

Approved

REPORT OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE

July 22, 2022

AMENDMENT OF REGENTS POLICY 2110: POLICY ON AUGMENTED REVIEW IN UNDERGRADUATE ADMISSIONS, AMENDMENT AND CONSOLIDATION OF REGENTS POLICY 2102: POLICY ON UNDERGRADUATE ADMISSIONS WITH REGENTS POLICIES ON ADMISSION 2101, 2103, 2104, 2105, 2108, AND 2111, AND RESCISSION OF CONSOLIDATED POLICIES AS SEPARATE POLICIES

The President of the University recommends recommend that the Regents:

- A. Amend and consolidate Regents Policy 2102 – Policy on Undergraduate Admissions with Regents Policy 2101 – Policy on Admissions, Regents Policy 2103 – Policy on Undergraduate Admissions Requirements, Regents Policy 2104 – Policy on Comprehensive Review in Undergraduate Admissions, Regents Policy 2105 – Policy on Undergraduate Admissions by Exception, Regents Policy 2108 – Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions, and Regents Policy 2111 – Policy on Academic Verification, as shown in Attachment 1.
- B. Amend Regents Policy 2110 – Policy on Augmented Review in Undergraduate Admissions, as shown in Attachment 3.
- C. Rescind consolidated policies: Regents Policy 2101 – Policy on Admissions, Regents Policy 2103 – Policy on Undergraduate Admissions Requirements, Regents Policy 2104 – Policy on Comprehensive Review in Undergraduate Admissions, Regents Policy 2105 – Policy on Undergraduate Admissions by Exception, Regents Policy 2108 – Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions, and Regents Policy 2111 – Policy on Academic Verification, as shown in Attachment 6.

Committee vote: Regents Anguiano, Blas Pedral, Elliott, Hernandez, Park, and Timmons voting “aye.”

Board vote: Regents Anguiano, Blas Pedral, Cohen, Drake, Elliott, Hernandez, Leib, Makarechian, Ortiz Oakley, Park, Pérez, Pouchot, Reilly, Sherman, Sures, and Timmons voting “aye.”

Attachment 1 – Proposed Amendment of Regents Policy 2102 – Policy on Undergraduate Admissions (blackline; underscore version)

Additions shown by underline or double underline; deletions shown by strikethrough. The text in *italics* was moved from another Regents Policy.

Regents Policy 2102: Policy on Undergraduate Admissions

Adopted May 20, 1988

The undergraduate admissions policy of the University of California is guided by the University's commitment to serve the people of California and the needs of the state, within the framework of the California Master Plan for Higher Education.

The Regents authorize and instruct the administration of the University to administer admissions policy in such a manner as to enroll the largest possible number of qualified students consistent with the maintenance of the quality of instruction.

The entrance requirements established by the University follow the guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the University of California. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

Mindful of its mission as a public institution, the University of California has an historic commitment to provide places within the University for all eligible applicants who are residents of California. The University seeks to enroll, on each of its campuses, a student body that, beyond meeting the University's eligibility requirements, demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socioeconomic backgrounds characteristic of California.

Because applicant pools differ among the campuses of the University, each campus shall establish procedures for the selection of applicants to be admitted from its pool of eligible candidates. Such procedures shall be consistent with the principles stated above and with other applicable University policies.

I. Guidance

A. All Undergraduates

1. Comprehensive Review

Campuses shall institute a comprehensive review process by which students applying to the University are evaluated for admission using multiple measures of achievement and promise while considering the context in which each student has demonstrated academic accomplishment.

Comprehensive review shall be used fairly, and shall comply with applicable state and federal law. The Regents expect the Office of the President, in consultation

with the Academic Senate, to exercise leadership in the realization of best practices in undergraduate admissions.

Each campus shall establish a comprehensive review process in accordance with Comprehensive Review Guiding Principles defined in the Guidelines for Implementation of University Policy on Undergraduate Admission, but practices may vary in terms of how campuses implement each of these main elements.

University of California campuses must remain committed to recruiting students from the full range of California high schools, community colleges, and regions in order to achieve the University's educational mission for California.

2. Holistic Review

A holistic approach is one implementation of Comprehensive Review. In a holistic review, a trained application reader produces a score based on a thorough evaluation of all the information and achievements in the applicant's file in relation to opportunities and challenges present. No single factor is given a fixed weight and applicants' academic and personal achievements are balanced with other pertinent qualifications in the context of the resources and opportunities available to them.

