

Annual Report on Undergraduate Admissions Requirements and Comprehensive Review May 2022



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

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EXECUTIVE SUMMARY

Purpose of the Report

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,¹ and in Regents Policy 2103: Policy on Undergraduate Admissions Requirements.² 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 2016.³ BOARS also reported on the Comprehensive Review policy in June 2010⁴ and September 2012⁵ and on the *Impact of the New Freshman Eligibility Policy* in November 2013.⁶

The current report discusses application, admission, and enrollment outcomes under comprehensive review for the years 2015–2021; 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*;⁷ efforts by BOARS to enhance the transfer admission path; efforts to ensure that nonresidents admitted to a campus compare favorably to California residents; and challenges associated with the future of the referral guarantee.

Key Findings

OVERALL FRESHMAN ADMISSION

¹ <http://regents.universityofcalifornia.edu/governance/policies/2104.html>

² <http://regents.universityofcalifornia.edu/governance/policies/2103.html>

³ http://senate.universityofcalifornia.edu/_files/committees/boars/documents/BOARS2016ReporttoRegents.pdf

⁴ http://senate.universityofcalifornia.edu/_files/reports/HP_MGYreBOARS_CR_rpt.pdf

⁵ http://senate.universityofcalifornia.edu/_files/committees/boars/BOARSREPORTCOMPREHENSIVEREVIEW2012.pdf

⁶ http://senate.universityofcalifornia.edu/_files/reports/Nov52013BOARSReporttoRegents-Final.pdf

⁷ <http://regents.universityofcalifornia.edu/governance/policies/2108.html>

- ❖ Total freshman applications increased steadily from 2015–16 through 2017–18. In 2019 and 2020, total applications decreased a total of 3% and 2.5%, respectively. This year (2021), total applications rose 18.3%. The impact of the COVID-19 pandemic is not yet fully known.
 - ❖ This year (2021), applications from nonresidents increased more compared to applications from California residents (Table 1). Between 2016 and 2018, the year-over-year changes in out-of-state national applicants were -2.6% and 2.2%, from 2016 to 2017, and 2017 to 2018, respectively and -0.8% and 5.0% for international applicants. 2019 saw a decrease of 1.7% and 2020 a decrease of 2.7% for out-of-state national applicants. For internationals, 2019 was a decrease of 2.8% and 2020 a decrease of 3.8%. However, this year, applications from domestic nonresidents rose 44% and applications from international students rose 10%.
 - ❖ In comparison, while applications from California residents increased regularly through 2018, applications for 2019 decreased by 3.4%. In 2020, California resident applicants fell another 2.1%. This year, California resident applicants increased 13%.
 - ❖ UC admitted 83,775 California freshman applicants for fall 2021. This increase may in part be attributable to the impacts of the COVID-19 pandemic.
 - ❖ 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 2021. Berkeley and UCLA remained highly selective, with fewer than 15% and 11% 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 2021 (see Table 3 and Figure 3).
 - California residents represented 76.6% of all freshman enrollees at UC for 2021 (see Table 6).
 - ❖ Not quite half of the California freshmen admitted to UC chose to enroll. Nonresidents (both domestic and international) were far less likely to accept an offer of admission than were California residents (see Figure 5).

FRESHMAN ELIGIBILITY

- ❖ In 2021, 17.4% 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%.
 - 7.8% of California public high school graduates who applied to UC were guaranteed admission based on ELC status and an additional 9.6% were admitted as Entitled to Review (see Table 4).
- ❖ While the number of ETR applicants had increased steadily since 2016, 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%. This year, ETR applicants increased more than 108% due to the suspension of the statewide index (see Figure 6)⁸.
- ❖ For fall 2021, all ELC applicants as well as all those meeting minimum admission requirements and who were not admitted to a campus to which they applied were offered

⁸ A court issued a preliminary injunction in the case *Smith et al. v. Regents of the University of California et al.*, prohibiting the University from using the SAT and ACT in freshman admissions or scholarship decisions for fall 2021 applicants. The University complied with the injunction, but it strongly disagreed with the court's decision and filed an appeal.

the opportunity to enroll at the campus that had available space—UC Merced. (Typically, only students who are eligible via ELC or the Statewide Index receive a referral offer.) The fall 2021 referral pool consisted of over 32,000 students. Among students placed in the referral pool, 2,233 (7%) opted in for consideration to admission at Merced and about 24% of these students (545) ultimately enrolled at Merced (1.7% of the overall referral pool).⁹

ACADEMIC PERFORMANCE

- ❖ New freshmen continue to earn higher mean GPAs 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 3.44 in 2020 (the highest year to date under the new policy), and 93.67% of first-year California residents who enrolled in 2019 moved on to their second year (see Table 11).

TRANSFER ADMISSION & ACADEMIC PERFORMANCE

- ❖ California resident transfer applicants increased by 7.7% from 2020 to 2021. Applications from domestic nonresidents and international transfers have varied since 2015, but the vast majority of transfer applicants (85%) are California residents (see Table 5).
- ❖ In 2021, UC admitted 67.8% of California resident transfers applicants, for a total of 26,736 admits.
- ❖ 87.5% of transfers enrolled in 2021 were residents, 11.8% were international students, and less than 1% were domestic nonresidents (see Table 8).
- ❖ Asian students represented the largest proportion of California Community College transfer enrollment (29.6%) followed by Chicanos/Latinos (26.7%) and Whites (26.6%). (See Table 9.2).
- ❖ Two-year graduation rates for transfer students continue to improve (see Table 12), increasing 2.4 percentage points between the 2018 and 2019 entering cohorts.

FRESHMAN DIVERSITY

- ❖ For fall 2021, Chicanos/Latinos represented the largest proportion of California freshman enrollees from underrepresented groups (33%) followed by African Americans (5.1%) and American Indians (0.5%) (see Table 3).
- ❖ For fall 2021, 43.6% of California freshman applicants were first-generation college students as were 43.7% of admits and 41.1% of enrollees (see Table 3 and Figure 7).
- ❖ The percentages of ELC-only applicants, admits, and enrollees who were first-generation were 41.6%, 43.1%, and 39.7%, respectively (see Table 10.2).
- ❖ Applicants, admits, and enrollments of underrepresented groups (URG: African Americans, American Indians, and Chicanos/Latinos) were 44.8%, 42.9%, and 38.6%, respectively for fall 2021 (see Table 3).

⁹ An additional 4,495 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)

NONRESIDENTS

- ❖ The proportion of nonresident freshmen enrolled at UC in 2021 (including out-of-state and international students) rose this year to 23.4%, after having decreased to 18.7% in 2020, which was down from 20.9% in 2019 and 21.3% in 2018 (see Table 6). The proportion of nonresident transfers (including out-of-state and international) fell to 12.5% in 2021, down from 13.2% 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.
3. In support of the Regents action in May 2020, BOARS will monitor the impact of test-free admissions by examining the performance of students after matriculation as freshman at UC campuses, including first-year GPA, persistence rates, and probation rates. BOARS is prepared to make any necessary recommendations that are informed by the outcomes data.
4. BOARS supports policies that streamline the transfer process and provide strong academic preparation for prospective UC students, including the Pathways+ initiative. We will continue to work with CCC colleagues to monitor general education and major preparation for transfer students, but recommend keeping with UC's goal of enrolling students who are well prepared to be successful and graduate in a timely manner. Partnership with the new Academic Council's Special Committee on Transfer Issues will be key in this regard.

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.”¹⁰ The policy is implemented through the *Guidelines for Implementation of University Policy on Undergraduate Admissions*,¹¹ known as the “Comprehensive Review Guidelines,” which list more than a dozen 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 as well as completion of honors courses, extracurricular activities, special talents, and achievement in the context of opportunity. The Guidelines also list nine criteria for selecting advanced standing (transfer) applicants.

In January 2011, the Board of Regents endorsed a *Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions*.¹² The resolution states that a single-score “holistic review” process should become the way comprehensive review is implemented to admit freshmen at all UC campuses, although the resolution also allows campuses flexibility to follow alternative approaches that are equally effective in meeting campus and University goals.

The resolution was in part a response to BOARS’ June 2010 report on Comprehensive Review in which BOARS recommended that 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 (API) score and/or LCFF+ (Local Control Funding Formula)¹³ status, 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

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

¹¹ https://senate.universityofcalifornia.edu/_files/committees/boars/documents/guidelines-implementation-of-ug-admission-rev-7-2019.pdf

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

¹³ An LCFF+ school is one in which more than 75% of the school’s total enrollment (unduplicated) is composed of pupils who are identified as either English learners, eligible for free or reduced-price meals, or foster youth.

top 9% of students in each school, and decreased statewide eligibility from 12.5% to 9%. The two guarantee pathways were intended to combine to meet a 10% overall target of California public high-school graduates being identified as eligible for referral to a campus with available space, if not admitted to a campus to which they applied. The policy also introduced an “Entitled to Review” (ETR) category of applicants who are guaranteed a comprehensive review (though not admission) if they meet minimum requirements.

When BOARS initially proposed the changes in eligibility policy 10 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.

¹⁴

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. Last year, however, there was a slight decrease of about 2,400 California applicants from 2019, but this year, California applicants jumped by almost 15,000, or 13% (Table 1). Out-of-state applications increased by just over 14,000 (44%), and international applications also increased this year by about 2,700 or 10%.

Transfer Applications. As seen in Table 1, applications from California transfer students increased by 7.7% in 2021.

II.2 ADMISSION

Freshman Admission. UC admitted 131,662 applicants as freshmen for fall 2021. 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 4 percentage point decrease in the systemwide admit rate for 2021. Two campuses had higher admission rates.

II.2.1 The Admitted California Freshman Pool

As indicated in Table 3, UC admitted 83,775 of the 128,256 California resident freshman applicants for 2021. This includes 73,969 of 111,111 public high school applicants, equal to 16.2% of the total California public-high-school graduating class (estimated to be 433,740 in Table 4). The average high-school GPA of all California freshman admits was 3.96, with an average of 49 semesters of A-G courses (30 is the minimum), and 16 semesters of honors courses.

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 88.3% of the total California resident admit pool in 2021. 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. Note that for 2021, the guaranteed pool was significantly smaller, consisting only of ELC students, due to the suspension of standardized test use for the statewide index.

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 2021, 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 2021 (33,896) constitute 7.8% of the total graduating class (433,740), while the admitted ETR applicants (41,720) constitute 9.6%. Overall, the combination of these groups represents 17.4%. 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.

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 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 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, a decrease of 8.5%. The number of applicants designated as ETR increased from 35,936 in 2015 (a 24.3% increase), and then to 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%). The 2021 suspension of the statewide index resulted in applicants falling largely into the ELC-only and ETR categories: 36,467 and 81,031, respectively (see Table 3).

II.2.3 Academic Indicators of Freshman Admits

The average profile of admitted applicants for fall 2015 through fall 2021 presented in Figure 3 show that the average high school GPA in 2021 is comparable to prior years.

II.2.4 Transfer Admission

As shown in Table 5, overall, UC admitted 30,660 transfer students in 2021, a 2.0% increase from 2020. Admission rates fell slightly to 67.8% for California residents and to 64.5% for international students. The number of domestic out-of-state applicants admitted to UC remains small—439 in 2021.

II.3 Enrollment Outcomes

Freshman. Systemwide, 51,727 freshmen enrolled for fall 2021, compared with 46,709 freshmen in fall 2020, 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 more than 10,000 new freshman enrollees during the seven-year period 2015–21, a 24.5% increase. California resident enrollees peaked at 39,648 this year.

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 2015 while enrollment during the same time has slightly fluctuated before a steady increase for 2019, 2020, and 2021. 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 in Figure 5. The yield on domestic nonresidents and international applicants is much lower than that of resident students.

Figure 6 shows numbers of California freshman applications, admits, and enrollees by eligibility status over the past seven 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 historically made up a relatively small percentage of the total number of applicants who were eligible (via the Statewide Index, ELC, or both). However, due to the suspension of the Statewide Eligibility Index for fall 2021 admissions, the number of ELC-only applicants dramatically increased from previous years. The total number of eligible applicants decreased to 36,467 in 2021 from a high of 66,732 in 2018.

Overall for fall 2021, admits and enrollees who are ELC-eligible and ETR represented the overwhelming majority of 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 36% and 58% and reaching a new high at 60% in 2021 (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 (21.2% in 2021). 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 2% of all new enrollees, well within UC policy limiting A by E matriculants to no more than 6% of the total.

UC continues to honor its commitment to the California Master Plan for Higher Education by guaranteeing freshman admission to a UC campus (though not necessarily to the campus of choice) to students in the top 9 percent of their high school or top 9 percent of the state without considering standardized test scores. With the suspension of the statewide index, all California resident applicants meeting the minimum admission requirements 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 with available space for referral admissions. In 2021, 545 students from the total referral pool of 32,053 (1.7%) enrolled at Merced.

Transfer. Systemwide, 21,509 transfers enrolled for fall 2021, compared with 21,745 transfers for 2020, 20,856 in 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 87.5% of all 2021 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 2015–2021

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

Transfer Applicants, Admits, Enrollees, and Diversity 2015–2021

Tables 9.1 and 9.2 summarize the diversity of UC’s transfer applicants, admits, and enrollees over the past seven 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 51.2% overall increase in enrollments (from 4,206 to 6,359) of students from underrepresented groups (African Americans, American Indians, and Chicanos/Latinos) between 2015 and 2021. Chicano/Latino enrollment has increased by around 54.1% since 2015 and African American enrollment by 47%. For fall 2021, the representation of African Americans decreased by 0.4 percentage points to 4.4% of enrollees from fall 2020, while the proportion of Chicanos/Latinos is at 26.7% of enrollees (up 0.4 percentage points from 2020). Asians were again the largest racial group among CCC transfer enrollees, at 29.6% of all CCC transfers.

UC as a Vehicle of Social Mobility: The Freshman Academic Profile in 2021

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 128,256 California applicants for fall 2021, 43.6% (55,947) were first-generation, as were 43.7% (36,574) of California admits, and 41.1% (16,276) 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 41.6%, 43.1%, and 39.7% (7,697 enrollees), respectively; while among the ELC-only group the percentages were 43.3%, 44.3%, and 42.5% (8,271 enrollees), respectively. Overall, this means that 98% (15,968 of 16,276) of the first-generation enrollees for fall 2021 were in one of the two categories of eligibility (ETR and ELC-only) created or expanded by the 9x9 eligibility policy.

URGs represent 44.8% of California applicants, 42.9% of California admits, and 38.6% of enrollees (15,295 enrollees) for fall 2021. Among California applicants who were ETR, the percentages of applicants, admits, and enrollees from URG groups were 43.9%, 43.2%, and 38.4% (7,445 enrollees), respectively; while among the ELC-only group the percentages were 41.7%, 42%, and 38.7% (7,526 enrollees). Overall, this means that 97.9% (14,971 of 15,295) of URG

enrollees for fall 2021 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 seven admissions cycles (2015–2021). 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 previously.

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 2020. 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, 93.67% of the most recent cohort of first-year UC students continued 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 2019 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 fell steadily but saw an increase in 2021. Domestic nonresident enrollees increased by 2,423 in fall 2021, after decreasing

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.

in 2020, while international nonresident enrollees increased by 919 from 2020 to 2021. In 2021, nonresidents comprised 23.4% of all freshman enrollees.

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

As nonresident enrollment has increased, BOARS has sought assurance from campuses that California residents are not being turned away to make room for less-qualified but higher-paying nonresidents. In June 2011, BOARS adopted a 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. The 2021 admissions outcomes for each campus and the extent to which campuses met BOARS policy is forthcoming.

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

²¹ http://senate.universityofcalifornia.edu/_files/reports/RMA_MGYreBOARSresolutiononevalofresidents_non-residents_FINAL.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., highly variable grades), 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 seventh semester high school grades, responding to a questionnaire, or submitting letters of recommendation. When applicable, campuses outline their use of augmented review. This process is guided by Regents Policy 2110, approved in July 2017.²²

²² <https://regents.universityofcalifornia.edu/governance/policies/2110.html>

BERKELEY

Berkeley continues to experience growth of both resident and nonresident applicant pools, with the total number of applications increasing by nearly 30% in the last two years, reaching over 135,000 applications for both freshman and transfer pools in the fall 2021 application cycle. This application surge places incredible demands 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 has been difficult as the increased workload has not been met with increased staffing or resources. Further complicating admissions processes is our ongoing need to sufficiently understand the school and neighborhood environment for applicants and use specialized staffing to review international applications, which often do not readily align with UC's minimum requirements for admission given the complexity of differing educational curricula from around the world.

