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# 2020 Vision: Rewriting the Comprehensive Review Playbook

September 2020

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In this session we will provide a thorough overview of the UC Comprehensive Review. We will explore the 14 factors involved in the UC Comprehensive Review process and review methods used by each individual campus. We will also apply this knowledge through a discussion of specific application case studies.

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This session of the UC High School Counselor Conference sessions occurred on September 8, 2020. The presentation slide deck was created earlier.

Note: Recent legal developments related to the University's admissions process may affect the content of these materials.

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*“Any change, even a change  
for the better, is always  
accompanied by drawbacks  
and discomfort.”*

*– Arnold Bennett*

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## Comprehensive Review

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*Individualized review campus-to-campus*

*Defines merit using multiple measures of accomplishment and promise*

*Considers the context in which the applicant has demonstrated achievement*

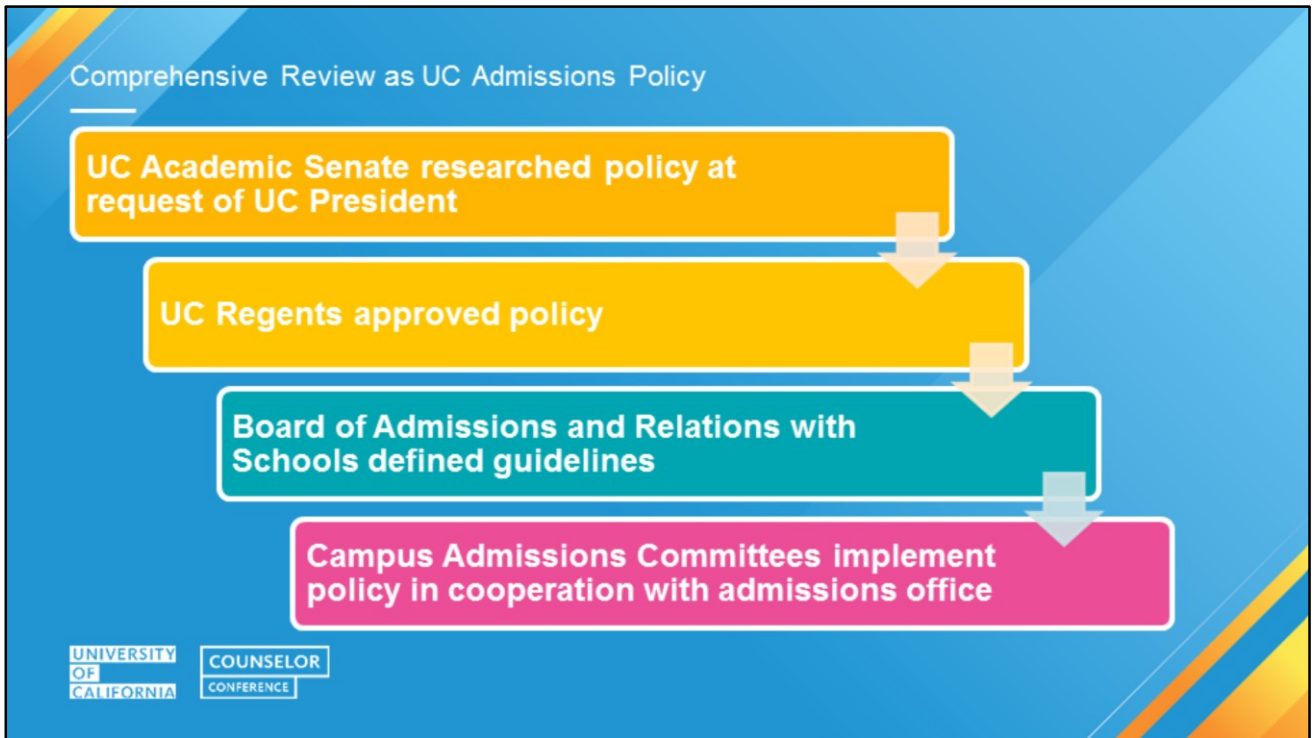
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UC admission is becoming more selective each year, and gaining admission to a UC campus requires more than just meeting minimum eligibility requirements. Typically grades and test scores are important however, the way UC determines “best qualified” goes beyond traditional academic factors. This is where Comprehensive Review comes in.

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

Understanding the “achievement in context” is a vital aspect of individual campus reviews. Comprehensive review allows UC campuses to use different aspects of the application—high school environment, academic and personal accomplishments, family environment, and other circumstances—to make more informed decisions about a particular student’s achievement in the context of opportunity and life experiences.



