

## COMPLIANCE AUDIT CHECKLIST FOR REACCREDITATION

**Name of Institution:** University of California Davis

**Review Date:** 2/25/2013

**Instructions to institution:**

Please provide a link to each document designated below. Be sure that the reviewer will be able to see where this document is published. If you do not have the exact document that is specified but have some comparable document, please provide a link to that document.

We expect to conduct this initial compliance audit for all accredited institutions once. In subsequent reaccreditation reviews, you will be asked to update the documents if they have been revised.

**Instructions to team:**

Please attach this form to the team report. Missing documents should be noted in the recommendations section of the team report as appropriate.

CFR	Documents Required	Link to Website or Document Portfolio	WASC Check
1.1	Mission statement	<a href="#">UC Mission Statement</a> <a href="#">UC Davis Philosophy of Purpose</a> <a href="#">UC Davis Vision of Excellence</a>	
1.2	Educational objectives at the institutional and program levels	<a href="#">Educational Objectives for Students</a> <a href="#">Undergraduate Program Learning Outcomes</a> <a href="#">General Education Objectives</a> <a href="#">Objectives for Graduate Education</a>	
1.2.1	Public statement on student achievement (retention/graduation, student learning)	<a href="#">UC Davis Profile</a> <a href="#">UC Davis Facts</a> <a href="#">Provost's Dashboard</a> <a href="#">Freshman Retention and Graduation Rates</a> <a href="#">Transfer Retention and Graduation Rates</a>	
1.3	Organization chart (Also see 3.8, 3.9, 3.10)	<a href="#">Office of the Chancellor</a> <a href="#">Administrative and Resource Management</a>	
1.4	Academic freedom policy	<a href="#">Academic Freedom (APM-010)</a> <a href="#">Faculty Code of Conduct (APM-015)</a>	
1.5	Diversity policies and procedures; procedures for accommodations re disabilities	<a href="#">Regents' Policy on Diversity</a> <a href="#">UC Diversity Statement</a> <a href="#">Office of Campus Community Relations</a> <a href="#">Diversity Resources</a> <a href="#">General Education Diversity (see 2a)</a> <a href="#">Campus Climate: Race and Ethnicity</a> <a href="#">Student Disability Center</a> <a href="#">Guidelines Applying to Nondiscrimination on the Basis of Disability (PACAOS-140)</a> <a href="#">Policy on Nondiscrimination (PACAOS-20)</a>	
1.6	Documents setting forth the authority of a corporate, governmental, religious organization or system that is affiliated with the accredited institution	<a href="#">California Constitution Article 9 Education</a> (see Section 9)	
1.7	Catalog (online <u>x</u> , hard copy <u>  </u> ) with complete program descriptions, graduation requirements, grading policies (X 2.10.1)	<a href="#">UC Davis General Catalog 2012-14</a>	

1.7.2	Student complaint and grievance policies	<a href="#">Policy on Student Grievance Procedures</a> <a href="#">Student Rights and Responsibilities (PPM 280-01)</a> <a href="#">Student Complaints (PPM 280-05)</a> <a href="#">Student Rights and Grievances</a> <a href="#">Privacy and Disclosure of Information from Student Records (PPM 320-21)</a> <a href="#">Sexual Harassment (PPM 380-12)</a> <a href="#">Student Disability Center Appeals Procedure</a> <a href="#">Graduate Student Bill of Rights and Responsibilities</a> <a href="#">Disqualification and Appeal Procedures for Graduate Students</a>	
1.7.2.1	Grade appeals policy	<a href="#">Grade Changes Information and Grievances</a> <a href="#">Grade Grievances</a> <a href="#">Grade Change Committee Guidelines</a>	
1.7.2.2	Records of student grievances	<a href="#">Privacy and Disclosure of Information from Student Records (PPM 320-21)</a> <a href="#">Records of Sexual Harassment Grievances (PPM 380-12, see item VI.B.5)</a>	
1.7.3	Faculty grievance policies	<a href="#">Senate Bylaw 335 -- Grievances</a> <a href="#">Faculty Code of Conduct (APM-015)</a> <a href="#">Procedures for Faculty Misconduct Allegations (UCD-015)</a> <a href="#">Non-Senate Appointees Grievances</a> <a href="#">Grievance Procedures, Non-Senate Faculty</a> <a href="#">Davis Senate Bylaw 87, Privilege and Tenure</a> <a href="#">Senate Committee on Privilege and Tenure</a>	
1.7.3.1	Record of faculty grievances	<p>Academic Affairs maintains faculty grievance records indefinitely.</p> <p>The Academic Senate maintains Privilege and Tenure Committee grievance records for five years following closure of each case.</p>	
1.7.4	Staff grievance policy	<a href="#">Complaint Process</a> <a href="#">Complaint Resolution</a> <a href="#">Resolution of Concerns -- Managers</a> <a href="#">Resolution of Concerns -- Senior Managers</a> <a href="#">Collective Bargaining Contracts</a>	
1.7.4.1	Record of staff grievances	<a href="#">Staff Grievance Files Disposition</a>	
1.7.5	Employee handbook, if available	<a href="#">Employee Resources</a> <a href="#">Employee Toolkit</a> <a href="#">Graduate Student Employment Handbook</a>	
1.7.6.1	Up-to-date student transcripts with key that explains credit hours, grades, levels, etc.	<a href="#">Transcript Information</a> <p>Transcript Legend</p> <p>Undergraduate Transcript</p> <p>Graduate Transcript</p>	

1.7.6.2	Admissions records that match stated requirements; complete files	Freshman Holistic Review Manual Freshman Holistic Review Profile (example) Freshman High School Transcript (example) Freshman Finalization Procedures Freshman Finalization Profile (example) Freshman Credit Summary (example) Evaluating Using the Transfer Profile Transfer Evaluation Profile (example) Transfer Verification Process Transfer Finalization Process Transfer Finalization Profile (example) Transfer Credit Summary (example)	
1.7.6.3	Policies and procedures to protect the integrity of grades	<a href="#">Policy on Student Conduct and Discipline (PACAOS-100)</a> <a href="#">Code of Academic Conduct</a> <a href="#">Administration of Student Discipline</a>	
1.7.6.4	Tuition and fee schedule	<a href="#">UC Davis Student Fees</a>	
1.7.6.5	Tuition refund policy	<a href="#">Fee Refunds</a>	
1.7.6.6	Policy on credit hour/award of credit; processes for review of assignment of credit; review of syllabi/equivalent for all kinds of courses	<a href="#">Committee on Courses of Instruction: Credit for Courses</a>	
1.7.6.7	Policy on human subjects in research, if applicable	<a href="#">Research Involving Human Subjects: Policies</a> <a href="#">Institutional Review Board Administration</a> <a href="#">Human Research Protection Program Plan</a>	
1.8	Independent annual audits of finances (also see CFR 3.5)	<a href="#">UC A-133 Audit Report 2010-11</a> <a href="#">UC A-133 Audit Report 2009-10</a> <a href="#">Audit Reports List</a>	
1.9	Policies to ensure that WASC substantive change policies are followed	<a href="#">Ethics, Compliance and Audit Services</a> <a href="#">Approval Process for Academic Programs</a> <a href="#">UC Davis ALO Responsibilities</a>	
1.9.1	Documents relating to investigations of the institution by any governmental entity and an update on the status of such investigation;	Pending Investigations	
1.9.2	List of pending legal actions by or against the institution, including a full explanation of the nature of the actions, parties involved, and status of the litigation	Pending Legal Actions	
2.1	List of degree programs, showing curriculum and units for each (also see CFR 1.7 )	<a href="#">Degree Requirements</a> <a href="#">Index to Major Degree Programs</a> <a href="#">Graduate Programs of Study</a>	
2.2	Syllabi for all courses offered	Selected examples: <a href="#">Anthropology</a> <a href="#">Electrical and Computer Engineering</a> <a href="#">Food Science and Technology</a> <a href="#">Community and Regional Development</a> <a href="#">Computer Science</a> <a href="#">English</a> <a href="#">Human Development</a> <a href="#">Mathematics</a> <a href="#">Philosophy</a> <a href="#">Physics</a> <a href="#">University Writing Program</a>	
2.2.1	For bachelor's degrees: General education requirements (Also see CFR 1.7)	<a href="#">General Education Requirements</a> (General Catalog) <a href="#">General Education Requirements</a> (Website)	
2.3	Student learning outcomes for every program	<a href="#">Program Learning Outcomes</a>	

2.4	Grading standards	<a href="#">Grades</a> <a href="#">Senate Grading Regulation (A540)</a>	
2.5	Class participation policies if available	Only on a course by course basis	
2.6	Placement data if available	<a href="#">Educational and Occupational Outcomes, 2007-08 Graduates</a>	
2.7	Program review process/guidelines	<a href="#">Undergraduate Instruction and Program Review</a> <a href="#">Undergraduate Program Review Template</a> <a href="#">Undergraduate Program Review Guidelines</a> <a href="#">Graduate Program Review</a> <a href="#">Administrative Unit Reviews</a>	
2.7.1	Schedule of program review (including reviews of non-academic units)	<a href="#">Undergraduate Program Review Schedule</a> <a href="#">Graduate Program Review Schedule</a> (click on "Schedule of Program Reviews") Non-academic units are reviewed frequently on an as-needed basis, with no fixed schedule	
2.8	Policies re faculty scholarship and creative activity	<a href="#">Appointment and Promotion (APM-210)</a> <a href="#">Professor Series (APM 220)</a>	
2.9	-	-	-
2.10	-		
2.10.1	Data on retention and graduation, overall and disaggregated (link to the standard templates for retention/graduation reports)	<a href="#">Freshmen Graduation and Retention Rates</a> <a href="#">Transfer Graduation and Retention Rates</a> UG Retention-Graduation Rate Report Grad Retention-Graduation Rate Report	
2.10.2	Collection and analysis of grades at the course or program level, as appropriate	Grade distribution data is provided to programs for analysis during program review <a href="#">Undergraduate Program Review Template</a>	
2.10.3	Policy on student evaluation of faculty	<a href="#">Appointment and Promotion (APM-210)</a> <a href="#">Course Evaluations</a> <a href="#">Report of Special Committee on Student Evaluation of Teaching, 2010</a>	
2.10.4	Forms for evaluation of faculty by students	Examples of Evaluation Forms	
2.11	List of student services and co-curricular activities	<a href="#">Student Life at UC Davis</a> <a href="#">Graduate Student Life and Resources</a> <a href="#">Graduate Student Guide</a>	
2.11.1	Financial aid policy and procedures	<a href="#">UC Financial Aid Policy</a> <a href="#">Financial Aid</a> (Catalog Description) <a href="#">Financial Aid Office</a>	
2.12	Academic calendar (also see CFR 1.7 catalog)	<a href="#">Academic Calendar</a>	
2.13	Recruitment and advertising material for the last year, including scripts for recruitment	<a href="#">Undergraduate Admissions</a> Freshman Admission Presentation Transfer Admission Presentation Campus Tour Script <a href="#">Graduate Admissions</a>	
2.13.1	Procedures for students to register	<a href="#">Registration</a> : Catalog information <a href="#">Registration Information</a> : Registrar's Office	
2.14	Policy on transfer of credit	<a href="#">Undergraduate Transfer Credit</a> <a href="#">Graduate Residence and Transfer Credit</a>	
3.1	Staff development policies	<a href="#">Staff Development</a>	
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program (link to relevant data exhibit)	<a href="#">Catalog Index to Degree Programs</a> : select program for list of faculty <a href="#">Academic Personnel Attributes Chart</a> Table 4.2 Faculty Headcount	



3.3	Faculty hiring policies if available	<a href="#">Academic Appointments, Merits and Promotions</a> <a href="#">Instructions to Appointment and Promotion Committees (APM 210)</a> <a href="#">Appointment and Promotion, Professor Series (APM 220)</a> <a href="#">Appointment and Promotion (APM UCD-220)</a>	
3.3.1	Faculty evaluation policy and procedures (Also see CFR 2.10)	See 3.3 above	
3.3.2	Faculty handbook or equivalent	<a href="#">UC Faculty Handbook</a> <a href="#">Faculty Guide</a>	
3.4	Faculty development policies	<a href="#">Sabbatical Leaves</a> <a href="#">Faculty Training and Development</a> <a href="#">Department Chair Training and Development</a> <a href="#">Handbook for Chairs and Directors</a> <a href="#">Graduate Faculty Adviser's Handbook</a> <a href="#">Graduate Program Workshops</a>	
3.4.1	Faculty orientation policies and procedures	<a href="#">New Faculty Workshop</a>	
3.4.2	Policies on rights and responsibilities of non-full-time faculty	<a href="#">Appointment and Promotion, Professor Series (APM 220)</a> <a href="#">Appointment and Promotion (APM UCD-220)</a> <a href="#">Lecturer and Senior Lecturer (APM-283)</a> <a href="#">Agreement for the Lecturers Unit (IX)</a> <a href="#">Adjunct Professor Series (APM-280)</a>	
3.4.3	Statements concerning faculty role in assessment of student learning	<a href="#">UC Way to Educational Effectiveness</a> Faculty role implicit in: <a href="#">Duties, Powers, and Privileges of the Academic Senate</a> <a href="#">Office of Academic Assessment</a>	
3.5	Last two years audited financial statements (Also see CFR 1.8)	<a href="#">UC Independent Audit Report 2010-11</a> <a href="#">UC Independent Audit Report 2009-10</a>	
3.5.1	List of financial records maintained	List of financial records contained in: <a href="#">UC Davis Financial Report 2011</a>	
3.5.2	Last two years' financial aid audits	<a href="#">UC A-133 Audit Report 2010-11</a> <a href="#">UC A-133 Audit Report 2009-10</a>	
3.5.3	Last federal composite score if applicable	Not required for a public institution as described in: <a href="#">Federal Regulation Title 34, Part 668.171</a>	
3.5.4	Last report of two- and three-year cohort default rates	<a href="#">Default Rates Two-Year</a> (search for OPE-ID 001313) <a href="#">Default Rates Three-Year</a> (search for OPE-ID 001313)	
3.5.5	Campus maps	<a href="#">Campus Map</a>	
3.6	Inventory of technology resources for students and faculty	<a href="#">Computing Resources</a> <a href="#">Faculty Technology Guide</a> <a href="#">Student Computing</a> <a href="#">The Wheel</a>	
3.6.1	If online or hybrid courses, information on delivery method	Currently in pilot processes, delivery methods discussed in the following: <a href="#">Designing Courses for Hybrid Delivery</a> <a href="#">Committee on Courses of Instruction: Online or Hybrid Courses</a>	
3.6.2	Library data/holdings, size	<a href="#">Facts About the Library</a>	

3.7	Inventory of technology resources and services for staff	<a href="#">IET Staff Support</a>	
3.8	Organization chart (Also see CFRs 1.3 and 3.1)	<a href="#">Office of the Chancellor</a> <a href="#">Administrative and Resource Management</a>	
3.9	List of governing board members	<a href="#">UC Regents</a>	
3.9.1	Governing board member biographical information	<a href="#">Biographies of the UC Regents</a>	
3.9.2	List of governing board committees with members	<a href="#">Standing Committees of the UC Regents</a>	
3.9.2.1	Minutes of board meetings for last two years	<a href="#">Minutes of the UC Regents</a>	
3.9.2.2	Governing board bylaws and operations manual	<a href="#">Bylaws of the UC Regents</a>	
3.10	CEO biographical information	<a href="#">Chancellor Biography</a>	
3.10.1	CFO biographical information	<a href="#">Provost and Executive Vice Chancellor Biography</a>	
3.10.2	Other senior administrators' biographical information (e.g., cabinet, VPs, Provost)	<a href="#">Vice Chancellors</a> <a href="#">Deans</a> <a href="#">Vice Provosts</a>	
3.10.3	Policy and procedure for the evaluation of president/CEO	<a href="#">Regents Policy 7306: Performance of Officers</a> <a href="#">Senior Management Group Review Process</a> <a href="#">Senate Review of Chancellors</a> <a href="#">Senate No Confidence Vote Options</a>	
3.11	Faculty governing body charges, bylaws and authority if applicable	<a href="#">Shared Governance</a> <a href="#">Code of the Academic Senate</a>	
3.11.1	Faculty governance organization chart if applicable	<a href="#">Senate Davis Division Organization Chart</a> <a href="#">Senate Davis Division Leadership</a>	
3.11.2	Minutes of the last year's faculty meetings	<a href="#">Senate Representative Assembly</a> <a href="#">Senate Committee Information Search</a> (search tool for all committee reports)	
4.1	Strategic plan	<a href="#">Vision of Excellence Plan</a>	
4.1.1	Operations plan	<a href="#">2020 Initiative</a> <a href="#">Organizational Excellence Initiative</a>	
4.1.2	Academic plan	<a href="#">Academic Plans</a>	
4.1.3	Technology plan	<a href="#">Information Technology Excellence</a>	
4.1.4	Facilities plan	<a href="#">Campus Progress: Planning</a> <a href="#">Major Capital Improvement Program</a>	
4.2	Description of planning process	<a href="#">UCOP Academic Planning</a> <a href="#">Administrative Decision-Making Process</a> <a href="#">Example: 2020 Initiative Work Plan</a>	
4.2.1	Process for review and monitoring of strategic plan/metrics	<a href="#">Vision Plan Goals and Metrics</a> <a href="#">ARM 2011 Supporting Vision of Excellence</a> <a href="#">Provost 2011 Supporting Vision of Excellence</a>	
4.3	-	-	-
4.4	New program approval process	<a href="#">Regent's Standing Order 105.2(b)</a> <a href="#">UC Compendium</a> <a href="#">Establishment or Revision of Academic Degree Programs (PPM 200-25)</a> <a href="#">Approval Process for Academic Programs</a> <a href="#">Undergraduate Council Charge 121.B.3</a> <a href="#">Establishment of Graduate Programs</a>	

4.4.1	Program review process (Also see CFR 2.7)	<a href="#">Undergraduate Instruction and Program Review</a> <a href="#">Undergraduate Program Review Template</a> <a href="#">Undergraduate Program Review Guidelines</a> <a href="#">Graduate Program Review</a>	
4.5	Description of institutional research function and staffing	<a href="#">Budget and Institutional Analysis</a>	
4.6	Process for review and analysis of key data, such as retention, graduation (Also see CFR1.2)	UG Retention-Graduation Rate Report Grad Retention-Graduation Rate Report <a href="#">Graduate Program Evaluation Metrics</a> <a href="#">Graduate Studies Data Reports</a> <a href="#">Provost's Dashboard</a>	
4.7	-	-	-
4.8	List of major industry or other advisory committees	<a href="#">College of Agricultural and Environmental Sciences</a> <a href="#">College of Letters and Science</a> <a href="#">College of Biological Sciences</a> <a href="#">College of Engineering</a> (scroll to bottom) <a href="#">Department of Biological and Agricultural Engineering</a> <a href="#">Department of Biomedical Engineering</a> <a href="#">Department of Computer Science</a> <a href="#">Department of Electrical and Computer Engineering</a> <a href="#">School of Education</a> <a href="#">Graduate School of Management</a> <a href="#">School of Nursing</a> <a href="#">School of Veterinary Medicine</a>	

Team Comments:

Accuracy and Availability of Records: Team Only		
	Policies and procedures for students, faculty and staff are stated consistently in all media	
	Policies, procedures, and information are readily available to relevant constituents	
	Records are accurate and up to date	

Team Comments:

# UCUES 2010

## Campus Climate: Race & Ethnicity

By

*Gillian Butler*  
*Susan Wilcox*

September 2011

## Executive Summary

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In May 2010, UC Davis participated in the University of California Undergraduate Experience Survey (UCUES), a UC-wide census of all undergraduates at the nine general campuses. The survey included a number of items that addressed dimensions of campus climate. This report compares perceptions of campus climate at UC Davis with that of the other UCs, and examines differences in the perceptions of UC Davis students as categorized by race and/or ethnicity.

On multiple measures of general campus climate, our undergraduates' ratings of UC Davis are near the highest ratings of campus climate among the UCs. Our campus received especially high ratings as friendly and caring.

Among the UC campuses:

- UC Davis does not differ substantively from the highest-rated UC campus on perceptions that *Students of my race/ethnicity are respected on this campus*. UC Davis students' ratings on this item are also substantively higher than at the lowest-rated campus.
- UC Davis students report substantively lower frequencies of negative or stereotypical expressions about race or ethnicity by faculty, staff, or their fellow students than students at the campus with the highest reported frequencies of such expressions.

Within UC Davis:

- White and Chicano-Latino students are significantly more likely to agree *I feel that I belong at this campus*, and African American and Asian students are least likely. Among Asian subgroups, Filipino and East Indian/Pakistani students are more likely to feel that they belong than most other Asian sub-groups.
- White students are significantly more likely than Asian students to agree that *I feel valued as an individual on this campus*.
- African American students are most likely to agree *Diversity is important to me* while White students are least likely to agree. Among the Asian sub-groups, Chinese students are least likely to agree that *Diversity is important to me*.
- African American students are least likely to characterize UC Davis campus as *tolerant*.
- Among the Asian sub-groups, East Indian/Pakistani are most likely to perceive the UC Davis campus as *safe, tolerant, caring and friendly* while Korean student consistently give the campus lower ratings on these dimensions of campus climate.
- African American students are less likely to agree that students of their race/ethnicity are respected on this campus than all other racial/ethnic groups.

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## Introduction

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Campus climate is a multi-faceted concept. One definition of campus climate is:

*Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.\**

Spring quarter 2010, UC Davis participated in the *University of California Undergraduate Experience Survey (UCUES)*, a UC-wide census of all undergraduates at the nine general campuses. The survey includes a number of items that address dimensions of campus climate. The survey consisted of a “Core” of questions answered by all respondents and several “modules” to which respondents were randomly assigned, each of which focused on a particular facet of the undergraduate experience. Both the survey Core and the Student Development module contained items that addressed campus climate along several dimensions, and these are the focus of this report. In particular, this report examines campus climate as it relates to student race and ethnicity.

In 2010 a total of 10,795 UC Davis students responded to the survey, for a campus response rate of 46.5% †. At UC Davis, 45% of students were asked to complete the Student Development module; 5,196 responded (49.4% response rate). The survey items referenced in this report and the number of students responding to each is included in the Appendix.

The 2010 administration of the UCUES survey came on the heels of several events with large impacts on the student population throughout the UC system. Faced with unprecedented budget shortfalls and declines in state support, on November 19, 2009 the UC Board of Regents enacted a mid-year fee increase of 15% for 2009-10 and an additional 15% increase for the 2010 academic year.

In the winter of 2010 UC Davis experienced a number of troubling incidents that shocked the campus community and brought campus climate into daily conversation. Several swastikas were found spray painted on the UC Davis campus, one on the door of a Jewish student’s room in a campus residence hall. Hateful words were spray painted on the door of the Lesbian, Gay, Bisexual, Transgender Resource Center (LGBTRC). An opinion article in the *Aggie*, *The Rise of the Girly Men*, evoked far-reaching campus conversation about the devaluation of attributes associated with women. News of hateful incidents on other UC campuses added to the distress of underrepresented student communities on the Davis campus and throughout the UC system.

### A Note Concerning Methodology

For intercampus comparisons of UCUES findings on campus climate, a committee of UC institutional researchers agreed upon two standards for real, *substantive* differences: for mean ratings a difference of 0.2 or more, and for percentage values a difference of 5% or more are considered noteworthy and of practical significance. These standards are used in this report to assess differences

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\* <http://www.provost.wisc.edu/climate/what.html>

† Demographics of the survey population and the respondents for UCUES 2010 are shown in Appendix Table A1.

between UCs. For intracampus comparisons, a standard measure of statistical significance is employed.

Demographics of the survey population and the respondents for UCUES 2010 are shown in Appendix Table A1. The survey items referenced in this report and the number of students responding to each are also included in the Appendix. Detailed response frequency distributions for all UCUES survey items are available at: <http://www.sariweb.ucdavis.edu/UCUES/frequencies.htm>.



## Results

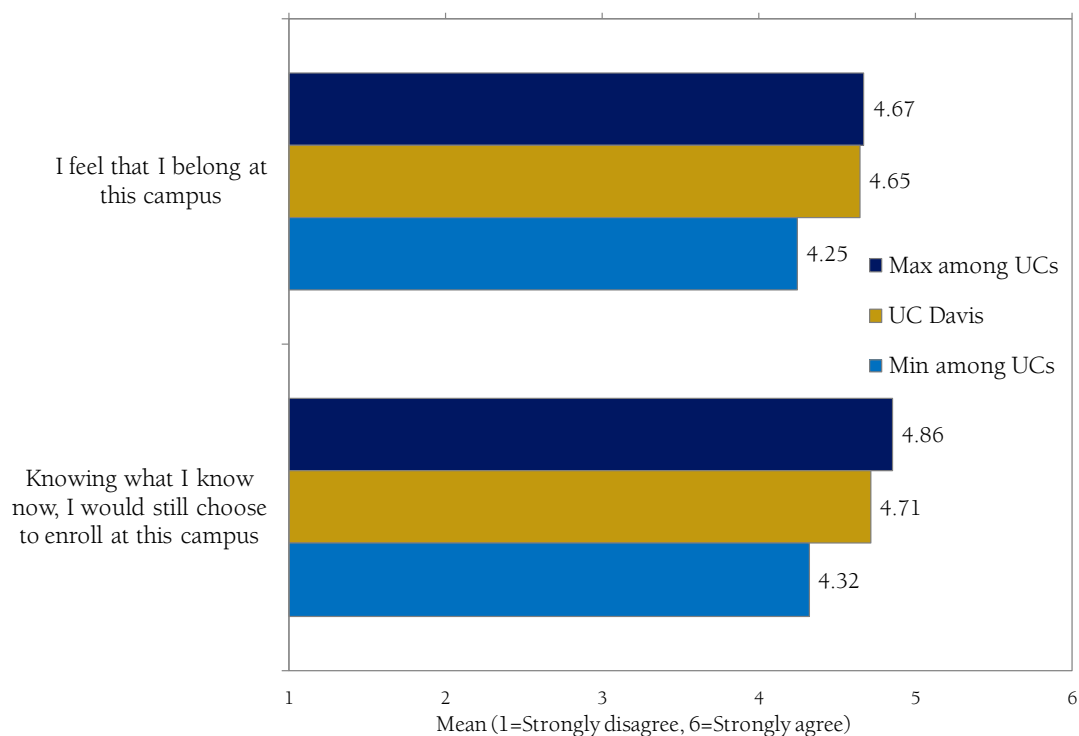
### General Campus Climate

Respondents to UCUES 2010 were asked to rate their agreement with a series of general or global statements related to campus climate on a scale from 1 to 6 where 1 = *Strongly disagree* and 6 = *Strongly agree*. The items were oriented positively, so that a high rating is desirable.

One advantage of UCUES is that it allows for comparisons between undergraduates at UC Davis and those at our sister UC campuses<sup>‡</sup>, and provides context for interpretation of results. Figures 1 - 3 display the mean level of agreement with statements relating to campus climate at UC Davis compared to the highest and lowest levels among the UC campuses.<sup>§</sup>

For most of these items, the rating for UC Davis is near the maximum among the UCs, and substantially higher than the lowest rated campus. For instance, UC Davis students are as likely as those at the highest-rating UC campus to agree that *I feel I belong at this campus* and *Knowing what I know now, I would still choose to enroll at this campus*.

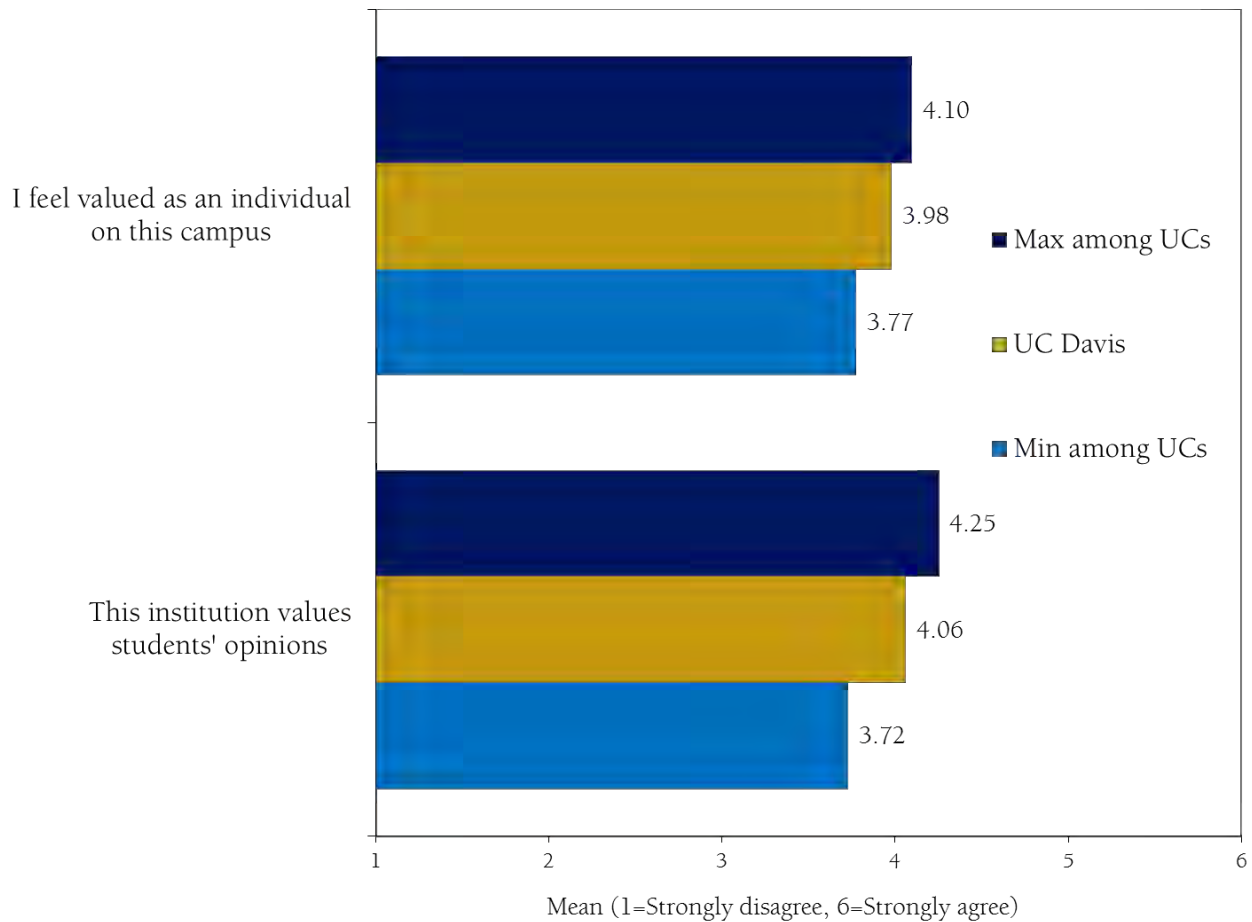
Figure 1. Global Measures of Campus Climate: UC Comparisons



<sup>‡</sup> UC Merced is excluded from these campus comparisons due to the very small number of students responding to the survey and the unique character of campus life at UC Merced.

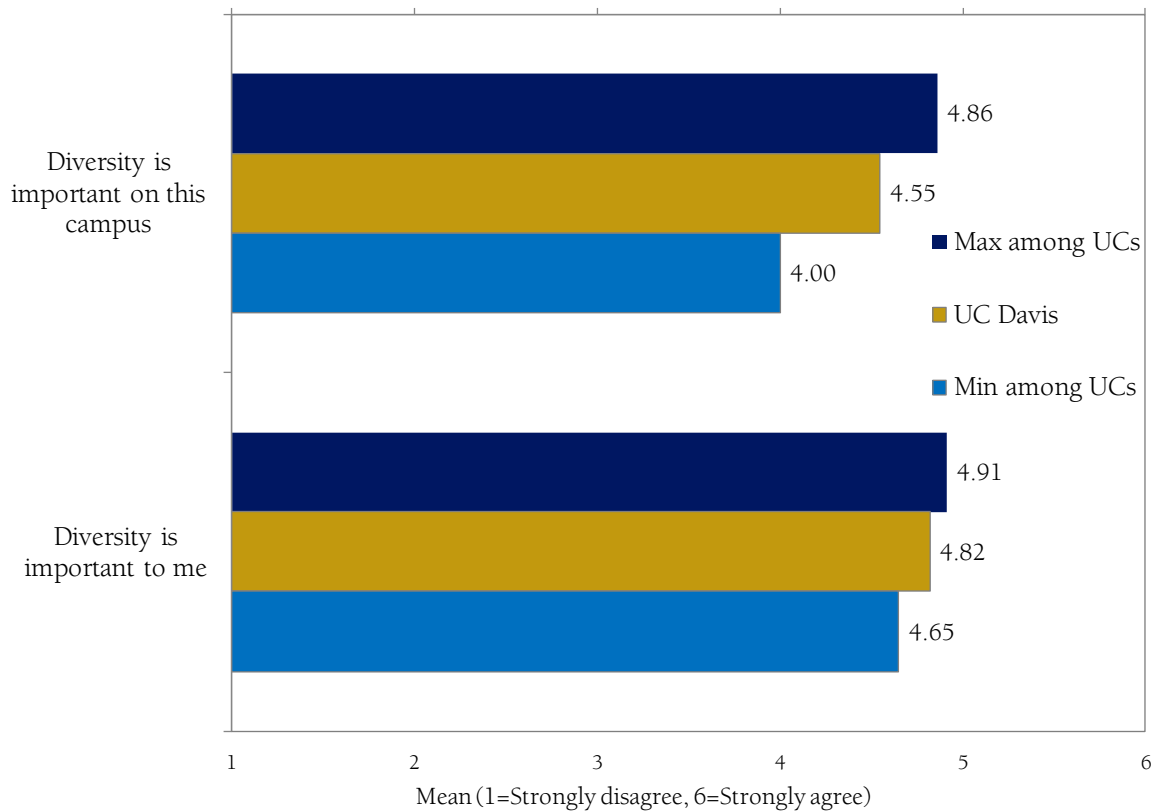
<sup>§</sup> A committee of UC institutional researchers agreed upon two standards for real, substantive differences between campuses: for mean ratings a difference of 0.2 or more, and for percentage values a difference of 5% or more are considered noteworthy and of practical significance. Inter-campus differences determined by this standard are referred to as *substantive* in the text to avoid confusion with standard measures of statistical significance.

Figure 2. Sense of Personal Value: UC Comparisons



UCUES contains two items referencing student's perceptions of their personal worth. It should be noted that levels of agreement with the statement *I feel valued as an individual on this campus* are generally low across the UCs. Students at UC Davis agree more strongly than those at the lowest-ranking campus that they are valued as individuals and that their opinions are valued. Their mean level of agreement is not substantively less than for students at the highest-rated campus on either of these items.

Figure 3. Importance of Diversity: UC Comparisons



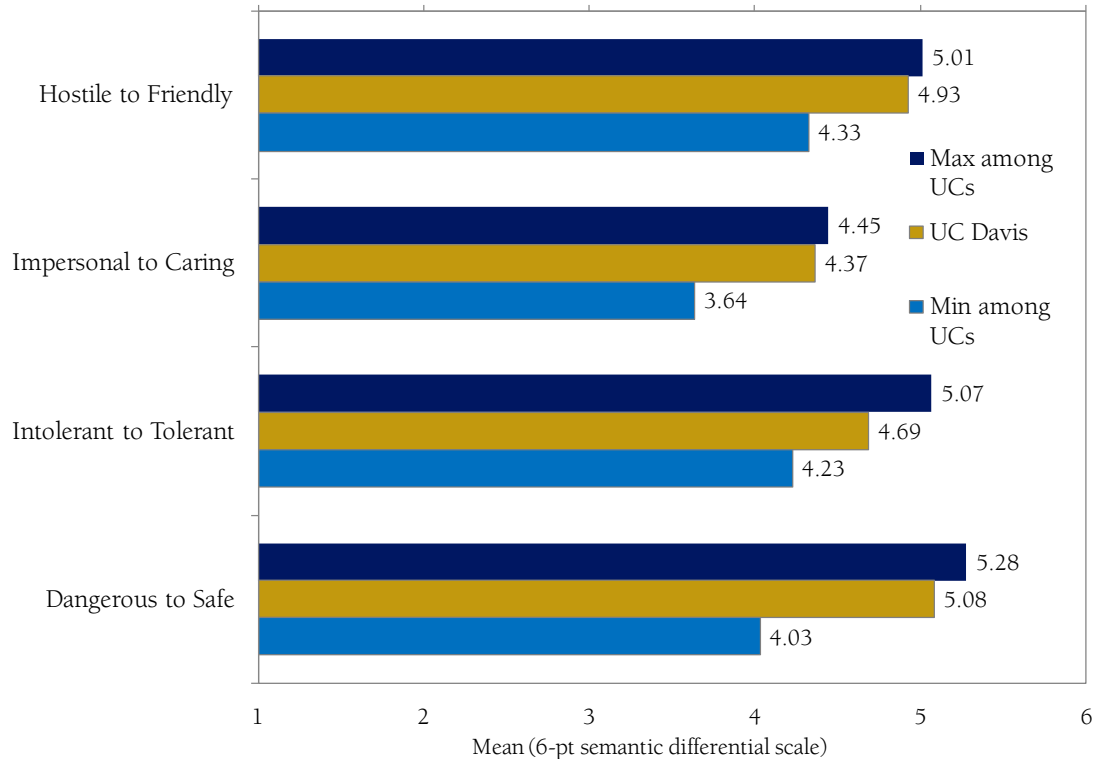
Levels of agreement with the statement *Diversity is important on this campus* are generally high across the campuses. For this item, the mean level of agreement at UC Davis is near the midpoint among the UCs. UC Davis is rated substantively higher than the lowest and lower than the highest-rated campus (Figure 3). The level of agreement at UC Davis with the statement *Diversity is important to me* is not substantively different from either the highest- or lowest-rated campus.

An additional set of four UCUES items asked students to rate the general campus climate by various descriptors. These items were each presented as a 6-point semantic differential scale with only the endpoints defined.\*\* Campus comparisons are shown in Figure 4.

\*\* The scale for these items has been reversed from the orientation in the survey, so that a high rating is uniformly desirable.

An additional set of four UCUES items asked students to rate the general campus climate by various descriptors. These items were each presented as a 6-point semantic differential scale with only the endpoints defined.<sup>††</sup> Campus comparisons are shown in Figure 4.

**Figure 4. Perceptions of Campus Characteristics: Campus Comparisons**



As with most other global ratings of campus climate at the campus level, ratings at UC Davis approach the maximum among the UCs as friendly and caring. For these two items, the mean rating for UC Davis is substantively higher than that at the campus with the lowest rating, and approaches the rating of the highest-rated campus.

The UC Davis rating on intolerant to tolerant is in the middle of the ratings; both substantively lower than the highest-rated campus and substantively higher than the lowest-rated campus. The campus rating on this item fell considerably from UCUES 2008 to UCUES 2010 (5.1 to 4.7). Given the hateful incidents noted in the introduction, UC Davis' current mid-range rating for tolerance among the UC campuses is not surprising.

The UC Davis rating for *safe* falls at the .2 guideline for being considered substantively lower than the highest rated campus; however, it is the second-highest rated campus among the UCs, and rates appreciably higher than the lowest-rated campus.

<sup>††</sup> The scale for these items has been reversed from the orientation in the survey, so that a high rating is uniformly desirable.

## Race and Ethnicity

Perceptions of campus climate may vary substantially between sub-populations on campus; for instance perceptions of campus climate may differ for students of different races, ethnicities, sexual orientations, etc. This report compares perceptions of our campus climate by students categorized by race and/or ethnicity (self-identified by the individual student on their application for admission) with particular emphasis on survey items that specifically refer to race/ethnicity. All differences in the mean responses between racial/ethnic groups specifically noted in the text are statistically significant at the  $p < .05$  level or higher.

To facilitate analysis and presentation of results, racial and ethnic identifications were collapsed into five broad categories: Native American, African American, Chicano/Latino, Asian, and White. The categories Other and Decline to State and International were considered missing data for the purposes of this report. Where differences were noted, the Asian sub-groups are discussed in greater detail.

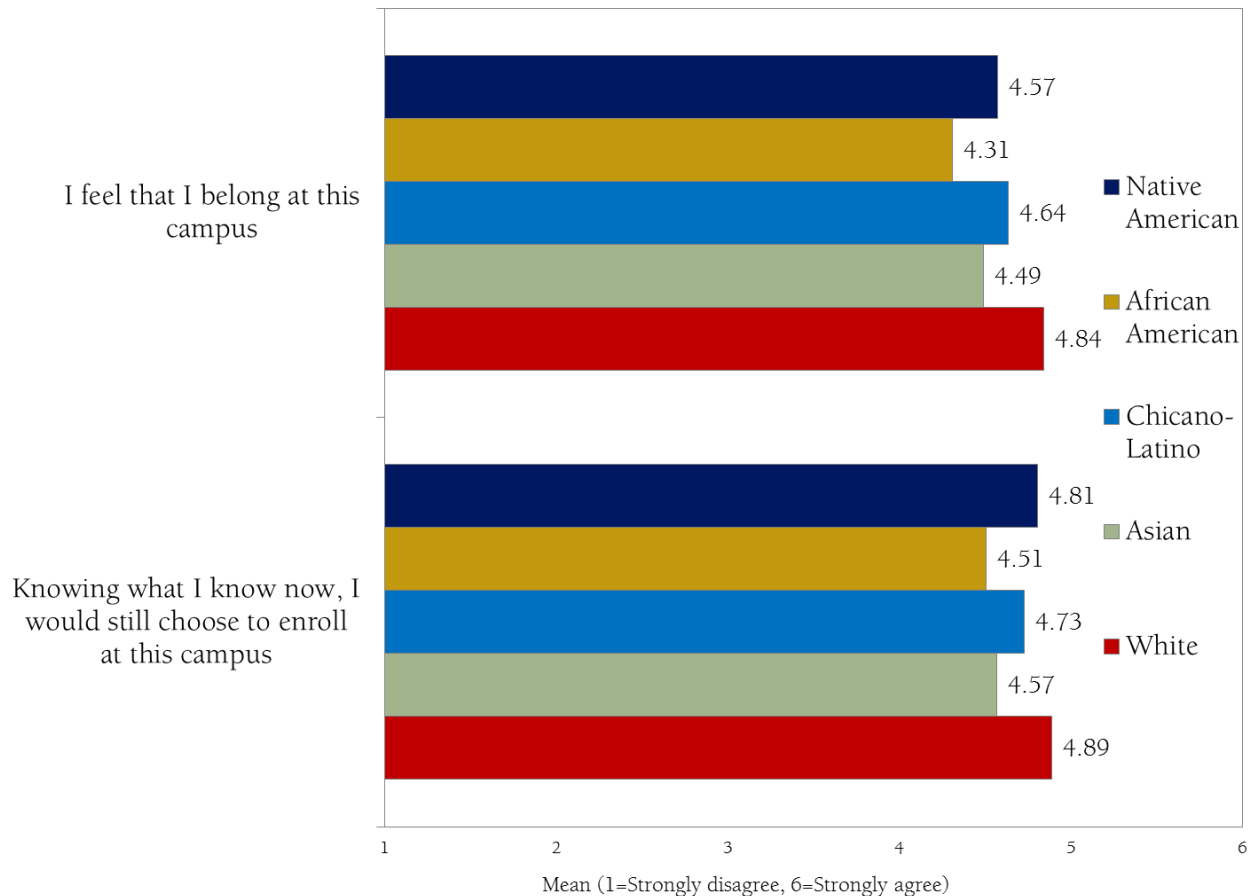
Table 1: Race/Ethnicity of UC Davis Respondents to 2010 UCUES					
		Number Respondents CORE		Number Respondents Student Development Module	
Ethnicity	Native American	96	1%	40	1%
	African American	247	2%	119	3%
	Chicano-Latino	1,452	15%	658	15%
	Asian	4,056	41%	1,833	41%
	White	4,121	41%	1,858	41%
Ethnicity (Asian)	Chinese	1,929	48%	877	48%
	East Indian/ Pakistani	340	8%	144	8%
	Japanese	172	4%	74	4%
	Korean	233	6%	105	6%
	Pacific Islander	45	1%	21	1%
	Filipino	412	10%	182	10%
	Vietnamese	566	14%	258	14%
	Other Asian	359	9%	172	9%

There is wide variation in the number of students in different racial/ethnic subgroups on campus. Table 1 displays the number of respondents to the UCUES Core and Student Development module. In some instances, the small number of respondents limits our ability to discern differences in perceptions among racial/ethnic sub-groups. In particular, caution should be exercised in interpreting results for Native American or Pacific Islander students.

## General Campus Climate by Race/Ethnicity

Among UC Davis students, there are significant differences between student racial/ethnic groups in the level of agreement with the general measures of campus climate discussed earlier. Results are shown in Figures 5-7. Where differences are significant, White students are generally more positive than others about campus climate.

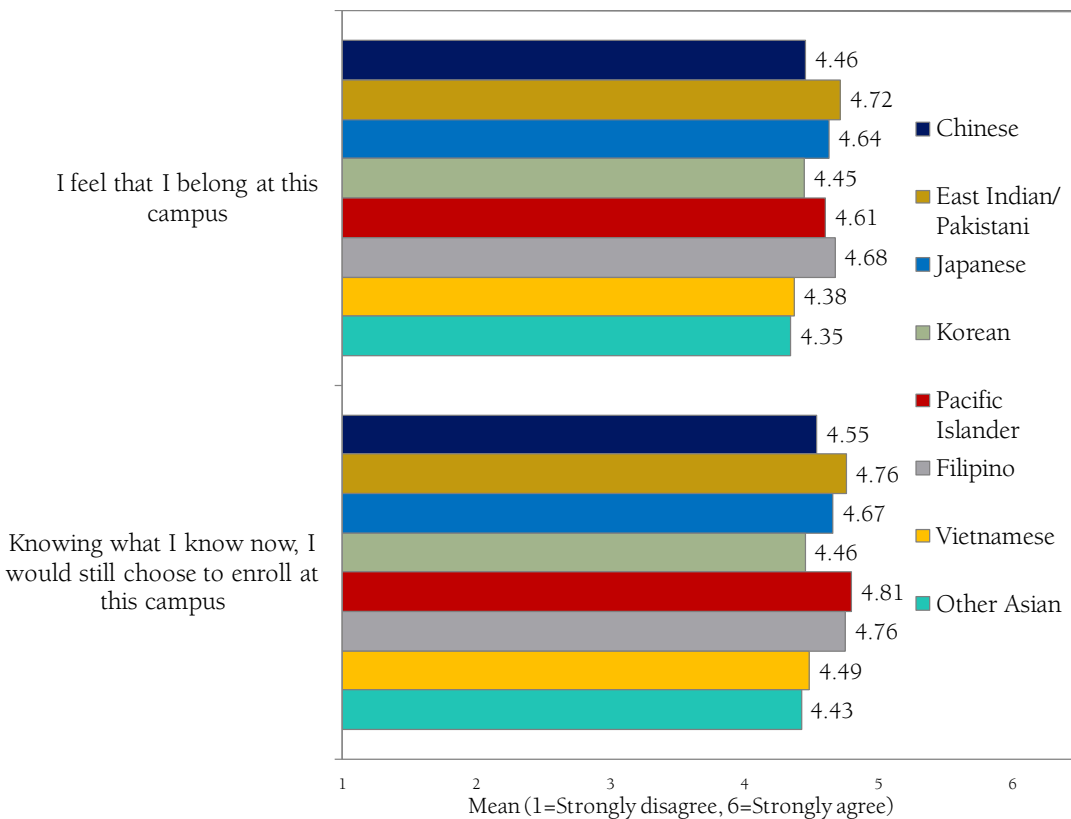
**Figure 5. Global Measures of Campus Climate at UC Davis, by Race/Ethnicity**



White and Chicano-Latino students are significantly more likely to agree that *I feel that I belong at this campus* than African American and Asian students. However, Chicano-Latino students are also less likely than White students to indicate belonging.

White students are significantly more likely than students of other racial/ethnic groups (excepting Native Americans, whose numbers are too small to support statistical significance) to agree that *Knowing what I know now, I would still choose to enroll at this campus*. Asians are significantly less likely than Chicano/Latino students to say they would enroll here again.