The Regents direct the President, in consultation with the Academic Senate and campus admissions professionals, to ensure that all applicants receive such an individualized holistic review, while allowing flexibility for campuses to demonstrate that alternate approaches employed by campuses are equally effective in achieving campus and University goals based on the campus's level of selectivity, demand and capacity.

B. First-Year Students

1. Academic Achievement and Preparation

First-year applicants will be required to complete a minimum of 15 high school year-long courses to be taken during grades 9 through 12. These fifteen must be academic or college preparatory courses approved by the University and consisting of courses in a) history/social science (2 courses); b) English (4 courses); c) mathematics (3 courses including elementary algebra, geometry, and intermediate algebra); d) laboratory science (2 courses to be taken from two disciplines); e) foreign language (2 courses); f) visual and performing arts (1 course); and g) college preparatory elective courses (1 course, to be chosen from the fields listed above).

Eleven academic or college preparatory courses must be completed by the end of the 11th grade. At least seven must be taken during the last two years of high school.

The minimum grade point average required for resident students is 3.0 and 3.4 for nonresident applicants (weighted up to 8 semester honors courses) or its equivalent for alternative grading scales.

All first-year resident applicants who meet these criteria will be entitled to a comprehensive review of their admission application at each UC campus to which they apply, but will not be guaranteed admission to any UC campus unless they meet the conditions to be Eligible in the Statewide context or Eligible in the Local Context, as defined in Paragraph B(3) below.

2. Test Scores

- a. Scores from the SAT/ACT shall not be used as part of the University's comprehensive review process described above. (Effective beginning fall 2021 admission.)
- b. Approval of future standardized tests for admissions and scholarships shall be determined by the Academic Senate through its Board of Admissions and Relations with Schools and approved by the Regents. The minimum scores acceptable shall be determined by the Academic Senate through its Board of Admissions and Relations with Schools (BOARS).

3. Eligible in the Statewide Context and Eligible in the Local Context

UC is committed to ensuring enrollment opportunities for all qualified California high school graduates.

- The top nine percent of California high school graduates will be determined as Eligible in the Statewide Context by criteria set by the Academic Senate.
- The top nine percent of California high school graduates in each participating high school will be identified as Eligible in the Local Context (ELC).
- First-year applicants deemed Eligible in the Statewide Context or Eligible in the Local Context who are not admitted to any campus where they apply will be offered the opportunity to enroll at a UC campus with available space.

Students identified as Eligible in the Statewide Context or Eligible in the Local Context shall complete the University's course requirements with the minimum GPA listed above by the end of their senior year in high school to be deemed fully eligible to enroll.

C. Advanced Standing (Transfer) Students

1. Academic Achievement and Preparation

Advanced Standing applicants are required to complete a minimum set of transferable courses as specified by the Academic Senate.

The minimum grade point average in UC-transferable college courses is 2.4 for residents and 2.8 for nonresidents.

2. California Community College Transfers

Under the framework of the California Master Plan for Higher Education, campuses will give priority consideration to California community college students applying for admission with advanced standing juniors who have completed a minimum of 60 semester (90 quarter) units of transferable college course work.

D. Undergraduate Admissions by Exception to Eligibility

Campuses have the flexibility to admit a small proportion of California students by exception to the Academic Achievement and Preparation requirements listed above in section B(1) in order to achieve the policy goals of the Regents, as detailed in the Guidelines for Implementation of University Policy on Admission by Exception for California Residents.

The proportion of students admitted by exception shall be up to 6 percent of newly enrolled freshmen and up to 6 percent of newly enrolled advanced standing students at each campus. Within the 6 percent designations, up to 4 percent may be drawn from disadvantaged students and up to 2 percent from other students. Disadvantaged students shall be defined as students from low socio-economic backgrounds or students having experienced limited educational opportunities.

Students admitted by exception to the eligibility requirements must demonstrate a reasonable potential for success at the University. In evaluating the academic and personal background of candidates for admission by exception, it is recommended that campuses utilize a combination of the Comprehensive Review criteria as outlined in the Guidelines for Implementation of University Policy on Undergraduate Admissions.

E. Admission of Nonresident Undergraduate Students

To the fullest extent possible, campuses should employ the same criteria for the admissibility of nonresident students as those employed for resident students.

Grade Point Average for nonresident admits should be comparable to resident admits when available and applicable with a minimum 3.4 GPA. Overall, the high school curriculum for nonresident admits should be commensurate with resident admits.