**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**—which they did.

**Policy was Approved by the 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).

**And then 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 over time.

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

## Factors of Comprehensive Review

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

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When calculating the GPA to determine if a student's eligibility meets/exceeds the minimum GPA requirement, we limit the number of honors points to 4 courses (8 semesters), with no more than 2 courses (four semesters) from 10th grade. This total includes college-level courses in the A-G college-preparatory subjects that are transferable to UC. This is referred to as the UC GPA.

The local faculty can choose what factors to use. Each campus has the discretion to use these factors as they see fit. This plays into the selection factor at each campus.

### **Fixed Weight**

Quantitative value placed on various criteria

### **Holistic**

Qualitative – no fixed values or weights placed on any one criteria

### **Hybrid**

Part quantitative, part qualitative

There are 3 main methodologies that the UC's use to evaluate applications: Fixed weight, holistic, and hybrid. All of these methods have evolved over time with the growth of the UC's. In a fixed weight system quantitative values are placed on various criteria. For a holistic review, a qualitative approach is taken where there is no fixed value placed on any one criteria. Finally the hybrid system marries the fixed weight and holistic approaches with both quantitative and qualitative components.



## Campus Methodologies

### Fixed Weight

Riverside

### Holistic

Berkeley

Davis

Irvine

Los Angeles

San Diego

Santa Barbara

Santa Cruz

### Hybrid

Merced

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In this slide you can see where each of our campuses falls into place. As you can see the majority of the UC campuses use a holistic review, but Merced uses a hybrid, and Riverside uses a fixed weight review.

## Similarities and Differences

### Common Features

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

### Differences

- Who reviews applications at each campus
- Volume & timeline when reviews are completed
- Number of times reviewed
- Campus selection

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Because the UC system takes a decentralized approach to admissions where each campus operates independently when making their admission decisions, the application review process will vary from campus to campus. Still, there are similarities between all the different reviews.

All admission application readers undergo extensive professional training before reading a “real” application; Continuing training may also be conducted during the read-cycle.

Internal readers are those individuals within the admissions office such as evaluators, recruitment and outreach specialists, and other admissions team members.

External readers are those individuals outside of the admissions office. These individuals are often high school counselors, teachers, or leadership; campus outreach staff such as EAOP staff; independent counselors, graduate students, department staff, alumni, etc.

All applications are reviewed regardless of whether the student meets all of the minimum admissions requirements.

Multiple reads often occur as part of various quality control measures instituted by the campuses. Each campus may have different requirements on the number of times an application is read.

The admission rates and enrollment targets vary from campus to campus, and can even vary within each campus’s colleges, divisions, or majors.

## Other External Exams

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### SAT SUBJECT TESTS

- SAT Subject Test scores may be considered if present, but are not necessarily recommended by all campuses

### ADVANCED PLACEMENT

- UC awards credit for designated AP scores of 3, 4 and 5

### INTERNATIONAL BACCALAUREATE

- UC awards credit for designated IB Higher Level (IB HL) scores of 5, 6 and 7

### GCE ADVANCED-LEVEL

- UC awards credit for designated GCE A-level grades of A, B and C

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- SAT Subject Tests, AP, and IB exams are all optional tests that students may take to demonstrate mastery of a subject and clear certain A-G subject areas.
- GCE A-level exams are required for admission for students graduating from a school following the British system of education. A-level exams typically represent competence at the first year of university-level studies in a particular subject and, in fact, are meant to be taken after a 13<sup>th</sup> year of education.

## Grades during COVID



### Temporary Grading Policy – COVID-19

- The temporary suspension of the letter grade requirement for A-G courses applies to all A-G coursework completed in winter, spring and summer 2020
- Includes coursework completed in these terms by students in 9th, 10th, and 11th grades in the 2019-2020 school year
- P/CR grades in high school courses are assumed to be equivalent to at least a C-(regardless of the individual high school's policy) and will meet A-G requirements
- P/CR grades in college courses must be equivalent to at least a C grade to meet an A-G requirement

UC is not suspending minimum grade requirements, but rather allowing students whose schools have moved to Pass/No Pass grading systems this term to continue to earn the credit they need to be eligible for UC. Students will still need to achieve the minimum GPA of 3.0 (3.4 for nonresidents) in coursework for which they are able to earn letter grade credit. High school A-G courses completed with a letter grade must be passed with a C- or better grade.

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-Address policy and redirect to other sessions for GPA calculations etc.