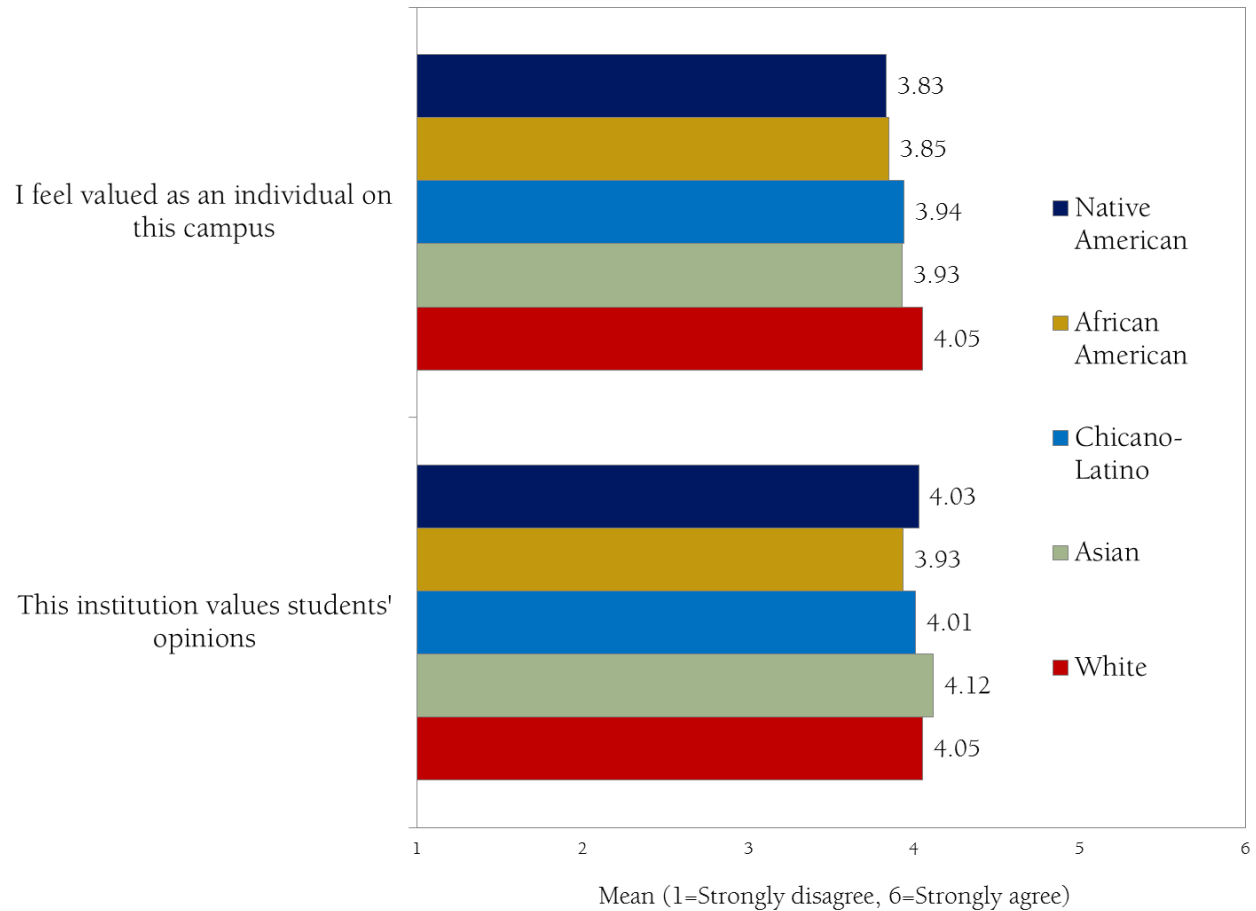
Figure 5a. Global Measures of Campus Climate at UC Davis, by Asian Sub-groups



East Indian/Pakistani and Filipino students are significantly more likely to agree *I feel that I belong at this campus* than Chinese, Korean, Vietnamese or Other Asian students.

Filipino students are also significantly more likely than these same groups to agree that *Knowing what I know now, I would still choose to enroll at this campus*. East Indian/Pakistani students are significantly more likely than Korean and Other Asian students to indicate they would still choose to enroll at UC Davis.

Figure 6. Sense of Personal Value at UC Davis, by Race/Ethnicity

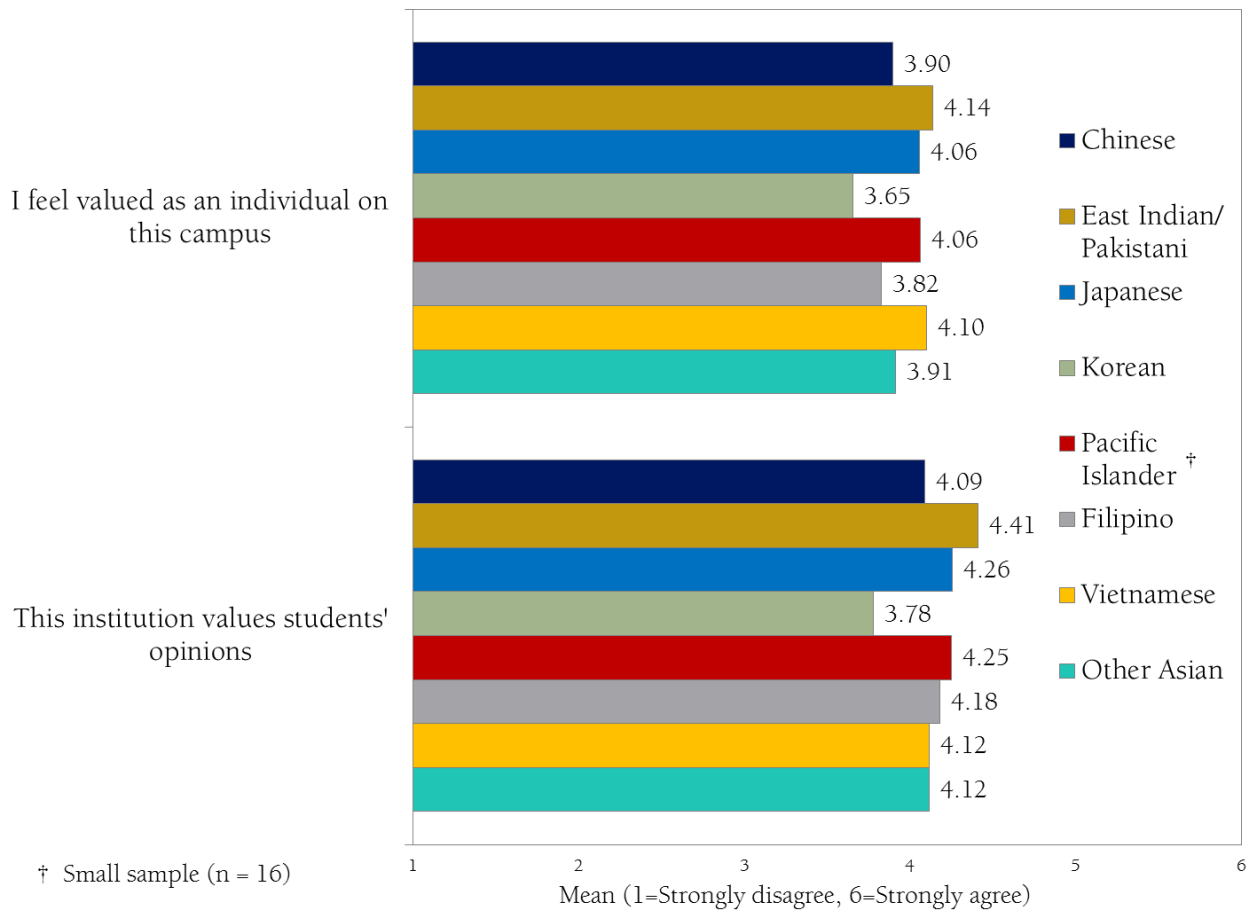


White students are significantly more likely than Asian students to agree that *I feel valued as an individual on this campus*.

Students of all racial/ethnic groups agree equally that *This institution values students' opinions*.



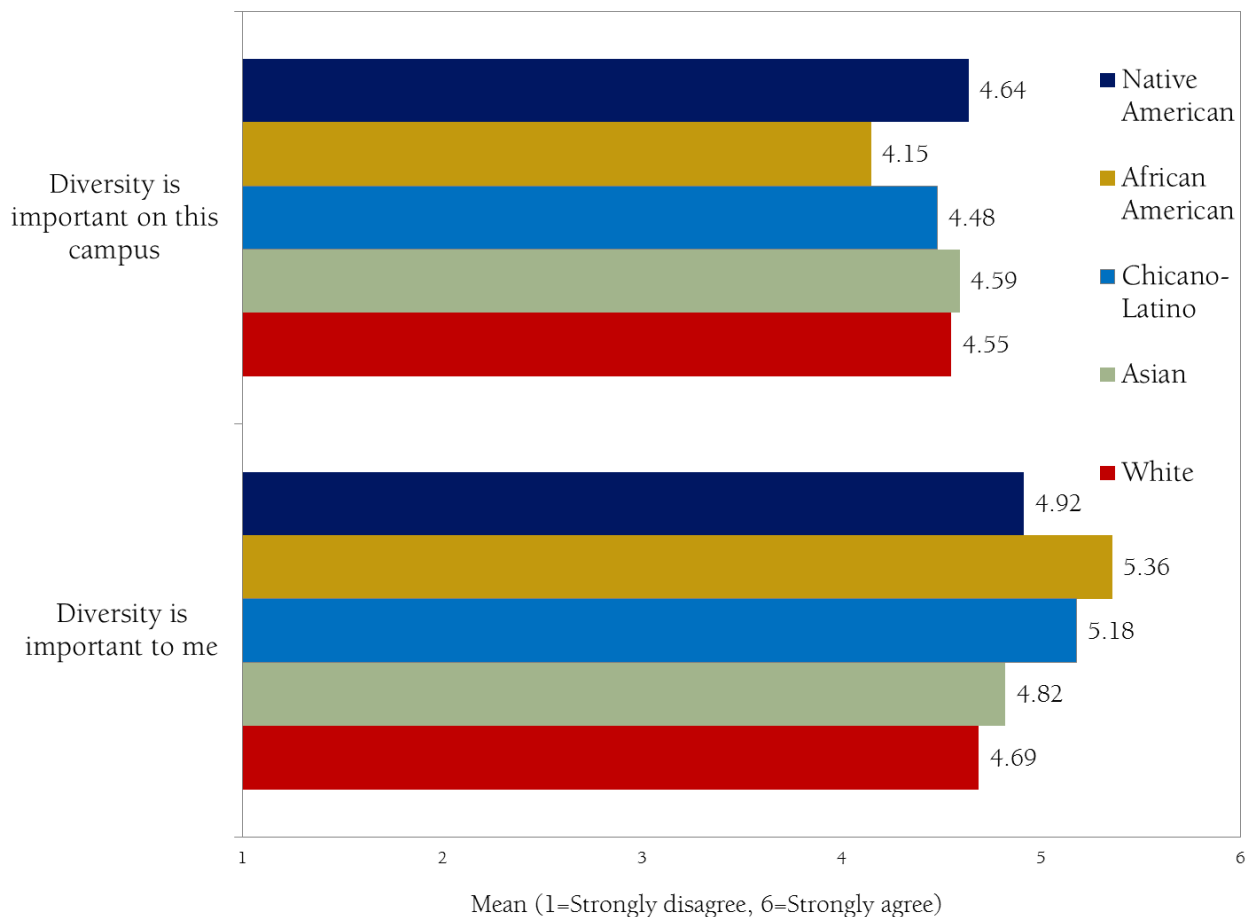
Figure 6a. Sense of Personal Value among Asian Sub-groups at UC Davis



Among Asian sub-groups, Korean students are significantly less likely to agree *I feel valued as an individual on this campus* than East Indian/Pakistani or Vietnamese students.

Korean students are also significantly less likely than East Indian/Pakistani students to agree that *This institution values students' opinions*.

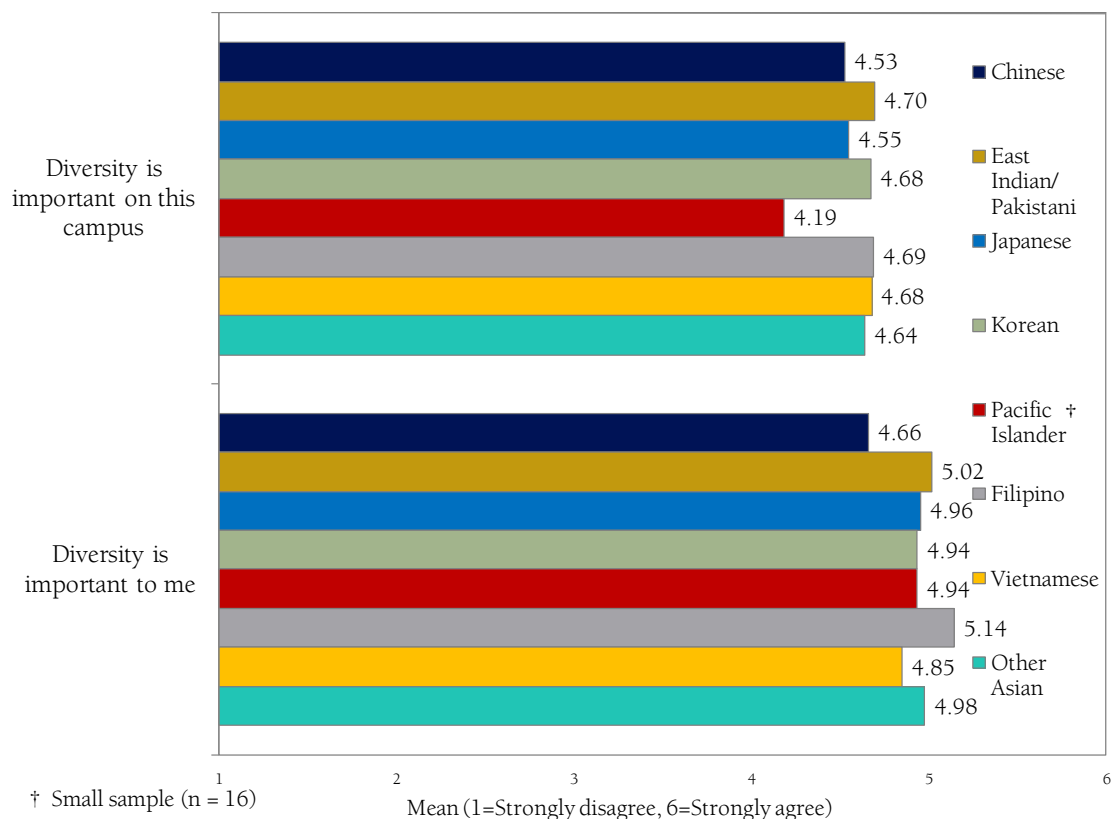
Figure 7. Importance of Diversity at UC Davis, by Race/Ethnicity



African American students are significantly less likely than most other students to agree that *Diversity is important on this campus*.

Except for the Native American population, mean agreement with *Diversity is important to me* is negatively correlated with the size of that ethnicity's undergraduate population. White students are less likely than Asian, Chicano/Latino or African American students to agree that diversity is important to them. Asian students are significantly less likely than Chicano/Latino or African American students to agree that diversity is important to them. The difference between Chicano/Latino and African American students is not, however, statistically significant.

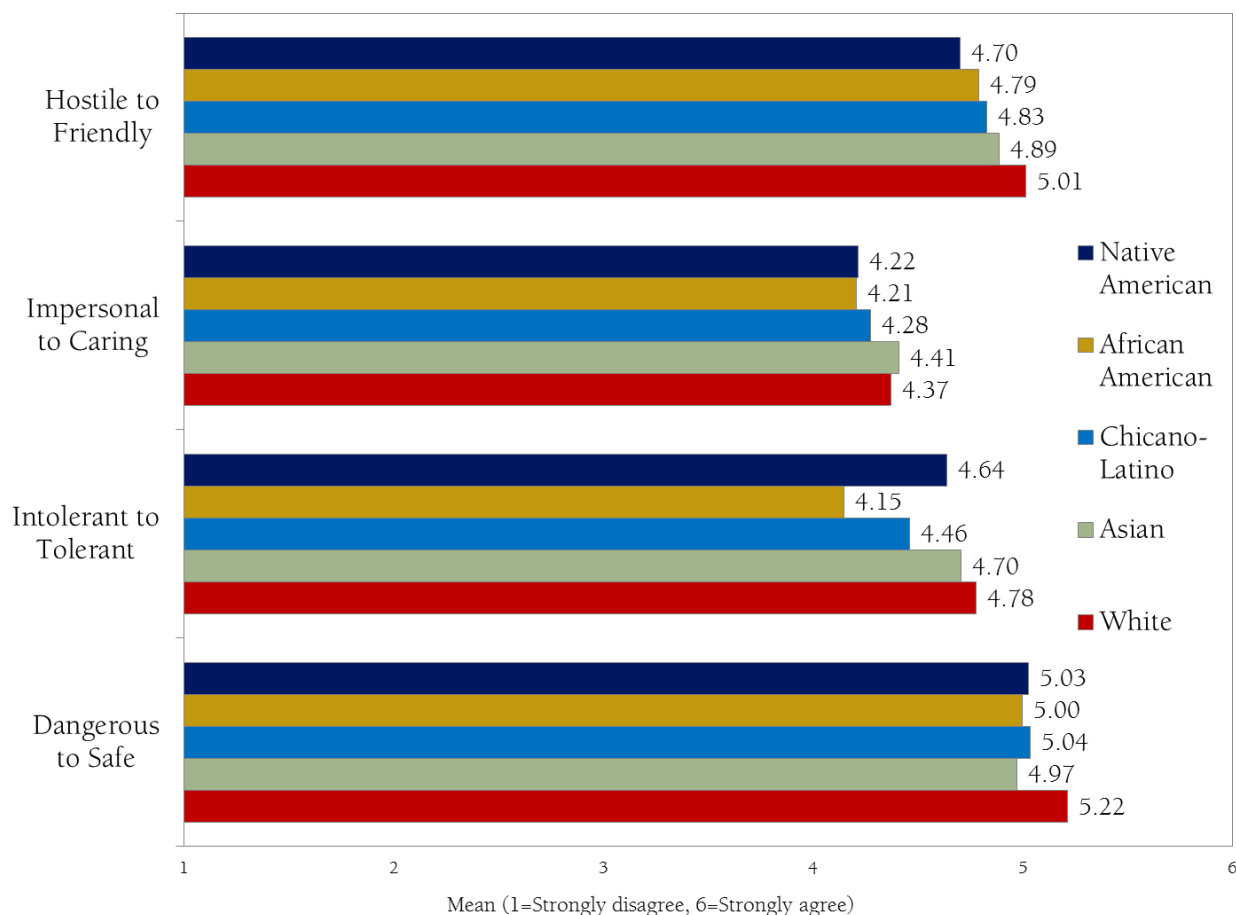
Figure 7a. Importance of Diversity among Asian Sub-groups at UC Davis



There are no significant differences in agreement between Asian sub-groups on whether *Diversity is important on this campus*.

Among the Asian sub-groups, Chinese students are less likely than other Asian sub-groups to indicate that diversity is important to themselves, personally. The difference is statistically lower than the mean agreement of Filipino, East Indian/Pakistani, or Other Asian students.

Figure 8. Perceptions of Campus Characteristics at UC Davis, by Race/Ethnicity

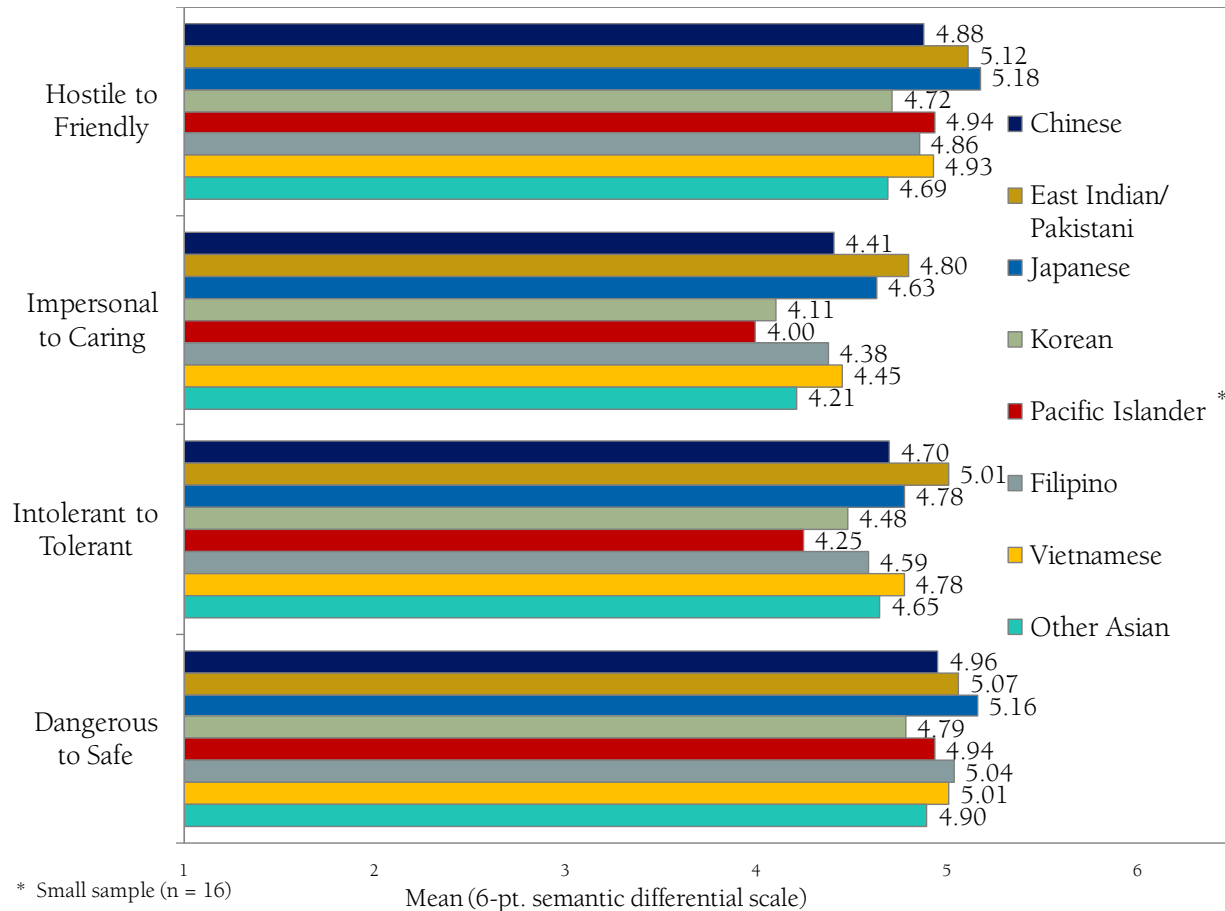


White students are significantly more likely to characterize the campus as both *friendly* and *safe* than Chicano/Latino or Asian students.

Students of all race/ethnicities are equally likely to agree that the campus is *caring*.

As in the past, African American students were significantly less likely than most students to perceive the campus as *tolerant*. While Chicano/Latino students are more likely than African Americans to view the campus as *tolerant*, they are significantly less likely than White or Asian students to share this view.

Figure 8a. Perceptions of Campus Characteristics at UC Davis, by Asian Sub-groups



Most differences in perceptions of these dimensions of campus climate do not reach statistical significant among the Asian sub-groups. East Indian/Pakistani students display the most positive view of the campus climate: they are more likely than Korean, Chinese, and Other Asians to view the campus as *caring*; more likely than Other Asians to view it as *friendly*; and more likely than Filipinos to view it as *tolerant*.

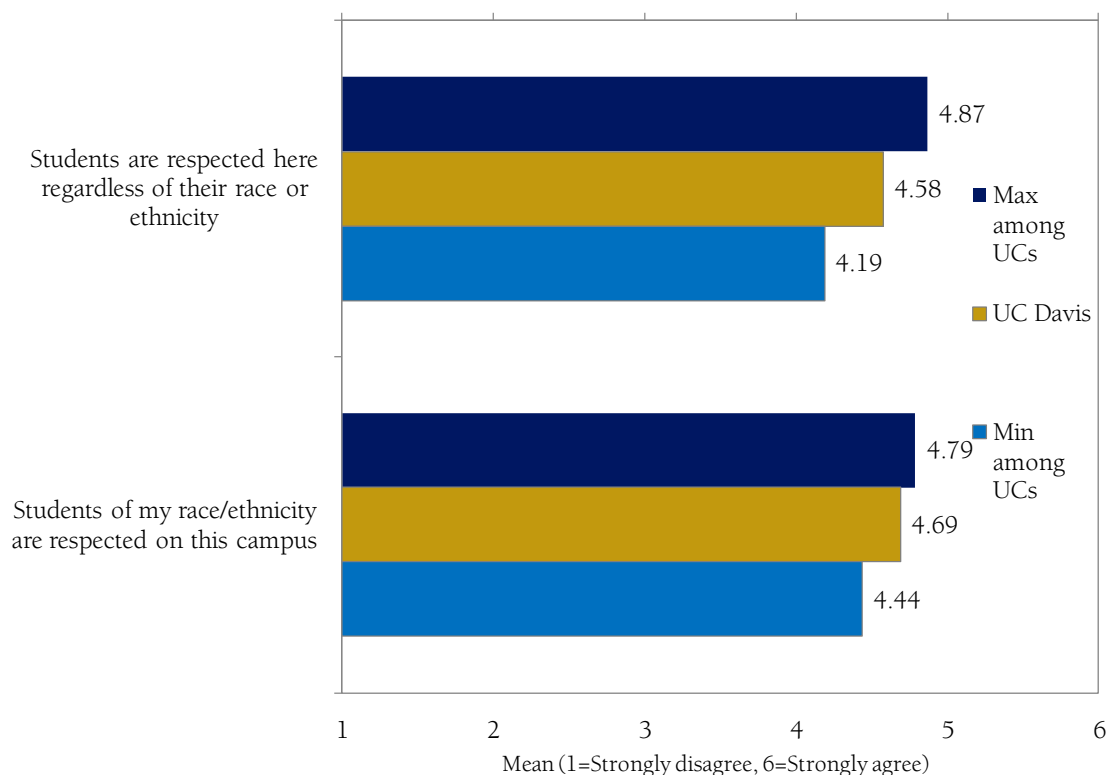
There are no statistically significant differences among Asian subgroups on the perception of the campus as *safe*.

Korean students consistently give the campus low ratings on these dimensions of campus climate.

## Respect Regardless of Race or Ethnicity

Students were asked whether they agreed that *Students are respected here regardless of their race or ethnicity* and, more personally, that *Students of my race/ethnicity are respected on this campus*.

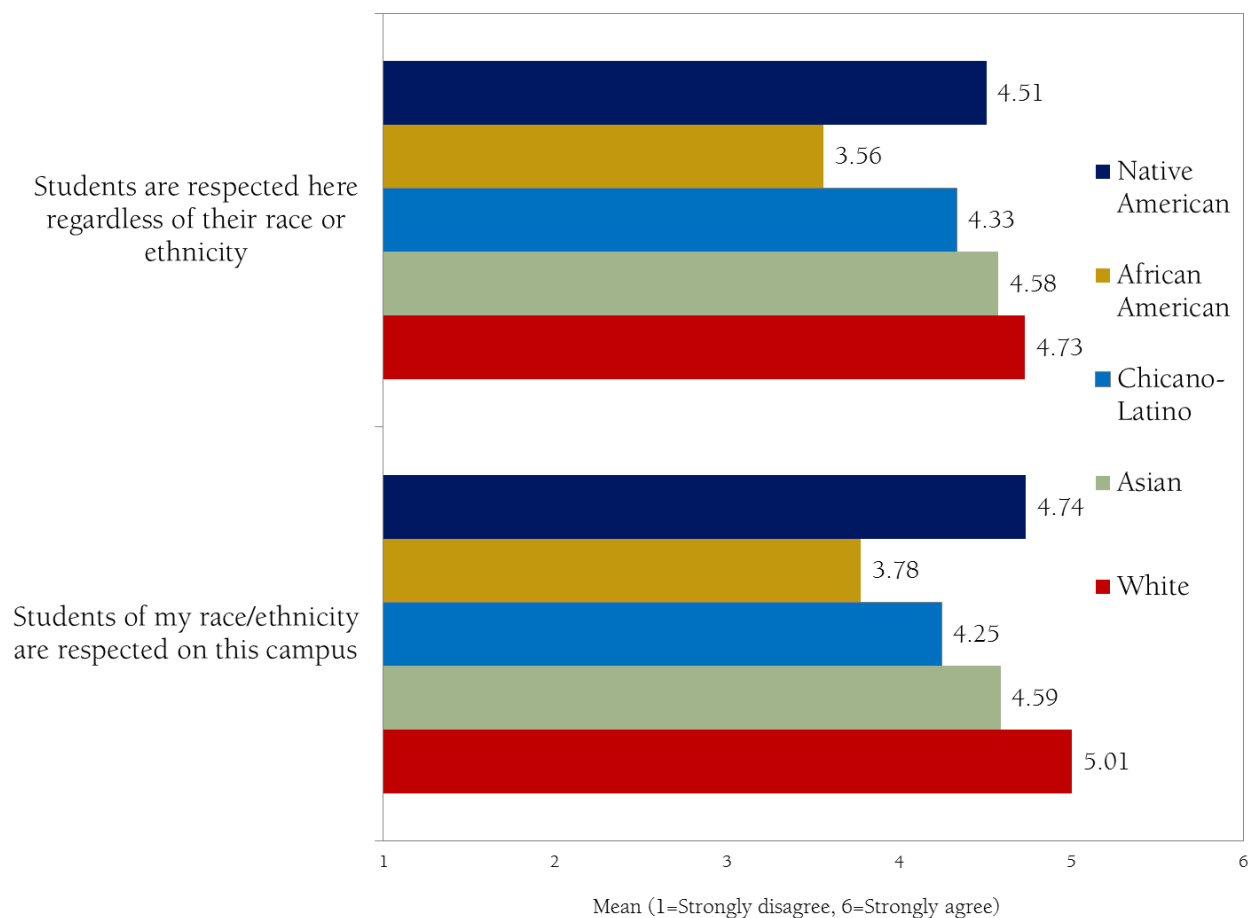
**Figure 9. Perceptions of Respect: Campus Comparisons**



The rating for UC Davis on respect regardless of race or ethnicity falls in the middle of the range for UC campuses, differing substantively from both the highest- and lowest- rated campuses.

The second statement, *Students of my race/ethnicity are respected on this campus*, references the student's individual perception of respect for their own racial or ethnic identity; thus, it more adequately controls for differences in racial and ethnic heterogeneity among the UC campuses. On this item, UC Davis rates near the maximum among the UCs and substantively higher than the lowest-rated UC campus.

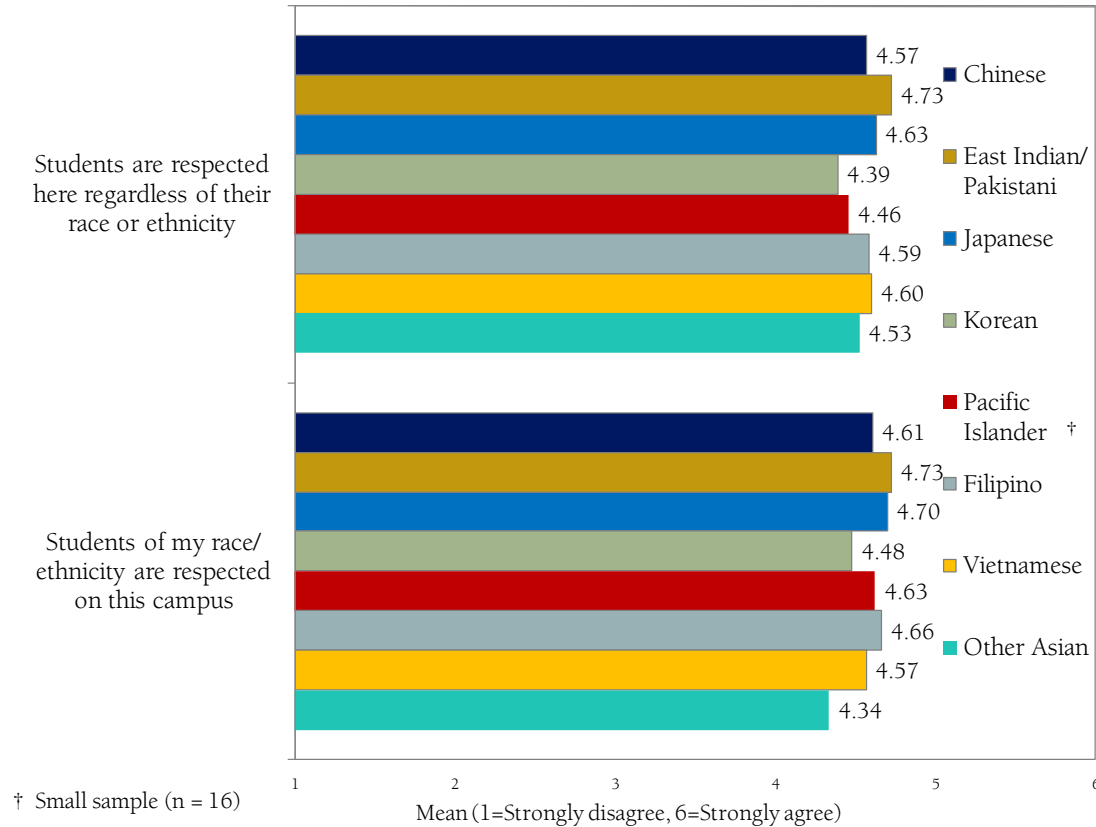
Figure 10. Perceptions of Respect at UC Davis, by Race/Ethnicity



At UC Davis, African American students are markedly less likely to agree with both of these statements than all other racial/ethnic groups.

Again, there is a clear correlation between the size of racial/ethnic groups on campus and their perceptions of respect. For both of these items, the differences between racial/ethnic populations are both large and statistically significant with the exception of some differences between Native Americans and other groups. Native Americans rate respect regardless of race/ethnicity higher than African Americans on both items and higher than Chicano/Latino students on the second item.

Figure 10a. Perceptions of Respect among Asian Sub-groups at UC Davis



There are few significant differences between Asian sub-populations are their views of respect regardless of race/ethnicity. Korean students are less likely than East Indian/Pakistani students to agree that *Students are respected here regardless of their race or ethnicity*.

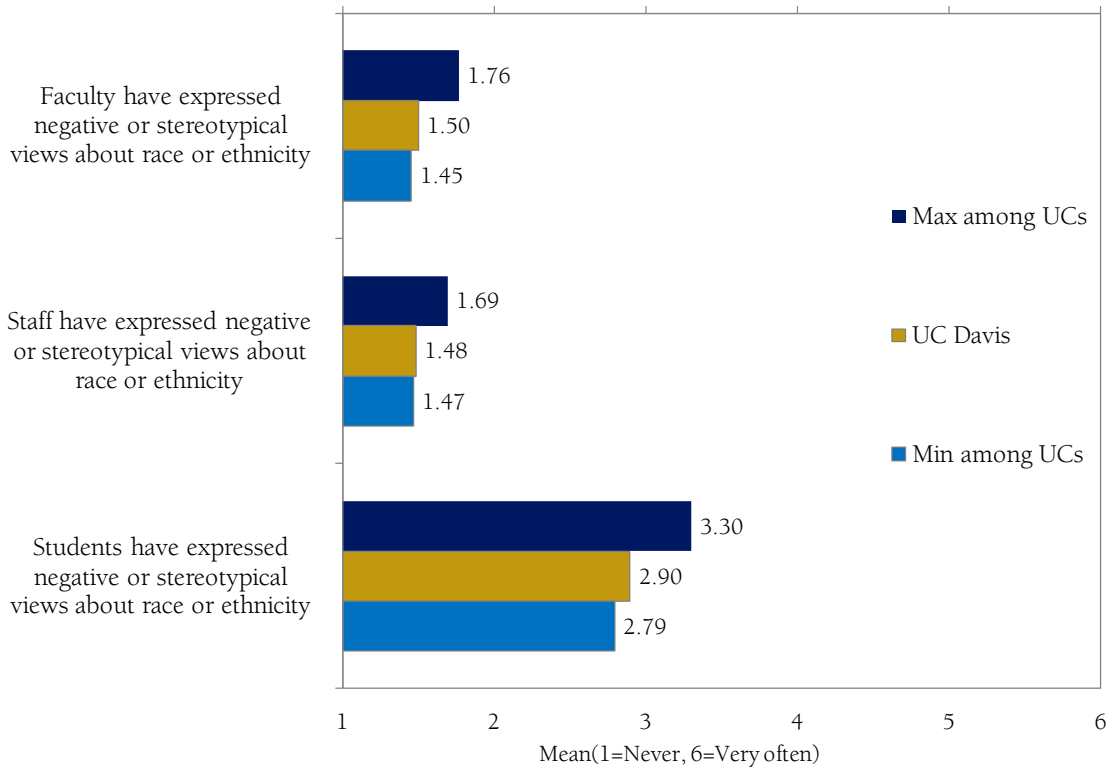
*Other Asian* students are less likely than East Indian/Pakistani, Filipino, or Chinese students to agree that *Students of my race/ethnicity are respected on this campus*.



## Negative or Stereotypical Views Related to Race or Ethnicity

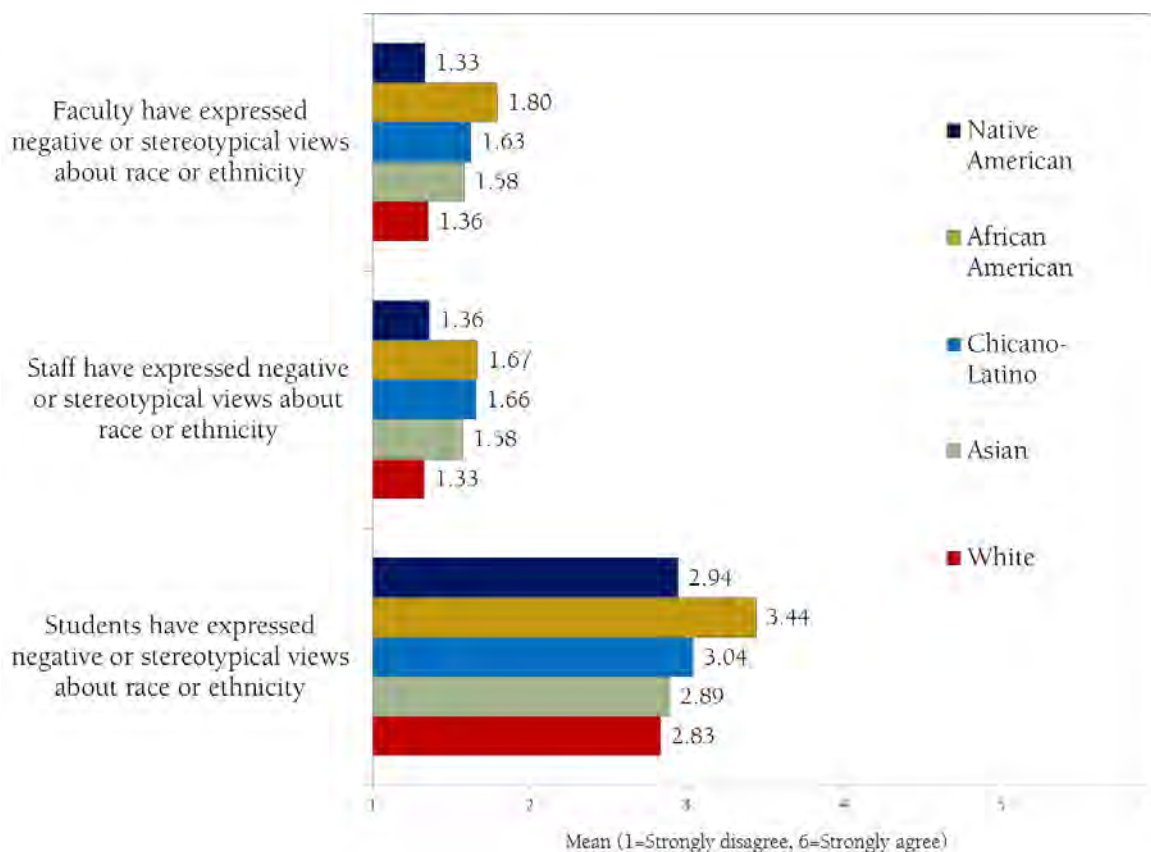
Students were also asked how often they had heard negative or stereotypical views about race or ethnicity expressed by faculty or instructors, by non-teaching staff or administrators, and by students. Responses were presented on a 6-point scale where 1 = *Never* and 6 = *Very often*. Note that, for these three, unlike other items presented in this report, a LOW score is desirable. UC Davis ratings for these items are the lowest among the UCs and substantively lower than the highest.

**Figure 11. Frequency of Negative or Stereotypical Views: Campus Comparisons**



The pattern of response to these items is consistent across the UC system. Students are more likely to report hearing negative or stereotypical views expressed by other students than by faculty or staff. This is unsurprising, since students typically spend more time interacting with other students than interacting with faculty and staff. Presumably, faculty and staff are also more familiar with the limits of acceptable conversation.

Figure 12. Frequency of Negative or Stereotypical Views at UC Davis, by Race/Ethnicity



The pattern of frequency of negative comments related to race is shared across all racial/ethnic groups: other students are more likely than faculty or staff to give offense.

Differences in the reported frequency of negative expressions by faculty and by staff are very similar and follow the same pattern:

- White students are significantly less likely than most other students to report incidents of negative racial/ethnic remarks by faculty.
- African American students report the highest frequency of negative expressions, but not a significantly higher frequency than that reported by Asian or Chicano/Latino students.

The reported frequencies of negative expressions by students varies somewhat from the above:

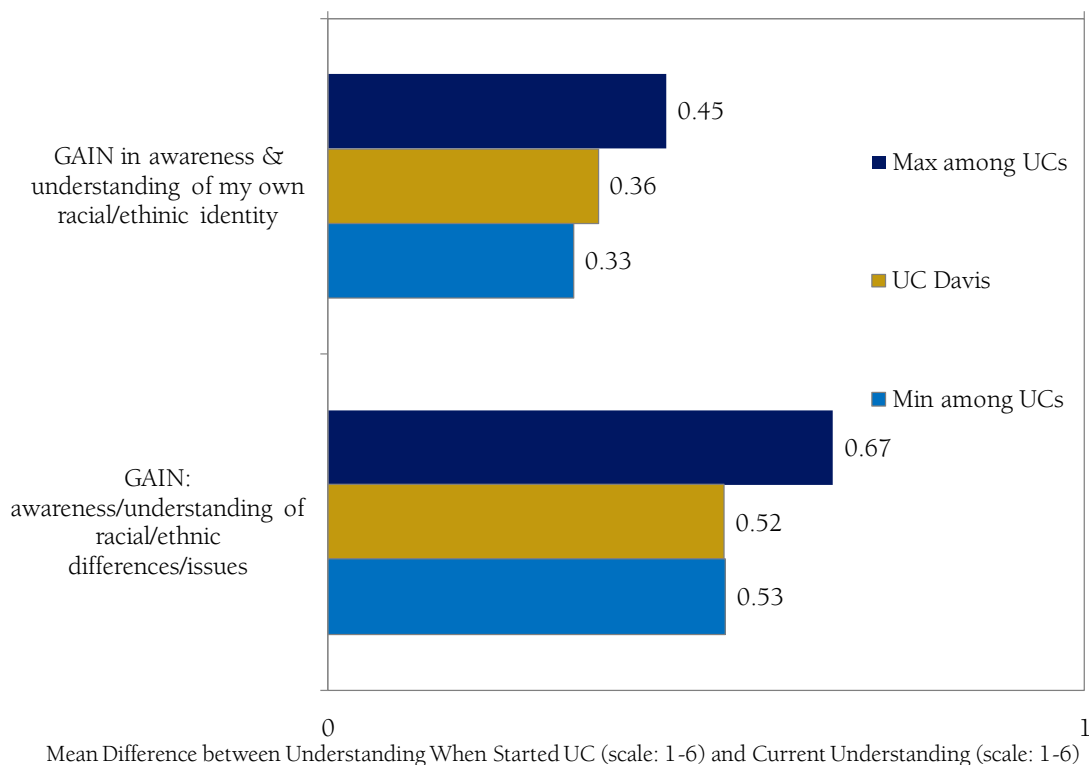
- African American students report a significantly higher frequency of negative racial/ethnic comments than White, Asians, and Chicanos.
- The frequency of negative remarks by students reported by Asians is not significantly different than the low frequency reported by White respondents.

There are no significant differences among Asian subgroups on these items.

## Understanding of Racial and Ethnic Identity and Racial and Ethnic Differences and Issues

Students were asked to rate their level of understanding of their own *racial and ethnic identity*, both when they started at this campus and currently, on a 6-point scale where 1 = *Very poor* and 6 = *Excellent*. Similarly, students were asked to rate their level of understanding of *racial and ethnic differences and issues*.

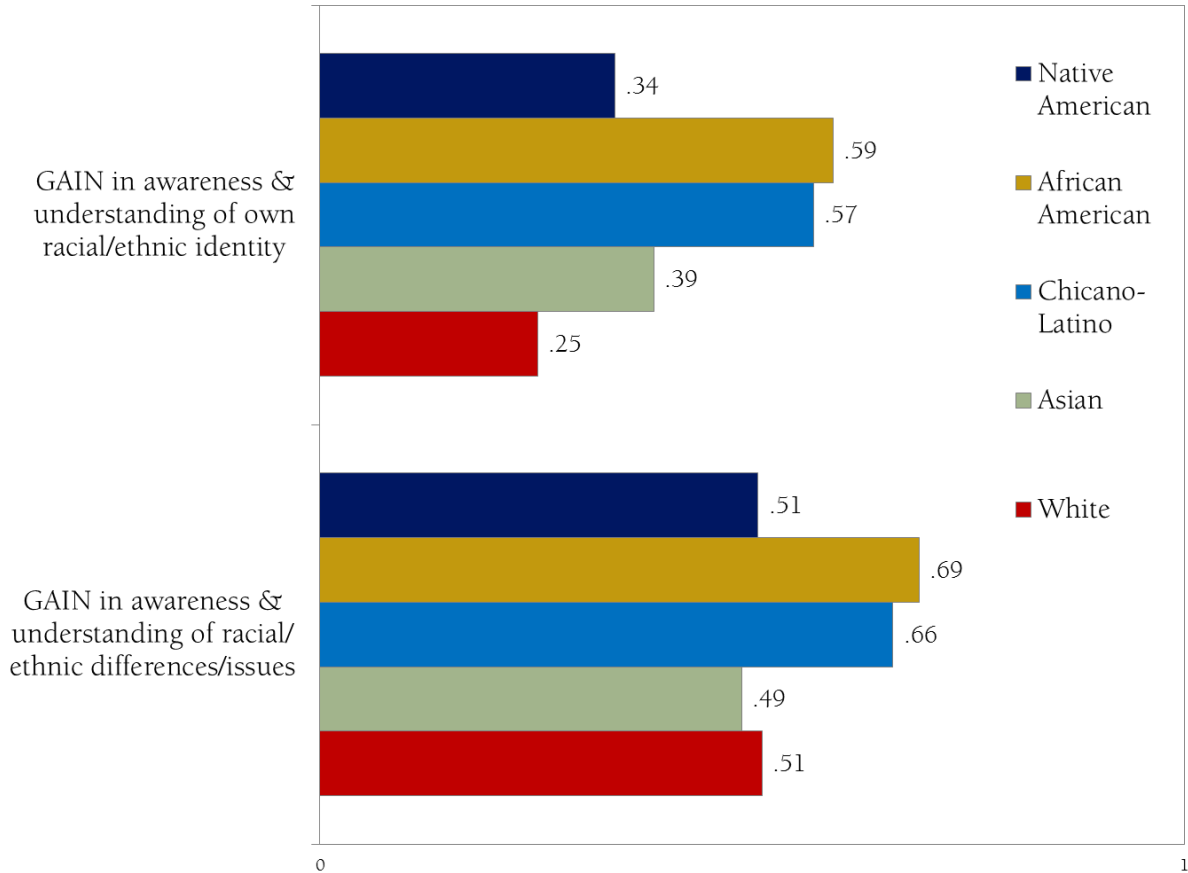
**Figure 13. Understanding of Race and Ethnicity: Campus Comparisons**



Responses by UC Davis students indicate gains in understanding in the mid-range of the UCs for gain in *understanding of my own racial/ethnic identity*. UC Davis has the smallest gain among the UCs in general *awareness of racial/ethnic differences/issues*.

However, none of these differences are substantive, because the range of gains is limited across the UC campuses.

Figure 14. Understanding of Race and Ethnicity at UC Davis, by Race/Ethnicity



White, Asian and Native American students report significantly lower gains in understanding of their *own racial and ethnic identity* since starting UC than gains reported by Chicano/Latino and African American students.

African American and Chicano/Latino students also report the greatest gain in understanding of *racial and ethnic differences and issues*.

## Appendix

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### Methodology

#### Data Collection

In the spring of 2010, the University of California Undergraduate Experience Survey (UCUES) was administered electronically with an internet-based questionnaire to all 171,859 undergraduates at the nine general campuses of the University, including 23,357 undergraduate students at UC Davis<sup>\*\*</sup>. The response rate across the University of California was 43.3% but varied widely by campus. A total of 10,795 UC Davis students participated in the survey, for a campus response rate of 46.5%. Actual response rates varied by item. As in previous administrations of UCUES, and typical of survey research in general, female students responded to 2010 UCUES at a higher rate than males. Otherwise, UCUES respondents in 2010 were remarkably representative of the UC Davis population. Demographics of the survey population and the respondents for 2010 are shown in Table A1.

The questionnaire was modular where all respondents received a common set of “Core” questions. Respondents were randomly assigned to receive one of three “modules” each focused on a specific aspect of the student experience<sup>§§</sup>. The distribution of respondents among the modules was determined by each campus. The percentage of UC Davis students directed to each module was selected according to anticipated analytical and reporting requirements, and in keeping with campus priorities. The 2010 UCUES modules were: academic engagement (45% of population, 5,136 respondents) student development (45% of population, 5,196 respondents) and civic engagement (10% of population, 1,191 respondents).

#### Interpretation of Results

The committee of UC institutional researchers responsible for the design of UCUES anticipated that virtually all differences between campuses would be statistically significant due to the very large number of respondents. They agreed upon two standards for real, substantive differences: for mean ratings a difference of 0.2 or more, and for percentage values a difference of 5% or more are considered noteworthy and of practical significance. Note that these do not correspond to p-values for statistical significance. This convention is observed in UCUES reports prepared by SARI at UC Davis when reporting differences between campuses. Conventional statistical methods are used when reporting differences between means and percentage values for sub-populations within our own campus undergraduate population.

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<sup>\*\*</sup> The UCUES population was limited to undergraduate students included in the 3<sup>rd</sup> week snapshot for winter quarter 2010 and who were 18 or older by April 1, 2010. Thus the size and specific characteristics of the population may differ slightly from official enrollment statistics reported elsewhere.

<sup>§§</sup> UC Merced administered only the core and the academic engagement module. Some campuses chose to include a fourth, campus-specific module, referred to as a campus “wild card” module, but UC Davis did not, preferring to concentrate responses among the common modules.

