COMMITTEE ON ADMISSIONS, ENROLLMENT, AND PREPARATORY
EDUCATION (AEPE)

July 2025

ANAMI NURU-JETER
Chair, Berkeley Division of the Academic Senate

MARK STACEY
Vice Chair, Berkeley Division of the Academic Senate

Subject: AEPE Concerns and Recommendations about Increasing Undergraduate Enrollment

Dear Amani and Mark,

The Admissions, Enrollment, and Preparatory Education committee has been kept apprised of new requirements to expand undergraduate enrollment by 1% per year through 2030 via the Multi-Year Compact between the Newsom Administration and the University of California ("The 2030 Capacity Plan"). We understand that a target has been set to serve 48,200 full-time students by the academic year 2036-37. To accommodate the enrollment growth required of the 2030 Capacity Plan, Berkeley will require several resources currently in scarce supply. Committee members have raised a number of **concerns about our current undergraduate enrollment** with respect to our physical, instructional, and advising capacity. **The planned enrollment growth will exacerbate these existing challenges**. AEPE emphasizes that we must maintain our high standards of academic excellence for our undergraduate population by managing enrollment growth and expectations for continued growth. Below, we summarize our concerns and [recommendations](#):

Growth in student enrollment does not and will not match faculty resources. In 2011, Berkeley employed 1,436 ladder-rank faculty serving a student body of approximately 32,900 students (23,400 undergraduates) for a ladder-rank faculty to student ratio of 1: 23. In 2023, 1,545 ladder-rank faculty served a total student population of 45,882 students, (33,070 undergraduates) for a ladder-rank faculty to student ratio of 1: 29. As enrollment has expanded, the number of ladder-rank faculty has actually declined rather than risen to meet the challenge. The combination of a growing student body and a declining faculty has resulted in larger class sizes. The growing workload, stress and frustration due to increasing undergraduate enrollment is being acutely felt by faculty and academic staff.

Many Berkeley students need additional support to foster academic success. Preparatory education suffered during the pandemic and a significant proportion of undergraduate students are currently perceived to be unprepared for coursework at UC Berkeley. Data from the April 29,

2025 Faculty Bear-o-Meter focused on academic preparation. Faculty reported that an average of 14% of students are "not prepared at all and unlikely to succeed" and 29% of students are "minimally prepared who are struggling, but able to meet expectations with extra help." Faculty comments underscored the impact of the K-12 learning loss on the **need for additional instructional support**, including individualized help from instructors. Some faculty respondents also highlighted the **need for standardized test scores (SAT, ACT) to improve the selection of well-prepared students** who will be more likely to succeed academically during their UC Berkeley undergraduate education. Further increasing demand for instructional support resources, the percentage of students who need additional support due to a disabling condition has increased by over 50% in the past ten years. In Fall 2024, 5,362 Berkeley students were active in the Disabled Students Program (DSP); 71% have a psychological disability or attention deficit hyperactive disorder.

The high cost of Graduate Student Instructor (GSI) positions has resulted in **the use of less expensive, inferior forms of instructional assistance**, such as readers who grade essays without attending class or leading sections instead of hiring GSIs at levels that provide full tuition remission. GSI costs are rising quickly, further straining teaching budgets and reducing teaching quality. Consequently, the student-to-GSI ratio will likely continue to rise. Strict union rules, however, constrain how many hours GSIs and readers can work and how many students that they can support. **Without infusion of new state funding or other external revenue, increases in undergraduate enrollment will further strain budgetary and workload pressures.**

Several foundation-level courses are already significantly over-enrolled or "impacted", defined as having greater than or equal to 100% full as of the second week in the semester when including both the enrollments and the waitlist. In Fall 2024, **36%** of undergraduate courses were impacted (N = 589). This metric was **29%** in Spring 2025 (N = 492). Furthermore 10% (N = 172) of Fall 2024 courses and 6% (N= 104) of Spring 2025 courses were identified as "routinely impacted" courses, defined as courses offered in at least three semesters over the past four academic years that were greater than or equal to 100% full each time they were offered, as of the second week in the semester when including both the enrollments and the waitlist. **The Appendix** includes detailed information about course enrollment impaction, which highlights the pervasiveness of impacted undergraduate courses across the Colleges. This high level of **undergraduate foundational course over-enrollment contributes to delayed enrollment in prerequisite courses**, which are required for advanced lower division courses and upper division courses. These delays lead to 1) inefficient learning during the first two years of undergraduate studies and inequity of learning opportunities among different students due to over-enrolled courses, 2) poor performance in elective courses taken before the required courses can be taken due to capacity constraints of foundational courses, and 3) delayed time-to-graduation. Importantly, our historical course enrollment data underestimate the scope of the over-enrollment crisis because, in many cases, students are not even allowed to add themselves to a waitlist due to waitlist caps. AEPE recommends that the Office of Planning and Analysis produce an annual course enrollment impaction report and disseminate it to College deans, program directors and academic program staff with some expectations for reducing course impaction levels for undergraduate courses over time.

Online courses will not appropriately address the requirements for undergraduate enrollment growth. The 2030 Capacity Plan indicates that some enrollment expansion can be absorbed through online learning. The COVID-19 pandemic offered an important opportunity to experiment with online learning and AEPE members have had numerous discussions about the

promise of online learning for Berkeley undergraduates. Online courses can offer some benefits, but there are significant limitations to the quality of the learning experience that should be recognized. Almost one-half of Berkeley students select STEM-oriented majors that do not lend themselves easily to online learning (e.g., many courses are lab-based), or courses require substantial financial investments for conversion. Moreover, humanities and social science courses often require modes of interaction and discussion that are difficult to foster online. AEPE does not support expansion of online learning as the primary means to increase course enrollment capacity for undergraduate students.