## Personal Insight Questions

Align to C.R. factors

Information not included in other parts of application or not fully explained

May be used for admission & scholarship processes

Used to understand student context

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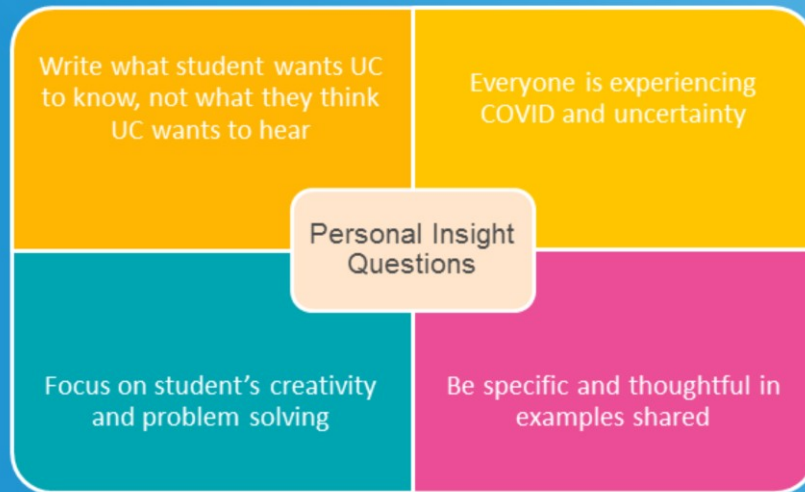
The PIQs relate to one or more of the Comprehensive Review factors and help inform admission readers of the full context of the student – family, school, accomplishments, challenges, experiences.

Students are encouraged to use the PIQs to address information that does not appear in other parts of the application, or to explain something on the application more fully. This will be especially important this year, with inability for students to engage with many common extra curricular activities and with increased hardships across the U.S.

Each of the campuses uses the PIQs to differing degrees, which points to the different methodologies and processes used at each campus.

Some campuses use the PIQs for admission, some use for scholarships and some for both.

## Personal Insight Questions in the Context of COVID-19



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The purpose of the PIQ section remains the same: for students to use their own voice to elaborate on four aspects of themselves, especially aspects that they were unable to share in other areas of the application

Some tips for students:

- Do not write what you think we want to hear
- This is about your interests, your activities, obstacles and achievements
  - EVERYONE has experienced COVID-19 and social justice movements this year. If a student decides to write about these experiences, it is pertinent they explain how these specific incidents have personally affected them, ideally in different ways than other people
  - Examples: Student athlete hoping to train for Olympics or other major competition but can no longer pursue this passion so they have begun training at home, and created a support group for other athletes. Or a student who is passionate about education and has had to find new ways to tutor peers so they created their tutoring service online, as a business or as community service
- The key to writing responses about obstacles is that the student includes a resolution, ideally one that they created
  - This demonstrates the student ability to overcome a challenge



Stop here – to take a couple of questions before transitioning to case studies

In this next section we are going to apply some of the information we have just reviewed by examining a few case studies from last year's applicant pool.

These case studies are meant to demonstrate the factors of comprehensive review. While information has been selected from real applicants, please note that not all the information on the application is included in full. Rather than deliberating admissions decisions we are going to focus on reviewing the factors used in UC Comprehensive Review.



# Case Study #1

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## Applicant One

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### Applicant Summary

- Major: Political Science
- No info on 1<sup>st</sup> Gen Status
- English/Spanish spoken in home
- Self-reported family income ~\$1K/year
- Family size: 2
- ELC designation
- Applying for EOP

### High School

- California suburban public school
- Approx. 400 grads per year
- 136 A-G courses offered
- 25 AP/HL courses offered
- ~45% complete A-G
- ~29% AP test score 3 or higher
- ~80% eligible for free meal
- ~80% first generation college
- 130+ applications to UC each year

## Applicant One – Academic Factors

GPA	
Unweighted	3.62
Weighted Capped	3.95
Fully Weighted	4.20

Honors	
Grade 10	6
Grade 11	8
Grade 12	6

A-G Count	
44 semesters	

SAT Exams	
Reading/Writing	--
Math	--
Total	--

AP Exams	
Spanish Lang	4
World History	2
U.S. History	2
Psychology	1
English Lang	PL
Macro Econ	PL
English Lit	PL

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UW GPA = Unweighted GPA  
UCW GPA = UC Weighted GPA

## Applicant One – Coursework, Grade 9-10

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### 9<sup>th</sup> Grade

Course	Honors	Grades
English 9 (H)	NH	B, A
Geometry (H)	NH	A, A
Biology (H)	HL	A, A
Spanish II	NH	A, A
Art 1A/Art 1B	NH	NO, A

