshmen for fall 2020. 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 7.7% increase in the systemwide admit rate for 2020. All of the campuses had higher admission rates.

II.2.1 The Admitted California Freshman Pool

As indicated in Table 3, UC admitted 79,577 of the 113,544 California resident freshman applicants for 2020. This includes 70,386 of 99,156 public high school applicants, equal to 16.4% of the total CA public-high-school graduating class (estimated to be 427,981 in Table 4). The average high-school GPA of all California freshman admits was 3.93, with an average of 48 semesters of A-G courses (30 is the minimum) and 15 semesters of honors courses. For those who reported scores, the average SAT Reading and SAT Math scores remained largely 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 88.4% of the total California resident admit pool in 2020. 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 2020, 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 2020 (56,735) constitute 13.3% of the total graduating class (427,981), while the admitted ETR applicants (20,545) constitute 4.8%. Overall, the combination of these groups represents 18.1%.

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 9,110 in 2020, a 23% decrease (2,380 students) from 2019.

II.2.2 Recalibration of the Statewide Eligibility Index

In June 2013, on the recommendation of BOARS, the Assembly of the Academic Senate approved¹⁷ 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 since then. For 2020, 30,033 resident applicants were eligible. This change also had an effect on the ELC and ETR pools. The number of applicants identified as ELC-only in 2015 was 7,996 (a 52.5% increase); 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 9.3%. In 2020, it dropped again, to 6,856, another decrease of 8.5%. The number of applicants designated as ETR increased from 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); in 2020, 38,918 applicants were designated as ETR (a decrease of 3.5%)—*c.f.*, Table 3.

II.2.3 Academic Indicators of Freshman Admits

The average profile of admitted applicants for fall 2015 through fall 2020 presented in Figure 3 show that academic indicators in 2020 are comparable to prior years.

II.2.4 Transfer Admission

As shown in Table 5, overall, UC admitted 30,067 transfer students in 2020, a 5.4% increase from 2019. Admission rates increased slightly to 71% for California residents, and decreased slightly to 67.5% for international students. The number of domestic out-of-state applicants admitted to UC remains small, 293 in 2020.

II.3 Enrollment Outcomes

Freshman. Systemwide, 46,709 freshmen enrolled for fall 2020, compared with 45,951 freshmen in 2019, 46,677 in 2018, 46,006 in 2017, 47,479 in 2016, and 41,556 in 2015, as indicated in Table 6. This represents an increase of 5,153 new freshman enrollees during the five-year period 2015–2020, an 12.4% increase. Even though California resident enrollees peaked at 38,361 in 2016, the proportion of freshman residents enrolled has slightly increased to 81.3% in 2020 from 80.8% in 2016.

¹⁷ http://senate.universityofcalifornia.edu/_files/reports/RLP_Sakaki_StatewideIndexamendment_FINAL.pdf

Figure 4 shows the numbers of California freshman admits has increased substantially since 2016 while enrollment during the same time has slightly declined. Recently, enrollment growth allowed more admission offers to be made in general.

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

Figure 6 shows numbers of California freshman applications, admits, and enrollees by eligibility status over the past six 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 six-year period, from 56,829 in 2015 to 65,353 in 2020.

Statewide-only applicants were admitted at lower rates than ELC-only applicants (77.1% versus 82.7% for 2020 (*c.f.*, Table 7.1). 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 10.3% in 2020 (*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% and reaching a new high at 58% in 2020 (Table 7.1). Admission rates for applicants who fall into the “Other” category (who are neither eligible nor ETR) are the lowest of all applicant groups (19.2% in 2020). 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 1.8% 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 2020, 39 students from the total referral pool (0.4%) enrolled at Merced.

Transfer. Systemwide, 21,745 transfers enrolled for fall 2020, compared with 20,856 transfers for 2019, 21,015 in 2018, 20,012 in 2017, 19,482 in 2016, and 16,889 in 2015, as indicated in Table 8. California resident transfer enrollees represented 86.8% of all 2020 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 2015–2020

Again this year, the UC admit pool experienced a slight decline in the proportion of first-generation enrollees. Figure 7 summarizes the proportions of first-generation and low-income enrollees for the past six admission cycles.

Transfer Applicants, Admits, Enrollees, and Diversity 2015–2020

Tables 9.1 and 9.2 summarize the diversity of UC’s transfer applicants, admits, and enrollees over the past six 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 53.6% overall increase in enrollments (from 4,206 to 6,459) of students from underrepresented groups (African Americans, American Indians, and Chicanos/Latinos) between 2015 and 2020. Chicano/Latino enrollment has increased by around 53.8% since 2015 and African American enrollment by 61.8%. For fall 2020, the representation of African Americans remains steady at 4.8% of enrollees, as does that of Chicanos/Latinos at 26.3% of enrollees. For the first time, Asians became the largest racial group among CCC transfer enrollees, at 27.4% 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 113,544 California applicants for fall 2020, 45.3% (51,476) were first-generation, as were 43.9% (34,908) of California admits, and 41.8% (15,873) of enrollees. It is important to note that among California applicants who met the ETR criteria (without a statewide or ELC guarantee) the percentages of applicants, admits, and enrollees who were first-generation were 61.7%, 64.8%, and 60.4% (4,503 enrollees), respectively; while among the ELC-only group the percentages were 82.9%, 84.1%, and 82.7% (1,973 enrollees), respectively. Overall, this means that 40.8% (6,476 of 15,873) of the first-generation enrollees for fall 2020 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

URGs represent 44.7% of California applicants, 41.3% of California admits, and 35.9% of enrollees (13,630 enrollees) for fall 2020. Among California applicants who were ETR the percentages of applicants, admits, and enrollees from URG groups were 61.6%, 62.4%, and 55.9% (4,172 enrollees), respectively; while among the ELC-only group the percentages were 79.8%, 80.8%, and 79% (1,884 enrollees). Overall, this means that 44.4% (6,056 of 13,630) of URG enrollees for fall 2020 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 six admissions cycles (2015–2020). 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,¹⁸ and persistence rate¹⁹ were evaluated for all students who began in fall 2012 through fall 2019. The results are presented in Table 11. A statistical significance test examining the differences in average GPAs from one year to the next was also performed.

Students have continued to succeed under the current admissions policy. Their average first-term GPA has steadily increased, and their first-term probation rate has continued to decrease. In all, 93% 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 two-year graduation rate, and the results are presented in Table 12. Transfer students from 2011 through 2018 have demonstrated increasing two-year graduation rates. The “Comprehensive Review Guidelines”, which list nine criteria for selecting transfer (advanced standing) applicants, are achieving the goal of selecting applicants who are prepared to complete their undergraduate education at UC.

II.7 Nonresident Admission

The 9x9 eligibility policy applies to California residents only, and while UC has maintained its commitment to admitting all eligible California residents under the Master Plan, campuses have expanded their recruitment of full-tuition-paying domestic and international nonresidents 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 2018 and 2020 has decreased. Domestic nonresident enrollees decreased in 2020, down 28 students from 2019, while international nonresident enrollees decreased by 839 from 2019. In 2020, nonresidents comprised 18.7% of all freshman enrollees.

¹⁸ 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.

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

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 clarification²⁰ 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 procedures²¹ 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.

BOARS analyzed 2019 admissions outcomes for each campus and the extent to which campuses met BOARS' policy. BOARS issued a report²² 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.

²⁰ http://senate.universityofcalifornia.edu/_files/reports/DS_MGY_LPBOARSNRPrinciple6.pdf

²¹ http://senate.universityofcalifornia.edu/_files/reports/RMA_MGYreBOARSresolutiononevalofresidents_non-residents_FINAL.pdf

²² https://senate.universityofcalifornia.edu/_files/committees/boars/documents/2019-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 7th 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 2017.²³

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

Berkeley

Berkeley has experienced continued growth of both resident and nonresident applicant pools, with the total number of applications more than doubling in 10 years, including a 28.4% increase in freshman applications for fall 2021. This applicant surge places incredible strain on Berkeley's admission professionals and increases our selectivity. The Office of Undergraduate Admission (OUA) has had to reimagine processes to increase efficiencies while still giving each applicant the full consideration they deserve; this is incredibly difficult as the increase in workload has not been met with increased resources. These challenges include the ongoing need to sufficiently understand the school and neighborhood environment for applicants, and the need for specialized staffing to review international applications, which often do not readily line up with UC's minimum requirements for admission.

OUA staff have continued to consult with faculty and staff at other UC campuses in matters relating to holistic review. In September 2020, 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 more than 100,000 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. Currently, the most selective college for freshman admission is the College of Engineering at 12.2%. 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. Though we also had other programs available that we could admit students directly to or students could opt-into (such as Global Edge in London, Sciences Po in France, or a Dual Degree program in Hong Kong), the pandemic halted our ability to send students to other countries due to visa issues and insurance complications. The online virtual classrooms that Berkeley had to shift to allowed us to retain these students, but not in the original program enrollment that was anticipated. These extra programs and increased selectivity continue to change and complicate the modeling for enrollment targets and have made Berkeley much more dependent upon a waitlist, especially with the pandemic complicating our ability to yield. This level of selectivity continues to challenge the diversity of thought and background that is the benefit of holistic review.

For the fifth year, Berkeley has released a small number of decisions in February. This year about 950 applicants were admitted; these include applicants chosen to interview for the Regents' and Chancellor's Scholarship, as well as admitted to the College of Engineering's Management, Entrepreneurship & Technology (M.E.T.) program, Mills 3+2 program, Sciences Po Dual Degree program, and a small number of recruited athletes. This notification is outside of the normal admissions timeline, and the early release has created a significant workload challenge for the undergraduate admission office.

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. Berkeley will continue to refine the incoming class well into the early summer, utilizing both the freshman and transfer waitlists, as well as institutional records and registration data to estimate overall retention.

Davis

Davis is in its ninth 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 fall 2020 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 46.4% of all freshman applicants admitted to the 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. We continue to see significant percentages of low-income, underrepresented minority, and first-generation students, along with broad representation among the various geographical regions throughout the state.