OUA staff have continued to consult with faculty and staff at other UC campuses in matters relating to holistic review. In October 2020, Berkeley's Academic Senate division approved a new admission policy that adjusted the process to meet the current realities. Following the UC Board of Regents' unanimous approval of suspending the standardized (SAT/ACT) testing requirement, Berkeley's Academic Senate adjusted the admission policy to be test-free, meaning that Berkeley did not use general SAT/ACT exam scores in any part of the admission process, including application review, selection, or for scholarship consideration. Freshman reader training consistently begins the first week of November so that individual readers may reach a baseline among all readers (known as norming) and start reviewing applications as early as mid- or late-November. The early start allows OUA to complete a holistic review for nearly 113,000 freshman applications, complete two reads for each application, and still meet our decision release deadline at the end of March. Transfer reader training begins at the end of January/beginning of February, with reading continuing through the beginning of April. Within this process, over 22,000 transfer applications are reviewed with specific evaluation guidelines to ensure eligibility and sufficient major preparation.

Application Review

All achievements, both academic and nonacademic, are considered in the context of the opportunities an applicant has had, and the reader's assessment is based on how fully the applicant has taken advantage of those opportunities. For an applicant who has faced any hardships or unusual circumstances, readers consider the maturity, determination and insight with which the applicant has responded to and/or overcome them. Readers also consider other contextual factors that bear directly upon the applicant's achievement, including linguistic background, parental education level, and other indicators of support available in the home. The review recognizes a wide range of talent and creativity that is not necessarily reflected in traditional measures of academic achievement but which, in the assessment of the reader, is a positive indicator of the student's ability to succeed at Berkeley and beyond. Applicants who receive a particular recommendation may exhibit quite different patterns of achievement across various dimensions if, in the assessment of the reader, those differing patterns nonetheless equate to a similar overall level of achievement when compared to all other Berkeley applicants and

viewed in the applicant's context. All Review Forms must include a listing of the specific qualitative factors identified in the application by the Evaluator, along with a reader recommendation.

Augmented Review

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 up to two letters of recommendation to be considered during the reading process. Students invited to submit a letter of recommendation may come from the following populations: first-generation college students, students qualifying for an application fee waiver, and students participating in early academic outreach programs. Those invited to submit a recommendation may submit up to two letters of recommendation. Submission is voluntary and not required for full consideration of the application for admission; if a student chooses not to submit a letter of recommendation(s), it does not affect their opportunity for admission. In the fall 2021 cycle, Berkeley gave 16,783 applicants, or 12.42% of the pool, the opportunity to submit a letter of recommendations. Of those applicants, 4,937 submitted, and 2,854 (58%) were admitted. Those admitted were:

- First Generation College-Going: 2,581
- From an LCFF+ high school: 1,290
- Received an application waiver: 2,547
- Underrepresented Minority:
 - African American: 235
 - Chicano/Latino: 1,621
 - Native American: 14
 - Pacific Islander: 9

Admission by Exception (A by E)

In a small number of cases, strong applicants with demonstrated academic potential may not meet UC eligibility requirements. Students who are home-schooled, students attending high schools without traditional grades, or students who have extenuating personal circumstances are some examples of such cases. Applicants who do not meet UC eligibility requirements may qualify for Admission by Exception (A by E). Offers of A by E are locally recommended or rendered through post-holistic review supplementary review forms. This review form corresponds with a particular special admission pathway, or an Admission Officer's recommendation.

If the recommendation is to offer A by E, a Review Form for the final admission decision must include a documented UCOP-determined reason code & rationale code. Any initial recommendation of A by E must additionally be reviewed and approved for a final admission decision by a staff member who did not make the initial recommendation. In most cases, this is made up of the selection committee, which includes the Associate Vice Chancellor of Enrollment Management and Dean of Undergraduate Admissions, Executive Director of Admissions, or Strategic Initiatives Advisor for Enrollment Management and

Undergraduate Admissions. In fall 2021, 30 out of 16,295—or 0.18% of freshman admits were coded A by E and 26 matriculated. This is likely due to the discovery of new information as we finalize records and admissions staff apply the appropriate coding, including the reason and rationale during our that process. Thirty-three transfer applicants were considered for admission with the Admissions by Exception code, 28 out of 4,303—or 0.76%—were admitted and 27 matriculated to Berkeley. Each of the matriculated freshman and transfer students enrolled.

Reader Training and Certification Process

Internal and external readers complete a rigorous training process, which includes a combination of asynchronous pre-training webinars, synchronous training with discussion, and post-training norming samples. In the fall 2021 cycle, readers were required to complete approximately six hours of pre-training webinars and participated in over 15 hours of synchronous training. Training included an overview of our holistic review philosophy, our scoring guidelines, walkthroughs of sample applications, and an Implicit Bias training led by an equity consultant. Additionally, internal readers were required to complete the Moving Beyond Bias training led by UCOP. Following our synchronous training, readers were provided with a set of sample applications (called norming samples), which they reviewed and scored to receive feedback and ensure they were normed on our reading process. Readers are only released to read current cycle applications if they pass the norming process.

Training and norming continue once the current reading cycle begins. Readers meet for an all-reader webinar once per week, and then they break out into smaller groups for more individualized discussion and training. Internal readers read behind external readers and continue to provide feedback throughout the reading cycle.

All external readers for the transfer admissions cycle also review freshman applications. They participate in freshman reader training, and then receive additional training specific to our transfer review process. In the fall 2021 cycle, transfer readers participated in over 20 hours of synchronous training, in addition to the general training provided at the beginning of the freshman cycle. Transfer readers also complete a norming process and must pass certification prior to beginning to read current cycle applications.

Special Talent Admissions

All applicants are subjected to the standard admissions procedures. A few freshman and transfer applicants may surface during the admissions cycle as Special Talent-eligible. Special talent admission is defined as a process that involves (a) faculty or the admissions committee of a specialty school, academic department, or program; or (b) personnel in non-academic programs such as ROTC or Club Sports and where the application receives a supplemental review based upon skill or ability for a program from the stakeholders(s) identified above, and results in a recommendation for admission to the program. Supporting documentation is not displayed in the Slate Reader or considered during regular reading processes, or any other additional reviews, so as not to influence initial evaluator recommendations.

When a student receives a Special Talent recommendation, the application will be automatically routed to the Special Talent review process. It is only in this bin that the Special Talent Recommendation Form will display in the Slate Reader, and it will be displayed only for the Special Talent Admissions Committee (STAC), which is made up of the full leadership team within OUA, though a quorum of four is needed to proceed with the STAC review process. It is at this stage, and at the discretion of the Special Talent Admissions Committee, that applicants identified with special talents may be reviewed subsequent to the standard admissions review. Admission is not based on, or limited to, any type of quota, demographic standard, or other predetermined criteria.

Other Campus Topics

Berkeley continues to be increasingly selective. Currently, the most selective college for freshman admission is the College of Engineering at ~8%. UC's enrollment expansion plan provided some ability to accommodate additional new students at Berkeley, but the pandemic reduced student enrollment for the campus, and limited ability to participate in in-person learning. We have developed alternative ways to accommodate students, including an expanded Fall Program for Freshmen. Though we had other programs available that we could admit students directly into or that students could opt-into (such as Global Edge in London, Sciences Po in France, or a Dual Degree program with Hong Kong University), the pandemic halted our ability to send students to other countries due to visa issues and insurance complications. Online course formats allowed us to retain these students, but program enrollment declined. These extra programs and increased selectivity continue to change and further complicate the modeling for enrollment targets. This has made Berkeley much more dependent upon waitlists, especially with the ongoing pandemic complicating our ability to yield selected applicants. This level of selectivity continues to challenge the diversity of thought and background that are the cornerstones of holistic review processes.

For the sixth year, Berkeley has released a small number of decisions in February. For fall 2021, 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 (MET) 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 continues 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. We review processes post-cycle, and work to make improvements for following cycles.

Transfer Admissions

Berkeley also continues 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. We place a strong emphasis on the transfer process and have dedicated five staff FTEs to a dedicated transfer team,

in order to guide the rest of the office in supporting the transfer applicant population. Transfer applications are reviewed using a comprehensive review process. While no one attribute or characteristic guarantees the admission of any applicant to Berkeley, transfer students can be most competitive by excelling in academic areas and showing sufficient preparation for the major to which they're applying. While academic indicators are weighted more heavily than other parts of the application, other nonacademic factors are considered in the Comprehensive Review process.

DAVIS

Davis employs a single score Holistic Review (HR) methodology as our Comprehensive Review (CR) process for freshman admissions. HR ensures that academic reviews are based upon a wide range of criteria including classroom performance, motivation to seek challenges and the rigor of the curriculum within the context of high school opportunities. In holistic review, no single criterion is given undue emphasis, nor a narrow set of criteria used to assess applicants. Davis 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, the nation and world.

Undergraduate Admissions (UA) maintains extensive training and certification processes to ensure that HR readers appropriately apply the HR methodology, 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 2021 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 49% of all freshman applicants admitted to the campus for the fall 2021 term. 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, nation, and world.

Augmented Review

Process

The AR process is designed to provide an additional review for applicants 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 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.

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

Applicants Selected for AR 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. Applicants are also 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.

Criteria

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.

Readers use the following criteria to recommend AR:

- Evidence of significant improvement in the academic record, but not at a level sufficiently competitive for regular admission, accompanied by reasons for the initial substandard 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 and Admit—Fall 2021 (N=978)

- Of the 978 AR requests, 444 (45.3%) responded to the opportunity to provide information through the AR requests.
- Of the 444 who responded to the AR request, 144 (32.4%) were admitted.
- There were 217 (96.4%) domestic and 8 (3.6%) international AR admits.
- Of the 217 total domestic AR requests admitted, 109 (50.2%) underrepresented were admits; 64 (29.5%) underrepresented who responded to the AR request were admitted; 78 (35.9%) domestic admits who did not respond to the AR request were admitted; 45 (20.7%) were underrepresented.
- There were 130 (59.9%) first-generation and 121 (55.8%) 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.

Admission by Exception (A by E)

Several years ago, we moved from reviewing freshmen for Admissions by Exception (A by B) prior to admission to reviewing A by E upon enrollment. As part of the Holistic Review process, freshman applications are reviewed without consideration of admissions eligibility. Rather, a holistic assessment is conducted based on achievement and readiness to succeed (see HR policy and guidelines approved by our faculty committee on admissions and enrollment for details). This also aligns with our transfer processes that allow for students to complete coursework to meet eligibility over summer as appropriate, and review based off of official final records rather than self-reported.

Exception Decisions

- Number of applicants who were admitted by exception, by level:
 - Freshmen: 359
 - Transfers: 17
- Number of students admitted by exception who enrolled, by level:
 - Freshmen: 105 (1.4% of the enrolled population)
 - Transfers: 7 (0.2% of the enrolled population)

Reader Training and Certification Process

All HR readers are required to attend a two-day Holistic Review training at the beginning of the review season. In addition, readers are required to complete four additional online training

sessions prior to beginning their reading workload. HR certification is required prior to having a workload assigned. In order to be certified, continuing readers must pass two separate groups of 15 cases each with a percentage of 70% or above (30 cases total) while all new readers will have to pass an additional group of 15 cases with a percentage of 70% or above (45 cases total).

Each HR reader is assigned a team lead who is in constant communication, tracking reading percentages, and identifying any reader discrepancies throughout the reading cycle. HR readers must have a 96% accuracy or above through the entire read cycle. Davis also administers a set of reliability applications during the middle of the reading cycle. These reliability applications are assigned to all readers (unknown to them) as an additional way to ensure reading standards are being met and scores are consistent. Lastly throughout the reading cycle all readers are required to attend weekly norming sessions to sustain reading levels and expectations.

Special Talent Admissions

Special talent admission is tracked by the Undergraduate Admissions office and processed by the Executive Review Committee. Approval is granted by a faculty or committee member of specialty schools or academic programs. It may also be granted by personnel in non-academic programs such as, though not limited to, Intercollegiate Athletics. These applications receive a supplemental review based on a skill or ability for specialized programs (e.g., art, music, drama, ROTC, athletics) that result in a recommendation for admission to the program. Davis considers students with special talents in the area of Intercollegiate Athletics (ICA), Music and the Reserve Officers' Training Corps (ROTC). In this process, designated campus personnel offer recommendations based on specific criteria that are considered as part of the admissions decision-making process.

Other Campus Topics

Undergraduate Admissions continues to be burdened with ever increasing demands and static resources. Applications continue to increase while the number of staff has remained steady. The effects of the COVID-19 pandemic on applications to UC (e.g., Pass/No Pass grading, stalled extracurricular activities, etc.) further complicate holistic review as readers have fewer metrics to distinguish between applicants. The review of applications is taking more time as readers read even more deeply to determine differences between a highly qualified applicant pool. At the same time, Admissions teams are called to participate in an increasing number of recruitment/outreach efforts during the holistic and transfer review processes. This confluence of priorities continues to place pressure on the department to find ways to conduct reviews thoroughly, equitably, and efficiently.

While we remain committed to the students of California, and have enrolled more California residents than any other UC campus for the fall 2021 term, we are concerned with the increasing selectivity of the campus, in particular the stress placed on access to high-demand majors such as computer science, engineering and economics.

Transfer Admissions

Davis's transfer admission decisions are made using predefined criteria and parameters. Highly-trained experts within Undergraduate Admissions evaluate applications for minimum requirements, GPA, units, and preparedness for the major to which the student has applied.

While transfer students can gain admission to most Davis majors by meeting the minimum 90 UC-transferable quarter units, seven-course pattern and a 2.8 GPA, the campus also has 35 selective majors spread across all four colleges. Each application to one of these selective majors is evaluated for additional major preparation and GPA requirements. Each application to a selective major is reviewed by a member of the academic department to which the student has applied in addition to the staff in Undergraduate Admissions.

Davis is also one of the six campuses that offered the Transfer Admissions Guarantee (TAG) and was proud to offer a guarantee in all undergraduate majors for the fall 2021 term. In order to receive a TAG, students must meet additional GPA and major preparation requirements.

For the fall 2022 admissions cycle, Davis plans to implement a random sample review of 100 applicants as an additional quality control to the selection process. Although our transfer review process is based on predefined criteria or parameters (e.g., GPA, units & major preparation), over 80% of our applications are reviewed twice through either the TAG, Selective Major Review, CETAD (Collaborative Exchange of Transfer Academic Data) or quality control processes.

Davis continues to manage the balance of incoming freshmen and transfer students in order to meet the 2:1 ratio. Due to our inability to predict freshman admission yield, the campus was slightly over the 2:1 ratio for the fall 2021 term, though we remain committed to reaching that target moving forward.

Irvine

For the 2021–22 application year, Irvine received an overall increase in undergraduate applications (9.5%). 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 other BOARS-approved metrics.

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.

Augmented Review

Irvine does not use an augmented review process as part of the admission process.

Admission by Exception (A by E)

Irvine admitted 13 Admit-by-Exception cases in fall 2021, strictly adhering to the guidance from the systemwide audit. Applicants recommended for admission regardless of the rationale must go through the Admit-by-Exception Committee. The committee consists of two experienced admission staff members, and a faculty member. All three committee members must recommend the admission based on the ability of that applicant to succeed at UC Irvine. Final approval for all exception cases was approved by the Executive Director of Undergraduate Admission. The 13 admits consisted of 9 first-year applicants and 4 transfers. Of these admits, 8 first-year applicants and 2 transfer applicants enrolled.

Reader Training and Quality Assurance

For fall 2021, Irvine completed the comprehensive review of 107,965 first-year applications. We hired approximately 180 external readers to assist professional staff in the review of first-year applications. Both external readers as well as approximately 60 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. 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.

Training consisted of the following:

- one 3-hour Overview session covering the specifics of the holistic review process employed by UCI
- one 3- hour Norming session discussing Norming files and territory specific training that differed with each RTL
- 3 hours of mandatory UC Learning Center trainings including implicit bias

Norming Files: Readers were required to review 20 norming files and needed to be normed on 80% of the files. Any score that was greater than one value higher or lower than the score agreed upon by senior admissions staff is not considered normed (example: agreed upon score was Highly Recommend and reader scored Do Not Recommend). If a reader was not normed they were given an additional set of 5 files as a final chance where they had to be normed on all 5. If they were still not normed then they were dismissed. No readers were dismissed due to failure to norm.

Territory Specific Training: Resource team leaders (experienced admissions staff) held virtual office hours for readers to meet their team leader, learn about any specific information on their read territory and review any norming files. They are also provided with territory specific recordings that detail an overview of their territory assignments. This information provided critical context related to schools. Attendance at training was mandatory, and those who did not attend were dismissed from the reading 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. We completed 2,233 third reads.

