

We will provide a brief history of UC’s Comprehensive Review process and the various methods used by each campus. We will also discuss case studies and how those applicants are seen by the individual campuses.

Comprehensive Review

Defines merit using multiple measures of accomplishment and promise

Considers the context in which the applicant has demonstrated achievement

Individualized review campus-to-campus

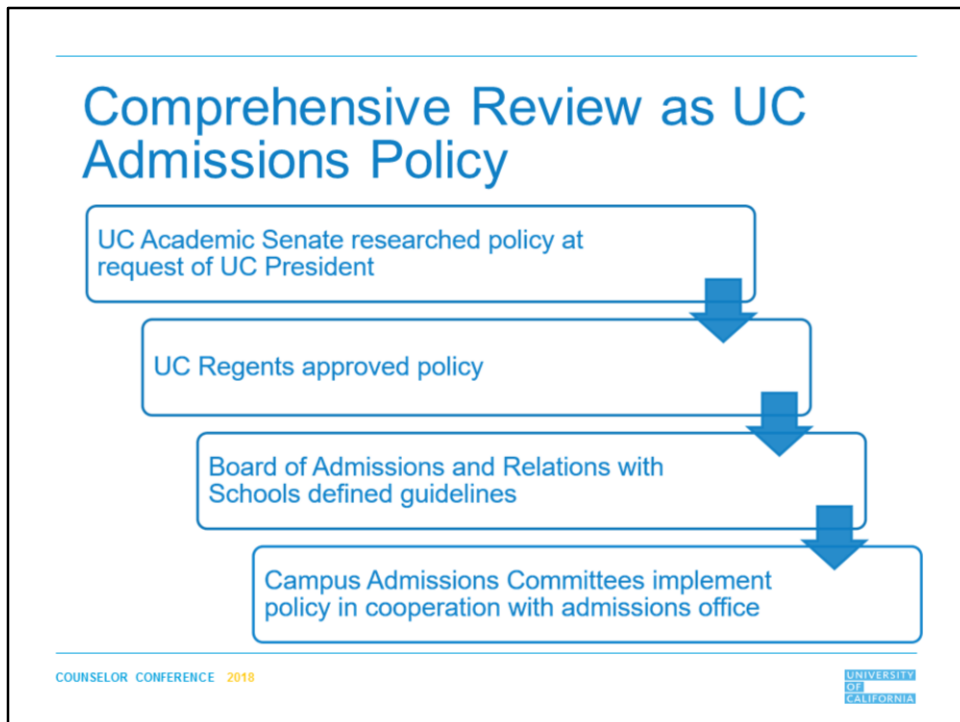
COUNSELOR CONFERENCE 2018

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UC admission is becoming more and more selective, and we all know to be offered admission to a UC campus requires more than just meeting the admissions requirements. So, while grades and test scores are important, how UC determines “best qualified” goes far beyond traditional academic factors. This is where Comprehensive Review comes in.

In response to the need for campuses to make important distinctions among similarly qualified applicants, UC faculty developed a Comprehensive Review Policy. This policy has been in place for over a decade and has been adopted in some form or another at all nine undergraduate UC campuses for the freshman admission review process.

Comprehensive review allows UC campuses to use important details about each applicant – their high school environment, academic and personal accomplishments, family environment and other circumstances – to make better decisions about that student’s achievement in the context of their opportunity and life experiences. Understanding “achievement in context” is an important aspect of individual campus reviews.



February 15, 2001: Former UC President Richard Atkinson requested that the UC Academic Senate (faculty representation in the shared governance of the UC) conduct a comprehensive review of the University's admissions policies and provide a recommendation.

Policy was Approved by Board of Regents- (18 regents are appointed by the governor, One is a [student appointed by the Regents](#); the Governor, Lieutenant Governor, Speaker of the Assembly, Superintendent of Public Instruction, president and vice president of the Alumni Associations of UC and the UC president. In addition, two faculty members — the chair and vice chair of the Academic Council — sit on the board as non-voting members.)

Guidelines were defined by Board of Admissions and Relations with Schools (Committee within Academic Senate overseeing all matters relating to undergraduate admissions).

Each campus has its own Faculty Admission Committee which determines how the policy is applied. Faculty Admission Committees work with campus's admissions director and other senior managers to create, review, and refine the campus's comprehensive review process.