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; and
- 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 Highlights

- **Applicants –Fall 2020 (N=883)**
 - Of the 883 AR requests, 346 (39.2%) responded to the opportunity to provide information through the AR requests.
 - There were 867 (98.2%) domestic and 16 (1.8%) international AR requests.
 - Of the 867 total domestic AR requests, 418 (48.2%) were underrepresented; 148 (17.1%) who responded to the AR request were underrepresented.
 - There were 440 (52.6%) first-generation and 434 (53.2%) were low income.
- **Admits–Fall 2020 (N=185)**
 - A total of 185 (21.0%) AR requests were admitted.
 - Of the 346 who responded to the AR request, 97 (28.0%) were admitted.
 - There were 175 (94.6%) domestic and 10 (5.4%) international AR admits.
 - Of the 175 total domestic AR requests admitted, 83 (47.4%) underrepresented were admits; 40 (22.9%) underrepresented who responded to the AR request were admitted; 86 (49.1%) domestic admits who did not respond to the AR request were admitted; 43 (24.6%) were underrepresented.
 - There were 90 (52.6%) first generation and 94 (55.3%) were low income.
- **Themes**
 - AR requests have decreased every year since its inception. The improvement of the Personal Insight Questions as well as the UC website and webinars with directions and guidance, campus workshops, advising, and outreach have contributed to better assist the applicants in this portion of the application, therefore, reducing the number of AR requests for the Davis campus.

Davis continues to advocate for the AR review process as it is an important component in our comprehensive review process. The AR review process allows UA to gain more in-depth information from the applicant, often clarifying applicants' achievements in the context based on one of three faculty-approved areas: Compound Disadvantaged/Academic Enrichment; Personal Challenge; and Extraordinary Achievements which may improve their HR Score.

Irvine

For the 2020–21 application year, Irvine received an overall increase in undergraduate applications (4.2%). As in the previous year, the increase in overall application volume was also accompanied by an increase in overall quality of the applicant pool as measured by GPA and SAT total score.

Irvine employed a similar comprehensive review process as in the previous application cycle, including Comprehensive Review assessments, reader training, norming sessions, and routine monitoring of the comprehensive review assessments throughout the read process. The three Comprehensive Review 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.

With the elimination of standardized exams as an admission requirement, Irvine will be developing a new Comprehensive Review assessment rubric to help provide more granularity and clarity to the assessment results. This change is currently under development by the faculty Council on Undergraduate Admissions & Relations with Schools (CUARS) committee and the office of Undergraduate Admissions. We expect to implement a new assessment rubric for the next admissions cycle (fall 2021 applications for admission in fall 2022).

In closing, 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.

UCLA

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. See below for a summary of our supplemental review statistics for fall 2020 admission:

	Referred for Supp Review	Responded to Questionnaire	Admit from Supp Review Pool
Native American	25	19	8
Asian	923	690	223
Black	538	305	174
Hispanic	2,539	1,448	434
Other	103	72	24
White	695	453	146
Total	4,823	2,987	1,009

While a large percentage of students identified for Supplemental Review responded to the email and questionnaire sent by Undergraduate Admission, a response is not required and failure to respond is not held against the student in the Supplemental Review process.

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 2020, UCLA admitted 14% of 108,000+ freshman applicants. Enrollment targets and final enrollment of both California residents increased from fall 2019 totals. 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 2020, we were, once again, 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 24,687 in fall 2020. This excludes applicants from the referral pool. The average native admitted first-time freshman GPA in fall 2020 was 3.67, and the 25th percentile was 3.39 while the 75th percentile was 3.95. That same enrolled first-year class is diverse: 61.8% are Hispanic, 14.1% Asian, 5.7% White, and 6.9% 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 (see Freshman Scoring Index Parameters chart). For the fall 2020 cycle, due to increasing enrollment targets, all eligible first-year applicants were admitted to the fall 2020 semester. Undergraduate 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 and below the admission 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 Undergraduate Admissions staff.

Overall, the fall 2020 process was successful. All applicants (100%) received a point-driven comprehensive review. More than one half of the total applicants (39%) received a computer generated score based on academic and nonacademic data, plus a human read focusing mostly on nonacademic factors. Out of all applicants, 14.5% were determined to have not met minimum UC admission requirements. In all, 55.2% of applicants received an academic evaluation by a staff member. The top 44.0% were reviewed and selected solely on the academic and nonacademic point-driven comprehensive review process.

Admissions by Exception Summary

Merced relies on this policy to determine Admission by Exception (AbyE) decisions in every admission cycle. In fall 2020 there were 375 freshman and five transfer applicants admitted via AbyE. From these AbyE admits, 34 freshmen and three transfers enrolled in fall 2020. Overall AbyE students comprised 1.74% and 1.47% of newly enrolled undergraduates in fall 2020. Historically, Merced has never exceeded the allowable AbyE enrollment percentage of 6%.

During the fall 2020 application period the determination of freshman (first-year) and transfer admission eligibility was under the stewardship of the admissions officer, the Director of Undergraduate Admissions. Therefore, the admissions officer following the guidance of the faculty-approved Admission by Exception policy, determines matters concerning admission eligibility, including admission by exception.

Entering student characteristics (average GPA and ethnic breakdowns) are from tables on Merced's IRDS website.

Fall 2020 applicant selection data are based on internal Admissions reports.

Riverside

UC 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 systemwide priorities emerge. Our Academic Index Score (AIS) transparently sums a subset of the 14 BOARS 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. While SAT Subject tests were an option for some departments to use for the 2019 application pool, they were not considered for the 2021 applicant pool. Strict change-of-major criteria are published in the 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. The campus became progressively more selective from 2007 (87% admission rate) to 2015 (56% admission rate). The expanded UC enrollment target for 2016 set back the trend of increasing selectivity at Riverside. As a result, the 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 freshman to transfer students by 2021. In 2020, because of shifting student behavior as a result of the COVID-19 pandemic, the freshman admit rate increased to 65.6%. During the 2020–21 academic year Riverside reached its goal of enrolling one transfer student for every two freshman students attaining a 1.99:1 freshman to transfer ratio.

During the 2020–21 academic year, the campus's Undergraduate Admissions Committee continues the conversation of comprehensive (holistic) review strategies for Riverside. The committee feels more motivated to move to a holistic review process in light of the recently adopted campus test-free admission policies, in which standardized test scores that previously were a significant component of the AIS score are no longer used. The committee discussed the admission vision and specific timeline for administrative implementation of the holistic review with the goal to start the holistic review process for the 2024 admission cycle. The committee agreed that the holistic review process should have three major components: the academic component such as HSGPA, A-G course numbers, etc.; nonacademic components such as characteristics, personal achievement, special talents; as well as the social and economic context of applicants. The committee also discussed several holistic review processes in other UC campuses like Santa Barbara and Santa Cruz, which can be a good steppingstone for Riverside to develop the new process.

Regarding Riverside's admission by exception (A by E) policy, the committee voted to lower the minimum GPA for admission from 3.0 to 2.8 for the 2020–21 admission cycle due to the COVID-19 impacts on the campus's application profiles. For 2019–20, A by E represents 2% of total freshman enrollment and 1% of total transfer student enrollment. Also freshman athletes admitted represents about 10% of all admitted A by E freshman students and 5% of all admitted A by E transfer students.

San Diego

Fall 2020 represents the tenth year of Holistic Review Single-Score implementation. With about a 1% increase in first-year applications since 2019 (100,062 vs. 99,124), we hired a very skilled cadre of approximately 160 external readers to assist professional staff in the review of first-year applications. Both external readers as well as approximately 30 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 5.3% for fall 2020.

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 continue 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 task force 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 2020 admissions data, 70% of admitted first-year California residents were ELC, 24% were students with parents who had less than a four-year degree (first-generation), and 34% 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 2020, just under 1,500 (1.5%) 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 600 (40%) responded and provided the optional information for review. Of these students, the total number admitted was 170 (30%), and from this, 40 matriculated (24%).

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 2020 enrollment targets, Admissions employed an inclusive and comprehensive waitlist strategy. This strategy successfully met enrollment targets in 2020, which also resulted in a 5% increase in San Diego’s admit rate. The campus admitted approximately 38% of the applicant pool for fall 2020 as compared to 32% for fall 2019.

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.

Finally, in regard to Admission by Exception (AbyE), the fall 2020 process was similar to what has been done in past years, in that we finalized AbyE in the summer at the conclusion of the validation process. Prior to admitting first-year applicants, the percentage of AbyE admits was calculated to ensure that we were under the percentage allowed by policy (6%). Then, after validation, a review of admits who had been in the “potential AbyE” bin was conducted for final determination. Final AbyE data was then forwarded to UCOP via Operations.

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 and holistic 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' 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

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. The Comprehensive Review process at Santa Barbara for fall 2020 was 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.

We had 132 total readers (96 external/seasonal and 36 internal). Fall 2020 was the first cycle where we asked for conflict of interest information and required significant implicit bias training,

increasing our efforts to be responsive to auditors and/or the public who might be concerned with fairness and transparency.

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.

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 true holistic review procedure, in the sense that there are multiple scores that go into the evaluation of the whole; we feel that the model we have developed has yielded consistent success in meeting campus and systemwide goals.

Despite significant impacts on enrollment due to the COVID-19 pandemic, the academic profile of the incoming freshman class as measured by GPA and test scores, remained relatively steady for fall 2020 enrollment. The average self-reported, weighted, capped GPA went from a 4.18 in 2019 to 4.17 in 2020, but was also up over a two-year arc (from a 4.08 in 2018 to 4.17 in 2020).

At the same time, as the campus has become more academically selective, the growth of underrepresented groups in the incoming freshman class has declined. In 2020, the overall number of incoming URM students decreased both as a number (-70) and as a percentage of the enrolled class (28% to 27%). Santa Barbara's overall yield rate decreased significantly from 18% in 2019 to 15% in 2020, but again we attribute this to the global pandemic.

Santa Barbara also saw a small decrease in the average SAT/ACT test score (highest single sitting exam). The average SAT score in 2019 was 1354 compared to 1344 in 2020. We saw a more significant decline in the SAT Math scores (average 677, down from 688 in the previous year) than in the English reading and writing scores, (from 666 in fall 2019 to 667 in fall 2020). These are modest changes, but we are satisfied with both areas. We think declines may have been due to the fact that, in order to meet our enrollment goals, we used most of our waitlist and took far more appeals. The robust waitlist activity was due to cancellations where students often cited "covid-related" issues.

As is the national trend, women continue to make a strong showing, enrolling at higher rates than their male counterparts (58:41). The overall representation of women among new enrolling freshmen increased from 56% in 2019 to 58% in 2020. The representation of women in mathematical, life, and physical sciences (MLPS) majors increased slightly, from 59% in 2019 to 61% in 2020, and the percent of all new fall 2020 women who enrolled in MLPS majors also increased slightly from 52% in 2019 to 53% in 2020. The representation of women in other

disciplines increased at similar rates (from 17% to 19% in ENGR, 41% to 45% in Creative Studies, 65% to 69% in Humanities and Fine Arts, and 61% to 63% in Social Science).