The campus Academic Senate admissions committee shall work with the local campus administration and, if needed, BOARS and systemwide administration, to ensure that admitted nonresident undergraduate students compare favorably to admitted California resident undergraduate students at the same campus.

F. Academic Verification

The academic verification process is designed to ensure the integrity of the University's admissions process by verifying the credentials of the students it admits. The academic verification process will be used for no other purpose than confirming the qualifications of new students for admission to the University regardless of whether a campus anticipates meeting its undergraduate enrollment target for any given term.

As detailed in the [Academic Verification Guidance Document], campuses will formally notify all new students multiple times that their admission may be withdrawn if they do not submit all necessary documents to confirm their academic qualifications for admission. In addition, all campuses must provide an appeal process for any student whose admission has been withdrawn for non-receipt of official documents.

II. Governance

A. Prohibition of Preferential Treatment

The University of California does not provide preferential treatment in admission on the basis of an applicant's relationship to University alumni or donors. University of California campuses may not consider an applicant's affiliation(s) with alumni, donors, staff, faculty, or other employees of the University during the admission process.

B. Prohibition of Interference

Per Regents policies 2201 and 2202, individual Regents, elected officials or other parties motivated by concerns for financial, political or other such benefit to the University do not have a place in the admissions process and must not attempt to influence admissions decisions.

C. Reporting

The Academic Senate, through its Board of Admissions and Relations with Schools (BOARS), will review and report annually on the Comprehensive Review policies; and based on the results of these reports, the Academic Senate should periodically consider recommending adjustments to the eligibility policy.

Attachment 3 – Proposed Amendment of Regents Policy 2110 – Policy on Augmented Review in Undergraduate Admissions (blackline; underscore version)

*Additions shown by underline or double underline; deletions shown by strikethrough. The bullets in *italics* were moved to/from another section of the policy.*

Regents Policy 2110: Policy on Augmented Review in Undergraduate Admissions *Approved July 13, 2017*

Overview of the Augmented Review Process

~~The augmented review process is designed to provide~~ Campuses may request an additional review for a select pool of applicants who fall in the margins for admission, but whose initial application yields an incomplete picture of their qualifications, or presents extraordinary circumstances that invite further comment. Applicants, for example, might demonstrate special talents, potential, or accomplishments in specific areas that promise to contribute to the educational environment of the campus, but may require further explication. Or, the information provided on an application may fail to adequately explain the impact of what appear to be major disadvantages that the applicant has encountered.

~~The Academic Senate may determine a~~A range of potential selection criteria for Augmented Review ~~are described in the “Criteria for Referral” section below. Consistent,~~ consistent with the Guiding Principles[†] for Comprehensive Review the faculty have articulated for undergraduate admissions, ~~applicants.~~ Applicants referred for the Augmented Review process must demonstrate levels of academic preparation and personal qualities that indicate a reasonable chance for academic success given the available support services on the admitting campus.

Admissions readers and officers should use their professional judgment to identify potential candidates for Augmented Review during the initial review process. They should also select from among the candidates a pool of applicants from whom supplemental information items can be solicited to better inform an admissions decision. The Augmented Review pool should be limited in size to no more than 15 percent of all applicants.

Candidates are invited to submit one or more of the following supplemental information items:

1. A questionnaire that requires paragraph length narrative responses and that allows Augmented Review candidates to provide additional details concerning their special talents and accomplishments, extraordinary circumstances, and school and home environment.
2. Seventh-semester high school grades, or equivalent most recent grades.
3. Up to two letters of recommendation, or other input from third parties, such as a teacher, counselor, coach, program coordinator, or anyone familiar with the

[†]The most recent version of the "Guidelines for Implementation of University Policy on Undergraduate Admissions" can be found on the Senate's website.

candidate's academic background and extracurricular skills/talents. Letters of recommendation should focus on both cognitive and psycho-social abilities of candidates.