### 10<sup>th</sup> Grade

Course	Honors	Grades
AP World History	AP	A, A
English 10 (H)	NH	A, B
Algebra 2 (H)	NH	A, B
Chemistry (H)	HL	A, B
AP Spanish Language & Culture	AP	B, A
Art 1A/Art 1B	NH	B, A

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## Applicant One – Coursework, Grade 11-12

### 11<sup>th</sup> Grade

Course	Honors	Grades
AP United States History (AP)	AP	A, B
AP English Language & Comp (AP)	AP	B, C
Honors Pre-calculus	HL	A, A
Physics	NH	A, A
Ceramics	NH	A, A
AP Psychology (AP)	AP	A, A

### 7/8<sup>th</sup> Grade

Course
Algebra 1

### 12<sup>th</sup> Grade

Course	Honors	Grades
U.S. Government	NH	NO, PL
AP English Lit & Composition (AP)	AP	IP, PL
Statistics	NH	IP, PL
AP Drawing (AP)	AP	IP, PL
AP Macroeconomics	AP	IP, PL

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## Applicant One – Supplemental Factors

### Honors and Awards

Award or Honor Name	Description	Type/Level
Science Fair 3 <sup>rd</sup> Place (9 <sup>th</sup> grade)	Met up with my partner after school and tested our science experiment about whether we could make batteries charge a phone. Built a charger made solely out of batteries and wires and we managed to charge a phone with it. At the science fair, we talked about our project with the judges and answered any questions they had.	Academic/ School
Good Citizenship Award (10 <sup>th</sup> Grade)	I was very communicative with my teachers and spent a lot of hours helping out the school with planning events and informing teachers and students of upcoming school events. I was chosen as the only recipient out of 40 students in my academy.	Other/ School
Additional Academic Awards	Rank 17 out of 400: 10 <sup>th</sup> Grade, Rank 16 out of 400: 11 <sup>th</sup> Grade, Principals Honor Role: 9-12. Student talks about working hard to keep grades up to meet eligibility requirements.	Academic/ School
Leadership Cheerleading Award (9 <sup>th</sup> grade)	Given by cheer captains to 2 cheerleaders who show leadership skills and are good role models. I was always at cheer practice, helping new cheerleaders, following instructions, and took the lead if the captain was not there.	Academic

## Applicant One – Supplemental Factors Continued

### Extracurricular Activities

Name	Description	Grades	Hrs/ Wk	Wks/Yr
Fitness Club	Member. Goes to club meetings outside of school to run and workout.	9	3	30
ASB	Junior class president. Represents class and helps to plan events.	10, 11	10	40
Advanced Academics Academy	Had to work hard and take specific classes, all AP/Honors courses. Mentored and acted as a role model younger students in 12 <sup>th</sup> grade, reminding them of the importance of school.	10-12	40	40
Blood Drive Committee	In charge of informing students about the drive, taking sign ups, helping to set up for the day.	10	8	2
Social Media Manager	Runs social media accounts for AAA, ASB, Class of 2020. In charge of making these reliable sources of information.	9-12	10	50
Sprit Committee	Promote school spirit, set up for tailgate, participate in games and activities.	9-12	5	40
Cheerleading	Be a positive example for classmates and be a leader. Had to learn dances and cheers, perform in front of the school at games and rallies.	9, 10	10	40

## Applicant One – Supplemental Factors Continued

### Employment

Title	Job Description	Grd Lvl	Sch Yr Hrs	Sum Hrs
Shift Lead	<p>As shift lead, I take charge if the manager isn't present, and I make sure everything runs smoothly at the restaurant. If any customers need anything, I do my best to help them out. I take orders as well and restock items that are running out. I make sure the restaurant is always clean and that the restrooms are checked every hour. I show hospitality to the owners of the restaurant when they come and make sure to take note of anything they see that's wrong and fix it.</p> <p>Employer: Chicken Shack</p> <p>Employer Description: Chicken Shack is a family-owned restaurant that has tenders and wings on their menu. There are only two restaurants, but they are expanding to other areas in California.</p>	9		
		10		
		11		30
		12	25	

**Use of Earnings:** I have used my earnings to provide for myself and I also try to help my father in Guatemala by sending him money occasionally. I buy myself food, clothing, school supplies, toiletries, etc.

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## Applicant One PIQ Review and Supplemental Factors

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### PIQ One – Educational Opportunity/Challenge

- First gen student who had to fill out their own papers because father only achieved 6<sup>th</sup> grade education.
- Had to rely on self-motivation and teachers to help them prepare for big exams.
- Took advantage of resources like teachers, online study booklets. Went to precal teacher nearly every day during lunch and after school for help.