All campuses employ some form of a Comprehensive Review, in a variety of ways.

14 Factors of Comprehensive Review

Academic	Non Academic
Grade point average	Achievements in special projects
Test scores	Special talents/achievements/awards
Performance in & number of courses beyond minimum a-g requirements	Improvement in academic performance
UC-approved honors and advanced courses	Participation in educational preparation programs
Eligibility in the Local Context (CA residents only)	Academic accomplishment in light of life experiences
Quality of senior year program	Geographic location
Academic opportunities in schools	
Outstanding performance in one or more academic subject areas	

Methodology

Fixed Weight – quantitative value placed on various criteria

Holistic – qualitative, no fixed weight placed on any one criteria

Hybrid – part quantitative and part holistic

The methods campuses have used has evolved over the time: from fixed weight on some factors like a combination of GPA and test scores; to no fixed weight on any criteria – the holistic method; to some combination of an index or fixed weight and a separate review of non-academic factors.

Similarities and Differences

Common Features

- Reviewers undergo mandatory training
- Every application is reviewed
- Every UC campus is selective

Differences

- Who reviews applications at each campus
- Volume & timeline when reviews are completed
- Selection varies campus-to-campus

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All admission application readers undergo extensive professional training before reading a “real” application; continuing training may be conducted throughout the reading-cycle.

Internal Readers are evaluators, recruitment/outreach, and other admission office staff

External readers can include high school counselors/teachers or even a retired high school principal; as well as campus outreach staff such as EAOP staff; independent counselors, graduate students in a School of Education, department staff, etc.

Every application receives an individual review regardless of whether the student meets all minimum admission requirements.

Multiple reads often occur as part of various quality control measures

Admit rates and enrollment targets vary campus to campus, and even within each campus’s college, division, or major.

Personal Insight Questions (Paraphrased)

Describe an example of your leadership experience

Describe how you express your creative side

What is your greatest talent or skill?

Describe how you have taken advantage of educational opportunities

Describe the most significant challenge you have faced

What have you done to make your school or community a better place?

What makes you stand out as a strong candidate for UC?

Describe how you have furthered your interest in a subject that inspires you

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- Students must answer 4 out of 8 questions
- Each response is limited to a maximum of 350 words
- Students should select questions that are most relevant to their experience and that best reflect their circumstances
- All questions are equal
- There is no right or wrong way to answer these questions: It's about getting to know the student's personality, background, interests and achievements in their own unique voice.
- The Personal Insight Questions (PIQs) give applicants a greater say in the kind of information they want to share
- Students can express who they are and what matters to them not only in how they respond to the questions, but also through the questions they choose to answer
- Option over which questions to answer gives students greater flexibility and control
- Campuses use the PIQs to differing degrees. Goes back to methodology.

Applicant Sample 1

- ❖ Dos Pueblos and San Marcos HS: suburban, public schools, AP/HL courses, A-G approved course lists
- ❖ Major: Mechanical/Robotics Engineering
- ❖ Family: Dual-parent, English only spoken in the home; Parents college educated, professional occupations; self reported income - \$150k
- ❖ Applied to UCB, UCI, UCM, UCLA, UCSB, UCSD, UCSC

Applicant 1- Academic Factors

GPA

Weighted- UC 4.23

Honors

Grade 10 -2
Grade 11 -9
Grade 12 -10

'a-g' Courses

43

SAT with Essay

Reading/Writing 730
Math 760
Essay 16

Subject Exams

Math Subject Level 2: 790

AP and IB Exams

Date	Subject	Score
5/2016	Physics 1	5
5/2017	Eng Lang & Cmp	4
5/2017	Comp Sci A	4
5/2018	Eng Lit & Cmp	PL
5/2018	Econ: Macro	PL
5/2018	Econ: Micro	PL
5/2018	Physics 2	PL
5/2018	US Gov & Pol	PL

ACT with Writing

Composite 34
English 34
Math 34
Reading 34
Science 32
Eng Lang Arts 29

Applicant 1- Academic Factors

9th Grade, DOS PUEBLOS HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
English	English 9 Honors	NH	Semester	B A
Mathematics	CCSS Integrated Math I Plus Enrichment	NH	Semester	A A
Laboratory Science	Biology	NH	Semester	A A
Language Other Than English	Spanish 1	NH	Semester	A A