Note: Letters of recommendation can be requested only for applicants selected for augmented review, and applicants considered for admission by exception, and/or applicants given a special review.²

Criteria for Referral to Augmented Review

~~If Augmented Review is to be used, admissions readers and officers should depend on their professional judgement to evaluate each applicant on a full range of selection criteria, using all of the application information available in the context of opportunity and demonstrated capacity to contribute to the campus. While the referral criteria for Augmented Review outlined below aim to cover likely circumstances that admissions readers and officers might encounter, they may not capture every possible applicant experience that might warrant an additional review. It is therefore imperative that admissions readers and officers use their professional judgement in these circumstances.~~ The criteria for referring an applicant for Augmented Review include at least one of the following:

1. Evidence of focus on an area of special talent which may have limited a student's time to participate in a broader range of activities.
2. Evidence of character traits that imply a strong likelihood of making a significant contribution to campus life.
3. Evidence of significant academic achievement or the potential for academic achievement at the University in spite of extraordinary or compound disadvantage or learning difference, or physical disability or other unusual circumstances.
4. Evidence of significant improvement in the academic record accompanied by one or both of the following: (1) reasons for the initial poor performance; and (2) sustained and in-depth participation in educational outreach programs, which demonstrate the applicant's commitment to succeed academically within a challenging environment.
5. Evidence of relative lack of access to, counseling about, or support to take college preparatory, honors, Advanced Placement (AP),² or International Baccalaureate (IB) classes ~~or required college entrance examinations.~~

~~This policy will take effect for the 2018-19 admissions cycle.~~ While the referral criteria for Augmented Review outlined above aim to cover likely circumstances that admissions readers and

² ~~Students applying to a major, school, or college that already has a long-standing supplemental application requirement, may be required to submit a letter of recommendation, in addition to the general application for undergraduate admission. Such supplemental applications have also included questionnaires, transcripts, narrative statements, interviews, auditions, and/or portfolios, but only very rarely require letters of recommendation. Such programs typically focus on the creative arts, performance arts, and nursing.~~

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Attachment 6 – Proposed Rescission of Regents Policy 2101 – Policy on Admissions, Regents Policy 2103 – Policy on Undergraduate Admissions Requirements, Regents Policy 2104 – Policy on Comprehensive Review in Undergraduate Admissions, Regents Policy 2105 – Policy on Undergraduate Admissions by Exception, Regents Policy 2108 – Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions, and Regents Policy 2111 – Policy on Academic Verification

~~Regents Policy 2101: Policy on Admissions~~

~~Approved February 16, 1967~~

~~The Regents authorize and instruct the administration of the University to administer admissions policy in such a manner as to admit the largest possible number of qualified students consistent with the maintenance of the quality of instruction.~~

Regents Policy 2102: Policy on Undergraduate Admissions

Adopted May 20, 1988

The undergraduate admissions policy of the University of California is guided by the University's commitment to serve the people of California and the needs of the state, within the framework of the California Master Plan for Higher Education.

The entrance requirements established by the University follow the guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the University of California. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

Mindful of its mission as a public institution, the University of California has an historic commitment to provide places within the University for all eligible applicants who are residents of California. The University seeks to enroll, on each of its campuses, a student body that, beyond meeting the University's eligibility requirements, demonstrates high academic achievement or exceptional personal talent, and that encompasses the broad diversity of cultural, racial, geographic, and socioeconomic backgrounds characteristic of California.

Because applicant pools differ among the campuses of the University, each campus shall establish procedures for the selection of applicants to be admitted from its pool of eligible candidates. Such procedures shall be consistent with the principles stated above and with other applicable University policies.

Regents Policy 2103: Policy on Undergraduate Admissions Requirements

Approved June 18, 1982

Amended May 18, 1990, March 19, 1999, September 23, 2004, September 22, 2005, and February 5, 2009

Regents Policy 2103 has been partially superseded by a [May 2020 action by the Board of Regents \(pages 26-37\)](#).