### PIQ Two – Significant Challenge

- Student discusses father being deported.
- Had to sell fathers business and belongings to pay for immigration lawyers and legal fees.
- Student was kicked out of apartment and homeless until moving in with family friends.
- Was failing 3 courses, but ended up with just one C. Pulled all nighters to keep up.

### PIQ Three – Favorite Academic Subject

- History and its impact on youth.
- Feels that this generation is going to have an impact on history and keeps themselves well informed.
- Participated in online get out the vote campaigns and managed to get 24 people to register to vote via social media and via ASB project.

### PIQ Four – What Sets you Apart

- Student talks about life-long trauma, challenged relationship with mother, and pain killer overdose (timeframe unclear).
- Rather than return to South Carolina to live with mother, moved to California, sought out therapy and threw themselves into education. Now they're top 5 percent of class.

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## Applicant One PIQ Review and Supplemental Factors

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### Academic History Additional Comments

- Poor attendance in 2nd sem Junior year due to father's deportation and being left alone. Mental health suffered. Grade are not reflective of ability.

### EOP Comments

- Would like more support than just themselves. Student has been self supporting for nearly one year and EOP resources would be helpful.

### Additional Comments

- Additional information about father's deportation and relationship with mother.
- Although student is living with family friends, no one is supporting them financially.
- Student talks about perseverance though all of the challenges the past year, working for themselves but also to help their dad, and having a strong sense of determination.
- Student clarifies that they only selected two members of household because one was not an option.

# Poll Time!

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## Applicant Summary – Applicant One

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### **Comprehensive Review Factors Present:**

Good performance with GPA

Performance within A-G, often exceeding these standards; good rigor

Quality of the senior year maintained

ELC designation

Academic accomplishment in light of life experiences – Student addresses limits due to certain responsibilities and life challenges but still excelled academically as well as stayed involved in prep programs and volunteer work.

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Overall, this applicant showed strengths in many areas—not only did they have strong academic performance, often exceeding the minimum standards in terms of number and rigor of courses, but they maintained that performance under extraordinary circumstances. The student also does a great job of addressing limitations due to responsibilities and home and life challenges, but still managed to maintain academic performance and was heavily involved in school programs and volunteer work.

In this case, we did not have a test score available to us; however, we were able to draw on a number of comprehensive review factors to make an overall assessment of the student's ability to succeed and contribute to our campuses without one.

# Case Study #2

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## Applicant Two

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### Applicant Summary

- Major: Business Economics
- 1<sup>st</sup> Generation Student
- English spoken in home
- Self-reported family income ~\$27K/year
- Family size: 2
- Applying for EOP
- Dual Enrolled at Community College 9-12

### High School

- California public school-Urban Setting
- School Total Enrollment ~1200 students
- 123 A-G courses offered
- 43 AP/HL courses offered
- ~48% complete A-G
- ~51% eligible for free meal
- ~42% first generation college
- 150+ applications to UC each year

## Applicant Two – Academic Factors

GPA	
Unweighted	3.83
Weighted Capped	4.22
Fully Weighted	4.33

Honors	
Grade 10	6
Grade 11	9
Grade 12	11

A-G Count	
54 semesters	

SAT Exams	
Reading/Writing	620
Math	550
Total	1170

AP Exams	
Psychology	PL
CS Principles	PL
Calc AB	PL

IB Exams	
English A Lit	PL

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UW GPA = Unweighted GPA  
UCW GPA = UC Weighted GPA

## Applicant Two – Coursework, Grade 9-10

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### 9<sup>th</sup> Grade

Course	Honors	Grades
English 1,2	NH	A, A
Integrated Math II Advanced	NH	A, A
Biology 1,2	NH	A, A
Spanish 5,6	NH	B, B
Orchestra 1,2	NH	A, A

### 10<sup>th</sup> Grade

Course	Honors	Grades
AP World History	AP	A, B
Basic Creative Writ Workshop	CL	A
English 3,4 Advanced	NH	B,A
Integrated Math III, Advanced	NH	A,A
Chemistry 1,2 Honors	HL	A,A
Spanish 5-6 Advanced	NH	A,B
AVID 10	NH	A,A
College Success for Lifelong Learning	CL	A

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## Applicant Two – Coursework, Grade 11-12

### 11<sup>th</sup> Grade

Course	Honors	Grades
History of the US Black Perspectives	CL	P
History of the United States, Black Perspectives	CL	P
English IB HL 1	IB	A, P
Precalculus 1-2 Honors	HL	A, P
Ap Biology (AP)	AP	A, P
AVID 11	NH	A, P
Theory of Knowledge IB	IB	NO, P