While the overall new freshman yield was down in 2020, the yield in MLPS was 15% for both women and men, compared to 19% for women and 20% for men in 2019. For fall 2020 8% of women who were admitted to ENGR enrolled in ENGR, compared to 11% of men, while in fall 2019 the yields in ENGR were 9% of women and 15% for men.

The representation of women among admitted students in STEM fields remained consistent—women made up the same percent of ENGR and MLPS admits as they did in fall 2019; 24% of ENGR admits and 60% of MLPS admits. Overall, female representation in the STEM fields continued at rates similar to recent years.

For fall 2020, Santa Barbara admitted 72% of applicants designated as ELC (an increase compared to 62% in 2019) and 31% of the incoming class are first-generation college students (compared to 37% in the previous year). For admitted ELC applicants, the campus's yield rate decreased slightly from 17% in 2019 to 13% in 2020. For the 2020 incoming class, 40% of the incoming freshmen were designated as ELC (as compared to 47% in 2019).

The fall 2020 admit rate among students from Local Control Funding Formula Plus (LCFF+) schools increased from 27% in 2019 to 31% in 2020. Enrolled students from the same schools remained steady as a percentage of the class with 15% in both 2018 and 2019, but declined to 12% for 2020, and yield among these students similarly decreased from 21% in 2019 to 18% for the current incoming class.

In total, 83% of the enrolled class for fall 2020 are California residents (a sharp increase from 74% in the previous year). We attribute this to the culture of the year and more students wanting to stay close to home rather than selecting an out-of-state university to attend. 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 2021–22 academic year.

Of new undergraduates, 66% entered as freshmen while 33% entered the campus with advanced placement (in higher class level); 81% of new freshmen students entered Santa Barbara from public high schools, while 11% graduated from private high schools or were homeschooled.

In fall 2020, we fully implemented the “three signature” system for Admission by Exception (A by E). To fully assess potential candidates for Admission by Exception, we pay particular attention to veteran applicants; former foster youth; students at unaccredited and home-schools; athletes; and students with high composite scores but are missing only one A-G subject matter (typically students who have not taken geometry but gone on to higher-level mathematics, or VPA where the school has limited offerings). We are further reviewing students in these areas who fall outside our selection criteria (composite score), but do not necessarily need A by E. They are UC eligible students who show extraordinary promise in one or more of the five areas

for Comprehensive Review (see the CAERS-approved bulleted list of characteristics above). For fall 2020, we admitted 186 students A by E and of these, 26 enrolled.

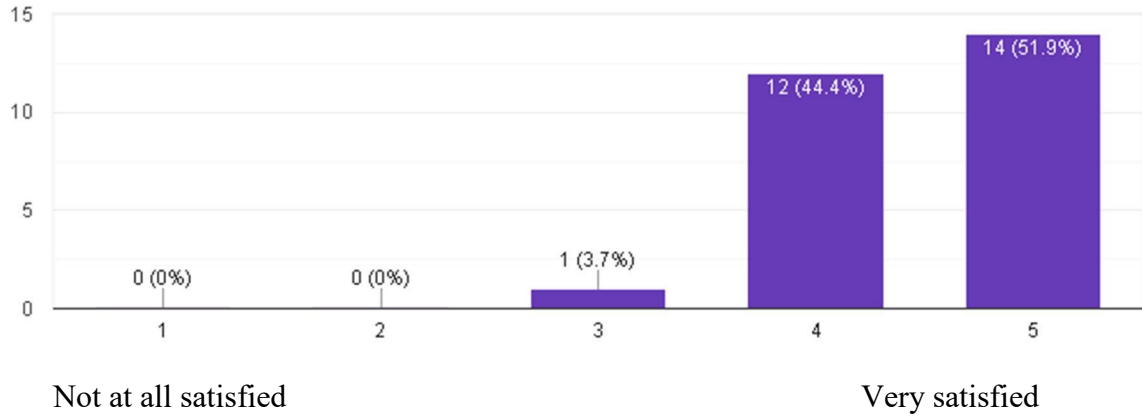
CAERS continues to support the Comprehensive Review process at Santa Barbara and diligently reviews outcome data to monitor our progress in building the campus community, and has implemented changes for 2021, including the removal of SAT and ACT scores from our review.

We surveyed readers at the end of the cycle to get their observations of the process and applicant pool. Results are below.

Reader Training

How satisfied were you with the Reader training process this year?

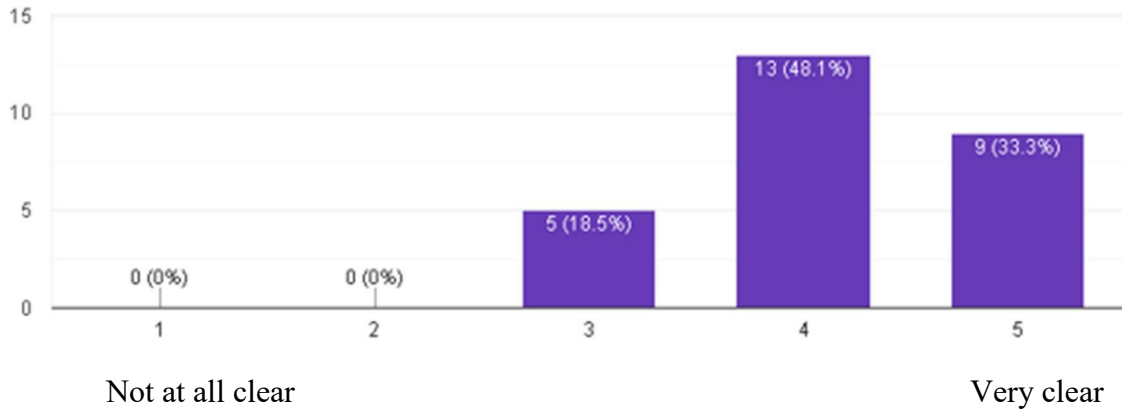
27 responses



Explanations of Scoring

How clearly were the Academic Promise Review Criteria and scoring guidelines explained?

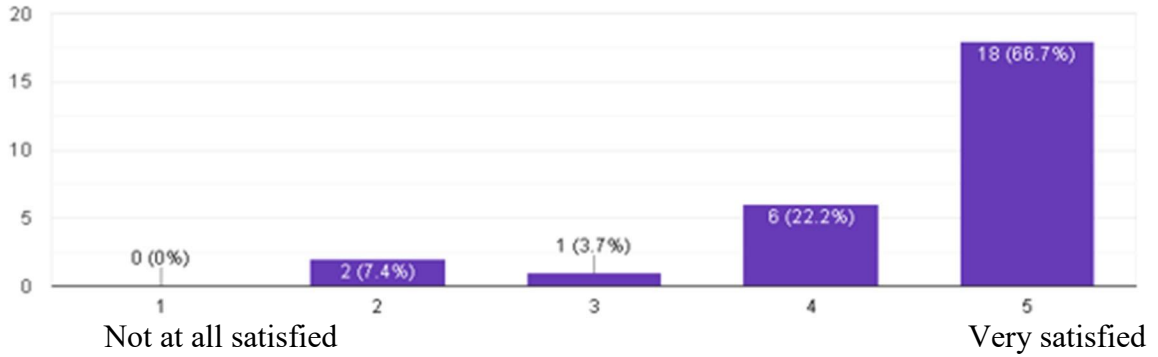
27 responses



Norming

This year, we completed two norming sets online in a google form. How satisfied were you with this experience?

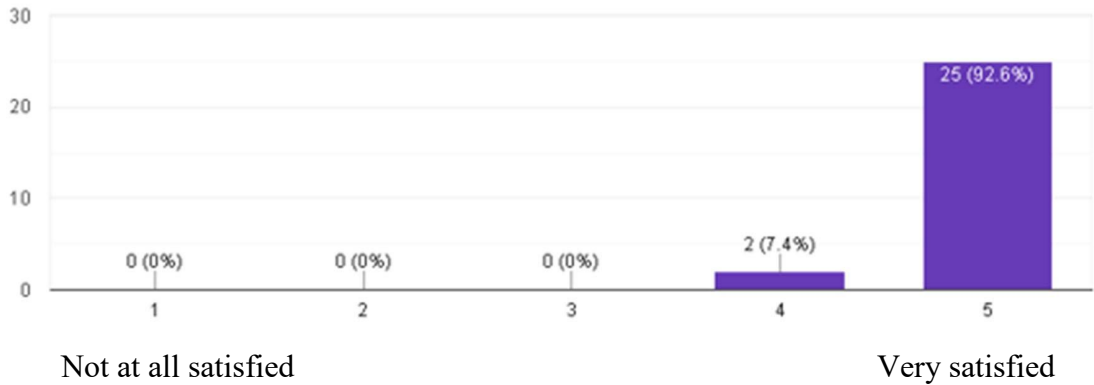
27 responses



Communication

How satisfied were you with communications from the Comp Review team, including weekly email updates and personalized feedback on your reading?

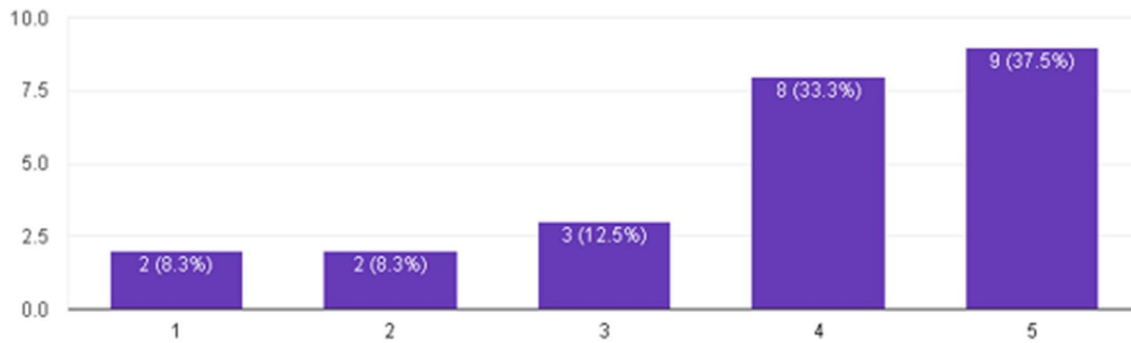
27 responses



Effect of Increased Character Limit on Activities Page

For returning Readers, did you feel that the increased character limit on the activities tab affected the application/your reading?