**Table A1: Demographics of UC Davis 2010 UCUES  
Population & Respondents**

		% UC Davis UCUES Population N=23,357	% UC Davis UCUES Respondents N=10,795
Gender	Female	56%	63%
	Male	44%	37%
Ethnicity	American Native	1%	1%
	African American	3%	2%
	Chicano-Latino	13%	13%
	Asian	40%	37%
	White	35%	38%
	Other/Unknown	6%	7%
	International (Foreign Citizen)	2%	2%
Ethnicity (Asian)	Chinese	45%	48%
	East Indian/ Pakistani	10%	8%
	Japanese	4%	4%
	Korean	7%	6%
	Pacific Islander	1%	1%
	Filipino	9%	10%
	Vietnamese	14%	14%
	Other Asian	9%	9%
Class Level	Freshman	15%	10%
	Sophomore	20%	20%
	Junior	27%	25%
	Senior	38%	45%
Entrance Status	High School	79%	80%
	Advanced Standing	21%	20%

Table A2. Percentage of UC Davis Students Responding Favorably to Campus Climate Items, by Student Race/Ethnicity							
		Native American	African American	Chicano-Latino	Asian	White	All UC Davis
Agree or Strongly Agree	I feel that I belong at this campus	64%	49%	60%	53%	70%	61%
	Knowing what I know now, I would still choose to enroll at this campus	64%	61%	66%	59%	72%	65%
	I feel valued as an individual on this campus	36%	29%	31%	27%	37%	32%
	This institution values students' opinions	39%	34%	37%	37%	40%	38%
	Diversity is important on this campus	53%	41%	56%	55%	58%	56%
	Diversity is important to me	69%	85%	78%	65%	64%	66%
Agree or Strongly Agree	Students are respected here regardless of their race or ethnicity	63%	24%	53%	60%	68%	61%
	Students of my race/ethnicity are respected on this campus	76%	23%	44%	59%	80%	65%
Rarely or Never	Faculty express negative views about race/ethnicity	0%	4%	2%	2%	1%	1%
	Staff express negative views about race/ethnicity	3%	3%	3%	2%	1%	2%
	Students express negative views about race/ethnicity	17%	26%	14%	11%	11%	12%
Very good or Excellent	Current understanding of racial/ethnic identity	64%	68%	66%	56%	68%	62%
	Current understanding of racial/ethnic differences & issues	56%	76%	68%	55%	65%	61%

## UCUES Items Referenced in this Report

Indicate how strongly you agree or disagree with each of the following statements:

	N	Strongly disagree	Disagree	somewhat disagree	somewhat agree	Agree	Strongly agree
I feel that I belong at this campus	9,741	2%	4%	7%	26%	37%	24%
Knowing what I know now, I would still choose to enroll at this campus	9,736	3%	4%	8%	20%	34%	31%
I feel valued as an individual on this campus	4,068	3%	8%	16%	41%	26%	6%
This institution values students' opinions	4,057	4%	6%	16%	36%	29%	9%
Diversity is important on this campus	4,053	2%	3%	8%	32%	39%	17%
Diversity is important to me	4,056	2%	2%	6%	24%	35%	31%

Based on your experience and observation, rate the general climate for students of your UC campus along the following dimensions:

Campus climate is:

	N	1	2	3	4	5	6
Hostile(1) to Friendly(6)	4,130	0%	1%	6%	18%	46%	28%
Impersonal(1) to Caring(6)	4,127	2%	5%	12%	29%	36%	15%
Intolerant(1) to Tolerant(6)	4,116	1%	3%	8%	24%	44%	20%
Dangerous(1) to Safe(6)	4,114	0%	1%	4%	15%	46%	34%

Please indicate the extent to which you agree with the following statement:

	N	Strongly disagree	Disagree	somewhat disagree	somewhat agree	Agree	Strongly agree
Students are respected here regardless of their race or ethnicity	9,718	2%	4%	9%	25%	44%	18%
Students of my race/ethnicity are respected on this campus	4,065	1%	2%	8%	24%	46%	19%



In this academic year, I have heard [below] express negative or stereotypical views about my race/ethnicity.

	N	Very often	Often	Somewhat often	Occasionally	Rarely	Never
Faculty	4,069	0%	1%	3%	8%	20%	68%
Staff	4,057	1%	1%	3%	8%	17%	71%
Students	4,071	4%	8%	14%	36%	25%	13%

Please rate your awareness and understanding of the following when you started at this campus and now:

	N	Excellent	Very good	Good	Fair	Poor	Very poor
My own racial and ethnic identity - When you started here	4,042	20%	26%	34%	15%	3%	1%
My own racial and ethnic identity - Current ability level	3,966	26%	36%	30%	6%	1%	0%
Racial and ethnic differences/issues - When you started here	4,012	13%	23%	41%	19%	4%	1%
Racial and ethnic differences/issues - Current ability level	3,943	20%	41%	32%	6%	1%	0%

# UC DAVIS

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## CAMPUS TOURS

### UCD CAMPUS TOUR SCRIPT

Hi! My name is **(name)** and thank you for visiting UC Davis today. I would like to, once again, welcome you to UC Davis. I am a **(year)** year student. I am majoring in **(major)**, and I am from **(hometown)**. Before we get started on the tour, I'd like to ask for your names and find out what you are interested in learning about the campus on our tour today.

[Try your best to remember the names of your prospective students and what they are interested in and show them their points of interest throughout your tour.]

On our tour today I will showcase the **academic excellence and the strengths of UC Davis, the opportunities to work with world-renowned professors in their fields of expertise, and the benefits of attending UC Davis as it relates to career opportunities and a future in graduate or professional school** - speaking of which, about **72%** of our students eventually continue on to graduate school. In addition, undergraduates have the opportunity to work with graduate students who have attended other top ranked universities as undergraduates and now choose UC Davis to focus on their graduate studies.

Today I will also point out for you several of our **nationally top ranked academic departments. UC Davis has achieved very exciting and impressive accomplishments in Biological Sciences, Arts & Humanities, Social Sciences, Agricultural & Environmental Sciences and Engineering, just to name a few.** For example, in Biological Sciences, Plant Biology is top in the nation in both undergraduate and graduate work; in Agricultural & Environmental Sciences, 8 programs are ranked #1 in the nation and 13 programs are top 3 in the nation; in the Social Sciences our agricultural economics professors have served United States Presidents and the California Governor as advisors; and in Arts & Humanities we've had the pleasure of working with best-selling novelists, critically acclaimed poets, Emmy-winning screenwriters and Pulitzer Prize winners.

I will also share with you some of the **experiences students have gained through several programs on campus**, in areas ranging from research and laboratory jobs to managing and operating businesses. Through job and internship opportunities, students can gain practical experiences that uniquely prepare them for graduate school, professional school and career positions after graduation.

Now for some statistics - **UC Davis is ranked 8<sup>th</sup> in the nation among public universities (U.S. News & World Report).** *Sierra* magazine has named UC Davis the nation's "Coolest School" for its sustainability and climate change efforts. Additionally, we are also ranked in the top 10 for cutting edge research and public service by *Washington Monthly*. Our student to faculty ratio is **16:1**, and **1 of every 175 Californians is an Aggie grad.**

Lastly, this building before us is the Walter A. Buehler Alumni & Visitor's Center. It houses the Visitor Services desk and the Alumni Association.

Throughout the tour, if you have any questions, please do not hesitate to interrupt me and ask. If you cannot hear me, please make sure to tell me as well. For most of the tour, I am going to be walking backwards. If you notice that I am going to run into anyone or anything, please let me know in advance to avoid a collision! Let's begin....

[Start walking]

I would like to mention the large building you passed when walking in to the Alumni Center. That is the **Robert and Margrit Mondavi Center for the Performing Arts**. Robert and Margrit Mondavi donated **\$10 million** dollars for the completion of and the right to name this performing arts center. With the generosity of the Mondavi's and many others, UC Davis now offers this state-of-the-art facility that attracts world class musicians, lecturers, and performing groups. In addition, Robert and Margrit generously gifted an additional **\$25 million** for UC Davis to build and open the **Robert Mondavi Institute for Wine & Food Science**, which you might have seen on your right as you were driving into campus. UC Davis also received a **\$100 million dollar donation from Betty Irene Moore** for the start of our Betty Irene Moore School of Nursing, which is part of our Medical School located in Sacramento. Additionally, Alumnus **Maurice J. Gallagher, Jr. donated 10 million** for the completion and naming of the new home to our Graduate School of Management. This was the single largest donation to UC Davis from any alumnus and the only building on campus named after an alumnus. Also located in this area is the brand new **UC Davis Hyatt and the UC Davis Conference Center**. These are some examples of how important our research at UC Davis is to alumni, community friends and business colleagues.

To the right is the **Environmental Horticulture** department. You can see some of their outdoor efforts from here. Environment Horticulture is the study of production, care, and marketing of nursery plants for landscaping and production of floral crops. Students of Environmental Horticulture also study the impact of forestry on the quality of the urban environment.

**[Cross street and enter arboretum]**

Now for a campus overview: The undergraduate program at UC Davis includes four undergraduate colleges:

- The **College of Agricultural & Environmental Sciences**,
- College of Letters & Sciences**,
- College of Engineering**,
- and the **College of Biological Sciences**.

These four colleges offer over **100** undergraduate majors in total. Our Graduate Studies offer more than **90** programs leading to Master's and Doctoral degrees. The campus also has six

graduate and professional schools. We offer:

- The **School of Law**,
- School of Medicine**,
- School of Veterinary Medicine**,
- School of Education** (which offers teaching credentials, Masters and PhDs),
- Graduate School of Management** (which offers an M.B.A degree),
- and our **School of Nursing**

Together, these programs make up the most diverse selection of academic offerings among the UC campuses and thus provide a rich and stimulating environment for undergraduate study. UC Davis is third in population among the UC campuses, behind UCLA and UCB, with a population of approximately **31,000 students – over 24,000 undergraduates and over 7,000 graduate students**. In acreage, UC Davis is the largest UC campus, with over **5,200 acres**. On this tour we will walk through the central area of campus, but there are also departments and labs South of Interstate 80 and West of Highway 113, in addition to our School of Medicine in Sacramento, Bodega Bay Marine Laboratory, 40 acres of experimental vineyards in Oakville (near Napa), our Lake Tahoe Environmental Research Center in Incline Village, among other facilities throughout California.

This area, the **Arboretum**, runs along **Putah Creek**, which is a body of water that stretches for 2.5 miles through our beautiful campus. This region was once inhabited by the “Putah-Toi” Native Americans. The Arboretum is a great recreational area and place to study because it is quiet, except during an annual special event called, **Battle of the Bands**, that takes place here during our **annual Open House, called Picnic Day**. Picnic Day is a fun event that is completely student run and attracts more that **50,000 visitors** to campus in one day! In fact according to Wikipedia, Picnic Day is believed to be the large student-run event in the country! Marching bands from schools all over California, including UC Berkeley, Stanford, UC San Diego, Humboldt State and, of course, UC Davis march down this path and stop in front of Putah Creek and have a competition. The competition is to see which band can play music the longest without repeating a song. They compete until each band runs out of music. Of course, UC Davis usually wins!

Not only is the Arboretum a great recreational area, it also serves as an **outdoor educational laboratory consisting of over 22,000 forms of plant life** for the departments of Plant Biology and Environmental Horticulture, among others.

Now I'd like to tell you some of the **main reasons** students choose UC Davis. The first reason is the **academic excellence and the diversity of majors** offered at UC Davis. Because many students are unsure of what academic major to choose when first entering college, UC Davis' broad selection of over 100 majors to choose from makes it a great choice. Students who already know what they want to major in also recognize the benefits of choosing a major research institution with the opportunities that UC Davis has to offer. In addition, classes here are very stimulating and challenging. I can attest to that.

Davis also has the benefit of being located in a **hassle-free environment** in terms of

transportation. Traveling from one location to another in Davis is never a problem, especially when considering bike paths and the campus bus system. I'll go into our bike culture and the free bus system later on in the tour. Amtrak is also located downtown, which is a main mode of transportation for students to get home.

Also, our professors are not only experts in their fields of study, but they also provide access for students to gain research experience by working directly with them in a variety of academic studies. Students also have the opportunity to visit with professors during scheduled office hours, which are times reserved for students to really get to know their professors one-on-one and discuss research or lecture issues.

On the right, through the trees and across the street, is the **Wyatt Pavilion Theater**, which is a 3/4 thrust stage where undergraduate students hold our Theater Festival each year.

We're now entering the arts and humanities area. The first building on the left is **Wright Hall**, housing the **Department of Dramatic Art** and the **Main Theater**, which seats about 500 people. There are approximately five student-run productions held here each year, ranging from classical productions like "Little Shop of Horrors" and "Life and Death of Marilyn Monroe" to more experimental efforts. Tickets are inexpensive, making it a very reasonable form of entertainment for students.

#### **[short stopping point]**

To your right is the **Music Building**. Over 150 students major in Music here at UC Davis and another 150 minor in Music. Music groups are available for student auditions, such as the University chorus, concert band, jazz band and the symphony orchestra among others. One of the great things about the performing arts here at Davis is that students do not have to be music majors to join music groups; they're open to all. Another fun fact about the Music Department is that they hold free noon concerts here every Thursday for the community.

Opposite the music building is the **Art Building** which has two art galleries where students and faculty display their work. We have had some terrific artists teach here that include the Robert Arneson and Wayne Thiebaud (pronounced T-Bo).

**Directly in front of us is a set of what we call Eggheads**, which are part of a series of artwork throughout campus. They were created by the late professor, Robert Arneson, who has also had work displayed at the Smithsonian in Washington, DC. This one is titled, Yin & Yang and is symbolic of duality and tension on campus.

#### **[start walking]**

**Sproul and Olson Halls** are back behind us through the trees. In this area we find our 14 foreign language departments, such as **Chinese, French, German, Italian, Spanish, and Portuguese**, as well as a language and computer lab. There are several computer labs on campus, including in the residence halls. All computer labs on campus provide Apple and PC computer options, direct Internet access, and printers, and all registered students are

provided e-mail accounts. Although it is not required to have your own computer, it is expected, as many professors use the Internet to keep students updated. Financial aid will now cover computers for those qualified. Computer labs are one of the many job opportunities on campus for students, as they employ students in management and tech support positions.

I'll talk a little about the weather now. As you may know, Davis is **hot and dry during the summer**. Approximately **25%** of our students stay for summer session classes, as the majority leave for the summer. Davis receives a fair amount of rain during the winter at **approximately 17 ½ inches per winter**, and it does not snow here. Here is one important piece of advice to take into consideration if you bring a bike to Davis, which you probably will. Make sure it has a fender or bookrack over the back tire, otherwise, when you ride through a puddle of water, you'll get a stripe of mud up your back that we call the **Freshman Stripe**, which is a line of mud and water on the center of your back. You can avoid this by having a fender. **The spring and fall are mild, beautiful and very enjoyable – flowers are in bloom, showcasing perfect California weather.**

**[stop on walkway in front of Everson]**

Looking to our left you can see another egghead named, “**Eye on Mrak**”. The egghead is upside down with an eye on the back of its head facing Mrak Hall, which is our main administrative building. This symbolizes the students keeping their eyes on our administration to assure administration makes decisions in the best interest of the student education.

In front of us, **Everson Hall** is known as the place where the Physics 7 course began, which is significant to women planning to go to medical school. This course was created by Professor Potter, who had noticed women were not accepted to medical school at the same rate as men were. He created a course to help women improve their Physics section scores of the MCAT exam and soon created gender equity among male and female acceptances to medical schools from UC Davis.

**[cross the street, and go up the ramp next to Shields]**

On your right is **Shields Library**, the main library on campus. It is one of five libraries UC Davis owns. We are proud that Shields Library is one of the top 65 research libraries in North America and contains over **3 million** volumes. Its contents are on the **Melvyl** catalog system, which links us up with the rest of the UC system. If a student cannot find a book here, they can access this interlibrary loan system on-line, order it from another UC and it is shipped here in a few days. It also connects all digital and online subscriptions that each UC has. This is an invaluable resource to be connected to all research libraries from one of the best research University systems in the world. There is also a Shuttle that runs between UCD and UCB twice per day so students can use the library facilities at Berkeley and return the same day for a low cost of approximately **\$11.00 each way**.

This here in front of us is yet another egghead by Robert Arneson entitled “Bookhead”, appropriately named. You will notice the eyes are open with the face in the book – which is typically what we look like during finals.

The building caddy corner to us is **Hart Hall**. Hart Hall houses all of our ethnic studies departments, as well as Women’s Studies, Human & Community Development, and a Native American art museum.

**[cross street, and turn right heading toward East Quad]**

This big grassy area to your left is the **Quad**, one of the main hangouts on campus. Students eat lunch here, meet their friends, and get some sun. Throughout the year there are Friday quad concerts for students to enjoy and other fun events. In addition to Picnic Day during spring quarter, we also host the **Whole Earth Festival**. The Quad is filled with booths with lots of clothes, food and jewelry for sale. There are also stages set up all over campus with bands playing, and there is always a guest speaker covering environmental or political issues.

To our immediate right is the **24-hour reading room**. This large room for studying can be accessed with the swipe of a valid student registration card anytime of the day or night ensuring that students have a safe place to study on campus 24 hours a day, 365 days a year.

UC Davis takes the safety and security of its students and the community very seriously. We have a free student escort service if you are not comfortable going back to your room or car at night. UC Davis also has its own full-service police department, and full-service fire department complete with a student resident firefighting program. There are also lighted corridors for safety throughout the campus.

**[turn left through the center of the Quad]**

As we walk up the Quad, I'd like to point out the shingled buildings on your right. Two of these buildings, North and South Halls, were the original dormitories on campus in the early 1900s. They've been renovated and now house student services, much like Dutton Hall, which is located between the two.

**South Hall:**

South Hall on your right houses our **Internship and Career Center (ICC)**, which places over **5,500** students in internships all over the world every year! In addition we offer two special internship programs called the UCDC Washington program in our nation's capital, and UC Center Sacramento in our states capitol, both of which give students across all majors internship opportunities. Other examples are pre-med internships with major hospitals, environmental internships with Sierra Club, etc.

In addition to career guidance and placement, the ICC offers workshops on resume writing

and interviewing techniques, and many career fairs throughout the year.

**Career Recruitment Services** is located here as well and brings hundreds of companies to campus to interview our graduating students. The ICC connects students and employers. In 2011 between the four Internship and Career Fairs, Company Information Sessions and career interviews held on campus the ICC brought over 850 companies, agencies and firms to campus. Over 6,000 students took advantage of these opportunities to connect. Many of those connections resulted in students securing internship and career positions. It is a challenging labor market. Be sure to take advantage of the ICC's services to enhance your career success.

#### **Dutton Hall:**

You can see Dutton Hall to your right in-between North and South Hall. Dutton is home to **Financial Aid and Scholarships**, the **Student Employment Office** which places over 6,000 students in on campus jobs annually, and the **Student Academic Success Center**. The Student Academic Success Center, or SASC offers free tutoring in math, the sciences, and writing; seminars on time management, stress management, and test taking skills; and is home to Transfer Student Services, Veterans Affairs, and Re-Entry Student Services. In addition SASC has services that help prepare undergraduate for graduate school.

#### **North Hall:**

North Hall is now on our right which is home to **CAPS** – which is Counseling and Psychological Services. This is a service offered for free to students if they need to talk to a therapist or psychologist at any time. UC Davis offers excellent student services for our students, and most of them are found in this area.

#### **[turn left heading toward the flagpole]**

Just in case any of you are interested in **Psychology or Anthropology**, those departments are located in **Young Hall** just to your right. Psychology is actually the largest undergraduate major comprising about 10% of our student population (following closely behind is Biological Sciences & Economics...just in case they ask).

We are now walking towards **the Memorial Union, or MU** as we call it. The MU is the main student union on campus, and is home to many groups and services. Most notably, the MU is where the **Coffee House** is located. The Coffee House, which recently underwent an **\$8 million renovation**, is a central place on campus where people eat and it is completely operated by ASUCD, our student government. People come here between classes to meet friends and eat breakfast, lunch or dinner. The Coffee House provides everything from pizza, sandwiches, sushi, pho, pasta, ice cream, a salad bar, and bagels – in addition to a full service coffee bar complete with smoothies. The Coffee House **grosses over \$3 million a year** and is also a great employment opportunity for students who want a job on campus, from food preparation to supervisory positions.

Moving to the rest of the Memorial Union, we have:

- study lounges,
- an art gallery,
- a U.S. post office,
- student stores,



-a travel agency,  
-ATM's,  
-and many other student services.

**ASUCD**, our student government, occupies the third floor of the MU. ASUCD is entirely student run and operated, and maintains a budget of **over \$10 million a year**. This is a place with great opportunities for students to get involved with government and leadership. In fact, ASUCD operates every business in this entire facility, in addition to Unitrans, our bus system.

The fourth floor holds the **Center for Student Involvement (CSI)**. CSI is where students can register for over **400 different student clubs** we have on campus. If you can't find a club that interests you, feel free to create your own club. CSI also provides advisors to hold and coordinate major functions and events on campus, such as the spring Cultural Events. We have two to four day periods dedicated to many different cultures, such as La Raza cultural days, Asian Pacific cultural days, and Native American cultural days.

[enter the MU through the CoHo and exit out the back doors close to Freeborn. Stop on the patio.]

Directly in front of you is **The UC Davis Store**. This is where you can buy UC Davis gifts, school supplies, computers, textbooks, and it even has a Clinique counter. Please note that although we do welcome you to visit the UC Davis Store and shop after your tour, we will not be stopping inside the Store during this tour, as to keep to our tour timeline.

Directly below your feet right now is the **MU Games Area**, which is where students can go to relax and play in our bowling alley, or play in our arcade or billiards room. It is very cheap for students to go down here and have some fun.

[enter The UC Davis Store, walk through and out the main entrance. Proceed out MU doors heading towards SocSci 1100.]

To your right around the corner is one of the many places on campus students have access to a wide array of ATM machines.

The building across the street on your right is the **Social Sciences building**. It houses a large lecture hall, the **Administrative Offices for the College of Letters & Science** and holds many Social Sciences departments, such as **Sociology, Philosophy, History, and Economics**.

Behind me is **Hickey Gym**, which houses **Army ROTC & Military Science**. There are classes here for leadership and adventure training. The ROTC enrollment offices here also offer full scholarships for up to 4 years.

UC Davis does have a **NCAA Division I Athletics program**. While we will talk more about this later on the tour, behind the masonry wall is Hickey Pool where our students can take lap swim and scuba diving classes. Our nationally ranked Division I aquatics sports teams have

completely moved to the new Schaal Aquatic Center on the southwest corner of campus, which is an Olympic size swimming pool. Toomey Field, home to the UC Davis track field, is located on the other side of Hickey Gym, and is where our Track and Field teams compete. Not seen on our tour today is the new 31 million dollar Aggie Stadium which is home to our Division I football team as well as our women's lacrosse and women's field hockey teams. The stadium is located on the southwest corner of campus next to the Schaal Aquatic Center and seats over 10,000 people.

[DO NOT STOP – KEEP WALKING]

The little red brick building to our right is one of two main drop off and pick-up locations for our **Unitrans bus system** I mentioned earlier in the tour. Unitrans, an ASUCD ran business, is a very convenient mode of transportation. In fact, Unitrans transports 20,000 passengers per day. Rides are free for students with their registration card, and the buses travel throughout the city of Davis. Our fleet consists of natural gas busses, including the red double-decker buses imported from London. The buses generally stop at each pick-up location every 30 minutes during the school year and every hour during summer and finals. This is also the terminal for the **Yolo and Sacramento bus system**, making travel to Sacramento and the Sacramento airport convenient and FREE for students!

Additionally, Unitrans provides employment opportunities for students. All the Unitrans buses are driven by students, and students are responsible for driving, staff scheduling, and operations dispatch. Unitrans even has a student human resources manager. Many students graduating from UC Davis have obtained management positions with public transportation companies and organizations.

[start walking]

To your left is **Freeborn Hall**, named for our first Chancellor, Stanley Freeborn. It is an auditorium where large events are held, including student cultural club performances and concerts. A unit of ASUCD, the Entertainment Council, has brought performers to campus, such as Jason Mraz, Dave Chappelle, Jimmy Eat World, Snoop Dogg, Cake and more to play here at Freeborn. We've also had some special speakers at Freeborn Hall, which include poet Maya Angelou, Vice President Dick Cheney.

In the basement of Freeborn, there are important student organizations, such as **KDVS**, the campus radio station where students can have their own radio show. **The California Aggie**, the daily student newspaper, is also located in the basement.

To your right, the **Plant & Environmental Sciences Building** holds **Plant Sciences and Land, Air, and Water Resources**. This is where the fundamental advances in our plant science programs are translated into improvements in water, harvest and soil quality, sustainability, and ecosystem management. Here you will find a Salad Bowl Garden, where students, faculty and staff grow and pick their own salad. Once the vegetables are ready to pick and eat, they set up tables with salad spinners and dressing for the campus to come and make their own salads.

To your left, **Wickson Hall** holds our highly respected **Graduate Group of Ecology**, and the **Environmental Science & Policy** department, or ESP. ESP studies the latest in Ecology and Environmental Policy. This department is unique in that it's the only one that blends both science and policy so students are able to study the effect humans have on the environment and also the policies that are created to manage and regulate our use of the environment.

While the rest of the **Viticulture and Enology Department** has moved to our new Robert Mondavi Institute for Wine & Food Science at the south entrance to campus the **wine cellar**, which is still underneath the old Enology Building, has the capability of holding about 60,000 bottles of wine. **Viticulture & Enology was originally founded in 1880 at Berkley, and then moved to Davis in 1935 after prohibition ended.**

Across the street to your right is **Veihmeyer Hall**, home to the department of **Hydrologic Sciences**, which is the study of the physical, chemical and biological aspects of water resources and how it relates to earth, air and space. Nationally, there is only 1 other degree program similar to this, and UC Davis is very proud of this program.

You've probably noticed a lot of bicycle traffic while on this tour. As you may know, Davis is known for its bikes, and is actually home to the U.S. Bicycle Hall of Fame. Altogether, there are over **40,000 bikes** in the city of Davis. In order to control bike traffic, we use those cement circular dividers (roundabouts) in the middle of the road called **Bike Circles**, which you can see here. Rather than simply turning right, left or going straight through an intersection, bicyclists enter the bike circle counter clockwise and exit the circle in the direction they want to go. The bike circles can be a bit tricky so it takes a little getting used to. Additionally, these roads on campus are closed to traffic, except for university vehicles to foster bicycle safety.

**Bicycle safety** is taken very seriously in Davis. You must have the appropriate safety features on you or your bike at all times, including a light at night. You also must stop at all stop signs and follow all traffic laws. Failure to do so can result in citations and fines. While it is not required to have a bike, it is recommended.

Behind Veihmeyer Hall are 24 hour tennis courts. This area is called the **Marya Welch Tennis Center**, named for the first woman physical education faculty member at UC Davis. Marya Welch started the women's athletic programs at UC Davis.

**Cruess Hall**, to our right, is home to the **Design Department and the Design Gallery**. During Picnic Day, the Design Department holds an exciting fashion show on campus. The clothes are designed, made and modeled by the students. This is another example of students taking their experiences and applying them to real world activities. Often times fashion design scouts attend from San Francisco to learn of new student talent.

I'd like to take this opportunity to briefly talk to you about our **education abroad programs**. Essentially, you can study almost anywhere in the world, any time of the year. Whether you want to study overseas for a quarter, semester, summer, or an entire year, any student can take part in these programs at any time during their academic career. UC Davis has 40

programs worldwide and the largest amount of international study opportunities among all the UC campuses. **The Education Abroad Center (EAC)** is on 3<sup>rd</sup> and A Streets, and studying abroad is highly encouraged and popular at UC.

The houses up ahead and on the right are part of the student cooperative program, called the Cooperatives, which offer a unique learning and living experience to students ranging from first-year undergraduates to Ph.D. candidates. Students living in the cooperatives share responsibilities of growing the garden, household duties and community service projects. As part of their global awareness and responsibility, these residents practice holistic sustainable living. They recycle, maintain their own solar panels, and compost.

### **Housing:**

To our right is the Student Housing Office. Housing is guaranteed for two years to incoming freshmen, and one year for transfer students.

There are three living areas on campus for our students called residence halls. These three areas are called Segundo, Tercero, and Cuarto. UC Davis offers multiple different styles of living on campus, ranging from traditional long hallways with rooms off to each side and one restroom per floor to suite style living. We are currently approaching the Segundo Housing Area, which offers both traditional style and a combination of traditional and suite style living. Most floors are coed, but rooms are not. Both co-ed and single-sex bathrooms are located at Tercero and Segundo.

While Tercero, at the southwest corner of campus, offers the same living styles as Segundo, Cuarto Residence Halls are just across Russell Blvd and offers specifically suite style living. These are more apartment like, consisting of individual rooms, common living spaces, and bathrooms shared between the suitemates.

All rooms are equipped with internet and tv cable, while all buildings are equipped with lounges, study areas, and kitchens. There are also a variety of themed floors and buildings that students can choose to take a part in ranging from a music floor, to a leadership floor, to a science floor, outdoor adventures floor, and honors floors. Students also have the option of choosing to live on a same sex floor.

Every floor and building has Resident Advisors, or RA's, which are older students employed by Student Housing to assist younger students with their adjustment to college life. Student Housing also employs full-time professional staff in the areas of Leadership, Conduct and Academics to assure a safe and productive learning environment for our student residents.

Because we value the privacy of our students, we will not be going into the residence halls today. For more information or to view rooms on-line, please check out the housing website at <http://housing.ucdavis.edu>.

Here you can see the student residential garden, where our students can get involved and grow flowers and vegetables as part of their housing experience here at UC Davis.

**Dining Commons:**

Residential Dining Commons are managed by Sodexo, which is a catering company that runs food service on college campus'. Our eating facilities for on campus students are called DC's, which stands for Dining Commons. There is a DC in each residential area, and they are all brand new.

You can get a few different meal plans here at Davis, depending on how many meals per day you think you'll need. Basically each swipe of your ID card gets you into the DC for all you can eat, and that deducts one meal from your plan.

All dining commons provide a variety of menu options at every meal, highlighted with fresh seasonal ingredients. The DC addresses the dietary concerns of a wide variety of individuals on a daily basis and employs a registered dietician who works closely with our chefs to ensure that menu items are nutritionally sound and meet the needs of all students and cultures.

There are three meals served per day Monday through Friday, with a fourth meal called Late Night Monday through Thursday until midnight. Brunch and dinner are served on the weekends.

You can eat almost any type of food you want here at our dining commons, including but not limited to:

-a salad bar, cereal bar, sandwich bar, soup bar, desert bar, pizza bar, the grill - which serves hamburgers and barbeque foods, the bistro which serves hearty meals, a Mongolian barbeque, vegetarian and vegan options, and many others.

The DC also holds theme nights throughout the year – medieval night, carnival night, fiesta night, Harry potter night etc. and holds barbecues during the fall and spring. You can eat here today if you would like, and we encourage you to return to get the full experience. You can also find more information at [dining.ucdavis.edu](http://dining.ucdavis.edu).

[Exit Dining Commons and head south-west toward the ARC]

On campus apartments are also available to non-first year students. These are operated by a property management company in partnership with the university and are more like apartments. Information on all living options can be found on the housing website at [housing.ucdavis.edu](http://housing.ucdavis.edu).

Sorority/fraternity houses, student family housing, and grad housing are also offered by the campus. **About 11%** of our student population is involved with some form of Greek life, and some of them provide a live-in opportunity. That may sound like a low number at first, but they are very active and maintain a definite presence on campus. 8.5% of over 30,000 is a large amount. It is definitely worth learning more about it you feel this is an option for you. Other housing options in Davis include apartments and rental houses that are an easy commute to campus on foot, by bike or by bus. Housing in Davis is very convenient, easy,

and affordable being that we are a college town.

West of the ARC facility you can see the **Student Health and Wellness Center**, where all students can go if they need to see a doctor, discuss health concerns, or obtain vaccinations for travel and medical internships. The health center offers education programs that provide information and referrals in the areas of nutrition, exercise, stress management, and birth control, and also has a pharmacy. **Health insurance is a requirement of all UC Davis students**, and you can stay on your own plan, or buy the campus plan which is run through Blue Cross. It is very competitive and is available to undergraduate students and their dependents only. For more information, you might visit the health center.

Across the street, not seen from here, is the **Rec Pool**, a popular place for students to swim and relax in the sun during spring and summer. It is also free for students.

### **ARC (Activities & Recreation Center) and Athletics:**

[Enter ARC building at 1<sup>st</sup> door, walk to main lobby and stop to explain what is in the ARC]

Give information about the ARC (i.e. point out the pro shop, computer lounge, Starbucks, ballrooms then the weight room, rock climbing wall, work out machines, suspended track, racket ball courts, basketball courts dance and fitness rooms, etc.)

The ARC is completely FREE for all students, with the exception of fitness classes students can sign up for.

[after explanation, walk through the ARC so they can look around]

[enter **Pavilion** and show the visitors the court – **IF THE CLOSED SIGN IS POSTED, PLEASE DO NOT ENTER** and allow visitors to view through the glass doors]

Welcome to the home of UC Davis Basketball, Volleyball, and Gymnastics. This is the newly renovated Pavilion which now seats approximately **6,400** spectators and features brand new seats, sound system, and a removable floor. This facility is the biggest facility in the Big West Conference and in addition to being used as an athletic facility, we also hold graduations, lectures, concerts, and career fairs here.

[walk down stairs past trophy room (pointing out the 6 Directors Cup trophies) and out main doors of Pavilion past the Dobbins Baseball Complex and make a right past Aggie Soccer Stadium]

### **Intramural Sports:**

Now I would like to talk about sports and athletics opportunities for non-scholarship athletes. The Pavilion is also where you can find the Intramural Sports and Club Sports offices. Intramural sport leagues are free leagues structured for students, faculty, staff and alumni to participate in a variety of recreational sports. These include male, female and coed teams in traditional sports such as basketball, softball, soccer, ultimate Frisbee and flag football. There are also non-traditional sports such as floor hockey, dodge ball, and inner tube water

polo – a UC Davis favorite. This is basically the game of water polo, but you sit in an inner tube and try to knock the other players out.

### **Club Sports:**

In addition to the Intramural Sports program, there are also club sports, which are not NCAA teams, but they are competitive, traveling teams that compete against other University club teams. We have a variety of teams, some of which are club baseball, lacrosse, rugby, ultimate Frisbee, rowing, and ski and snowboard. Unique to UC Davis is our Equestrian team and Equestrian Center. The center offers horseback riding lessons in both, English or Western style riding and offers boarding, trail rides and private lessons.

### **ICA- Inter-collegiate Athletics:**

UC Davis recently moved up in to NCAA Division I play. Our ICA Division I Sports program with **23 NCAA sports boasts 9 men's and 14 women's teams made up of over 600 student-athletes**. Seventeen of our teams compete in the Big West Conference with the likes of UOP, UCSB, UCI, and our biggest rivals in the conference, Cal Poly SLO and Sacramento State. With these rivalry matchups, we battle Cal Poly for The Battle of the Golden Horseshoe and Sacramento State for the Causeway Cup. UC Davis also competes nationally in out-of-conference games versus Stanford, Boise State, UCLA, Cal, Hawaii, and Arizona State.

It hasn't even been a decade, and we have had great success in competition. Since joining Division I play, our football team won their division, our Women's Basketball team went to the national tournament making them one of the best sixty-four teams in the nation, our water polo teams and men's soccer team have been nationally ranked, and we have finished in the top 35% of ALL Division I teams in the United States.

### **Aggie Pack:**

One of the great things about having a big athletics program is the student spirit section. Here at Davis, our student section is called the Aggie Pack. Every UC Davis student can join the Aggie pack for free, and you are given a free t-shirt at the beginning of every year. You are guaranteed admission to all sporting event for FREE with the best seats in the house. They plan road trips and promotional events to support our teams. Going to the games is a lot of fun and a great way to support our athletes, especially considering all the FREE STUFF they give away including shirts, food, candy, and the highly coveted UC Davis Tube Socks. The aggie pack has even given out I-Pods! For more information, check out [aggiepack.com](http://aggiepack.com).

[Route change right past soccer field]

To our left is **Hoagland Hall**, which houses our **meteorology lab** where **Atmospheric Science students** use collected data through Internet access to determine weather forecasts each day. This is just another example of students gaining practical experience while gaining a college education.

Just beyond Hoagland Hall is **Asmundson Hall**, which holds the department of **Vegetable Crops**. This department became famous in the 1950s and was known for saving the tomato

industry in California by the development of the genetically engineering a thicker skin tomato, which could withstand the pressure from the mechanical tomato harvester without being crushed.

### **SISWEB:**

Now I'll talk about how students at Davis register for classes. We register for classes via an online system called, SISWEB, or Student Information System. Essentially, you are given a time and day to be online to register for classes – you're actually given two of these called Pass 1 and Pass 2. You sign online during that time and sign up for the classes you want. Once everyone has finished their pass one, you do it all again to make any changes you want and to craft that perfect schedule. Who gets to register first? It's based on a seniority status – so the longer you've been or, or rather the more units you have, the earlier you get to register to ensure you get the classes you need to graduate.

### **Orientation:**

The summer before students come to Davis, there is an orientation program called Orientation. Both students and parents are encouraged to attend for two-nights/three-days where you stay in the residence halls and eat at the dining commons. Summer Advisors help students get to know the campus, explain registration, and provide orientation tours of the campus. Placement tests for classes in the sciences and foreign languages are given. It is a great way for students to become familiar with the campus before starting the fall quarter, as well as to meet other new first year students. Attendance is HIGHLY recommended.

To our right at the end of this street you will find the UC Davis Police and Fire Departments. By dialing 911 from any phone, including cell phones, the calls route immediately to the dispatcher and emergency response teams respond on-site in less than 2 minutes! This provides a strong sense of safety and security for our campus and community.

### **Bio-Sci:**

**We are now entering** what I like to refer to as “Life Sciences District” where our College of Biological Sciences resides.

- UC Davis ranks in the **top 50 Life Sciences Universities in the nation** by Times Higher Education,
- Ranks **1<sup>st</sup> nationally as most prolific in Environment/Ecology** by Science Watch,
- Ranks **3<sup>rd</sup> in the nation in Evolution and Ecology programs**,
- Ranks **#20 nationally among all reported graduate programs in Biological Sciences**
- **Confers the highest number of bachelor and doctoral degrees in Biological Sciences**
- and is ranked the **#1 institution for awarding undergraduate biological sciences degrees to minorities** by Diverse Issues in Higher Education 2011.

This area includes **Hutchison Hall, Storer Hall, Briggs Hall (immediately to our right) and the Life Sciences Addition**. Housed here are all of our biological science departments, such as **Evolution & Ecology, Microbiology, Molecular & Cellular Biology, Genetics, Neurobiology, Physiology & Behavior (NPB), Exercise Biology**, and many more,



including our **#1 department in the nation for both graduate work and undergraduate work, Plant Biology**. The Dean's office for the **College of Biological Sciences** is in the **Life Sciences Addition**.

From here we can see the Sciences Lecture Hall to your right, a large lecture hall which is where many of the lower division large science classes are held.

As we continue, the **58 million dollar** Sciences Laboratory Building is to our right, and is a state-of-the-art science building that is built with specific labs for each individual section, including a greenhouse at the top of the building, a real running salt-water for evolution and ecology studies, which is **ranked 3<sup>rd</sup> in the country**, and a lab with four seat surgery tables with moveable benches for NPB labs, etc.

I'd like to take this time to talk a little about our Davis Honors Challenge program. This is an honors program that strives to enhance the undergraduate experience of highly-motivated students by preparing them for challenges they will face in business, professional, or academic careers. The Davis Honors Challenge encourages students to think critically, learn collaboratively, solve real-world problems by working in teams, improve oral and written communication skills, and develop new research skills. The Davis Honors Challenge also provides a full range of academic services to students in the program and promotes creative approaches to student learning and faculty development on the UC Davis campus. In addition, these students receive priority registration. For information on this program, please go to [honors.ucdavis.edu](http://honors.ucdavis.edu).

Just a little to our left and across the street is **Kerr Hall**, home to the **Political Science, International Relations and Communication** departments, three very popular majors on campus.

On our left is Robbins Hall, home to our Agricultural Sustainability Institute which is responsible for our new interdisciplinary major, Sustainable Agriculture and Food Systems. Nine departments within the College of Agricultural & Environmental Sciences engaged to create this new major. As you can see, their efforts are displayed on the mosaic-adorned *Sustainability Pillars*.

**Haring Hall** is home to office and lecture space for general use. You'll notice the sculptures above the front doors of animals. This is because this used to be home to our **School of Veterinary Medicine (often ranked #1 in the nation...whoohoo!)**, which we will talk about later on our tour. Our School of Veterinary Medicine is located at the southwest corner of our campus and we will not see it on our tour today. Just a stone's throw from the School of Veterinary Medicine is our 25 acre Equestrian Center offering both English and Western style lessons, as well as boarding facilities for horses.

The building on your left is the new **Student Community Center**. This building offers programs and resources serving the student community; including: the **Cross Cultural Center; the Student Recruitment and Retention Center; the Lesbian, Gay, Bisexual and Transgender Resource Center; the Women's Resources and Research Center** outreach

**center; and the Undergraduate Research Center.** This building also contains computer classrooms, media laboratories, a quiet study room, study lounges and a small café. It also includes a large multi-purpose room with a deck overlooking the front plaza.

The **Cross Cultural Center** offers educational opportunities and promotes an environment of cross-cultural learning through various educational programs and cultural events on campus. This center promotes long lasting relationships with and between groups and organizations fostering a sense of community. This is very important at UC Davis because we have a very **diverse student body** here and it gives us opportunities to learn about and appreciate each other for not only our likenesses, but for our differences as well.

Please notice the **Practice of Freedom** mural that represents our diverse and rich population. This mural is a tribute to the indigenous past of this region. The root of life, the inextinguishable flame that illuminates and nourishes us all, the quilt representing the richness of cultures, the kaleidoscope of colors held together by unifying threads that flow through the entire mural, the city and rural-scape of different regions our students come from, the two students embracing representing friendship; The Student Community Center where camaraderie, integrity and learning take place; a computer representing technology; a book and students studying, concluding with students graduating and celebrating, as their academic hats fly into the air and become the universal doves of peace.

The shingled building over on the corner behind me is the **Silo**, which houses a variety of commercial fast-food enterprises as well as a full-service restaurant. This is another place on campus where people eat lunch, meet their friends, and hang out between classes.

Also, the Silo is the location of the **UC Davis Farmers Market** that comes to campus every Wednesday during Fall and Spring Quarters from 11:00-2:30. It's a great place to come to stock up on fresh produce, nuts, flowers and more. It's also a great way to support your local farmers.

This small shingled building houses **Outdoor Adventures**. Outdoor Adventures arranges white water rafting, camping, backpacking and other outdoor trips for students. They also have a retail store inside and rent out equipment, such as backpacks, sleeping bags, and tents. Outdoor Adventures also offers wilderness first aid, EMT training, and CPR certification. **Although Outdoor Adventures does offer snowshoeing and cross country ski trips**, most of our avid downhill skiers and snow boarders join a student **club** called **SOS**, Ski or Snowboard, that arranges snow skiing trips on weekends through the winter months. This is the largest club on campus, and since we are so close to the mountains, this sport is very popular here. You may contact CSI at the Memorial Union for more information on that club.

Connected to Outdoor Adventures on the backside is the student run **Bike Barn**. Being that Davis is known for its bikes, we have our own bike store on campus. The Bike Barn offers bicycles sales, repairs, rentals, and also provides an air pump and tire repair tools so if you get a flat tire on campus you're never stranded. Incoming students can pre-order their bikes on the shop's website over the summer and pick it

up when they move to Davis in the fall.

The Silo area also holds the **Gunrock Pub**, the only full-service restaurant and bar open from 11:30am to 2:00pm. The menu features campus produced foods like the Award Winning UC Davis Olive Oil and a salad bar from the Robert Mondavi Institute Good Life Garden.

In addition, there is the **Experimental College and the Craft Center** located in the **South Silo**. The Experimental College offers non-traditional classes outside our student curriculum, such as dance, music, yoga, etc. The Craft Center offers over 100 classes each quarter in areas including ceramics, glass, wood, welding, textiles, etc. Studios are equipped with all the tools needed and experienced students can purchase passes to use the space when classes are not in session.

On the left is the **Chemistry Department**. The first large hall on the corner is **Peter A. Rock Hall** and it is one of the largest lecture halls on campus. It seats approximately 450 students. This lecture hall sometimes doubles as the Campus Cinema, offering movies either free or at reduced prices before they even hit theatres. Speaking of Chemistry, the department displays their work each year while hosting a magic show at our annual open house, Picnic Day. It is a great time to learn first hand how involved our faculty and students are and to view their work. The remainder of this building holds many chemistry labs and several administrative offices.

To your right is the area of campus home to our **College of Engineering**. This area is comprised of **Bainer Hall, Ghausi Hall and Kemper Hall**, home of our Dean's Office. The College of Engineering is unique in the UC system as it has **15 separate undergraduate majors with over 3,400 students, making it the largest engineering school in the UC system**. Some of the most popular majors are Civil, Electrical and Mechanical engineering. The program has been ranked among the top 20 public engineering programs and employs 46 faculty who have received the National Science Foundation career award.

The College of Engineering does research on projects that affect our everyday lives without us knowing it. Some of these projects include converting food waste into bio energy, using algae for bio fuel production, and even a human gastric simulator to determine how certain foods will break down in the stomach. Our faculty and alumni include the vice president of Intel, a national medal of science recipient from President Obama, a NASA astronaut, and the "father of the plug-in hybrid," Professor Frank." The College of Engineering contributes to society in all these ways and many more, while putting over \$90 million into research last year.

The **Physics Building** is home to..... can you guess? Yes, you guessed it! ☺ The department of Physics! Geology is located in the new Earth & Physical Sciences building just behind this building. Within these two departments, Physics and Geology, **we are extremely proud to employ 5 professors who are honored members of the National Academy of Science!** We have very strong mathematic and physical sciences on this campus.

This building also has telescopes on the roof for the **Astronomy Club** and Astronomy classes. In addition, the engineering students use this building to host an egg drop competition for 5<sup>th</sup> grade children each February. The children stand on the roof and drop eggs to the ground. The purpose of the competition is to keep the eggs from breaking, so participants create contraptions to protect their eggs.

The **Physical Sciences library** is the resource library for Chemistry, Engineering, Physics, and Geology. It is one of the five libraries on campus.

As we wind down our tour, I want to mention some **things we won't see today**. Out beyond Highway 113 and south of Interstate 80 there are many additional laboratories and research sites, as well as our **campus airport**. We are the only UC with our own airport, as well as a Student Fire Fighting Program.

Southwest of us, not seen, is the Mathematical Sciences building housing the departments of **Mathematics and Statistics**. Mathematics and physical sciences is a growing area and a new building dedicated to mathematical sciences was just completed near the Engineering area of campus.

Also, southwest of us is the **Academic Surge** building, which holds the **Wildlife, Fish and Conservation Biology** department which includes the study of marine biology. Also, not seen on this tour is **Meyer Hall**, which holds the departments of **Animal Sciences and Nutrition**. **Nutrition is ranked among the top 5 in the Nation!**

Additionally, further southwest of us on the outlying area of campus is the **Health Science Complex**, which houses our **School of Veterinary Medicine**, the **Vet-Med Teaching Hospital**, and a number of vet-med laboratories. Our School of Veterinary Medicine is often ranked #1 in the nation, is one of 28 vet schools in the nation and the only public vet school in California. Other facilities are located in that area, such as the **Genome & Biomedical Sciences** building, where Biomedical Engineering department has research labs and a world class small animal imaging facility, another state-of-the-art facility at UC Davis.

The **School of Medicine** and the **UC Davis Medical Center** are located in Sacramento. Our medical school is ranked in the top 20 in **turning out primary care physicians** and our **Medical Center** ranks among the **top 50 hospitals in America!**

**King Hall** holds the **School of Law** and just completed a \$30 million expansion featuring an addition 18,000 square feet that includes a new high-tech courtroom, additional classrooms and group study areas. Named for Dr. Martin Luther King, Jr., this is a well-respected law school. Over the past several years, UC Davis School of Law graduates have remained in the top 10% of California law schools with the highest rate for passing the bar exam the first try. Most recently our law school has been ranked by US News & World Report in the top 30 of all law schools in the nation. The Law School is on the semester system made up of two 15-week semesters. The rest of the campus is on the **quarter system**, three 10 week quarters.

This tall, white building is **Mrak Hall**, the main administrative building on campus. Mrak holds

the **Chancellor's Office**, and our Chancellor is Linda Katehi. It also holds **Vice Chancellors' offices, Registrar's Office, Undergraduate Admissions, and Graduate Studies admission office**. Admissions is where you can drop in and ask questions about admission to UC Davis. They are open Monday through Friday from 10-4 and no appointment is necessary. Also in Mrak Hall is the **College of Agricultural & Environmental Sciences Dean's Office**. This college was the only academic unit for decades, as it started in 1908 as the Berkeley Farm Extension, and over a century has evolved into a #1 agricultural and environmental sciences college in the nation.

I would like to conclude this tour by sending you home remembering a few things. Although UCD is a friendly, comfortable place, it is also a very challenging school with endless opportunities to gain both a quality education and real world experiences. It doesn't matter if you want to go on to graduate school or jump right out into a career following your undergraduate studies, UC Davis will give you the knowledge and experience to continue and succeed. A few important contributing factors to that success is the world renown professors at Davis, as well as the great internship opportunities for students to gain real practical experience.

This concludes our tour today at UC Davis. I will be walking back to the Alumni Center from here, which is where we started the tour. Feel free to stop here to speak with Undergraduate Admissions representatives about any admission questions you might have, or continue the tour back to the Alumni Center with me. Also, for more admissions related information, please feel free and visit their web site at [admissions.ucdavis.edu](http://admissions.ucdavis.edu).

If anyone has any questions, I will be happy to answer them now and/or on the way back to the Alumni Center. I hope you enjoyed the tour and thank you for allowing me the opportunity to show you around campus today and share with you why Davis is a great place to learn. **THANK YOU!!**

## English Lit Instructor Evaluation

Instructor's Name:

Course:

Qtr/Year:

form ENL/LIT A

**5 = strongly agree   4 = agree   3 = undecided   2 = disagree   1 = strongly disagree**

**N = not applicable**

1. The course is well organized.
2. The assigned readings further the aims of the course.
3. The writing assignments are challenging.
4. The instructor has command of the subject.
5. The instructor presents the subject matter in reasonable depth.
6. The instructor expects a high standard of performance from students.
7. The instructor, when approached, is responsive and helpful.
8. This is a good course, overall.
9. The instructor is a good teacher, overall.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.