A. Academic Achievement

- (1) ~~Freshman applicants will be required to complete a minimum of 16 high school year-long courses to be taken during grades 9 through 12. Of these, at least fifteen must be academic or college preparatory courses approved by the University and consisting of courses in a) history/social science (2 courses); b) English (4 courses); c) mathematics (3 courses including elementary algebra, geometry, and intermediate algebra); d) laboratory science (2 courses to be taken from two disciplines); e) foreign language (2 courses); f) visual and performing arts (1 course); and g) college preparatory elective courses (1 course, to be chosen from the fields listed above) (As amended March 19, 1999). Eleven academic or college preparatory courses must be completed by the end of the 11th grade. At least seven must be taken during the last two years of high school;~~
- (2) ~~The GPA shall reflect:
 - a. ~~Grades in all approved a-g courses taken in the 10th and 11th grade; and~~
 - b. ~~Extra grade points for grades received in approved honors level courses to a maximum of four courses, including a maximum of two courses taken in the 10th grade (As amended May 18, 1990). The extra points are to be calculated on a scale of A=5, B=4, C=3.~~
 - c. ~~Effective for freshmen entering the University in fall 2007, the minimum grade point average required for students Eligible in the Statewide Context and Eligible in the Local Context shall be increased to 3.0 (As amended September 23, 2004).~~~~
- (3) ~~Transfer applicants will be required to complete the equivalent of freshman entrance requirements in English and mathematics, effective with respect to applicants for Fall Quarter 1984.~~
- (4) ~~Test Scores
 - a. ~~Applicants for admission as freshmen must submit scores on an approved test of Mathematics, Language Arts, and Writing.~~
 - b. ~~The applicant must also submit scores for approved supplementary subject matter tests to be taken in two different "a-f" subject areas listed in paragraph A(1). This requirement shall become inoperative and is repealed effective with the application and admissions process for fall 2012.~~
 - c. ~~Approval of tests shall be determined by the Academic Senate through its Board of Admissions and Relations with Schools. The minimum scores acceptable shall be~~~~

determined by the Academic Senate through its Board of Admissions and Relations with Schools.

~~B. Entitled to Review~~

~~Effective for students entering in fall 2012, all freshman applicants who meet the Academic Achievement criteria described in Paragraph A(1), (2) and (4) will be entitled to review (ETR) at each UC campus to which they apply, but will not be guaranteed admission to any UC campus as a result of their ETR status (see Policy on Comprehensive Review in Undergraduate Admissions.)~~

~~C. Students Eligible in the Statewide Context and Eligible in the Local Context~~

- ~~(1) Effective for students entering UC as freshmen for fall 2001, four percent of the eligible students will be identified on the basis of superior academic performance in the context of their own high school as Eligible in the Local Context. This subparagraph shall become inoperative and is repealed effective with the application and admissions process for fall 2012.~~
- ~~(2) Effective for students entering in fall 2012, freshman applicants who meet the Academic Achievement criteria described in Paragraph A (1), (2) and (4) and whose combined high school GPA and test scores would place them in the top nine percent of California public high school graduates will be identified as Eligible in the Statewide Context.~~
- ~~(3) Effective for students entering UC as freshmen for fall 2012, students in each participating California high school who are in the top nine percent of their class at the end of the 11th grade and meet the requirements described in A(1) and (2) will be identified as Eligible in the Local Context.~~
- ~~(4) 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.~~
- ~~(5) Students identified as Eligible in the Statewide Context or Eligible in the Local Context shall complete the University's course and test-taking requirements by the end of their senior year in high school to be deemed fully eligible to enroll.~~

~~D. Reporting~~

- ~~(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.~~

Regents Policy 2104: Policy on Comprehensive Review in Undergraduate Admissions
Approved November 15, 2001

~~Effective for students entering UC for Fall 2002, The Regents' policy expressed in the 1995 SP-1 resolution (Policy Ensuring Equal Treatment Admissions) and referenced in the 2001 RE 28 resolution (Future Admissions, Employment, and Contracting Policies—Resolution Rescinding SP-1 and SP-2) will be modified to eliminate the provision that no less than 50 percent and no more than 75 percent of the regularly admitted class be admitted solely on the basis of academic achievement and institute a comprehensive review process by which 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.~~

~~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.~~

Regents Policy 2105: Policy on Undergraduate Admissions by Exception

Issued by the Office of the President

July 1996

It is the policy of the University of California that:

1. ~~It is essential that its campuses have the flexibility to admit a small proportion of students by exception to the eligibility requirements.~~
2. ~~Students admitted by exception to the eligibility requirements must demonstrate a reasonable potential for success at the University.~~
3. ~~The proportion of students admitted by exception shall be up to 6 percent of newly enrolled freshmen and up to 6 percent of newly enrolled advanced standing students at each campus.~~
4. ~~Within the 6 percent designations, up to 4 percent may be drawn from disadvantaged students and up to 2 percent from other students.~~
5. ~~Disadvantaged students shall be defined as students from low socio-economic backgrounds or students having experienced limited educational opportunities.~~
6. ~~The percentages in (3) and (4) above shall be understood as limits within which Chancellors can exercise their initiative to further the goals specified in the University of California Policy on Undergraduate Admissions adopted by The Regents on May 20, 1988 and in Section 9 of SP-1, Policy Ensuring Equal Treatment Admissions, endorsed by The Regents on July 21, 1995, subject to the constraints of this policy and of Sections 2 and 3 of SP-1.~~
7. ~~In evaluating the academic and personal background of candidates for admission by exception it is recommended that campuses utilize a combination of the criteria 1 through 13 outlined in the revised Guidelines for Implementation of University Policy on Undergraduate Admissions, issued in July, 1996.~~
8. ~~The Admissions by Exception program continue to be used systematically to test alternative methods of selecting students for admission.~~