UC Berkeley's enrollment growth is also hindered by an acute housing crisis, making campus housing accommodations very limited. Many current students cannot find or afford housing in the local community. According to an Office of Planning and Analysis report, Berkeley's current housing shortage for students is more severe than any other UC campus. Demand continues to outstrip supply. Among undergraduates completing the annual UC survey, 35% were unaware of the problematic housing situation prior to attendance. "Finding affordable housing" was listed as "very" concerning by about one-third of transfer entrants and one-fifth of freshman entrants. And 10% of survey respondents indicated that they had experienced homelessness at some point during their academic experience at Berkeley. In addition, campus officials have met with extreme resistance in the local community to some new building projects, slowing progress overall. These barriers underscore the importance of considering less aggressive enrollment growth expectations for Berkeley campus as part of the 2030 Capacity Plan.

At the same time that Berkeley is being asked to increase undergraduate enrollment as part of the 2030 Capacity Plan, the California State University (CSU) system is experiencing major enrollment declines, resulting in funding cuts and difficult faculty and staff layoffs. Maintaining enrollment at CSU campuses should be prioritized over UC enrollment growth, especially for UC campuses with limited enrollment growth capacity. AEPE members believe that UC and CSU enrollment expansion efforts should be coordinated into a **UC-CSU enrollment growth plans** that is focused on growing and maintaining enrollment on campuses with sufficient housing and classroom capacity. **Much of Berkeley's building infrastructure is old and unsafe for students.** At a 2022 meeting of campus leaders and faculty, many of Berkeley's buildings were described as being an "urgent risk" to students. The estimated costs of repair exceed $7B. More students will continue to stress our crumbling infrastructure. The impact of old infrastructure on enrollment capacity is clear; courses are increasingly being scheduled for evening shifts, which can result in uncertainty and problems for students looking to fulfill requirements, to learn about courses of interest, and present work-life balance challenges for faculty and graduate students.

The number of full-time staff in the Office of Undergraduate Admissions and academic staff within the Colleges are unlikely to keep pace with projected enrollment growth. The campus received 126,795 freshman applications and admitted 14,466 students for the incoming Fall 2025 cohort. The number of staff currently employed in the OUA office is 50, which is out of alignment with the expected metrics issued by BOARS in 2011 for an application pool of this size. Unless enrollment growth coincides with increased OUA and academic staff support, decrements to instructional support and quality should be expected.

Members of AEPE are seriously concerned that Berkeley's reputation as the #1 public university is at stake. Sustained enrollment growth without concerted efforts to address the

issues we have raised above threatens to diminish the excellence in which we take such pride and **negatively impacts overall student experiences, resulting in less engaged and supportive alumni**.

Some AEPE members have raised concerns that our [WASC accreditation](#) may even be in jeopardy should enrollment expansion occur absent a notable increase in campus resources. Specifically, we have concerns that Berkeley will be out of compliance with standard [2.10 (Student Learning and Success)](#) and standard [3.1 (Faculty and Staff).](#) If students are unable to access the course sequencing they need due to class impaction, this is likely to result in slowing timely progress to degree. Similarly, as above, without significant increases in faculty resources, we cannot deliver the Berkeley education upon which we have heretofore built our academic reputation.

Recommendations

We ask members of the Divisional Council to please elevate our concerns to central campus administrators, to UCOP, and to the Regents at your earliest convenience. We recommend that DIVCO advocate for UCOP and Regents to **partner with the CSU system to develop collaborative enrollment growth plans** to ensure that CSU campuses with dwindling enrollment are prioritized for enrollment expansion instead of directing enrollment growth toward UC campuses with capacity constraints.

During the 2025-26 academic year, AEPE will conduct a **comprehensive faculty survey to assess faculty experiences of undergraduate academic preparation, instructional support, and the use of standardized testing** for admissions decisions to inform policies aimed at improving academic preparation and reducing course enrollment and major declaration barriers for undergraduate students.

On behalf of AEPE,

Hector P. Rodriguez
Chair, Committee on Admissions, Enrollment, and Preparatory Education (AEPE)
Professor, School of Public Health

cc:
Jocelyn Surla Banaria, Executive Director & staff to AEPE
Olufemi Ogundele, AVC, Dean of Enrollment Management & Undergraduate Admissions
Thomas Philip, incoming Vice Chair, Berkeley Division of the Academic Senate Christopher Ansell, Chair, Undergraduate Council
Oscar Dubon, Vice Chair, Undergraduate Council

Appendix: Course Impaction Report 2025

March 2025

Summary

This report presents data on undergraduate course impaction for academic year 2024-25 (Fall 2024 and Spring 2025), considering data from the past four academic years to identify courses[1] that are routinely impacted. To facilitate understanding of how impaction affects student progress, we focus particularly on courses that are required for many majors or by university requirements.

In this report an impacted course was defined as a course that was greater than or equal to 100% full as of the second week in the semester when including both the enrollments and the waitlist and which had an enrollment limit greater than or equal to 15. This report in particular focuses on what we call "routinely impacted courses" which are those that were offered in at least three semesters over the past four academic years and which were greater than or equal to 100% full each time they were offered as of the second week in the semester when including both the enrollments and the waitlist. The metric "percent full" is calculated by dividing the sum of the enrollment count and the waitlist count by the enrollment limit, which can result in a class that is greater than 100% full. As not all courses allow any waitlisting, and to capture demand beyond what the waitlist allowed, we additionally provide the "Reject count," or students who unsuccessfully attempted to enroll in the class, as an alternative measure of demand[2].

In Fall 2024, 36% of undergraduate courses were impacted (N = 589), defined as being greater than or equal to 100% full in week 2 of instruction. This metric was 29% in Spring 2025 (N = 492). Furthermore 10% (N = 172) of Fall 2024 courses and 6% (N = 104) of Spring 2025 courses were identified as routinely impacted courses.