## Evol & Ecology Instructor Evaluation

Instructor's Name:

Course:

Qtr/Year:

form EVE A

**5 = excellent**

**4 = above**

**3 = average**

**2 = below**

**1 = poor**

**N = not applicable**

1. Knowledge and command of the subject matter.
2. Clarity of organization and presentation.
3. Ability to develop and stimulate my critical thinking skills.
4. Responsiveness to class and willingness to receive questions and comments.
5. Interest in students, and accessibility to students outside of class.
6. Enthusiasm for teaching, and ability to make the subject interesting.
7. What is your overall **evaluation of the instructor?**
8. What is your overall **evaluation of the course?**
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.

## Mech &amp; Aero Engr Instructor Evaluation

Instructor's Name:

Course:

Qtr/Year:

form MAE A

**5 = excellent****4 =****3 =****2 =****1 = poor****N = not applicable**

1. This course is well organized.
2. The course builds understanding of concepts and principles.
3. The instructor explains concepts clearly.
4. I feel comfortable asking questions and speaking with my professor.
5. I am generally pleased with the text(s) required for this course.
6. The course assignments are reasonable in length and difficulty.
7. The exams are reasonable in length and difficulty.
8. I am satisfied with how much I learned in this course.
9. The instructor is a good teacher, overall.
10. The course is good overall.
11. On average, how many hours per week did you spend on this course outside of normally scheduled class meetings (lecture, lab, or discussion)? (1=<5 hrs, 2=5-10 hrs, 3=10-15 hrs, 4=15-20 hrs, 5=>20 hrs)
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.



## NPB Instructor Evaluation

Instructor's Name:

Course:

Qtr/Year:

form NPB A

**5 = strongly agree   4 = agree   3 = no opinion   2 = disagree   1 = strongly disagree**

**N = not applicable**

1. The instructor explained the material in ways that were clear to me.
2. The instructor encouraged application of concepts and critical thinking.
3. The instructor responded well to questions, either in class or by e-mail.
4. The instructor's office hours helped me understand the material. (Mark "N" if you did not attend.)
5. Overall, this instructor was excellent.
6. The goal of this course was clearly explained and appropriate for your foundation.
7. Given the goal, the topics covered by the lectures seemed appropriate and well-organized.
8. The intellectual level of this course was appropriate for the goals.
9. Overall, this course was excellent.
10. I would recommend this course to other students.
11. The lectures were well-organized.
12. The lectures were well paced.
13. The lecture slides and/or other visual aids helped me understand the concepts covered in this course.
14. The reading assignments and/or textbook were helpful.
15. The course web page was helpful.
16. The problem sets and/or study questions were helpful.
17. The handouts and/or course readers were helpful
18. The discussion sessions helped me understand the material and/or solve problems
- 19.
- 20.
- 21.
- 22.

## Psychology Instructor Evaluation

Instructor's Name:

Course:

Qtr/Year:

form PSC A

**5 = strongly agree   4 = agree   3 = neutral   2 = disagree   1 = strongly disagree****N = not applicable**

1. This course is well organized.
2. I know what is expected of me in this class.
3. The stated goals of this course are consistently pursued.
4. My instructor seems well prepared for class.
5. My instructor explains clearly.
6. When subject matter is unclear, I feel free to ask for clarification.
7. There is sufficient time in class for questions and discussion.
8. My instructor answers student questions well.
9. My instructor displays enthusiasm for the subject matter.
10. In this course, I feel challenged and motivated to learn.
11. Course assignments are valuable components of this course.
12. Grading practices in this course are fair.
13. My instructor is available for consultation outside of class.
14. I always attend class.
15. I learn a great deal in this course.
16. My instructor is an excellent teacher, overall.
17. Overall, this is an excellent course.
18. Difficulty level of the reading material.
19. Difficulty level of the examinations.
20. Overall difficulty level of the course.
- 21.
- 22.

## Statistics Instructor Evaluation

Instructor's Name:

Course:

Qtr/Year:

form STA1 A

**5 = excellent**

**4 = good**

**3 = fair**

**2 = poor**

**1 = failing**

**N = not applicable**

1. Please rate the difficulty of the course [5=very hard; 4=challenging; 3=about right; 2=moderately easy; 1=very easy]
2. Is the textbook readable? [5=yes; 3=somewhat; 1=no]
3. Did you find the problems in the book interesting? [5=yes; 3=somewhat; 1=no]
4. Did you find the examples in the book interesting? [5=yes; 3=somewhat; 1=no]
5. The value of the course and its contribution toward achieving my educational and professional goals was:
6. The organization and presentation of the material in class was:
7. The availability and approachability of the Instructor was:
8. The responsiveness of the Instructor to questions raised in class relating to lecture material was:
9. The enthusiasm of the Instructor in teaching the lecture material was:
10. I rate the overall quality of planning of the course, its structure and pace as:
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.

# EVALUATING USING THE TRANSFER PROFILE

## Selective and Non Selective Majors

- 1) On Inside Admissions (IA) under Transfer Application Review click on Application Review (see IA filters instructions)
- 2) Filter your Queue (see IA application filter instructions next page)
- 3) Click on review button to open evaluation profile for the student you want to evaluate
- 4) Review Educational history (see Profile tools **page 7** for cleanup instructions)
  - Verify that each college has courses reported. If no courses are listed, request a transcript so that you may add the courses to the profile for evaluation
  - Verify school type is correct
  - Verify term type is correct
  - Verify begin attd: and end attd: dates are correct
  - If student is an intercampus transfer, click on Intercampus transfer box
- 5) Gaps in education. If there is a gap in education and it is explained click on “mark as cleared.” Remember, summer gaps are ok. If not explained, you will need to send an email to student requesting an explanation.
- 6) Complete Evaluation
  - Review AP and check for limitations, If AP satisfies UCE or UCM, click on appropriate radio button
  - Review for International Baccalaureate Exams/Certificates (IB). You may have to request for the certificate or diploma before a decision can be made on transfer credit.
  - Check courses for transferability of coursework. Do not leave any exam or course without an appropriate decision. Yellow lines are not acceptable.
  - Check language of instruction and remove lower division foreign language credit per evaluation rules
  - If course meets the UCE requirement Click on the E radio button for each course that meets requirement, if not already labeled.
  - If course meets the UCM requirement Click on the M radio button for each course that meets requirement, if not already labeled.
  - If a UCE or UCM course is IP or PL, then remember to click on the contract box. If UCE/UCM is already satisfied and the course is only being contracted for the selective major, then do not mark it as E or M for programing purposes.
  - Check for repeats and limitations
- 7) Double check for repeats or limitations, etc using the pull down transferable courses & exams totals pull down list.or the courses/exams link.
- 8) Missing any information – request from student using “Send New Request”
- 9) If there are any A levels or international college work: Adviser Action = TO UA Intl
- 10) Remember to verify all IP or PL SMR courses are appropriately contracted.



**UC DAVIS**

UNIVERSITY OF CALIFORNIA

# **Undergraduate Admission Process: Freshman Applicants**

**Timo Rico**  
***Associate Director***



# Presentation Overview

- About UC Davis
- UC Admission Guidelines
- UC Davis Holistic Review
- UC Application Process
- How to be Competitive
- Next Steps



**UCDAVIS**

# UCDAVIS IS HERE



# About UC Davis

- Recognized worldwide for research and advancement
- 24,737 undergraduates
- 2,091 faculty
- 15:1 student to faculty ratio
- 8th among U.S. public universities
- Top 50 world research university
- We are the “Aggies”





# Leader in Sustainability

**UCDAVIS**  
**#1 COOL SCHOOL**  
2012-13 **SIERRA MAGAZINE**



**UCDAVIS**

## Academic Opportunities

- 102 majors, 92 grad programs, six professional schools
- Distinguished faculty
- Undergraduate research
- Internship and Career Center among top in nation, largest in CA
- Study abroad
- Honors programs
- Professional advising and tutoring





## Where You Learn: Teaching, Research and Performance Centers

- UC Davis Health System
- Genome Center
- Bodega Marine Laboratory and Reserve
- Tahoe Environmental Research Center
- Mondavi Center for the Performing Arts
- UC Davis Washington, D.C. Program
- Mondavi Institute for Wine and Food Science
- Equestrian Center and Horse Barn
- UC Davis Center at CA Capitol
- Fuel Cell, Hydrogen and Hybrid Vehicle Center



## Student Achievement

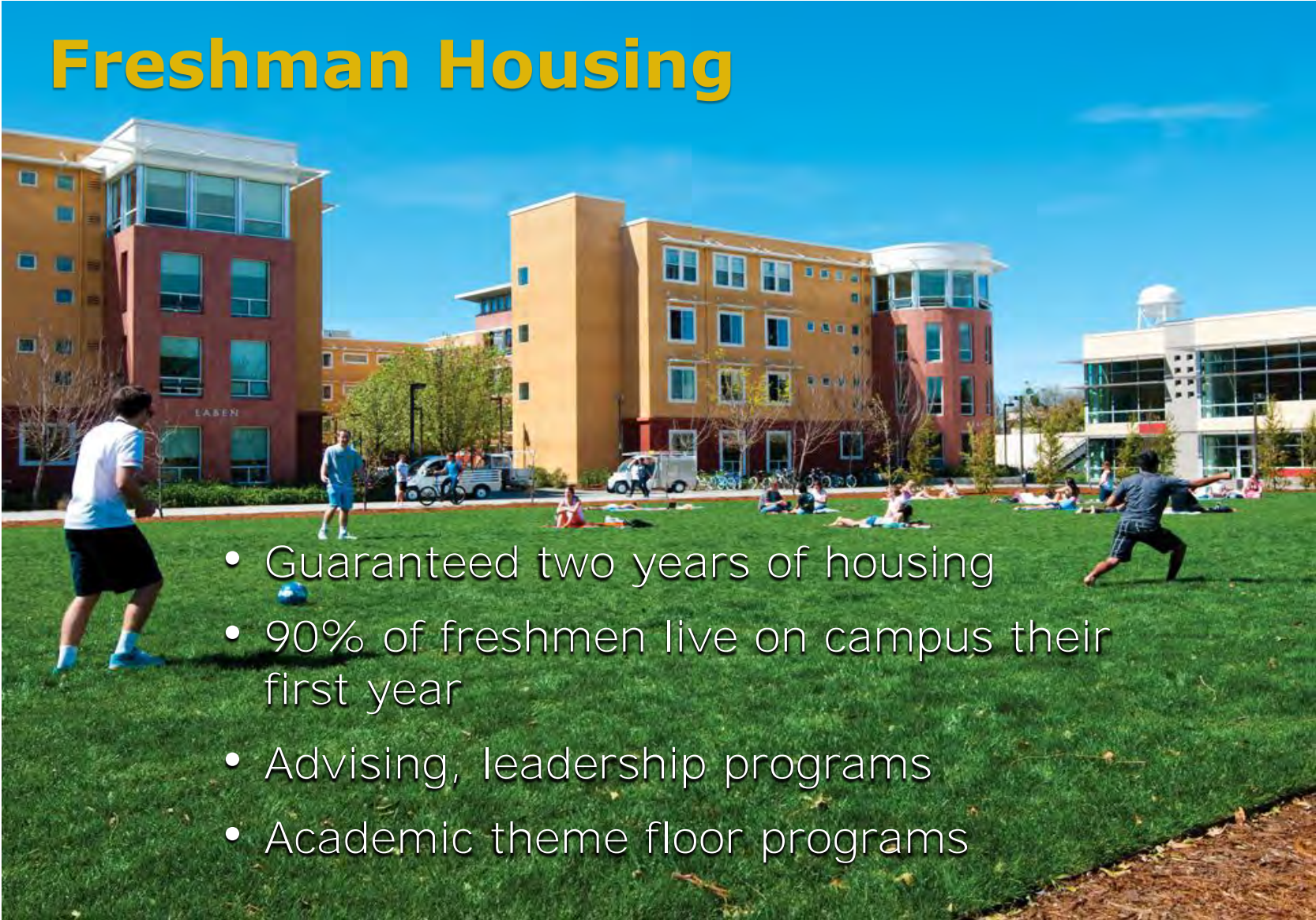
- Most freshmen graduate in four years
- Top employers recruit Aggies
- Among top 50 state universities based on alumni earnings potential
- Majority of grads pursuing post-secondary degree attend first or second-choice school
- Active Aggie alumni network of 200,000



## UC Davis Community

- ASUCD student government
- 500+ clubs, Outdoor Adventures, Equestrian Center, Craft Center
- NCAA Division I Athletics and Aggie Pack, intramural sports, sports clubs
- Greek system
- Centers for leadership, cultural programs, performing arts, LGBT, activities and recreation
- Picnic Day

# Freshman Housing

- 
- Guaranteed two years of housing
  - 90% of freshmen live on campus their first year
  - Advising, leadership programs
  - Academic theme floor programs



# Investing in your Future

Estimated annual costs for 2012–13				
	On-Campus	Off-Campus	Commuter	On-Campus Non-Resident
<b>Fees/Tuition *</b>	\$13,877	\$13,877	\$13,877	\$36,755
<b>Health Insurance</b>	\$1,380	\$1,380	\$1,380	\$1,380
<b>Books &amp; Supplies</b>	\$1,602	\$1,602	\$1,602	\$1,602
<b>Room &amp; Board **</b>	\$13,503	\$8,247	\$4,422	\$13,503
<b>Personal Expenses</b>	\$1,237	\$1,401	\$1,684	\$1,237
<b>Transportation</b>	\$569	\$1,381	\$1,794	\$569
<b>Total</b>	\$32,168	\$27,888	\$24,759	\$55,046

# UC Admission Freshman Guidelines

- Complete a minimum of 15 UC approved “a-g” courses with at least 11 finished prior to senior year
- Earn a 3.0 GPA or better (3.4 for non-residents) in your “a-g” courses completed in 10<sup>th</sup> & 11<sup>th</sup> grades
- Complete ACT with Writing or SAT Reasoning Test by December of your senior year





# More About “A-G” Courses

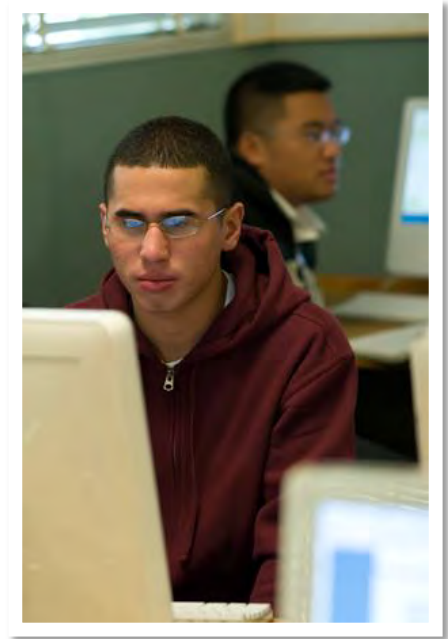
**Complete with no grade lower than a “C”:**

- a) History/Social Science – 2 years
- b) English – 4 years
- c) Mathematics – 3 years\*
- d) Laboratory Science – 2 years\*
- e) Language Other than English (LOTE)– 2 years\*
- f) Visual and Performing Arts – 1 year
- g) College Preparatory Elective – 1 Year

**\*Exceeding minimum highly recommended**

# More About Grades...

- 3.0 GPA (3.4 nonresidents) or better in all “a-g” courses completed in 10th and 11<sup>th</sup> grades, **including summer**
- Additional grade points for grades of “C” or better in UC approved honors, AP, IB, and college courses
  - capped at four semesters in grade 10
  - a total maximum of eight semesters



# More About Exams...

**SAT Subject Exams are NOT required for admission to a UC campus:**

- Check with individual campuses and programs for their recommendations.
- If you request your official scores to be sent to a UC campus, the scores are shared with all UC campuses to which you applied.

# Top 9% Guarantee\*

**Statewide Path Top 9%**

**Local Path (H.S.) Top 9%**

- If you meet minimum UC requirements, and you fall into one or both of these categories you are **guaranteed** admission in the UC system;
- If you are not offered admission to any UC campus to which you applied, you will be offered a spot at another campus

\*if space is available

# Statewide Path Top 9%

- Students who meet the general admission requirements
- AND**
- Rank in the top 9% of California high school students according to the UC Admissions Index

The UC Admissions Index is a sliding scale based on a combining a student's UC GPA and UC Score.



# Local Path (ELC) Top 9%

- Students must meet the admission requirements

**AND**

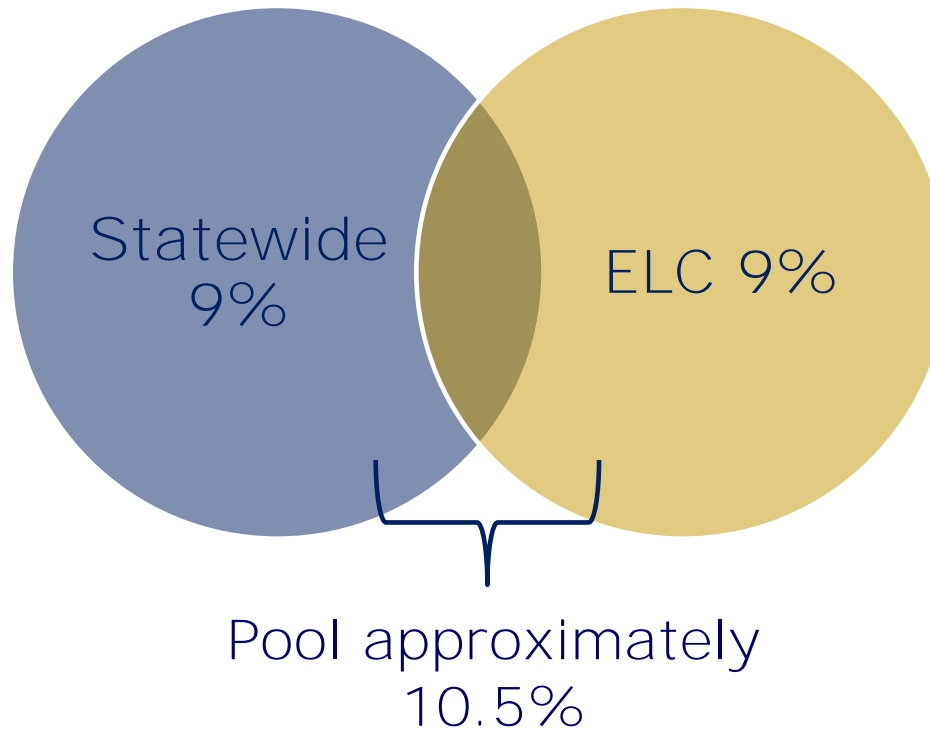
- Have a GPA that meets or exceeds the 9% benchmark GPA that UC established for that high school

**AND**

- Complete a specific pattern of **11** UC-approved “a-g” courses prior to senior year

- Math & English – 2 years each
- Lab Science, History/Social Studies, and Language Other Than English – 1 year of each
- Any additional “a-g” courses – 4 years

# UC Admission Paths Applicant Pool



# Holistic Review

*Considered in context of socio-economic, educational and life experiences.*

## Academic Factors:

- “a-g” course GPA in grades 10-11
- Number of “a-g” courses
- Examination scores
- Honors, AP, IB or college coursework completed
- Marked improvement in a consistently challenging academic program
- Academic prep program completion

## Non-Academic Factors:

- Demonstrated leadership
- Demonstrated special talents and skills
- Perseverance through challenges & hardships
- Successful management of a significant disability impacting educational and life goals



# UC Application Process

- One application for all UC campuses
- Filing period: November 1-30
- \$70 fee per campus (\$80 for international)—fee waivers available
- Apply for scholarships in the application
- No letters of recommendation or hard copy transcripts

**Application Tips: [admissions.ucdavis.edu/apply](https://admissions.ucdavis.edu/apply)**

**Application: [universityofcalifornia.edu/apply](https://universityofcalifornia.edu/apply)**

# Personal Statement

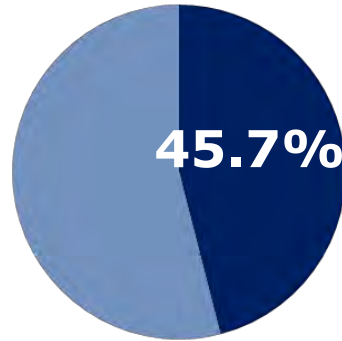
- Responses required for two prompts
  - Maximum 1,000 words total
- Highlight experiences, talent, leadership, accomplishments beyond academic record
- Be specific, use examples, tell us what you learned



# 2012 Freshman Admission Profile

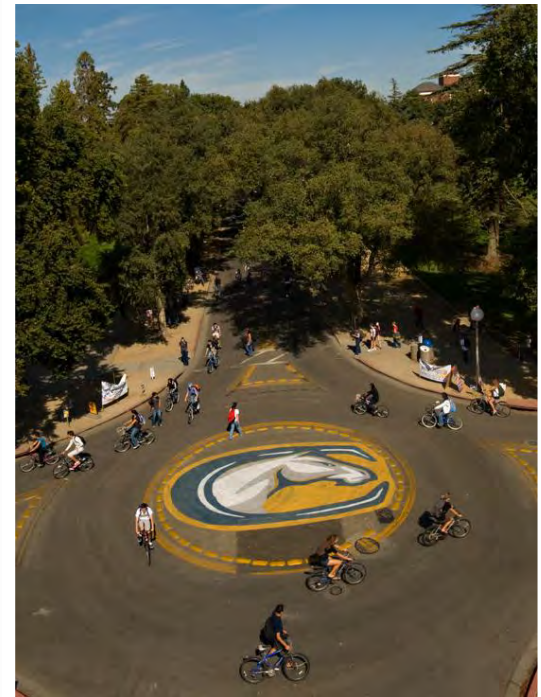
**ADMIT RATE** **45.7%**

APPLICANTS **49,383**  
APP INCREASE **7.8%**  
ADMITS **22,550**



## **AVERAGES** (middle 50%)

HIGH SCHOOL GPA	<b>3.93-4.21</b>
ACT COMPOSITE SCORE	<b>26-31.5</b>
SAT CRITICAL READING	<b>550-690</b>
SAT MATHEMATICS	<b>600-740</b>
SAT WRITING	<b>580-710</b>
SAT TOTAL	<b>1770-2100</b>



# How to be Competitive

- **Exceed** minimum UC eligibility
- Take required test **no** later than December
- Complete activities/awards section fully
- List and describe leadership
- Include academic preparation programs; describe experience
- List an alternate major (alt area/college)
- **Don't get senioritis!**



# Additional Hints

- ✓ Don't wait until the last minute
- ✓ Accuracy is critical
- ✓ Contact all UC campuses if courses/contact information changes
- ✓ Check e-mail frequently, respond immediately
- ✓ Don't hesitate to ask questions
  - Campus websites
  - ApplyUC Application Help Sidebar



# Freshman Admission Timeline

**November 1-30** Apply to UC Davis for fall 2013

**December** Complete any remaining exams  
Create MyAdmissions account

**January** Priority filing period for FASFA  
Monitor MyAdmissions account

**Mid-March** Admission notification

**April 6** Decision UC Davis event

**May 1** SIR deadline

# Learn More and Visit UC Davis

- **Admissions website:** [admissions.ucdavis.edu](https://admissions.ucdavis.edu)
- **Join our mailing list:** [admissions.ucdavis.edu/moreinfo](https://admissions.ucdavis.edu/moreinfo)
- **Visit campus:** [visit.ucdavis.edu](https://visit.ucdavis.edu)
- **Take a virtual tour:** [admissions.ucdavis.edu/virtualtour](https://admissions.ucdavis.edu/virtualtour)

## Join our communities:

Facebook: [facebook.com/ucdavisua](https://facebook.com/ucdavisua)

YouTube: [youtube.com/ucdavis](https://youtube.com/ucdavis)

Twitter: [twitter.com/ucdavis](https://twitter.com/ucdavis)



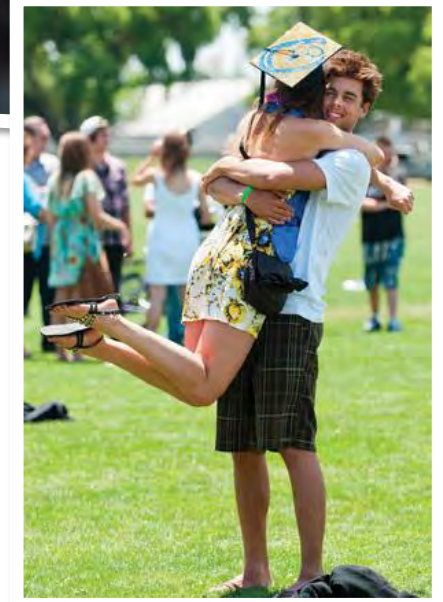
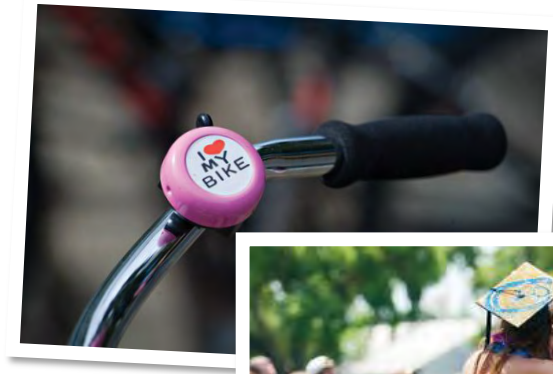


# We invite you to apply by November 30!

- Application opens October 1
- Submission period is Nov. 1-30
- Next steps:  
**[admissions.ucdavis.edu/apply](https://admissions.ucdavis.edu/apply)**

## Questions?

Presenter email





**Freshmen Credit Summary (Official) as of Wednesday February 06, 2013 @ 04:35 PM**

Student View

Open Assist

Print

Refresh

Close

**Student Information:**

Name	Student ID	College	Major	Last School Attended	EOP	Athlete	Foster Youth	Re-Entry	Email	Address	Phone
[REDACTED]	[REDACTED]	LS	Psychology	BEVERLY HILLS HIGH SCHOOL	N	N	N	N	[REDACTED]	[REDACTED]	() -

**Add Student Orientation Comments:****Attended Orientation:**

Yes - Attended Orientation 201210

**Attended STEP:**☐ Yes**Academic Comments:** [\(Add New Comment\)](#)

She plans to change majors to NPB Pre-Med.  
Registered for MAT 17A NUT 11 ETX 10 SOC 4 FRS 3.  
She plans to waitlist WLD 41C and will likely drop either ETX or SOC. She has AP credit for ENL 3 UWP 1 POL 1 and knows to not repeat them for credit. -VJO - 08-16-12

**Needs Additional Course(s) in Pass 2:** [\(Add Course\)](#)

WLD 41C. -VJO (Added 08-16-12)

Save

**Diagnostic Examination Test Results:****Precalculus Exam taken Jun 10, 2012:****Overall Scores:**

	Score/Possible:
Total Score:	42/60
Trigonometry Score:	5/7
Algebra Score:	22/31
Functions Score:	20/29

**Areas Tested. Review is recommended in \*\*ed areas:**

Rational Expressions:	6/7
Exponents and Radicals:	6/9
Linear Equations and Inequalities:	5/8 *
Polynomials:	5/7
Functions:	5/7
Trigonometry:	5/7
Logs and Exponential Functions:	7/7
Word Problems:	3/8 *

**Chemistry Exam taken Aug 13, 2012:****Overall Scores:**

	Score/Possible:
Total Score:	19/44

**Areas Tested. Review is recommended in \*\*ed areas:**

Compounds/Elements:	2/5 *
States of Matter:	1/3 *
Reactions of Matter:	0/5 *
Structure of Matter:	2/5 *
Periodic Properties:	2/6 *
Solutions:	3/6
General Skills:	9/14

**Permitted to take:**[View Details](#)

Permitted to take:

[View Details](#)**Student Requirements:****ELWR:** SAH Satisfied-AP 3,4,5**AHI:** AHS Satisfied - American History**Student Test Scores:****SAT Pattern: NEW****Exam:** **Score:**Math: **580**Reading: **570**Writing: **660****Total:** **1810****Self Reported/Official:**

Official

Official

Official

Subject 1: SAT Subj Literature - **510**

Official

Subject 2: SAT Subj Ecological Biology - **500**

Official

**TOEFL, IELTS, APIEL and IBT Exams - n/a****AP Exams**

<b>Code:</b>	<b>Exam:</b>	<b>Date:</b>	<b>Score:</b>
APEL	ADV PLAC English Language - Official	05/2011	4
APEN	ADV PLAC English Comp & Lit - Official	05/2012	3
APES	ADV PLAC Environmental Science - Official	05/2011	4
APGU	ADV PLAC Gov't/Polit. (USA) - Official	05/2012	3

**IB Exams - n/a****Transcripts Requested:**

<b>Institution</b>	<b>Received?</b>
050320 BEVERLY HILLS HIGH SCHOOL	Yes on 7/9/2012

**Verified by:** Brenda Fudge Ranzenbach on Tuesday August 07, 2012 @ 10:19 AM.**Summary of Academic Credit Awarded:**

Credit Source	GPA	Completed	Self Reported IGETC Completion:	ELWR Requirement:
AP Exam: Environmental Science(4)		4.0	N	Satisfied-AP 3,4,5 (05/2011 AP AP16 AP Exam: English Language and Composition - 4)
AP Exam: English Language and Composition(4)		8.0		
AP Exam: U.S. Government and Politics(3)		4.0		
<b>Totals:</b>	-	16.0	Official IGETC Received: N	AHI Requirement: Satisfied - American History
<b>JC Totals:</b>	-	0		

**All Reported Exams:**

Exam Date:	Exam:	Qtr Un:	Score:	Transferability
05/2011	AP Exam: Environmental Science	4	4	Transferable
05/2011	AP Exam: English Language and Composition	8	4	Transferable
05/2012	AP Exam: U.S. Government and Politics	4	3	Transferable
05/2012	AP Exam: English Literature and Composition	8	3	Limited

**All Reported Coursework:**

**\*\* Courses, university requirements, and various calculations noted on this document are based on an analysis of official transcripts by Undergraduate Admissions.**

## Freshman Finalization

**Goal:** complete the review of all AP, IB, A levels and College transcripts for freshman siry students

**Where do you start:** go to IA>app processing>SIR Yes Freshman – Finalization Report

Welcome, Connie. Today is Wednesday August 5, 2009 [Add this](#)

Home Quick Lookup Recruitment App Processing Data Reporting Dept Info & Tools Staff Directory Banner Outlook Web Logout

### Application Processing

**Applicant Information:**

- [Transfer Unit Study](#)
- [Change Requests](#)
- [EDMS/Banner HS Transcript Issues](#)
- [Credit Summary Look-up](#)
- [Quick Lookup](#)
- [Applicant Document Management - NEW!](#)
- [Transcript Batch Tracker](#)

**Application Appeals:**

- [Application Appeals](#)

**UCOP Links:**

- [UCOP Application Status](#)
- [UCOP Application Images](#)
- [UCOP Pathways Application Look-Up \(PAL\)](#)
- [UCOP WIP for Administrators](#)

[Progress Report by Unit](#)

**Freshman Review:**

- [Application Review](#)
- [Evaluation Management](#)

**Non-Select Appeal Evaluation**

- [Freshman: Appeal Review Queue](#)
- [Freshman: Appeal Assignment Manager](#)
- [Freshman: Appeal Evaluation Status Report](#)

**Transfer: Appeal Management Queue**

- [Transfer: Appeal Eval Queue](#)
- [Transfer: Appeal Self-Assign Tool](#)

**Transfer Selective Major Review**

- [Review Process Status Report](#)
- [Manage Review Process](#)

**Transfer Evaluation:**

- [Minimum Progress Report](#)
- [Credit Revision Report](#)

**Finalization:**

- [Overall Verification/Finalization Status](#)
- [Transfer Finalization Status by Eval Staff](#)
- [Freshman Finalization Status by Eval Staff](#)
- [SIR Yes File Processing](#)
- [SIR Yes Transfer - Requirement Status Report](#)
- [SIR Yes Freshmen - Verification Report](#)
- [SIR Yes Freshmen - Finalization Report](#)
- [SIR Yes Freshmen Missing Exams](#)
- [SIR Yes Freshmen Missing AP Exams](#)
- [SIR Yes Apps w/AP Exams](#)
- [SIR Yes App Counts by Course](#)

**Freshman SIR-Yes Requirement Finalization Report**

**\*\* Transcripts received through Tuesday, August 4 2009 have been keyed, scanned and indexed. \*\***

Term:  Counselor:  App Group:  SID/CPID:

137 apps displayed.

Name	SID	CPID	Major	APDC	Comments	Transcripts	AP/IB Exams	Keyed Course/AP/IB	Outstanding Reported Changes	Profile
Cai, Jason	996007887	5150142	LCHE	YS	UFC, UVP,	Nothing to do	Ready to Work - 06/30/2009	No	No	<a href="#">Profile</a>
Cairel, Victor Michael Samonte	995905155	5133345	BULS	YS	UFC, USR,	Nothing to do	Ready to Work - 07/16/2009	No	No	<a href="#">Profile</a>
Calamoneri, Amanda Michelle	995357936	5119696	AESM	YS	UFC, USR,	Nothing to do	Ready to Work - 03/31/2009	No	No	<a href="#">Profile</a>

1. Pick the counselor you were assigned to

**If you were assigned the UFC w/o UAF group, then do the following:**

- Pick the **UFC w/o UAF group**
- If the column AP/IB Exams column shows a green ready to work and date is on or before the red footnote on top of report, then click on profile.
- If there is a ready to work in the transcript column, do not review. Skip that file for now.
- Continue to **Directions: AP Exams below**

**If you were assigned the NON UAF, UFC, UFW Group:**

- Pick the **NON UAF, UFC, UFW Group**
- If the columns for transcripts or AP, IB exams are green and ready to work and date is on or before the red footnote on top of the report, then click on profile
- Open EDMS and do a custom query with the student's id number to view the transcripts that are ready to work. NOTE: AP can be worked on from the profile; it isn't necessary to view the exam scores in EDMS.
- Continue to **Directions: AP Exams below**

**Directions:**

1. AP Exams: If official AP exams were received add to the profile using the Bulk Exam Entry Form (remember to mark as transferable if score of 3, 4 or 5). If AP English list the Trans Req as Engl. Then SAVE (Note: If AP is self reported and you cannot tell if we have the official, check ZAAAPSP to make sure that we don't have it and it hasn't been matched. If not matched, please follow procedures for the suspense form for electronic ap exams)

**Exams Reported**

**Banner Info (SOATEST, Official Exams Only, Display Only):**

Exam	Date	Score
ADV PLAC American History	05/01/2008	3
ADV PLAC English Language	05/01/2008	4
ADV PLAC English Comp & Lit	05/01/2009	4
ADV PLAC Gov't/Polit.(USA)	05/01/2009	3
ADV PLAC Math: Calculus C	05/01/2009	3
ADV PLAC Math: Calc-AB Subscore	05/01/2009	4
ADV PLAC Physics B	05/01/2008	3
ADV PLAC Psychology	05/01/2008	3
ADV PLAC Statistics	05/01/2009	5

**Profile Info (Updatable):**  
No exams reported to date.

[Bulk Exam Entry Form](#)

**Save**

**Add New Exam(s)**

Exam:	Title (If IB Exam):	Date: (MM/YYYY)	Score:	Qtr	Units:	Exclusion/Reason:	Trans Req:
37 AP Exam: U.S. History (8 units)		05 / 2008	3	8		Transferable	N/A
Select		- / -				Select	N/A
Select		- / -				Select	N/A
Select		- / -				Select	N/A
Select		- / -				Select	N/A
Select		- / -				Select	N/A
Select		- / -				Select	N/A
Select		- / -				Select	N/A
Select		- / -				Select	N/A
Select		- / -				Select	N/A

**Save** **Cancel**

2. IB Exams: If official IB exams received, add to the profile, see IB procedures in manual
3. A Levels: If A levels received **STOP** and notify Mitsuko  
Note: Use the Bulk Exam Entry Form to enter AP and/or IB.

Once you have added the exams, verify the exam by clicking on the verified box.

**AP/IB Exams**

**Verified:** ☐ **Yes** **AP Exam: U.S. History** **Date:** 05 / 2008 **Score:** 3 **Score Edits:**  **Qtr Units:** 8 **Unit Edits:**  **Exclusion/Reason:** Transferable **Trans Req:** N/A **Delete**

**Total Units: 8**

[Bulk Exam Entry Form](#)

**Save**

4. If college transcripts received, add college school code to profile (note: you must add all college school codes for transcripts received and colleges attended, even if we do not have a transcript)



## 8. Unit totals: Verify unit totals are correct, then

a. Click on *Save this section to Banner*Unit Totals: **\*\*Verified Courses/Exams Only\*\*****\*\*Credit totals have not been migrated to Banner.\*\***☐ *Save this section to Banner Now (this will insert a new 'Finalized' comment code)*

Schools Attended:

All Transferable Coursework: 0 Courses &amp; Exams ▾

RO Status: '0' = Row not in Banner, '1' = Row in Banner, RO has not processed, '2' = Row in Banner, RO has processed.

Push RO Source TT Code GPA Type Begin Attd End Attd [Attempted](#) [Passed](#) Grade Pts GPA [P/NP](#) Sub Total IP Sub Total PL Sub Total

Totals: 0 0 0 - 0 0 0 0 0 0 0 0

CC Totals: 0 0 0 - 0 0 0 0 0 0 0 0

Subject Requirement:

**\*\* English - Not Met (undetermined) \*\***  
**\*\* Math - Not Met (undetermined) \*\***  
**\*\* Other - Not Met (undetermined) \*\***

Unit Requirement:

**\*\* Not Met - (HC - 0.0 units) \*\***  
**\*\* Not Met - (HC - 0.0 units) \*\***

GPA Requirement:

**Stored: \*\* Not Met - (0.00) \*\***  
**Dynamic: \*\* Not Met - (0.00) \*\***

Click if  
ABEOk to  
ignoreDo Admit by Exception (ABE): ☐ Admit - Disadvantaged (AD)**EXAMS EXIST WITH BLANK SCORE OR UNIT VALUES. THESE MUST BE FIXED IN ORDER FOR THIS FILE TO BE FINALIZED.**

Verified &amp; Finalized

Congratulations!! Once you  
have clicked on Verified &  
Finalized button, you are done  
with the file.

**Note:** If you have any outstanding AP, IB and/or College transcripts, ok to finalize without them. Remember, you can only verify and finalize work received. We cannot verify anything that we have not received as official.

# FR Finalization Profile

## Application Information

**Application Term:**  
201210 - Fall Quarter 2012

**CPID:**  
[REDACTED]

**App. Decision:**  
YS - SIR Yes - Student

**CETAD:**  
N

**ELC:**  
N

**ATH:**  
N

**Military Science:**  
N

**Applicant Category/Report Type:**  
HC - HS GRAD/COL CREDIT / H (Freshman)

**UCD ID:**  
[REDACTED]

**Admit Type Code:**  
AR - Admit - Regular

**TAA:**  
N

**Campus Contribution:**  
N

**Web Release:**  
ON

**Major:**  
EMEC - Mechanical Engineering

**Alt Major:**  
-

**App. Status Code:**  
D - Decision Made

**GTO:**  
N

**Pay Close Attn.:**  
N

**Previous Transfer Apps:**  
None.

## Communications

### Communications/Notifications:

Date	Title	Media
12/22/2011	U/G Acknowledgement email	Paper Letter
01/09/2012	FR Paying for College	Paper Letter
03/16/2012	Admit Email	Email
03/20/2012	Decision invitation	Paper Letter
03/20/2012	My Award UG Email 1213	Paper Letter
03/26/2012	Freshman Admit Letter	Paper Letter
03/29/2012	Decision email	Paper Letter
04/03/2012	Yield event email	Paper Letter
04/11/2012	Yield event email	Paper Letter
04/20/2012	Student life email	Paper Letter
04/29/2012	U/G SIR Receipt	Paper Letter
05/09/2012	Davis Honors Challenge email	Paper Letter
05/10/2012	Transcript reminder	Paper Letter
05/11/2012	Records reminder postcard	Paper Letter
05/23/2012	AggieCard Upload Announce 2012	Paper Letter
07/05/2012	FA Fee Reduction Email	Paper Letter
07/05/2012	FA Fee Reduction Email	Paper Letter
08/01/2012	ETU MyAward Email 1213	Paper Letter
08/23/2012	Fee Payment Reminder 201210 01	Paper Letter
08/28/2012	FA UG Balance Email	Paper Letter
09/13/2012	Waitlist Registered Email	Paper Letter
09/20/2012	NS Grde Eliminated Notice 2012	Paper Letter
09/24/2012	Waitlist Registered Email	Paper Letter
10/08/2012	Voter Registrarion Notify 2012	Paper Letter
10/09/2012	10th Day of Instruction Notice	Paper Letter

### Information Requests: [Send New Request](#)

None.

## CETAD/UC REVIEW Communications

### Messages

There are no messages.

[Hide Message Details](#)

## Student Information

**Full Legal Name:**

[REDACTED]

**Email Address:**

[REDACTED]

**Permanent Mailing Address/Phone:**

[REDACTED]

(408) 613-3800

**Current Mailing Address/Phone:**

[REDACTED]

[REDACTED]



**Educational History**

Banner Info(Checklist, Display Only):

School Code: Name: ADMR: Receive Date:  
 053463 LYNBROOK HIGH SCHOOL UHTC 07/02/2012

Profile Info(Updatable): \*\* REMEMBER TO VERIFY BEGIN AND END DATES OF EACH INSTITUTION. ARE ALL TERMS FOR EACH INSTITUTION LISTED

Verified: School Code: Name: City: State: Type: Term Type: Begin Attd: End Attd: Curr/Rcnt Sch:

Add New School by Code:

School Name: City: State: Type: Term Begin Attd: E  
 Code: Type: Select Select -- / --

[Add New School by Name](#) [Bulk School Entry Form](#)


Official Scores				Self Reported Scores				AP & IB Exams		
Date	Test	Desc	Score	Date	Test	Desc	Score	Exam:	Date:	Score:
4/01/2011	A01	ACT English	35	4/01/2011	ASRC	ACT Self-Reported Composite	35	U.S. History	05/2011	4
4/01/2011	A02	ACT Math	36	4/01/2011	ASRE	ACT Self-Reported English	35	Calculus BC	05/2011	5
4/01/2011	A03	ACT Reading	33	4/01/2011	ASRM	ACT Self-Reported Math	36	Have or Plan to Complete IB Diploma? No		
4/01/2011	A04	ACT Science Reasoning	34	4/01/2011	ASRR	ACT Self-Reported Reading	33	TOEFL (CBT and PBT), TOEFL iBT, IELTS, APIEL Exams		
4/01/2011	A07	ACT English/Writing	31	4/01/2011	ASRS	ACT Self-Reported Science	34	Exam:	Date:	Score:
4/01/2011	A08	ACT Total	2233	4/01/2011	ASRW	ACT Self English/Writing	8			
10/01/2010	S1MN	SAT Math	770	10/01/2010	S1SN	SAT Self-Reported Math	770			
10/01/2010	S1R	SAT Reading	740	10/01/2010	S1SR	SAT Self-Reported Reading	740			
10/01/2010	S1T	SAT Total	2260	10/01/2010	S1ST	SAT Self-Reported Total	2260			
10/01/2010	S1W	SAT Writing	750	10/01/2010	S1SW	SAT Self-Reported Writing	750			
1/01/2010	SXEB	SAT Subj Ecological Biology	740	1/01/2010	SSEB	SAT Subj Self Eco Biology	740			
5/01/2010	SXM2	SAT Subj Math Level 2	800	5/01/2010	SSM2	SAT Subj Self Math 2	800			
12/01/2011	SXPH	SAT Subj Physics	780							

2

**Exams Reported****Banner Info(SOATEST, Official Exams Only, Display Only):**

Exam	Date	Score
ADV PLAC American History(APAH)	05/01/2011	4
ADV PLAC Math: Calculus-BC(APMB)	05/01/2011	5
ADV PLAC Math: Calc-AB Subscore(APMG)	05/01/2011	5
ADV PLAC Physics C: Mech(APPM)	05/01/2012	4
ADV PLAC Statistics(APST)	05/01/2012	3

**Profile Info(Updatable):****Transferability:**

- Denotes transferability undetermined.
- Denotes transferable.
- Denotes non-transferable.

**AP/IB Exams****Verified: Revision: In Banner: Exam:**

Verified:	Revision:	In Banner:	Exam:	Date:	Score:	Score Edits:	Qtr Units:	Unit Edits:	Exclusion/Re:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	AP Exam: Calculus BC	05 / 2011	5		8		Transferat
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	AP Exam: Calculus AB Subscore (from the BC sitting)	05 / 2011	5		4		Limit
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	AP Exam: Physics C: Mechanics	05 / 2012	4		4		Transferat
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	AP Exam: Statistics	05 / 2012	3		4		Transferat
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	AP Exam: U.S. History	05 / 2011	4		8		Transferat

**Total Units: 24****Add New Exam:**

Exam:	Title(If IB or A Levels Exam):	Date:(MM/YY)
Select		-- / --

[Bulk Exam Entry Form](#)**Save****Courses Reported****Sort Courses by:** School, Term **Go to:****Transferability:**

- Denotes transferability undetermined.
- Denotes non-transferable.
- Denotes transferable.
- Denotes "Pending repeat of 'D'" OR "Repeat of 'D' in progress".
- Denotes "Pending repeat of 'F'" OR "Repeat of 'F' in progress".

**Add New Course:**

Term:	Year:	College:	Dept:	CR#:	Course Title:	Un:	Gr:	Gr Pts Edits:	Exclusion/Reason
Select	Select	Select							Select

**Save**

**Eval Summary****Subject Requirements:**
☐ Save this section to Banner - Last saved: Friday August 24, 2012 @ 02:37 PM by Renelle Green.
**AHI Requirement**
**Current Banner Value:** Update Value:  
**Value:**

 AHS - Satisfied  
 - American History  
 Select Value
**ELWR Requirement**
**Current Banner Value:** Update Value:  
 SAC - Satisfied-ACT 30+ Select Value
**Possible ELWR Satisfaction Sources**
**Use: Year Course/Exam Grade/Score**  
 \* 30 or better on the ACT Combined English/Writing Test

**Self Reported IGETC Completion:** N(If supplied via Pathways App)  
**Official IGETC Received:** N(From Banner Checklist)
**Unit Totals: \*\*Verified Courses/Exams Only\*\***
**\*\*Credit totals have been migrated to Banner.\*\***
☐ Save this section to Banner Now(this will insert a new 'Finalized' comment code)
**Schools Attended:**
**All Transferable Coursework:** 4 Courses & Exams

[Eval Profile Summary](#)
**RO Status:** '0'= Row not in Banner, '1'= Row in Banner, RO has not processed, '2'= Row in Banner, RO has processed.

Push RO Source	TT Code	GPA Type	Begin Attd	End Attd	Attempted	Passed	Grade Pts	GPA	P/NP	Sub Total	IP	Sub Total	PL	Sub Total
991486														
<input type="checkbox"/> 2 AP Exam: U.S. History(4)	A	T	05	11					8.0	8.0		8.0		8.0
<b>Current:</b> 991486	A	T	05	11		0		0	8.0					
991505														
<input type="checkbox"/> 2 AP Exam: Calculus BC(5)	A	T	05	11					8.0	8.0		8.0		8.0
<b>Current:</b> 991505	A	T	05	11		0		0	8.0					
991509														
<input type="checkbox"/> 2 AP Exam: Physics C: Mechanics(4)	A	T	05	12					4.0	4.0		4.0		4.0
<b>Current:</b> 991509	A	T	05	12		0		0	4.0					
991743														
<input type="checkbox"/> 2 AP Exam: Statistics(3)	A	T	05	12					4.0	4.0		4.0		4.0
<b>Current:</b> 991743	A	T	05	12		0		0	4.0					
<b>Totals:</b>					24.0	0	0	-	24.0	<b>24.0</b>	0	24.0	0	24.0
<b>CC Totals:</b>					0	0	0	-	0	0	0	0	0	0

**Subject Requirement:**
**\*\* English - Not Met(undetermined) \*\***  
**\*\* Math - Not Met(undetermined) \*\***  
**\*\* Other - Not Met(undetermined) \*\***
**Unit Requirement:**
**Stored: \*\* Not Met - (HC - 0.0 units) \*\***  
**Dynamic: \*\* Not Met - (HC - 24.0 units) \*\***
**GPA Requirement:**
**Stored: \*\* Not Met - (0.00) \*\***  
**Dynamic: \*\* Not Met - (0.00) \*\***
**Do Admit by Exception (ABE):** ☐ Admit - Other (AO)

**Verified & Finalized:** Friday August 24, 2012 @ 02:37 PM by Renelle Green.

**Verified & Finalized**

Prepared for: University of California - Davis on 06/27/2012

DID#: TR0073B

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Page 1 of 1

Jeffrey Hams, Registrar



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This transcript is unofficial unless  
signed by a school official

Signature \_\_\_\_\_ Date \_\_\_\_\_

A school profile for Beverly Hills High School is available at Docufide.com.

This transcript is official when received by mail from Docufide printed on security paper.

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TO TEST FOR AUTHENTICITY, the words "COPY" and "TOPI" appear when photocopied.

THE WORDS "COPY" AND "TOPI" APPEAR WHEN PHOTOCOPIED

## UNIVERSITY OF CALIFORNIA, DAVIS

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• SANTA BARBARA • SANTA CRUZ

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### UNDERGRADUATE ADMISSIONS

ONE SHIELDS AVENUE  
DAVIS, CALIFORNIA 95616-8507

November 21, 2011

Dear Colleagues,

Thank you for participating as a reader in the UC Davis Fall 2012 Holistic Review program. I'd also like to take a moment to congratulate our new external readers for being selected – welcome to Team Davis!

Let me just say how much I appreciate you and your willingness to play a vital role in this critical campus process. Together we are making history as we select and admit our first freshman class using the holistic review approach preferred by the UC Board of Regents, effectively retiring the comprehensive review model followed for years.