Special Talent Admissions

1. Confirmation of Special Talent

- a. External department (namely Arts, Athletics, and Esports) confirms special talent through audition, recruitment tools, and/or firsthand witness of talent
 - i. All arts applicants must go through this process, while only athletes falling outside of general selection criteria/timelines need go through it
- b. Department provides recommendation to Undergraduate Admissions

2. Verification of Talent

- a. Additional faculty/staff within the external department review each recommended applicant so as to further verify special talent
- b. Recommending faculty/staff disclose all conflicts of interest and confirm potential success of student

3. Eligibility of Applicant Confirmed

- a. Undergraduate Admissions performs evaluation on said applicants to confirm minimum eligibility is met

- i. If minimum eligibility is not met, applicant then moves through the Admit by Exception process (see Admit by Exception Policies and Procedures document)
- 4. Admissions Committee for Special Talent (Athletics/Esports only)**
 - a. Following confirmation of eligibility, committee must reach a consensus decision to recommend admission of applicant
 - b. Committee recommendation, along with department recommendation, is passed along to the Director of Undergraduate Admissions
- 5. Final Decision**
 - a. Executive Director of Undergraduate Admissions approves the final decision based on information presented by external departments (and committee, if applicable)
 - i. No single person within the recommending department or program has authority to make final admission decisions
- 6. Special Talent Identification and Tracking**
 - a. Applicants are recorded in Slate with special program codes of Fine Arts, Recruited Athlete, or Esports Recruit (respectively) after identification through audition process or department recruitment
 - b. Additional tags are assigned through the process based on result of audition/recruitment confirmation (see Special Talent Policies and Procedures Document for further detail)

Transfer Admissions

For the 2021-2022 admission cycle, Irvine continued its practice of completing a full Comprehensive Review of every transfer application that was not fully eligible for the Transfer Admission Guarantee (TAG). TAG applicants receive a priority evaluation and Comprehensive Review read. TAG applicants who meet all of their requirements do not need a second read, as they are guaranteed admission based on 1) completion of required coursework; and 2) achievement of the required transfer GPA. In fall 2021, 3,429 applicants were admitted through the TAG process. All other applications received two Comprehensive Review reads and assessments, using the same assessment metrics and quality assurance process as the first year applicants.

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 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 freshman 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. Additional information regarding our reader training processes is provided later in this document.

For fall 2021, UCLA admitted 11% of 139,000+ freshman applicants. This admission cycle represented the first since UC's decision to eliminate consideration of SAT/ACT scores in the admission process. This change is a likely contributor to the dramatic increase in freshman applications from 108,000 to 139,000 in one year. We were able to utilize the waitlist, once again, to finalize our class. The summer of 2021 proved to be less tumultuous than that of 2020 (first summer of COVID), so there was less of a need for large numbers of admits from the waitlist. Yield among admitted students, both in and outside of California, continued to increase in fall 2021 reflecting the growing demand for an undergraduate education at UCLA.

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. The removal of SAT/ACT has led to not only increases in volume of freshman applications but has also led to increases in the diversity of our applicant pool. We continue to be 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.

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 Department of Education data, etc.), but

continues to be challenged by a lack of similar information from schools throughout the United States (US) and abroad. 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 Census information for US applicants. This additional context regarding the neighborhood where the student lives and attends school can further highlight environmental conditions a student may face in either or both communities.

Supplemental/Augmented Review Process

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 a much lower percentage of its applicant pool for this review. See below for a summary of our supplemental review statistics for fall 2021 admission:

Fall 2021	Referred for Supp Review	Responded to Questionnaire	Admit from Supp Review Pool
Native American	62	37	29
Asian	940	652	205
Black	624	381	220
Chicano/Latino	2,409	1,442	497
Other	68	47	23
White	648	408	147
Total	4,751	2,967	1,121

While a large percentage of students (62.5%) 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.

Transfer Admissions

The transfer review process is a combination of an academic and holistic review. Transfer students are admitted directly into a major, so a large part of the review process is based upon the

academic requirements established by each department. If the student has not met the necessary academic requirements, they are far less competitive for admission. However, UCLA is committed to utilizing holistic review and each applicant review results in a review score that is based upon academic and holistic factors. And just like with freshman review, a wide range of academic and non-academic achievements are taken into consideration, in the context of the opportunities available to and the challenges faced by each student. These seven faculty-approved factors are referred to as “comprehensive review.” As a quality control (QC) measure, UCLA staff randomly select 100 transfer cases for a secondary review by another staff member to ensure the initial review was thorough and accurate in its assessment.

With well over 25,000 transfer applicants annually, there are many more high-achieving applicants for admission than UCLA can admit. Therefore, the goal of the transfer *selection process* is to select, for each major, from a large and growing group of academically exceptional applicants, those extraordinary students who have demonstrated the intellectual curiosity, tenacity and commitment to service expected of UCLA undergraduates. Selection aims to be as equitable and inclusive as possible to best recognize each applicant’s achievement in the context of opportunities available to them.

Special Talent Admission

UCLA is committed to enrolling students with a skill, ability or talent in areas related to art, music, and film and theatre performance. These programs require a supplemental application (audition/portfolio/writing samples/etc.) from the applicant, followed by faculty evaluation and assessment of talent, and finally individual students are recommended for admission by the faculty in these schools. The final decision to admit lies with Undergraduate Admission. This decision is based on the recommendation of the faculty in the school and the holistic review/assessment of Undergraduate Admission staff to determine the student’s ability to succeed and contribute in our rigorous academic environment.

Specialty schools submit a list of students (via email) to Undergraduate Admission with their recommendations, including ones they are most interested in pursuing for admission and waitlist spots. Once a student has been recommended for admission by the specialty school faculty, students are identified that “need additional review” (based on grades, academic trajectory, English ability, testing, eligibility, holistic rank, etc.).

All cases that are considered clear for admission (either as an admit or as a waitlist) are also reviewed by a member of the Senior Leadership Team, before being coded for admission. Admitted students are notified of their admission decision on the same timeline as all other freshman (late March) and transfer (late April) admits.

Cases that need further review are all presented, discussed, and decided by Senior Leadership within Undergraduate Admission. These individuals are most often the Director, Deputy Director, Senior Associate, and/or Associate for Evaluation. If the student is cleared for admission, the student is coded (as listed above). If a student is deemed admissible through “Admit by Exception,” the student is coded for admission. If the Senior Leadership team determines the student should not be admitted, this is communicated back to the specialty school.

Admission by Exception (A by E)

The University of California Regents Policy has clear guidelines for how each campus can admit students who demonstrate the potential to succeed at the University but do not meet all of the eligibility requirements for undergraduate admissions. These students are “admit by exception” and up to 6% of enrolling students can be admitted through this exception. Undergraduate Admission will only admit a student if it is clear the student can succeed and contribute in our rigorous academic environment.

Expectations

- All reporting and procedures will follow University of California Regents Policy guidelines.
- A by E only applies to students attending high schools in California.
- All A by E admits will have an accompanying A by E approval form signed by the following three campus administrators: Vice Provost for Enrollment Management, Director of Undergraduate Admission, Deputy Director of Undergraduate Admission
- UCLA has not come close to the 6% cap in many years, however, students are enrolled through A by E.
- The individual staff that identify a candidate as A by E prior to admission cannot make the final admission decision or enter the decision in the system.

For fall 2021, we admitted 120 (85 freshmen, 35 transfer), 85 enrolled (59 freshmen, 26 transfer). Eighty-five enrolled AbyE students represents 0.8% of fall 2021 enrolled students.

Reader Training and Certification Process

UCLA utilized over 260 readers to review freshman applications (roughly 60 full-time professional Undergraduate Admission staff and over 200 external readers). All readers, returning and new, are required to undergo extensive training, including anti-bias training. Overview sessions (re)introduce all of the policies and practices associated with our review process. Once completed, readers attend norming sessions and/or read training cases to become certified based on the guidelines below:

New readers must attend full-day overview session and half-day norming sessions. New readers are asked to review 70 or more cases and achieve UA accuracy standards to be certified. Trained UA staff (and or senior staff) discuss cases with readers, provide feedback, and ultimately certify once quality standards have been achieved.

Outside readers must be invited to reapply to serve as a reader each year. If the level of performance in the previous year is not satisfactory, the reader may not be invited back. If invited to return, the reader must update all information through a new reader application and be approved to return by UA. Following a rigorous day-long training program, returning readers are asked to review all training cases and achieve UA accuracy standards before being certified. Trained UA staff (and or senior staff) discuss cases with readers, provide feedback, and ultimately certify once quality standards have been achieved.

Only after successful completion of the training and certification process will readers be assigned applications. There is significant and extensive monitoring of readers and quality control checks are built-in throughout. UA training staff will assess reading quality, feedback and additional training as needed throughout; and the Senior Associate Director for freshman review monitors the overall performance of our readers, as well as overall pace of readers, as measured by total assigned application reviews and corresponding app/day pace the reader would have to maintain to finish by our established deadlines.

Lastly, our freshman review process requires that applications are read twice and if the first two reviews are more than one holistic rank apart, a third “disparate” review by admission staff is triggered. These cases are typically between 3–5% of the reviews, and the final review is conducted by an experienced admission staff member.

These extensive training, certification, and quality control measures ensure that all applicants receive an equitable review.

MERCED

Merced's admission process is designed to review and select well-prepared students who demonstrate qualities that will promote their success. In collaboration with the administration, our faculty 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 25,559 in fall 2021. This excludes applicants from the referral pool. The average native admitted first-time freshman GPA in fall 2021 was 3.69, and the 25th percentile was 3.40 while the 75th percentile was 4.00. That same enrolled first-year class is diverse: 61.3% Chicano/Latino, 20.5% Asian, 8.25% White, and 4.5% African-American/Black.²³ 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 on the Admissions and Financial Aid Committee (AFAC) continued its support of the comprehensive review model based on the 13 criteria approved by BOARS, which incorporate relevant academic factors (75.95%) together with socioeconomic factors, school context, and a human read score (24.05%).

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 Freshmen Scoring Index Parameters chart). However, starting in fall 2021, due to campus enrollment targets, only students reviewed for Admissions by Exception (A by E) received the full human read.

Merced continues to follow the guidance of BOARS, which allows for admission of students from the full range of applicants who meet the requirements. 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 2021 process was successful. All applicants (100%) received a point-driven comprehensive review. In addition, 36.1% of applicants received a computer-generated score based on academic and nonacademic data, plus a human read focusing mostly on nonacademic factors. Of all applicants, 12.5% were determined to have not met minimum UC admission requirements. In all, 48.6% of applicants received an academic evaluation by a staff member. The top 50.7% were reviewed and selected solely on the academic and nonacademic point-driven comprehensive review process.

Due to increasing enrollment targets for the fall 2021 cycle, all eligible first-year applicants were admitted to the fall 2021 semester.

²³ Source: University of California Merced, Center for Institutional Effectiveness, Undergraduate Enrollment, 4/2022

Augmented Review

Merced did not use the augmented review process for fall 2021 due to the campus enrollment targets.

Admissions by Exception (A by E) Summary

In fall 2021, there were 756 freshmen and 127 transfer applicants admitted via Admission by Exception (A by E). From these A by E admits, 150 freshmen and 14 transfers enrolled in fall 2021. Overall A by E students comprised 6.22% (freshmen) and 5.6% (transfers) of newly enrolled undergraduates in fall 2021. Merced exceeded the allowable A by E enrollment percentage for freshmen students by 0.22% or five students. This is the first time in the campus' history the 6% A by E enrollment cap was exceeded. This change can partially be attributed to updates in the A by E policy which removed standardized test scores as one of the A by E criteria and an increased enrollment for students admitted A by E.

For the 2021–22 application cycle, AFAC approved the modification of Merced's A by E policy to place the A by E process under the stewardship of the A by E Committee, implementing a three-member review process for Admissions by Exception decisions to comply with the updated [*Guidelines for Implementation of University Policy on Admission By Exception for California Residents*](#). In addition, the A by E policy was updated to remove standardized exams and refine omissions of Math and English courses.

The A by E committee membership includes the following three members: Assistant Director of Admissions, Director of Admissions, and a faculty member of the Admissions and Financial Aid Committee. The Associate Director of Admissions also provides a quality assurance review of applicants approved for A by E.

After the fall 2021 cycle, the Office of Admissions worked with Merced Center of Institutional Effectiveness (CIE) to evaluate mid-semester grades performance for students admitted by exception. CIE found that students without reader review scores in the areas of leadership, honor/awards, perseverance and determination, and academic promise were more likely to encounter academic difficulty than A by E students with at least a score of one in the reader review section. As a result, fall 2022 Admissions by Exception guidelines were revised to reflect that analysis and reduce the number of enrolled A by E first year students for fall 2022.

Reader Training and Certification Process

The Office of Undergraduate Admissions provides training and norming sessions for all admissions evaluators and ensures that no student is denied admission without a fair review. All first-year readers in the Office of Admissions participate in a mandatory Admissions Reader Training in December before being certified at a minimum of 70% by a senior evaluator prior to reading applications. In addition, the Office of Admissions staff meet weekly to discuss the review process and difficult decisions, achieve consensus on scores, and refer some applicants for A by E review. Readers were also randomly selected for review by senior evaluation staff.

Transfer evaluation training for the fall of 2021 cycle was conducted in one-on-one sessions with senior evaluation staff and Admissions transfer evaluators. As in the prior year, all transfer evaluators received a Quality Assurance Review from another evaluation staff member.

Special Talent Admissions

Merced has few special talent reviews for recruited athletes that are not regularly selected. Fall 2021 saw eight special talent reviews.

The process includes sending a review sheet to the Senior Associate Director of Recreation and Athletics who works with the coaching staff to gather required documentation, talent verification, donation verifications, and other information to make a recommendation. If recommending the recruit, the Director of Recreation and Athletics then confirms the verifications have been completed and approves or declines the coach's recommendation. Finally, the Director of Undergraduate Admissions reviews all recommendations to ensure the verification research was complete and that the Director agrees with the recommendation. The Director can i) agree with the recommendation and admit via special talent, ii) agree with the recommendation and send the record to the A by E committee for further review, or iii) disagree with the recommendation making the record non-selectable. Through a Memorandum of Understanding between the two offices, 10 special talent admits are allowed per academic year.

Transfer Admissions

At Merced, selection for transfer students is based on applicant eligibility and preparation for their primary or alternative major. Faculty in the relevant department(s) also provide academic criteria used for the school review process when an applicant meets some selection and needs to be further reviewed by an academic school or department.

Department selection criteria are reviewed and approved by the Office of Admissions. In addition, department readers are required to sign reader agreements and receive implicit bias training before reviewing files.

Merced reviews all transfer applicants twice as a part of its quality assurance process. Due to the limited number of readers and workload for the fall 2022 cycle, moving forward, the Office of Admissions will implement a quality assurance read on a percentage of its transfer application pool.

Entering student characteristics (average GPA and ethnic breakdowns) are from tables on Merced's CIE website: <https://cie.ucmerced.edu/about-cie/institutional-research-decision-support>.

Fall 2021 applicant selection data is 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 BOARS-approved comprehensive review criteria that can be extracted automatically from applications. Weights are chosen to be best predictive of success at UC 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 UC Riverside began to be more than minimally selective. It was modified for the 2012 application cycle when the systemwide eligibility construct changed and UC 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 UC 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%. As a result of the shift to a test blind stance by the UC system, the AIS was reevaluated in 2020. After extensive analysis of the 2012 to 2015 cohort for which extensive data on graduation rates was available the AIS score weights high school GPA for 80% of the score, Number of AP/IB courses for 12%, ELC for 6%, and First-Generation Status and Low Family Income for 1% each. These weights appear to maintain a diverse student body that is most likely to succeed and graduate. The admission rate for fall 2021 was 52.92%.

At the same time, UC 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 UC 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 2021–22 academic year, the campus's Undergraduate Admissions Committee continues the conversation of comprehensive (holistic) review strategies for UC 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. An initial holistic review was performed on a sample set of previously admitted students over the course of 2021. The results

of those tests are still undergoing analysis. The committee has also discussed several holistic review processes at other UC campuses like Santa Barbara and Santa Cruz, which can be a good steppingstone for UC Riverside to develop the new process.

Augmented Review

UC Riverside does not currently use an augmented review process, nor are there plans to implement such a process as part of our comprehensive review procedure in the near future.

Admission by Exception (A by E)

Regarding UC 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.