~~This policy shall be effective with applicants seeking admission for the spring quarter of the 1997-1998 academic year.~~

Regents Policy 2108: Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions

Approved January 20, 2011

WHEREAS, the University of California is committed to achieving excellence and inclusiveness in its undergraduate student body; and

WHEREAS, in May 1988, the Regents adopted a Policy on Undergraduate Admissions that states in part that “Mindful of its mission as a public institution, the University of California...seeks to enroll, on each of its campuses, a student body that demonstrates high academic achievement or exceptional personal talent and that encompasses the broad diversity of...backgrounds characteristic of California;” and

WHEREAS, in 2002, the University, acting on the recommendation of the Academic Senate, implemented an application evaluation procedure that calls for campuses to utilize a broad range of criteria to assess each applicant’s academic and personal achievement in the context of opportunities; and

WHEREAS, proper evaluation of applicants’ achievements in the context of opportunity requires that information about their schools and community be available in a uniform manner, and several campuses have made considerable progress in accomplishing this through the use of extensive school-based information; and

WHEREAS, evaluation of applicants’ achievements in the context of opportunities and challenges requires that a trained reader examine the entire application in considering personal achievements, challenges, leadership, and contributions to applicants’ communities alongside context information; and

WHEREAS, a form of Comprehensive Review in which the reader produces a single holistic score based on all information in the applicant’s file has been shown to thoroughly evaluate each applicant’s achievement in relation to opportunities and challenges; and

WHEREAS, the Regents expect the Office of the President, in consultation with the Academic Senate and local admissions committees, to exercise leadership in the realization of best practices in undergraduate admissions;

NOW, THEREFORE, BE IT RESOLVED that the Regents direct the President, in consultation with the Academic Senate and campus admissions professionals, to ensure that all applicants receive an individualized review that ensures trained readers examine applicants’ full files to evaluate their accomplishments in the context of opportunity;

BE IT RESOLVED that the Regents direct the President, in consultation with the Academic Senate and campus admissions professionals, to continue to research and develop a database to be used with the human read of every application that provides background on the available opportunities and challenges faced by the applicant within his or her school and community;

~~BE IT RESOLVED that the Regents direct the President, in consultation with the Academic Senate, to affirm that single-score holistic evaluation is the expected implementation of Comprehensive Review, while allowing flexibility for campuses that can demonstrate that alternate approaches employed by their campuses are equally effective in achieving campus and University goals;~~

~~BE IT RESOLVED that University of California campuses must remain committed to recruiting students from the full range of California high schools and regions in order to achieve the potential of the University's admission policy for California's students;~~

~~AND BE IT FURTHER RESOLVED that the Regents direct the President to annually report to the Board on the progress of these initiatives on each campus.~~

Regents Policy 2111: Policy on Academic Verification

Approved January 25, 2018

- ~~1. The academic verification process will be used for no other purpose than confirming the qualifications of new students for admission to the University regardless of whether a campus anticipates meeting its undergraduate enrollment target for any given term.~~
- ~~2. All campuses will send at least two direct communications prior to the July 1 deadline.~~
- ~~3. Campuses will send notices via mail to the applicant's current postal address and/or attempt to make direct contact to encourage students to follow through on the final steps prior to enrollment.~~
- ~~4. The University will maintain at least a two-week grace period after published deadlines and send a minimum of two direct reminder communications prior to taking any action on new students who have not completed the steps to enrollment.~~
- ~~5. Campuses will consider alternative practices before withdrawing a student's admission, such as placing a hold on enrollment.~~
- ~~6. Campuses will review other indicators of students' enrollment commitment to assess their likelihood of enrolling in the fall and targeting any additional outreach efforts. These indicators could include, but are not limited to, participation in an orientation program, submitting a housing deposit, or registering for classes.~~
- ~~7. Notification of withdrawal of admission will include clear instructions and deadlines for appeals.~~