

**COMMITTEE ON ADMISSIONS AND FINANCIAL AID  
Report on the UCSC Comprehensive Review Plan**

**To the Academic Senate, Santa Cruz Division:**

The Committee on Admissions and Financial Aid (CAFA) has worked for the past two years on the UCSC plan for comprehensive review of freshman applications. This plan will be essential when the campus becomes selective, probably for the entering class of Fall 2004 or 2005. We report here the guiding principles used, and the specific criteria and their relative weighting, which compose the heart of the plan. The current plan will be tested with the freshman applicant pool for fall 2003, and modified as necessary. The appendix includes the official 14 criteria for consideration in comprehensive review. These have been regrouped to give 11 criteria in the UCSC plan. In arriving at the final version of the plan we solicited input from the members of the Senate through email requests and a forum, held in November 2002.

**GUIDING PRINCIPLES FOR COMPREHENSIVE REVIEW AT UCSC**

The following plan for comprehensive review at UCSC is based on University of California wide policies, from the California Master Plan for Higher Education, and the principles of comprehensive review as adopted by The Regents in November 2001 as outlined in this section. Within this UC-wide framework specific criteria for admission to UCSC are given in the following section.

The University of California is committed to provide a place within the University for all eligible applicants who are residents of California, and to achieve a student body that both meets the University's high academic standards and encompasses the cultural, racial, geographic, economic, and social diversity of California itself.

Comprehensive review is the process by which students applying to UC campuses are evaluated for admission using multiple measures of achievement and promise, while considering the context in which each student has demonstrated accomplishment.

The admissions process honors academic achievement and accords priority to students of high academic accomplishment. At the same time, merit is assessed in terms of the full range of an applicant's academic and personal achievements and likely contribution to the campus community, viewed in the context of the opportunities and challenges that the applicant has faced.

The admissions process will select those students who demonstrate high academic achievement and exceptional personal talent, and a strong likelihood that they will persist to graduation. Consistent with the framework of the California Master Plan, we will select students from the full range of the top 12.5 percent of the University of California eligibility pool.

We seek to admit and enroll students who have demonstrated a desire to use their education to make a contribution to the cultural, scientific, and political life of California, the United States and the broader international community.

## FRESHMAN SELECTION CRITERIA AT UCSC

The UCSC Committee on Admissions and Financial Aid (CAFA) has also established the following additional principles: the selection process should clearly state the weighting of criteria; students should be selected without regard to the major listed on the application; and the process should be cost effective.

CAFA will annually review, evaluate and revise (when necessary) these guidelines in order to ensure that the campus-specific goals of admitting and enrolling a student body of high academic and personal achievement are met.

In accord with University of California admissions guidelines on admissions criteria, selection of eligible freshman applicants at UCSC will be based on the following criteria with the weightings shown.

### WEIGHTING OF CRITERIA

	Criterion	Weight	Max. points	Comments
1	High School Grade Point Average	UC GPA x 1000	4400	Best predictor of UC success
2	SAT I (Verbal, math)* SAT II (English, Math, Other) *note: ACT score will be converted to composite SAT I score	(Sum of scores for each + score of best SAT II subject) x 0.5	2400	Second best predictor of UC success
3	Number of academic courses (a-g) passed beyond the minimum UC requirements	0,100,200,300	300	UCSC mean is 43: 30-37 – 100, 38-45 – 200, >45 - 300
4	The number of University approved honors courses, College Board Advanced Placement courses, International Baccalaureate courses, and transferable college courses completed.	0,100,200,300	300	UCSC mean is 9, 1-5 – 100, 6-11 - 200, >12 - 300
5	Outstanding performance in one or more specific <i>academic</i> subject and/or outstanding work in one or more special projects in any <i>academic</i> field of study.	0,250,500	500	Not necessarily in the HS curriculum, e.g. after-school classes, performing arts, science fairs