### 12<sup>th</sup> Grade

Course	Honors	Grades
Introduction to Political Science	CL	IP
The American Political System	CL	IP
English IB HL2	IB	IP, PL
AP Calculus AB	AP	IP, PL
AP Computer Science Principles	AP	IP, PL
AP Psychology	AP	IP, PL
AVID 12	NH	IP, PL
Theory of Knowledge	IB	IP, NO

### 7/8<sup>th</sup> Grade

Course
Mathematics I
Spanish 1-2/3-4

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## Applicant Two – Supplemental Factors

### Honors and Awards

Award or Honor Name	Description	Type/Level
Precinct Captain of the American Civil Liberties Union(ACLU)	My work ranged from providing resources and information for my peers at school to pre-register to vote, to attending conferences that gave me the ability to sharpen my leadership and advocacy skills and connect with diverse activists. As a member of the ACLU coalition started up at my school, I was able to further the engagement of students uninformed about such topics.	Non-academic
Varsity Tennis -Rookie of the Year Award	I have been playing tennis for about 9 years, therefore I have dedicated a great amount of time and effort toward my playing.	Non-academic
District Attorney Ride-Along Program	My dedication and academic abilities within my classes and work on-campus allowed me to be considered for this honor. I demonstrated my interest in law through my active participation in mayoral forums and lobbying.	Academic
Academic Distinction Award	I was awarded this certificate as a result of accomplishing a 4.13 my sophomore year of high school. In order to accomplish this, I was required to take advanced courses, including honors and AP courses	Academic

## Applicant Two – Supplemental Factors Continued

### Extracurricular Activities

Name	Description	Grades	Hrs/ Wk	Wks/Yr
Fellowship Program	A highly selective academic enrichment program, which prepares highly motivated students for college and careers.	9-12	8	15
Cesar Chavez Service Club	I've participated in this organization since 2013 and held the position of president for the last two years	9-12	2	36
Varsity Tennis	I have been Captain of the Varsity Tennis team for 2 years and am ranked #2 on the team.	9-12	13	40
American Civil Liberties Union (ACLU)	I helped pass Assembly Bill 392, which requires law enforcement to only use deadly force when necessary and enforces the use of de-escalation tactics.	11-12	2	24
Varsity Basketball	As a Varsity player I guided the J.V. and Novice team, this included staying after practice and assisting them on different plays and skills. Practices are held 4 days a week from 5-7:30 in the evening and games are 2-3 days a week.	9-11	15	16

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## Applicant Two – Supplemental Factors Continued

### Employment

Title	Job Description	Grd Lvl	Sch Yr Hrs/Wk	Sum Hrs
Mentor for City Heights Learning Center	<p>My responsibilities include assisting the students in their schoolwork, helping them maintain their local garden, and cleaning up the center at the end of the day. I am looked to by the children, as a role model and friend they seek advice from. During the summer we attended swim classes where I was responsible for looking out for their safety and teaching them different skills. The key skills I am required to revolve activities around are teamwork and sportsmanship.</p> <p>Organization Description: The internship is an opportunity I applied for through the Aaron Price Philanthropies. It is a center in which students, from pre-school to middle-school, residing in a low-income housing unit can go to gain assistance on schoolwork, as well as take part in interactive activities including swimming, gardening, and art. Everything offered to the children is free of charge, and would otherwise be unattainable for their families. The children exercise a multitude of life skills such as cooking.</p>	9		
		10		
		11	3.0	
		12	7.5	

Use of Earnings: Through the Learning Center Internship, an opportunity provided by the Aaron Price Fellowship, I receive a scholarship based on my hours and will directly use it towards my education. I pursued this internship because I wanted work experience that directly impacts the community's youth development in education. Additionally, coming from a low-income, single-parent household, I wanted to take advantage of an opportunity that will enable me to pay for my college education.

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## Applicant Two PIQ Review and Supplemental Factors

### PIQ One – Leadership Experience

- President for two years of the Cesar Chavez Service Club.
- Proud accomplishment: hosting a debate between candidates for the mayor of city. Student moderated the panel and asked questions submitted from other students.
- Participated in first Chavista Congress, which was the first collaboration of all the Cesar Chavez clubs in the city.

### PIQ Two – Creative Side

- Student discusses their Ethiopian roots.
- To bridge the language gap the student learned their traditional, collective Ethiopian dance form.
- Student travelled to Ethiopia and used dance and food to connect with their family.

### PIQ Three – Educational Opportunity/Barrier

- Student got accepted to a Fellows Program, a fellowship made up of six different schools. At student's school 8 students were admitted out of 400 applicants.
- Student talked about being first-generation and being exposed to opportunities like traveling to Washington DC.
- These experiences influenced the student to be more interested in advocating for human rights.