Routinely impacted courses

The following courses had high demand each time they were offered during the most recent four academic years (2021-22 through 2024-25), meaning that the enrollment limit was reached and, in many cases, there was a waitlist and/or substantial numbers of rejected students. Note that Fall and Spring semesters were analyzed separately. While some courses are offered in both terms, this report focuses on routine impaction across each semester. So, if a course was impacted each time it was offered in the Fall, it is listed even if it was not always impacted when taught in the Spring. The data presented in the tables shows routine impaction by semester for the most recent terms the course was offered, either Fall 2024 or Spring 2025. Courses are

---

[1] A course (e.g., Computer Science 10) is a discrete study unit within a course subject (e.g., Computer Science) offered by an academic unit (e.g., Electrical Engineering & Computer Science). A course is approved by the Academic Senate; not all approved courses are offered every semester. This is distinct from a "course section" or "class," which is an instance of a course, taught in a particular semester by a specific instructor at a given time and location. There can be multiple sections of the same course in the same semester, such as two instances of English R1B being offered on TuTh 9:30-11am and MWF 10-11am. The number of classes in a given semester will always be larger than the number of courses offered.

[2] The "Reject Count" is the distinct count of students who attempted to enroll and were unsuccessful in ever getting on the waitlist or into the class. Each student is counted once irrespective of how many times they attempted to enroll. They are removed from the count if they at any time made it on to the waitlist or successfully enrolled.

categorized as STEM Common Good Curriculum, American Cultures, Reading and Composition, and Language courses. A full list of routinely impacted courses can be found in the appendix.

STEM Common Good Curriculum

All STEM Common Good Curriculum courses are presented in the table for comparison against those courses with routinely high impaction (Chemistry 1A / 1AL / 3AL, Physics 8A, Statistics 2 / 20).

<table>
<tr><td colspan="11">STEM Common Good Curriculum Courses
*Note courses highlighted in <mark>yellow</mark> are routinely impacted in the indicated term. Where blank the course was not offered in that term</td></tr>
<tr><td></td><td colspan="5">2024 Fall</td><td colspan="5">2025 Spring</td></tr>
<tr><td>Courses</td><td>Enrolls</td><td>Limit</td><td>% Full</td><td>Waitlist Cnt</td><td>Reject Cnt</td><td>Enrolls</td><td>Limit</td><td>% Full</td><td>Waitlist Cnt</td><td>Reject Cnt</td></tr>
<tr><td>Biology 1A</td><td>687</td><td>692</td><td>99%</td><td>0</td><td>409</td><td>805</td><td>840</td><td>96%</td><td>0</td><td>331</td></tr>
<tr><td>Biology 1AL</td><td>724</td><td>728</td><td>99%</td><td>0</td><td>221</td><td>727</td><td>728</td><td>100%</td><td>0</td><td>168</td></tr>
<tr><td>Biology 1B</td><td>692</td><td>692</td><td>106%</td><td>43</td><td>75</td><td>692</td><td>696</td><td>99%</td><td>52</td><td>118</td></tr>
<tr><td>Chemistry 1A</td><td>1260</td><td>1262</td><td>112%</td><td>153</td><td>162</td><td>805</td><td>813</td><td>99%</td><td>10</td><td>61</td></tr>
<tr><td>Chemistry 1AL</td><td>1048</td><td>1053</td><td>107%</td><td>74</td><td>118</td><td>570</td><td>570</td><td>100%</td><td>99</td><td>139</td></tr>
<tr><td>Chemistry 1B</td><td></td><td></td><td></td><td></td><td></td><td>151</td><td>151</td><td>100%</td><td>11</td><td>41</td></tr>
<tr><td>Chemistry 3A</td><td>621</td><td>630</td><td>99%</td><td>4</td><td>104</td><td>809</td><td>810</td><td>100%</td><td>37</td><td>69</td></tr>
<tr><td>Chemistry 3AL</td><td>560</td><td>560</td><td>118%</td><td>98</td><td>144</td><td>612</td><td>616</td><td>99%</td><td>142</td><td>155</td></tr>
<tr><td>Chemistry 3B</td><td>590</td><td>590</td><td>110%</td><td>58</td><td>26</td><td>538</td><td>573</td><td>94%</td><td>0</td><td>21</td></tr>
<tr><td>Chemistry 3BL</td><td>483</td><td>486</td><td>112%</td><td>62</td><td>80</td><td>405</td><td>424</td><td>96%</td><td>84</td><td>59</td></tr>
<tr><td>Computer Science 10</td><td>162</td><td>210</td><td>77%</td><td>0</td><td>61</td><td>37</td><td>70</td><td>53%</td><td>0</td><td>56</td></tr>
<tr><td>Computer Science 61A</td><td>1273</td><td>1375</td><td>93%</td><td>0</td><td>110</td><td>622</td><td>789</td><td>79%</td><td>0</td><td>55</td></tr>
<tr><td>Computer Science 61B</td><td>843</td><td>950</td><td>89%</td><td>0</td><td>72</td><td>1112</td><td>1210</td><td>92%</td><td>0</td><td>52</td></tr>
<tr><td>Computer Science 70</td><td>628</td><td>690</td><td>91%</td><td>0</td><td>68</td><td>522</td><td>575</td><td>91%</td><td>1</td><td>59</td></tr>
<tr><td>Mathematics 10A</td><td>220</td><td>240</td><td>92%</td><td>0</td><td>33</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Mathematics 10B</td><td></td><td></td><td></td><td></td><td></td><td>209</td><td>240</td><td>87%</td><td>0</td><td>10</td></tr>
<tr><td>Mathematics 16A</td><td>585</td><td>866</td><td>68%</td><td>2</td><td>37</td><td>282</td><td>300</td><td>94%</td><td>1</td><td>37</td></tr>
<tr><td>Mathematics 16B</td><td>383</td><td>390</td><td>99%</td><td>5</td><td>33</td><td>402</td><td>480</td><td>84%</td><td>0</td><td>18</td></tr>
<tr><td>Mathematics 1A</td><td>1539</td><td>1554</td><td>100%</td><td>20</td><td>96</td><td>288</td><td>360</td><td>80%</td><td>0</td><td>42</td></tr>
<tr><td>Mathematics 1B</td><td>1112</td><td>1164</td><td>96%</td><td>5</td><td>65</td><td>1441</td><td>1520</td><td>95%</td><td>10</td><td>66</td></tr>
<tr><td>Mathematics 53</td><td>942</td><td>990</td><td>97%</td><td>15</td><td>67</td><td>775</td><td>800</td><td>97%</td><td>14</td><td>66</td></tr>
<tr><td>Mathematics 54</td><td>1064</td><td>1080</td><td>101%</td><td>27</td><td>99</td><td>1226</td><td>1300</td><td>94%</td><td>7</td><td>59</td></tr>
<tr><td>Mathematics 55</td><td>528</td><td>570</td><td>93%</td><td>1</td><td>58</td><td>265</td><td>320</td><td>83%</td><td>0</td><td>49</td></tr>
</table>