6	Eligible in the Local Context (top 4% of HS)	0,400	400	The ELC program reflects high academic grade point average, regardless of the educational opportunities available in the applicant's school.
7	Recent, marked improvement in academic performance	0, 100,200	200	Especially from 11-12 <sup>th</sup> grade for 200 points
8	Applicants attending HS from lowest two quintiles Historically low sending rates to UCSC from HS from highest three quintile HSs	0,300 0,150	300	To reflect limited opportunities for honors and advanced courses To provide for geographic diversity
9	Applicant is first generation to attend college	0,300	300	First generation college students have been defined by UC as those students for whom neither parent completed a 4-year degree.
10	Special talents, achievements, and awards, or unusual promise for leadership, in <i>non-academic</i> activities, including athletics and community/volunteer service	0,250,500	500	Non-academic achievements: 500 points for very exceptional achievements

11	Special circumstances, which may include disabilities, low income family, need to work, difficult personal and family situations or circumstances, loss or serious illness of parent, refugee status, or veteran status.	0,100,200,300,400	400	Applicants will have shown persistence, resiliency, determination and motivation to overcome a major life challenge to complete academic preparation for college, and thus indicate academic progress despite these circumstances.
		TOTAL	10,000	

**APPENDIX**

The following criteria provide a comprehensive list of factors campuses may use to select their admitted class. Based on campus-specific institutional goals and needs, admissions decisions will be based on a broad variety of factors to ensure attainment of the goals set forth in the 1988 University of California Policy on Undergraduate Admissions and RE-28.

1. Academic Grade Point Average (GPA) calculated on all academic courses completed in the subject areas specified by the University's eligibility requirements (the a-f subjects), including additional points for completion of University certified honors courses (see 4, below). It is recommended that the maximum value allowed for the GPA shall be 4.0.
2. Scores on the following tests: the Scholastic Assessment Test I or the American College Test, and the College Board Scholastic Assessment Test II: Subject Tests.
3. The number, content of, and performance in courses completed in academic subjects beyond the minimum specified by the University's eligibility requirements.
4. The number of and performance in University approved honors courses, College Board Advanced Placement courses, International Baccalaureate courses, and transferable college courses completed. It is recommended that caution be exercised in order not to assign excessive weight to these courses, especially if considerable weight already has been given in the context of 1, above. Additionally, in recognition of existing differences in availability of these courses among high schools, it is recommended that reviewers assess completion of this coursework against the availability of these courses at the candidate's secondary school.

5. Being identified as eligible in the local context, by being ranked in the top 4% of the class at the end of the junior year, as determined by academic criteria established by the University of California.
6. The quality of the senior year program, as measured by type and number of academic courses (see 3 and 4, above) in progress or planned.
7. The quality of academic performance relative to the educational opportunities available in the applicant's secondary school.
8. Outstanding performance in one or more specific academic subject areas.
9. Outstanding work in one or more special projects in any academic field of study.
10. Recent, marked improvement in academic performance, as demonstrated by academic grade point average and quality of coursework (see 3 and 4, above) completed and in progress, with particular attention being given to the last two years of high school.
11. Special talents, achievements, and awards in a particular field, such as in the visual and performing arts, in communication, or in athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; or experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the applicant's promise for contributing to the intellectual vitality of a campus.
12. Completion of special projects undertaken either in the context of the high school curriculum or in conjunction with special school events, projects or programs co-sponsored by the school, community organizations, postsecondary educational institutions, other agencies, or private firms, that offer significant evidence of an applicant's special effort and determination or that may indicate special suitability to an academic program on a specific campus.
13. Academic accomplishments in light of the applicant's life experiences and special circumstances. These experiences and circumstances may include, but are not limited to, disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status, or veteran status.
14. Location of the applicant's secondary school and residence. These factors shall be considered in order to provide for geographic diversity in the student population and also to account for the wide variety of educational environments existing in California.

Respectfully submitted,

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