### PIQ Four – Significant Challenge

- Student was a freshman on the Varsity Tennis Team, which was primarily returning students.
- Student ranked #2 on the team and experienced hostility from their teammates.
- Student developed an undiagnosed skin condition which the sun aggravated. Practiced with a ball machine at night and wore a turtleneck and visor during games.
- When student became Team Captain they were motivated to create a more inclusive environment.

## Applicant Two PIQ Review and Supplemental Factors

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### Academic History Additional Comments

- High school includes 3 different schools. Due to insufficient space and unavailability of certain classes within the school that I plan to graduate from, I was forced to take classes in the other schools.

### EOP Comments

- As a first-generation, and child of an immigrant residing in a low-income single-parent household, I know I will be successful in college with the extra support and resources of EOP.

### Additional Comments

- I am unable to continue on my activities/participation at this time due to COVID-19. I am engaged in some club meetings remotely, but overall my participation is limited.

# Poll Time!

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## Applicant Summary – Applicant Two

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### **Comprehensive Review Factors Present:**

Good overall performance and GPA

Performance within A-G, good rigor despite limitations in classes

Rigor of senior year maintained

Student maintains variety of participation and leadership roles for the majority of their career

Overall, a well-rounded applicant. Student clearly articulates their experiences and shares insight into who they are and their experiences, in spite of any barriers they may have experienced.

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# Case Study #3

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## Applicant Three

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### Applicant Summary

- Major: Spanish
- 1<sup>st</sup> Generation Student
- English spoken in home
- Self-reported family income ~\$169K/year
- Family size: 4
- Dual Enrolled at Community College

### High School

- California private school
- School Total Enrollment ~1100 students
- 80 A-G courses offered
- 21 AP/HL courses offered
- ~71% complete A-G
- 75+ applications to UC each year

## Applicant Three – Academic Factors

GPA	
Unweighted	3.54
Weighted Capped	3.87
Fully Weighted	4.04

Honors	
Grade 10	6
Grade 11	6
Grade 12	7

A-G Count	
50 semesters	

SAT Exams	
Reading/Writing	660
Math	660
Total	1320

AP Exams	
Eng Lan	3
Sp Lan	4
Art 2D	PL
Env Sci	PL
Statistics	PL

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UW GPA = Unweighted GPA  
UCW GPA = UC Weighted GPA

## Applicant Three – Coursework, Grade 9-10

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### 9<sup>th</sup> Grade

Course	Honors	Grades
English 9H	NH	A, A
Geometry H	NH	A, A
Biology	NH	A, A
Spanish II Native Speakers	NH	-- , B
Watercolor Painting	CL	B
Global Issues	NH	B, ---

### 10<sup>th</sup> Grade

Course	Honors	Grades
World History	NH	A, B
English 10H	NH	B, B
Algebra II H	NH	A,A
Chemistry H	HL	A,A
Spanish III Native Speakers	HL	B,B
Beg 2-D Design	CL	A
Drawing I	CL	A

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## Applicant Three – Coursework, Grade 11-12

### 11<sup>th</sup> Grade

Course	Honors	Grades
US History	NH	A, A
AP English Language and Comp	AP	B, B
Pre-Calculus Honors	HL	B,B
Physiology	NH	B,B
AP Spanish Lang and Culture	AP	A,A
Drawing and Painting	NH	A,A

### 7/8<sup>th</sup> Grade

Course
Algebra I

### 12<sup>th</sup> Grade

Course	Honors	Grades
US Government	NH	IP, PL
Intercultural Literature	NH	IP, PL
AP Statistics	AP	IP, PL
AP Environmental Science	AP	IP, PL
Acrylic Painting I	CL	IP
AP 2D Art and Design	AP	IP, PL
Ceramics IA	NH	IP, PL
Economics	NH	IP, PL

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## Applicant Three – Supplemental Factors

### Honors and Awards

Award or Honor Name	Description	Type/Level
2018 Congressional Art Competition Winner	<p><b>Requirements:</b> The Congressional Institute sponsors a nationwide high school visual art competition to recognize artists in the United States. Representative hosts this competition for their congressional district. It is open to high school students through an application, showcasing two-dimensional artwork. The entries must be original in concept and design. It is judged by a panel and there is only one winner from each district. The artwork hangs in the Capitol for a year.</p> <p><b>What You Did:</b> This award was an incredible honor. I worked for months on the piece that was selected. It was an acrylic painting of one of my mother's students titled "Imani" or "Faith" which is the meaning of her name. I took a picture of her on the playground and knew that her energy and her smile would remind people of the innocence of childhood and the faith that children have in adults to do the right thing. The contest is open to high school students and 21 schools participated with hundreds of entries.</p>	Non-academic