24 responses



No, not at all

Yes, quite a lot

Regarding the increased character limit on Activities page

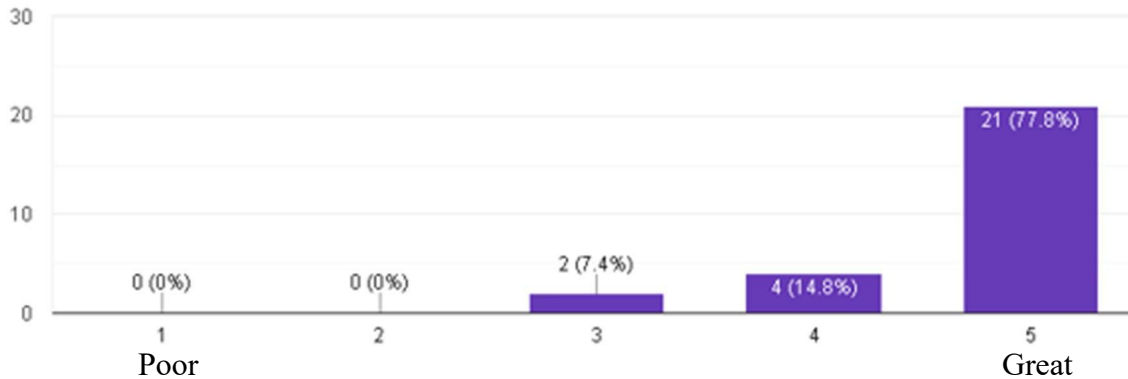
Increased character limit slowed read time and added little value, often muddied the water. A handful of readers thought it was helpful for the applicant.

- Many students described their activities in a more roundabout way with the extra space. More words with less substance.
- The “hours worked” section was really hard to read and took longer to figure out.
- Felt like more work for the same pay.
- Students used the space to talk about why they liked their activities rather than describe the effort or commitment.
- The amount of text prompts readers to scan more than read.

Overall Experience

Please rate your overall experience working as a Reader for the 2020 Admissions Cycle.

27 responses



Trends reported by readers

- Low income students with highly educated parents. Guidelines mostly cover SES together with parental education challenges.
- Fewer AP exams from international students (China).
- More mental health challenges, some requiring hospitalization.
- More students talking about anxiety and depression: clearly debilitating, but often self-diagnosed. Is this something that is significantly more prevalent than it was 5 years ago, or is it something that social networking has amplified as useful for college applications?
- Everyone seems to be at least a 6. Maybe need changes to scoring guidelines?
- Divorce and the aftermath described in more detail, usually severe effects like emotional/physical abuse, financial/housing insecurity, unstable parents, etc.).
- Concussions, or at least the awareness of the severity of the condition.
- More achievements in the realm of tech, often hard to decipher and understand the terminology.
- Experiences and difficulties with being LGBTQIA, community involvement.
- Increase in hard-to-decipher awards for Chinese applicants. (One reader researched the awards/organizations to try to figure out their significance.)
- Lots of severe SES and high-income students, but not many in the middle.
- Suicides of friends or family, school shootings (Saugus).
- Increase in WeChat, online magazines and newspapers for international students.
- Students very involved in clubs/leadership, spent more hours than were outlined in rubric.

Santa Cruz

The comprehensive review process for the 2020 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 Santa Cruz faculty. Since the fall 2015 cycle, all applicants are scored by campus 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. For example, in this cycle, test scores and high-school GPA were factored into the HR score as a percentile rank relative to two populations—applicants to UC from the same school, and the pool of applications to UCSC—rather than as absolute values. International applications are read by senior readers trained in interpreting various international educational systems.

In addition to the HR scores, each student received a computed Student Success Indicator (SSI) score, in the form of a predicted first-year Santa Cruz GPA, which is computed according to a local formula that uses the absolute values (not percentile ranks) of high school GPA and standardized test scores. Cases in which there was a very significant difference between an SSI score and those typical for that student’s HR band were flagged for a second read by a senior reader; the second HR score was taken as final in these cases. In addition, there was 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 student success, 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 2020, the total referral pool, from both public and private California high schools, numbered approximately 9,110.²⁴ These eligible applicants were offered the chance to consider referral admission at UC Merced, and in the end, 39 (0.4% of the total referral pool) enrolled.

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.

²⁴ University of California Office of the President, Office of Undergraduate Admissions (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 policy²⁵ 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

²⁵ 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 Guidelines²⁶ 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.²⁷ 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.

²⁶

http://senate.universityofcalifornia.edu/_files/committees/boars/documents/GUIDELINES_FOR_IMPLEMENTATION_OF_UNIVERSITY_POLICY_on_UG_ADM_Revised_June2016.pdf

²⁷ <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 2012–2020, 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 2016 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 2020, UC offered freshman admission to more California resident Chicano/Latino students than in previous years, which continues to reflect the state’s changing demographics. As African American admits and enrollees increased this year, there is still a need for fresh, new targeted efforts to increase yield rates and outreach to specific communities.

In 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. In May 2020, despite the STTF recommendation, the UC Board of Regents unanimously voted to phase out all standardized testing requirements for freshman applicants. The Regents argued that standardized admissions tests are discriminatory and serve as a major barrier to college access for many low-income students. By 2025, standardized testing requirements will be eliminated completely for California students, unless UC can develop new assessments that better align with the state’s high school curriculum and better predict college success. At present, UC Work Groups have been studying the feasibility of new assessments that might better align with the content that UC expects students to master to demonstrate college readiness for California freshmen.

In February 2021, with the absence of standardized test scores for freshman applicants, BOARS decided on a new Statewide Eligibility Index based on High School GPA + Number of A-G courses completed in grades 9-11 and expected in grade 12. BOARS carefully considered multiple data points, educational equity issues, and the potential impact on student success.

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. The Task Force plans to present a final report to UC Regents during the 2021-22 academic year.

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 2020, 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 9,000 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. 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. BOARS strongly recommends additional funds and support to address student learning—and learning loss during the coronavirus pandemic.

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Table 1: Freshman and Transfer Applicants (Fall 2015 through Fall 2020)

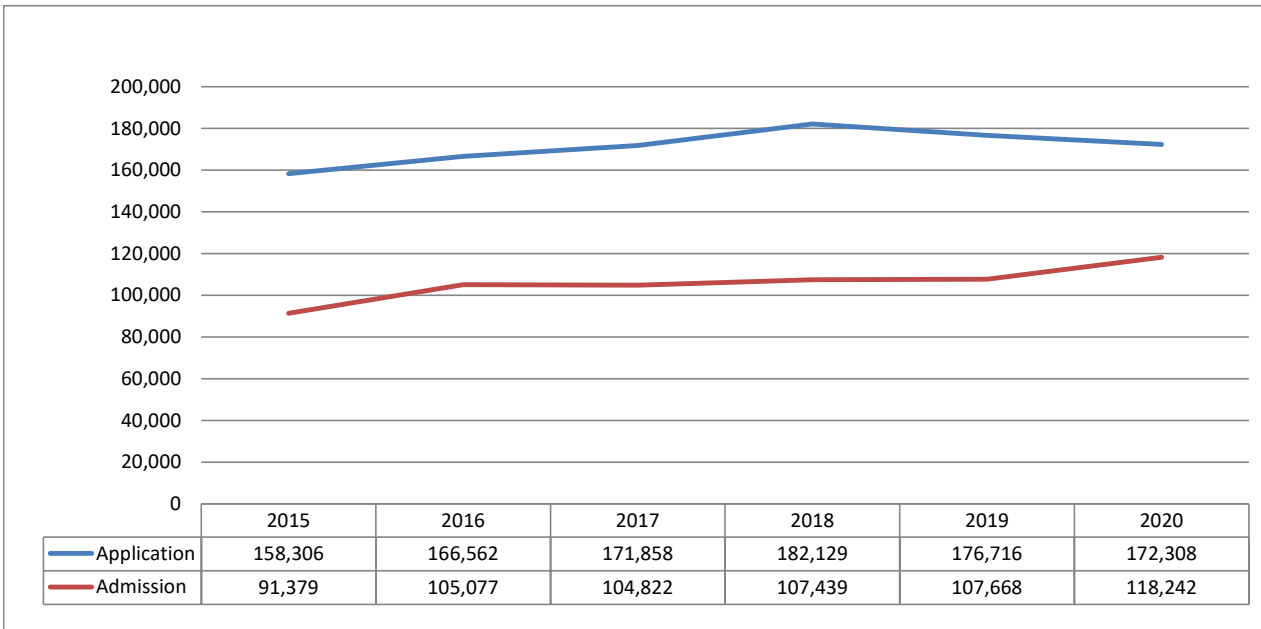
	2015	2016	2017	2018	2019	2020
Freshman						
California	103,259	105,465	111,857	120,030	115,987	113,544
% change		2.1%	6.1%	7.3%	-3.4%	-2.1%
Out-of-State	30,087	33,688	32,808	33,533	32,959	32,055
% change		12.0%	-2.6%	2.2%	-1.7%	-2.7%
International	24,960	27,409	27,193	28,566	27,770	26,709
% change		9.8%	-0.8%	5.0%	-2.8%	-3.8%
Total Freshman	158,306	166,562	171,858	182,129	176,716	172,308
% change		5.2%	3.2%	6.0%	-3.0%	-2.5%
Transfer						
California	29,539	32,971	31,710	34,470	34,685	36,623
% change		11.6%	-3.8%	8.7%	0.6%	5.6%
Out-of-State	1,151	1,489	1,300	1,179	1,059	1,028
% change		29.4%	-12.7%	-9.3%	-10.2%	-2.9%
International	5,210	5,546	5,463	5,700	5,524	5,585
% change		6.4%	-1.5%	4.3%	-3.1%	1.1%
Total Transfer	35,900	40,006	38,473	41,349	41,268	43,236
% change		11.4%	-3.8%	7.5%	-0.2%	4.8%
Total						
California	132,798	138,436	143,567	154,500	150,672	150,167
Out-of-State	31,238	35,177	34,108	34,712	34,018	33,083
International	30,170	32,955	32,656	34,266	33,294	32,294
Total	194,206	206,568	210,331	223,478	217,984	215,544

Note: Data from UC Data Warehouse.

Figure 1: Freshman Application and Admission

	2015	2016	2017	2018	2019	2020
Application	158,306	166,562	171,858	182,129	176,716	172,308
Admission	91,379	105,077	104,822	107,439	107,668	118,242

Note: Data from UC Data Warehouse.