10th Grade, DOS PUEBLOS HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
History/ Social Science	World History	NH	Semester	A A
English	English 10 Honors	NH	Semester	B B
Mathematics	CCSS Integrated Math II/Math IIIA	NH	Semester	A A
Laboratory Science	AP Physics 1 (AP)	AP	Semester	A A
Language Other Than English	Spanish 2	NH	Semester	A A

Applicant 1- Academic Factors

11th Grade, SAN MARCOS HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
History/ Social Science	US History	NH	Semester	A A
English	AP English Language and Composition (AP)	AP	Semester	A B
Mathematics	CCSS Integrated Math IIIB/Precalculus	HL	Semester	A A
Laboratory Science	Chemistry Honors	HL	Semester	A A
College-Prep Electives	AP Computer Science A (AP)	AP	Semester	A A

12th Grade, SAN MARCOS HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
History/ Social Science	AP Government and Politics United States (AP)	AP	Semester	A NO
English	AP English Literature and Composition (AP)	AP	Semester	A IP
Laboratory Science	AP Physics 2 (AP)	AP	Semester	PL PL
Visual Performing Arts	Photography 1 P	NH	Semester	PL PL
College-Prep Electives	AP Macroeconomics (AP)	AP	Semester	PL PL
College-Prep Electives	AP Microeconomics (AP)	AP	Semester	PL PL

11th & 12th Grade, SANTA BARBARA CITY COLLEGE

Spanish 102, Beg Span 2 (11th) & Math 150, Calc 1 (12th)

Applicant 1- Supplemental Factors

Honors/Awards/Volunteer Work/Employment

- High School Roller Hockey (3yrs)
- FIRST Robotics Competition (2yrs)
 - Team Leader
- Volunteer at Washington Elementary School (3yrs)
 - One week a year
- UCSB Summer Camps (2yrs)
 - Counselor for 5-12 year olds
- Engineering Club (1yr)

Personal Insight Question Responses Summary

Leadership:

Student describes becoming a leader of a recently established student-lead team, FIRST Robotics Competition team.

Academic Subject that Inspires You:

inspired by science and math. Enjoyed the application of these subjects especially in AP Physics and Auto Mechanic classes. The mechanical aspects of these courses lead to involvement in the robotics team.

Education Opportunity or Overcoming an Education Barrier:

Major barrier when young was writing. With persistence and practice, writing improved. Student persevered to become a good writer.

Made Your School/Community Better:

Student and some teammates started roller hockey youth league. Even though teammates eventually left, the student remained to helped the youth. Learned patience.

Applicant 1- Review

Campuses Applied	Berkeley	Irvine	Los Angeles	Merced	San Diego	Santa Barbara	Santa Cruz
Admission decision	N	Y	N	Y	W/L	Y	Y
Major	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering	Mechanical Engineering	Mechanical and Aerospace Engineering	Mechanical Engineering	Robotics Engineering

SUMMARY

- Applied only to Engineering
- Limited Activities, but some sustained involvement
- Academically strong
- Taking advantage of opportunities available; many honors courses
- Demonstrates leadership, dedication, and determination

Applicant Sample 2

- ❖ Oakland HS: urban, public school, AP/HL courses 'a-g' approved course lists
- ❖ Major: Biology
- ❖ Place of Birth: Myanmar
- ❖ Family: Dual-parents, First language Burmese; Neither parent attended high school, Parent 1 factory worker, parent 2 homemaker, self reported income - \$26,586, family size 3

Applicant 2- Academic Factors

GPA
Weighted- UC 4.14

Honors
Grade 10 – 0
Grade 11 – 5
Grade 12 – 6

'a-g' Courses
51

SAT with Essay

Reading/Writing	620
Math	600
Essay	6

ACT with Writing

Composite	26
English	21
Math	26
Reading	31
Science	24
Eng Lang Arts	23

Subject Exams

None

AP and IB Exams

<u>Date</u>	<u>Subject</u>	<u>Score</u>
5/2017	Eng Lang & Cmp	2
5/2017	Statistics	2

Applicant 2 - Academic Factors

9th Grade, OAKLAND HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
English	English 9	NH	Semester	AA
Mathematics	Geometry	NH	Semester	AA
Laboratory Science	Biology	NH	Semester	AA
Language Other Than English	Spanish 1	NH	Semester	AA
Elective	Creative Writing	NH	Semester	AA