Course	Enrolls	Limit	% Full	Waitlist Cnt	Reject Cnt	Enrolls	Limit	% Full	Waitlist Cnt	Reject Cnt
Mathematics H53										
Mathematics H54										
Physics 5A	107	108	107%	9	31	83	90	92%	0	7
Physics 5B	84	100	84%	0	3	95	105	90%	1	5
Physics 5BL	72	72	113%	9	8	89	96	93%	2	8
Physics 5C	72	90	80%	0	11	74	100	74%	0	4
Physics 5CL	48	48	106%	3	7	71	72	99%	0	7
Physics 7A	480	480	105%	22	88	659	696	95%	13	70
Physics 7B	614	626	100%	15	75	508	528	96%	13	36
Physics 7C	96	96	107%	7	16	109	120	91%	8	23
Physics 8A	720	720	103%	25	117	671	672	100%	40	113
Physics 8B	395	432	93%	8	40	494	552	89%	1	24
Statistics 2	501	504	102%	12	103	511	503	102%	42	102
Statistics 20	794	794	114%	115	389	618	633	98%	10	137

Reading and Composition

Routinely Impacted Reading and Composition Courses *Where blank the course was not offered in that term or was not a routinely impacted course in that term										
	2024 Fall					**2025 Spring**				
Courses	**Enrolls**	**Limit**	**% Full**	**Waitlist Cnt**	**Reject Cnt**	**Enrolls**	**Limit**	**% Full**	**Waitlist Cnt**	**Reject Cnt**
Anc Hist & Medit Archae R1B	34	34	103%	1	31	17	17	106%	1	7
Asian Am & Asn Diaspora Stds R2A	18	18	100%	0	19					
Chicanx Latinx Studies R1A	20	17	118%	0	0					
Chicanx Latinx Studies R1B						21	21	100%	0	0
East Asian Languages R1B	20	17	118%	0	9					
English R1B	413	408	107%	23	199					
Environmental Design R3B						19	19	100%	0	17
Film R1A						37	34	112%	1	14
Film R1B	68	68	101%	1	42	34	34	106%	2	26
French R1B						51	51	100%	0	14
German R5B						50	51	108%	5	15
Music R1B	54	51	114%	4	43					

Courses	Enrolls	Limit	% Full	Waitlist Cnt	Reject Cnt	Enrolls	Limit	% Full	Waitlist Cnt	Reject Cnt
Philosophy R1B	17	17	124%	4	9	17	17	100%	0	8
Scandinavian R5B	34	34	106%	2	23					
Slavic Languages & Lit R5B	66	68	100%	2	34					
Sociology R1B	20	20	110%	2	9	20	20	105%	1	4
South Asian R5B						51	51	106%	3	20
Southeast Asian R5B						70	68	106%	2	16
Spanish R1B						34	34	100%	0	16
Theater Dance & Perf Stds R1A	33	34	100%	1	17					
Theater Dance & Perf Stds R1B	69	68	106%	3	22					

American Cultures

	Routinely Impacted American Cultures Courses *Where blank the course was not offered in that term or was not a routinely impacted course in that term									
	2024 Fall					**2025 Spring**				
Courses	Enrolls	Limit	% Full	Waitlist Cnt	Reject Cnt	Enrolls	Limit	% Full	Waitlist Cnt	Reject Cnt
American Studies 102AC	23	23	113%	3	147					
Anthropology 2AC	275	275	105%	15	316					
Anthropology 3AC	369	374	102%	11	252					
Business Admin-Undergrad 39AC	29	30	117%	6	26					
College Writing Programs 25AC	31	30	103%	0	15	58	58	102%	1	27
Comparative Literature 60AC						82	80	103%	0	15
Env Sci, Policy, & Mgmt 163AC	200	200	108%	16	126					
Env Sci, Policy, & Mgmt 50AC	420	420	105%	22	731	517	510	102%	1	378
Ethnic Studies 11AC	118	120	100%	2	67					
Ethnic Studies 122AC						89	90	103%	4	239
Gender & Womens Studies 50AC	146	150	105%	12	81					
Geography 10AC	240	240	106%	15	375					
Geography 50AC	100	100	104%	4	50					
Geography 72AC						70	70	109%	6	22

History 100AC	260	260	102%	6	49						
Legal Studies 162AC	25	25	112%	3	19						
Philosophy 117AC	50	50	110%	5	74						
Sociology 3AC	217	217	101%	3	160						
Theater Dance & Perf Stds 52AC	115	120	110%	17	78						

Language

Routinely Impacted Language Courses *Where blank the course was not offered in that term or was not a routinely impacted course in that term										
	2024 Fall						**2025 Spring**			
Courses	**Enrolls**	**Limit**	**% Full**	**Waitlist Cnt**	**Reject Cnt**		**Enrolls**	**Limit**	**% Full**	**Waitlist Cnt**	**Reject Cnt**
Spanish 21	22	18	122%	0	22		37	36	103%	0	19
Linguistics 1A	37	35	106%	0	44						
Filipino 1A	85	85	102%	2	31						
Vietnamese 101A	20	20	100%	0	0						

High-demand academic units

While no divisions had a high overall percentage of routinely impacted courses in 2024-25, several had a percentage higher than the campus average (e.g., College of Computing, Data Science & Society and Haas School of Business). The Division of Arts & Humanities within the College of Letters & Science has the highest number of routinely impacted courses, but this is a function of the high number of courses offered in L&S Arts & Humanities and does not represent a high level of impaction when viewed as a percentage of the total.