The chief distinction with the holistic approach, as you will learn through our training sessions, is that each application will be reviewed thoroughly by two readers, with particular attention given to academic and personal achievements, and substantial consideration given to contextual and environmental factors. You can take pride in knowing that you will be helping more young people than ever before pursue their hopes, dreams and aspirations.

I recognize that adopting a new approach means a learning curve for all of us, so I am especially grateful for your commitment, positive attitude and support of one another and the applicants throughout this process. The students have worked hard and deserve nothing less than our best effort. I have complete confidence in you and your collective ability to accomplish the mission at hand, and do so with compassion, care and empathy.

I look forward to working with a team of such dedicated professionals.

Sincerely,

A handwritten signature in dark ink, appearing to be "W.A. Robinson", is written over a light gray circular stamp.

Walter A. Robinson  
Associate Vice Chancellor  
Undergraduate Admissions

## **Holistic Review (HR) Scoring Guidelines-Fall 2012**

The purpose of the *application review and scoring process* is to rate applicants according to the Freshman Selection Criteria. The score assigned to each applicant should reflect the reader's thoughtful consideration of the applicant's qualifications, based on all evidence provided in the application, and viewed in the context of the applicant's educational and personal circumstances and relationship to overall applicant pool.

As a reader, you are asked to estimate the relative academic strength of each applicant, as well as that individual's relative level of achievement in non-academic areas, and to consider thoughtfully the type of contribution that student would make to the overall intellectual, social, and cultural community at UC Davis.

In assessing academic achievement, readers should focus on the full record of achievement, including both the level of achievement reached and, if appropriate, any particularly challenging obstacles or hardships overcome. Quantitative indicators provided in the application, such as un-weighted and weighted GPA, number of courses taken, and test scores should be considered in the context of the student's individual high school, as well as the overall applicant pool (as indicated by percentile information provided on the reader sheet).

You should also consider the broader educational context of each applicant, including academic and demographic information about the high school attended, family educational background, academic support resources available both within and outside the school environment, and barriers to academic success such as family linguistic background or the need to work. Personal contextual factors include a broad range of factors concerning the applicant's life experience and exceptional circumstances within that experience.

Applicants will be given a single score that represents the reader's judgment of their relative level of achievement in both academic and non-academic areas. A group of applicants who receive a particular HR score may exhibit quite different patterns of achievement across various dimensions if, in the professional judgment of the reader, those differing patterns nonetheless equate to a similar overall level of achievement when compared to all other UC Davis applicants and viewed in the context of opportunities and challenges the applicant has faced. The reader's designated HR score will determine how the student will be considered in the selection process.

For cases in which readers believe that additional information would be helpful in fully assessing the candidate, they may, in addition to assigning a score, recommend referral to Supplemental Review (SR). However, this should be only 5-10 percent of the applicant pool (*See additional policy and referral Guidelines for Supplemental Review*).

To assist readers in deciding how many applicants should receive the various Holistic Review (HR) scores, these guidelines provide rough percentile distributions for each numerical score.

### **Admission Consideration Rankings – Holistic Review (HR) Score**

In arriving at the judgment that an applicant deserves a certain HR score, you should always assess the applicant on the basis of all of the selection criteria **and** viewed in the context of their educational and personal circumstances balanced with all elements of the application.

#### **1 SUPERIOR CONSIDERATION (85<sup>th</sup> – 99<sup>th</sup> HR Percentile Range)**

A HR score of **1** should be given to **only 15%** of all applicants:

- those truly *extraordinary* applicants whom you would emphatically recommend for admission consideration and that you would rank in the **top 15%** of the UC Davis applicant pool;
- applicants who demonstrate levels of *academic achievement* that, when viewed in the context of educational and personal circumstances, are judged to be **extraordinary** to place them toward the **topmost** level of all UC Davis applicants;
- applicants whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 1, but whose *achievement in other areas*, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were judged to be extraordinary to warrant admission consideration.

#### **2 VERY HIGH CONSIDERATION (75<sup>th</sup> – 84<sup>th</sup> HR Percentile Range)**

A HR score of 2 should be given to 10% of all applicants:

- these are applicants for whom you would give extremely high recommendation selection consideration;
- these applicants along with those receiving a score of 1, constitute roughly the top 25% of the UC Davis applicant pool;
- applicants who demonstrate levels of academic achievement that, when viewed in the context of educational and personal circumstances, are judged to be extremely high;
- applicants whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 2 if the level of their achievement in other areas, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus are judged to be extremely high to warrant admission consideration.

### 3 HIGH CONSIDERATION (65<sup>th</sup> - 74<sup>th</sup> HR Percentile Range)

A HR score of **3** should be given to approximately **10%** of all applicants:

- these are applicants you would give **high** recommend for admissions consideration;
- applicants, along with those receiving scores of 1 and 2, constitute roughly the **top 35%** of the UC Davis applicant pool;
- applicants who demonstrate levels of *academic achievement* that, when viewed in the context of educational and personal circumstances, are judged to be **high**;
- applicants whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a HR score of 3 **if** the level of *their achievement in other areas*, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were judged to be high enough to warrant admission consideration.

### 4 STRONG CONSIDERATION (55<sup>th</sup> – 64<sup>th</sup> HR Percentile Range)

A HR score of **4** should be given to approximately **10%** of the applicants:

- applicants you would give **strong** recommendation for admission and/or waitlist consideration;
- these applicants, along with those receiving scores of 1, 2 and 3, constitute roughly the **top 45%** of the UC Davis applicant pool;
- applicants who demonstrate levels of *academic achievement* that, when viewed in the context of educational and personal circumstances, are judged to be **strong**;
- applicants whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 4 **if** the level of *their achievement in other areas*, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were judged to be strong enough to warrant admission or waitlist consideration.

### 5 MODERATE CONSIDERATION (45<sup>th</sup> – 54<sup>th</sup> HR Percentile Range)

A HR score of **5** should be given to approximately **10%** of the applicants:

- applicants you would give **moderate** recommendation for admission and/or waitlist consideration;
- these applicants, along with those receiving scores of 1, 2, 3 and 4 constitute roughly the **top 55%** of UC Davis applicant pool;
- applicants who demonstrate levels of *academic achievement* that, when viewed in the context of educational and personal circumstances, are judged to be **moderate**;



- applicants whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 5 **if** the level of *their achievement in other areas*, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were judged to be moderate enough to warrant admission or waitlist consideration.

## 6 LOW CONSIDERATION (35<sup>th</sup> – 44% HR Percentile Range)

A HR score of **6** should be given to approximately **10%** of the applicants:

- applicants you would give a **low** recommendation for admission consideration, but might warrant waitlist consideration;
- these applicants roughly constitute the **lower 45%** of UC Davis applicant pool;
- applicants who demonstrate levels of *academic achievement* that, when viewed in the context of educational and personal circumstances, are judged to be **low**, but could succeed at UC Davis;
- applicants whose level of academic achievement, viewed in context, falls into this range as their overall level of achievement, when judged in the context and on the basis of all the criteria, is not sufficiently high enough relative to the rest of the UC Davis applicant pool.

## 7 LOWEST CONSIDERATION (0 – 34<sup>th</sup> HR Percentile Range)

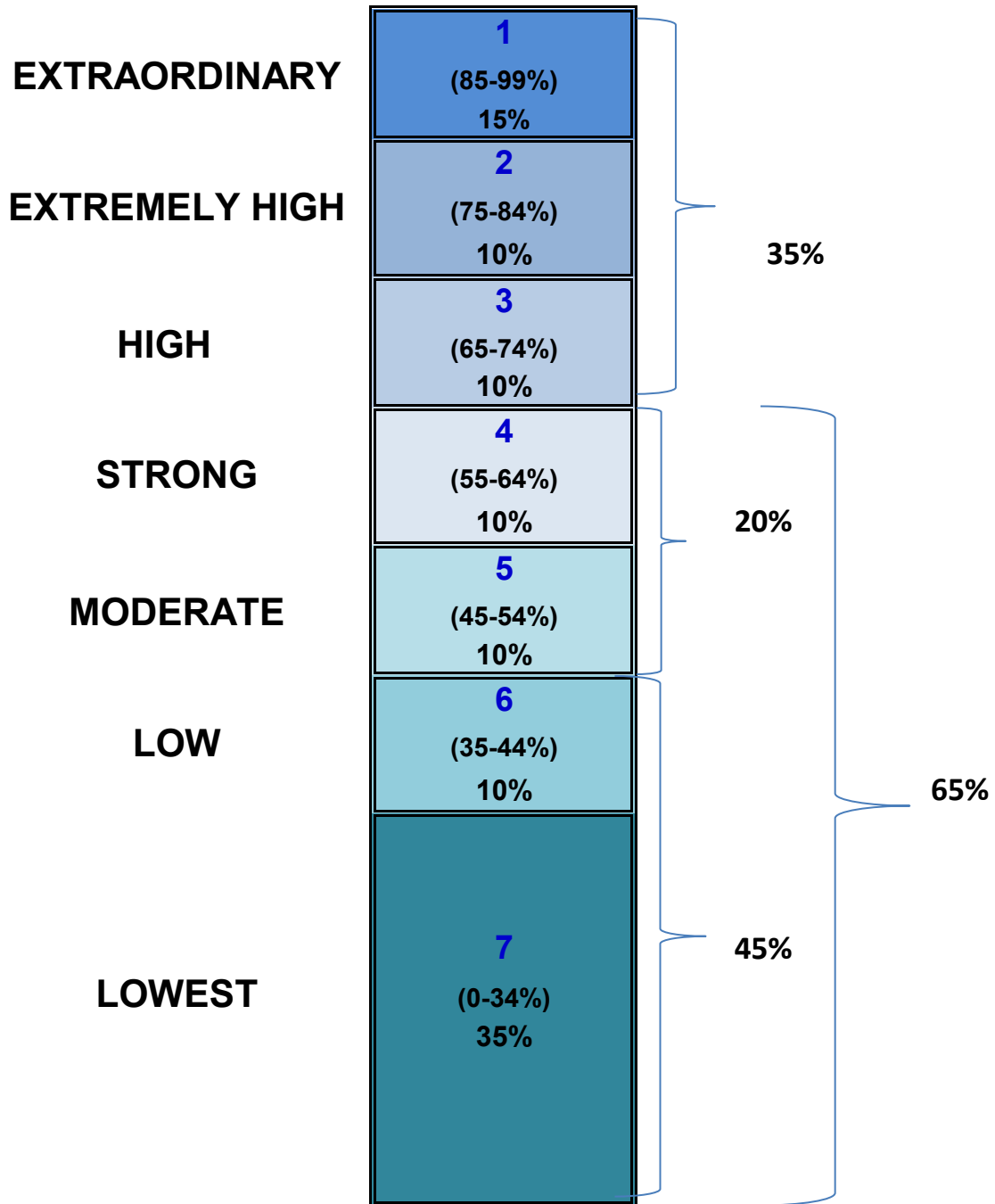
A HR score of **7** should be given to approximately **35%** of all applicants:

- applicants you would give a **lowest** recommendation for admission and/or waitlist consideration
- that these applicants constitute roughly the **lower 35%** of the UC Davis applicant pool;
- applicants who demonstrate levels of academic achievement that, when viewed in the context of educational and personal circumstances, are judged to be very low, but you could not say with confidence that they would succeed at UC Davis given their level of preparation relative to the rest of the applicant pool;
- these applicants will likely be non-selected for admission.

### SUPPLEMENTAL REVIEW (SR)

Please note that applicants receiving HR scores of 2, 3, 4, 5 or 6 can also be recommended for referral to Supplemental Review (SR) if you feel the application meets the SR Referral Guidelines (see page 17).

# UC DAVIS HOLISTIC REVIEW SCORE BINS FALL 2012



## Holistic Review Ranking Grid

<b>RANKING</b>	<b>PERCENTILE RANGE</b>	<b>PERCENT OF APPLICANT POOL</b>	<b><u>RECOMMENDATION FOR ADMISSION CONSIDERATION</u></b>	<b><u>ACADEMIC ACHIEVEMENT</u></b> Viewed in the context of education and personal circumstances, judged to be:	<b><u>ACHIEVEMENT IN OTHER AREAS</u></b> Personal qualities, likely contributions to the intellectual and cultural vitality of the campus, judged to be:
<b>1</b> Superior	85 <sup>th</sup> – 99 <sup>th</sup>	15% (Top 15%)	Truly extraordinary recommendation	Extraordinary; the topmost of all UC Davis applicants	Extraordinary
<b>2</b> Very High	75 <sup>th</sup> – 84 <sup>th</sup>	10% (Top 25%)	Extremely High recommendation	Extremely High	Extremely High
<b>3</b> High	65 <sup>th</sup> – 74 <sup>th</sup>	10% (Top 35%)	High recommendation	High	High
<b>4</b> Strong	55 <sup>th</sup> – 64 <sup>th</sup>	10% (Top 45%)	Strong recommendation for admission and/or waitlist	Strong	Strong
<b>5</b> Moderate	45 <sup>th</sup> – 54 <sup>th</sup>	10% (Top 55%)	Moderate recommendation for admission and/or waitlist	Moderate	Moderate
<b>6</b> Low	35 <sup>th</sup> – 44 <sup>th</sup>	10% (Lower 45%)	Low recommendation for admission; possible waitlist	Low; could succeed at UC Davis	Not sufficiently high enough
<b>7</b> Lowest	Below 35 <sup>th</sup>	35%	Lowest recommendation	Lowest; unsure of success at UC Davis	Most likely to be non-selected

Holistic Review Ranking Grid

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## **GUIDELINES FOR REFERRAL TO THE SUPPLEMENTAL REVIEW (SR) POOL**

### **Background on the Supplemental Review Process**

The Supplemental Review (SR) evaluation process is designed to provide an additional review for applicants who are close to being competitive for admission, but whose applications are particularly challenging or lack essential information that would confirm for the reader that the applicant should receive a score likely to result in admission. SR was created to allow UC Davis to admit a *very* small number of students who for some significant reason—for example, special talents in particular areas or having achieved despite severe hardship—are particularly deserving of the opportunity for a UC education.

Virtually all of the applicants admitted through the SR process will be UC-eligible and, in fact, most will far exceed minimum admission requirements. Consistent with the guiding principles the UC Davis faculty has articulated for undergraduate admissions, applicants admitted through the SR process **must** demonstrate personal qualities and levels of academic preparation that indicate a strong likelihood that they will persist to graduation given the academic and personal support services available on our campus.

SR candidates are identified by holistic review (HR) readers during the regular reading process. HR readers assign these applicants a holistic score, and also note in their profile a recommendation for further SR review, and select a questionnaire to be sent to the applicant from the following topics:

- Leadership
- Special Talent
- Personal Challenge
- Academic Preparation Programs
- Compound Disadvantage

Recommendations for referral to the SR pool are reviewed and confirmed by HR team leaders. Once an HR team leader confirms a reader's referral to SR, the applicant is sent a questionnaire that gives them the opportunity to expand on information provided in the original application such as special talents/skills, personal circumstances (*which includes but is not limited to medical conditions, immigrant experience, disabilities, family experiences and opportunities that were or were not available at school or home*) and any extraordinary circumstances that the applicant believes bear on her high school performance. Also, applicants are given the opportunity to provide a "letter of recommendation" as well as the ability to submit seventh-semester grades and revise their planned eighth-semester course-work. These applications are reviewed by HR team leaders and HR management leaders in a process similar to the regular reading process. Depending on the size of the SR pool and the distribution of scores, SR

candidates may be subject to a tie-breaking process that would again be similar to that of the regular reading process.

### **Criteria for Referral to Supplemental Review**

HR Readers should use their professional judgment to evaluate each applicant on the full range of SR selection criteria, using all of the information available in the application and evaluating that information in the context of opportunity. Applicants whom the HR reader wishes to refer to SR consideration should be given a HR unitary score that reflects the reader's judgment of the applicant's relative qualifications in comparison to the full range of the UC Davis applicant pool, based on the information available. The SR referral criteria listed below are designed to capture the most likely circumstances in which readers would wish to refer applicants to SR. They cannot, however, cover every circumstance in which referral is the right course of action. Therefore, HR readers evaluating applicants whose cases meet the "spirit" of the SR process, even if their circumstances are not covered by any of the guidelines below, should recommend referral to SR consideration. Although many cases referred to SR will be applicants who have experienced hardship or limited academic opportunities, the Committee on Admissions and Enrollment recognizes that some applicants who have not experienced hardship as that term is traditionally defined may nonetheless have encountered extraordinary circumstances of various types that make them appropriate candidates for SR. Finally, please note that because UC Davis receives so many applications from low-income students, the fact that an applicant comes from a low-income family and/or has parents who did not graduate from college (1st Generation) is not enough to warrant an applicant being referred to the SR pool.

In general, and noting the exceptions and qualifications in the paragraphs above, readers should use the following criteria when referring applicants to SR for consideration:

- Evidence of great improvement in the academic record, but not to a level that would be competitive for regular admission, accompanied by reasons for the initial poor performance that are in keeping with the intent of the policy;
- Evidence of extraordinary talent in one area but lacking the overall balance that would be found in most applicants who are likely to be admitted through the regular review process;
- Evidence of significant academic achievement or the potential for academic achievement at the university in spite of extraordinary or compound disadvantage or other disability or other unusual circumstances;
- Evidence of academic achievement at a level that may indicate the potential for success at UC Davis, but with insufficient information in the application with which to fully gauge this—such that the HR reader feels the scoring would benefit from review of a completed applicant questionnaire and seventh-semester grades. Applicants referred based on insufficient information should have participated in outreach programs and/or

## UNIVERSITY OF CALIFORNIA, DAVIS

demonstrated the ability to overcome substantial hardship. In cases where referral to SR is in doubt, participation in outreach programs is a sufficient ground in itself to refer the application;

- Evidence of impassioned and continuing commitment and extraordinary achievement in a particular area (e.g., intellectual or creative activity, athletics, leadership, or community service) or evidence of character traits that imply a strong likelihood of making a significant contribution to campus life at UC Davis;
- Evidence of relative lack of access to, counseling about, or support to take 'a-g', honors, or AP or IB classes or required college entrance examinations.

## GENERAL INSTRUCTIONS TO FRESHMAN APPLICATION READERS

### Assessing A Freshman (Fr) Review Profile

1. **Freshman Reviewer Rating Box:** Scan the Read Sheet. Then read through the FR Review Profile thoroughly from top to bottom.
2. **Weighing academic factors:** *Weigh the GPA, difficulty of courses and grade patterns more heavily than the standardized test scores.* Remember that the ACT plus Writing and SAT Reasoning Test scores are approximations rather than precise measures of skill/aptitude. Please note that the word “weight” for the purposes of these instructions is synonymous with “emphasize.” There are no specific or fixed weights assigned to any factors; however, academic factors—*viewed in context*—should be paramount in your assessment and ultimate determination of an HR score.
3. **Examining the self-report:** Review the accuracy of the self-reported coursework; use this information to inform your review of the academic information presented on the Read Sheet and FR Profile:
  - ‘applyUC’ applicants from California high schools: if the course entered is an exact match with the UCOP-certified course list, the course will appear with an asterisk on the left side of the course title. ‘applyUC’ provides pull-down menus from the student’s high school’s approved course list; therefore, ‘a-g’ courses and honors designation of ‘applyUC’ courses are generally accurate.
  - However, when necessary, readers may refer to the certified course list for the appropriate year at <https://doorways.ucop.edu/list/>.
  - Particularly for non-residents or California residents who have not used the pull-down menus and manually keyed their applications, review ‘a-g’ courses and honors designations carefully and mentally adjust Read Sheet information accordingly.
4. **Using School vs. UC Davis Pool Percentiles:** Review and consider the student’s academic performance against the UC Davis applicant pool, but weigh the student’s performance in the school (columns labeled Sch to DV or Sch to UC) more heavily than performance in the UC Davis applicant pool (column labeled Pool SD).
5. **Using percentile rankings in arriving at a score:** A student’s percentile rankings do not strictly govern whether you judge a student to be in the top 5 percent, 10 percent, or other percentage of the pool. Use your knowledge of the UC Davis applicant pool and take into consideration the student’s individual context, as well as extracurricular activities, honors and personal statement when awarding an HR score (the norming process will help you learn to do this).
6. **Scoring a FR Profile:** The scoring scale is as follows:
 

1   2   3   4   5   6   7

*A detailed description of each score can be found in the Freshman Admission Scoring Guidelines.*



7. **Supplemental Review (SR):** Read and score the HR Profile first, then decide whether you are recommending for SR referral. Please *briefly* indicate your reasons for recommending to SR in the Comments area, and select the questionnaire that should be requested. Approximately 5 to 10 percent of applicants will be recommended for referral.
8. **Third Reads** are created when two reader's scores vary by more than one full point. For example, a score pair of 2 and 3 does not create a third read, but 1 and 3 does.
9. **Residency:** Review and score California residents and non-residents using exactly the same process and scoring guidelines, unless they have mixed domestic and international records (see page 25). *Do not adjust your score in any way to account for residency.* We generally have access to far less school and school-to-pool specific data for non-residents, so the information provided on the read sheet may be incomplete. **Please use your best judgment in assessing the FR Profile** (we will show you how in norming). Also, use caution in assessing weighted GPA's and honors course-work for nonresidents, as many students assume that all their school-designated honors courses should receive honors credit and complete their applications accordingly.
10. **Major Choice:** Do not consider the choice of major in your assessment. For example, if a student has listed one of the biological sciences as her major on the application, do not check to see if the student has taken biology in high school and her grades in the subject. (*Research shows that students at UC Davis change their major an average of two to three times before graduation*).
11. **Reviewing the Personal Statement:** When reviewing the personal statement, pay primary attention to content and assessing qualities or characteristics of the applicant. Although good grammar usage and style help the applicant speak more effectively to the reader, *your job is not to "grade" the personal statement by discounting it for typos or grammatical errors.* Rather, it is to use the information conveyed in the personal statement in your overall assessment of the applicant. A poorly written (or absent) personal statement is to be considered as *neutral*, not negative to your overall assessment.

### **Reader Checklist:**

#### **CONFIDENTIALITY**

Maintain the **highest** level of confidentiality of HR profiles, norming samples, and all Holistic Review (HR) documentation at **all** times. Remember, HR profiles contain highly sensitive personal information such as birthdates and other student and academic information. Do not leave the HR norming samples and/or HR documentation unattended at any time or where they can be seen by anyone else, including family members. HR norming samples may be kept during the HR reading process as a reference, but all documents must be returned to Undergraduate Admissions at the end of the reading period. It is imperative that *you do not discuss individual cases with anyone who is not a UC Davis HR profile reader.*

**Requires Management Review:**

- **Mismatch of HR profile percentiles and high school GPA:** The HR profile academic percentiles represent that of the last school attended as reported by the applicant. However, if the applicant attended another high school (s) for most of her high school years, the HR profile demographic information and percentiles ranking data will present an inaccurate picture of the applicant in context. DO NOT READ AND SCORE. In the rating box, select “Can’t Rate” and indicate your reason in the Reader Note box.
- **Applicants you may not or should not score:** DO NOT READ OR SCORE the HR profile of any applicant who you know personally or who goes to a school or participates in a program for which you have an association (e.g., counselor, teacher, administrator, or program coordinator). If you feel you cannot fairly assess an HR profile because of your sensitivity to circumstances discussed in the personal statement, do not read and score. Select “Can’t Rate” and indicate your reason in the Readers Note box.
- **Mixed Records:** DO NOT READ OR SCORE profiles of applicants who have mixed US and foreign academic credentials, including one year study abroad programs. Please check “Can’t Rate” and enter “mixed records” in the Reader Note box.

**Comments on HR Profiles**

**HR Profile Comments:** If you refer an applicant for Supplemental Review (SR) or you are unable to score the applicant and have marked the file “Can’t Rate,” you **must** indicate your reason in the Reader Note box. Otherwise, written comments for all other cases are not required, but may be useful to insure consistency of your HR Scoring. HR Team Leaders or Managers will have access to your notes, as needed, to provide assistance.

**Special Instructions for norming cases during training:** Although online comments are not required when reading actual HR profiles (except SR and Can’t Rate referrals), they should be used liberally for assigned norming cases during training. Detailed comments expedite the certification process by allowing the HR Team Leaders to more fully assess your ratings, as well as provide assistance. Comments such as “between 2 and 3,” “evidence of academic spark” or “dramatic academic improvement” can provide insight to the HR Team Leaders.

**Tips for Reading**

- College level (CL) courses should be considered if they are UC transferable and fall within the ‘a-g’ areas (do not allow PE, dance performance, music performance, health)

- **Legitimate Advanced Placement (AP)** courses are acceptable from any school. Please note that courses listed as AP Geometry, AP Trigonometry, or AP Journalism are not approved AP courses. For a complete list of all AP courses that are acceptable please reference the Glossary.
- **GPA is calculated** on 10<sup>th</sup> & 11<sup>th</sup> grades only; 9<sup>th</sup> year grades do not affect GPA. However, if a student has graduated last year or earlier and has listed 12<sup>th</sup> year grades, pay attention to downward or upward trajectory in that final year.
- Some courses are **not actually honor courses** even though the student may list the course as honors. Please mentally deduct from total number of honors courses and weighted GPA for those courses which are not UC approved honors level, such as:
  - 10<sup>th</sup> grade English
  - Algebra I
  - Algebra II
  - VPA courses which are not AP or IB-level
  - Biology
  - Choir
  - Geometry
  - Introduction to Physical Science
  - Journalism
  - Speech/Debate
- Many courses are not 'a-g' approved. Please mentally deduct from total number of courses and the GPA for the following courses, such as:
  - ASB/Associated Student Body
  - Auto Shop
  - CAD/Computer-Aided Design
  - Cheerleading
  - Driver's Education
  - Forensics
  - Health
  - Office Assistant
  - P.E./Physical Education
  - Pre-Algebra
  - T.A./Teacher's Assistant
  - Typing/Keyboarding
  - Web Design
  - Yearbook

## UNIVERSITY OF CALIFORNIA, DAVIS

**A Vision of Excellence**

UC Davis is a land-grant institution built to advance the human condition through improving the quality of life for all people of California, for all citizens of our nation and for the rest of the world. From our health to the economy, from the air we breathe and food we eat to how we experience, perceive and interpret life, UC Davis has impact through teaching, research and public service. For more than 100 years, we have prepared and inspired students and shaped solutions to some of society's most pressing problems. As we look to the future, the university's mission reflects those achievements and our enduring responsibility:

***"The mission of UC Davis, as a comprehensive research university, is the generation, advancement, dissemination and application of knowledge to advancing the human condition throughout our communities and around the world. In this, UC Davis is committed to developing and sustaining leading programs in***

- ***The arts, humanities, biological and physical sciences and social sciences—disciplines at the core of all universities;***
- ***Agricultural and environmental disciplines and engineering;***
- ***Professional studies in education, law, management, medicine, nursing, and veterinary medicine.***

***In these programs, the campus integrates three purposes:***

- 1. teaching students as a partnership between faculty mentors and young scholars;***
- 2. advancing knowledge and pioneering studies through creative research and scholarship;***
- 3. and applying that knowledge to address the needs of the region, state, nation and globe.***

***UC Davis is committed to the tradition of the land-grant university, the basis of its founding. This tradition — built on the premise that the broad purpose of a university is service to people and society — guides today the campus's special commitments and emphases."***

***Linda P.B. Katehi, Chancellor***

Accordingly, with the academic strengths and land-grant mission of UC Davis in mind, and with the aspiration of its place as a transformative, world-class university at heart, UC Davis will abide by the following commitments to steer its course:

- Inspire and support excellence, and the success and engagement of our students, faculty, staff and alumni to learn, experiment and achieve to their full individual and collective potential
- Foster a bold and innovative spirit in our teaching, research and public service. We shall set a standard of excellence in all of our endeavors and reward creativity, risk-taking, collaboration, and entrepreneurial partnership, as optimal ways to encourage learning and pursue break-through discoveries and transformative ideas

## UNIVERSITY OF CALIFORNIA, DAVIS

- Expand our land-grant mission, so that our pursuit of knowledge and our engagement with partners will serve the state and nation, and address the emerging challenges of an interdependent, global society
- Affirm our abiding commitment to diversity, as represented in our community and in our perspectives, as foundational elements of our excellence. We shall celebrate our cultural and intellectual richness and be resolute in advancing inclusion and equity in our community
- Partner in economic development with those individuals, foundations, government entities, businesses and philanthropic organizations that are actively engaged in improving the economy of the region, state and nation, and the quality of life for all
- Promote a community characterized by respect, integrity, openness and responsiveness, and by consultation and collaboration, in which we are invested in our collective welfare and the responsible, sustainable stewardship of our resources

**Principles of Community**

"The University of California, Davis, is first and foremost an institution of **learning** and teaching, committed to **serving** the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

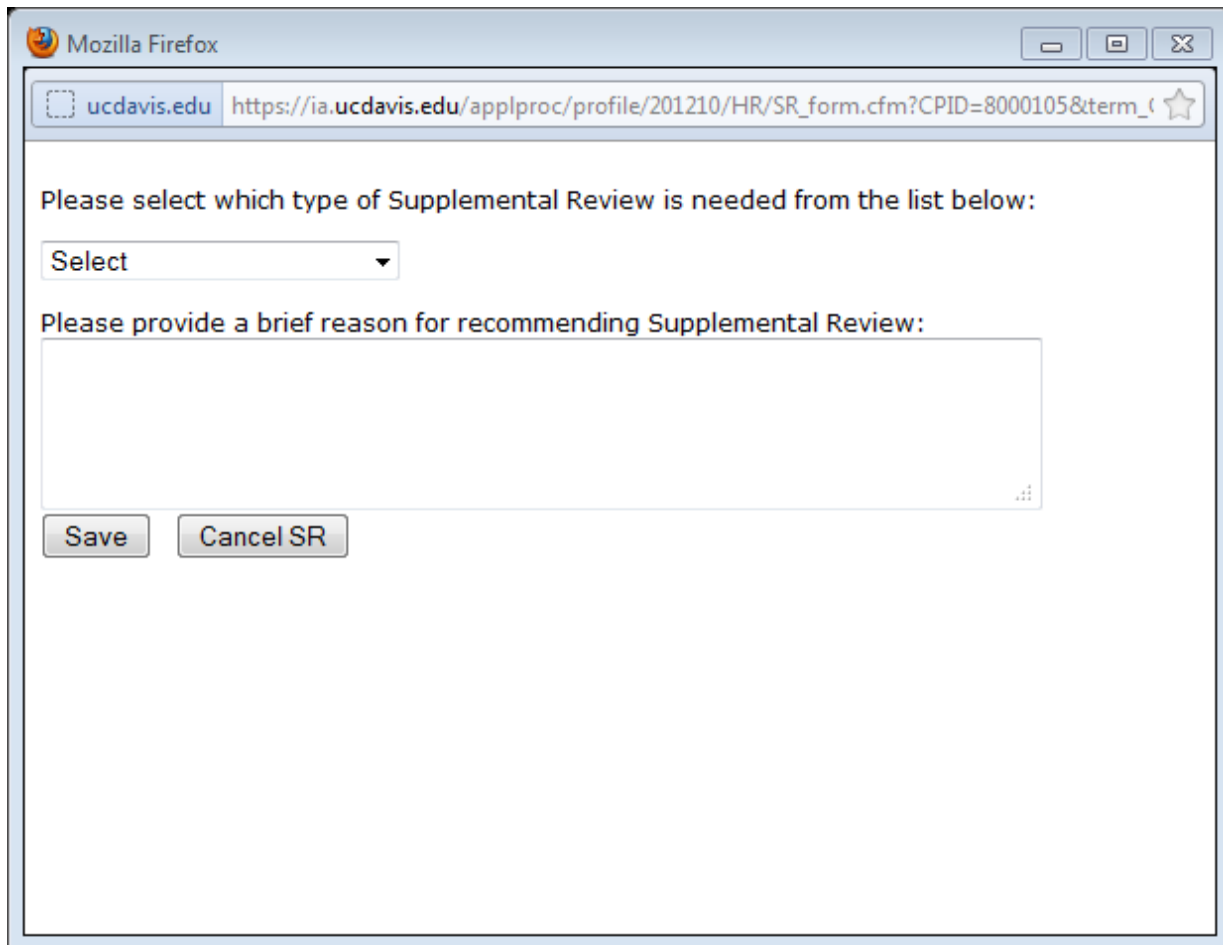
- We affirm the **inherent dignity** in all of us, and we strive to maintain a **climate of justice** marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster **mutual understanding** among the many parts of our whole.
- We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of **civility** and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to **express** any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of **courtesy, sensitivity and respect**.
- We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and **cherish** the richness contributed to our lives by our diversity. We take **pride** in our various achievements, and we **celebrate** our differences.
- We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of **spirit** and purpose based on **mutual respect** and caring."

## KEY TO APPLICATION (PROFILE) READ SHEET

### Freshman Review – Holistic Review Rating (HR Score)

- **CPID:** UCOP Central Processor Identification Number. Primary identifier instead of name.
- **Previous App:** Move back to application previously viewed
- **Next App:** Move forward to next application in your assigned group
- **Close:** Use this button to exit from the FR Profile. Please note: If you hit “Close”, but do not hit “Save Review” first, your notes or preliminary scores will not be saved!
- **Rating:** Select overall HR rating based on all aspects in context of applicants’ academic and personal circumstances. Indicate HR score 1-7 by clicking on the button of the corresponding number.
- **Can’t rate:** Select this button if you cannot determine an HR score for this applicant; indicate why in the Reader Notes. Instances why you might not be able to rate an applicant include “Mixed Records”, you know of the applicant, or there are circumstances in the applicant’s life you choose not to review.
- **Recommend SR:** Select this button if you wish to request a Supplemental Review (SR) and provide reasons in the SR Comment section or the pop-up window. A drop-down menu will appear to identify the questionnaire to be sent to the student for more information. Along with the questionnaire, the student will also receive notice of the opportunity to have a recommendation offered on her behalf.
- **Flag for Follow-up:** For reader to return to FR Profile to complete at a later date.
- **Save Review:** Select “Save Review” button after you have finished reviewing the FR Profile and have made your HR rating selection, SR recommendation, and/or Reader Notes. You cannot “Save Review” without assigning a rating score.
- **? Button:** Ask your Team Leader a question about this profile.
- **Reader Notes:** Use this section to keep your personal notes on individual applicants. Only Team Leaders or Management will be able to view your Reader Notes for training and norming purposes.
- **Jump to Section:** Use these buttons to move to specific areas of the FR Profile. You may also scroll up and down.

## Supplemental Review



The screenshot shows a Mozilla Firefox browser window with the address bar displaying `ucdavis.edu` and the URL `https://ia.ucdavis.edu/applproc/profile/201210/HR/SR_form.cfm?CPID=8000105&term_c`. The page content includes the instruction "Please select which type of Supplemental Review is needed from the list below:" followed by a dropdown menu with the text "Select". Below this is the instruction "Please provide a brief reason for recommending Supplemental Review:" followed by a large text input area. At the bottom of the form are two buttons: "Save" and "Cancel SR".

- **Select** one topic from drop-down menu of SR Questionnaires:
  - Leadership
  - Special Talent
  - Personal Challenge
  - Academic Preparation Programs
  - Compound Disadvantage
- **Provide reason** for requesting Supplemental Review (SR) in comment box.
- **Save or Cancel** Supplement Review (SR) Request.

## UNIVERSITY OF CALIFORNIA, DAVIS

**Applicant Information**

Applicant Information		
Major: <b>Environ Policy Analy &amp; Plan (AEPP)</b>	Res: <b>R</b>	ELC:
Mixed Rec:	Military:	Foster:
Parent's Highest Edu (Father/Mother): <b>/No High School</b>		Dis Neigh: <b>Y</b>
Parent's Income/Family Size:	From Single Parent:	Is Single Parent: <b>Y</b>

- **Major:** Major applied to at UC Davis; Long description (major code)
- **Res (Resident):** Self-reported CA residency (R=Resident, B=Bona fide Resident, N=Non-Resident)
- **ELC:** Identifies applicants “Eligible in the Local Context” ranking between 1-9%. ELC determined by a UC benchmark GPA based on the ‘a-g’ specific course pattern in the 10<sup>th</sup> and 11<sup>th</sup> grades
- **Mixed Rec** (Mixed Records): Y indicates application with mixed US and foreign academic credentials
- **Military:** Y indicates military service (active or veteran)
- **Foster:** Y indicates applicant was or is in foster care, guardianship or a group home
- **Parent’s Highest Edu:** Highest education level attained by either parent
- **Dis Neigh:** Y indicates “Disadvantaged Neighborhood.” An applicant is considered to be from a disadvantaged neighborhood if her zip code places her in the top 20% statewide in terms of both public assistance and poverty level rates.
- **Parent Income/Family Size:** Annual income and number of people in family, including applicant
- **From Single Parent:** Y indicates comes from a single parent family
- **Is Single Parent:** Y indicates *applicant is a single parent*



## School Data Profile

School Profile				
San Gorgonio High School, San Bernardino (San Bernardino County)				
Setting: <b>Urban - Mid-size City</b>		Type: <b>Public</b>	Enrl: <b>3,122</b>	
Approved Course List: <b>Yes</b>		Grade Span: <b>9-12</b>	Year Round: <b>Yes</b>	
School Performance				
API State Rank: <b>2</b>		Low OTL: <b>Moderate (24%)</b>		
API Similar Rank: <b>7</b>		Low SAT Quintile: <b>Yes (4th)</b>		
School Environment			Compared to State	
Emergency Credentials	<b>1%</b>	+	Lowest (4th quartile)	
Student/Teacher Ratio	<b>26.1:1</b>	++++	Highest (1st quartile)	
English Learners	<b>19.7%</b>	++++	Highest (1st quartile)	
Eligible for Free/Red Meal	<b>83.1%</b>	++++	Highest (1st quartile)	
First Generation College	<b>90%</b>	++++	Highest (1st quartile)	
10th Grade Attrition	<b>36.9%</b>	++++	Highest (1st quartile)	
Did not complete A-G	<b>78%</b>	+++	Mid high (2nd quartile)	
Average Family Income	<b>\$40,527</b>	+	Lowest (4th quartile)	
Last Year's Seniors			Last Year's UC Davis Pool	
HS Graduates	<b>432</b>	Apps	<b>10</b>	
Apps to Any UC Campus	<b>70</b>	Admits	<b>4 (40%)</b>	
< 5% Apply to UC	<b>No</b>	SIR	<b>1 (25%)</b>	
Exams - Last Year's Seniors		Avg	CA-Pct	School Honors
SAT Reading	<b>457</b>	33 <sup>rd</sup>	AP Courses Offered	<b>13</b>
SAT Math	<b>458</b>	29 <sup>th</sup>	AP Exam Scores >= 3 Over 3yrs	<b>75%</b>
SAT Writing	<b>462</b>	39 <sup>th</sup>	Honors Courses Offered	<b>20</b>

**School Profile:** Data from UCOP School Profile unless specified otherwise (May be blank if school is out-of-state, private school, or data is unavailable)

- **High School:** Name and City/County location
  - **Setting:** California Dept. of Education classification of city where high school is located
  - **Type:** Public or Private

## UNIVERSITY OF CALIFORNIA, DAVIS

- **Enrl (Enrollment):** Size of student body
- **Approved Course List:** Yes/No indicates an approved UC 'a-g' course list
- **Grade Span:** Grade levels present in the applicant's high school
- **Year Round:** Yes indicates year round instructional schedule
- **School Performance:**
  - **API State Rank:** This is the latest available high school Academic Performance Indicator (API) ranking compared to high schools of the same type. **A rank of 10 is the highest and 1 is the lowest.** The API summarizes the results of various indicators which include the Standardized Testing and Reporting (STAR) Program and the California High School Exit Examination. This data is available only for California high schools.
  - **Low OTL (Low Opportunity to Learn):** The OTL index measures the percentage of applicants from a school who were ranked in the top half of the academic ranking scale over the previous three years. A school is considered "low OTL" if the OTL index is 20% or less. A school with an OTL from 21-30% is considered Moderate OTL. Data is available for both public and private high schools with at least 20 applicants to a campus.
  - **API Similar Rank:** These high schools are ranked compared to 100 other high schools with similar demographic characteristics.
  - **Low SAT Quintile:** This measures whether or not the high school has collective SAT averages in the lowest quintile for the state. Data is available only for California public schools.
- **School Environment: Range: + = lowest; ++++ = highest**
  - **Emergency Credentials:** Percentile of teachers at the high school who do not qualify for credential or internship, but meet minimum certification requirements
  - **Student:Teacher Ratio:** Number of students to one teacher
  - **English Learners:** Percentile of English learners in the high school (Limited English Proficient)
  - **Eligible for Free/Red Meal (Eligible for free & reduced priced meals):** Percentile of students in the high school eligible for this benefit
  - **First Generation College:** Percentile of students where neither parent has graduated from college
  - **10th Grade Attrition:** Percentile of enrollment lost between the beginning of 10th grade to graduation
  - **Did not complete A-G:** Percentile of graduating seniors who did not complete the 'a-g' pattern of courses required to meet UC admission requirements

## UNIVERSITY OF CALIFORNIA, DAVIS

- **Average Family Income:** Average parental income of student at this high school
- **Last Year's Seniors:**
  - **HIGH SCHOOL graduates:** Number of seniors from this high school who graduated
  - **Apps to Any UC campus:** Number of applicants from this high school who applied to any UC campus
  - **< 5% Apply To UC:** Whether or not less than 5% of seniors from this high school applied to UC
- **Last Year's (Fall 2011) UC Davis Pool:**
  - **Apps:** Total applicants from this high school who applied to UC Davis
  - **Admits:** Number of applicants from this high school who were admitted to UC Davis
  - **SIR:** Percentile of admitted students from this high school who submitted a Statement of Intent to Register (SIR) to UC Davis
- **Exams- Last Year's Seniors (Data from College Board EPS)**
  - **Avg:** Average SAT Reading, Math and Writing score for seniors from this high school. Data shown for schools with at least 20 applicant test takers
  - **CA – Pct (California – Percentile):** Percentile rank among CA high schools. For out-of-state schools, indicates where the school would fall if it were a CA high school
- **School Honors**
  - **AP Courses Offered:** A count of Advanced Placement (AP) year-long courses offered. Data source: UCOP school profile
  - **AP Exam Scores  $\geq 3$  over 3 yrs:** Of all the AP tests taken by students from this high school over the last 3 years, the percentage of exams (not students) receiving scores of 3 or better. Data source: College Board EPS
  - **Honors Courses Offered:** An estimate of the number of year-long Honors (HL), Advanced Placement (AP), and International Baccalaureate (IB) courses (not semesters) offered as designated on the approved UC 'a-g' course list (does not include college level courses)

**Coursework & Test Scores – Percentile Ranking**

Coursework & Test Scores - Percentile Ranking				
		Sch to DV	Pool to DV	Sch to UC
GPA:				
Unweighted	3.40	63 <sup>rd</sup>	39 <sup>th</sup>	62 <sup>nd</sup>
F10 4.0 Unw GPA fr sch: 0				
Wtd Cap	3.77	67 <sup>th</sup>	50 <sup>th</sup>	72 <sup>nd</sup>
Wtd Un-Cap	3.95	61 <sup>st</sup>	61 <sup>st</sup>	72 <sup>nd</sup>
A-G Courses				
	42	30 <sup>th</sup>	26 <sup>th</sup>	42 <sup>nd</sup>
Honors Courses (HL/AP/IB/CL):				
Soph & Jr	12	74 <sup>th</sup>	88 <sup>th</sup>	83 <sup>rd</sup>
Senior	10	95 <sup>th</sup>	95 <sup>th</sup>	94 <sup>th</sup>
Calendar				
	Sem			
UC Score				
	304	58 <sup>th</sup>	31 <sup>st</sup>	67 <sup>th</sup>
SAT: (official)				
Reading	520	51 <sup>st</sup>	31 <sup>st</sup>	68 <sup>th</sup>
Math	550	63 <sup>rd</sup>	28 <sup>th</sup>	66 <sup>th</sup>
Writing	450	22 <sup>nd</sup>	11 <sup>th</sup>	32 <sup>nd</sup>
ACT (Not Reported)				
Subject Exams:				
#1 - Official	730	Spanish		
#2 - Official	580	U.S. History		

The coursework and test score sections extensively use percentiles. Percentiles divide ranked distributions into 100 equal sized groups and are often used to show relative performance. Percentiles are on a 99 point scale, with 99 being the highest. For example, a test score at the 83<sup>rd</sup> percentile represents a score in the top 17% (83 – 100 percentiles) of that group.

Three categories of percentiles are displayed on the read sheet (see below) to help provide educational context for the applicant's academic achievements. Unless stated otherwise, the percentiles represent comparisons to applicants from the previous three admission cycles. School-based percentiles are provided for California high schools that have populations of at least 20 applicants in the comparison pool.

**Percentile categories:**

- **Sch to DV:** Applicant's percentile rank among UC Davis applicants from the same high school
- **Pool to DV:** Applicant's percentile rank among all UC Davis applicant pool

## UNIVERSITY OF CALIFORNIA, DAVIS

- **Sch to UC:** Applicant's percentile rank among all UC applicants from the same high school

### **GPA: Grade Point Average**

- **Unweighted:** 'a-g' GPA with no honors points, based on 10<sup>th</sup> and 11<sup>th</sup> grades only
- **Fall'11 4.0 Unw. GPA fr school:** Number of fall 2011 UC applicants reporting 4.0 GPA's from this high school to UC Davis
- **Wtd Cap:** Weighted capped GPA (includes honors points). Maximum of eight semesters by UC policy
- **Wtd Un-cap:** Weighted uncapped GPA with unlimited honors points included

**A-G Courses:** Total number of 'a-g' courses (semesters) taken by this applicant

**Honors Courses (HL/AP/IB/CL):** Honors Level (HL), Advanced Placement (AP), International Baccalaureate (IB), College Level (CL) courses

- **Soph & Jr:** Total UC approved honors courses (semesters) taken in grades 10-11
- **Senior:** Total UC approved honors courses (semesters) taken or planned in senior year

**Calendar:** School calendar terms as marked by applicant

**UC Score:** Test based score (1-500 scale) used in combination with 'a-g' GPA to determine if applicant meets the top 9% Statewide Pathway

**SAT Reading, Math, Writing:** Scores from the best single sitting

**ACT Reading, Math, Science, and English/Writing:** Scores from the best sitting overall

**SAT Subject Test Scores:** Two highest subject exams from the different subject areas, if taken

*Note: Coursework data are self-reported by the applicant.*

## Student Information

Student Information							
Date of Birth:	Place of Birth:	CA Resident	U.S. Citizen?	Current Immigration Status:	First Language:	Veteran Status:	Foster Youth:
11/10/1993	San Bernardino, CA	Y	Domestic		English and SP	N	N

- **Date of Birth:** Date student was born (mo/day/year)
- **Place of Birth:** City, State where student was born (Non-US births show city only)
- **CA Resident:** "Y" indicates if student is California Resident
- **US Citizen:** Will indicate Domestic if born in US, or Int'l (International) along with country
- **Current Immigration Status:** Will indicate current visa or planned visa type
- **First Language:** Will indicate the language(s) used in the home
- **Veteran Status:** Will indicate (Y or N) if applicant has served or is currently active in the military
- **Foster Youth:** Will indicate (Y or N) if student is or has been in foster care (e.g., foster home, group home or placed with a relative by the court)

## Family Information

Family Information			
Parents' Gross Annual Income:	Student Gross Annual Income:	Family Size - Dependent Students:	Family Size - Independent Students:
Curr Yr: \$60000 Prev Yr: \$67000		Curr Yr: 4 Prev Yr: 6	
Education Level - Father:	Education Level - Mother:	Occupation - Father:	Occupation - Mother:
4-Year College Graduate	4-Year College Graduate	Curr: Professional	Curr: Professional

- **Parents' Gross Annual Income:** Will show parent's (or guardian's) income for past two years, if data provided
- **Student Gross Annual Income:** Will show applicant's self-reported income for past two years if she considers herself independent and provides data
- **Family Size – Dependent Students:** Will indicate the number of adults and dependent children living at home, including applicant
- **Family Size – Independent Students:** If applicant deems herself independent, the number of adults and dependent children living in home, including applicant
- **Education level – Father and Mother:** Selected from a pre-determined list
- **Occupation – Father and Mother:** Selected from a pre-determined list

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**Educational History**

Educational History											
Name:	City:	State:	Type:	Begin:	End:	Curr/Rcnt Sch:	Grad HS?	Diploma:	Grading System:	Special Curr?	Year Round?
SAN GORGONIO HIGH SCHOOL	SAN BERNARDINO	CA	Pub HS	09/2007	06/2011	Y	Y	diploma 06/ 2011	A-D, F		Y - traditional
Type of School Currently or Recently Enrolled: Public High School									Mixed Records:		

- **Name:** Name of institution attended
- **City/State:** Location of school
- **Type:** Public or Private school
- **Begin:** Date applicant began attending this school (Note: this could be a high school or college)
- **End:** Date applicant will finish/finished attending this school
- **Curr/Rcnt Sch:** Indicates Y if the school listed is where applicant is currently attending
- **Grad HS?:** Indicates Y if this is the high school where the student will graduate/has graduated
- **Diploma:** Date when applicant is expected to graduate, or has graduated high school
- **Grading System:** Grading method used (e.g., letter grades, percentiles)
- **Special Curr?:** Designates if high school has a special non-traditional curriculum (Y or Blank)
- **Year Round?:** Designates if high school has traditional or year-round scheduling format (Y or Blank)
- **Type of School Currently or Recently Enrolled:** Indicates if public or private high school or college/university
- **Mixed Records:** Indicates if applicant has records from both domestic and international schools (Y or Blank)

## Exams

Official Scores				Self Reported Scores				AP & IB Exams		
Date	Test	Desc	Score	Date	Test	Desc	Score	Exam:	Date:	Score:
11/01/2010	S1MN	SAT Math	550	11/01/2010	S1SN	SAT Self-Reported Math	550	Spanish Language	05/2010	4
11/01/2010	S1R	SAT Reading	520	6/01/2010	S1SR	SAT Self-Reported Reading	520	English Literature and Composition		
11/01/2010	S1T	SAT Total	1520	11/01/2010	S1ST	SAT Self-Reported Total	1520	Biology		
11/01/2010	S1W	SAT Writing	450	11/01/2010	S1SW	SAT Self-Reported Writing	450	U.S. Government and Politics		
10/01/2010	SXSP	SAT Subj Spanish	730	10/01/2010	SSLR	SAT Subj Self Literature	520	U.S. History	05/2010	3
5/01/2010	SXUH	SAT Subj U.S. History	580	5/01/2010	SSM2	SAT Subj Self Math 2	540	Spanish Literature		
				10/01/2010	SSSP	SAT Subj Self Spanish	730	Calculus AB		
				5/01/2010	SSUH	SAT Subj Self U.S. History	580	English Language and Composition	05/2010	2
								Have or Plan to Complete IB Diploma? No		
TOEFL (CBT and PBT), TOEFL iBT, IELTS, APIEL Exams										
Exam:		Date:		Score:						

**Exams:** A summary of entrance examinations, both official and self-reported, and AP, IB and TOEFL examinations, along with dates taken

- **Official Scores:** From testing agency via UCOP
  - **Date:** Date of exam (mo/day/year)
  - **Test:** BANNER code for respective test
  - **Desc:** Subject examination description
  - **Score:** Applicant's official examination score
- **Self-Reported Scores:**
  - **Date:** Date of exam (mo/day/year)
  - **Test:** BANNER code for respective test
  - **Desc:** Subject examination description
  - **Score:** Applicant's official examination score
- **AP & IB Exams:** AP and IB Exams taken along with scores
  - **Exam:** Name of subject tested. Subject tests planned to be taken prior to HS graduation will show subject, but no date or score.
  - **Date:** Date of exam (mo/day/year)
  - **Score:** Score received on test. A score of 3, 4, or 5 indicates student will receive college credit for mastery of subject.
  - **Have or Plan to Complete IB Diploma?** Yes or No
- **TOEFL (CBT and PST).** TOEFL, IST, IELTS, APIEL Exams
  - **Exam:** Name of subject examination
  - **Date:** Date of exam (mo/day/year)
  - **Score:** Self-reported score for exam



**Course/Grade Details**

Course/Grade Details								
Year:	A-G:	School:	Course Title:	Honors:	Grade 1:	Grade 2:	Grade 3:	Grade 4:
09	a	SAN GORGONIO HIGH SCHOOL	* World Geography A/B (H)		A	A		
09	b	SAN GORGONIO HIGH SCHOOL	* English 1 A/B (H)		A	A		
09	c	SAN GORGONIO HIGH SCHOOL	* Geometry A/B (H)		B	A		
09	d	SAN GORGONIO HIGH SCHOOL	* Biology 1 A/B (H)		A	A		
				Course Total:				
Year:	A-G:	School:	Course Title:	Honors:	Grade 1:	Grade 2:	Grade 3:	Grade 4:
10	a	SAN GORGONIO HIGH SCHOOL	* World History A/B (H)		B	B		
10	b	SAN GORGONIO HIGH SCHOOL	* English 2 A/B (H)		A	A		
10	c	SAN GORGONIO HIGH SCHOOL	* Algebra 2 A/B (H)		B	B		
10	d	SAN GORGONIO HIGH SCHOOL	* Chemistry 1 A/B (H)	HL	B	C		
10	e	SAN GORGONIO HIGH SCHOOL	* German 1HP		A	A		
				Course Total:	5	5		

- **Year:** Indicates grade level in which courses are taken
- **A-G:** Indicates the 'a-g' category of each course (History, Social Science, English, Math, Lab Science, Language other than English (LOTE), Visual and Performing Arts (VPA), College Electives)
- **School:** School or college/university where course was taken
- **Course Title:** Title of course taken. An "\*" indicates a course on the UCOP approved course list.
- **Honors:** Indicates type of course taken by HL (Honors), AP (Advanced Placement), IB (International Baccalaureate) or CL (College Level)
- **Grades:** Grades by term. Usually a letter grade is indicated but sometimes a percent grade is listed (e.g., 87%).