10th Grade, OAKLAND HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
History/ Social Science	World History	NH	Semester	AA
English	English 2	NH	Semester	AA
Mathematics	Algebra II	NH	Semester	AA
Laboratory Science	Chemistry	NH	Semester	AA
Language Other Than English	Spanish 2	NH	Semester	AA
Elective	Environmental Studies	NH	Semester	AA

Applicant 2 - Academic Factors

11th Grade, OAKLAND HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
History/ Social Science	US History	NH	Semester	A A
English	English 3	NH	Semester	AA
Mathematics	AP Statistics (AP)	AP	Semester	B A
Laboratory Science	AP Chemistry	AP	Semester	A A
Language Other Than English	Spanish 3	NH	Semester	A A
Elective	Environmental Studies	NH	Semester	AA
Advanced Mathematics	Math Analysis	NH	Semester	A A

12th Grade, OAKLAND HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
History/ Social Science	American Gov't/Econ	NH	Semester	IP/PL
English	English 4	NH	Semester	IP/PL
Mathematics	AP Calculus (AP)	AP	Semester	IP/PL
Laboratory Science	AP Biology	AP	Semester	IP/PL
Laboratory Science	AP Environmental Science	AP	Semester	IP/PL
VPA	Guitar	NH	Semester	IP/PL

Summer 11th Grade, Laney College Spanish 1A, 5 units, A

Applicant 2 - Supplemental Factors

Honors/Awards/Volunteer Work/Employment

- Ping Pong Club (2 years)
- “Sea Lion Bowl” Team (3 years)
 - Captain (JV)
- Breakdance Club (3 years)
- Volleyball (JV) (3 years, 10 hr/wk, 16 wks/yr)
- Soccer (Varsity) (1 Year- FR)
- Upward Bound participation (4 years)
- I-CAT Paid internship – Food Security, Grade 10, 4 hours/wk
- East Bay Solar Energy Academy
 - Built solar charger (40 hours, grade 10)
- Some Volunteer work
 - Trash pick ups (8 hours/yr)

Personal Insight Question Responses Summary

Leadership:

Student competed in the Sea Lion Bowl, a competition that tested the team's knowledge of marine science. Student found a way to motivate the team to a come from behind win.

Significant Challenge:

Student describes trying to fit into his new school at age 9 as a new immigrant. Not understanding the teacher's directions, lack of friends, lack of familiar foods. Thought about the struggles of the family to bring him to the U.S. Learned English in that first year.

Greatest Talent:

Breakdancing started just as a hobby but it gradually turned into a passion. *"Dancing gave me a way to express myself and taught me how to make my own goals and execute them."*

What makes you a strong candidate for Admission:

Student describes his purpose in life as improving his intellectual awareness and building stronger relationships with the people he admires and loves.

Applicant 2 - Review

Campuses Applied	Berkeley	Los Angeles	Merced	San Diego	Santa Barbara
Admission decision	N	N	Y	Y	Y
Major	Biological Sciences (Genetics, Genomics and Development)	Biology	Biological Sciences (Molecular and Cell Biology Emphasis)	Molecular and Cell Biology	Biological Sciences

SUMMARY

- Good grades throughout, but limited honors until Sr. yr. (4 sem Jr. year)
- Multiple Activities, limited hours, some leadership
- Low socioeconomic status
- Experience as 1st generation college and 1st generation in U.S. in family

Applicant Sample 3

- ❖ Golden Eagle Charter and Weed HS: rural, public school, AP (1 course) course A-G approved course lists
- ❖ Major: Undeclared, Business Economics, Design Media Arts, Creative Studies: Art
- ❖ Family: Single parent, English only spoken in the home; Parents college educated, professional occupations; self-reported income - \$3k

Applicant 3 - Academic Factors

GPA		Honors		a-g' Courses
Weighted- UC	3.80	Grade 10 – 0		30
		Grade 11 – 3		
		Grade 12 – 1		
SAT with Essay				
Reading/Writing	550			
Math	520			
Essay	6			
ACT with Writing				
Composite	20			
English	20			
Math	20			
Reading	20			
Science	18			
Engl Lang Arts	21			
			Subject Exams	
			None	
			AP and IB Exams	
			None reported	