Count of Routinely Impacted Courses by Division				
	2024 Fall		**2025 Spring**	
Division	**Routinely Impacted Course Cnt**	**% of Courses in Division that are Routinely Impacted**	**Routinely Impacted Course Cnt**	**% of Courses in Division that are Routinely Impacted**
Clg of Chemistry	2	5.71%	4	9.76%

Clg of Comp Data Sci & Soc	9	27.27%	3	8.33%	
Clg of Engineering	9	4.79%	11	5.64%	
Clg of Environmental Design	4	10.00%	1	2.38%	
Goldman School Public Policy	2	28.57%	0	0%	
Haas School of Business	10	20.00%	7	12.96%	
L&S Arts & Humanities Division	49	9.61%	34	6.50%	
L&S Biological Sciences Div	11	14.47%	4	4.82%	
L&S Math & Phys Sciences Div	1	1.09%	1	1.01%	
L&S Social Sciences Division	41	11.39%	18	4.77%	
L&S Undergrad Studies Division	9	11.39%	6	8.11%	
Rausser Clg Natural Resources	17	22.67%	6	6.00%	
School of Information	0	0%	1	25.00%	
School of Law	4	18.18%	3	12.00%	
School of Public Health	3	20.00%	5	26.32%	

Appendix

Methodology

Data for this report is based on courses offered in academic years 2021-22 through 2024-25. Demand metrics were explored for courses offered in Fall 2024 and Spring 2025. Courses that were not routinely impacted in the academic year 2024-25 are excluded from this report, with the exception of STEM CGC courses, which were all included if offered.

Enrollment limit ("Limit") is the number of seats available for a class. Percent full is the sum of the enrollment count and the waitlist count, divided by the enrollment limit. Some courses have a waitlist limit set to zero, so that their maximum "percent full" is 100%. For these courses, the "reject count" (or count of students who unsuccessfully attempted to enroll in the class) is the only measure of excess demand. The Week 02 snapshot (second week of instruction) was used, as week 2 usually shows the peak demand, with students dropping off of waitlists after this as their schedules settle. Courses greater than or equal to 100% full and with enrollment limit greater than or equal to 15 (Fall 2024, N = 579; Spring 2025, N = 477) were further investigated for inclusion in this report.

In addition to the inclusion criteria listed above, courses included in this report (N = 245) were greater than or equal to 100% full **each time** they were offered in the past four academic years, and were offered in **at least three semesters** over the past four academic years. Note that Fall and Spring semesters were analyzed separately. While some courses are offered in both terms, this report focuses on routine impaction across each semester. So, if a course was impacted each time it was offered in the Fall, it is listed even if it was not always impacted when taught in the Spring. The list of routinely impacted courses is a smaller subset of the overall list of impacted courses. Of the 2,650 undergraduate courses offered in 2024-25, 35% were impacted (N=930), and of those impacted courses, 26% (N=245) were routinely impacted.

Finally, "Reject count" is a metric reported for impacted courses. It is the distinct count of students who attempted to enroll and were unsuccessful. While a student may attempt to enroll several times, each student is counted once per class per semester. The student is not counted in "reject count" if they made it on to the waitlist or enrolled in the class.

All routinely impacted undergraduate courses taught in 2024-25

Division	Course	2024 Fall					2025 Spring				
		Enrolls	Limit	% Full	Waitlist Cnt	Reject Cnt	Enrolls	Limit	% Full	Waitlist Cnt	Reject Cnt
Clg of Chemistry	Chemistry 12A	208	208	101%	3	12					
Clg of Chemistry	Chemistry 3AL	560	560	118%	98	144	612	616	122%	142	155
Clg of Chemistry	Chemistry 1A						805	813	100%	10	61
Clg of Chemistry	Chemistry 1AL						570	570	117%	99	139
Clg of Chemistry	Chemistry C191						19	20	130%	7	42
Clg of Comp Data Sci & Soc	Data Science, Undergraduate 101	430	430	107%	30	271					
Clg of Comp Data Sci & Soc	Data Science, Undergraduate 144	449	450	115%	69	165					
Clg of Comp Data Sci & Soc	Data Science, Undergraduate C102	249	250	116%	41	395	253	240	119%	32	256
Clg of Comp Data Sci & Soc	Data Science, Undergraduate C104	737	725	106%	35	336					
Clg of Comp Data Sci & Soc	Data Science, Undergraduate C140	418	412	108%	29	235					
Clg of Comp Data Sci & Soc	Data Science, Undergraduate C8	1493	1400	107%	6	486					
Clg of Comp Data Sci & Soc	Data Science, Undergraduate C88C	450	450	113%	57	128					
Clg of Comp Data Sci & Soc	Statistics 2	501	504	102%	12	103	511	503	110%	42	102
Clg of Comp Data Sci & Soc	Statistics 20	794	794	114%	115	389					
Clg of Comp Data Sci & Soc	Computational Biology 156						26	26	100%	0	9
Clg of Engineering	Bioengineering 100	133	133	120%	26	426					
Clg of Engineering	Design Innovation 15	65	65	120%	13	125					
Clg of Engineering	Design Innovation 21	30	30	147%	14	100	30	30	123%	7	72
Clg of Engineering	Electrical Eng & Computer Sci 126	140	140	123%	32	47					