The Admissions by Exception (A by E) offer of admission is reserved for applicants who do not meet current campus admission requirements, but meet a set of minimum academic requirements and

1. Have a special talent or are defined as *"other students", or
2. Have attained academic achievement despite coming from disadvantaged circumstances, including but not limited to low-income students, first generation college students, and those from low-API schools.

** Students defined as "other" may be considered for A by E if one or more of the following factors have been demonstrated at an exceptional level: outstanding achievement in a specific subject area; self-motivation and initiative; leadership; public or community service; completion of significant special projects; special endorsement of academic promise from their school; demonstration of academic promise by achievement in specific areas of study; and/or marked improvement in academic performance as demonstrated by academic grade point average and/or enrollment in accelerated, challenging course work (e.g., honors, Advanced Placement, International Baccalaureate, and transferable college courses).*

Applicants who qualify for A by E may be identified by the Undergraduate Admissions office in its regular review of applications, by academic departments, or by the Athletics Department. All applicants admitted by exception are reviewed and approved by three senior campus leaders, which are defined to be the Director of Undergraduate Admissions, another member of senior leadership in Undergraduate Admissions or Enrollment Services (e.g. Associate Director of Undergraduate Admissions or Associate Vice Chancellor of Enrollment Services), and a member of the Academic Senate external to Undergraduate Admissions (e.g. Dean of admitting college or the Chair of the Undergraduate Admissions Senate Committee).

Undergraduate Admissions may admit the number of A by E applicants required to yield up to 6% of total freshman enrollment and up to 6% of total transfer enrollment for a specific admission term. Up to 2% of A by E enrollments may be reserved for applicants outlined in number #1 above. The remaining percentage, up to a total of 6%, may be reserved for applicants outlined in #2 above.

Number of applicants who were admitted by exception, by level.

- First-Year students admitted by exception = 1,399
- Transfer students admitted by exception = 36

Number of students admitted by exception who enrolled, by level; include proportion of enrolled students.

- First-Year students admitted by exception who enrolled = 111 students (2%)
- Transfer students admitted by exception who enrolled = 15 students (<1%)

Reader Training and Certification Process

UC Riverside does not employ holistic review nor application readers; however our Undergraduate Admissions Counselors are required to participate in our annual Admissions Ethics and Conflict of Interest Training and Application Evaluation Training. These trainings include an overview of UC's admissions policies, UC Riverside's Comprehensive Review and supplemental review processes, staff expectations to uphold the highest standards of professional integrity, security, and confidentiality related to student applications. All Undergraduate Admissions Counselors are also required to participate in the Moving Beyond Bias for Admissions Officers and Readers course, an anti-bias and implicit-bias training which entails raising awareness, application to organizational-level change, tools and strategies for disrupting bias, and practice tools.

Special Talent Admissions

Special talent admission is inclusive of any circumstance in which an applicant is considered for admission to UC Riverside primarily on the basis of their special talent. Special talent refers to a talent that is non-academic in nature, typically presented by Athletic or areas encompassing the visual and performing arts.

Applicants who qualify for Special Talent Admissions are typically identified by the Undergraduate Admissions office following the regular review of applications, by student support programming offices, by academic departments, or by the Athletics Department. These applicants must undergo a multi-step verification process to confirm qualifications or credentials for the special talent or sport.

Approval from a member of senior leadership from an office external to the recommending department is required for all applicants recommended for admission primarily on the basis of special talent. The person serving in this capacity can be either the Director of Undergraduate Admissions or the Associate Vice Chancellor of Enrollment Services.

Other Campus Topics

UC Riverside has continued to deal with the challenges of Covid-19 and the attendant effects on instruction. The campus faces continuing pressure to grow enrollment and a new Enrollment Governance Committee has been instituted in order to address and plan for the concerns that projected growth of the student population will entail.

Transfer Admissions

UC Riverside attempts to accommodate as many qualified transfer students as possible, with priority given to students attending a California Community College, through the Transfer

Comprehensive Review process. In addition to meeting minimum UC eligibility requirements, transfer students will be selected on the basis of academic preparation as assessed by their GPA in all transferrable coursework and completion of required major preparatory coursework where applicable. These GPA cuts and preparatory work may vary annually, depending on the size of the applicant pool as well as major and college enrollment targets. Applicants with 120 quarter units or more of transferable upper division and lower division coursework for UC work are also subject to screening beyond the minimum requirements for transfer students.

To ensure that the University maintains a fair and unbiased transfer admissions process the campus has implemented a transfer application quality assurance process in which UGA selects 100 random transfer applicants, excluding CETAD (Collaborative Exchange of Transfer Academic Data), per application term for a second application review. The initial review is performed by an Admissions Counselor and the second review is performed by a member of the Admissions leadership team.

SAN DIEGO

UC San Diego seeks to admit students who represent strong academic achievement, exceptional personal talent and the broad diversity of abilities, personal experience and backgrounds characteristic of California while also selecting scholars throughout the nation and around the globe that possess those same qualities to further enhance and enrich the undergraduate experience by creating and maintaining an environment where diversity of thought and experience provide an opportunity for discovery and growth.

Toward that end, to review applications for admission and meet university enrollment goals, UC San Diego employs a holistic approach to comprehensive review at the first-year level. This allows for a rigorous, individualized and qualitative assessment of each applicant's entire file. The review is based on factors developed by BOARS and endorsed and approved by the UC Academic Senate as well as UC San Diego's Committee on Admissions (COA). The admissions holistic review process thoughtfully considers the full spectrum of an applicant's qualifications, based on all evidence provided in the application and viewed in the context of the applicant's educational environment and personal circumstances, as well as the overall strength of the UC San Diego applicant pool.

Each first-year application is read independently by at least two readers. Application readers, including Admissions leadership, professional staff and external readers, participate annually in an extensive training and certification protocol that includes implicit bias training.

Augmented Review

UC San Diego conducts an augmented assessment 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.

Criteria for referral of applicants to SR:

1. Compound Disadvantage:

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.

2. Lack of Access due to Alternative School:

Evidence of relative lack of access to, counseling about, or support to take A-G courses, honors, AP or other advanced level classes, etc. which may include applicants from a non-traditional high school (e.g., home schooled, non-accredited schools, and alternative schools).

3. Extraordinary Achievement:

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 UC San Diego.

4. Incomplete due to Extraordinary Circumstances:

Evidence of academic achievement at a level that may indicate the potential or success at UC 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.

5. Missing Minimum:

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.

SR provides an opportunity for applicants to respond to two questions about pre-college program involvement and engagement with community-based organizations, submit a short narrative response to a single question about extraordinary circumstances, as well as indicate their seventh semester high school grades and update eighth semester coursework in progress.

For fall 2021, 1,193 applicants or approximately 1.0% were referred to SR. 593 applicants referred to SR were low-income; 336 were identified as first-generation applicants; and 514 were from traditionally underrepresented populations.

Low Income	Referred to SR
	593

First Generation	Referred to SR
	336

By Race/Ethnicity	Referred to SR
Black/African American	146
Chicano/Latino	359
Native American	9
Chinese American	112
East Indian	85
Filipino American	45
Korean American	27
Pacific Islander	7
Vietnamese	46
White/Caucasian	298
Unknown	22

After all SR responses were submitted, the applications were reviewed an additional time and scored by a more senior member of the admissions team. Of those invited to participate in the SR process in fall 2021, 604 (50.63%) responded and provided the optional information for review. Of those students, the total number admitted was 122 (20.2%).

Admission by Exception (A by E)

For fall 2021, utilizing UC eligibility codes assigned by the UC Office of the President (UCOP) and based on ApplyUC data, applicants with ineligible codes were reviewed by senior members of the admissions team after they had gone through the application review process. This included applicants that were home-schooled, attended unaccredited institutions, athletes, and applications where it appeared A-G subject requirements had not been met. Those applicants in the admissions selection range who showed exceptional promise but did not meet minimum admission requirements based on one of the factors mentioned above were admitted by exception (A by E). At the conclusion of the review, the appropriate admit code and rationale was applied to each applicant. For fall 2021, 104 applicants were admitted by exception (88 first-years, 16 transfers); 34 enrolled (27 first-years, 7 transfers). A by E admits were reviewed and approved by the Associate Director of Application Review, Senior Associate Director of Admissions, and the Director of Admissions.

Reader Training and Certification Process

2021 represented the eleventh year of holistic review single-score implementation at the UC San Diego campus. With an 18.3% increase in first-year applications over fall 2020 (118,384 vs. 100,050), a team of approximately 160 external readers was hired to assist an internal professional staff of 25 readers in the review of first-year applications.

All UC San Diego first-year application readers participated in annual holistic review training led by the Associate Director of Application Review and a team of Admissions Officers, designated holistic review team leaders. International readers participated in both the general holistic review training and a supplemental training led by the Assistant Director for International Admissions. Training included mandatory session(s), assignment to a holistic review team leader, anti-bias training and an extensive certification process to norm application review.

Prior to receiving authorization and access to review applications, all readers had to satisfactorily pass and complete the certification process. Three certification rounds were required, and an additional round assigned if it was determined that the reader was not yet proficient. Each team leader reviewed the applications completed by the individual reader for proficiency prior to granting access to the next certification check bin and provided feedback to readers after the completion of each check bin.

Applications utilized during the certification process were examples from previous cycles, representative of the overall applicant pool from that cycle and represented a broad range of holistic review scores, including files that should be recommended for augmented/supplemental review.

Team leaders and members of the Admissions leadership team continued to monitor application readers assigned to them throughout the first-year application review process, and readers had ongoing access to their team leaders through weekly office hours, email and by phone. Additionally, routine check-in meetings among team leaders and the Associate Director of Application Review were held to discuss trends and review overall reader performance.

Special Talent Admissions

Comprehensive review was utilized to assess all applicants for admission. First-year applications were reviewed using a holistic review process, transfer applicants a comprehensive review. To identify special talent applicants, the Office of Admissions received a prospective student athlete (PSA) list from the athletics compliance office. After going through the comprehensive review process, those identified were reviewed by senior members of the Admissions leadership team to determine UC eligibility and to conduct an independent review, outside of athletics, that confirmed that the candidate had a presence in the special talent area. All PSAs were approved by a member of the senior leadership team (e.g., Associate Director Application Review, Senior Associate Director, or Director of Admission).

Other Campus Topics

Discontinued use of examination in the admissions process

Fall 2021 was the first year the campus reviewed high school applicants without utilizing scores from SAT and/or ACT examinations. Enhancements were made to holistic review training sessions to address the absence of test scores and to further review the remaining 13 faculty approved factors for consideration in application review.

Increased Application Volume

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. First-Year applications increased by 18.3% from fall 2020 to fall 2021 ($N= 100,050$ for fall 2020 and 118,384 for 2021).

Transfer Admissions

To meet university enrollment goals and review admissions applications at the transfer level, a thorough review of each transfer application was conducted by a team of professional Admissions Officers. Using the UC Review tool, the application review assessed the number of UC transferable units completed, completion of UC minimum subject requirements and calculated the overall grade point average in transferable units. Given the strength of the transfer applicant pool and the number of available seats, applicants to UC San Diego must exceed the 2.40/2.80 (California resident/Nonresident) minimum UC GPA requirement to gain admission.

Campus policy stipulates that transfer applicants cannot be admitted as undeclared. Therefore, transfer applicants applying to capped programs and a few other select majors must successfully complete preparatory coursework to be considered for admission. In these instances, a review to determine completion of major preparation coursework and the grade point average in those courses is also calculated as part of the application assessment.

In accordance with guidelines, the two-reader process for transfer review will begin with the fall 2022 admissions cycle.

SANTA BARBARA

The principles and philosophy which drive UCSB's selection process are: 1) that the most equitable admissions process ensures all applicants the opportunity for review under all selection criteria; 2) that admission to the University at the freshman level is offered to students from among the top 12.5% of the high school graduates in the state of California and to students identified as ELC; 3) that academic excellence and diversity among students is essential to the quality of the educational experience; and 4) that a wide range of academic achievement and academic promise criteria be used.

The delegated Faculty Senate committee with the authority for determining admission selection criteria at UCSB is the Committee on Admissions, Enrollment, and Relations with Schools (CAERS). CAERS adopted the criteria for selection for fall 2021. This plan includes an emphasis on consideration of the context in which the student has achieved UC eligibility and consideration of the full range of factors presented in the application including:

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

Fall 2021 Freshman Outcomes

Fall 2021 census data demonstrate the effectiveness of the UCSB model in that we ultimately had a 29.2% admit rate and 16% yield rate. UCSB enrolled a freshman class of 75% California residents and 25% nonresident. Underrepresented students made up 28% of the freshman class and 30% were first generation. The academic profile continues to climb with 4.24 being the average high school GPA (up from 4.17 the previous year). We also see that our enrolled class continues to complete an increasing number of A-G courses with an average number of 50 semesters of A-G coursework. While many incoming freshmen will ultimately change their major, 50% of the incoming freshman class selected Biological Sciences, Economics, Psychology, or Math/Statistics as their chosen major. It is increasingly difficult to convince students to explore majors outside of those areas.

Fall 2021 Transfer Outcomes

Transfer data for fall 2021 also show impressive outcomes though selection was much more competitive with a 48.8% admit as compared to 59.3% the prior year. UCSB enrolled a transfer class of 87.5% California residents and 12.5% nonresidents. Underrepresented students made up 28% of the transfer class and 33% were first generation. The biggest change was visible in the academic profile an average GPA of 3.67 for the transfer class (up from 3.51 the previous year). UCSB's TAG (Transfer Admission Guarantee) requires a 3.40 GPA and this was the first year in UCSB's history where having a TAG made a big difference in admissions as we did not admit many non-TAG students below a 3.5. Economics, Communication, and Psychology were the most frequently selected majors with 47% of the incoming transfer selecting these disciplines.

Freshman Selection Methodology

Step 1: Compute ADM Score and APR Score

A computed “Admission Decision Model” (ADM) score is computed for all freshman applicants. The ADM score is a mathematical index based on GPA, AP scores, and ELC status. The ADM score is then used to distribute applicants across nineteen “Academic Preparation Review” bands, thus giving applicants an “APR” score of 0–18 points. Applicants to Engineering also receive a modified “Engineering ADM” score using a model that gives additional weight to AP Math, Physics, or Computer Science scores of 5.

Step 2: Assign Holistic PPR Score

Trained professional Readers use a holistic scoring model to give each applicant between 1 (lowest score) and 9 (highest score) “Academic Promise Review” (PPR) points using criteria set forth by CAERS.

Step 3: Designate possible SES Score

In addition to the possible 18 APR points and the 9 PPR points, applicants are reviewed using a mathematical model (non-subjective, computer generated) to generate between 0 and 9 additional “SES” points. SES designation is based on parent educational levels, family income, and high school academic factors (API, LCFF+).

Step 4: Combine APR, PPR, and SES points for total “APR/PPR” score

The Academic Preparation Review (APR) score is combined with the “Academic Promise Review (PPR) score and any SES points for a possible 36-point total APR/PPR score.

Step 5: Determine UCSB School Context ranking

School Context, one path of admission to UCSB, was adopted to expand the geographic and demographic diversity of UCSB’s admit pool by evaluating students within the circumstances of their high school environment and not against those who have had greater educational opportunities because of their socio-economic status. School Context decisions are determined by ranking the applicants in ADM Rate sequence by school. Each school has a maximum number of applicants that can be admitted, determined as a percentage of the number of graduating students from the previous school year.

Step 6: Freshman Selection

After all freshman applications have received APR and PPR scores, the School Context program will be run. Once the available number of spaces is allocated, additional students from that school (not yet admitted) are considered in the pool of applicants in the statewide context.

All remaining applicants who have not been designated for admission by either the UCSB School Context process or the special selection process, are reviewed for admission based on their cumulative APR/PPR score. Starting at the maximum score of 36 points, bands of students are “swept” into admit status using computer generated queries seeking the highest score and working downwards until all admission slots are filled. The Office of Institutional Research determines the cut points based on yield modeling using historic yield analysis.

Augmented Review

UCSB does not utilize an augmented review process as part of the Comprehensive Review process.

Admission by Exception (A by E)

As part of the annual review of the UCSB Comprehensive Review process, CAERS also reviews the campus practices for Admission by Exception (A by E). To fully assess potential candidates for A by E, particular attention is given to applicants from specific areas including:

- Veterans, Active-Duty Military, and/or ROTC designations
- Students residing in geographically- isolated areas with limited access to support services and/or extracurricular opportunities including California rural areas, Alaska, Hawaii, U.S. territories
- Foster Youth
- Federally recognized tribes
- Re-entry students
- Students from unaccredited schools, home-schools, and Mastery Transcript schools
- Students with high composite scores but may be missing only one A-G subject matter (typically geometry or VPA)
- Transfer students with high GPA's (3.80+) who may be short 1–3 units but still meeting the required seven-course pattern.