Applicant 3 - Academic Factors

9th Grade, GOLDEN EAGLE CHARTER SCHOOL & WEED HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
English	English I, English I (APEX)	NH	Semester	A, A
Mathematics	Integrated Math I, Integrated Math I (APEX)	NH	Semester	A, A
VPA	Digital Photography	NH	Semester	NC, A

10th Grade, WEED HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
History/ Social Science	World History	NH	Semester	AA
English	English II	NH	Semester	AA
Mathematics	CCSS Integrated Mathematics II	NH	Semester	AA
Laboratory Science	Biology I	NH	Semester	AA
Language Other Than English	Spanish I	NH	Semester	AA
VPA	Digital Photography 2	NH	Semester	AA

Spring 9th Grade, College of the Siskiyou

Physics by Exploration, 4 units, B

Applicant 3 - Academic Factors

11th Grade, WEED HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
History/ Social Science	U.S. History	NH	Semester	A B
Mathematics	CCSS Integrated Mathematics III	NH	Semester	B B
Laboratory Science	Spanish II	NH	Semester	AA

Spring 11th Grade, College of the Siskiyous

English College Composition, 3 units, A

12th Grade, WEED HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
History/ Social Science	American Gov't/Econ	NH	Semester	IP/PL

Fall 12th Grade, College of the Siskiyous

Advance Composition – Critical Thinking, 3 units, IP

Applicant 3 - Supplemental Factors

Honors/Awards/Volunteer Work/Employment

- Associated Student Body Government (3 yrs)
 - Public Relation Officer
 - Class President
 - Student Body President
- Cougar Crazyies (1 yr)
 - Vice President
- German Exchange Program (1 yr)
- Athletes Committed (3 yrs)
- Educational Talent Search (4 yrs)
- GEAR UP (4 yrs)
- Employed - photographer/designer (4 yrs)

Personal Insight Question Responses Summary

Creative Side:

Student's home along with 150 other homes was destroyed by Boles fire in 2014. Student took pictures of homes, both burnt and those saved and shared pictures with friends/families.

Made Your School/Community Better:

Ten years ago student became aware of conditions cows are raised in. Student developed passion for natural foods and turned it into a student-run business, selling organic, non-genetically modified, and overall healthy foods to students.

Significant Challenge:

Parents were divorced, and student was homeschooled in 3rd grade. Upon returning to 4th grade he realized he was extremely behind and asked to repeat 3rd grade. Used the academic setback as motivation and in 7th grade he was able to skip forward a grade.

What makes you a strong candidate for Admission::

Student is from small town with a population of only 3,300, not many people are familiar with. It is known for its diversity and given him a strong sense of community.

Applicant 3 - Review

Campuses Applied	Berkeley	Irvine	Los Angeles	Santa Barbara
Admission Decision	Y	N	N	N
Major	Undeclared (intending to major in Business Administration)	Business Economics	Design/ Media Arts	Creative Studies: Art

SUMMARY

- Majors applied to at UCLA and UCSB require supplemental applications
- School offers only 1 AP course
- Student has sought challenging academic curricular opportunities beyond school, took 3 courses at CC
- Overall limited number of a-g courses, only 2 academic courses in senior year
- Consistency in some activities with leadership
- Significant work hours

Applicant Sample 4

❖ Francis Parker HS (San Diego): urban, private school, AP/HL courses, A-G approved course lists

❖ Major: Undeclared

❖ Family: Parent 1, Teacher, college educated, parent 2, deceased; self reported income - \$109k (family size 2)

Applicant 4 - Academic Factors

GPA

Weighted- UC 3.84

Honors

Grade 10 – 0
Grade 11 – 4
Grade 12 – 4

a-g' Courses

53

SAT with Essay

Reading/Writing 610
Math 600
Essay 6

Subject Exams

None

AP and IB Exams

<u>Date</u>	<u>Subject</u>	<u>Score</u>
5/2017	Eng Lang & Cmp	5

ACT with Writing

None Reported

Applicant 4 - Academic Factors

9th Grade, FRANCIS W. PARKER HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
B-English	English 9	NH	Full	B
C-Geometry	Geometry	NH	Full	C
D-Physics	Physics	NH	Full	B
E-LOTE Level 2	Spanish II	NH	Full	A
G-English	Creative Writing	NH	Full	A
F-Visual Arts	Photography A,B,C	NH	Trimester	NO NO B
A-World History/ Cultures/ Hist. Geography	Topics in Social Studies	NH	Full	C