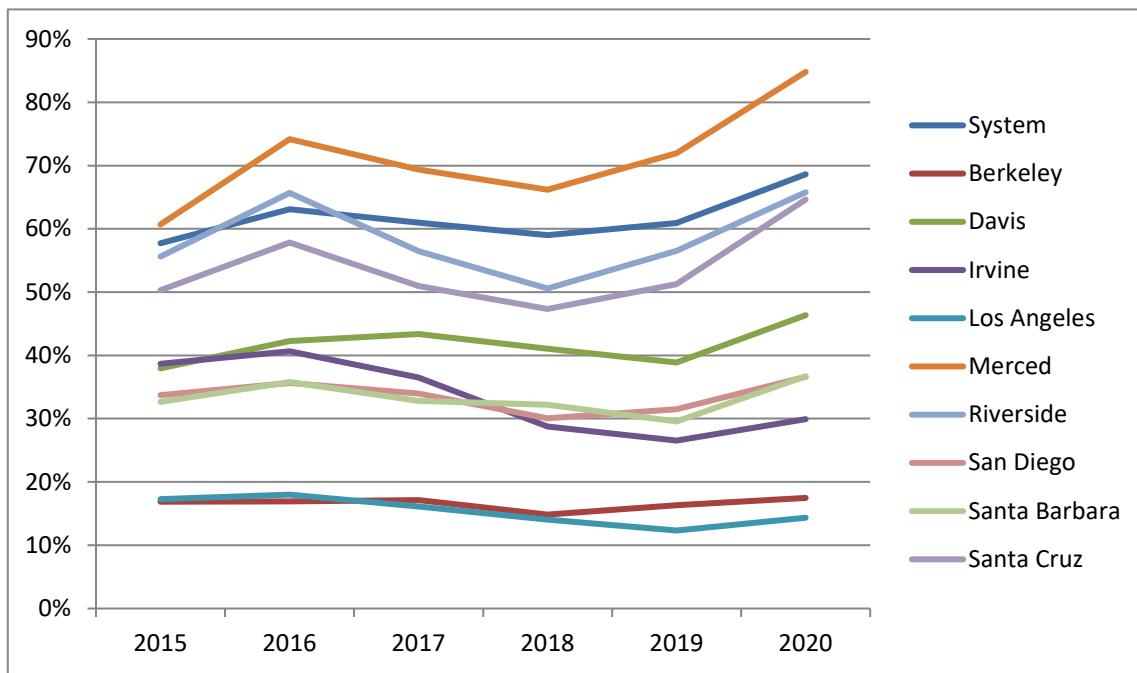
Note: Data from UC Data Warehouse.

Table 2: Fall Freshman Admit Rates by UC Campus, 2015 to 2020

Campus	2015	2016	2017	2018	2019	2020
System	57.7%	63.1%	61.0%	59.0%	60.9%	68.6%
Berkeley	16.9%	16.9%	17.1%	14.8%	16.3%	17.5%
Davis	38.0%	42.3%	43.4%	41.1%	38.9%	46.4%
Irvine	38.7%	40.7%	36.5%	28.8%	26.5%	29.9%
Los Angeles	17.3%	18.0%	16.1%	14.0%	12.3%	14.3%
Merced	60.7%	74.2%	69.4%	66.2%	72.0%	84.8%
Riverside	55.6%	65.7%	56.5%	50.6%	56.5%	65.8%
San Diego	33.7%	35.7%	34.0%	30.1%	31.5%	36.6%
Santa Barbara	32.6%	35.8%	32.8%	32.2%	29.6%	36.7%
Santa Cruz	50.3%	57.9%	50.9%	47.3%	51.2%	64.6%

Note: Data from UC Data Warehouse.

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



Note: Data from UC Data Warehouse.

Table 3: Freshman California Resident Application, Admission, and Enrollment, Fall 2015-Fall 2020

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

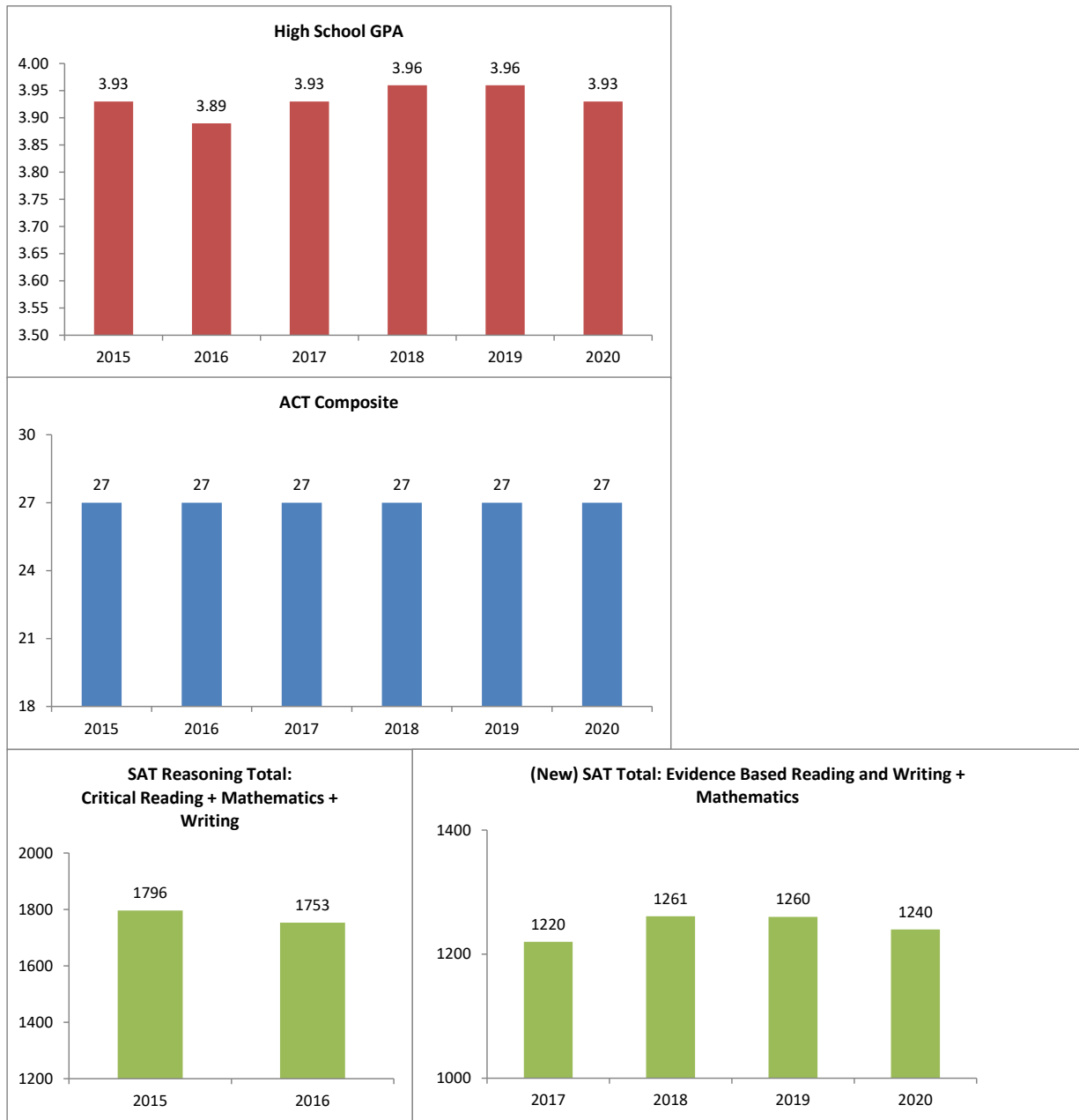
Note: Data from UC Data Warehouse and final UC Application Processing (UCAP) files. For 2017 and later, new SAT Evidence Based Reading and Writing (EBRW) scores are listed under SAT Reading and new SAT Math scores are listed under SAT Math; these are not directly comparable to prior years. Low income means reporting family income at or below the 30th percentile based on Current Population Survey (CPS) data for Californians aged 30-65.

Table 4: California Public High School Admissions Outcomes as a Percent of High School Graduates, Fall 2015-2020

	2015	2016	2017	2018	2019	2020
CA Public HS Graduates*	426,950	429,323	429,560	438,739	438,650	427,981
All CA Pub HS Applicants	90,698	93,081	99,081	105,904	102,179	100,042
% of CA Pub HS Graduates	21.2%	21.7%	23.0%	24.1%	23.3%	23.4%
CA Pub HS Applicants Guaranteed Admission	49,060	50,157	53,208	58,200	57,166	56,735
% of CA Pub HS Graduates	11.5%	11.7%	12.4%	13.3%	13.0%	13.3%
Admitted "ETR" Students	11,736	17,051	15,306	13,705	15,248	20,545
% of CA Pub HS Graduates	2.7%	4.0%	3.6%	3.1%	3.5%	4.8%
Total Guaranteed PLUS ETR Admits	52,696	61,102	60,064	61,588	62,073	69,368
Applicants Guaranteed Admission plus ETR Admits as % of CA Pub HS Graduates	14.2%	15.7%	15.9%	16.4%	16.5%	18.1%
Total Admitted to Campus of Choice	51,746	60,531	59,550	60,569	61,354	68,803
% of CA Pub HS Graduates	12.1%	14.1%	13.8%	13.8%	14.3%	16.1%

*Total public CA public high school graduate totals are from California Department of Education. Other data from UCDW.