In addition to the above groups, Readers are encouraged to bring forth candidates who may reveal unusual circumstances through their Personal Insight Questions and/or show extraordinary talent that they believe might warrant closer review by senior Admission staff (Director and/or Associate Directors). Exceptional circumstances might include victims of wildfires, students/families with serious medical issues, and students affected by war or violence.

If senior Admission staff deem the students to be fully UC eligible yet fall short of the composite score needed for selection, they will process a recommendation for admissions to be processed after collecting the three required signatures to endorse the decision.

Any student, whether fully UC eligible or requiring Aby E consideration, must demonstrate extraordinary promise in one or more of the five areas for Comprehensive Review and would be an asset to the undergraduate community.

UCSB fully implemented the “three signature process” in fall 2020. The current process continues unchanged from the 2020 process. Every student admitted by exception or eligible students flagged for special consideration, receives three endorsements (via DocuSign signature). Those with signature authority include:

- Director of Admissions, Lisa Przekop (mandatory signature)
- One Associate Director (Donna Coyne, Cuca Acosta, or Julia Orr)
- Chairperson, CAERS (mandatory signature)

After receiving final required signatures, documentation is attached to the student record within the campus application review system which is fully accessible by campus auditors for verification purposes.

Freshman Admission: Regular, Special Talent, and Admission by Exception (A by E)

Freshmen Fall 2021	Applicants	Regular Admits: (UC Eligible)	Special Talent Admits: (UC Eligible)	Admits by Exception: (Not UC Eligible)
California Residents	71,237	19,890	255	19
Nonresidents	34,404	10,688	42	181
Total	105,641	30,620	297	200

- UCSB enrolled 3,678 California residents for fall 2021 including 3,450 who were admitted via regular admission, 129 special talent students, and nine who were “Admission by Exception” admits (0.2%). Seven of the A by E students lacked a required A-G course, and two were from unaccredited schools.
- UCSB enrolled 1,216 nonresidents for fall 2021 including 1,181 regular admits, 12 special talent admits, and 23 A by E admits (1.9%). Twenty of the enrolled A by E students lacked a required A-G course, two were below 3.40, and one was from an unaccredited school but demonstrated exceptional talent.

Reader Training and Certification Process

To qualify as a UCSB Reader, applicants for the position must have recent professional experience in an educational setting (teachers, counselors, school administrators, nonprofit outreach program, etc.) working with students from a variety of backgrounds. Sound professional judgment is required to accurately score applications consistent with the methodology outlined by CAERS and the score rubric. Speed is not the priority and to avoid intensifying quantity, Readers are paid hourly, not by the quantity of files completed

Readers work remotely and while training historically occurred in person, COVID forced training for the fall 2021 application to be conducted virtually. Training includes a thorough review of all print materials, attending virtual discussion sessions, and successfully completing the certification process (completing two sets of 15 files each, with no more than two scores off the norm for each set).

In addition to extensive practice scoring applications, all Readers participate in Implicit Bias training by completing the “Moving Beyond Bias for Admission Officers and Readers.” This is a series of five modules completed online. This training is required each year, even for returning Readers who have completed previous trainings.

The first 200 files of any new reader are closely monitored for accuracy by the Comprehensive Review Team. After this stage, Readers are monitored weekly by a member of the

Comprehensive Review Team to ensure progress and accuracy in scoring. Reader metrics are accessible for each Reader via a Reader management portal. The average third read percentage is 6% across all Readers so any individual Reader hitting 10% are given additional training and/or asked to resign from the process if their 3rd read percentage does not drop down to the average.

Special Talent Admissions

All applicants to UCSB must first be processed through the regular review process as directed by CAERS. In addition, CAERS has developed a secondary review process for special designated groups based on “Special Talent Admissions.” This includes applicants to the College of Creative Studies, applicants to Dance and the Music B.M. programs, and recruited Athletes.

Special Process for College of Creative Studies (CCS)

Creative Studies applicants who meet the School Context criteria are still ranked by the ADM but are not directly admitted, instead they are flagged as school context. All CCS applicants must submit a supplemental applicant in December outlining unique academic talent in one of the disciplines offered within the college: Art, Biology, Biochemistry, Chemistry, Computing, Mathematics, Music Composition, Physics, and Writing and Literature. Supplemental application materials include a statement of purpose written by the students, portfolios (Art applicants), original musical compositions (Music), writing samples (Writing and Literature), and letters of recommendations. Materials are reviewed by at least two faculty members and final selections are endorsed via signature by the Dean of the college. CCS sends the final list of recommended admits to Admissions who determines if the student meets regular selection or if the student will require A by E (and thus three signatures by the Director of Admissions, Associate Director of Admissions, and Chair of CAERS). CCS applicants that were flagged as school context and not selected by the College are flagged for Admission into their alternate major or undeclared.

Special Process for Dance and Music B.M.

Dance and Music (B.M. degree applicants) participate in an audition process for admission directly into the major. The departments send a list of recommended admits to the Office of Admission for consideration. Admissions determines if the student meets regular selection or if the student will require A by E (and thus three signatures by the Director of Admissions, Associate Director of Admissions, and Chair of CAERS). Dance/Music applicants that were flagged as school context and not selected by the departments, are flagged for Admission into their alternate major or undeclared. Students not designated as UCSB School Context and who are not recommended by Dance/Music continue through the normal selection process.

Special Process for Athletic Recruits

All prospective applicants under consideration as Athletes must be evaluated by the Office of Admissions using the regular selection process outlined by CAERS. Those who are identified by Admissions as not being selective through the normal review process must be identified by Athletics as a student they are still interested in recruiting. If interest remains, Athletics submits a full information package for review by the Athletics Admission Review Committee (AARC), a subcommittee of CAERS. Athletics provides AARC with verifiable evidence of athletic talent along with full academic records to demonstrate both athletic ability and the ability to be

successful in the classroom. Three faculty, along with ex-officio members (Admission Director and Faculty Representative to Athletics) meet to review each applicant with the three voting members of the committee making the final selection recommendation to the Director of Admissions.

Transfer Admissions

Transfer selection is based primarily on UC eligibility and major preparation for selective departments (Engineering, Biology, Economics, Mathematics). Whether evaluated by UCSB Admission Counselors or via the CETAD (Collaborative Exchange of Transfer Academic Data) process, UCSB first screens applicants for completion of the minimum required courses and units to include 60 semester or 90 quarter units of transferable college credit and completion of the seven-course pattern requirement with a C or better.

Students requesting a major in Biology, Economics, Engineering, or Mathematics must pass the major preparation courses in order to be considered for admissions in addition to the transfer eligibility requirements. Students applying to the College of Creative Studies must submit a supplemental application for faculty review, and Dance/Music applicants must pass the audition process.

Biology

All Biology (Aquatic Biology B.S., Biochemistry-Molecular Biology B.S., Biological Sciences B.A. or B.S., Cell and Developmental Biology B.S., Ecology and Evolution B.S., Microbiology B.S., Pharmacology B.S., Physiology B.S., Zoology B.S.) applicants are screened for completion of a one-year sequence of general chemistry with laboratory with no individual grade lower than C, completion of a sequence of major-applicable general biology with laboratory with no individual grade lower than C and achievement of a cumulative GPA of 2.7 or better in the required major prep courses.

Economics

Transfer students applying to majors (pre-majors) within the Department of Economics must pass a pre-major screening, in addition to meeting UCSB's general transfer admission/selection requirements. The major screening is completed at the time of application review (January-April). Transfer students must complete the following four courses with a 2.75 GPA before admission to UCSB: macroeconomics, microeconomics, and a two course calculus series.

College of Engineering Majors

UCSB is home to one of the smallest engineering programs in the UC system. Due to this, admission to UCSB's College of Engineering is extremely competitive. In general, each of the majors in the college will recommend a minimum major preparation GPA between 3.6 to 3.8, with no individual grade lower than C.

Mathematics

The two majors we screen for are Mathematics and Mathematical Sciences. The Admissions staff who evaluate mathematics files first evaluate a transfer file for UC

eligibility. Once the student is determined to be eligible, they screen for the major preparation. A student needs Calculus I and II with a GPA of 2.75 or higher in those two classes and no grade below a C. If they are eligible and selective, we will admit them. If they do not meet the 2.75 from Calculus I and II we will include their other math courses in the GPA to give them another chance at meeting the criteria.

College of Creative Studies

Transfer students requesting a major in the College of Creative Studies must pass the screening required by the College of Creative Studies in addition to the transfer eligibility requirements.

Dance and Music B.M.

Transfer students requesting a major in Dance and Music B.M. under the College of Letters and Science must pass an audition before a panel of faculty in addition to the transfer eligibility requirements.

Once major preparation is reviewed, CETAD reviews are completed, and TAG students are identified and verified, selection “sweeps” are run. All TAG eligible students are admitted first. Once this process is complete, remaining applicants are admitted based on GPA and completion of major preparation (if required).

To ensure quality assurance, a random “Two Reader” process will be used beginning with fall 2022 applications. 100 applications will be selected by random computer generation for a second review. In addition, majors requiring major-preparation that were part of the CETAD process are reviewed by UCSB evaluation staff for quality assurance.

Other Campus Topics of Interest to BOARS

Application Trends

UCSB, like all UC campuses, is experiencing a high demand for Engineering, especially Computer Science. Over the last five years we’ve seen applications for Computer Science rise from 7,422 in 2018 to 9,126 for fall 2021 (and 10,652 for fall 2022). Because the UCSB department of Computer Science can only accommodate 100–120 new freshmen each year, the University is losing thousands of high-achieving students that may ultimately attend another UC campus or worse, UC loses them to other non-UC campuses. The academic profile of Engineering students is high and we’re seeing a large increase in underrepresented students applying to these programs. It is concerning that we cannot accommodate them in our programs.

COVID-19 Challenges

Clearly COVID has brought many challenges to the University, both for existing UC community members and for applicants to UC.

Applicants frequently write extensively about the academic challenges of COVID and the resulting high levels of anxiety brought on by the pandemic. It is often difficult for Readers to differentiate between Personal Insight Questions (PIQs) when a large percentage of them sound similar across applicants. This made reading a challenge because we are not seeing as much

variety across the topics shared in the PIQ. Reader burnout was an issue and students themselves often struggled with fully capturing their experiences in a 350-word essay.

The Admissions Office at UCSB has lost an unprecedented number of staff over the last two years causing tasks to pile up and a heavy workload burden with increasing applications. New mandates required by the audit add to this pressure and have slowed the process significantly as a shortage of programmers to automate audit-required changes is forcing us back into many paper-based/email forms of documentation.

Transfer / 2:1

UCSB is somewhat geographically isolated making in-person outreach more labor intensive. A positive outcome of the remote environment is that it has allowed us to serve more transfer students in individualized appointments than ever before. Virtual transfer appointments have been booked solid and are proving to be more effective than spending long hours traveling to community colleges only to see a handful of appointments. Staff have also been creating advising videos on topics ranging from transfer major preparation to Transfer Resources at UCSB (<https://www.youtube.com/playlist?list=PL-yx76EbPhMcdMj89Inuzmo0KnSvmyevq>).

Internal Processes/Technology Changes

UCSB is in the midst of implementing Slate, a comprehensive technology solution to replace our home-grown technology. This will allow for greater automation of audit requirements (signatures, documenting A by E, tracking Reader progress and accuracy, and integration with College Board's Landscape data). It is our hope that since eight of the nine undergraduate campuses are now using Slate, there might be greater opportunity for collaboration, shared data, and XML feeds from UCOP directly into Slate.

SANTA CRUZ

The comprehensive review process for the 2021 entering class at Santa Cruz was similar to the prior cycle except for the exclusion of standardized test scores. 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 freshman admissions reviewers. 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, high-school GPA was 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 Santa Cruz—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. In past years, this was computed according to a local formula that uses the absolute values (not percentile ranks) of high school GPA and standardized test scores. This year standardized test scores were replaced with other predictors of student success derived from students’ applications. 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 impaction in the Computer Science major.

Augmented Review

Santa Cruz does not have an augmented review process.

Admission by Exception (A by E)

The Committee on Admissions and Financial Aid (CAFA) recognizes that some students with high potential for academic success and leadership may not have satisfied all the requirements to be considered “eligible” to the University of California. Per CAFA’s Admission by Exception (A by E) Policy, California resident applicants who are not considered UC Eligible yet would otherwise still meet the complete admission criteria may be admitted “by exception,” provided that the “by exception” limit is not projected to be exceeded. Through this method, A by E admits are considered on par with all non-A by E admits.

Acceptable rationale for A by E include disadvantage as measured by: indicators for low-income, first-generation status, disability, English as a second language, unusual life circumstances, limited opportunity indicators including limited opportunity high school, non-traditional student, foster or carceral impact, or attendance at a non-traditional school or curriculum, and also veteran status. Other acceptable rationale for A by E include academic talent or promise, potential to contribute, special talent, academic program, impact of natural disasters, or an administrative commitment where an administrative or technical error was made to no fault of the applicant.

The process for identifying applications that would require A by E and selection for admission are separated, therefore, the individual or process that identifies the potential exception is separate from those making a final admission decision. Freshman Admissions Reviewers identify and flag students within the review tool who do not meet the eligibility requirements. CAFA, comprised of a Chair and multiple faculty, make the final decision on what groups of students are to be admitted. The Associate Vice Chancellor of Enrollment Management ensures enrollment targets are met and the Director of Undergraduate Admissions implements the admissions decisions and notifies students of their offer of admission to the campus.

In fall 2021, our A by E enrollments included: 63 California freshmen (1.64% of total California freshmen enrolled) and 141 transfers (8.77% of total transfers enrolled). The high A by E rate for transfers was a result of admitting students with less than 90 quarters units. In the future, starting with fall 2022 transfers admits, Santa Cruz's admissions office will request high school transcripts from transfer admits who are short on units to verify eligibility in order to reduce the number that are coded as AbyE should they enroll. We believe that this measure will bring the A by E rate for transfers into compliance.

Reader Training and Certification Process

Freshman Admissions Reviewers are hired and trained to review applications of first-year students using criteria approved by faculty. Undergraduate Admissions staff also review and score applications. Each individual must participate in a week-long training and successfully pass a certification process with at least 70% accuracy before reading and scoring applications. Proficiency is focused on scoring the application accurately according to the faculty scoring rubric, not on how quickly applications are scored.

Application readers are also expected to maintain acceptable levels of proficiency in their scoring of applications and to participate in mandatory norming sessions throughout the cycle. Proficiency is monitored during the cycle through the use of reliability applications, which reviewers are expected to score with at least 70% accuracy. Readers who do not meet this target must pause for input and corrective action from the team lead. During the norming sessions, the Holistic Review Coordination team discusses challenging cases brought to their attention by readers and/or the team leads. These applications are scored in a group setting to ensure staff are accurately applying faculty scoring criteria to the applications.

All staff who read applications must complete the Moving Beyond Bias training available through the UC Learning Center. Moving Beyond Bias is a five-module online series on Implicit Bias designed specifically for the UC Admissions Officers and Readers.

Special Talent Admissions

The CAFA approved a program called Early Review and Notification (ERN) intended to help faculty and coaches in recruiting specific applicants, such as ones with athletic prowess competitive at the NCAA Division III level, music, theater, and visual artistic talents, or those who have demonstrated research promise, or some other measure of special talent or achievement. Nominations are limited to the Academic Divisions (Arts, Humanities, Jack Baskin School of Engineering, Physical and Biological Sciences, Social Sciences) and Athletics. Participation is restricted to first-year applicants and nominated students are not guaranteed admission.

Nominations are submitted via a Google sheet from the Academic Deans and Athletics Director to the Vice Provost and Dean of Undergraduate Education (VPDUE). The student contact information, nominator information, a brief description of the applicant's special talent or achievement, a brief description of prior contact with the applicant, a brief description of any potential perceived conflicts of interest, and a brief description of any connections to development or fundraising are included in the nomination documents.

The VPDUE reviews the recommendations and also looks for conflicts of interest and any connections to development or fundraising. The list then goes to the Admissions Director for review to ensure nominees' applications are reviewed and scored in accordance with CAFA guidelines. The Associate Vice Chancellor for Enrollment Management presents the outcome of the process to CAFA for consideration and final approval. The nominees are discussed as a group with so many receiving a holistic review score of X, Y, or Z rather than discussion of individual nominee scores or characteristics. Nominees are prioritized for early admission notification, hence the name of the process, provided they meet admission selection standards set by CAFA.