10th Grade, FRANCIS W. PARKER HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
B-English	English 10	NH	Full	A
C-Algebra II	Algebra 2	NH	Full	B
D-Chemistry	Chemistry	NH	Full	A
E-LOTE Level 3	Spanish III	NH	Full	B
F-Visual Arts	3-D Art and Design A,B,C	NH	Trimester	A A A
A-World History/ Cultures/ Hist. Geography	World History	NH	Full	B
F-Visual Arts	3-D Art and Design A,B,C	NH	Semester	NO A

Applicant 4 - Academic Factors

11th Grade, FRANCIS W. PARKER HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
A-U.S. History	American History	NH	Full	A
B-English	AP English Language and Composition (AP)	AP	Full	B
C-Advanced Mathematics	Adv. Mathematics: Function Analy & Trig.	NH	Full	A
D-Biology / Life Sciences	AP Biology (AP)	AP	Full	A
E-LOTE Level 4+	Spanish 5	NH	Full	A
G-Visual & Performing Arts	3-D Art and Design D,E,F	NH	Trimester	A A A

12th Grade, FRANCIS W. PARKER HIGH SCHOOL

A-G Subject Area	Class Title	Honors	Term	Grades
A-World History/ Cultures/ Hist. Geography	AP European History (AP)	AP	Trimester	B IP PL
B-English	English 12	NH	Trimester	A IP PL
C-Advanced Mathematics	Pre-Calculus	NH	Trimester	B IP PL
C-Statistics	Statistics	NH	Trimester	A IP PL
D-Interdisciplinary Sciences	AP Environmental Science (AP)	AP	Trimester	B IP PL

Applicant 4 - Supplemental Factors

Honors/Awards/Volunteer Work/Employment

- Academic Honor Roll, grade 11
- JV Basketball (2 years)
- Poetry (writing), published in school literary magazine (4 years- 1hr/wk)
- Weightlifting (YMCA), (Sr. year 5hr/wk)
- Volunteer, youth basketball coach, YMCA, (3yrs, 3hr/wk)
- Volunteer, St. Gabriel Ethiopian Church, help with Sunday school classes, (4yr., 3hr/wk)
- Volunteer, Nazareth House, help with painting, errands (10 hours, 2 weeks)

Personal Insight Question Responses Summary

Educational Opportunities:

Diagnosed as a child with mild autism. IEP allowed him to work with extra instructors who saw potential.

Transferred to a private Catholic education as a way of receiving rigorous individualized attention.

Significant Challenge:

Talks about living with Mom and going hungry many nights due to financial problems. Did not tell Dad for fear of being taken from Mom. Mom passed away from cancer in 2012 when he went to live with Dad. Pursues education to make Mom proud and overcome poverty cycle.

Academic Subject:

Talks of love of English and reading. Writes for pleasure. Writes poetry daily.

What makes you a strong candidate for Admission:

Speaks of persistence. Beating autism, coming from a divided home, losing Mom at age 12. Parents immigrated from Ethiopia. Track record shows that he will not squander the opportunity of attending UC.

Applicant 4 - Review

Campuses Applied	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Admission Decision	N	Y	Y	N	Y	Y	N	N	N

SUMMARY

- Overcame significant educational challenges.
- Deceased parent had profound impact on student.
- Good grades in 10 and 11. Limited AP courses.
- Score of "5" on AP English exam ties nicely with demonstrated interest in English and Poetry.
- Limited Activities, some volunteer work
- Immigrant family

Resources

UC Comprehensive Review & Campus Selection Processes

<http://admission.universityofcalifornia.edu/freshman/how-applications-reviewed/index.html>

Downloadable Resources

- Quick Reference Guide to UC Admissions 2018
- Presenting Yourself on the UC Application – Freshman (PPT)
- Personal insight questions guides

<http://admission.universityofcalifornia.edu/counselors/downloadable-guides/index.html>

UC Freshmen Admission Profiles

<http://admission.universityofcalifornia.edu/freshman/profiles/index.html>

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Thank you!

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