**A-G Summary**

A-G Summary			
Subject Area:	Total:	Subject Area:	Total:
A - History/Social Science	8	E - Language (not Eng.)	6
B - English	8	F - Visual/Performing Arts	2
C - Mathematics	10	G - College Prep Electives	
D - Laboratory Science	8		
Total: 42			

- A summary of applicant's 'a-g' courses by area and total (semesters) to include grand total
- UC required pattern of coursework to meet eligibility requirements

**Extracurricular Information**

Extracurricular Information			
Honors and Awards			
Honor or Award:	Description:	Type:	Date Rcvd:
Honor roll silver star	I was given this award because i maintained above a 4.0 for 7 semesters.	Acad.	05/2010
FTE Achievement Award	I recieved this award for completing an economics program over the summer and passing a final test with above an 80% percent.	Acad.	11/2010
Community service Award	I recieved this medal because I was 1 out of 3 juniors who completed the most community service out of all the junior class.	Other	04/2010
Teens make a difference award	I was given this award in 2009 and 2010 because I completely over 330 hours of community service.	Other	05/2010

**Honors and Awards:**

- **Honor or Award:** A list of honors and/or awards achieved
- **Description:** A description of honor and/or award and may include other details
- **Type:** Category selected to describe award: Acad. (Academic) or Other
- **Date Rcvd:** Month and Year honor or award was received

Extracurricular Activities									
Activity:	Description:	Years of Involvement							
		9th:	10th:	11th:	12th:	>12:	# Yrs:	Hrs/Wk:	Wks/Yr:
Earthsavrs	I am president and I was vice president last year. We started a recycling program, clean up parks, the school.	Y	Y	Y	Y			1	36
Drama club	In drama club we produced school plays. We also did fundraisers to raise money for the plays.		Y	Y				1	36
Calculus Club	a club that encourages the students to take great interest in mathematics.			Y	Y			1	36
Peer Leadership	We do one-on-ones, conflict mediations, new student orientations, synergy day, and we help the school with any big event where they need staff.		Y	Y	Y			1	36
Key club	In Key club we do a lot of community service projects like; volunteer at charity walks for cancer, send letters to kids with cancer in the hospital			Y				1	36

**Extracurricular Activities:** A list of activities outside the classroom

- **Activity:** Title of activity (Check Glossary for unfamiliar terms and descriptions)
- **Description:** Description of applicant's participation in the respective activity
- **Years of Involvement:** Indicates years of participation by grade level in respective activity
- **# Yrs:** Indicates the number of years participated (may preclude high school)
- **Hrs/Wk:** Indicates the numbers of hours per week applicant is/was involved with this activity
- **Wks/Yr:** Indicates how many weeks each year the applicant participated (Look for summer participation)

## Volunteer Work and Community Service

Volunteer Work and Community Service									
Activity:	Description:	Years of Involvement							
		9th:	10th:	11th:	12th:	>12:	# Yrs:	Hrs/Wk:	Wks/Yr:
Key Club	In Key club, I help out in fund raisers, fall rally, The annual believe walk, and the kclub also decorate holiday cards for kids in Loma Linda hospital			Y	Y			1	36
Library	I helped in the library organizing book when the library was just put back from modernization, during regisrtation handing out books to students.		Y	Y	Y			1	36
Earth Savers	In Earthsavers we are usually doing park clean ups, school clean ups, classroom presentations, and volunteer in soup kitchens.	Y	Y	Y	Y			1	36
Peer leadership	I helped with summer school. We were training incoming Peerleaders concepts of the program. I taught specific subjects and was in charge of a small group.			Y				30	6
Mr. Watson	Mr. Watson usually needs help moving teacher's things from one classroom to another, help him send out newsletters to parents, and help out at open house.		Y	Y	Y			1	36

- **Activity:** Name of group or program
- **Description:** Applicant's description of volunteer activity and her level of participation
- **Years of Involvement:** Indicates years of involvement by grade level, total number of years participated and hours per week and, weeks per year of participation

## Employment

Employment											
Position:	Responsibilities:	Begin:	End:	Years of Involvement							
				9th:	10th:	11th:	12th:	>12:	# Yrs:	Hrs/Wk:	Wks/Yr:
Sales/Stock Associate	Organize stock room allowing for enhanced efficiency. Sell products through my exceptional people skills helping the company meet its weekly sales goals.	10/2010	/				Y				25

- **Employment:** Employment history
- **Position:** Description of job
- **Responsibilities:** Tasks performed for job.
- **Begin:** Starting date
- **End:** Ending date
- **Years of Involvement:** Applicant will indicate hours worked per week and length of employment for each employer.
- **Use of Earnings:** Applicant will indicate how she used money earned from working; look for earnings used to help support family.

## Academic Preparation Programs

Academic Preparation Programs										
			Years of Involvement							
Code:	Name:	Description:	9th:	10th:	11th:	12th:	>12:	# Yrs:	Hrs/Wk:	Wks/Yr:
11	MESA (Mathematics, Engineering, Science Achievement) including MESA Schools Programs, SUCCESS Through Collaboration and California Community College Program	Mathematics,Engineering,Science, Achievement. In mesa build structures that are going to be inspected and test to see which are the most efficient and creative.			Y				5	18

- **Code:** A UC Academic Preparation Program code
- **Name:** Name of program selected from a list of educational and academic preparation programs that are designed to help students prepare for university study
- **Description of program:** Applicant's description of program
- **Years of Involvement:** Indication of years participated, including hours per week and weeks per year involved with this program

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**Personal Statement**

Personal Statement	
Font Size: Medium ▼	
<b>Question 1:</b>	
<i>Describe the world you come from - for example, your family, community or school - and tell us how your world has shaped your dreams and aspirations.</i>	
<p>"If music be the food of love play on." My world is literally composed of love. The love I feel for family, friends, school, and clubs. The love I feel for my family and the love they give me in return makes me the outgoing, caring, full of life, girl that I am today. I get nothing but support from my family; this in turn makes me want to give love and support to those who surround me. My mom and my sisters have always been my motivation to work hard on whatever I set my mind to and demonstrate my full potential. Throughout my lifetime, my family has been through some pretty hard times. I know for a fact that the only way I survived in one piece was because of that love I keep mentioning from my family. I like to consider my group of friends a family at school. Taking into consideration that I am currently taking five AP classes, I need my friends around to keep me sane. My friends are literally always there for me, not just because they are taking all my classes, but because if I am having rough times at home they will be there supporting me the whole way. My friends also play a tremendous role in my academic achievements. All of my closest friends are very bright and talented. So being surrounded by this group of people brings out the competitive side of me. I strive to get the best grades I can achieve because of the pressure that is build up to be as great as my friends are or better. Not only do they provide what I like to call good pressure, because it's pressuring me to succeed in my education which is a good thing, but because</p>	<p>they also encourage me to be myself and to take risks in life. School is my life. I spend about half of my day at school it's like my second home, so that explains why I have so much school spirit. I love my school even though it has its flaws, like it may not be in the best area of San Bernardino, not all the kids that go there are motivated, or that we lack undefeated sports teams. All these things do not matter to me because San Geronio high school has a lot of good things going for it, like our school has the most students out of the district, that are taking AP courses. It also has successful clubs that have accomplish many service projects in and out of school. A club that has had a lot of influence of what my dreams and aspirations have become is Earth Savers. I joined Earth Savers since it was first started, it was originally intended to be an environmentalist club, but last year we broaden things up. Not only do we want to help conserve the earth but now we want to help animals and people in need. I have found a lot about myself through this club I have discovered a love for nature and animals that I never would have thought existed before. I now know the reason why I was put on this universe and I believe that the reason is to fight for the living things that are in danger but do not have a voice to defend or fight for themselves. Love has gotten me to where I am today and what my goals are in life. I know that if love has gotten me thus far I can go a lot further with the love I have for this earth and everything on it.</p>

**Personal Statement:** Note Font Size button in right corner—you may adjust to your reading preference (e.g., small, medium, large, X-large).

- **Question 1: Describe the world you come from, for example, your family, community or school, and tell us how your world has shaped your dreams and aspirations.**
  - Applicant will enter personal statement in response to the question.
- **Question 2: Tell us about a personal quality, talent, accomplishment, contribution or experience that is important to you. What about that quality or accomplishment makes you proud and how does it relate to the person you are?**
  - Applicant will enter personal statement in response to the question.

**Additional Comments**

Additional Comments:

i wasn't able to continue in key club this year or take the title because i was unable to pay the dues for being aprat of the club.

- **Additional Comments:** This section is for additional information the applicant may want to provide. Usually applicants add comments that they think do not fit into other categories (such as their essay).

**Application Queue:****Freshman Review - Application Queue** (You are the team lead of reader group 12. [View my team](#))

<b>Apps Assn: 25</b>	<b>Rank Range:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Apps Read: 1</b>	<b>Your Ranks:</b>	0%	0%	0%	100%	0%	0%	0%
<b>Follow-up:</b>	<b>Target Ranks:</b>	15%	10%	10%	10%	10%	10%	35%
<b>SR Recmds:</b>								

Show: All (25)

Go

Get More Applications

\* Reivews are only open to rating adjustments for 24 hours after it's saved.

CPID	Rating	Can Rate?*	Last Saved	Follow-Up?	View:	
<a href="#">8000105</a>	4	Y	11/15 at 3:39 PM		<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8000236</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8000387</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8000599</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8000711</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8000791</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8000824</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8001010</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8001075</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8001122</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8001148</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8001631</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8001700</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8002654</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8003227</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8003426</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8003438</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8003608</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8003836</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8004032</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8004235</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8004414</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8004427</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8004609</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>
<a href="#">8005209</a>		Y			<a href="#">Profile</a>	<a href="#">Summary</a>

**Summary:**

- **Apps Assn:** Number of applications you have been assigned
- **Apps Read:** Number of applications you have completed
- **Follow-up:** Identifies the FR HR Profile that the reader has “flagged” to revisit; needs to complete and score
- **SR Recmds:** Number of applications you have sent for SR review

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- **Rank Range:** Possible rating scores you may assign applicants
- **Your Ranks:** The percentile of applicants you have assigned to each score
- **Target Ranks:** The percentile targets for each score

### Assigned Application List:

- **Show:** You may select a specific batch of applications to review (1-25, 26-50, 51-75, etc.)
- **Get More Applications:** This signals that you are ready for additional applications to review
- **CPID:** UCOP-assigned number to identify a particular application
- **Rating:** What score you have assigned to each application
- **Can Rate?** Will indicate “Y” unless you marked “Can’t Rate.” Indicates you are finished with this application, although you will not have a score
- **Last Saved:** Indicates time you last worked on a particular application
- **Follow-up:** Indicates applications for which you need information before completing
- **View:** Select which view of application you will review:
  - **Profile** – the whole applicant’s profile
  - **Summary** – the rating box, including Reader Notes

## UNDERGRADUATE ADMISSIONS

### **Mission Statement**

Undergraduate Admissions will deliver the highest quality educational services in support of the academic mission of the campus and of Student Affairs. We take part in creating a diverse campus community of students who benefit from access to the university. We are dedicated to being a knowledgeable, caring staff that holds the highest standards of the best admissions and outreach practices.

### **Mission**

As an academic support service in Student Affairs, Undergraduate Admissions develops and coordinates admission processes and procedures to meet new student enrollment targets, and plans and implements outreach programs to enroll qualified students who encompass the broad diversity of cultural, racial, geographic and socio-economic backgrounds characteristic of California and beyond.

### **Undergraduate Admissions Process**

Each year, UC Davis considers many more outstanding applicants for freshman admission than can possibly be admitted. The goal of the admissions review process is to look at a large pool of academically strong applicants and identify those unique individuals who have demonstrated the intellectual curiosity, tenacity, special talents, academic achievement and commitment to community service expected of the UC Davis graduate. We believe these applicants will contribute the most to UC Davis' dynamic learning environment; they are also the applicants who will make the most of being immersed in it. Although high school grade point average and standardized test scores are important indicators of academic achievement used in UC Davis' admissions review, they are only part of the story.

While California law (Proposition 209) prohibits the consideration of an applicant's race and/or gender in individual admission decisions, the University has a mandate to reflect the diversity of the state's population in its student body. Campus diversity is a compelling interest at UC Davis, contributing to a rich and stimulating learning environment, one that best prepares leaders-in-the-making for the challenges and opportunities of California, the nation, and beyond.

And as a public, land-grant institution of higher learning, UC Davis has a mandate to serve the state of California by educating its future leaders in research, industry, and the arts. California's future depends heavily on this important charge.

Selection is based on a **comprehensive** review of all information, both academic and personal, presented in the application. All applications are read in their entirety—twice—by professionally trained readers. After independently reading and analyzing a file, the reader determines a **holistic** score that is the basis upon which the student is ultimately offered or denied admission. In addition, admissions managers conduct multiple checks for consistency and completeness throughout the reading process. While the evaluation process is based on human judgment rather than a quantifiable system, three factors ensure that the process is highly reliable:

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- extensive reader training
- holistic reading of files, as well as other monitoring procedures
- formal tests of reliability, conducted regularly, ensure quality control

The admission review reflects the readers' thoughtful consideration of the full spectrum of the applicant's qualifications, based on all evidence provided in the application, and viewed in the context of the applicant's academic and personal circumstances and the overall strength of UC Davis' applicant pool.

UC Davis is a selective campus and admission is becoming more competitive for freshman applicants each year. For fall 2011, UC Davis received more than 45,800 applications, of which we were only able to admit 46 percent.

### **Guiding Principles for Undergraduate Admissions**

The purpose of a holistic approach to Comprehensive Review is to give a rigorous, individualized, and qualitative assessment of each applicant's entire file. It ensures that academic reviews are based on a wide range of criteria including classroom performance, motivation to seek challenges, and the rigor of the curriculum within the context of high school opportunities. *In holistic review, no single criterion should be given undue weight, nor a narrow set of criteria used to assess applicants in their selection for admission.* UC Davis seeks well-rounded students whose qualifications include outstanding personal accomplishments, distinctive talents, and the potential to make significant contributions to the campus, the state of California, the nation and beyond.

Our goal is to achieve an integrated review process reflective of the full record of student achievement, and to make it transparent to the significant number of students applying to UC Davis. The admission process is reviewed and revised each year with the objective of moving, over time, toward more nuanced approaches in evaluating applicant qualifications. The admission review should remain an evolving process that adapts to changing campus conditions and new information about campus life.

UC Davis is a world-class university that serves the nation as an engine of social mobility and fosters economic growth in California communities. UC Davis excels in research and has been at the forefront of scientific and humanistic research and social change. UC Davis is ranked among the top 10 in the country in providing opportunities for social mobility, due to its large numbers of Pell Grant eligible and first-generation college students, and for the positive impact the university has on the nation (*Washington Monthly College Rankings*).

*We seek students who demonstrate academic excellence, who show strong social involvement, who have taken full advantage of the opportunities made available to them, and who are skilled in problem-solving.*

We wish to continue this commitment to identifying talented and motivated students who have overcome the obstacles of limited educational and family resources.



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**Principles for Undergraduate Admissions**

- **Achievement:** The admissions process honors academic achievement and accords priority to students of exceptional academic accomplishment. At the same time, the decision-making process employs a broad and multifaceted definition of merit, including an assessment of contributions that a student will make to the intellectual, cultural, or other aspects of campus life.
- **Available Opportunities:** Each applicant is judged individually and comprehensively and all achievements are evaluated in the context in which the student learned and lived, as well as the opportunities available to the student and how he or she responded to challenges. In keeping with Davis' status as a public institution, ability to pay fees and expenses is never a criterion in the admission decision.
- **Contributions to Society:** The admission process should select students of whom the campus will be proud, and who give evidence that they will use their education to make contributions to the intellectual, cultural, social, and political life of the state, the nation and the globe.
- **Diversity:** The admissions process should further the Regents' policy that each campus should enroll a "...student body ... that encompasses the broad diversity of backgrounds characteristic of California." The process must also comport with state law, including Proposition 209.
- **Capable of Success:** The admissions process should select only those students whose academic preparation ensures a strong likelihood that they will persist to graduation.
- **Fairness:** The process should consider each applicant fairly, given the information available to the campus, and should seek to be perceived as fair by the various publics of the campus.

These *Guiding Principles for Undergraduate Admissions* were developed by the UC Davis Faculty Committee on Admissions and Enrollment (CAE), with attention to the unique identity and mission of the UC Davis campus.

## **Freshman Selection Criteria**

As described above, the purpose of the admissions process is to identify those applicants who, based on a qualitative review of all of the information—both academic and personal—presented in their applications, are most deserving of admission to Davis and will make the greatest contribution to Davis’ intellectual and cultural community. All applications will be read in their entirety. The admissions evaluation will reflect the reader’s thoughtful consideration of the full spectrum of the applicant’s qualifications, based on all evidence provided in the application, and viewed in the context of the applicant’s academic and personal circumstances and the overall strength of the Davis applicant pool. The criteria on which this evaluation will be based are as follows:

- **The applicant’s full record of achievement in college preparatory work in high school**, including the number and rigor of courses taken and grades earned in those courses. Consideration will be given to completion of courses beyond the University’s ‘a-g’ minimums; strength of the senior year course load; and performance in honors, college-level, Advanced Placement, and International Baccalaureate Higher Level (IBHL) courses, *to the extent that such courses are available to the applicant*. In assessing achievement levels, consideration will be given to individual grades earned, to the pattern of achievement over time, and to an applicant’s achievement relative to that of others in his or her high school, including whether he or she is among those identified as Eligible in the Local Context.
- **Personal qualities of the applicant**, including leadership ability, character, motivation, tenacity, initiative, originality, intellectual independence, responsibility, insight, maturity and demonstrated concern for others and for the community.
- **Likely contributions to the intellectual and cultural vitality of the campus**. In addition to a broad range of intellectual interests and achievements, admission officers will seek diversity in personal background and experience. Consideration will be given to the evidence of an applicant’s ability and desire to contribute to a campus that prizes cultural, socioeconomic, geographic, intellectual and ethnic diversity.
- **Performance on standardized tests**, including the required ACT plus Writing or the SAT Reasoning Test, and any Advanced Placement or IBHL examinations the applicant may have taken. Applicants who have not had the opportunity to take Advanced Placement or IBHL courses or who have chosen not to take the examinations for these courses will not be disadvantaged. Test scores will be evaluated in the context of all other academic information in the application and preference will be given to tests that show a

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demonstrable relationship to curriculum and to Academic Senate statements of competencies expected of entering college students. Documented imprecision and other known weaknesses of standardized tests will be taken into account. Under no circumstances does Davis employ minimum scores or “cut-offs” of any kind.

- **Achievement in academic enrichment programs**, including but not limited to those sponsored by the University of California. This criterion will be measured by time and depth of participation, by the academic progress made by the applicant during that participation, and by the intellectual rigor of the particular program.
- **Other evidence of achievement**. This criterion will recognize exemplary, sustained achievement in any field of intellectual or creative endeavor; accomplishments in the performing arts and athletics; employment; leadership in school or community organizations or activities; and local, national, military or international service.

All achievements, both academic and non-academic, will be considered in the context of the opportunities an applicant has had, any hardships or unusual circumstances the applicant has faced, and the ways in which he or she has responded to them. In evaluating the context in which academic accomplishments have taken place, evaluators will consider the strength of the high school curriculum, including the availability of honors and advanced placement courses and the total number of college preparatory course available, among other indicators of the resources available within the school. When appropriate and feasible, they would look comparatively at the achievements of applicants in the same pool who attended the same high school and therefore might be expected to have similar opportunities and challenges. They will also consider other contextual factors that bear directly on the applicant’s achievement, including parental education level, whether English was not the primary language spoken at home, and other indicators of support available in the home.

The admissions evaluation should also recognize a wide range of talent and creativity that is not necessarily reflected in traditional measures of academic achievement but which, in the judgment of the reader, is a positive indicator of the student’s ability to succeed at Davis and beyond; to contribute meaningfully and uniquely to intellectual and social interchanges with faculty and fellow students, both inside and outside the classroom; and to make a special contribution to our society and culture. In applying the criteria above, readers should carefully consider evidence provided in the personal statement, as well as in the academic record and list of honors and achievements. For example, the essay may reveal a level of maturity and ability to reflect on one’s life experience in relation to the larger world that indicates a high potential to benefit from and contribute to the richness of the intellectual life of the campus. Or it may reveal special qualities of leadership and initiative that indicate unique potential to contribute to the community and to society in an important way through political, social or other forms of service.

[HOME](#)

UNIVERSITY OF CALIFORNIA, DAVIS

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University of California, Davis

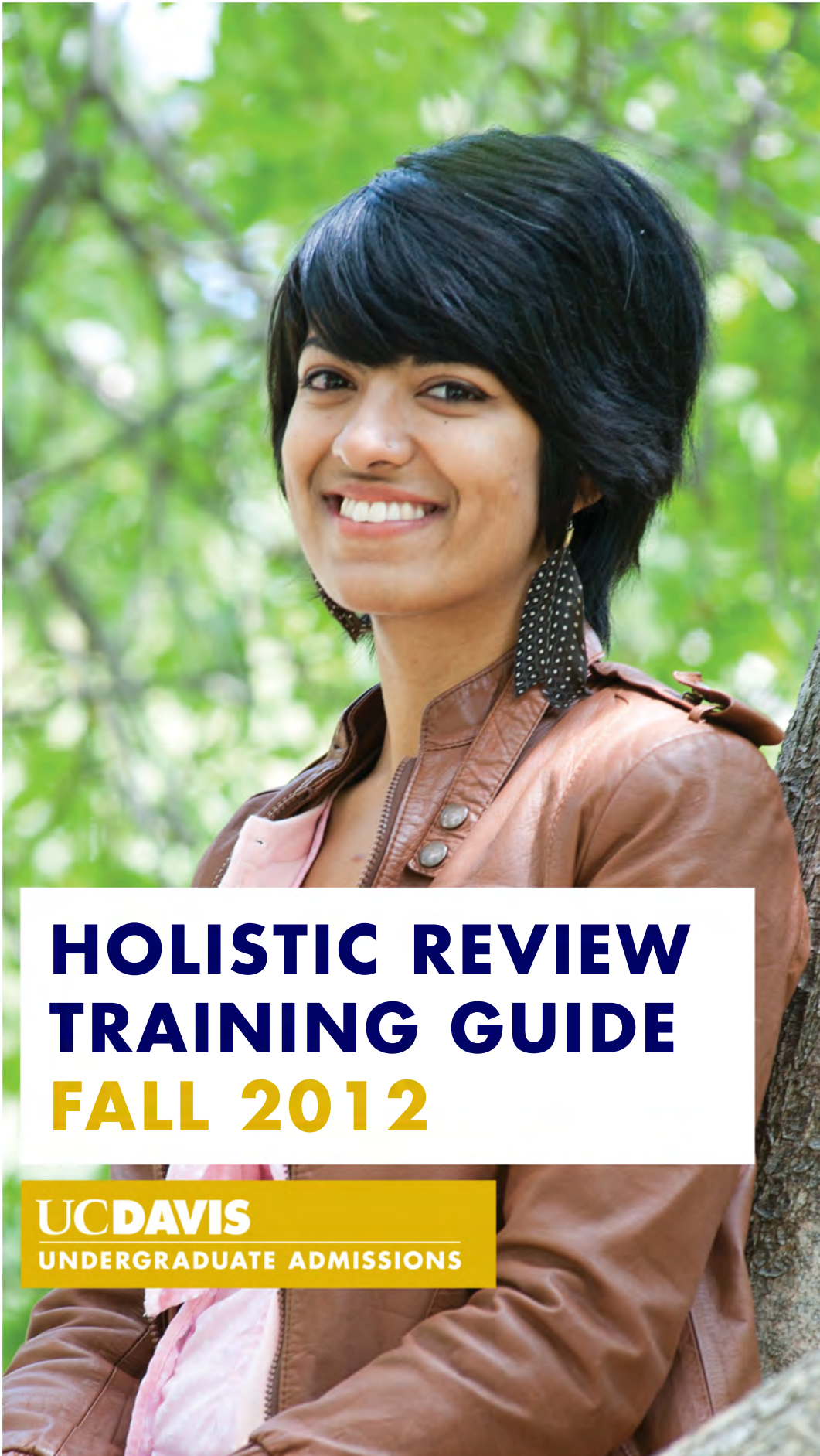
**Appendix:**

**What is API?**

**The Personal Statement**

**Contacts**

**Glossary of Terms**



# HOLISTIC REVIEW TRAINING GUIDE FALL 2012

**UCDAVIS**  
UNDERGRADUATE ADMISSIONS



**Applicant Information**

[REDACTED]			
Major/Disc: <b>Psychology (LPSC)/LS</b>	Res: <b>R</b>	ELC: <b>Y (top 8%)</b>	
Mixed Rec:	First Lang: <b>Other - AN</b>	Military:	Foster:
Parent's Highest Edu (Father/Mother): <b>Post Graduate Study /Post Graduate Study</b>		Disadvantaged Neighborhood:	
Parent's Income/Family Size: <b>\$200,000 / 4</b>	From Single Parent:	Is Single Parent:	

**Coursework & Test Scores - Percentile Ranking**

	Sch to DV	Pool to DV	Sch to UC	
GPA:				
Unweighted	<b>3.78</b>	90 <sup>th</sup>	72 <sup>nd</sup>	86 <sup>th</sup>
F11 4.0 Unw GPA fr schl: <b>0</b>				
Wtd Cap	<b>4.00</b>	88 <sup>th</sup>	70 <sup>th</sup>	81 <sup>st</sup>
Wtd Un-Cap	<b>4.10</b>	87 <sup>th</sup>	72 <sup>nd</sup>	80 <sup>th</sup>
A-G Courses	<b>39</b>	4 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>
Honors Courses (HL/AP/IB/CL):				
Soph & Jr	<b>6</b>	52 <sup>nd</sup>	51 <sup>st</sup>	49 <sup>th</sup>
Senior	<b>6</b>	66 <sup>th</sup>	67 <sup>th</sup>	60 <sup>th</sup>

	Sch to DV	Pool to DV	Sch to UC	
SAT: (official)				
Reading	<b>570</b>	34 <sup>th</sup>	48 <sup>th</sup>	33 <sup>rd</sup>
Math	<b>580</b>	22 <sup>nd</sup>	37 <sup>th</sup>	23 <sup>rd</sup>
Writing	<b>660</b>	61 <sup>st</sup>	76 <sup>th</sup>	58 <sup>th</sup>
ACT (Not Reported)				
Subject Exams:				
#1 - Official	<b>510</b>	Literature		
#2 - Official	<b>500</b>	Ecological Biology		

**School Profile****BEVERLY HILLS HIGH SCHOOL, BEVERLY HILLS (LOS ANGELES COUNTY)**

Setting: **Suburban - Large Suburb** Type: **Public**

Approved Course List: **Yes** Grade Span: **9-12**

**School Performance**

API State Rank: **9** Low OTL: **No (4%)**

API Similar Rank: **6** Low SAT Quintile

**School Environment****Compared to**

Emergency Credentials	<b>0%</b>	+	Low
Student/Teacher Ratio	<b>23.1:1</b>	+++	Mid
English Learners	<b>4.2%</b>	+	Low
Eligible for Free/Red Meal	<b>6.1%</b>	+	Low
First Generation College	<b>24%</b>	+	Low
10th Grade Attrition	<b>8.4%</b>	+	Low
Did not complete A-G	<b>42%</b>	+	Low
Average Family Income	<b>\$142,719</b>	++++	High

**Last Year's Seniors****Last Year's UC**

HS Graduates	<b>546</b>	Apps
Apps to Any UC Campus	<b>188</b>	Admits
< 5% Apply to UC	<b>No</b>	SIR

<b>Exams - Last Year's Seniors</b>	<b>Avg</b>	<b>CA-Pct</b>	<b>School Honors</b>
------------------------------------	------------	---------------	----------------------



Calendar	Sem
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SAT Reading	574	96 <sup>th</sup>	AP Courses Offered
SAT Math	598	96 <sup>th</sup>	AP Exam Scores >=
SAT Writing	596	98 <sup>th</sup>	Honors Courses Offe

Student Information							
Date of Birth:	Place of Birth:	CA Resident	U.S. Citizen?	Current Immigration Status:	First Language:	Veteran Status:	Foster Youth:
12/17/1993	Los Angeles, CA	Y - since 12/01/1993	Domestic		Other - AN	N	N

Family Information			
Parents' GrossAnnual Income:	Student GrossAnnual Income:	Family Size - Dependent Students:	Family Size - Independent Students:
Curr Yr: \$200000 Prev Yr: \$180000		Curr Yr: 4 Prev Yr: 4	
Education Level - Father:	Education Level - Mother:	Occupation - Father:	Occupation - Mother:
Post Graduate Study	Post Graduate Study	Curr: Other - Retired Prev: Other - Retired	Curr: Professional Prev: Professional

Educational History											
Name:	City:	State:	Type:	Begin:	End:	Curr/Rcnt Sch:	Grad HS?	Diploma:	Grading System:	Special Curr?	Year Round?
BEVERLY HILLS HIGH SCHOOL	BEVERLY HILLS	CA	Pub HS	09/2008	06/2012	Y	Y	diploma 06/2012	A-D, F		
Type of School Currently or Recently Enrolled: Public High School									Mixed Records:		
Language of Instruction (if outside U.S.): Grades 6-8: AN -											

**Exams****Official Scores**

Date	Test	Desc	Score
5/01/2011	S1MN	SAT Math	580
5/01/2011	S1R	SAT Reading	570
5/01/2011	S1T	SAT Total	1810
5/01/2011	S1W	SAT Writing	660
6/01/2011	SXEB	SAT Subj Ecological Biology	500
6/01/2011	SXLR	SAT Subj Literature	510

**Self Reported Scores**

Date	Test	Desc	Score
5/01/2011	S1SN	SAT Self-Reported Math	580
5/01/2011	S1SR	SAT Self-Reported Reading	570
5/01/2011	S1ST	SAT Self-Reported Total	1810
5/01/2011	S1SW	SAT Self-Reported Writing	660

**AP & IB Exams**

Exam:	Date:	Score:
Environmental Science	05/2011	4
English Language and Composition	05/2011	4
<b>Have or Plan to Complete IB Diploma?</b> No		

**TOEFL (CBT and PBT), TOEFL iBT, IELTS, APIEL Exams**

Exam:	Date:	Score:

**Seventh/Eighth Grade Courses****Advanced courses in math**

Course name(s):	Number of semesters:
Honors Algebra	2

**Courses in language other than English**

Course name(s):	Number of semesters:

**Course/Grade Details**[Course Audit Display](#)To convert year 09 grades, select the conversion from the dropdown list. **Select**

9	b	BEVERLY HILLS HIGH SCHOOL	English 1/2	-	HL	B	B		
9	c	BEVERLY HILLS HIGH SCHOOL	* Geometry 3/4	-		A	B		
9	d	BEVERLY HILLS HIGH SCHOOL	* Biology (H)	-		B	B		
9	e	BEVERLY HILLS HIGH SCHOOL	* Spanish 1/2	-		C	C		
9	f	BEVERLY HILLS HIGH SCHOOL	* Art Photography I/II	-		B	A		
To convert year 10 grades, select the conversion from the dropdown list. <b>Select</b>									
<b>Yr:</b>	<b>A-G:</b>	<b>School:</b>	<b>Course Title:</b>	<b>Excl:</b>	<b>Hon:</b>	<b>Grd1:</b>	<b>Grd2:</b>	<b>Grd3:</b>	<b>Grd4:</b>
10	a	BEVERLY HILLS HIGH SCHOOL	* World History and Geography 1/2			A	A		
10	b	BEVERLY HILLS HIGH SCHOOL	* English 5/6 (H)		HL	B	B		
10	c	BEVERLY HILLS HIGH SCHOOL	* Intermediate Alg./Trigonometry 5/6			A	A		
10	d	BEVERLY HILLS HIGH SCHOOL	* Chemistry			B	A		
10	e	BEVERLY HILLS HIGH SCHOOL	* Spanish 3/4			A	A		
To convert year 11 grades, select the conversion from the dropdown list. <b>Select</b>									
<b>Yr:</b>	<b>A-G:</b>	<b>School:</b>	<b>Course Title:</b>	<b>Excl:</b>	<b>Hon:</b>	<b>Grd1:</b>	<b>Grd2:</b>	<b>Grd3:</b>	<b>Grd4:</b>
11	a	BEVERLY HILLS HIGH SCHOOL	* U.S. History 5/6			A	A		
11	b	BEVERLY HILLS HIGH SCHOOL	* AP English Language and Composition		AP	A	A		
11	c	BEVERLY HILLS HIGH SCHOOL	* Functions, Statistics, and Trigonometry			B	A		
11	d	BEVERLY HILLS HIGH SCHOOL	* AP Environmental Science		AP	A	A		
11	d	BEVERLY HILLS HIGH SCHOOL	Health			A	-		
To convert year 12 grades, select the conversion from the dropdown list. <b>Select</b>									
<b>Yr:</b>	<b>A-G:</b>	<b>School:</b>	<b>Course Title:</b>	<b>Excl:</b>	<b>Hon:</b>	<b>Grd1:</b>	<b>Grd2:</b>	<b>Grd3:</b>	<b>Grd4:</b>

12	a	BEVERLY HILLS HIGH SCHOOL	* AP United States Government and Politics	-	AP	IP	PL		
12	b	BEVERLY HILLS HIGH SCHOOL	* AP English Literature and Composition	-	AP	IP	PL		
12	c	BEVERLY HILLS HIGH SCHOOL	* Math Analysis 7/8	-		IP	PL		
12	d	BEVERLY HILLS HIGH SCHOOL	* Physiology Honors	-	HL	IP	PL		
* From Doorways Course List									

<b>A-G Summary</b>				<b>GPA/A-G Updates</b>		<b>App Type Changer</b>	
<b>Subject Area:</b>	<b>Total:</b>	<b>Subject Area:</b>	<b>Total:</b>	GPA Update		To Change this app, select the <a href="#">correct type</a> :	CAR
A - History/Social Science	6	E - Language (not Eng.)	4	A-G Update			
B - English	8	F - Visual/Performing Arts	2				
C - Mathematics	10	G - College Prep Electives	0				
D - Laboratory Science	9						
<b>Total: 39</b>							
				<b>Banner Comment</b> <a href="#">Add Banner Comment</a> <a href="#">View Banner Comments</a>			

Save

View GPA Calc

Run GPA Calc

Reset

**Coursework Other Than A-G**

There were no non-A-G courses provided.

**Communications****Message Name/ID:****Date:**

10th Day of Instruction Notice (E\_10\_DAY\_2963)

Oct 9, 2012

Voter Registrarion Notify 2012 (E\_VOTER\_2909)

Oct 8, 2012

**Information Requests:**[Send New Request](#)[Check for messages](#)

NS Grde Eliminated Notice 2012 (E_GRADE_10_2924)	Sep 20, 2012
Waitlist Registered Email (WAITLIST_RE)	Sep 19, 2012
Waitlist Registered Email (WAITLIST_RE)	Sep 7, 2012
FA UG Balance Email (FA_AUTH_AID_BIL)	Aug 28, 2012
Fee Payment Reminder 201210 01 (E_FPRS_10_2905)	Aug 23, 2012
AggieCard Upload F Rem F12 (E_AG_CRD_U_2857)	Aug 3, 2012
ETU MyAward Email 1213 (FA_MYAWD_ETU_13)	Aug 1, 2012
FA Fee Reduction Email (FA_FEE_REDUCE)	Jul 5, 2012
AggieCard Upload Announce 2012 ( E_AG_CRD_2804)	May 23, 2012
<a href="#">Records reminder postcard (RECORDS_2646)</a>	May 11, 2012
<a href="#">Transcript reminder (E_TRAN_2493)</a>	May 10, 2012
<a href="#">Student life email (E_STU_2726)</a>	Apr 20, 2012
U/G SIR Reciept (MYADM_SIR_RCPT)	Apr 13, 2012
<a href="#">Decision email (E_DEC_2708)</a>	Apr 12, 2012
<a href="#">Yield event email (E_YIELD_2590)</a>	Apr 11, 2012
<a href="#">Decision confirmation email (E_DEC_2584)</a>	Apr 4, 2012
<a href="#">Yield event email (E_YIELD_2589)</a>	Apr 3, 2012
Finaid Email Notice 1213 (MYAWARD_1213)	Mar 30, 2012
<a href="#">Freshman Admit Letter (ADMITH)</a>	Mar 26, 2012
<a href="#">Decision invitation (E_DEC_2578)</a>	Mar 20, 2012
<a href="#">Admit Email (EM_ADMIT)</a>	Mar 16, 2012
<a href="#">FR Acknowledgement Round 2 (E_ACK_2528)</a>	Jan 20, 2012
<a href="#">FR Paying for College (E_PAY_2525)</a>	Jan 9, 2012

**Extracurricular Information****Honors and Awards**

<b>Honor or Award:</b>	<b>Description:</b>	<b>Type:</b>	<b>Date Rcvd:</b>
Principal's Honors Roll	I have been on the Principals Honor Roll for most of high school. A rigorous course load, with a high GPA is what is required of a student to be included.	Acad.	09/2009
National Honors Society	As a junior, one is officially invited to be a member of NHS, according to their academic performance from sophomore year.	Acad.	09/2010
CA Scholastic Foundation	I was awarded for being a part of the California Scholastic Foundation, which requires a minimum GPA for recognition.	Acad.	09/2009

**Extracurricular Activities**

		<b>Years of Involvement</b>							
<b>Activity:</b>	<b>Description:</b>	<b>9th:</b>	<b>10th:</b>	<b>11th:</b>	<b>12th:</b>	<b>&gt; 12:</b>	<b># Yrs:</b>	<b>Hrs/Wk:</b>	<b>Wks/Yr:</b>
Volleyball	I am a part of my youth group's volleyball team. We compete once a year in a large tournament with other youth groups all over California and Arizona.	Y	Y	Y	Y			3	30
Varsity Cheerleading	My most time consuming extracurricular has been cheerleading. I am Head Captain on my Varsity cheerleading team, and we will be attending Nationals this year.	Y	Y	Y	Y			15	45
Associated Student Body	I am the Commissioner of Sports and Spirit in my school's student council. I plan spirit days, homecoming and many other events promoting school spirit.			Y	Y			8	40
ACYO	I am the Co-Chairman of the Armenian Church Youth Organization at the St. James' Chapter. I plan bible retreats, social events, and community service projects.	Y	Y	Y	Y			4	52
Clarinet	I have a private instructor once a week to rehearse with me. I was a member of the band in middle school.	Y	Y	Y	Y			2	52

Volunteer Work and Community Service									
		Years of Involvement							
Activity:	Description:	9th:	10th:	11th:	12th:	> 12:	# Yrs:	Hrs/Wk:	Wks/Yr:
Goghanj Center For Children	I recontructed a patio at a center for troubled teens, in Armenia. I also had the oppoutunity to bond and teach the children and teens at the center english.			Y				30	2
TMAD	I am a member of the Teens Make a Difference club at my school. We donate toys to the Children's Hospital by raising money through bake sales and other events.	Y	Y	Y	Y			2	42
Share a Pair	With my twin sister and best friend, we founded a charity called Share a Pair, which donates shoes to orphanages and dire shelters in Armenia.	Y	Y	Y	Y			6	52
Kharpet Excursion	I had the opportunity to take disabled orphans to a circus, park, and carnival this summer in Armenia.			Y				25	2
Habitat for Humanity	I volunteered with Habitat for Humanity in Hermosa Beach, California.			Y				20	1

There were no educational preparation programs provided.

Employment										
				Years of Involvement						
Position:	Responsibilities:	Begin:	End:	9th:	10th:	11th:	12th:	> 12:	# Yrs:	Hrs/Wk:
Armenian language teacher	I am a Armenian language teacher at St. James Sunday School.	09/2010	/			Y	Y			4
Babysitting	I babysit many different families, usually once a week.	01/2008	/	Y	Y	Y	Y			5
Tutoring	I tutor elementary school children twice a week, on their writing skills.	09/2008	/	Y	Y	Y	Y			2

**Use of Earnings:**

I will use my earning to contribute to my college fund.

**Personal Statement**Font Size: **Small****Question 1:**

*Describe the world you come from - for example, your family, community or school - and tell us how your world has shaped your dreams and aspirations.*

Goldie has never failed me. She has been dependable, wherever I have travelled with her. The first time Goldie revealed her reliability was at the Long Beach Recreational Center cheer competition. During my sophomore year, with my Varsity cheerleading team at Beverly Hills High School, I had the opportunity to exhibit my backhand spring. I felt my body instinctively move into position. I waited, smiling, in fearful anticipation for the signal to begin. At this moment, my mind was blank; it felt as though I had forgotten everything, yet the familiar motions soon began to fall right into place. All initial fears slowly dissipated as I threw my body backwards and hope that all those hours of practice would finally pay off. As my two hands felt the ground behind me, I followed through the motion and the momentum flipped my body until I was standing, as I originally was when I began. Overcoming this fear implanted a confidence within me, and from that moment I knew that the hurdle that I conquered was only one of many to come. I had worked on my backhand spring all year, dedicating long hours each day and sacrificing other activities for the goal of accomplishing this feat and it was here that my coach began to see leadership qualities in me. As the head captain my senior year,

the position eliminated any shyness I had bottled up, and shaped me into the leader I have always aspired to be. After all of these long cheer practices, rigorous competitions, and school events, Goldie was always there for me. She was not only helpful with every member of the spirit squad, but also been there when I became the Vice Chairman of my church's youth group, the Armenian Church Youth Organization. ACYO exemplified my leadership, organization, and event planning skills in order to contribute back to the Armenian community. I organized community service excursions, bible study retreats, and social events that have not only enriched me with culture but also have taught invaluable lessons in guidance. The community service trips I planned monthly-included cooking food at homeless shelters and volunteering at the food bank. Even though I have gained so many new skills from my environment throughout my high school career, I could not have done any of it without Goldie; the gold Honda CRV whose trunk has been filled with an assortment of items, including ACYO flyers, hundreds of pairs of shoes, pom poms, and SAT study guide books. Although I cannot bring Goldie along with me to college, I hope for my new dependable buddy to be my dorm at the University of California.

**Question 2:**

*Tell us about a personal quality, talent, accomplishment, contribution or experience that is important to you. What about this quality or accomplishment makes you proud and how does it relate to the person you are?*

At first I spotted his shoes smothered in dirt and filled with holes, then his piercing blue eyes caught my attention. He tried to hide his shame by focusing on his shoes, while I fixated on my new pair of shiny red Converse. Selling pomegranate woodcarvings were how nine-year-old street boy, Yuri, made money for himself and also for his handicapped father. I was the same age as Yuri when my first exposure to the poverty stricken regions of Armenia revealed to me an unsavory portrait of the state of humanity. After my first trip, I was racked with questions that the Armenian locals seemed uncomfortable answering. Why is it that I enjoy such opportunity and leisure while so many suffer? What is my responsibility to people at the other end of the planet? It was not until I returned to Armenia as a resident during my 7th grade year that I was able to attend to these questions that had consumed my thoughts. Simply buying pomegranates from Yuri was not enough, so I found him at his usual selling spot, and befriended him. I delivered blankets and clothing to numerous orphanages I

a duty shared by all humanity. Dedicated to this cause, I founded a non-profit charity, Share a Pair, to raise money and buy new shoes for orphans and other children in dire economic conditions in Armenia. Very few people had the time or empathy to fully dedicate themselves, so my twin sister, Kristen, and I started a massive nationwide movement to bring awareness of this cause by reminding people of the children's plight and our collective philanthropic potential. By the end of my junior year, we successfully grossed more than 5,000 dollars and the summer prior to my senior year, distributed 600 pairs of shoes to orphanages in Armenia. As I was handing out the last pair of shoes at Vanazdor Orphanage, a familiar face was amongst the group. I recognized Yuri's striking eyes as he patiently waited in line to acquire a new pair of shoes. I learned that Yuri's handicapped father could not support himself and Yuri; therefore, Yuri enrolled into an orphanage. The little boy who had once sold me a wooden pomegranate, who was once a friend during my year long stay in Armenia, was now a young man training



visited, only to realize that there were children in worse situations than Yuri. As I walked through the urine stained entrances, I realized that a ubiquitous air of defeat surrounded the young victims of disabilities and poor fate. I understood that as poverty strips these children of their future and potential, their communities suffer from the absence as well. As I flew back to the States a year after, I recognized that my responsibility to the children is

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for the army. Giving Yuri a new pair of shoes did not drastically change his life, however; Yuri allowed me to feel a type of gratitude that was previously foreign to me. Though I am proud of what I have accomplished, I am only just beginning to understand the purpose to which I dedicate myself. Therefore, I intend to take my cause with me to college and in an environment of unhindered thinking, continue to answer my humanitarian calling.

## UC Davis: Graduate Student Success Narrative

### 1) Graduation and Time-to-Degree in Context

The overall mission of UC Davis at the graduate level is to focus on students who are pursuing doctoral and first-professional degrees. However, UC Davis also offers an array of master's degrees (see Appendix A for the full list of degrees), although the PhD degree clearly receives greater emphasis than the master's degree among faculty and administrators. In comparison to other large, public universities (e.g. Illinois, Wisconsin and Michigan), master's enrollments are a relatively small fraction of the total graduate enrollment (roughly 25%). In fact, some programs admit students only for the PhD, using the master's solely as a compensatory degree. In contrast, other programs such as the MBA and the MFA admit students for the master's degree with the expectation that the majority of students will not continue for a PhD. That is, master's degrees other than the MS and MA are nearly always considered to be terminal degrees. In contrast to the general emphasis on the doctorate, a number of academic programs offer only the MA and MS degrees.

UC Davis compares graduate completion rates for academic graduate programs with data from within the UC system and with a limited number of national peer institutions. The Association of American Universities Data Exchange (AAUDE), of which UC Davis is a member, has begun to collect data from its member institutions. The Association of Public and Land-grant Universities (APLU) has also initiated discussion of a voluntary graduate data collection project, but has not yet approved it. Perhaps the most comprehensive study of PhD completion and attrition is the Council of Graduate Schools' [PhD Completion Project](#). That study examined data from a limited number of institutions, many of which we consider to be peers of UC Davis. Since the institution-level data from the PhD Completion Project are not publicly available, we cannot compare data directly with any of our peer institutions participating in the project. Indirectly, some relevant overall findings are that men completed doctoral degrees at higher rates than women in STEM fields, while women completed at higher rates in the Social Sciences and Humanities disciplines. CGS also found that international students completed at higher rates across all broad fields.