Figure 3: Academic Preparation, California Freshman Admits, 2015 to 2020



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 2020

	2015			2016			2017			2018			2019			2020		
	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate	Applicants	Admits	Admit Rate
California Residents	29,539	19,046	64.5%	32,971	21,953	66.6%	31,710	22,632	71.4%	34,470	24,384	70.7%	34,685	24,430	70.4%	36,623	26,003	71.0%
Domestic Non-Residents	1,151	271	23.5%	1,489	420	28.2%	1,300	349	26.8%	1,179	312	26.5%	1,059	269	25.4%	1,028	293	28.5%
International Non-Residents	5,210	3,235	62.1%	5,546	3,644	65.7%	5,463	3,689	67.5%	5,700	3,837	67.3%	5,524	3,829	69.3%	5,585	3,771	67.5%
Total	35,900	22,552	62.8%	40,006	26,017	65.0%	38,473	26,670	69.3%	41,349	28,533	69.0%	41,268	28,528	69.1%	43,236	30,067	69.5%

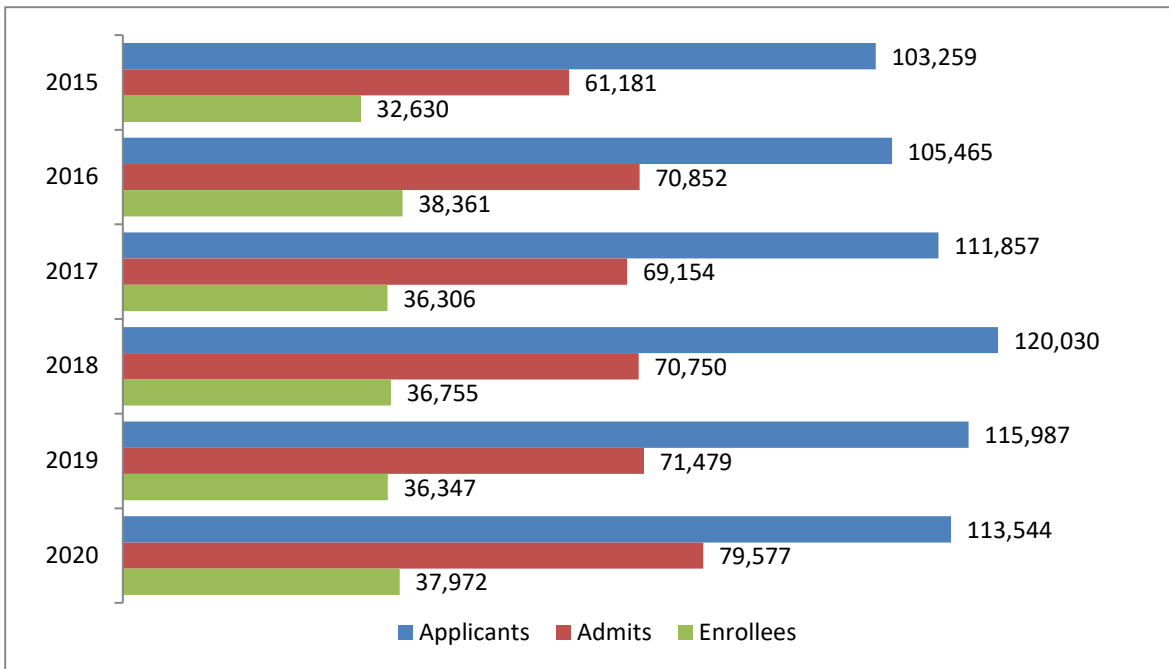
Note: Data from UC Data Warehouse.

Table 6: Freshman Enrollees

	2015		2016		2017		2018		2019		2020	
California	32,630	78.5%	38,361	80.8%	36,306	78.9%	36,755	78.7%	36,347	79.1%	37,972	81.3%
Out-of-State	3,467	8.3%	3,289	6.9%	3,746	8.1%	3,657	7.8%	3,676	8.0%	3,648	7.8%
International	5,459	13.1%	5,829	12.3%	5,954	12.9%	6,265	13.4%	5,928	12.9%	5,089	10.9%
Total	41,556	100.0%	47,479	100.0%	46,006	100.0%	46,677	100.0%	45,951	100.0%	46,709	100.0%

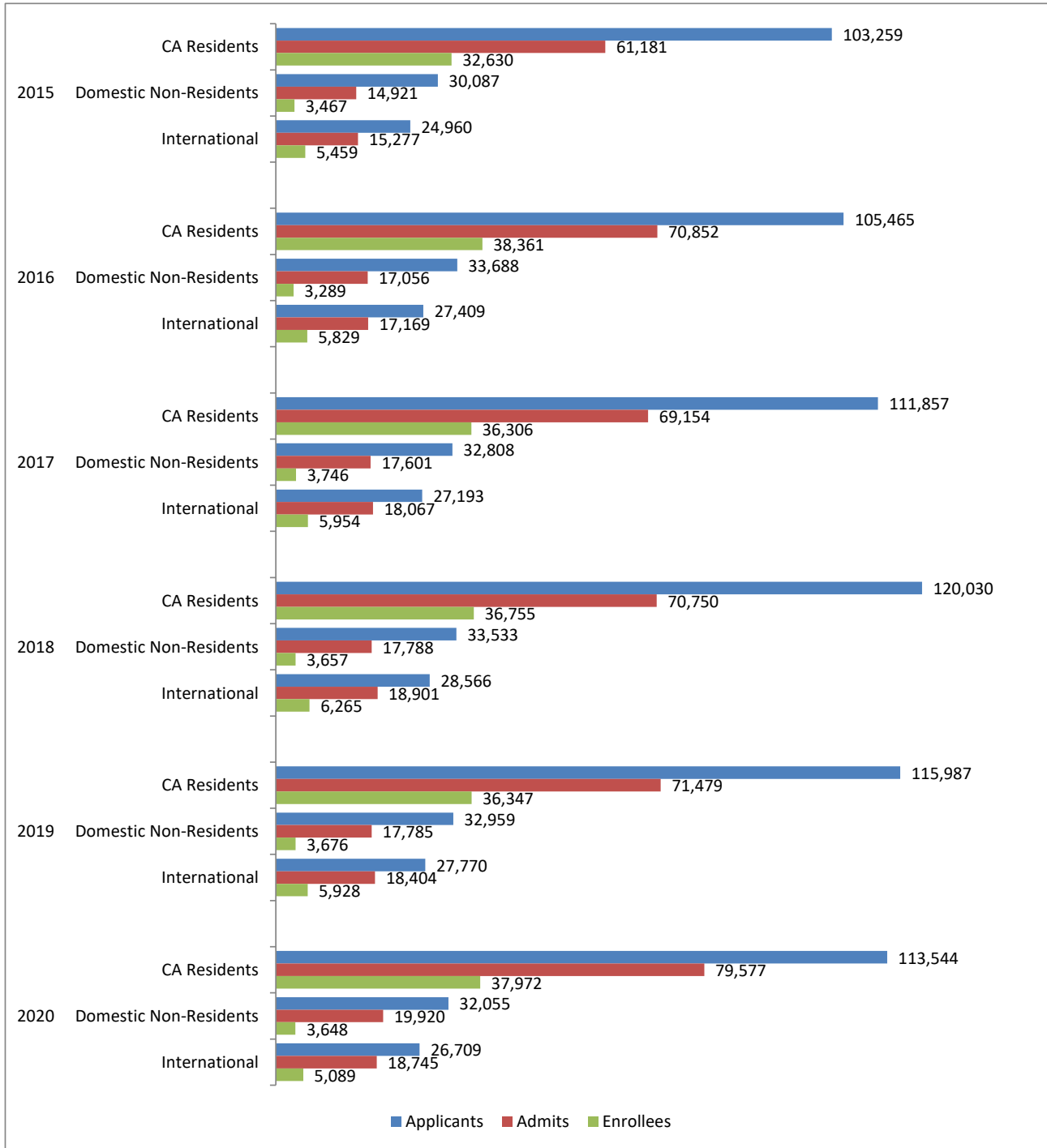
Note: Data from UC Data Warehouse.

Figure 4: California Resident Freshman Applicants, Admits, and Enrollees, Fall 2015-2020



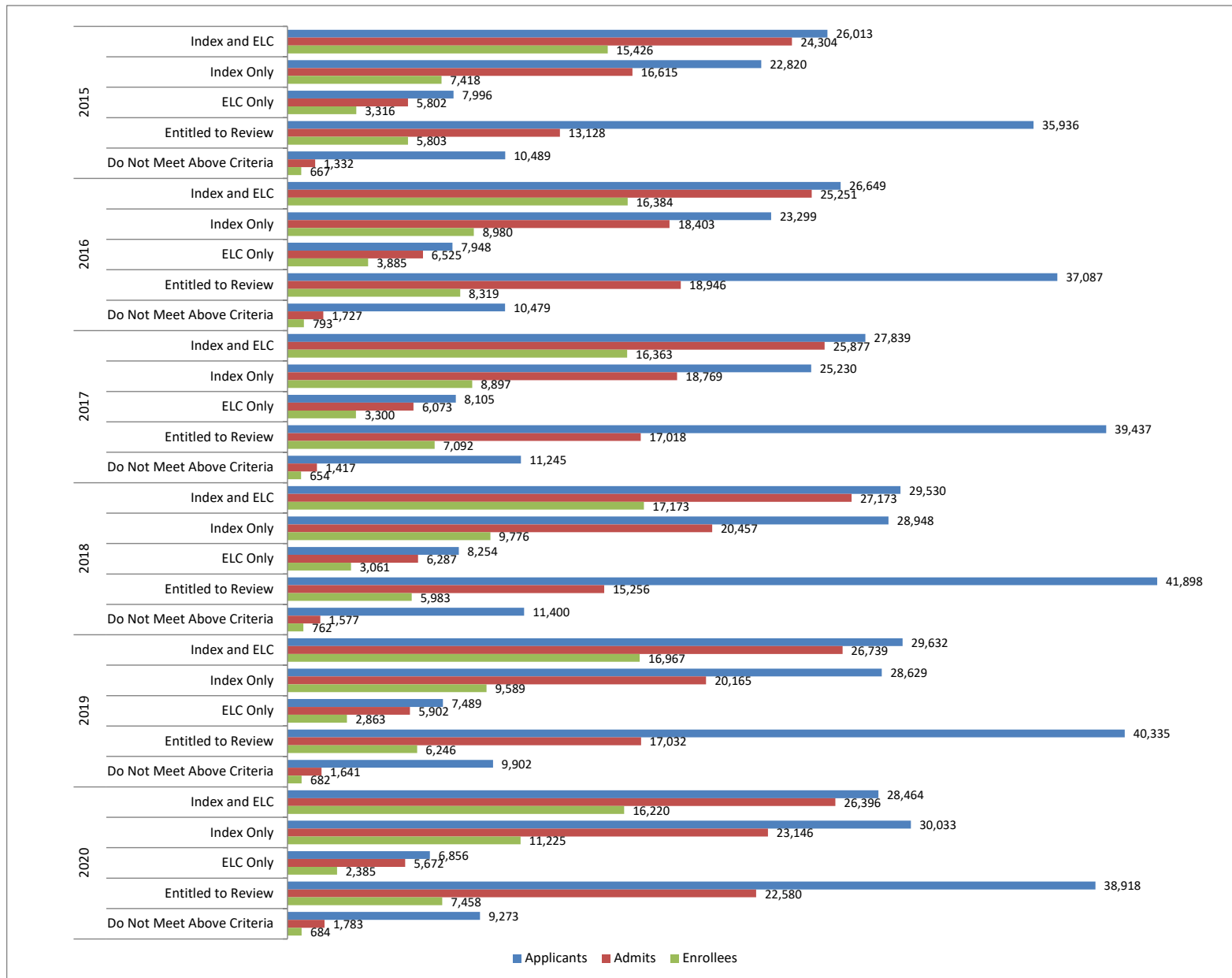
Note: Data from UC Data Warehouse.