Transfer Admissions

The faculty approved selection guidelines for admission of transfer students to Santa Cruz prioritizes the following comprehensive review factors: completion of a specified pattern or number of courses that meet breadth or general education requirements, completion of a specified pattern or number of courses that provide continuity with upper division courses in the student's major, such as a UC Transfer Pathway, AA/AS degree for transfer (offered at a California community college only), or UC campus-specific major prerequisites, and grade point average in all transferable courses—especially in a UC Transfer Pathway or in major prerequisites.

While not implemented in the fall 2021 cycle, Undergraduate Admissions will be using a quality assurance process that will involve a random sampling of no fewer than 100 transfer applications from the fall 2022 pool to be evaluated independently by two staff members. The first review will be a full evaluation. The second independent review will be a quality control review of the first to ensure staff are evaluating applications appropriately. To ensure applications are

randomly selected, each transfer application will be assigned a unique number. The total number of applications received will be divided by 100. Using this year's applicant pool (13,173) as an example, every 131 applications will receive two reviews.

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 are 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 traditional “referral pool.” In 2021, there was no statewide eligible category but the total referral pool, from both public and private California high schools, numbered over 32,000 which included all ELC applicants as well as those meeting minimum admission requirements.²⁴ These applicants were offered the chance to consider referral admission at UC Merced, and 2,233 (7%) opted in for consideration to admission at Merced. About 24% of these students (545) ultimately enrolled at Merced (1.7% of the overall referral pool).

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, particularly given changes in the admissions landscape caused by the elimination of standardized tests and the impact of a global pandemic. 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

²⁵ https://senate.universityofcalifornia.edu/_files/reports/RMA_LP_SakakireSR476Camendments_FINAL.pdf

expectations—a critical step toward achieving full Pathways for transfer applicants from the CCC 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 https://senate.universityofcalifornia.edu/_files/committees/boars/documents/guidelines-implementation-of-ug-admission-rev-7-2019.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 2012–2021 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.

Many of BOARS’ comprehensive review goals as well as the 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 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. 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.

UC then formed a Feasibility Study Work Group and Steering Committee to evaluate the viability of creating or modifying a test for use in admissions. That group determined UC could not create a test within the timeline provided by the Regents and recommended that UC should not have a standardized testing requirement for freshman undergraduate admissions, starting with applicants for fall 2025. Additionally, the Smarter Balanced assessment was identified as an existing test for further study. In November 2021, the Smarter Balanced Study Group (SBSG) shared its report with the President and recommended that the Smarter Balanced assessment not be used in UC admissions due to concerns regarding potential bias, moderate predictive power, and the adverse effects of high-stakes testing. As a result, UC has ended use of standardized tests in freshman admissions for the foreseeable future.

In 2021, 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 February 2021, with the absence of standardized test scores for freshman applicants, BOARS established a new Statewide Eligibility Index²⁸ 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.

Students from a broad range of economic and social backgrounds continue to access a UC education by starting at a California community college. The University and BOARS have increased their focus on policies that help streamline the transfer process and support 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 “Pathways+”—UC’s newest transfer initiative based on the Transfer Pathways majors. The Task Force plans to present a final report to UC Regents in summer 2022.

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. 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 to have access to a UC-quality education at one of the nine undergraduate campuses. 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.

²⁸ <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/california-residents/statewide-guarantee/admissions-index-instructions.html>

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.
3. In support of the Regents action in May 2020, BOARS will monitor the impact of test-free admissions by examining the performance of students after matriculation as freshman at UC campuses, including first-year GPA, persistence rates, and probation rates. BOARS is prepared to make any necessary recommendations that are informed by the outcomes data.
4. BOARS supports policies that streamline the transfer process and provide strong academic preparation for prospective UC students, including the Pathways+ initiative. We will continue to work with CCC colleagues to monitor general education and major preparation for transfer students, but recommend keeping with UC's goal of enrolling students who are well prepared to be successful and graduate in a timely manner. Partnership with the new Academic Council's Special Committee on Transfer Issues will be key in this regard.

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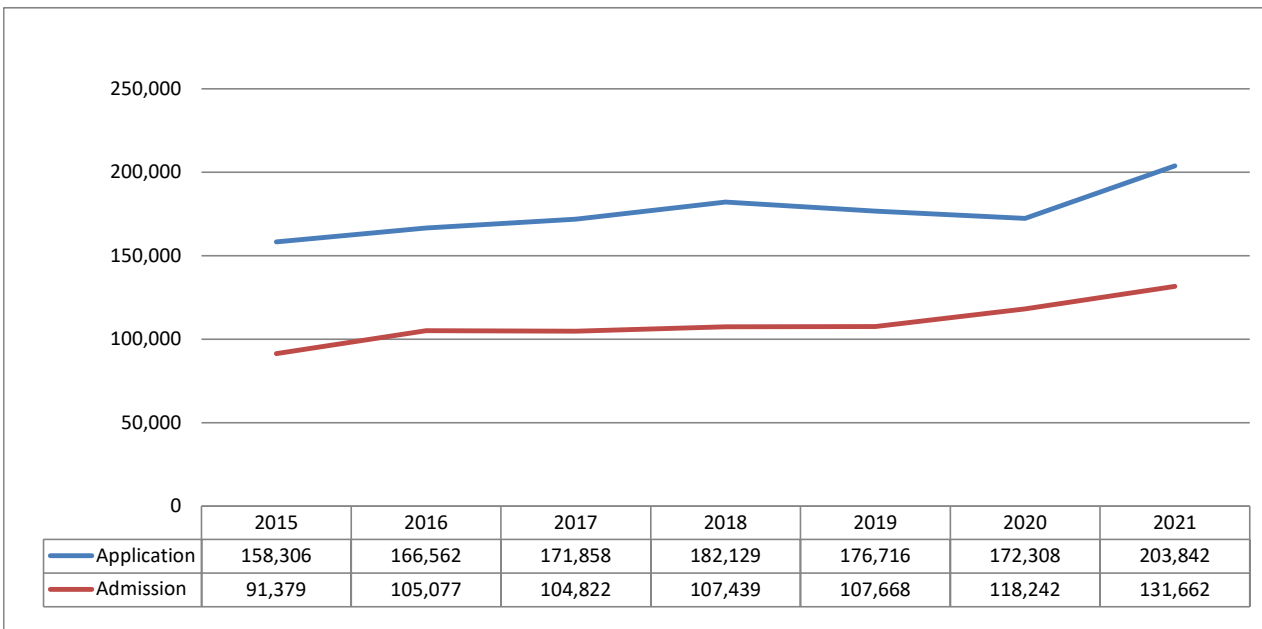
	2015	2016	2017	2018	2019	2020	2021
Freshman							
California	103,259	105,465	111,857	120,030	115,987	113,544	128,256
% change		2.1%	6.1%	7.3%	-3.4%	-2.1%	13.0%
Out-of-State	30,087	33,688	32,808	33,533	32,959	32,055	46,197
% change		12.0%	-2.6%	2.2%	-1.7%	-2.7%	44.1%
International	24,960	27,409	27,193	28,566	27,770	26,709	29,389
% change		9.8%	-0.8%	5.0%	-2.8%	-3.8%	10.0%
Total Freshman	158,306	166,562	171,858	182,129	176,716	172,308	203,842
% change		5.2%	3.2%	6.0%	-3.0%	-2.5%	18.3%
Transfer							
California	29,539	32,971	31,710	34,470	34,685	36,623	39,442
% change		11.6%	-3.8%	8.7%	0.6%	5.6%	7.7%
Out-of-State	1,151	1,489	1,300	1,179	1,059	1,028	1,470
% change		29.4%	-12.7%	-9.3%	-10.2%	-2.9%	43.0%
International	5,210	5,546	5,463	5,700	5,524	5,585	5,401
% change		6.4%	-1.5%	4.3%	-3.1%	1.1%	-3.3%
Total Transfer	35,900	40,006	38,473	41,349	41,268	43,236	46,313
% change		11.4%	-3.8%	7.5%	-0.2%	4.8%	7.1%
Total							
California	132,798	138,436	143,567	154,500	150,672	150,167	167,698
Out-of-State	31,238	35,177	34,108	34,712	34,018	33,083	47,667
International	30,170	32,955	32,656	34,266	33,294	32,294	34,790
Total	194,206	206,568	210,331	223,478	217,984	215,544	250,155

Note: Data from UC Data Warehouse.

Figure 1: Freshman Application and Admission

	2015	2016	2017	2018	2019	2020	2021
Application	158,306	166,562	171,858	182,129	176,716	172,308	203,842
Admission	91,379	105,077	104,822	107,439	107,668	118,242	131,662

Note: Data from UC Data Warehouse.



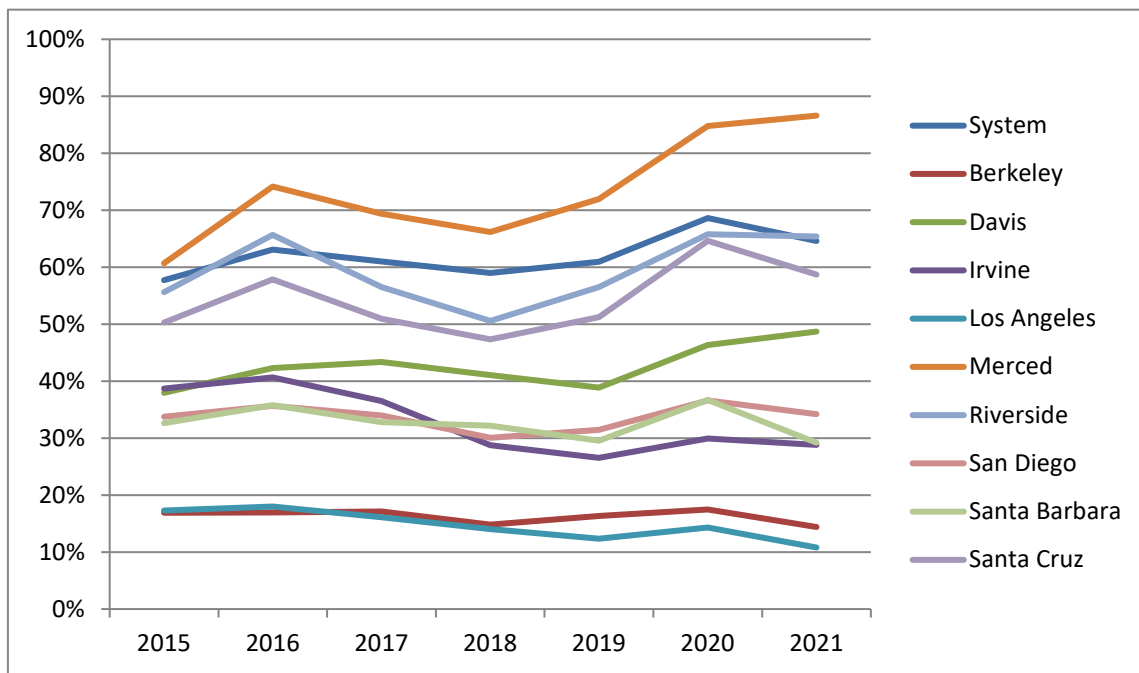
Note: Data from UC Data Warehouse.

Table 2: Fall Freshman Admit Rates by UC Campus, 2015 to 2021

Campus	2015	2016	2017	2018	2019	2020	2021
System	57.7%	63.1%	61.0%	59.0%	60.9%	68.6%	64.6%
Berkeley	16.9%	16.9%	17.1%	14.8%	16.3%	17.5%	14.4%
Davis	38.0%	42.3%	43.4%	41.1%	38.9%	46.4%	48.7%
Irvine	38.7%	40.7%	36.5%	28.8%	26.5%	29.9%	28.8%
Los Angeles	17.3%	18.0%	16.1%	14.0%	12.3%	14.3%	10.8%
Merced	60.7%	74.2%	69.4%	66.2%	72.0%	84.8%	86.6%
Riverside	55.6%	65.7%	56.5%	50.6%	56.5%	65.8%	65.4%
San Diego	33.7%	35.7%	34.0%	30.1%	31.5%	36.6%	34.2%
Santa Barbara	32.6%	35.8%	32.8%	32.2%	29.6%	36.7%	29.2%
Santa Cruz	50.3%	57.9%	50.9%	47.3%	51.2%	64.6%	58.7%

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 2021

	2015			2016			2017			2018			2019			2020			2021		
	Applicants	Admits	Enrollees	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	116,352	68,395	35,604	113,544	79,577	37,972	128,256	83,775	39,648
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	7,408	3,422	1,781	6,923	3,957	1,786	8,420	4,573	2,027
American Indian	697	399	187	656	421	200	662	400	189	655	376	196	655	376	196	548	359	166	575	378	183
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	44,697	23,352	11,460	35,453	27,894	15,694	39,259	28,539	15,463
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	36,380	25,325	14,690	43,280	28,531	11,678	48,519	30,997	13,085
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	442	220	99	3,471	2,505	1,122	3,143	2,323	1,100
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	26,770	15,700	7,378	23,869	16,331	7,526	28,340	16,965	7,790
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	44,443	29,123	16,667	50,751	32,847	13,630	57,514	35,948	15,295
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	21,035	65,308	46,384	21,902	72,338	48,519	22,875
Male	44,796	26,249	14,236	45,274	29,821	16,157	46,958	28,760	15,260	50,399	29,406	15,593	48,829	29,614	15,224	47,954	33,025	16,019	52,932	33,248	15,827
Other/Unknown	215	76	15	312	166	45	596	307	94	813	400	118	592	296	81	282	168	51	2,986	2,008	946
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	32,942	99,156	70,386	34,477	111,111	73,969	35,854
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	14,754	8,747	3,363
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	2,391	1,059	431
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	3.81	3.96	3.96
Average SAT - Reading	554	590	589	550	577	579	581	607	613	596	625	633	598	624	634	597	616	634	n/a	n/a	n/a
Average SAT - Math	572	612	614	567	597	602	581	609	616	602	636	646	606	636	649	604	624	646	n/a	n/a	n/a
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	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	n/a	n/a	n/a
Average Number of A-G Courses	47	48	48	47	48	48	47	48	48	48	49	49	48	49	49	48	49	49	48	49	49
Average Number of Honors/AP Courses	13	15	16	13	15	15	13	15	16	13	16	17	14	16	17	14	16	17	14	16	16
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	49,622	33,061	14,942
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	55,947	36,574	16,276
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	16,964	28,464	26,396	16,220	n/a	n/a	n/a
Index Only	22,820	16,615	7,418	23,299	18,403	8,980	25,230	18,769	8,897	28,948	20,457	9,776	28,629	20,165	9,586	30,033	23,146	11,225	n/a	n/a	n/a
ELC Only	7,996	5,802	3,316	7,948	6,525	3,885	8,105	6,073	3,300	8,254	6,287	3,061	7,489	5,902	2,862	6,856	5,672	2,385	36,467	32,903	19,449
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	81,031	48,587	19,404
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	10,757	2,285	795
Unknown	5	0	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0

Note: Data from UC Data Warehouse and final UC Application Processing (UCAP) files. For 2017 to 2020, 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. Gender categories were Female, Male, Unknown through 2020; in 2021 Other/Unknown includes Blank/Not Provided, Different Identity, Genderqueer or Nonbinary Gender, Trans Female/Trans Woman, Trans Male/Trans Man. The statewide index changed in 2021 to use HSGPA and number of A-G courses; previously it used HSGPA and SAT/ACT scores.