School	Course										
Clg of Engineering	Electrical Eng & Computer Sci C106A	133	133	135%	47	99					
Clg of Engineering	Engineering 26	174	175	115%	28	49					
Clg of Engineering	Industrial Eng & Ops Rsch 115	100	100	118%	18	96					
Clg of Engineering	Industrial Eng & Ops Rsch 172	84	78	119%	9	141	66	75	113%	19	90
Clg of Engineering	Mechanical Engineering C106A	24	20	145%	5	52					
Clg of Engineering	Bioengineering 140L						38	35	109%	0	8
Clg of Engineering	Bioengineering 145						60	68	106%	12	14
Clg of Engineering	Bioengineering 153						56	40	145%	2	8
Clg of Engineering	Computer Science 160						125	125	124%	30	115
Clg of Engineering	Computer Science C191						28	29	134%	11	32
Clg of Engineering	Design Innovation 10						59	60	115%	10	53
Clg of Engineering	Engineering 29						167	160	106%	3	28
Clg of Engineering	Industrial Eng & Ops Rsch 120						120	120	100%	0	35
Clg of Engineering	Industrial Eng & Ops Rsch 165						84	85	102%	3	43
Clg of Environmental Design	Architecture 112	51	50	106%	2	14					
Clg of Environmental Design	Architecture 98BC	40	40	110%	4	10					
Clg of Environmental Design	City & Regional Planning 110	99	100	115%	16	55					
Clg of Environmental Design	City & Regional Planning 115	100	100	111%	11	122					
Clg of Environmental Design	Environmental Design R3B						19	19	100%	0	17
FPF-Social Sciences Div	FPF-Geography 4	48	48	104%	2	41					
Goldman School Public Policy	Public Policy 105	40	40	123%	9	52					
Goldman School Public Policy	Public Policy 155	30	30	130%	9	24					
Haas School of Business	Business Admin-Undergrad 100	117	118	114%	18	210					

Haas School of Business	Business Admin-Undergrad 104	298	299	105%	16	150	299	299	113%	39	154
Haas School of Business	Business Admin-Undergrad 106	273	271	110%	26	172	239	245	103%	14	147
Haas School of Business	Business Admin-Undergrad 107	239	240	108%	21	69	236	240	105%	15	80
Haas School of Business	Business Admin-Undergrad 135	836	839	101%	14	158	774	774	115%	119	163
Haas School of Business	Business Admin-Undergrad 152	80	80	111%	9	75					
Haas School of Business	Business Admin-Undergrad 191I	28	28	121%	6	13					
Haas School of Business	Business Admin-Undergrad 191P	64	64	106%	4	48	64	64	122%	14	95
Haas School of Business	Business Admin-Undergrad C196C	124	125	100%	1	83					
Haas School of Business	Business Admin-Undergrad 39AC	29	30	117%	6	26					
Haas School of Business	Business Admin-Undergrad 180						70	70	106%	4	103
Haas School of Business	Business Admin-Undergrad 88						64	64	125%	16	37
L&S Arts & Humanities Division	Anc Hist & Medit Archae R1B	34	34	103%	1	31	17	17	106%	1	7
L&S Arts & Humanities Division	Ancient Greek & Roman Studies 17A	50	50	100%	0	20					
L&S Arts & Humanities Division	Art Practice 102	20	18	111%	0	14	19	18	106%	0	10
L&S Arts & Humanities Division	Art Practice 118	19	18	106%	0	20					
L&S Arts & Humanities Division	Art Practice 13	19	18	106%	0	77					
L&S Arts & Humanities Division	Art Practice 173	20	18	111%	0	61					

Division	Course									
L&S Arts & Humanities Division	East Asian Languages R1B	20	17	118%	0	9				
L&S Arts & Humanities Division	English 104	29	30	100%	1	10				
L&S Arts & Humanities Division	English 141	100	100	105%	5	16	100	100	106%	6	26
L&S Arts & Humanities Division	English 143A	30	30	100%	0	61	30	30	100%	0	63
L&S Arts & Humanities Division	English 175	88	90	100%	2	20				
L&S Arts & Humanities Division	English 45A	168	170	103%	7	36	102	102	104%	4	5
L&S Arts & Humanities Division	English 45C	135	136	104%	6	12				
L&S Arts & Humanities Division	English 90	185	180	114%	20	125				
L&S Arts & Humanities Division	English H195A	37	36	103%	0	8				
L&S Arts & Humanities Division	English R1B	413	408	107%	23	199				
L&S Arts & Humanities Division	Spanish 21	22	18	122%	0	22	37	36	103%	0	19
L&S Arts & Humanities Division	Film 10	80	80	110%	8	82	149	150	106%	10	44
L&S Arts & Humanities Division	Film 135	44	45	113%	7	100				
L&S Arts & Humanities Division	Film 145	68	70	107%	7	98				
L&S Arts & Humanities Division	Film R1B	68	68	101%	1	42	34	34	106%	2	26
L&S Arts & Humanities Division	History of Art 10	60	60	105%	3	33				
L&S Arts & Humanities Division	Italian Studies 40	120	120	101%	1	26				
L&S Arts & Humanities Division	Japanese 7A	60	60	100%	0	17				
L&S Arts & Humanities Division	Mid Eastern Lang and Cultures 10	103	100	104%	1	23				
L&S Arts & Humanities Division	Mid Eastern Lang and Cultures C26	26	25	124%	5	9				
L&S Arts & Humanities Division	Music 105	30	30	127%	8	55	30	30	123%	7	25

L&S Arts & Humanities Division	Music 108	102	97	105%	0	49					
L&S Arts & Humanities Division	Music 140	66	60	112%	1	14					
L&S Arts & Humanities Division	Music 48	48	48	133%	16	135					
L&S Arts & Humanities Division	Music 57	30	30	107%	2	43	30	30	127%	8	17
L&S Arts & Humanities Division	Music R1B	54	51	114%	4	43					
L&S Arts & Humanities Division	Philosophy 100	38	45	102%	8	16	50	50	112%	6	27
L&S Arts & Humanities Division	Philosophy 12A	147	147	109%	13	272					
L&S Arts & Humanities Division	Philosophy 136	48	48	119%	9	53					
L&S Arts & Humanities Division	Philosophy 3	250	250	106%	16	102					
L&S Arts & Humanities Division	Philosophy R1B	17	17	124%	4	9	17	17	100%	0	8
L&S Arts & Humanities Division	Rhetoric 137	45	45	109%	4	14					
L&S Arts & Humanities Division	Scandinavian R5B	34	34	106%	2	23					
L&S Arts & Humanities Division	Slavic Languages & Lit R5B	66	68	100%	2	34					
L&S Arts & Humanities Division	Filipino 1A	85	85	102%	2	31					
L&S Arts & Humanities Division	Theater Dance & Perf Stds 173	16	16	100%	0	5					
L&S Arts & Humanities Division	Theater Dance & Perf Stds 174	16	16	125%	4	4					
L&S Arts & Humanities Division	Theater Dance & Perf Stds 175A	16	14	121%	1	4					
L&S Arts & Humanities Division	Theater Dance & Perf Stds R1A	33	34	100%	1	17					
L&S Arts & Humanities Division	Theater Dance & Perf Stds R1B	69	68	106%	3	22					
L&S Arts & Humanities Division	Vietnamese 101A	20	20	100%	0	0					
L&S Arts & Humanities Division	Comparative Literature 60AC						82	80	103%	0	15