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## Applicant Three – Supplemental Factors Continued

### Extracurricular Activities

Name	Description	Grades	Hrs/ Wk	Wks/Yr
Boy Scouts of America	I am a Life Scout in Boy Scout Troop 915 soon to earn the rank of Eagle Scout in December. Since 10 years old, I have learned everything from how to save a life to cooking on trail. I have led my troop as the Senior Patrol Leader during summer camp in Oregon and while canoeing from Minnesota to Canada with 5 other Boy Scouts. I have mentored Scouts as they worked to advance and earn ranks. I lead 70 volunteers in completing my Eagle Scout Project at a local school garden that 300 students use.	9-12	3	52
YMCA Youth and Government Program	I have been a delegate in Culver Palms YMCA Youth and Government Program for 4 years. During my freshman year, I ran for Parliamentarian and lost. This did not deter me and I ran for the office of Executive Assistant my junior year.	9-12	8	48
Best Buddies	Every week our club has meetings during lunch. We eat together, we talk, and do activities together such as create posters, make cards, and color pictures. I make sure that I spend time with every student that comes to these meetings to let them know that they are wanted and that they are a valuable part of our school. When I see them on campus, I make sure to say hi and check in on them. This opportunity has helped to lessen the negative stigma surrounding students with special needs.	11-12	2	36
Ryman Arts	Ryman Arts is a fine arts nonprofit education program offering intensive out-of-school studio art instruction to students that are accepted. Classes are taught by professional artists on the weekends on college campuses. I participated in this program for 3 semesters.	10-11	10	20

## Applicant Three PIQ Review and Supplemental Factors

### PIQ One – Leadership Experience

- Student was a boy scout since elementary school.
- Leadership Roles in Troop: Patrol Leader, Assistant Patrol Leader and Senior Patrol Leader.
- Student was a Senior Patrol Leader on a trip in Oregon with 40 scouts. Helped scouts cope with loss as two of the scout's parents passed away suddenly and left camp.

### PIQ Two – Creative Side

- Student discusses their expression of creativity through painting.
- Student pursued this passion by taking classes at a studio close to where they lived and went to school.
- Student won Congressional Art Contest in Washington DC.

### PIQ Three – Significant Challenge

- Student shares how disease has been a predominant part of their life.
- Their mom was a cancer survivor, their dad survived a heart attack, one grandma suffered from Multiple Sclerosis while another suffered from Parkinson's.
- These experiences led the student to rely on art as a medium of expression. Student shares how these experiences have led the student to be kinder.

### PIQ Four – Bettering School/Community

- Student participated in local YMCA and City's Youth and Government program, allowing students to serve in model governments at the local, state and national level.
- The program takes its students to Sacramento annually, where the student feels they have learned skills to better communicate and contribute to their school and community.



## Applicant Three PIQ Review and Supplemental Factors

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### Academic History Additional Comments

- Student is a member of the Academy of Visual and Performing Arts in the Fine Arts Department.
- Student has participated in this program for all four years by creating artwork for shows, contests and production.
- This program is considered a 7th period course.

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## Applicant Summary – Applicant Three

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### **Comprehensive Review Factors Present:**

Good overall performance and GPA

Performance within A-G, average-good rigor

Rigor of senior year maintained

Student maintains consistent participation in activities

Overall, a good applicant. Student shares different areas of interest and experiences that contributed to their career throughout application.

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## Campus Comprehensive Review Resources

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**Berkeley:** <https://admissions.berkeley.edu/freshmen-requirements>

**Davis:** <https://www.ucdavis.edu/admissions/undergraduate/freshman#infobox>

**Irvine:** <https://www.admissions.uci.edu/apply/freshman.php>

**Los Angeles:** [http://www.admission.ucla.edu/Prospect/Adm\\_fr/FrSel.htm](http://www.admission.ucla.edu/Prospect/Adm_fr/FrSel.htm)

**Merced:** <https://admissions.ucmerced.edu/first-year/selection-process>

**Riverside:** <https://admissions.ucr.edu/freshman#apply>

**San Diego:** <https://admissions.ucsd.edu/first-year/application-review.html>

**Santa Barbara:** <http://admissions.sa.ucsb.edu/apply/freshman/selection>

**Santa Cruz:** <https://admissions.ucsc.edu/apply/freshman.html>

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THANK YOU

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