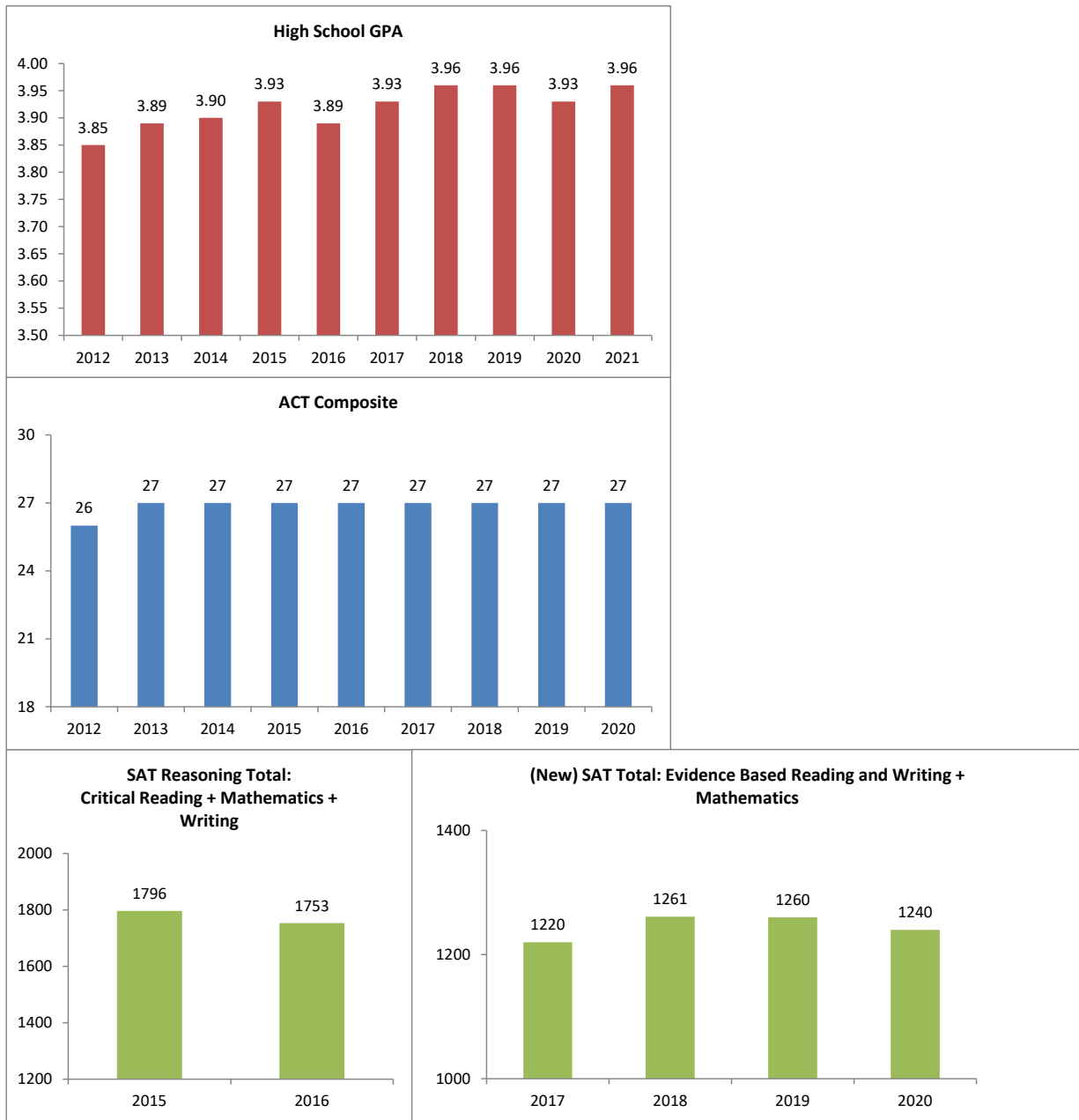
Table 4: California Public High School Admissions Outcomes as a Percent of High School Graduates, Fall 2015-2021

	2015	2016	2017	2018	2019	2020	2021
CA Public HS Graduates*	426,950	429,323	429,560	438,739	438,650	427,981	433,740
All CA Pub HS Applicants	90,698	93,081	99,081	105,904	102,179	100,042	112,004
% of CA Pub HS Graduates	21.2%	21.7%	23.0%	24.1%	23.3%	23.4%	25.8%
CA Pub HS Applicants Guaranteed Admission	49,060	50,157	53,208	58,200	57,166	56,735	33,896
% of CA Pub HS Graduates	11.5%	11.7%	12.4%	13.3%	13.0%	13.3%	7.8%
Admitted "ETR" Students	11,736	17,051	15,306	13,705	15,248	20,545	41,720
% of CA Pub HS Graduates	2.7%	4.0%	3.6%	3.1%	3.5%	4.8%	9.6%
Total Guaranteed PLUS ETR Admits	52,696	61,102	60,064	61,588	62,073	69,368	72,411
Applicants Guaranteed Admission plus ETR Admits as % of CA Pub HS Graduates	14.2%	15.7%	15.9%	16.4%	16.5%	18.1%	17.4%
Total Admitted to Campus of Choice	51,746	60,531	59,550	60,569	61,354	68,803	70,425
% of CA Pub HS Graduates	12.1%	14.1%	13.8%	13.8%	14.3%	16.1%	16.2%

*Total public CA public high school graduate totals are from California Department of Education for 2015 to 2020 and from UCOP estimates for 2021.

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

Figure 3: Academic Preparation, California Freshman Admits, 2015 to 2021



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 2021

	2015			2016			2017			2018			2019			2020			2021		
	Applicants	Admits	Admit Rate	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%	39,442	26,736	67.8%
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%	1,470	439	29.9%
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%	5,401	3,485	64.5%
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%	46,313	30,660	66.2%

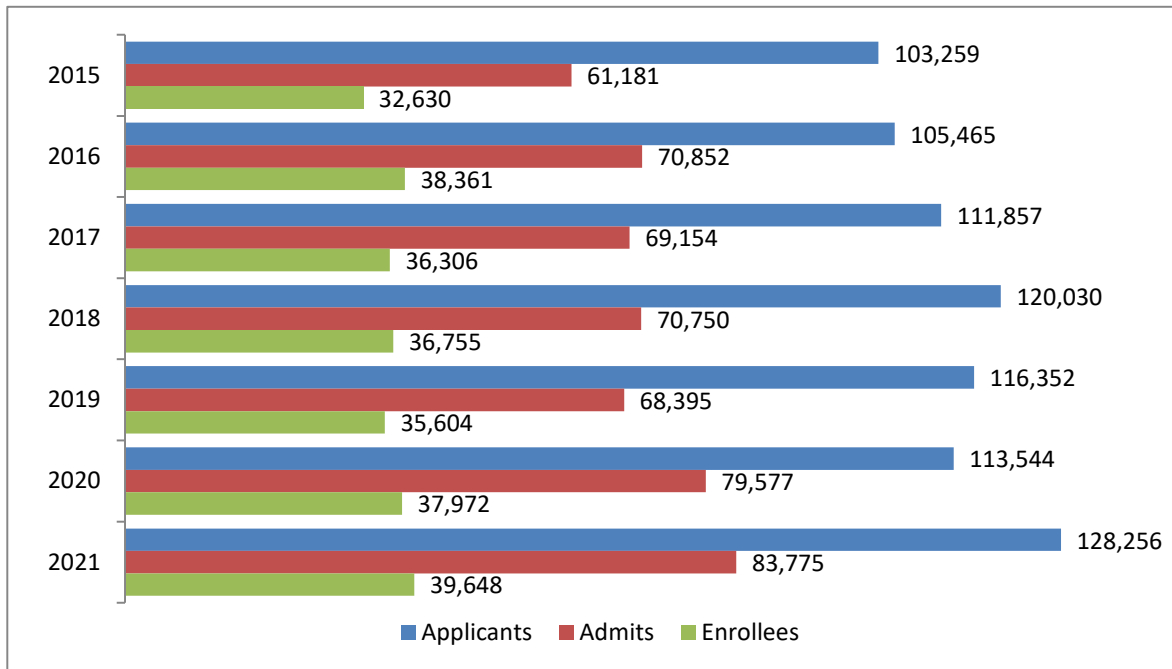
Note: Data from UC Data Warehouse.

Table 6: Freshman Enrollees

	2015		2016		2017		2018		2019		2020		2021	
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%	39,648	76.6%
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%	6,071	11.7%
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%	6,008	11.6%
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%	51,727	100.0%

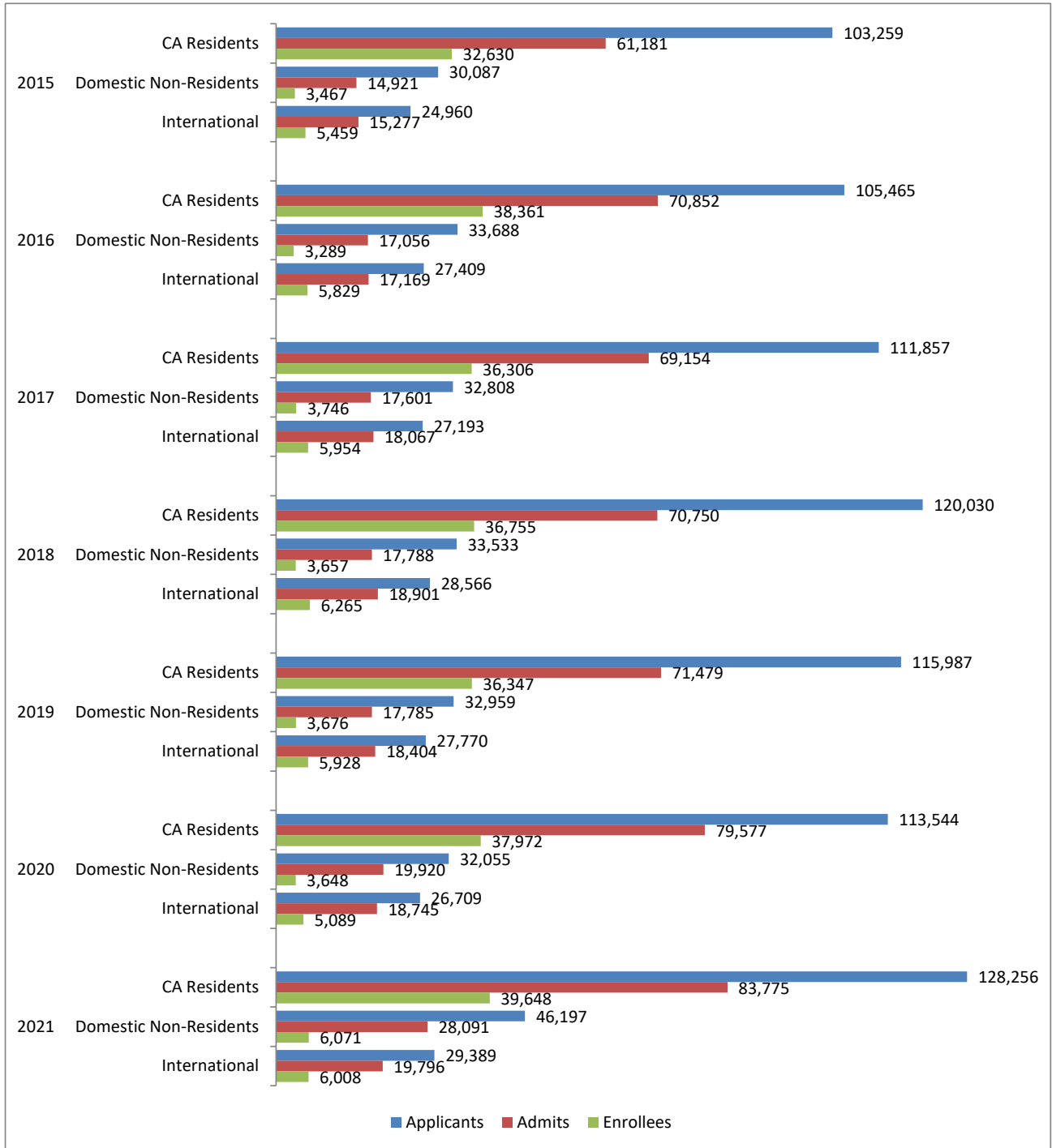
Note: Data from UC Data Warehouse.

Figure 4: California Resident Freshman Applicants, Admits, and Enrollees, Fall 2015-Fall 2021



Note: Data from UC Data Warehouse.

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



Note: Data from UC Data Warehouse.

Figure 6: California Resident Freshman Applicants, Admits, and Enrollees by Eligibility Category, 2012-2021

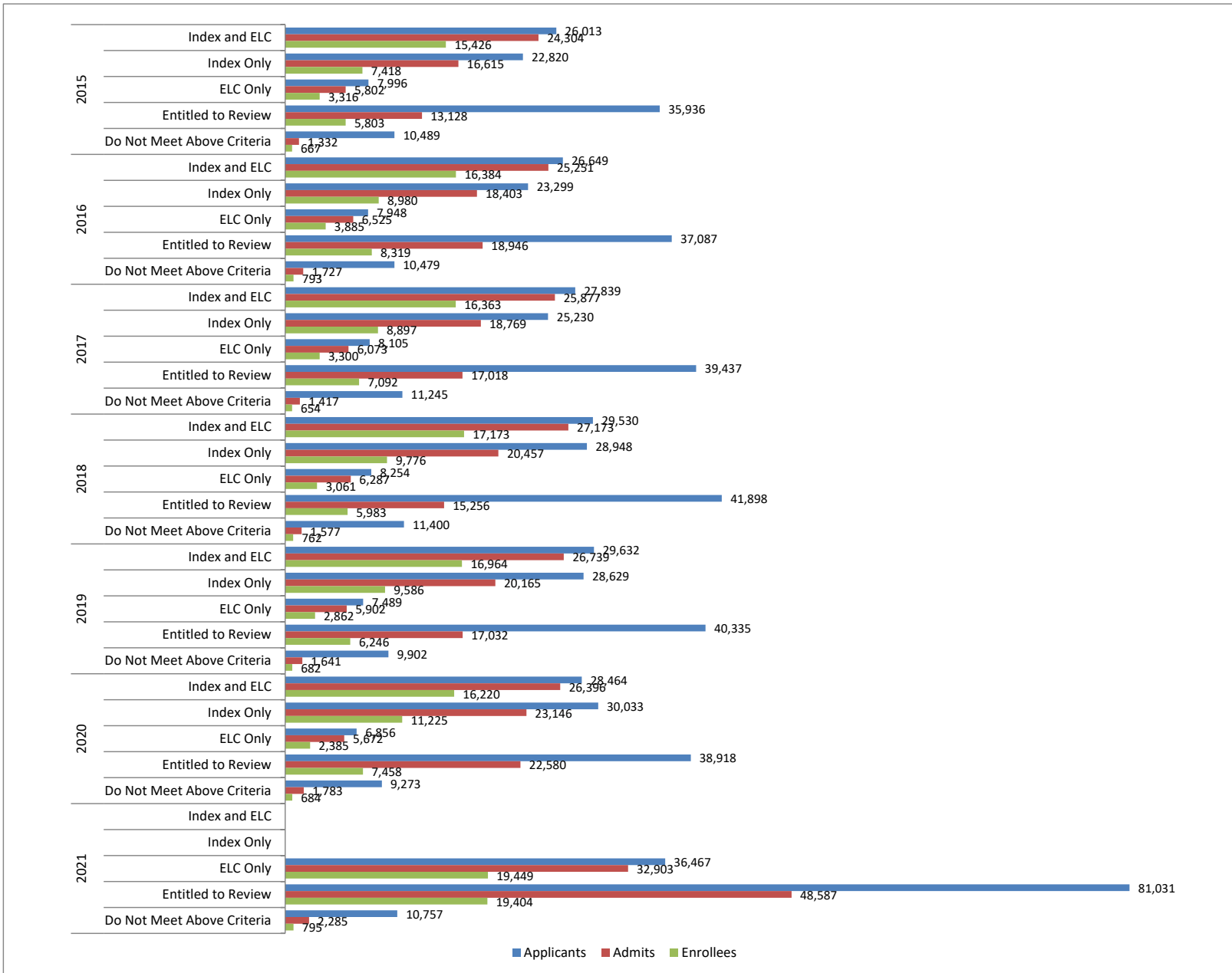


Table 7.1: California Resident Freshman Applicants, Admits, and Enrollees by Eligibility Category

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	16,964	9,586	26,550	2,862	29,412	6,246	682	36,340
admission rate	90.2%	70.4%	80.5%	78.8%	80.3%	42.2%	16.6%	61.6%
yield rate	63.4%	47.5%	56.6%	48.5%	55.7%	36.7%	41.6%	50.8%
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%
2021	Index & ELC	Index Only	TOT Index	ELC ONLY	All Index/ELC	ETR	Other/Unknown	Total
applicants	n/a	n/a	n/a	36,467	36,467	81,031	10,758	128,256
admits	n/a	n/a	n/a	32,903	32,903	48,587	2,285	83,775
enrollees	n/a	n/a	n/a	19,449	19,449	19,404	795	39,648
admission rate	n/a	n/a	n/a	90.2%	90.2%	60.0%	21.2%	65.3%
yield rate	n/a	n/a	n/a	59.1%	59.1%	39.9%	34.8%	47.3%