Division	Course										
L&S Arts & Humanities Division	Ancient Greek & Roman Studies 17B						25	25	108%	2	25
L&S Arts & Humanities Division	Art Practice 123						17	16	106%	0	25
L&S Arts & Humanities Division	Art Practice 15						17	16	106%	0	255
L&S Arts & Humanities Division	Philosophy 117AC	50	50	110%	5	74					
L&S Arts & Humanities Division	English 45B						135	136	101%	2	4
L&S Arts & Humanities Division	English C136						45	45	107%	3	11
L&S Arts & Humanities Division	Film 125						30	25	120%	0	28
L&S Arts & Humanities Division	Film R1A						37	34	112%	1	14
L&S Arts & Humanities Division	French R1B						51	51	100%	0	14
L&S Arts & Humanities Division	Theater Dance & Perf Stds 52AC	115	120	110%	17	78					
L&S Arts & Humanities Division	German R5B						50	51	108%	5	15
L&S Arts & Humanities Division	History of Art 192A						21	21	100%	0	7
L&S Arts & Humanities Division	Italian Studies 30						60	60	103%	2	23
L&S Arts & Humanities Division	Music 148						69	70	140%	29	33
L&S Arts & Humanities Division	Music 170A						16	15	120%	2	3
L&S Arts & Humanities Division	Music 80						74	77	103%	5	23
L&S Arts & Humanities Division	Philosophy 132						50	50	126%	13	104
L&S Arts & Humanities Division	South Asian R5B						51	51	106%	3	20
L&S Arts & Humanities Division	Southeast Asian R5B						70	68	106%	2	16
L&S Arts & Humanities Division	Spanish 162						27	25	108%	0	6
L&S Arts & Humanities Division	Spanish R1B						34	34	100%	0	16

Division	Course										
L&S Arts & Humanities Division	Theater Dance & Perf Stds 148						31	30	110%	2	4
L&S Arts & Humanities Division	Theater Dance & Perf Stds 60						52	50	110%	3	128
L&S Biological Sciences Div	Integrative Biology 11	129	120	108%	1	45					
L&S Biological Sciences Div	Integrative Biology 157LF	22	21	119%	3	11					
L&S Biological Sciences Div	Integrative Biology 98BC	38	40	110%	6	35					
L&S Biological Sciences Div	Integrative Biology C105	20	22	105%	3	11					
L&S Biological Sciences Div	Molecular & Cell Biology 153	205	206	105%	11	41					
L&S Biological Sciences Div	Molecular & Cell Biology 32L	149	120	138%	17	16					
L&S Biological Sciences Div	Molecular & Cell Biology C96	26	20	135%	1	10					
L&S Biological Sciences Div	Physical Education 1	1584	1738	112%	360	309	1651	1650	123%	379	208
L&S Biological Sciences Div	Physical Education 177	35	34	109%	2	7					
L&S Biological Sciences Div	Physical Education 3	244	260	109%	40	78	238	263	116%	66	23
L&S Biological Sciences Div	Physical Education 4	128	154	106%	36	37					
L&S Biological Sciences Div	Molecular & Cell Biology 133L						99	96	109%	6	24
L&S Biological Sciences Div	Physical Education 2						351	350	126%	91	88
L&S Math & Phys Sciences Div	Earth & Planetary Science 82	400	400	104%	14	93					
L&S Math & Phys Sciences Div	Physics 8A						671	672	106%	40	113
L&S Social Sciences Division	Anthropology 2AC	275	275	105%	15	316					
L&S Social Sciences Division	Anthropology 3AC	369	374	102%	11	252					
L&S Social Sciences Division	African American Studies 5A	99	100	102%	3	52					
L&S Social Sciences Division	Asian Am & Asn Diaspora Stds R2A	18	18	100%	0	19					

Division	Course										
L&S Social Sciences Division	Chicanx Latinx Studies 130	40	40	100%	0	0					
L&S Social Sciences Division	Chicanx Latinx Studies 135B	92	93	101%	2	0					
L&S Social Sciences Division	Chicanx Latinx Studies 159	50	50	102%	1	0					
L&S Social Sciences Division	Chicanx Latinx Studies R1A	20	17	118%	0	0					
L&S Social Sciences Division	Cognitive Science C100	81	90	101%	10	103					
L&S Social Sciences Division	Demography C126	75	75	100%	0	41					
L&S Social Sciences Division	Economics 100A	510	510	109%	46	193	510	510	113%	67	142
L&S Social Sciences Division	Economics 136	219	225	102%	10	94					
L&S Social Sciences Division	Economics C3	123	130	111%	21	45					
L&S Social Sciences Division	Geography 138	74	70	106%	0	19					
L&S Social Sciences Division	Geography 40	69	70	100%	1	26					
L&S Social Sciences Division	Ethnic Studies 11AC	118	120	100%	2	67					
L&S Social Sciences Division	Geography C32	29	28	114%	3	19					
L&S Social Sciences Division	Geography C55	24	25	116%	5	15					
L&S Social Sciences Division	Global Studies 100P	54	53	102%	0	43					
L&S Social Sciences Division	Global Studies 10B	54	54	111%	6	49					
L&S Social Sciences Division	Global Studies 173	160	157	118%	26	90					
L&S Social Sciences Division	Global Studies 45	156	156	106%	10	44					
L&S Social Sciences Division	Global Studies C10A	124	120	105%	2	168					
L&S Social Sciences Division	Ethnic Studies 122AC						89	90	103%	4	239
L&S Social Sciences Division	History 160	260	260	103%	8	29					