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, 2015-2020



Note: Data from UC Data Warehouse and final UCAP files. For a small number of applicants (0-5 per year), eligibility status is unknown.

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

2015	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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%
2016	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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%
2017	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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%
2018	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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%
2019	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
applicants	29,632	28,629	58,261	7,489	65,750	40,335	9,902	115,987
admits	26,739	20,165	46,904	5,902	52,806	17,032	1,641	71,479
enrollees	16,967	9,589	26,556	2,863	29,419	6,246	682	36,347
admission rate	90.2%	70.4%	80.5%	78.8%	80.3%	42.2%	16.6%	61.6%
yield rate	63.5%	47.6%	56.6%	48.5%	55.7%	36.7%	41.6%	50.8%
2020	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
applicants	28,464	30,033	58,497	6,856	65,353	38,918	9,273	113,544
admits	26,396	23,146	49,542	5,672	55,214	22,580	1,783	79,577
enrollees	16,220	11,225	27,445	2,385	29,830	7,458	684	37,972
admission rate	92.7%	77.1%	84.7%	82.7%	84.5%	58.0%	19.2%	70.1%
yield rate	61.4%	48.5%	55.4%	42.0%	54.0%	33.0%	38.4%	47.7%

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

2015	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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%
2016	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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%
2017	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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%
2018	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total

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%
2019	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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%
2020	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
applicants	43.6%	46.0%	89.5%	10.5%	100.0%	34.3%	8.2%	100.0%
admits	47.8%	41.9%	89.7%	10.3%	100.0%	28.4%	2.2%	100.0%
enrollees	54.4%	37.6%	92.0%	8.0%	100.0%	19.6%	1.8%	100.0%

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

Year by year changes:

2015 to 2016	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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
	Percent Change							
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%
2016 to 2017	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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
	Percent Change							
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%
2017 to 2018	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
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
	Percent Change							
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%
2018 to 2019	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
applicants	102	-319	-217	-765	-982	-1,563	-1,498	-4,043
admits	-434	-292	-726	-385	-1,111	1,776	64	729
enrollees	-206	-187	-393	-198	-591	263	-80	-408
	Percent Change							
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%
2019 to 2020	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total
applicants	-1,168	1,404	236	-633	-397	-1,417	-629	-2,443
admits	-343	2,981	2,638	-230	2,408	5,548	142	8,098
enrollees	-747	1,636	889	-478	411	1,212	2	1,625
	Percent Change							
applicants	-3.9%	4.9%	0.4%	-8.5%	-0.6%	-3.5%	-6.4%	-2.1%
admits	-1.3%	14.8%	5.6%	-3.9%	4.6%	32.6%	8.7%	11.3%
enrollees	-4.4%	17.1%	3.3%	-16.7%	1.4%	19.4%	0.3%	4.5%

Five year changes:										
2015 to 2020	Index & ELC	Index Only	TOT Index	ELC Only	All Index/ELC	ETR	Other/Unknown	Total		
applicants	2,451	7,213	9,664	-1,140	8,524	2,982	-1,221	10,285		
admits	2,092	6,531	8,623	-130	8,493	9,452	451	18,396		
enrollees	794	3,807	4,601	-931	3,670	1,655	17	5,342		
Percent Change										
applicants	9.4%	31.6%	19.8%	-14.3%	15.0%	8.3%	-11.6%	10.0%		
admits	8.6%	39.3%	21.1%	-2.2%	18.2%	72.0%	33.9%	30.1%		
enrollees	5.1%	51.3%	20.1%	-28.1%	14.0%	28.5%	2.5%	16.4%		

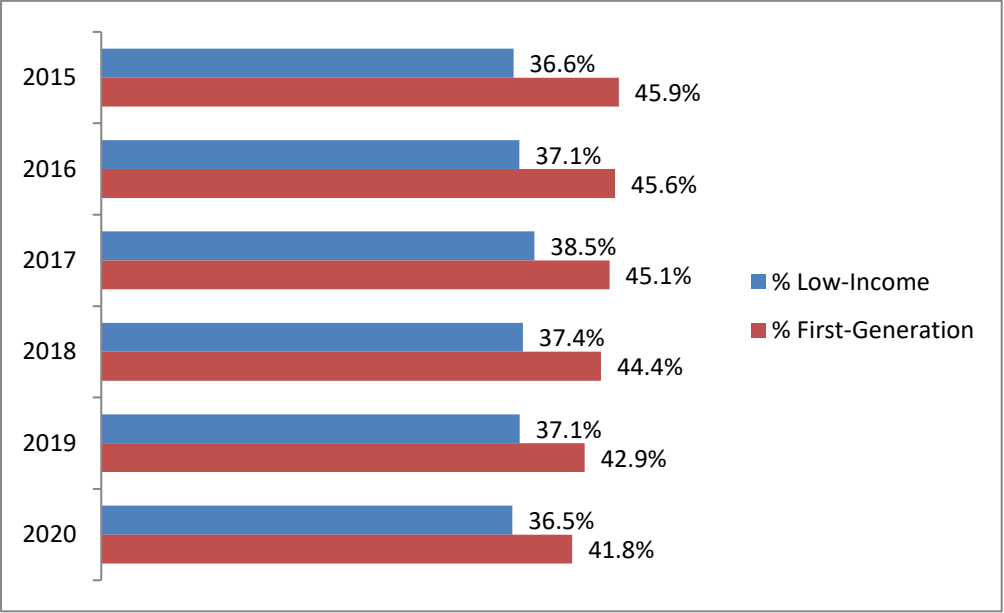
Note: Data from UC Data Warehouse and final UCAP files. Index = Statewide index, ELC = Eligibility in the Local Context, ETR = Entitled to Review.

Table 8: Transfer Enrollees

	2015		2016		2017		2018		2019		2020	
California	14,353	85.0%	16,564	85.0%	17,124	85.6%	17,969	85.5%	17,888	85.8%	18,885	86.8%
Out-of-State	122	0.7%	155	0.8%	128	0.6%	115	0.5%	104	0.5%	95	0.4%
International	2,414	14.3%	2,763	14.2%	2,760	13.8%	2,931	13.9%	2,864	13.7%	2,765	12.7%
Total	16,889	100.0%	19,482	100.0%	20,012	100.0%	21,015	100.0%	20,856	100.0%	21,745	100.0%

Note: Data from UC Data Warehouse.

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



Note: Data from UC Data Warehouse.

Table 9.1: Applicants, Admits, and Enrollees
California Community College Transfers by Race/Ethnicity
Fall 2015 to Fall 2020

	2015			2016			2017			2018			2019			2020			# Enrollee increase from 2015
	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	
African American	1,441	832	604	1,833	1,116	820	1,781	1,159	865	1,979	1,288	917	2,000	1,283	915	2,095	1,372	977	373
American Indian	225	149	111	254	183	128	222	151	120	230	163	119	221	157	120	245	173	113	2
Asian	7,492	5,348	4,184	8,068	5,923	4,756	8,001	6,223	4,919	8,353	6,403	4,976	8,676	6,699	5,132	9,373	7,174	5,605	1,421
Chicano/Latino	7,312	4,800	3,491	8,651	5,817	4,294	8,664	6,325	4,647	9,965	7,337	5,218	10,089	7,297	5,117	10,893	7,902	5,369	1,878
International	3,401	2,645	2,076	3,712	2,976	2,372	3,670	3,046	2,395	3,898	3,230	2,554	3,712	3,139	2,445	3,656	3,069	2,374	298
Unknown	843	581	421	915	655	505	896	663	493	916	916	916	844	623	458	1,277	968	709	288
White	8,916	6,177	4,770	9,650	6,945	5,257	9,025	6,826	5,264	9,592	7,231	5,468	9,738	7,272	5,452	9,361	7,113	5,306	536
Total	29,630	20,532	15,657	33,083	23,615	18,132	32,259	24,393	18,703	34,933	26,568	20,168	35,280	26,470	19,639	36,900	27,771	20,453	4,796

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 2020

	2015			2016			2017			2018			2019			2020			% Enrollee increase from 2015
	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	App	Admit	Enr	
African American	4.9%	4.1%	3.9%	5.5%	4.7%	4.5%	5.5%	4.8%	4.6%	5.7%	4.8%	4.5%	5.7%	4.8%	4.7%	5.7%	4.9%	4.8%	61.8%
American Indian	0.8%	0.7%	0.7%	0.8%	0.8%	0.7%	0.7%	0.6%	0.6%	0.7%	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%	0.6%	0.6%	1.8%
Asian	25.3%	26.0%	26.7%	24.4%	25.1%	26.2%	24.8%	25.5%	26.3%	23.9%	24.1%	24.7%	24.6%	25.3%	26.1%	25.4%	25.8%	27.4%	34.0%
Chicano/Latino	24.7%	23.4%	22.3%	26.1%	24.6%	23.7%	26.9%	25.9%	24.8%	28.5%	27.6%	25.9%	28.6%	27.6%	26.1%	29.5%	28.5%	26.3%	53.8%
International	11.5%	12.9%	13.3%	11.2%	12.6%	13.1%	11.4%	12.5%	12.8%	11.2%	12.2%	12.7%	10.5%	11.9%	12.4%	9.9%	11.1%	11.6%	14.4%
Unknown	2.8%	2.8%	2.7%	2.8%	2.8%	2.8%	2.8%	2.7%	2.6%	2.6%	3.4%	4.5%	2.4%	2.4%	2.3%	3.5%	3.5%	3.5%	68.4%
White	30.1%	30.1%	30.5%	29.2%	29.4%	29.0%	28.0%	28.0%	28.1%	27.5%	27.2%	27.1%	27.6%	27.5%	27.8%	25.4%	25.6%	25.9%	11.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	30.6%

Note: Data from UC Data Warehouse.