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%
2021	Index & ELC	Index Only	TOT Index	ELC ONLY	All Index/ELC	ETR	Other/Unknown	Total
applicants	n/a	n/a	n/a	100.0%	100.0%	63.2%	8.4%	100.0%
admits	n/a	n/a	n/a	100.0%	100.0%	58.0%	2.7%	100.0%
enrollees	n/a	n/a	n/a	100.0%	100.0%	48.9%	2.0%	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	-209	-190	-399	-199	-598	263	-80	-415
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	-4,443
admits	-343	2,981	2,638	-230	2,408	5,548	142	8,098
enrollees	-744	1,639	895	-477	418	1,212	2	1,632
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%	3.4%	-16.7%	1.4%	19.4%	0.3%	4.5%
2020 to 2021	Index & ELC	Index Only	TOT Index	ELC ONLY	All Index/ELC	ETR	Other/Unknown	Total
applicants	n/a	n/a	n/a	29,611	n/a	42,113	1,485	14,712
admits	n/a	n/a	n/a	27,231	n/a	26,007	502	4,198
enrollees	n/a	n/a	n/a	17,064	n/a	11,946	111	1,676
Percent Change								
applicants	n/a	n/a	n/a	431.9%	n/a	108.2%	16.0%	13.0%
admits	n/a	n/a	n/a	480.1%	n/a	115.2%	28.2%	5.3%
enrollees	n/a	n/a	n/a	715.5%	n/a	160.2%	16.2%	4.4%
Six year changes:								
2015 to 2021	Index & ELC	Index Only	TOT Index	ELC ONLY	All Index/ELC	ETR	Other/Unknown	Total
applicants	n/a	n/a	n/a	28,471	n/a	45,095	264	24,997
admits	n/a	n/a	n/a	27,101	n/a	35,459	953	22,594
enrollees	n/a	n/a	n/a	16,133	n/a	13,601	128	7,018
Percent Change								
applicants	n/a	n/a	n/a	356.1%	n/a	125.5%	2.5%	24.2%
admits	n/a	n/a	n/a	467.1%	n/a	270.1%	71.5%	36.9%
enrollees	n/a	n/a	n/a	486.5%	n/a	234.4%	19.2%	21.5%

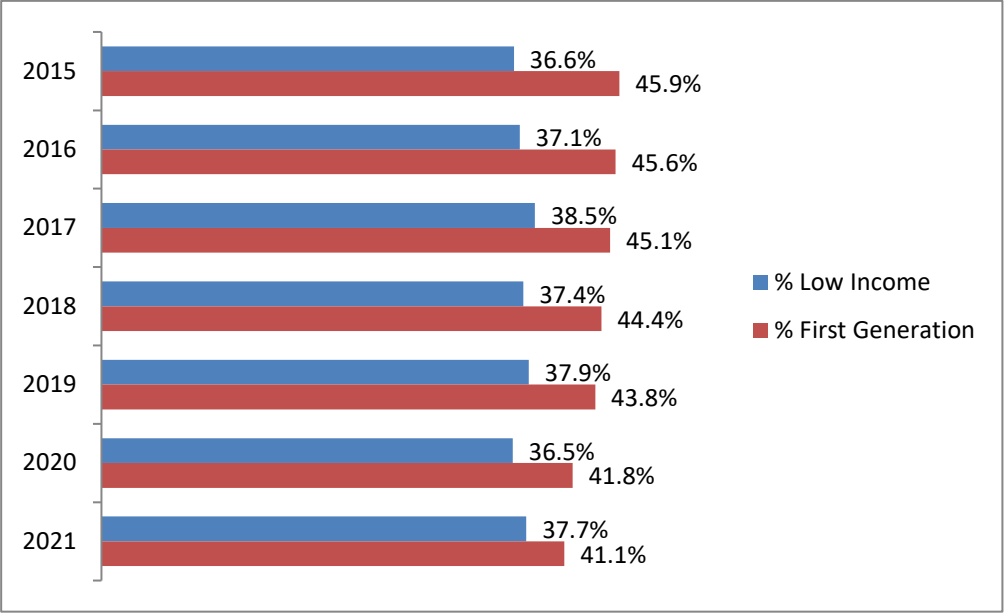
Note: Data from UC Data Warehouse and final UCAP files. Index = Statewide index, ELC = Eligibility in the Local Context, ETR = Entitled to Review.

Table 8: Transfer Enrollees

	2015		2016		2017		2018		2019		2020		2021	
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%	18,825	87.5%
Out-of-State	122	0.7%	155	0.8%	128	0.6%	115	0.5%	104	0.5%	95	0.4%	154	0.7%
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%	2,530	11.8%
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%	21,509	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 2021

	2015			2016			2017			2018			2019			2020			2021			# Enrollee increase from 2015
	App	Admit	Enr	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	2,161	1,326	888	284
American Indian	225	149	111	254	183	128	222	151	120	230	163	119	221	157	120	245	173	113	203	132	91	-20
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	10,386	7,792	5,968	1,784
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	11,778	8,150	5,380	1,889
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	3,257	2,752	2,094	18
Unknown	843	581	421	915	655	505	896	663	493	916	667	486	844	623	458	1,277	968	709	694	509	377	-44
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	10,438	7,547	5,361	591
Total	29,630	20,532	15,657	33,083	23,615	18,132	32,259	24,393	18,703	34,933	26,319	19,738	35,280	26,470	19,639	36,900	27,771	20,453	38,917	28,208	20,159	4,502

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 2021

	2015			2016			2017			2018			2019			2020			2021			% Enrollee increase from 2015
	App	Admit	Enr	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%	4.9%	4.6%	5.7%	4.8%	4.7%	5.7%	4.9%	4.8%	5.6%	4.7%	4.4%	47.0%
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%	0.5%	0.5%	0.5%	-18.0%
Asian	25.3%	26.0%	26.7%	24.4%	25.1%	26.2%	24.8%	25.5%	26.3%	23.9%	24.3%	25.2%	24.6%	25.3%	26.1%	25.4%	25.8%	27.4%	26.7%	27.6%	29.6%	42.6%
Chicano/Latino	24.7%	23.4%	22.3%	26.1%	24.6%	23.7%	26.9%	25.9%	24.8%	28.5%	27.9%	26.4%	28.6%	27.6%	26.1%	29.5%	28.5%	26.3%	30.3%	28.9%	26.7%	54.1%
International	11.5%	12.9%	13.3%	11.2%	12.6%	13.1%	11.4%	12.5%	12.8%	11.2%	12.3%	12.9%	10.5%	11.9%	12.4%	9.9%	11.1%	11.6%	8.4%	9.8%	10.4%	0.9%
Unknown	2.8%	2.8%	2.7%	2.8%	2.8%	2.8%	2.8%	2.7%	2.6%	2.6%	2.5%	2.5%	2.4%	2.4%	2.3%	3.5%	3.5%	3.5%	1.8%	1.8%	1.9%	-10.5%
White	30.1%	30.1%	30.5%	29.2%	29.4%	29.0%	28.0%	28.0%	28.1%	27.5%	27.5%	27.7%	27.6%	27.5%	27.8%	25.4%	25.6%	25.9%	26.8%	26.8%	26.6%	12.4%
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%	100.0%	100.0%	100.0%	28.8%

Note: Data from UC Data Warehouse.

Table 10.1: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2021 by Admissions Eligibility Category

	ELC Eligible Only					Entitled to Review				
	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate
Universitywide	36,467	32,903	90.2%	19,449	59.1%	81,031	48,587	60.0%	19,404	39.9%
Race/Ethnicity										
African American	1,485	1,335	89.9%	723	54.2%	5,494	2,999	54.6%	1,226	40.9%
American Indian	146	137	93.8%	71	51.8%	380	225	59.2%	106	47.1%
Asian	12,312	11,307	91.8%	7,588	67.1%	24,666	16,535	67.0%	7,596	45.9%
Chicano/Latino	13,569	12,345	91.0%	6,732	54.5%	29,699	17,782	59.9%	6,113	34.4%
Unknown	994	899	90.4%	510	56.7%	1,979	1,357	68.6%	568	41.9%
White	7,961	6,880	86.4%	3,825	55.6%	18,813	9,689	51.5%	3,795	39.2%
Total URG	15,200	13,817	90.9%	7,526	54.5%	35,573	21,006	59.1%	7,445	35.4%
1st Gen College	15,794	14,560	92.2%	8,271	56.8%	33,749	20,921	62.0%	7,697	36.8%
School Type										
CA Public H.S.	33,896	30,691	90.5%	18,357	59.8%	68,537	41,720	60.9%	16,992	40.7%
CA Private H.S.	2,554	2,201	86.2%	1,089	49.5%	11,521	6,394	55.5%	2,219	34.7%
Other/Unknown	17	11	n/a	3	n/a	973	473	48.6%	193	40.8%
	Do Not Meet Other Criteria					Total				
	Apps	Admits	Rate	Enrollees	Yield Rate	Apps	Admits	Rate	Enrollees	Yield Rate
Universitywide	10,758	2,285	21.2%	795	34.8%	128,256	83,775	65.3%	39,648	47.3%
Race/Ethnicity										
African American	1,441	239	16.6%	78	32.6%	8,420	4,573	54.3%	2,027	44.3%
American Indian	49	16	32.7%	6	37.5%	575	378	65.7%	183	48.4%
Asian	2,281	697	30.6%	279	40.0%	39,259	28,539	72.7%	15,463	54.2%
Chicano/Latino	5,251	870	16.6%	240	27.6%	48,519	30,997	63.9%	13,085	42.2%
Unknown	170	67	39.4%	22	32.8%	3,143	2,323	73.9%	1,100	47.4%
White	1,566	396	25.3%	170	42.9%	28,340	16,965	59.9%	7,790	45.9%
Total URG	6,741	1,125	16.7%	324	28.8%	57,514	35,948	62.5%	15,295	42.5%
1st Gen College	6,404	1,093	17.1%	308	28.2%	55,947	36,574	65.4%	16,276	44.5%
School Type										
CA Public H.S.	8,678	1,558	18.0%	505	32.4%	111,111	73,969	66.6%	35,854	48.5%
CA Private H.S.	679	152	22.4%	55	36.2%	14,754	8,747	59.3%	3,363	38.4%
Other/Unknown	1,401	575	41.0%	235	40.9%	2,391	1,059	44.3%	431	40.7%

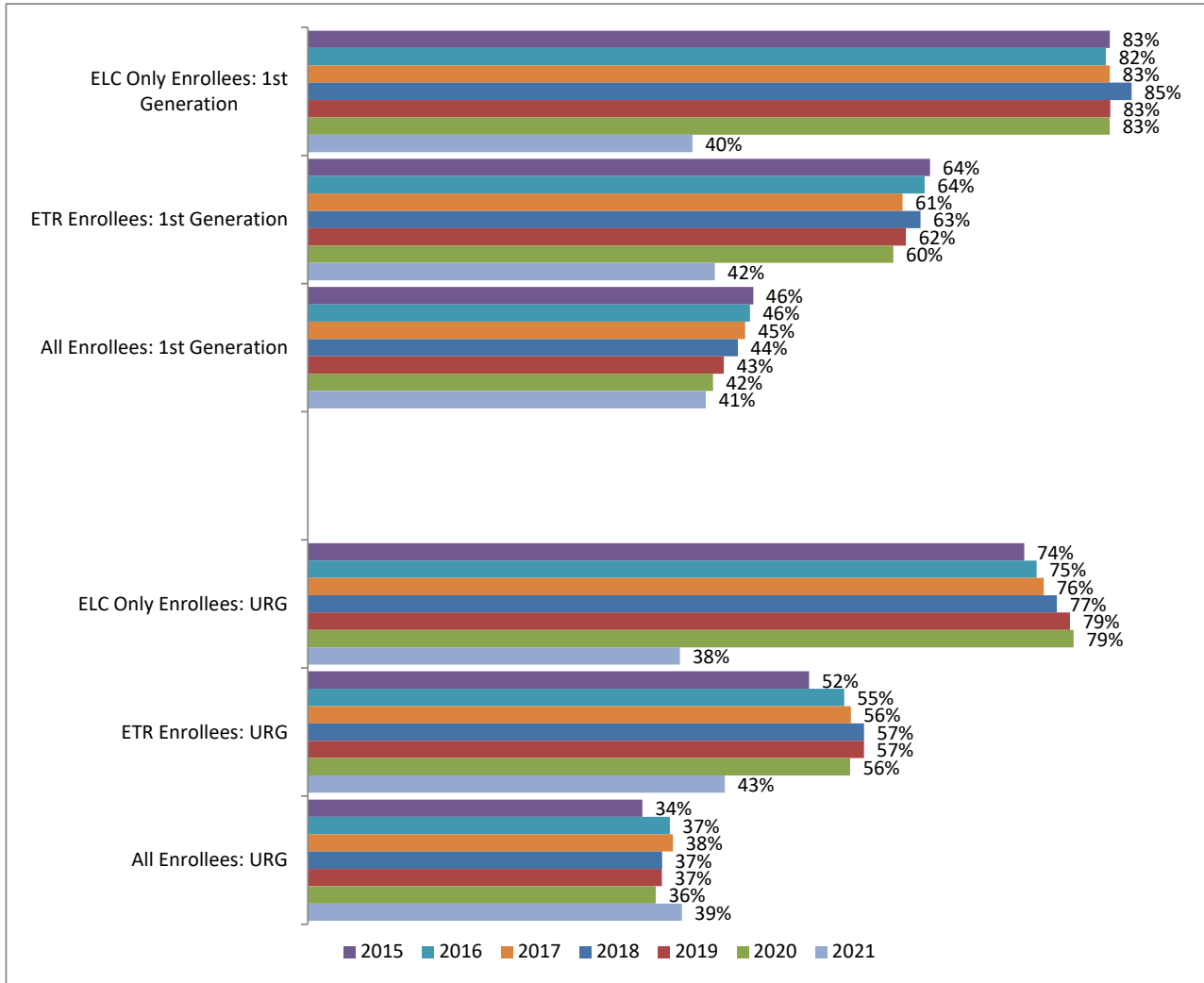
Note: Data from UC Data Warehouse and final UCAP files.

Table 10.2: Profile of CA Resident Freshman Applicants, Admits, and Enrollees for Fall 2021 by Admissions Eligibility Category and Percentage of Total

	ELC Eligible Only			Entitled to Review		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees
Universitywide	36,467	32,903	19,449	81,031	48,587	19,404
Race/Ethnicity						
African American	4.1%	4.1%	3.7%	6.8%	6.2%	6.3%
American Indian	0.4%	0.4%	0.4%	0.5%	0.5%	0.5%
Asian	33.8%	34.4%	39.0%	30.4%	34.0%	39.1%
Chicano/Latino	37.2%	37.5%	34.6%	36.7%	36.6%	31.5%
Unknown	2.7%	2.7%	2.6%	2.4%	2.8%	2.9%
White	21.8%	20.9%	19.7%	23.2%	19.9%	19.6%
Total URG	41.7%	42.0%	38.7%	43.9%	43.2%	38.4%
1st Gen College	43.3%	44.3%	42.5%	41.6%	43.1%	39.7%
School Type						
CA Public H.S.	92.9%	93.3%	94.4%	84.6%	85.9%	87.6%
	Do Not Meet Other Criteria			Total		
	Apps	Admits	Enrollees	Apps	Admits	Enrollees
Universitywide	10,758	2,285	795	128,256	83,775	39,648
Race/Ethnicity						
African American	13.4%	10.5%	9.8%	6.6%	5.5%	5.1%
American Indian	0.5%	0.7%	0.8%	0.4%	0.5%	0.5%
Asian	21.2%	30.5%	35.1%	30.6%	34.1%	39.0%
Chicano/Latino	48.8%	38.1%	30.2%	37.8%	37.0%	33.0%
Unknown	1.6%	2.9%	2.8%	2.5%	2.8%	2.8%
White	14.6%	17.3%	21.4%	22.1%	20.3%	19.6%
Total URG	62.7%	49.2%	40.8%	44.8%	42.9%	38.6%
1st Gen College	59.5%	47.8%	38.7%	43.6%	43.7%	41.1%
School Type						
CA Public H.S.	80.7%	68.2%	63.5%	86.6%	88.3%	90.4%

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

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



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%	3.34	3.11%	93.67%
2020	37,243	3.44	3.91%	97.66%			

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	14,046	5.7%	53.8%
2014	14,105	5.6%	54.0%
2015	13,784	5.4%	56.3%
2016	15,961	6.0%	55.8%
2017	16,557	6.2%	57.9%
2018	17,178	6.5%	59.5%
2019	17,044	3.6%	61.9%
2020	18,119	4.1%	

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.