Division	Course										
L&S Social Sciences Division	History C182C	18	25	100%	7	53					
L&S Social Sciences Division	Linguistics 1A	37	35	106%	0	44					
L&S Social Sciences Division	Political Economy 156	48	45	116%	4	0					
L&S Social Sciences Division	Political Science 1	314	322	103%	19	112					
L&S Social Sciences Division	Political Science 102	54	54	115%	8	17					
L&S Social Sciences Division	Political Science 106A	39	38	155%	20	23	58	35	169%	1	30
L&S Social Sciences Division	Political Science 149E	146	150	103%	9	20					
L&S Social Sciences Division	Political Science 161	153	156	101%	5	47					
L&S Social Sciences Division	Political Science 171	54	54	106%	3	21					
L&S Social Sciences Division	Political Science 5	315	321	102%	14	119					
L&S Social Sciences Division	Gender & Womens Studies 50AC	146	150	105%	12	81					
L&S Social Sciences Division	Sociology H190A	20	20	100%	0	11					
L&S Social Sciences Division	Sociology R1B	20	20	110%	2	9	20	20	105%	1	4
L&S Social Sciences Division	Geography 10AC	240	240	106%	15	375					
L&S Social Sciences Division	Geography 50AC	100	100	104%	4	50					
L&S Social Sciences Division	Geography 72AC						70	70	109%	6	22
L&S Social Sciences Division	History 100AC	260	260	102%	6	49					
L&S Social Sciences Division	African American Studies 5B						75	75	100%	0	22
L&S Social Sciences Division	Chicanx Latinx Studies 174						59	54	109%	0	0
L&S Social Sciences Division	Chicanx Latinx Studies R1B						21	21	100%	0	0
L&S Social Sciences Division	Cognitive Science 115						149	150	103%	6	187

Division	Course										
L&S Social Sciences Division	Economics 1						508	508	108%	41	152
L&S Social Sciences Division	Economics 115						219	225	101%	9	74
L&S Social Sciences Division	Economics 148						225	225	114%	32	83
L&S Social Sciences Division	Economics 157						225	225	116%	35	49
L&S Social Sciences Division	Sociology 3AC	217	217	101%	3	160					
L&S Social Sciences Division	History 20						116	120	101%	5	37
L&S Social Sciences Division	Native American Studies 158						36	35	109%	2	14
L&S Social Sciences Division	Political Science 140O						54	54	102%	1	13
L&S Social Sciences Division	Psychology 147						274	276	102%	7	112
L&S Social Sciences Division	Sociology 150						225	227	102%	7	234
L&S Undergrad Studies Division	American Studies 102AC	23	23	113%	3	147					
L&S Undergrad Studies Division	College Writing Programs 25AC	31	30	103%	0	15	58	58	102%	1	27
L&S Undergrad Studies Division	College Writing Programs 130	24	25	100%	1	18					
L&S Undergrad Studies Division	Letters & Science C70Y	100	100	112%	12	15	100	100	100%	0	219
L&S Undergrad Studies Division	Media Studies 10	295	296	102%	6	0					
L&S Undergrad Studies Division	Media Studies 112	141	142	113%	20	0					
L&S Undergrad Studies Division	Media Studies 170	47	48	117%	9	0					
L&S Undergrad Studies Division	Media Studies 180	48	48	113%	6	0					
L&S Undergrad Studies Division	UGIS-UG Interdisc Studies 110	60	65	100%	5	33					
L&S Undergrad Studies Division	Interdisciplinary Studies 100D						69	70	106%	5	42
L&S Undergrad Studies Division	Interdisciplinary Studies 100J						92	100	119%	27	106

Division	Course										
L&S Undergrad Studies Division	Media Studies 168						48	48	100%	0	0
L&S Undergrad Studies Division	Media Studies W10						98	100	111%	13	0
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 163AC	200	200	108%	16	126					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 50AC	420	420	105%	22	731	517	510	102%	1	378
Rausser Clg Natural Resources	Energy and Resources 131	46	47	119%	10	27					
Rausser Clg Natural Resources	Energy and Resources C176	59	45	133%	1	36					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 100	95	105	101%	11	35					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 101A	81	80	118%	13	53					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 118	80	80	105%	4	36					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 136	99	90	113%	3	32					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 137	58	60	100%	2	49					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 157	121	122	111%	15	194					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 186	79	78	113%	9	22					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 2	117	120	101%	4	45					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 6	240	240	121%	50	164					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 60	140	140	104%	5	29					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt C105	23	17	165%	5	8					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt C126	54	54	100%	0	35					
Rausser Clg Natural Resources	Environ Econ & Policy C176	179	170	109%	7	122					
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt 114						74	75	108%	7	28
Rausser Clg Natural Resources	Env Sci, Policy, & Mgmt C167						147	149	123%	37	153

Rausser Clg Natural Resources	Environ Econ & Policy 141						142	140	113%	16	13
Rausser Clg Natural Resources	Nutritional Science & Tox 11						499	500	102%	11	116
Rausser Clg Natural Resources	Nutritional Science & Tox 190						60	60	103%	2	13
School of Information	Information 159						197	200	134%	70	196
School of Law	Legal Studies 125	46	40	118%	1	22					
School of Law	Legal Studies 145	100	100	113%	13	31					
School of Law	Legal Studies 162AC	25	25	112%	3	19					
School of Law	Legal Studies 39D	25	25	136%	9	43					
School of Law	Legal Studies 100						133	150	114%	38	120
School of Law	Legal Studies 138						98	100	107%	9	42
School of Law	Legal Studies 170						93	100	109%	16	55
School of Public Health	Public Health 101	160	160	130%	48	309	160	160	126%	41	414
School of Public Health	Public Health 150B	249	250	112%	30	50					
School of Public Health	Public Health 155D	69	69	110%	7	6					
School of Public Health	Public Health 142						270	270	104%	11	82
School of Public Health	Public Health 177A						87	85	102%	0	26
School of Public Health	Public Health C160						77	77	129%	22	25
School of Public Health	Public Health W108						66	50	136%	2	60