Table 10.1: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2020 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
Universitywide	30,033	23,146	77.1%	11,225	48.5%	6,856	5,672	82.7%	2,385	42.0%	28,464	26,396	92.7%	16,220	61.4%
Race/Ethnicity															
African American	1,092	809	74.1%	374	46.2%	400	329	82.3%	153	46.5%	998	927	92.9%	553	59.7%
American Indian	143	109	76.2%	57	52.3%	29	25	86.2%	11	44.0%	126	121	96.0%	62	51.2%
Asian	12,984	10,845	83.5%	5,863	54.1%	888	721	81.2%	354	49.1%	10,878	10,230	94.0%	6,974	68.2%
Chicano/Latino	4,787	3,644	76.1%	1,661	45.6%	5,044	4,227	83.8%	1,720	40.7%	8,432	7,916	93.9%	4,651	58.8%
Unknown	1,302	1,009	77.5%	444	44.0%	108	81	75.0%	33	40.7%	963	891	92.5%	491	55.1%
White	9,725	6,730	69.2%	2,826	42.0%	387	289	74.7%	114	39.4%	7,067	6,311	89.3%	3,489	55.3%
Total URG	6,022	4,562	75.8%	2,092	45.9%	5,473	4,581	83.7%	1,884	41.1%	9,556	8,964	93.8%	5,266	58.7%
1st Gen College	5,815	4,956	85.2%	2,883	58.2%	5,686	4,769	83.9%	1,973	41.4%	10,315	9,856	95.6%	6,255	63.5%
School Type															
CA Public H.S.	23,708	18,786	79.2%	9,668	51.5%	6,782	5,615	82.8%	2,365	42.1%	26,245	24,422	93.1%	15,278	62.6%
CA Private H.S.	6,320	4,356	68.9%	1,553	35.7%	68	51	75.0%	19	37.3%	2,206	1,963	89.0%	938	47.8%
Other/Unknown	5	4	80.0%	4	100.0%	6	6	100.0%	1	16.7%	13	11	84.6%	4	36.4%
	Entitled to Review					Do Not Meet Other Criteria					Total				
	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate
Universitywide	38,918	22,580	58.0%	7,458	33.0%	9,273	1,783	19.2%	684	38.4%	113,544	79,577	70.1%	37,972	47.7%
Race/Ethnicity															
African American	3,253	1,737	53.4%	645	37.1%	1,180	155	13.1%	61	39.4%	6,923	3,957	57.2%	1,786	45.1%
American Indian	199	95	47.7%	32	33.7%	51	9	17.6%	4	44.4%	548	359	65.5%	166	46.2%
Asian	8,706	5,402	62.0%	2,206	40.8%	1,997	696	34.9%	297	42.7%	35,453	27,894	78.7%	15,694	56.3%
Chicano/Latino	20,504	12,260	59.8%	3,495	28.5%	4,513	484	10.7%	151	31.2%	43,280	28,531	65.9%	11,678	40.9%
Unknown	831	462	55.6%	129	27.9%	267	62	23.2%	25	40.3%	3,471	2,505	72.2%	1,122	44.8%
White	5,425	2,624	48.4%	951	36.2%	1,265	377	29.8%	146	38.7%	23,869	16,331	68.4%	7,526	46.1%
Total URG	23,956	14,092	58.8%	4,172	29.6%	5,744	648	11.3%	216	33.3%	50,751	32,847	64.7%	13,630	41.5%
1st Gen College	24,006	14,622	60.9%	4,503	30.8%	5,654	705	12.5%	259	36.7%	51,476	34,908	67.8%	15,873	45.5%
School Type															
CA Public H.S.	34,989	20,545	58.7%	6,761	32.9%	7,432	1,018	13.7%	405	39.8%	99,156	70,386	71.0%	34,477	49.0%
CA Private H.S.	3,249	1,670	51.4%	556	33.3%	611	150	24.5%	61	40.7%	12,454	8,190	65.8%	3,127	38.2%
Other/Unknown	680	365	53.7%	141	38.6%	1,230	615	50.0%	218	35.4%	1,934	1,001	51.8%	368	36.8%

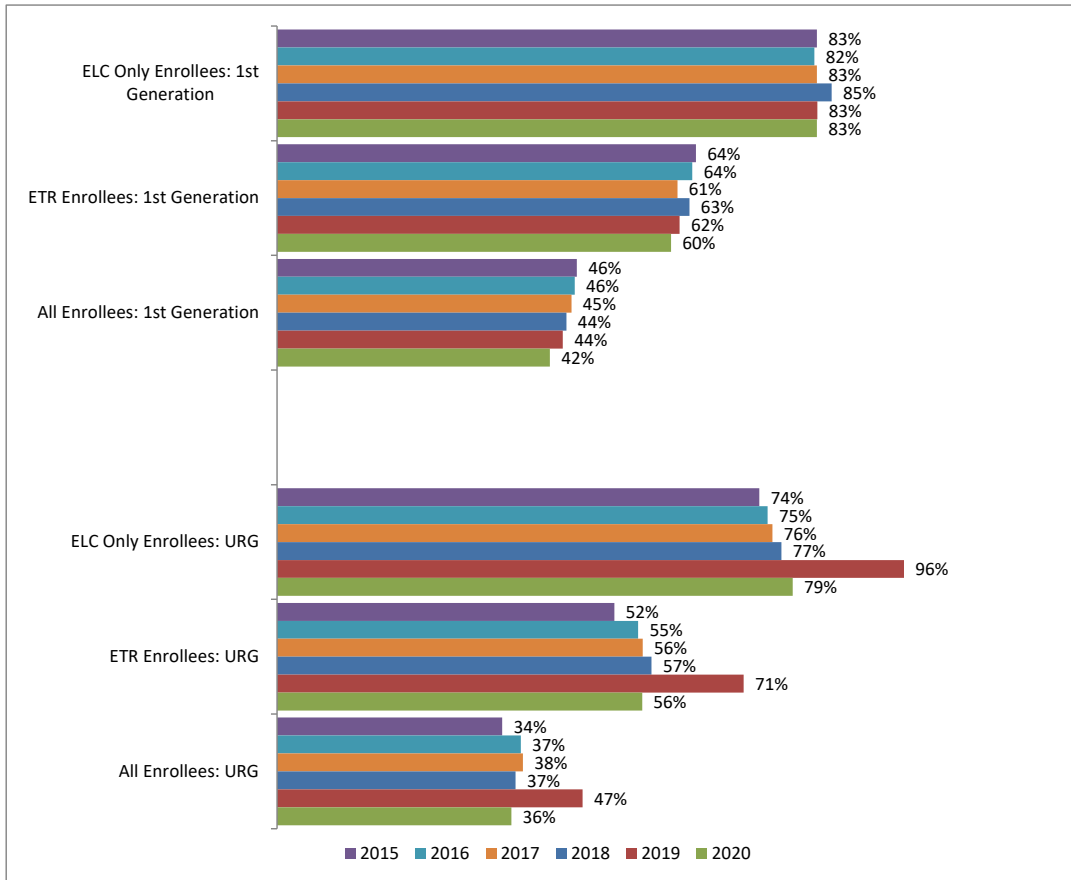
Note: Data from UC Data Warehouse and final UCAP files.

Table 10.2: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2020 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
Universitywide	30,033	23,146	11,225	6,856	5,672	2,385	28,464	26,396	16,220
Race/Ethnicity									
African American	3.6%	3.5%	3.3%	5.8%	5.8%	6.4%	3.5%	3.5%	3.4%
American Indian	0.5%	0.5%	0.5%	0.4%	0.4%	0.5%	0.4%	0.5%	0.4%
Asian	43.2%	46.9%	52.2%	13.0%	12.7%	14.8%	38.2%	38.8%	43.0%
Chicano/Latino	15.9%	15.7%	14.8%	73.6%	74.5%	72.1%	29.6%	30.0%	28.7%
Unknown	4.3%	4.4%	4.0%	1.6%	1.4%	1.4%	3.4%	3.4%	3.0%
White	32.4%	29.1%	25.2%	5.6%	5.1%	4.8%	24.8%	23.9%	21.5%
Total URG	20.1%	19.7%	18.6%	79.8%	80.8%	79.0%	33.6%	34.0%	32.5%
1st Gen College	19.4%	21.4%	25.7%	82.9%	84.1%	82.7%	36.2%	37.3%	38.6%
School Type									
CA Public H.S.	78.9%	81.2%	86.1%	98.9%	99.0%	99.2%	92.2%	92.5%	94.2%
	Entitled to Review			Do Not Meet Other Criteria			Total		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees	Apps	Admits	Enrollees
Universitywide	38,918	22,580	7,458	9,273	1,783	684	113,544	79,577	37,972
Race/Ethnicity									
African American	8.4%	7.7%	8.6%	12.7%	8.7%	8.9%	6.1%	5.0%	4.7%
American Indian	0.5%	0.4%	0.4%	0.5%	0.5%	0.6%	0.5%	0.5%	0.4%
Asian	22.4%	23.9%	29.6%	21.5%	39.0%	43.4%	31.2%	35.1%	41.3%
Chicano/Latino	52.7%	54.3%	46.9%	48.7%	27.1%	22.1%	38.1%	35.9%	30.8%
Unknown	2.1%	2.0%	1.7%	2.9%	3.5%	3.7%	3.1%	3.1%	3.0%
White	13.9%	11.6%	12.8%	13.6%	21.1%	21.3%	21.0%	20.5%	19.8%
Total URG	61.6%	62.4%	55.9%	61.9%	36.3%	31.6%	44.7%	41.3%	35.9%
1st Gen College	61.7%	64.8%	60.4%	61.0%	39.5%	37.9%	45.3%	43.9%	41.8%
School Type									
CA Public H.S.	89.9%	91.0%	90.7%	80.1%	57.1%	59.2%	87.3%	88.5%	90.8%

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 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	32,693	3.01	8.60%	98.42%	2.98	6.78%	92.86%
2013	32,449	3.03	8.44%	98.48%	2.99	6.36%	92.89%
2014	33,348	3.07	7.44%	98.54%	3.03	5.91%	93.22%
2015	32,002	3.10	7.02%	98.56%	3.08	4.93%	93.71%
2016	37,590	3.10	7.56%	98.30%	3.06	6.06%	93.04%
2017	35,840	3.15	6.79%	98.18%	3.11	5.41%	92.50%
2018	35,871	3.19	6.36%	98.19%	3.15	4.86%	93.03%
2019	35,515	3.21	6.45%	98.27%			

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

Table 12: Outcomes for California Transfers Universitywide

Year	Enrolled Students	First Year Probation Rate	Two Year Graduation Rate
2011	14,635	6.3%	54.1%
2012	14,055	5.9%	54.1%
2013	14,048	5.7%	53.8%
2014	14,105	5.6%	54.0%
2015	13,784	5.4%	56.3%
2016	15,962	6.0%	55.8%
2017	16,558	6.2%	57.9%
2018	17,176	6.5%	59.4%

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