Within the UC system, the Office of the President [Institutional Research unit](#) prepares PhD completion and time-to-degree reports every three years<sup>1</sup>. The most recent PhD completion report, published in 2011, focuses on trends associated with the ten UC campuses for the doctoral cohorts entering in Fall 1996-1998. Also published in 2011, the time-to-degree report includes data from all of the UC institutions, and eight comparison institutions (four public and four private) specifically identified by UC Davis and the UC as our peer institutions (University of Virginia, University of Michigan, University of Illinois, SUNY-Buffalo, Harvard, Stanford, MIT and Yale). In addition, comparisons are drawn to all AAU member institutions using aggregate data from the NSF *Survey of Earned Doctorates*. Thus, we are regularly able to compare time-to-degree data with our peer institutions and within the UC system.

There are no comparable national studies of master's degree completion and time-to-degree. The Council of Graduate Schools is currently engaged in a STEM master's completion study, although this project is limited in the fields being studied.

Although the draft requirements we received from WASC for completing the data templates ask for information by cohort, it is important to recognize that the MA, MS and PhD degree programs are not designed around a cohort-based educational model. Students often enter as a group and may take core courses together in their first few terms. But, each student works closely with her or his major professor and program Graduate Adviser to design a program of study to match specific research and career goals (within approved program degree requirement limits). Master's degrees that require a thesis and PhD degrees naturally become very individualized as students undertake an open-ended research project with an uncertain end date. As shown in the data templates, the aggregate UC Davis PhD completion

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<sup>1</sup> UC Doctoral persistence and completion rates report: <http://www.ucop.edu/institutional-research/files/uc-doctoral-completions.pdf> and UC Time-to-doctorate report: <http://www.ucop.edu/institutional-research/files/2011-uc-time-doctorate.pdf>

rates calculated by excluding those students who earned compensatory master's degrees is 78%, although it is difficult to compare this value to data from other institutions. If the students who earn compensatory master's degrees are included with their cohort, the calculated PhD completion rates reported in Appendix B (66% overall) are comparable to data reported nationally. We believe both of these rates are too low even if they are comparable to what occurs at other institutions. We find that faculty generally do not have a good intuitive understanding of completion rate data for their own programs. Hence a first step in improving completion rates is simply to raise awareness and discuss the reasons for attrition. For that reason, we now regularly provide completion rate data in our program review process.

Those who finish the PhD at UC Davis do so within a median time between 5 and 6 years across the various cohorts and subgroups, with an overall average of 5.7 years. We consider this to be an acceptable range that balances the time needed to develop a dissertation of sufficient originality and quality with the availability of resources to support the doctoral study of each individual. The UC Davis completion rates place our campus slightly above the overall average UC systemwide data (average ten-year completion rates for Fall 1996-1998 cohorts of 60%) whereas the time-to-degree values for UC Davis are on the short end of the UC system (the median time-to-degree for the 2007-2009 exit cohorts was 6.0 years). The UC Davis time-to-degree data are slightly shorter than the comparison public institutions and the same as the comparison private institutions reported in the UC systemwide analysis cited earlier. These comparisons place UC Davis in a favorable position, although we still believe our doctoral completion rates are too low.

It is more challenging to interpret master's (MS and MA) completion rates within the context of doctorate granting programs. Some students enter with the master's as their degree objective, and then switch to the PhD without ever completing the master's. Some PhD students elect to file for the master's degree *en route* to the PhD although they were not admitted to the master's. Overall, we consider the master's completion rates of approximately 80% to be acceptable within the UC Davis context, although there are no national data to provide a broader context. Similarly, the time-to-degree data show median values of essentially 1.5-2.2 years, which compares favorably to the nominal design goal of 1.7 years (2 academic years and one summer) for most research-based master's programs at UC Davis.

The first-professional degree programs such as JD, MD, DVM and MBA follow a very different design model compared to the PhD, MA and MS programs in that they are cohort-based. In addition, the EdD, which is offered to students interested in educational leadership, is designed around a cohort model. The completion rates for these cohort-based programs tend to be higher than for the much more open-ended and individualized MA, MS and PhD programs.

For these cohort-based degrees, the times to degree are all equal to the times for which the programs are designed. We note that the MBA is offered as a full time (2 year) and part-time (3 year) program. The time-to-degree data reflect this structure as they fall between 2 and 3 years (skewed toward 3 years because there are more part-time than full-time students). The completion rates for our MBA program are satisfactory, but we note that comparative national completion rate data with other MBA programs are not available. The MFA, although not strictly based on a cohort model, generally is more structured than other master's degree programs and results in a 2-year time to degree. The LLM is awarded by two graduate programs with distinctly different enrollment patterns. One of the programs is administered over several summer terms, with many students first enrolling as non-degree students through UC Davis Extension, while the other is administered in a more traditional, single academic year format. The different program structures make it hard to interpret the aggregate data.

The Doctor of Veterinary Medicine (DVM) degree program is a 4-year intensive program, similar to other schools in the US. The reporting of the relative and absolute attrition rate and reason is a requirement of the American Veterinary Medical Association Council of Education (COE), our accrediting body and the school must report these data in their annual interim report. The relative attrition observed at UC Davis was due equally to academic difficulty, leave due to personal/medical reasons or dual degree DVM/PhD students moving from the DVM to the PhD program and back to the DVM program. Absolute attrition over this time period was low (average 1.6%) and mostly due to students withdrawing from the program for personal/medical reasons.

The Regulations of the Faculty of the School of Law <http://www.law.ucdavis.edu/current/registrar/law-school-regulations.html> provide that a student must complete the JD degree in 6 semesters (Regulation 1.1(C)) over a period of 3 years (Regulations 1.4 and 5.5) with a course load of 10-17 units/semester (Regulation 1.4). Students who experience serious non-academic hardship may, by permission, extend their academic program to four years (or a maximum of five years in the case of students who extend their academic program and are granted a Planned Educational Leave) (Regulation 5.5). No more than 5% of the total student body may take a reduced course load under Regulation 5.5 at any one time.

Although UC Davis completion and time-to-degree data compare favorably with data from other institutions, we believe that aggregated measures such as time-to-degree are less useful at the graduate level than at the undergraduate level, given differences across disciplines and even across degree programs with different emphases within a single discipline. We believe that data on completion, attrition and time-to-degree are most meaningful at the program level (and program level data show significant variations), but it is hard to map academic graduate programs at one university to those at other institutions for comparison. This challenge arises because of the variable nature in which disciplines are defined and organized. At UC Davis, the challenge is particularly great due to the many interdisciplinary graduate groups on our campus. We believe data grouped by broad discipline would be more meaningful than the aggregate data. However, one area where we found the institutional level data requested by WASC to be helpful is in assessing the completion rates for underrepresented students, where the small numbers limit the significance of program level data. Finally, the data for first-professional degrees are more readily compared to other data due to the similarity of programs across institutions.

Students enter academic graduate programs with unique individual and academic backgrounds and therefore progress at differing rates toward meeting the requirements for the degree. For PhD programs in particular, there is intensive student-specific mentoring by faculty members. From the faculty perspective, the resulting individualized nature of the program and success of each student in attaining his or her personal goals is more important than the time line for graduation. Thus, it is difficult to provide a meaningful interpretation of aggregate statistics when there are significant variations across programs. Even the summary data are likely to be influenced by the array of disciplines. For example, a science-intensive institution (like UC Davis) would be more likely to have shorter aggregate time-to-degree values than a humanities-intensive institution.

## 2) Institutional Capacity for Monitoring and Understanding Graduation and Time-to-Degree

UC Davis has in place an extensive, long-standing, faculty-driven program review process for academic programs which is undertaken by the Graduate Council of the Academic Senate and is managed by the Office of Graduate Studies (<http://gradstudies.ucdavis.edu/gradcouncil/prc/index.html>). Reviews of each graduate program occur every 7-8 years. Materials include a reflective self-study, a standard set of quantitative data, a one or two day visit by an internal review committee of three faculty members from related disciplines and, in the case of doctoral and MFA programs, participation of a respected faculty leader within each discipline who is brought to campus as an outside reviewer. Professional programs undergo their own accreditation program reviews administered by experts in the relevant profession. However, the Graduate Council reviews the reports of these professional accreditation bodies (except for the 3 first-professional doctorates, JD, DVM and MD) and reserves the right to conduct its own regular review if it deems that the accreditation agency did not address the issues commonly of interest and concern to Graduate Council.

The Analysis and Policy unit in the Office of Graduate Studies has the expertise and campuswide responsibility to monitor and understand graduate program data on completion, attrition and time-to-degree. Data on program performance are routinely collected and analyzed by this unit as part of the regular graduate program review process overseen by the Graduate Council. These data are readily available through the student information system and include application, admission and enrollment statistics summarized by program, gender and race/ethnicity. Programs receive detailed information about current program enrollment, attrition, compensatory degrees awarded (if applicable), total number of degrees awarded and time to degree, delineated by program, gender and race/ethnicity. Finally, programs receive information about fellowship and stipend financial support received by

enrolled graduate students. During the review, this information is analyzed at the program level by the faculty, the reviewers and finally Graduate Council.

The Analysis and Policy unit also has responsibility for completing and submitting numerous annual surveys of graduate education to federal agencies and the UC Office of the President. The presence of this unit within the Office of Graduate Studies ensures that the relevant expertise to understand graduate education data is closely linked to the policy and administrative decisions made by the Dean of Graduate Studies and the Graduate Council. The Analysis and Policy unit also carries out specific analyses in response to queries from Graduate Council and other task forces and work groups. Many of these analyses involve close collaboration with the Budget and Institutional Analysis office.

The DVM program has policies in place (Student Performance Standards) that govern the time-to-degree. The Student Affairs Committee monitors academic progress each quarter or semester as well as promotion to the next year and graduation. Students have the ability to participate in the Planned Educational Leave Program for up to 1-year for personal or medical reasons. The absolute attrition rate of 1.6% is low for DVM programs. The Offices for Academic and Student Programs oversee many programs to help students achieve success, including career and academic mentoring and advising, counseling, tutoring, scholarships, and coordination of disability accommodations.

The law school is accredited by the American Bar Association (A.B.A.), the body recognized by the United States Department of Education as the accrediting agency for programs that lead to the JD degree. The A.B.A. requires each law school to submit a comprehensive Annual Questionnaire in which law schools provide data regarding curriculum, faculty, facilities, fiscal and administrative capacity, technology resources, student profiles (including graduation rates), bar passage rates and student post-graduate employment data. These reports provide an opportunity for the program to review completion and time-to-degree data.

### 3) Graduation and Time-to-Degree Challenges

We interpret this question as an opportunity to address the disaggregated data reported in the WASC templates by gender and ethnicity. Interestingly, women tend to complete MA degrees at higher rates than men, and nonresidents have a spuriously low MA completion rate. These could be real differences, or they could reflect that more men and more nonresident students enter seeking a master's degree but elect to switch to the PhD. It is interesting that time-to-degree is greater for the MS than the MA. This difference may be due to the fact that there are more standalone MS programs than MA programs. These programs mostly require a thesis and it is likely that faculty expectations for the thesis are greater than they would be in a combined MS-PhD program.

Consistent with national data reported by the Council of Graduate Schools and cited earlier, nonresident students complete the PhD at the highest rate. Counter to national trends, women complete their PhDs at UC Davis at slightly higher rates, overall, than men. The same is true for several other degrees (e.g. MA, MFA, MPVM and MPH), although there are no national data with which to compare these outcomes. In general, underrepresented minorities complete their PhDs at noticeably lower rates than white or Asian students. This trend is consistent with national data and reflects the very real challenge of being underrepresented. Although we must operate within the restrictions of Proposition 209, which places certain limitations on admissions based on race, ethnicity and gender that targets a limited population, we continue to devote time and attention to the special challenges of retaining underrepresented minorities through outreach and community-building efforts.

### 4) Exclusions from Calculations

We have not excluded any cohorts from the requested data except in the case of small numbers (e.g. Master of Engineering and Doctor of Engineering degrees, which annually enroll very few students resulting in "Small N" appearing in every cell of the template, are not reported here).

Based on the provided definitions of which students to include in each cohort, we have excluded 2 students from the MA cohorts and 25 students from the MS cohorts for the completion rate calculations because those students entered with a master's degree objective but earned a PhD without ever

completing the master's degree. We consider these individuals to be successful in their academic outcome since they completed higher degrees than their entry objectives.

In the data templates, we also excluded from the PhD completion table those students who entered seeking the PhD but earned a compensatory MA (84 individuals) or MS (147 individuals) rather than completing the PhD as permitted by the draft data requirements. Because the exclusion of these individuals is not consistent with how our campus calculates completion rates, in Appendix B we provide data with the compensatory master's degree recipients included in their appropriate PhD cohorts.

Finally, we note that the time-to-degree data include all recipients of the degrees regardless of whether they entered with that or some other degree objective.

## 5) Institutional Initiatives to Ensure or Improve Student Success

UC Davis has many initiatives of long-standing duration that are designed to promote the success of graduate students in academic and professional programs and is recognized nationally as a leader in offering professional development opportunities for graduate students. For example, the Office of Graduate Studies collaborates with the Internship and Career Center to offer the Professional Development Series. Beginning in Fall 2012, this program was broadened and deepened into a revised program known as "GradPathways". Both the former and new programs provide a range of workshops and activities designed to promote the success of graduate students in advancing to candidacy, completing their degrees and identifying appropriate career paths. Topical areas of programming include Success/Socialization in Your Graduate Program; Writing and Publishing; Presentation Skills; Teaching and Mentoring; Leadership and Management; Scholarly Integrity and Professionalism; Career Exploration, Job Searching and Networking; and Wellness and Life Balance. The GradPathways programs are open and available to all graduate students. Participation varies by topic, but sessions are well-attended and feedback from students is positive.

To assure that students are making timely progress toward their degrees within the individualized context of graduate education, the UC Davis Office of Graduate Studies requires every graduate program to provide an annual progress evaluation of each student. Progress toward degree for the past year and objectives for the coming year are noted. In addition, each student is rated as making "satisfactory", "marginal" or "unsatisfactory" progress. These annual reviews provide an important opportunity for the student, the faculty mentor and the program to reflect on the past and plan the future.

In the sciences and engineering, our faculty have been successful in garnering funding for training grants that focus broadly on student development beyond research. Examples include multiple NSF-funded Integrative Graduate Education and Research Traineeships, multiple Department of Education Graduate Assistance in Areas of National Need (GAANN) awards, the NSF-funded Alliances for Graduate Education and the Professoriate, Howard Hughes Medical Institute training programs and numerous NIH-funded T-32 training grants. All of these training grants place an emphasis on supporting a diverse cohort of students based on race, ethnicity, gender and socio-economic background. Similar opportunities exist in the humanities and social sciences through the Davis Humanities Institute programs, the Bilinski Educational Foundation award and a Mellon Foundation/ACLS award. The Center for Excellence in Teaching and Learning provides opportunities for students in all disciplines to develop and refine their teaching skills in preparation for faculty positions. Reflecting the increasing importance of education on scholarly integrity, the Office of Graduate Studies and the Office of Research partner to offer a Responsible Conduct of Research seminar series for graduate students and postdoctoral scholars.

The Office of Graduate Studies organizes a number of strategic recruiting activities designed to assist programs in attracting and retaining a diverse cohort of graduate students to our campus each year. For example, UC Davis was a partner in the University of California Alliances for Graduate Education and the Professoriate (AGEP) program from 2003 to 2011. Our campus participated in the AGEP Scholars Program, a mentored summer research program for incoming students from underrepresented groups, and the AGEP Advantage Program, a retention and professional development seminar series held during the academic year. Since 2011, UC Davis has served as the coordinating campus for the UC-funded

Leadership Excellence through Advanced Degrees (UC LEADS) program. UC LEADS is a two-year program designed to identify educationally or economically disadvantaged undergraduates in science, mathematics or engineering who show promise of succeeding in doctoral degree programs. In addition, our NIH-funded Initiative to Maximize Student Development (IMSD) program provides multiple activities to ensure the success of students from historically underrepresented groups. These programs are specifically designed to prepare historically underrepresented or disadvantaged graduate students for research and academic careers.

The DVM program has several initiatives to help students achieve success. These include career and academic mentoring and advising, counseling, tutoring, scholarships, and coordination of disability accommodations. The program, similar to all DVM programs in the US, has a high percent of female students applying and therefore admitted to the program. For the Class of 2015, 80% of admitted students were female, which is comparable to 79% for all US schools. The School has special programs in place to increase the diversity of the classes including “Unique” and Veterinary Medical Opportunity Program (VMOP). Unique applicants have demonstrated knowledge and experience in non-traditional careers of the profession and/or have non-traditional backgrounds including those that may be disadvantaged. Various outreach and recruitment programs are available to increase the awareness of potential “Unique” applicants to the field of veterinary medicine (Pre-Application Recruitment Programs) and to attract unique applicants to apply to UCD (DVM Applicant Programs). The VMOP committee is responsible for evaluating and recommending to Admissions Committee those applicants that have submitted a supplemental application identifying their disadvantaged situation/background for consideration. The Veterinary Scientists Training Program (VSTP) is another avenue for diversifying the student profile, providing a self-identification mechanism for applicants wishing to pursue a research career by completing a dual DVM/PhD program with full tuition support. Those applicants not selected for admission for the scholarship supported dual degree program are referred back to the Admissions Committee for review through the regular admissions process. Over the last 5 years, the School of Veterinary Medicine has had an average of 20% minority students within the DVM program. [Detailed campus data](#), together with that reported in the Association of American Veterinary Medical Colleges (AAVMC) Comparative Data Report (2010), demonstrate UCD DVM program has a diverse student population.

Similarly, the law school provides extensive academic support to help students succeed both in law school and on the bar examination. The Academic Success Program includes the Tutorial Assistance Program (upper division students who act as tutors for each first year class); workshops on study skills and examination preparation specifically tailored to the needs of first, second and third year law students; bar examination preparation workshops; and personalized individual academic counseling. While all Academic Success programming is open to all students, students whose performance indicates a need for academic support receive personalized outreach and assistance.

## APPENDIX A

### Graduate Degrees Offered at UC Davis

Master of Science (MS)

Master of Business Administration (MBA)

Master of Arts (MA)

Master of Fine Arts (MFA)

Master of Preventive Veterinary Medicine (MPVM)

Master of Laws (LLM)

Master of Public Health (MPH)

Master of Advanced Study (MAS)

Master of Arts in Teaching (MAT)

Juris Doctorate (JD)

Doctor of Veterinary Medicine (DVM)

Doctor of Medicine (MD)

Doctor of Philosophy (PhD)

Doctor of Education (EdD)

Master of Engineering (MEng)\*

Doctor of Engineering (DEng)\*

\*Not included in data templates due to very small numbers in all cells.



## Appendix B

## Completion Rates for PhD Cohorts Including Compensatory Master's Recipients

As noted in the narrative, we excluded from the templates data for PhD students who left with a compensatory master's degree. Excluding these students is consistent with the instructions provided by WASC. Although allowable, we believe this is a critical data issue that bears further discussion. In our experience, most national analyses of PhD completions (e.g. the *NRC Assessment of Research Doctorates* and the *CGS PhD Completion Project*) count those students as non-completers (of the PhD) hence they impact PhD the completion rates. That is not to say that a compensatory master's degree represents a failure – just a non-completion of the PhD. There are, of course, many academic and personal reasons why students leave PhD programs. Some analyses of graduate education even refer to early attrition as “good” in the sense that it eliminates those not really suited for the PhD and late attrition as “undesirable” in the sense that it represents a failure to benefit from considerable investment of time and money. But, to us a critical issue is how universities represent their doctoral programs to prospective students. In that sense, a PhD completion rate that includes recipients of compensatory master's degrees as non-completers accurately represents the likelihood that a student entering the university or program will exit with a PhD in hand.

To illustrate the impact of excluding the compensatory master's students from the PhD cohorts, the data provided in the table below report PhD graduation rates including those students who earned a compensatory master's degree in the cohort. The effect of removing the compensatory master's degree recipients from the PhD cohorts is to raise the overall completion rate for the combined cohorts 1999-2001 from 66% (table below) to 78% (templates).

<b>Ph.D.</b>  <b>72+Q Credits</b>	<b>10 Year Graduation Rates (For Entering Cohorts)</b>					
	<b>THREE YEAR TOTAL</b>			<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
	<b>Percent Graduate</b>	<b>Number in Cohort*</b>	<b>Number Graduate</b>			
<b>ALL</b>	<b>66%</b>	1,483	972	69%	67%	59%
<b>Female</b>	<b>67%</b>	708	471	71%	69%	60%
<b>Male</b>	<b>65%</b>	775	501	68%	66%	57%
<b>African American</b>	<b>47%</b>	15	7	43%	Sm N	Sm N
<b>American Indian</b>	<b>54%</b>	13	7	Sm N	Sm N	57%
<b>Asian (Pac. Isle.)</b>	<b>59%</b>	117	69	64%	63%	51%
<b>Hawaiian/Pac. Isle.</b>	<b>Small N</b>	Small N	Small N	Sm N	Sm N	Sm N
<b>Hispanic/Latino</b>	<b>45%</b>	56	25	33%	63%	40%
<b>White</b>	<b>64%</b>	684	435	68%	66%	57%
<b>Nonresident Alien</b>	<b>73%</b>	475	349	76%	73%	70%
<b>Two or More Races</b>	<b>Small N</b>	Small N	Small N	Sm N	Sm N	Sm N
<b>STILL ENROLLED-ALL</b>	<b>1%</b>	13		1%	Sm N	Sm N

**\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.**

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" due to "unknown" genders and ethnic groups.

## WASC GRADUATION AND TIME-TO-DEGREE SUMMARY REPORT \*\*Draft 5-29-12\*\*

INSTITUTION: University of California, DavisREPORTING YEAR: 2011STUDENT TYPE: GRADUATE

Ph.D. 72+Q credits	10 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2001-2002	2000-2001	1999-2000
	Percent Graduate	Number in Cohort*	Number Graduate			
ALL	78%	1,252	972	79%	79%	74%
Female	80%	590	471	82%	80%	77%
Male	76%	662	501	77%	77%	71%
African American	47%	15	7	43%	Sm N	Sm N
American Indian	70%	10	7	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	70%	98	69	75%	76%	61%
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	57%	44	25	42%	77%	53%
White	76%	570	435	78%	77%	73%
Nonresident Alien	85%	411	349	85%	85%	85%
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
STILL ENROLLED-ALL	1%	13		2%	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
5.7	491	5.7	464	5.5	479
5.6	238	5.7	216	5.7	221
5.7	253	5.5	248	5.5	258
6.1	6	Small N	Sm N	5.2	11
Small N	Sm N	Small N	Sm N	Small N	Sm N
5.7	46	6.0	34	5.3	36
Small N	Sm N	Small N	Sm N	Small N	Sm N
6.2	23	5.1	14	5.2	19
5.7	178	5.7	192	6.2	212
4.9	147	5.2	141	5.2	142
Small N	Sm N	Small N	Sm N	Small N	Sm N

Ed.D. 72+Q credits	10 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2001-2002	2000-2001	1999-2000
	Percent Graduate	Number in Cohort*	Number Graduate			
ALL	Small N	Small N	Small N	Sm N	Sm N	Sm N
Female	Small N	Small N	Small N	Sm N	Sm N	Sm N
Male	Small N	Small N	Small N	Sm N	Sm N	Sm N
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	Small N	Small N	Small N	Sm N	Sm N	Sm N
White	Small N	Small N	Small N	Sm N	Sm N	Sm N
Nonresident Alien	Small N	Small N	Small N	Sm N	Sm N	Sm N
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
STILL ENROLLED-ALL	N = 0	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" due to "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
3.7	15	3.5	16	2.7	19
3.7	7	3.5	8	2.7	11
5.6	8	3.1	8	2.7	8
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	3.5	6	2.7	8
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N

## WASC GRADUATION AND TIME-TO-DEGREE SUMMARY REPORT \*\*Draft 5-29-12\*\*

INSTITUTION: University of California, DavisREPORTING YEAR: 2011STUDENT TYPE: GRADUATE

<b>MS</b> <b>30+Q credits</b>	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
<b>ALL</b>	<b>83%</b>	846	700	80%	82%	86%
Female	83%	406	337	76%	84%	89%
Male	83%	440	363	84%	80%	84%
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	85%	122	104	83%	80%	93%
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	77%	44	34	77%	78%	77%
White	81%	420	340	79%	81%	83%
Nonresident Alien	88%	114	100	89%	85%	90%
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
<b>STILL ENROLLED-ALL</b>	<b>1%</b>	12		3%	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
<b>2.2</b>	351	<b>2.2</b>	384	<b>2.2</b>	384
<b>2.2</b>	158	<b>2.0</b>	176	<b>2.2</b>	179
<b>2.2</b>	193	<b>2.2</b>	208	<b>2.2</b>	205
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
<b>2.0</b>	51	<b>2.2</b>	59	<b>2.0</b>	50
Small N	Sm N	Small N	Sm N	Small N	Sm N
<b>2.5</b>	15	<b>2.7</b>	20	<b>2.2</b>	23
<b>2.5</b>	188	<b>2.2</b>	174	<b>2.2</b>	173
<b>2.0</b>	51	<b>2.0</b>	86	<b>2.1</b>	72
Small N	Sm N	Small N	Sm N	Small N	Sm N

<b>MBA</b> <b>72Q credits</b>	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
<b>ALL</b>	<b>94%</b>	438	412	96%	94%	92%
Female	94%	125	118	94%	98%	90%
Male	94%	313	294	97%	92%	93%
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	94%	114	107	92%	97%	93%
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	94%	17	16	Sm N	86%	Sm N
White	96%	210	202	100%	95%	95%
Nonresident Alien	90%	42	38	100%	93%	70%
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
<b>STILL ENROLLED-ALL</b>	<b>N = 0</b>	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" due to "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
<b>2.7</b>	222	<b>2.7</b>	161	<b>2.7</b>	143
<b>2.7</b>	75	<b>2.6</b>	54	<b>1.9</b>	46
<b>2.7</b>	147	<b>2.7</b>	107	<b>2.7</b>	97
<b>2.7</b>	7	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
<b>2.7</b>	62	<b>2.7</b>	47	<b>2.7</b>	45
Small N	Sm N	Small N	Sm N	Small N	Sm N
<b>2.7</b>	9	<b>2.7</b>	7	Small N	Sm N
<b>2.7</b>	83	<b>2.7</b>	64	<b>2.6</b>	60
<b>3.0</b>	28	<b>1.7</b>	21	<b>1.7</b>	13
Small N	Sm N	Small N	Sm N	Small N	Sm N

<b>MA</b> <b>30+Q credits</b>	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
<b>ALL</b>	<b>77%</b>	176	136	79%	78%	75%
Female	82%	114	94	84%	81%	82%
Male	66%	64	42	59%	74%	63%
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	90%	10	9	Sm N	Sm N	Sm N
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	91%	22	20	89%	88%	Sm N
White	79%	85	67	79%	76%	81%
Nonresident Alien	39%	18	7	50%	Sm N	14%
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
<b>STILL ENROLLED-ALL</b>	<b>N = 0</b>	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
<b>1.5</b>	230	<b>1.7</b>	205	<b>1.7</b>	209
<b>1.5</b>	154	<b>1.7</b>	151	<b>1.7</b>	139
<b>1.7</b>	76	<b>1.7</b>	54	<b>2.0</b>	70
Small N	Sm N	<b>1.7</b>	6	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
<b>1.5</b>	37	<b>1.5</b>	26	<b>1.7</b>	22
Small N	Sm N	Small N	Sm N	Small N	Sm N
<b>1.5</b>	24	<b>1.7</b>	25	<b>1.8</b>	18
<b>1.5</b>	123	<b>1.7</b>	112	<b>1.7</b>	126
<b>2.0</b>	12	<b>2.2</b>	15	<b>1.6</b>	12
Small N	Sm N	Small N	Sm N	Small N	Sm N

## WASC GRADUATION AND TIME-TO-DEGREE SUMMARY REPORT \*\*Draft 5-29-12\*\*

INSTITUTION: University of California, DavisREPORTING YEAR: 2011STUDENT TYPE: GRADUATE

<b>MFA</b> <b>72Q credits</b>	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
<b>ALL</b>	<b>85%</b>	54	46	61%	95%	100%
Female	90%	31	28	70%	100%	100%
Male	78%	23	18	50%	89%	100%
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	Small N	Small N	Small N	Sm N	Sm N	Sm N
White	100%	19	19	Sm N	100%	100%
Nonresident Alien	Small N	Small N	Small N	Sm N	Sm N	Sm N
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
<b>STILL ENROLLED-ALL</b>	<b>N = 0</b>	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
<b>1.7</b>	17	<b>1.7</b>	23	<b>1.7</b>	14
Small N	Sm N	1.7	13	1.7	10
1.7	12	1.7	10	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
1.7	10	1.7	16	1.7	7
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N

<b>MPVM</b> <b>52Q credits</b>	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
<b>ALL</b>	<b>85%</b>	48	41	79%	100%	80%
Female	92%	24	22	86%	100%	Sm N
Male	79%	24	19	70%	100%	67%
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	Small N	Small N	Small N	Sm N	Sm N	Sm N
White	86%	14	12	80%	Sm N	Sm N
Nonresident Alien	91%	22	20	90%	100%	Sm N
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
<b>STILL ENROLLED-ALL</b>	<b>N = 0</b>	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
<b>2.4</b>	14	<b>1.9</b>	22	<b>1.8</b>	18
2.6	9	1.4	14	1.8	12
Small N	Sm N	2.5	8	1.5	6
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
2.5	6	2.0	6	Small N	Sm N
Small N	Sm N	1.9	11	1.8	11
Small N	Sm N	Small N	Sm N	Small N	Sm N

<b>LLM</b> <b>20S-40Q credits</b>	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
<b>ALL</b>	<b>100%</b>	43	43	100%	Sm N	100%
Female	100%	19	19	100%	Sm N	100%
Male	100%	24	24	100%	Sm N	100%
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	Small N	Small N	Small N	Sm N	Sm N	Sm N
White	Small N	Small N	Small N	Sm N	Sm N	Sm N
Nonresident Alien	100%	42	42	100%	Sm N	100%
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
<b>STILL ENROLLED-ALL</b>	<b>N = 0</b>	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes: longer median time to degree.

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
<b>0.7</b>	34	<b>2.2</b>	32	<b>0.7</b>	15
0.7	10	1.7	17	Small N	Sm N
0.7	24	2.8	15	0.7	10
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
0.7	34	2.7	31	0.7	14
Small N	Sm N	Small N	Sm N	Small N	Sm N

A majority of graduates in 2009-10 were from the multi-summer ICL program, thus the

## WASC GRADUATION AND TIME-TO-DEGREE SUMMARY REPORT \*\*Draft 5-29-12\*\*

INSTITUTION: University of California, DavisREPORTING YEAR: 2011STUDENT TYPE: GRADUATE

MPH 56Q credits	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
ALL	93%	28	26	92%	100%	83%
Female	100%	21	21	100%	100%	Sm N
Male	71%	7	5	Sm N	Sm N	Sm N
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	Small N	Small N	Small N	Sm N	Sm N	Sm N
White	100%	11	11	100%	Sm N	Sm N
Nonresident Alien	Small N	Small N	Small N	Sm N	Sm N	Sm N
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
STILL ENROLLED-ALL	N = 0	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
1.1	21	1.0	22	0.9	19
1.1	15	0.9	18	0.9	12
1.4	6	Small N	Sm N	1.1	7
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	1.1	6	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
1.0	6	Small N	Sm N	Small N	Sm N
1.1	9	1.0	10	0.9	7
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N

MAS 36-40Q credits	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
ALL	92%	13	12	86%	100%	Sm N
Female	92%	12	11	83%	100%	Sm N
Male	Small N	Small N	Small N	Sm N	Sm N	Sm N
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	Small N	Small N	Small N	Sm N	Sm N	Sm N
White	100%	8	8	Sm N	Sm N	Sm N
Nonresident Alien	Small N	Small N	Small N	Sm N	Sm N	Sm N
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
STILL ENROLLED-ALL	N = 0	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
1.7	20	2.0	7	1.7	30
1.5	11	2.0	7	1.7	15
2.5	9	Small N	Sm N	1.7	15
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	1.2	8
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
1.7	12	Small N	Sm N	1.7	14
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N

MAT 36Q credits	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
ALL	90%	10	9	Sm N	Sm N	Sm N
Female	86%	7	6	Sm N	Sm N	Sm N
Male	Small N	Small N	Small N	Sm N	Sm N	Sm N
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	Small N	Small N	Small N	Sm N	Sm N	Sm N
White	83%	6	5	Sm N	Sm N	Sm N
Nonresident Alien	Small N	Small N	Small N	Sm N	Sm N	Sm N
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
STILL ENROLLED-ALL	N = 0	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N

## WASC GRADUATION AND TIME-TO-DEGREE SUMMARY REPORT \*\*Draft 5-29-12\*\*

INSTITUTION: University of California, DavisREPORTING YEAR: 2011STUDENT TYPE: GRADUATE

JD 88S credits	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
ALL	91%	611	558	92%	88%	95%
Female	92%	334	306	91%	90%	95%
Male	91%	277	252	93%	85%	94%
African American	100%	9	9	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	92%	131	121	89%	93%	95%
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	92%	52	48	93%	84%	100%
White	90%	306	276	90%	86%	94%
Nonresident Alien	100%	7	7	Sm N	Sm N	Sm N
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
STILL ENROLLED-ALL	N = 0	0		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
2.7	195	2.7	195	2.7	191
2.7	106	2.7	111	2.7	93
2.7	89	2.7	84	2.7	98
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
2.7	39	2.7	51	2.7	39
Small N	Sm N	Small N	Sm N	Small N	Sm N
2.7	11	2.7	19	2.7	11
2.7	49	2.7	81	2.7	95
2.7	69	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N

DVM 225Q credits	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
ALL	96%	373	358	95%	97%	97%
Female	96%	301	289	93%	97%	98%
Male	96%	72	69	100%	95%	91%
African American	Small N	Small N	Small N	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	100%	42	42	100%	100%	100%
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	94%	32	30	87%	100%	Sm N
White	96%	241	231	95%	96%	97%
Nonresident Alien	Small N	Small N	Small N	Sm N	Sm N	Sm N
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
STILL ENROLLED-ALL	2%	8		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
3.7	125	3.7	127	3.7	118
3.7	103	3.7	97	3.7	96
3.7	22	3.7	30	3.7	22
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
3.7	8	3.7	16	3.7	15
Small N	Sm N	Small N	Sm N	Small N	Sm N
3.7	8	3.7	13	3.7	13
3.7	68	3.7	71	3.7	71
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N

MD	5 Year Graduation Rates (For Entering Cohorts)					
	THREE YEAR TOTAL			2006-2007	2005-2006	2004-2005
	Percent Graduate	Number in Cohort*	Number Graduate			
ALL	92%	278	256	89%	93%	94%
Female	93%	160	149	90%	93%	96%
Male	91%	118	107	87%	92%	91%
African American	75%	8	6	Sm N	Sm N	Sm N
American Indian	Small N	Small N	Small N	Sm N	Sm N	Sm N
Asian (Pac. Isle.)	92%	113	104	88%	93%	95%
Hawaiian/Pac. Isle.	Small N	Small N	Small N	Sm N	Sm N	Sm N
Hispanic/Latino	96%	24	23	Sm N	100%	100%
White	91%	115	105	89%	91%	94%
Nonresident Alien	Small N	Small N	Small N	Sm N	Sm N	Sm N
Two or More Races	Small N	Small N	Small N	Sm N	Sm N	Sm N
STILL ENROLLED-ALL	2%	6		Sm N	Sm N	Sm N

\*Institution's Notes: Data for "Two or More Races" not available for cohorts before 2010-2011.

\*Notes:

IMPORTANT NOTE: The total of Female + Male and/or the total of the ethnic groups may not sum to "ALL" as a consequence of "unknown" genders and ethnic groups.

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
4.0	100	4.0	89	3.7	85
4.0	58	4.0	53	3.7	43
4.0	42	4.0	36	3.7	42
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N
4.0	38	4.0	32	3.7	36
Small N	Sm N	Small N	Sm N	Small N	Sm N
4.0	11	4.7	9	3.7	6
4.0	41	4.0	41	3.7	36
Small N	Sm N	Small N	Sm N	Small N	Sm N
Small N	Sm N	Small N	Sm N	Small N	Sm N



## OFFICE OF THE UNIVERSITY REGISTRAR

## UNIVERSITY OF CALIFORNIA, DAVIS

OFFICIAL

PAGE: 1

Name: [REDACTED]

Student: [REDACTED]

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
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## GRADUATE ACADEMIC RECORD

DEGREE AWARDED: 14-SEP-12

DOCTOR OF PHILOSOPHY

CANDIDATE: 01-APR-11

MAJOR(S): CHEMISTRY

## DISSERTATION

COMPUTATIONAL STUDIES ON THE SELECTIVITY AND REACT  
ORGANIC AND ORGANOMETALLIC REACTIONS

ADMITTED: FALL QUARTER 2009

INSTITUTION CREDIT:

FALL QUARTER 2009

CURRENT COLLEGE(S): GRADUATE STUDIES

CURRENT MAJOR(S): CHEMISTRY

CHEM	226	TRANS METAL CHEM	A-	3.00	11.10
CHEM	233	PHYSICAL-ORGANIC	A	3.00	12.00
CHEM	238	INTRO CHEM BIOL	A	3.00	12.00
CHEM	290	SEMINAR	S	2.00	.00
CHEM	293	INTRO TO CHEM RES	S	1.00	.00
CHEM	295	CAREERS IN CHEMISTRY	S	1.00	.00
TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	13.00	9.00	9.00	35.10	3.900

WINTER QUARTER 2010

BIOPH G	298	GROUP STUDY	S	1.00	.00
CHEM	209	TOPICS IN PHYSICAL CHEM	A	3.00	12.00
CHEM	231A	ORGANIC SYNTHESIS	A-	4.00	14.80
CHEM	261	CURRENT TOPICS	A	2.00	8.00
CHEM	263	INTRO RES METHODS	S	3.00	.00
CHEM	290	SEMINAR	S	2.00	.00
CHEM	294	PRESENT CHEM RESEARCH	S	1.00	.00
CHEM	299	RESEARCH	S	3.00	.00
TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	19.00	9.00	9.00	34.80	3.866

SPRING QUARTER 2010

CHEM	219	ORGANIC SPECTROSCOPY	B	3.00	9.00
CHEM	219L	ORGANIC SPECTROSCOPY LAB	A	1.00	4.00
CHEM	261	CURRENT TOPICS	A	2.00	8.00
CHEM	263	INTRO RES METHODS	S	3.00	.00
CHEM	290	SEMINAR	S	2.00	.00
CHEM	294	PRESENT CHEM RESEARCH	S	1.00	.00
CHEM	299	RESEARCH	S	4.00	.00
TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	16.00	6.00	6.00	21.00	3.500

FALL QUARTER 2010  
PLANNED EDUCATIONAL LEAVE

CHEM	261	CURRENT TOPICS	A	2.00	8.00
CHEM	263	INTRO RES METHODS	S	3.00	.00

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

TRANSCRIPT OF:

ISSUED TO:

FOR B. NOBLE

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
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## CONTINUED

CHEM	290	SEMINAR	S	2.00	.00
CHEM	294	PRESENT CHEM RESEARCH	S	1.00	.00
CHEM	299	RESEARCH	S	12.00	.00
TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	20.00	2.00	2.00	8.00	4.000

SPRING QUARTER 2011  
PLANNED EDUCATIONAL LEAVE

FALL QUARTER 2011

CHEM	299	RESEARCH	S	12.00	.00
TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	12.00	.00	.00	.00	.000

WINTER QUARTER 2012

CHEM	299	RESEARCH	S	12.00	.00
TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	12.00	.00	.00	.00	.000

SPRING QUARTER 2012

CHEM	299	RESEARCH	S	12.00	.00
TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	12.00	.00	.00	.00	.000

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

TOTAL UNITS COMPLETED: 104.00 UC GPA: 3.803  
UC BALANCE POINTS: 20.9

\*\*\*\*\* MEMORANDA \*\*\*\*\*

UNIVERSITY REQUIREMENTS:

PLANNED EDUCATIONAL LEAVE:

FROM: FALL QUARTER 2010

UNTIL: WINTER QUARTER 2011

FROM: SPRING QUARTER 2011

UNTIL: FALL QUARTER 2011

PREVIOUS DEGR:

MASTER OF SCIENCE 06/12/09

UC LOS ANGELES (UCLA)

BACHELOR OF SCIENCE 06/12/09

UC LOS ANGELES (UCLA)

END OF RECORD

OFFICIAL UC DAVIS TRANSCRIPT COMPUTER PRODUCED ON  
10/24/12THIS INFORMATION HAS BEEN RELEASED IN ACCORDANCE WITH THE  
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## ACADEMIC TRANSCRIPT



Legal Seal

This transcript is printed on special security paper with a  
blue background, the seal of the University of California,  
Davis, and the signature of the University Registrar,  
Elias S. Lopez. This is an official sealed instrument: a  
raised seal is not required.

University Registrar

**Pending Investigations by any Governmental Entity  
As of December 19, 2012**

This responds to WASC CFR 1.9, with respect to the requirement that “the institution is committed to ... informing the Commission promptly of any matter that could materially affect the accreditation status of the institution ....” The main campus of UC Davis is a large research university and as such, it experiences a typical number of investigations by government oversight agencies, including legal compliance reviews by regulatory bodies, such as the federal Department of Agriculture reviews of research animal health and welfare; research grant funding agencies, such as the Department of Energy, reviewing compliance with grant expenditure and research integrity requirements; and employment regulatory bodies, such as the Equal Employment Opportunity Commission (EEOC) and California Department of Fair Employment and Housing (CDFEH), which investigate allegations of violations of employee rights. None of these pending investigations involve a matter that would materially affect the accreditation status of UC Davis. We would be pleased to provide an update in the event any judgments adverse to UC Davis are rendered by any of the pending government review bodies.

NAME	STATUS	GOV'T AGENCY	CLAIMS
A	Staff	EEOC	Disability discrimination
B	Student	EEOC	Discrimination (race/disability); retaliation
C	Student	EEOC	Discrimination (sex, age, national origin, marital status)
D	Staff	EEOC	Discrimination (race, color, age); retaliation
E	Faculty	Departments of Energy and Justice	Allegations: (1) submission of substantially the same grant proposal to multiple federal agencies, (2) research misconduct related to alleged misrepresentation of data.
Office of Graduate Studies	McNair Program	Department of Education, Office of Postsecondary Education (“OPE”)	Allegations: (1) the OPE grant was being mismanaged; (2) Inappropriate preference for certain racial groups in the recruitment, selection and retention of students and staff associated with the program
Office of Student Affairs	Talent Search Program	OPE	Allegation: program not complying with grant requirements
Office of Research	Institute of Transportation Studies	California OSHA	Investigation of work place safety relating to an employee falling on a stairway.



**Pending Legal Actions By or Against the Institution  
As of December 19, 2012**

This responds to WASC CFR 1.9, with respect to the requirement that “the institution is committed to ... informing the Commission promptly of any matter that could materially affect the accreditation status of the institution ....” The main campus of UC Davis is a large research university and as such, it is commonly the subject of lawsuits related to its vast enterprise, which currently include lawsuits by staff and faculty for retaliation, discrimination, and privacy violations, and by students for excessive police force. None of these pending lawsuits involve a matter that would materially affect the accreditation status of UC Davis. We would be pleased to provide an update in the event any judgments adverse to UC Davis are rendered by any of the reviewing courts.

<b>CASE TITLE/PARTIES</b>	<b>COURT</b>	<b>SUMMARY OF CLAIMS</b>	<b>STATUS</b>
Billy Ray Powell, Gloria Powell v. John Adaska, Regents of UC	Sacramento Superior Court	Bodily injury caused by negligent operation of UC vehicle	Limited discovery completed. Attempting early mediation.
Frank Williams v. Dane Rodger Jacobsen; Regents of the UC	Yolo Superior Court	Bodily injury caused by negligent operation of UC bus	Evaluating damages and setting further discovery
George Branner v. Regents of the UC	Yolo Superior Court	Intentional infliction of emotional distress, harassment, & discrimination	Settled. In process of closing file.
Charles Carrico v. Regents of the UC	Sacramento Superior Court	Religious discrimination	Just started early discovery
Calvin Chang v. Regents of the UC	Sacramento Superior Court	Breach of contract, POBAR violation.	In trial
Janet Keyzer v. Regents of the UC	Sacramento Superior Court	Whistleblower retaliation	Recent venue transfer from Alameda County. Discovery continues with respect to prior employment and healthcare records.
Marina Large v. Regents of the UC and Eduardo Blumwald	USDC, Eastern District	Sexual harassment, assault, and intentional infliction of emotional distress.	Settled. In process of closing file.
Heather Lindfors v. Regents of the UC	Yolo Superior Court	Disability discrimination and retaliation. Failure to accommodate	Discovery continuing. Recently completed day 1 of plaintiff's deposition
Alissa Lonnquist v. UC Police Dept.	Sacramento Superior Court	Failure to accommodate. Disability discrimination.	Motion for Summary Judgment awarded
Debbie Neeley and Debra Ramirez v. Regents of the UC	Fresno Superior Court	Age discrimination	Discovery only recently begun
Arthur Silen v. Regents of the UC	Yolo Superior Court	Age discrimination	Settled. In process of closing file.

<b>CASE TITLE/PARTIES</b>	<b>COURT</b>	<b>SUMMARY OF CLAIMS</b>	<b>STATUS</b>
Christine Villarreal-Alrusan v. Regents of the UC	Yolo Superior Court	Disability discrimination. Failure to accommodate.	Settled. In process of closing file.
Kristen Walker v. Regents of the UC	Yolo Superior Court	Age and Pregnancy Discrimination. Failure to engage in interactive process. Failure to accommodate	Recently served suit. Defense recently assigned.
Monique Michelle v. Regents of the UC	Yolo Superior Court	Negligent control/operation of horse boarding facility which resulted in damage to plaintiff's horse	Recently served suit. Defense recently assigned.
Jonathan Kendrick v. Kelly Vaughn; Regents of the UC; and The Associated Students of UC Davis	Yolo Superior Court	Bodily injury caused by negligent operation of UC vehicle	Recently served suit. Defense recently assigned.
Wawanesa General Insurance v. Regents of the UC	Yolo Superior Court (same action as the Kendrick suit)	Property damage to named insured's vehicle (Kendrick).	Recently served suit. Defense recently assigned.
Recovery Point Corp (Shur Farms Frost Protection) v. Mark Battany, Richard Snyder, Rhonda Smith, and Glenn McGourty	Yolo Superior Court	Libel, defamation, interference with economic opportunity.	Venue change recently granted. Anti-SLAPP motion filed.
Enosh Baker v. Linda Katehi	USDC, Eastern District	Bodily injury and injunctive relief for violations of First (free speech) and Fourth (excessive force) Amendments.	Settlement by way of Class certification pending before court.
Norma Bettencourt v. Tricorp Construction; Regents of the UC	Yolo Superior Court	Bodily injury caused by unsafe condition in construction zone.	Tricorp defending UC under contract.
Ryan Clifford v. Regents of the UC	USDC, Eastern District	Title IX violation. Equal Protection and Whistleblowing violations. Negligence. Intentional infliction of emotional distress.	Dismissal granted April 2012. Plaintiff (representing himself) has appealed.

<b>CASE TITLE/PARTIES</b>	<b>COURT</b>	<b>SUMMARY OF CLAIMS</b>	<b>STATUS</b>
Brienna Holmes v. Joyce Souza, Matthew Carmichael, Ryan Mez, Gary Richter, Jeff Reisig, County of Yolo	USDC, Eastern District	Civil rights violations. Excessive Force, malicious Abuse of Process, Battery	Depositions of officers recently concluded. Trial set for June 2013.
LA Times and The Sacramento Bee v. FUPOA; Regents of the UC	California Court of Appeal, 1 <sup>st</sup> Appellate District	Petition for writ of mandate to compel release of police officer names contained within Reynoso Report	Case stayed after petition for review.
Krishnan Nambiar v. The Regents of the UC and Winston Ko	Sacramento Superior Court	Battery, Assault, Intentional Infliction of Emotional Distress, Injunctive relief against disposal of research materials	Under TRO; University and plaintiff are in process of documenting and categorizing lab samples and materials.
Timothy Nelson v. City of Davis and Regents of the UC	Ninth Circuit Court of Appeals	Civil rights violations. Excessive force.	On appeal. Judge Reinhardt ordered plaintiff to file a response. We are waiting on their review.
Robert Page v. Regents of the UC	Yolo Superior Court	Bodily injury caused by fall from UC operated golf cart.	Underlying action went to trial and received a defense verdict. Ongoing action continues regarding defendants claim for contractual defense/indemnity against plaintiff's employer, Foundry.
Howard Zochlinski v. Regents of the UC	Yolo Superior Court	Civil Rights violations, Equal protection, ADA violations, Conspiracy and intent to commit contract fraud, failure to enforce Standing Orders, First Amendment Violations.	Motion to dismiss pending.



## Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Instructional Faculty Headcount	Total	2,263	2,250	2,261	2,226	2,213
	PT	342	375	322	323	345
African American Studies* <sup>1</sup>		6	7	7	7	6
	PT	0	0	1	1	1
Agricultural Dean's Office		1	0	0	0	0
	PT	0	0	0	0	0
Agricultural & Resource Economics*		34	32	32	31	31
	PT	8	3	2	3	2
American Studies*		9	10	8	8	9
	PT	0	2	0	1	1
Animal Science*		33	35	33	37	37
	PT	3	2	2	1	0
Anesthesiology & Pain Med - MD*		14	15	19	14	11
	PT	0	0	0	0	2
Anat, Physio & Cell Biol - VM*		12	11	12	12	13
	PT	1	2	2	2	2
Anthropology*		26	26	24	23	26
	PT	2	4	4	7	4
Art & Art History*		26	25	28	27	25
	PT	8	7	6	7	3
Asian American Studies*		10	9	9	7	9
	PT	2	1	1	3	0
Biomedical Engineering*		21	22	23	26	30
	PT	0	0	0	1	1
Biological & Agric Engr*		16	16	17	15	14
	PT	1	1	0	0	1
Biological Chemistry and Molecular*		11	11	12	10	13
	PT	1	1	1	1	0

<sup>1</sup> \* Includes faculty who also taught in other departments/programs  
 Budget and Institutional Analysis (<http://budget.ucdavis.edu/index.html>)



## Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Biological Sciences*		1	0	0	1	0
	PT	0	0	0	0	0
Chemistry*		44	44	45	45	46
	PT	1	4	3	4	5
Chicano/a Studies*		10	9	8	8	10
	PT	3	2	2	3	2
Public Health Sciences*		4	6	5	15	15
	PT	1	2	0	1	0
Community Development*		14	13	13	13	1
	PT	2	2	1	1	0
Communication*		11	12	14	13	12
	PT	3	2	1	2	1
Comparative Literature*		12	11	11	13	14
	PT	5	8	9	5	5
Critical Theory Program*		1	1	0	0	0
	PT	0	0	0	0	0
Dermatology - MD*		9	10	12	12	11
	PT	2	2	2	3	2
Design*		15	17	15	15	14
	PT	5	4	5	5	7
Theatre and Dance*		17	15	13	15	11
	PT	6	10	9	6	8
East Asian Languages and Cultures*		20	22	22	21	21
	PT	1	2	1	0	0
Economics*		36	35	34	30	29
	PT	5	5	3	5	3
Education*		47	41	44	45	47
	PT	15	18	9	14	12
Engr-Biological & Agric*		18	19	21	19	19
	PT	1	1	0	0	1



## Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Engineering: Applied Science*		18	18	18	18	0
	PT	2	1	0	1	0
Engr-Chemical and Material Sciences*		32	31	34	33	36
	PT	0	1	1	2	4
Engineering: Civil & Environmental*		32	29	34	32	36
	PT	4	5	2	2	6
Engineering: Computer Science*		34	36	39	38	37
	PT	0	0	2	1	1
Engineering: Electrical & Computer*		31	31	31	31	31
	PT	1	3	4	2	3
Engineering-Mechanical & Aero*		35	35	35	34	33
	PT	2	0	1	1	3
Engineering		0	0	0	0	0
	PT	0	0	0	0	1
English*		38	42	40	35	34
	PT	56	38	42	37	38
Entomology*		21	20	23	23	22
	PT	1	1	0	0	0
Environmental Toxicology*		12	12	15	13	13
	PT	1	0	1	3	1
Environmental Horticulture*		0	0	0	0	0
	PT	0	1	0	1	0
Environmental Science and Policy*		21	23	24	23	21
	PT	0	0	0	1	2
Epidemiology & Preventive Medicine*		8	9	9	0	0
	PT	0	0	0	0	0
Evolution & Ecology*		25	25	26	25	26
	PT	0	0	0	0	0
Exercise Biology*		6	6	6	6	0
	PT	0	0	0	0	0



## Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Family & Community Medicine - MD*		18	16	16	14	16
	PT	2	2	2	1	0
Food Science & Technology*		18	19	21	19	19
	PT	3	3	1	0	2
French & Italian*		16	14	14	13	11
	PT	10	10	5	5	0
Geology*		32	30	30	30	28
	PT	1	6	4	7	5
German & Russian*		10	9	11	9	9
	PT	2	2	0	1	1
History and Philosophy of Science*		2	2	2	3	3
	PT	0	0	1	0	0
History*		39	40	39	35	35
	PT	5	7	6	1	1
Human & Community Development *		0	0	0	0	31
	PT	0	0	0	0	7
Cell Biology and Human Anatomy-MD*		16	13	13	11	13
	PT	1	1	0	0	0
Human Development*		13	10	13	10	0
	PT	3	5	2	4	0
Human Physiology - MD*		14	16	18	16	21
	PT	2	2	2	2	2
Internal Medicine - MD*		140	135	128	133	135
	PT	8	7	9	8	9
Jewish Studies*		3	2	1	1	2
	PT	1	1	0	0	0
Law*		39	38	38	40	43
	PT	11	12	12	15	14
Land, Air, & Water Resources*		35	35	31	31	30
	PT	1	1	2	1	1



## Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Linguistics*		20	17	14	13	13
	PT	2	5	6	4	3
Landscape Architecture*		12	10	12	12	1
	PT	3	4	3	1	0
Mathematics*		57	56	60	56	56
	PT	8	7	7	10	9
Pharmacology & Toxicology - MD*		9	12	13	14	16
	PT	0	0	0	0	1
Medicine--Non Dept Appts*		4	2	0	2	5
	PT	0	0	0	0	0
Medical Microbiology - MD*		19	19	19	20	19
	PT	0	0	0	0	0
Medicine & Epidemiology - VM*		41	43	40	37	35
	PT	1	1	2	1	2
Medieval Studies		0	0	0	0	0
	PT	1	1	1	0	0
Management*		33	30	33	34	33
	PT	9	13	12	10	9
Microbiology*		17	18	19	19	19
	PT	1	1	1	1	1
Molecular Biosciences - VM*		13	13	14	16	16
	PT	1	0	1	1	0
Molecular & Cellular Biology*		39	39	36	34	34
	PT	1	3	2	1	2
Music		18	17	18	16	16
	PT	5	3	2	4	5
Native American Studies*		11	7	7	7	6
	PT	2	5	5	5	7
Nature and Culture*		0	0	2	2	0
	PT	0	0	0	0	0





## Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Neurobiology, Physiology & Behavior*		33	37	36	34	35
	PT	0	0	1	0	3
Nematology*		7	7	7	6	5
	PT	0	0	0	0	0
Neurology - MD*		26	26	22	21	19
	PT	4	3	2	2	4
Neurosurgery - MD*		11	11	11	12	11
	PT	0	0	1	0	0
Nursing*		0	0	0	0	8
	PT	0	0	0	0	0
Nutrition*		19	22	23	23	22
	PT	0	2	3	1	1
Obstetrics & Gynecology - MD*		9	9	7	7	8
	PT	1	0	0	1	0
Ophthalmology - MD*		18	17	18	17	19
	PT	1	1	3	1	3
Orthopedic Surgery - MD*		13	16	16	16	13
	PT	1	1	1	3	2
Otolaryngology - MD*		13	17	16	18	16
	PT	0	0	0	1	2
Physical Med & Rehab - MD*		5	4	3	3	3
	PT	0	0	0	0	0
Medical Pathology and Laboratory Med*		27	27	27	29	35
	PT	4	4	6	3	3
Pathology, Micro & Immun - VM*		38	41	37	37	36
	PT	1	1	0	0	3
Pediatrics - MD*		48	45	41	43	42
	PT	0	1	0	0	0
Philosophy		13	13	14	13	12
	PT	1	1	0	2	2



## Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Physical Education*		40	39	37	3	4
	PT	0	1	1	1	2
Physics*		46	49	50	49	48
	PT	8	6	7	10	9
Plant Pathology*		21	21	21	23	21
	PT	0	1	0	0	0
Plastic Surgery - MD		5	4	3	4	4
	PT	0	1	0	0	0
Plant Sciences*		73	73	73	75	69
	PT	0	1	0	1	1
Plant Biology*		18	17	16	18	16
	PT	0	1	1	1	1
Political Science*		29	24	25	26	25
	PT	0	1	5	5	1
Pomology*		1	1	1	0	0
	PT	0	1	0	0	0
Population Hlth & Reprod - VM*		20	19	18	21	25
	PT	4	4	5	2	2
Psychology*		46	43	49	48	42
	PT	10	13	12	11	8
Psychiatry - MD*		24	25	28	22	25
	PT	1	1	2	1	1
Radiology - MD*		33	31	34	36	35
	PT	3	2	2	3	3
Religious Studies*		10	11	9	8	10
	PT	3	1	0	1	0
Sociology*		31	27	30	32	27
	PT	6	8	7	3	8
Spanish & Classics*		24	27	28	28	30
	PT	33	32	0	2	28



### Required Data Exhibit 4.2: Faculty Headcount by Department/Program

		2007-08	2008-09	2009-10	2010-11	2011-12
Statistics		17	17	17	18	17
	PT	5	4	4	4	4
Surgery - MD*		40	42	34	34	36
	PT	2	1	3	2	2
Surgical & Rad Sciences - VM*		39	40	43	46	46
	PT	0	3	2	2	2
Textiles & Clothing*		6	7	6	6	4
	PT	1	0	0	0	1
Undergraduate Studies		0	2	1	1	0
	PT	0	0	0	0	0
Urology - MD*		7	10	9	9	12
	PT	0	0	0	0	0
University Writing Program*		38	40	35	37	38
	PT	6	17	21	14	16
Veterinary Medicine*		1	0	0	1	0
	PT	0	0	0	0	0
Viticulture & Enology*		15	15	14	14	14
	PT	1	1	0	0	0
Wildlife, Fish & Conservation Bio*		9	8	9	9	10
	PT	2	1	0	0	1
Women's Studies*		11	10	11	12	11
	PT	1	3	3	1	0
Non I&R Department		77	70	81	113	115
	PT	22	24	31	42	34

# University of California, Davis

## TRANSCRIPT LEGEND

### UNITS OF CREDIT/ACADEMIC STANDING

Credit for academic work in the University is evaluated in quarter units, except for the School of Law and the School of Veterinary Medicine\*, which are on the semester system. One quarter unit represents three hours of work per week by the student, including both class attendance and preparation. Laboratory and discussion sections may or may not be given unit value. To convert quarter units to semester units, multiply by 2/3; from semester to quarter units, multiply by 3/2. Undergraduate students are considered in good academic standing if they meet the University's qualitative standards of scholarship by maintaining quarterly and cumulative grade point average of 2.000 or greater. Graduate and professional school students with scholarship deficiencies are subject to action at the discretion of their respective deans.

\*The School of Veterinary Medicine is evaluated in the semester system for incoming students effective Fall 2011. Students admitted prior to Fall 2011 are evaluated in the quarter system unless otherwise noted on their transcript.

### GRADING SYSTEM

The Grading System at the University of California, Davis is as follows:

A	-	excellent
B	-	good
C	-	fair
D	-	barely passing
F	-	not passing (work so poor that it must be repeated to receive recognition)
I	-	incomplete (work is satisfactory but incomplete for a good cause)
IP	-	in progress
P	-	passed (grade C - or better)
NP	-	not passed
S	-	satisfactory
U	-	unsatisfactory
*	-	pass/no pass - student option
*	-	student option for pass/no pass or satisfactory/unsatisfactory
NG	-	no grade
Y	-	grade pending

The grades of A, B, C, and D may be modified by a plus (+) or (-).

**GRADE POINTS** are assigned each letter grade as follows:

4.0	=	A+	3.0	=	B	1.7	=	C-	0.0	=	F
4.0	=	A	2.7	=	B-	1.3	=	D+	0.0	=	I
3.7	=	A-	2.3	=	C+	1.0	=	D	0.0	=	NG
3.3	=	B+	2.0	=	C	0.7	=	D-	0.0	=	Y
									n/a	=	IP, P, NP, S, U

### COURSE NUMBERING

1	-	99
100	-	199
200	-	299
300	-	399

#### Lower Division Courses

#### Upper Division Courses

#### Graduate Courses

**Professional Courses for Teachers and Nurse Practitioners** - Teacher-training courses offered by the School of Education and in other departments especially intended for teachers or prospective teachers. Included are courses designed to provide instruction to teaching assistants, and certification of family nurse practitioners and physician assistants.

400	-	499
-----	---	-----

**Other Professional Courses** - Professional courses in departments and schools other than the School of Education.

**TO TEST FOR AUTHENTICITY:** Translucent globe icons *MUST* be visible from both sides when held toward a light source. The face of this transcript is printed on blue SCRIP-SAFE® paper with the name of the institution appearing in white type over the face of the entire document.

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**UC DAVIS**

UNIVERSITY OF CALIFORNIA

# **Undergraduate Admission Process: Transfer Students**

**Presenter name**

***Presenter title***

# Presentation Overview

- About UC Davis
- UC Requirements for Admission
- UC Davis Selective Majors
- UC Davis Transfer Admission Programs
- UC Application Process
- How to be Competitive
- Next Steps



**UCDAVIS**



# UCDAVIS IS HERE



## Distance to...



SACRAMENTO 18 miles



NAPA VALLEY 43 miles



SAN FRANCISCO 73 miles



LAKE TAHOE 131 miles



YOSEMITE 186 miles



LOS ANGELES 399 miles

# UCDAVIS

# About UC Davis

- Recognized worldwide for research and advancement
- 24,737 undergraduates
- 2,091 faculty
- 15:1 student to faculty ratio
- 8th among U.S. public universities
- Top 50 world research university
- We are the "Aggies"





# Leaders in Sustainability

**UCDAVIS**  
**#1 COOL SCHOOL**  
2012-13 **SIERRA MAGAZINE**



**UCDAVIS**

## Academic Opportunities

- 102 majors, 92 grad programs, six professional schools
- Distinguished faculty
- Undergraduate research
- Internship and Career Center among top in nation, largest in CA
- Study abroad
- Honors programs
- Professional advising and tutoring





## Where You Learn: Teaching, Research and Performance Centers

- UC Davis Health System
- Genome Center
- Bodega Marine Laboratory and Reserve
- Tahoe Environmental Research Center
- Mondavi Center for the Performing Arts
- UC Davis Washington, D.C. Program
- Mondavi Institute for Wine and Food Science
- Equestrian Center and Horse Barn
- UC Davis Center at CA Capitol
- Fuel Cell, Hydrogen and Hybrid Vehicle Center



## Student Achievement

- Most transfer students graduate in two years
- Top employers recruit Aggies
- Among top 50 state universities based on alumni earnings potential
- Majority of grads pursuing post-secondary degree attend first or second-choice school
- Active Aggie alumni network of 200,000



# UC Davis Community

- Transfer Reentry Veterans Center
- ASUCD student government
- 500+ clubs, Outdoor Adventures, Equestrian Center, Craft Center
- NCAA Division I Athletics and Aggie Pack, intramural sports, sports clubs
- Greek system
- Centers for leadership, cultural programs, performing arts, LGBT, activities and recreation
- Picnic Day

STUDENT COMMUNITY CENTER

**UCDAVIS**

# Transfer Housing

- 
- Guaranteed housing for one year or assistance finding housing off campus
  - Advising, leadership programs
  - Dining halls use student farm ingredients



# Investing in your Future

Estimated annual costs for 2012–13				
	On-Campus	Off-Campus	Commuter	On-Campus Non-Resident
<b>Fees/Tuition *</b>	\$13,877	\$13,877	\$13,877	\$36,755
<b>Health Insurance</b>	\$1,380	\$1,380	\$1,380	\$1,380
<b>Books &amp; Supplies</b>	\$1,602	\$1,602	\$1,602	\$1,602
<b>Room &amp; Board **</b>	\$13,503	\$8,247	\$4,422	\$13,503
<b>Personal Expenses</b>	\$1,237	\$1,401	\$1,684	\$1,237
<b>Transportation</b>	\$569	\$1,381	\$1,794	\$569
<b>Total</b>	\$32,168	\$27,888	\$24,759	\$55,046

# UC Requirements for Admission

1. Minimum 2.40 GPA
2. 60 semester/90 quarter units
3. Seven-course pattern:
  - 2 UC-transferable English composition courses
  - 1 UC-transferable math course
  - 4 courses from 2 subject areas





# UC Davis Selective Majors

College of Biological Sciences

College of Engineering

- ALL majors

College of Agricultural  
& Environmental Sciences

- Biotechnology
- Viticulture & Enology

College of Letters & Science

- Communication
- Design (effective fall 2014)
- International Relations
- Psychology



# The Power of assist.org

- For CA community college courses
- Identifies:
  - Additional course and/or GPA requirements for major
  - Other lower-division courses that apply toward major
  - UC transferable courses
  - Courses that meet GE requirements



# UC Davis Transfer Opportunity Program (TOP)

- UC Davis TOP adviser on site
- Prepares students for admission to UC Davis
- Available at 17 California community colleges



# UC Davis Transfer Admission Guarantee (TAG)

- Guarantees fall admission in desired major
- Contract issued one year in advance of enrollment
- Includes advising services
- Available at ALL California community colleges



# UC Davis TAG Timeline

**September,**  
*one year prior to  
planned  
enrollment*

Submit the UC TAG Application

**Mid-November**

UC Davis TAG decisions and contracts

**November 1-30**

File the UC application for  
undergraduate admission

**January**

Complete the Transfer Academic  
Update

**April**

Receive admission notification

# UC Application Process

- One application for all UC campuses
- Filing period: November 1-30
- \$70 fee per campus (\$80 for international)—fee waivers available
- Apply for scholarships in the application
- No letters of recommendation or hard copy transcripts

**Application Tips: [admissions.ucdavis.edu/apply](https://admissions.ucdavis.edu/apply)**

**Application: [universityofcalifornia.edu/apply](https://universityofcalifornia.edu/apply)**

# Personal Statement

- Responses required for two prompts
  - Maximum 1,000 words total
- Highlight experiences, talent, leadership, accomplishments beyond academic record
- Be specific, use examples, tell us what you learned

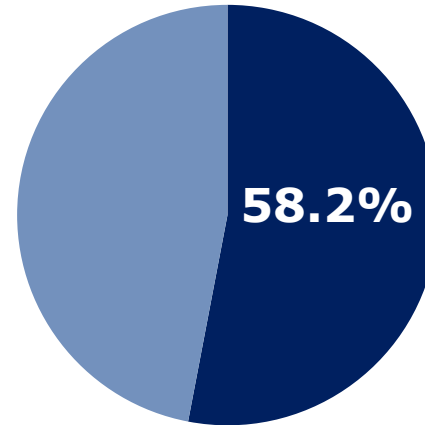




# 2012 Transfer Admission Profile

**ADMIT RATE** **58.2%**

APPLICANTS **13,180**  
ADMITS **7,673**  
TAG ADMITS **2,055**



**GRADE POINT AVERAGE** (middle 50%)

TRANSFER GPA **3.25-3.73**

# How to Be Competitive

- Highest priority given to junior-level California community college transfers
- Meet UC transfer admission requirements
- Competitive UC Davis GPA = 2.80 or higher
- Prepare for the major
- Apply broadly
- List an alternate major (alt area/college)



# Additional Hints

- ✓ Don't wait until the last minute
- ✓ Accuracy is critical
- ✓ Contact all UC campuses if courses/contact information changes
- ✓ Check e-mail frequently, respond immediately
- ✓ Don't hesitate to ask questions
  - Campus websites
  - ApplyUC Application Help Sidebar



# Transfer Admission Timeline

**November 1-30** File the UC application for undergraduate admission

**January** Complete the Transfer Academic Update

**April** Admission notification

**May 10** Decision UC Davis event

**June 1** Transfer SIR deadline

# Learn More and Visit UC Davis

- **Admissions website:** [admissions.ucdavis.edu](https://admissions.ucdavis.edu)
- **Join our mailing list:** [admissions.ucdavis.edu/moreinfo](https://admissions.ucdavis.edu/moreinfo)
- **Visit campus:** [visit.ucdavis.edu](https://visit.ucdavis.edu)
- **Take a virtual tour:** [admissions.ucdavis.edu/virtualtour](https://admissions.ucdavis.edu/virtualtour)

## Join our communities:

Facebook: [facebook.com/ucdavisua](https://facebook.com/ucdavisua)

YouTube: [youtube.com/ucdavis](https://youtube.com/ucdavis)

Twitter: [twitter.com/ucdavis](https://twitter.com/ucdavis)

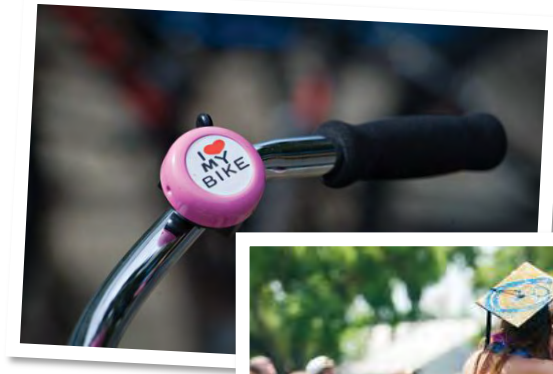


# We invite you to apply by November 30!

- Application opens October 1
- Submission period is Nov. 1-30
- Next steps:  
**[admissions.ucdavis.edu/apply](https://admissions.ucdavis.edu/apply)**

## Questions?

presenter email address



**Transfer Credit Summary(Official\*\*) as of Thursday  
February 07, 2013 @ 02:20 PM**

Student View

Open Assist

Print

Refresh

Close

Verified by: [REDACTED] on Monday August 13, 2012 @ 08:57 AM.

**Student Information:**

Name	Student ID	College	Major	EOP	Foster Youth	TAA	Athlete	Email	Address	Phone
[REDACTED]	[REDACTED]	AE	Animal Science	N	N	N		[REDACTED]	[REDACTED]	[REDACTED]

**Add Student Orientation Comments:**

Attended Orientation:

☐ Yes

Attended STEP:

☐ Yes

Academic Comments: [\(Add New Comment\)](#)

n/a

Needs Additional Course(s) in Pass 2: [\(Add Course\)](#)

n/a

Save

**Diagnostic Examination Test Results:**

Precalculus Exam taken Sep 12, 2012:

Could not retrieve exam information at this time

**Transcripts Requested:**

Institution	Received?
004579 OHLONE COLLEGE	Yes on 6/8/2012
051978 MILPITAS HIGH SCHOOL	Yes on 5/23/2012

**Summary of Academic Credit Awarded:**

Credit Source	GPA	Completed
OHLONE COLLEGE(S)		90.0
AP Exam: Biology(5)		8.0

**Totals:** 3.58 98.0

**CC Totals:** 90.0

**Total:** 98.0

Self Reported IGETC Completion: **Y**

ELWR Requirement: Satisfied-College Crse

Official IGETC Received: **Y - 07/03/2012**

AHI Requirement: Satisfied - American History

**All Reported Exams:**

Exam Date:	Exam:	Qtr Un:	Score:	Transferability
05/2010	AP Exam: Biology - Official	8	5	Transferable

**All Reported Coursework:**

Term:	College:	Course:	Qtr Un:	Gr:	Transferability	Possible UCD Equivalent(s)
SU 2010	OHLONE COLLEGE	HIST 104B - Western Civilization with a World Perspective Since 1600	4.5	B	Transferable	HIS TR1
FA 2010	OHLONE COLLEGE	PHIL 101 - Ancient Philosophy	4.5	A	Transferable	PHI 021
FA 2010	OHLONE COLLEGE	ENGL 101A - Reading and Written Composition	6	A	Transferable	UWP 001



FA 2010	OHLONE COLLEGE	MATH 188 - Pre-Calculus	7.5	B	Transferable	MAT 012
SP 2011	OHLONE COLLEGE	GEOL 102 - Introduction to Oceanography	4.5	A	Transferable	GEL TR1
SP 2011	OHLONE COLLEGE	MATH 101A - Calculus with Analytic Geometry	7.5	B	Transferable	MAT 021A MAT 016A MAT 016C MAT 021C MAT 016B MAT 021D MAT 021B
SP 2011	OHLONE COLLEGE	ART 101 - Art: An Introduction	4.5	A	Transferable	ART 010
SP 2011	OHLONE COLLEGE	ENGL 101C - Critical Thinking and Composition	4.5	A	Transferable	ENL TR1
FA 2011	OHLONE COLLEGE	HIST 117A - History of the United States	4.5	A	Transferable	HIS 017A
FA 2011	OHLONE COLLEGE	MATH 101B - Calculus with Analytic Geometry	7.5	B	Transferable	MAT 016B MAT 021B MAT 016C
FA 2011	OHLONE COLLEGE	HIST 115 - Asian-American History	4.5	A	Transferable	ASA 001
FA 2011	OHLONE COLLEGE	PSY 101 - General Psychology	4.5	B	Transferable	PSC 001
SP 2012	OHLONE COLLEGE	ENGL 101B - Reading and Composition (Introduction to Literature)	6	B	Transferable	ENL 003
SP 2012	OHLONE COLLEGE	PS 102 - American Government	4.5	A	Transferable	POL 001
SP 2012	OHLONE COLLEGE	ANTH 102 - Cultural Anthropology	4.5	A	Transferable	ANT 002
SP 2012	OHLONE COLLEGE	CS 101 - Introduction to Computers and Information Technology	4.5	A	Transferable	ECS 015
SP 2012	OHLONE COLLEGE	ANTH 101 - Physical Anthropology	6	A	Transferable	ANT 001

**\*\* Courses, university requirements, and various calculations noted on this document are based on an analysis of official transcripts by Undergraduate Admissions.**

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# Transfer Evaluation Profile

[Print](#) [Close](#)

## Application Information

**Application Term:**  
201210 - Fall Quarter 2012

**CPID:**  
[REDACTED]

**App. Decision:**  
YS - SIR Yes - Student

**CETAD:**  
N

**ELC:**  
N

**ATH:**  
N

**Military Science:**  
N

**Applicant Category/Report Type:**  
JR - AS JUNIOR / A (Transfer)

**UCD ID:**  
[REDACTED]

**Admit Type Code:**  
AR - Admit - Regular

**TAG:**  
N

**Campus Contribution:**  
N

**Web Release:**  
ON

**Veteran Status:**

**Major:**  
AANS - Animal Science

**Alt Major:**  
-

**App. Status Code:**  
D - Decision Made

**NSTI:**  
N

**Pay Close Attn.:**  
N

**Previous Transfer Apps:**  
None.

## Application Routing Summary

**Selective Major:**  
N

**Application Update(AU) Submitted:**  
Y - [View AU Form](#)

**Review Assignments:**  
Evaluation - Brenda Maldonado  
Finalization - Lauren David

**Major Review Status:**  
N/A

**Most Recent Update:**  
01/26/2012

**Evaluation Status:**  
Verified  
**Dean's Office Review**

## Student Information

**Full Legal Name:**  
[REDACTED]

**Email Address:**  
[REDACTED]

**Permanent Mailing Address/Phone:**  
[REDACTED]

**Current Mailing Address/Phone:**  
[REDACTED]

**Veteran Status:**  
**Lived in CA one year?**  
Y - since 05/01/1992

**Place of Birth:**  
Santa Clara, CA

**Date of Birth:**  
05/21/1992

**U.S. Citizen?**  
Y  
**Country of Citizenship:**

**Country of Permanent Residence:**

**Calculated Residency:**  
R - Resident

**Current Immigration Status:**  
**Non Immigrant Visa Current:**

**Non Immigrant Visa Planned:**

**First Language:**  
English Only

## Educational History

**Gaps in Education:**

N - **Note to Evaluator:** Remember to look in Ed History/Personal Statement for missing terms even if 'Gaps in Education' = N. [View Personal Statement](#)

**Notes:**

School Code:	Name:	City:	State:	Type:	Term Type:	Begin Attd:	End Attd:	Curr/Rcnt Sch:	Grad HS?	Diploma:	Grading System:	Special Curr?
004579	OHLONE COLLEGE	FREMONT	CA	CCC/2 yr coll	S	08/2010	05/2012	Y			C	
051978	MILPITAS HIGH SCHOOL	MILPITAS	CA	Pub HS		08/2006	06/2010		Y	Diploma - 06/2010		

**Type of School Currently or Recently Enrolled:** California Community College/Two Year College**Mixed Records:****Language of Instruction (if outside U.S.):**

---

**Exam Information****Exam Transferability:**

- Denotes transferability undetermined.
- Denotes transferable.
- Denotes non-transferable.

**AP/IB Exams****Exam: Date: Score: Score Edits: Qtr Units: Unit Edits: Exclusion/Reason:**AP Exam: Biology 05/2010 5 8 **Transferable****Total Units: 8****Course Information****Transferability:**

- Denotes transferability undetermined.
- Denotes non-transferable.
- Denotes transferable.
- Denotes repeat of 'D' grade in progress.

**2010 Summer**

Src: College:	Dept: CR#: Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
OHLONE COLLEGE	HIST 104B Western Civilization with a World Perspective Since 1600	3	4.5		B			Transferable
<b>Term Summary: 'Pass' Units: 0 'F' Units: 0 Total Units: 4.5 Total Grd Pts: 13.5 GPA: 3.00</b>								

**2010 Fall**

Src: College:	Dept: CR#: Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
OHLONE COLLEGE	ENGL 101A Reading and Written Composition	4	6		A			Transferable
OHLONE COLLEGE	MATH 188 Pre-Calculus	5	7.5		B			Transferable
OHLONE COLLEGE	PHIL 101 Ancient Philosophy	3	4.5		A			Transferable
<b>Term Summary: 'Pass' Units: 0 'F' Units: 0 Total Units: 18 Total Grd Pts: 64.5 GPA: 3.58</b>								

**2011 Spring**

Src: College:	Dept: CR#: Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
OHLONE COLLEGE	ART 101 Art: An Introduction	3	4.5		A			Transferable
OHLONE COLLEGE	ENGL 101C Critical Thinking and Composition	3	4.5		A			Transferable
OHLONE COLLEGE	GEOL 102 Introduction to Oceanography	3	4.5		A			Transferable
OHLONE COLLEGE	MATH 101A Calculus with Analytic Geometry	5	7.5		B			Transferable
<b>Term Summary: 'Pass' Units: 0 'F' Units: 0 Total Units: 21 Total Grd Pts: 76.5 GPA: 3.64</b>								

**2011 Fall**

Src: College:	Dept: CR#: Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
OHLONE COLLEGE	HIST 115 Asian-American History	3	4.5		A			Transferable
OHLONE COLLEGE	HIST 117A History of the United States	3	4.5		A			Transferable
OHLONE COLLEGE	MATH 101B Calculus with Analytic Geometry	5	7.5		B			Transferable
OHLONE COLLEGE	PSY 101 General Psychology	3	4.5		B			Transferable
<b>Term Summary: 'Pass' Units: 0 'F' Units: 0 Total Units: 21 Total Grd Pts: 72 GPA: 3.42</b>								

**2012 Spring**

Src: College:	Dept: CR#: Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
OHLONE COLLEGE	ANTH 101 Physical Anthropology	4	6		IP	A		Transferable
OHLONE COLLEGE	ANTH 102 Cultural Anthropology	3	4.5		IP	A		Transferable
OHLONE COLLEGE	CS 101 Introduction to Computers and Information Technology	3	4.5		IP	A		Transferable
OHLONE COLLEGE	ENGL 101B Reading and Composition (Introduction to Literature)	4	6		IP	B		Transferable

**3**

OHLONE  
COLLEGE

PS 102 American Government

3 4.5

IP A

**Transferable**

**Term Summary: 'Pass' Units: 0 'F' Units: 0 Total Units: 25.5 Total Grd Pts: 96 GPA: 3.76**

---

**Evaluation Summary****Schools Attended:** OHLONE COLLEGE**Transferable Courses & Exams Totals**

18 Courses and Exams

[View Courses/Exams](#)

SOURCE	COMPLETED (thru Spring 2012)						
	TT	GT	U ATT	U PSSD	GRD PTS	GPA	U PNP
OHLONE COLLEGE(S)(3)	T	J	90.00	90.00	322.50	3.58	0.00
AP EXAM: BIOLOGY(Q)(-)	A	T	-	8.00	-	-	-
CCC			90.00	90.00	322.50	3.58	0.00
CSU			0.00	0.00	-	-	0.00
UC			0.00	0.00	-	-	0.00
<b>TOTAL</b>			<b>98.00</b>	<b>98.00</b>	<b>322.50</b>	<b>3.58</b>	<b>0.00</b>

**IGETC:** Y (via App Update)**Summary Values(GPA limited to courses thru fall; Units thru spring)****Transfer GPA:** Transfer Quarter Units: **IGETC:**

3.51 98.00 Y

**Transfer Course: English(2)**Req. Met: **Yes****Transfer Course: Math(1)**Req. Met: **Yes****Transfer Course: Other(4)**Req. Met: **Yes**

ENGL 101A: Reading and Written Composition MATH 188: Pre-Calculus - B

- A

ENGL 101C: Critical Thinking and Composition

- A

HIST 104B: Western Civilization with a World Perspective Since 1600 - B

PHIL 101: Ancient Philosophy - A

ART 101: Art: An Introduction - A

GEOL 102: Introduction to Oceanography - A

## Finalizing

This is the act of evaluating the work that we have already verified to be on the transcripts and exam score sheets. Now is the time to look for duplications, repeats, possible errors in the original evaluation, etc. We want to be SUPER careful since this is what creates the official credit summary for the student and the Dean's Offices to view.

So your file is now **Salmon** colored and you know that there are no surprises waiting for you in the finalization profile:

1. Open up your **Finalization** profile and scan the colleges listed – all of them should say **"Done"** to the left of the school code, indication that the courses have been verified.
  - If it doesn't say "Done", confirm that it's because it is unnecessary summer work or UCD work that should not be added to the UCD transcript.
  - If there are courses that should have been **verified** but they haven't been, you have some work to do – go back to the **verifying procedures** to clean up the file.

UA Finalization Profile - Term: 201101 CPID: 6804201 - Mozilla Firefox

Profile Functions - Cherry, Timothy - 997298763

Profile Navigation

Banner Info Release Indicators - Dir Confid

Educational History

Banner Info(Checklist, Display Only):

School Code	Name	City	State	Type	Term Type	Begin Attd	End Attd	Curr/Rcnt Sch
004004	AMERICAN RIVER COLL	SACRAMENTO	CA	CCQ/2 yr coll	S	08 / 2010	12 / 2010	Y
004462	FOLSOM LAKE COLLEGE	FOLSOM	CA	CCQ/2 yr coll	S	01 / 2005	12 / 2010	
N/A. 050915	DEL CAMPO HIGH SCHOOL	FAIR OAKS	CA	Pub HS	S	09 / 1995	06 / 1996	

2. Confirm the **begin and end dates** – a process already completed in the **Verification** process...BUT, take a moment to see if the courses verified match the dates listed as begin and end dates. **Mistakes could be made where 06/2011 was listed as an end date but really the student went to summer session and summer session was verified so it should have been 08/2011.**
3. Confirm school types – we want the computer to do the bulk of the work so make sure that community colleges, regardless of what state they are in, are marked as such so, that it limits the units for us. **Term types** are also important; some colleges may not have **S (semester)** or **Q(quarter)** selected...this needs to be correct for all colleges.



4. Scan the AP/IB exams – to the right of the exam it should say “Yes” to indicate that the exam is listed in Banner.

**Exams Reported**

**Banner Info(SOATEST, Official Exams Only, Display Only):**

Exam	Date	Score
ADV PLAC American History	05/01/2007	3
ADV PLAC Statistics	05/01/2008	3

**Profile Info(Updatable):**

**Transferability:**

- Denotes transferability undetermined.
- Denotes transferable.
- Denotes non-transferable.

**AP/IB Exams**

Verified: In Banner	Exam	Date	Score	Score Edits	Qtr Units	Unit Edits	Exclusion/Reason	Trans Req:
<input checked="" type="checkbox"/> Yes	AP Exam: Statistics	05 / 2008	3		4		Transferable	Math <a href="#">Delete</a>
<input checked="" type="checkbox"/> Yes	AP Exam: U.S. History	05 / 2007	3		8		Transferable	N/A <a href="#">Delete</a>

Total Units: 12

[Save](#)

- If it says “no” but it isn’t transferable, no worries. Nothing needs to be done
- If it says “no” but is transferable, update Banner to reflect correctly. (this is not likely to happen if the prep was done thoroughly)

Confirm that the evaluation of the AP/IB is correct, taking into account limitations as well as UCD and UCM requirements being met.

**NOTE: IB can be very confusing so be sure to review your IB data entry procedures!!**

5. Now you are ready to look at the courses reported.
- ✓ Scan for D’s and F’s that were in progress of being repeated. Make sure that these are correctly updated.
  - ✓ Be on the lookout for duplication and limitations
  - ✓ Be sure that UCE’s and UCM’s are marked
  - ✓ Consider this to your final evaluation of the file. We want to be accurate so that don’t have to do a revised Credit Summary

## 6. Evaluation Summary

- ✓ Save the Subject Requirements to Banner (click the box) after updating the **AHI** and **ELWR** requirements.

UA Finalization Profile - Term: 201110 CPID: 7401727 - Mozilla Firefox

ucdavis.edu https://lia.ucdavis.edu/applproc/profile/201110/transEval/appReaderFinalization.cfm?cpid=7401727

Profile Functions - Lomeli, Adrian - 997823222

Bulk Course Entry Assist College Source Refresh Close

Profile Navigation

Application Info	Routing Summary	Communications	Student Info
Schools	Exams	Courses	Summary

Banner Info Release Indicators - Dir Confid

Banner Release Flags: WEB: Y BSN: N Stu-Org: Y Parent: Y Counselor: Y

Eval Summary

Subject Requirements:

☐ Save this section to Banner

**AHI Requirement**

Current Banner Value: AHR - Required - American History Update Value: Select Value

**ELWR Requirement**

Current Banner Value: SAI - Satisfied-College Crse Update Value: Select Value

Self Reported IGETC Completion: Y (If supplied via Pathways App)  
Official IGETC Received: N (From Banner Checklist)

Possible ELWR Satisfaction Sources

Use: Year	Course/Exam	Grade/Score
<input type="radio"/>		

- If you don't see the course or exam that you can use towards the ELWR requirement, that's a red flag; go back to the exams and courses to confirm that there isn't a UCE you missed (unless, of course, this is a Sophomore transfer in which case they may still show as SAR)
- If you use an SAT score to meet ELWR, please be sure to add it to the list of "Satisfaction Sources" on the profile and select it.

- ✓ Save the Unit Total to Banner (click the box) after scanning all of the totals.
  - Be sure to pull down the “All Transferable Coursework” list to do a final scan for duplication of courses or unnoticed repeats.
  - There should not be any courses left in IP or PL unless they are unverified unnecessary summer courses
  - Look at the **subject requirements**, unit requirements, gpa requirements and contracted courses one last time to confirm that everything is as it should be.
  - If student does not meet minimum admission requirements and you have determined that they are not high school eligible and need to ABE the student, click on ABE: Admit – Disadvantaged. This will make the necessary changes on BANNER to reflect ABE.
  - If student was originally admitted as ABE and now meets the minimum admission requirements, you will need to open SAAADMS and replace the ADMT type from AO to AR.

Then, finally, click on **Verified & Satisfied!** You're all done with that file!

UA Finalization Profile - Term: 201110 CPID: 7401727 - Mozilla Firefox

ucdavis.edu https://la.ucdavis.edu/app/proc/profile/201110/transEval/appReaderFinalization.cfm?cpid=7401727

Profile Functions - Lomeli, Adrian - 997823222

Bulk Course Entry Assist College Source Refresh Close

Profile Navigation

Application Info	Routing Summary	Communications	Student Info
Schools	Exams	Courses	Summary

Banner Info Release Indicators - Dir Confid

Banner Release Flags: WEB: Y SSN: N Stu-Org: Y Parent: Y Counselor: Y

Unit Totals: **\*\*Verified Courses/Exams Only\*\***

**\*\*Credit totals have not been migrated to Banner.\*\***

☐ Save this section to Banner Now (this will insert a new 'Finalized' comment code)

Schools Attended: SAN JOAQUIN DELTA COLLEGE

All Transferable Coursework: 0 Courses & Exams Eval Profile Summary

RO Status: '0'= Row not in Banner, '1'= Row in Banner, RO has not processed, '2'= Row in Banner, RO has processed.

Push RO	Source	TT Code	GPA Type	Begin Attd	End Attd	Attempted	Passed	Grade Pts	GPA	P/NP	Sub Total	IP	Sub Total	PL	Sub Total
<input type="checkbox"/>	004706 SAN JOAQUIN DELTA COLLEGE(S)	T	J	08	08	12	10	0	0	0	0	0	0	0	0
<b>Totals:</b>						0	0	0	-	0	0	0	0	0	
<b>CC Totals:</b>						0	0	0	-	0	0	0	0	0	

Subject Requirement: English - Met Math - Met Other - Met

Unit Requirement: Stored: Met (JR - 90.0 units) Dynamic: **\*\* Not Met - (JR - 0.0 units) \*\***

GPA Requirement: Stored: Met (3.82) Dynamic: **\*\* Not Met - (0.00) \*\***

Do Admit by Exception (ABE): ☐ Admit - Disadvantaged (AD)

**Verified & Satisfied!**

# Transfer Finalization Profile

## Application Information

**Application Term:**  
201210 - Fall Quarter 2012

**CPID:**  
[REDACTED]

**App. Decision:**  
YS - SIR Yes - Student

**CETAD:**  
N

**ELC:**  
N

**ATH:**  
N

**Military Science:**  
N

**Applicant Category/Report Type:**  
JR - AS JUNIOR / A (Transfer)

**UCD ID:**  
[REDACTED]

**Admit Type Code:**  
AR - Admit - Regular

**TAA:**  
N

**Campus Contribution:**  
N

**Web Release:**  
ON

**Major:**  
AANS - Animal Science

**Alt Major:**  
-

**App. Status Code:**  
D - Decision Made

**GTO:**  
N

**Pay Close Attn.:**  
N

**Previous Transfer Apps:**  
None.

## Application Routing Summary

**Selective Major:**  
N

**Application Update(AU) Submitted:**  
Y - [View AU Form](#)

**Review Assignments:**  
Evaluation - Brenda Maldonado  
Finalization - Lauren David - Reassign

**Secondary/Additional Reviews:** [Start New Review](#)

**Reviews: Replies:**

**Major Review Status:**  
N/A

**Most Recent Update:**  
01/26/2012

**Evaluation Status:**  
Verified

**Dean's/Dept. Review**  
[Review Form](#)

## Communications

### Communications/Notifications:

Date	Title	Media
12/22/2011	U/G Acknowledgement email	Paper Letter
01/09/2012	TR Paying for College	Paper Letter
01/30/2012	Transfer Day invitation	Paper Letter
04/20/2012	Admit Email	Email
04/25/2012	TR Decision invitation	Paper Letter
04/26/2012	Conference event email	Paper Letter
04/27/2012	Transfer Admit Letter	Paper Letter
04/29/2012	U/G SIR Receipt	Paper Letter
05/02/2012	TR Decision reminder	Paper Letter
05/10/2012	Decision video feed email	Paper Letter
05/14/2012	Yield event email	Paper Letter
05/23/2012	AggieCard Upload Announce 2012	Paper Letter
05/29/2012	Davis Honors Challenge Invite	Paper Letter
06/07/2012	TR Transcript reminder	Paper Letter
07/03/2012	Transfer transcript reminder	Paper Letter
08/23/2012	Fee Payment Reminder 201210 01	Paper Letter
09/20/2012	NS Grde Eliminated Notice 2012	Paper Letter
10/08/2012	Voter Registration Notify 2012	Paper Letter
10/09/2012	10th Day of Instruction Notice	Paper Letter

**Information Requests:** [Send New Request](#)  
None.

## CETAD/UC REVIEW Communications

### Messages

There are no messages.

[Hide Message Details](#)

**Student Information**

<b>Full Legal Name:</b> [REDACTED]		<b>Email Address:</b> [REDACTED]	
<b>Permanent Mailing Address/Phone:</b> [REDACTED]		<b>Current Mailing Address/Phone:</b> [REDACTED]	
<b>Veteran Status:</b>	<b>Lived in CA one year?</b> Y - since 05/01/1992	<b>Place of Birth:</b> Santa Clara, CA	<b>Date of Birth:</b> 05/21/1992
<b>U.S. Citizen?</b> Y	<b>Country of Citizenship:</b>	<b>Country of Permanent Residence:</b>	<b>Calculated Residency:</b> R - Resident
<b>Current Immigration Status:</b>	<b>Non Immigrant Visa Current:</b>	<b>Non Immigrant Visa Planned:</b>	<b>First Language:</b> English Only

**Educational History****Banner Info(Checklist, Display Only):**

**School Code: Name: ADMR: Receive Date:**  
 004579 OHLONE COLLEGE UC1C 06/08/2012  
 051978 MILPITAS HIGH SCHOOL UHTC 05/23/2012

**Profile Info(Updatable): \*\* REMEMBER TO VERIFY BEGIN AND END DATES OF EACH INSTITUTION. ARE ALL TERMS FOR EACH INSTITUTION LISTED? \*\***

Verified:	School Code:	Name:	City:	State:	Type:	Term Type:	Begin Attd:	End Attd:
Done.	004579	OHLONE COLLEGE	FREMONT	CA	CCC/2 yr coll	S	08 / 2010	05 / 20
N/A.	051978	MILPITAS HIGH SCHOOL	MILPITAS	CA	Pub HS	Select	08 / 2006	06 / 20

**Add New School by Code:**

School Code:	Name:	City:	State:	Type:	Term Type:	Begin Attd:	End Attd:	C:
				Select	Select	-- / --	-- / --	

[Add New School by Name](#) [Bulk School Entry Form](#)

**Save**

**Exams Reported****Banner Info(SOATEST, Official Exams Only, Display Only):**

Exam	Date	Score
ADV PLAC Biology(APBI)	05/01/2010	5

**Profile Info(Updatable):****Transferability:**

- Denotes transferability undetermined.
- Denotes transferable.
- Denotes non-transferable.

**AP/IB Exams**

Verified:	Revision:	In Banner:	Exam:	Date:	Score:	Score Edits:	Qtr Units:	Unit Edits:	Exclusion/Reason:	Trans Req:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	AP Exam: Biology	05 / 2010	5		8		Transferable	N/A <a href="#">Delete</a>

Total Units: 8

**Add New Exam:**

Exam:	Title(If IB or A Levels Exam):	Date:(MM/YYYY)	Score:	Qtr Units:
Select		-- / --		

[Bulk Exam Entry Form](#)

**Save**

**Courses Reported**

Sort Courses by: School, Term Go to: OHLONE COLLEGE

**Transferability:**

- Denotes transferability undetermined.
- Denotes non-transferable.
- Denotes transferable.
- Denotes "Pending repeat of 'D' OR 'Repeat of 'D' in progress".
- Denotes "Pending repeat of 'F' OR 'Repeat of 'F' in progress".

**OHLONE COLLEGE**2010 Summer [Re-Distribute Courses](#) [Add Course](#)

Verified:	Revision:	Src: Dept:	CR#:	Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
<input checked="" type="checkbox"/>	<input type="checkbox"/>	HIST	104B	Western Civilization with a	3	4.5		B			Transferable
PNP UNITS: 0.00 / 0.00 F UNITS: 0.00 / 0.00 T UNITS: 3.00 / 4.50 T GRADE PTS: 9.00 / 13.50 T GPA: 3.00 (Total Transferable Units Attempted: 3.00 / 4.50)											

[Save](#)2010 Fall [Re-Distribute Courses](#) [Add Course](#)

Verified:	Revision:	Src: Dept:	CR#:	Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ENGL	101A	Reading and Written Compo	4	6		A			Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	MATH	188	Pre-Calculus	5	7.5		B			Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	PHIL	101	Ancient Philosophy	3	4.5		A			Transferable
PNP UNITS: 0.00 / 0.00 F UNITS: 0.00 / 0.00 T UNITS: 12.00 / 18.00 T GRADE PTS: 43.00 / 64.50 T GPA: 3.58 (Total Transferable Units Attempted: 12.00 / 18.00)											

[Save](#)2011 Spring [Re-Distribute Courses](#) [Add Course](#)

Verified:	Revision:	Src: Dept:	CR#:	Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ART	101	Art: An Introduction	3	4.5		A			Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ENGL	101C	Critical Thinking and Compo	3	4.5		A			Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	GEOL	102	Introduction to Oceanograph	3	4.5		A			Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	MATH	101A	Calculus with Analytic Geom	5	7.5		B			Transferable
PNP UNITS: 0.00 / 0.00 F UNITS: 0.00 / 0.00 T UNITS: 14.00 / 21.00 T GRADE PTS: 51.00 / 76.50 T GPA: 3.64 (Total Transferable Units Attempted: 14.00 / 21.00)											

[Save](#)2011 Fall [Re-Distribute Courses](#) [Add Course](#)

Verified:	Revision:	Src: Dept:	CR#:	Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
<input checked="" type="checkbox"/>	<input type="checkbox"/>	HIST	115	Asian-American History	3	4.5		A			Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	HIST	117A	History of the United States	3	4.5		A			Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	MATH	101B	Calculus with Analytic Geom	5	7.5		B			Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	PSY	101	General Psychology	3	4.5		B			Transferable
PNP UNITS: 0.00 / 0.00 F UNITS: 0.00 / 0.00 T UNITS: 14.00 / 21.00 T GRADE PTS: 48.00 / 72.00 T GPA: 3.42 (Total Transferable Units Attempted: 14.00 / 21.00)											

[Save](#)2012 Spring [Re-Distribute Courses](#) [Add Course](#)

Verified:	Revision:	Src: Dept:	CR#:	Course Title:	Un:	Qtr Un:	Un Edits:	Gr:	Gr Edits:	Gr Pts Edits:	Exclusion/Reason
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ANTH	101	Physical Anthropology	4	6		IP	A		Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ANTH	102	Cultural Anthropology	3	4.5		IP	A		Transferable
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CS	101	Introduction to Computers a	3	4.5		IP	A		Transferable

3

**Eval Summary****Subject Requirements:**

☐ Save this section to Banner - Last saved: Monday August 13, 2012 @ 08:57 AM by Lauren David.

**AHI Requirement**

**Current Banner Value:** AHS - Satisfied - American History  
**Update Value:** Select Value

**ELWR Requirement**

**Current Banner Value:** SAI - Satisfied-College Crse  
**Update Value:** Select Value

**Self Reported IGETC Completion:**

Y (If supplied via Pathways App)

**Official IGETC Received:**

Y - 07/03/2012 (From Banner Checklist)

**Possible ELWR Satisfaction Sources**

Use: Year	Course/Exam	Grade/Score
2010FA	ENGL 101A - Reading and Written Composition	A
2011SP	ENGL 101C - Critical Thinking and Composition	A
2012SP	ENGL 101B - Reading and Composition (Introduction to Literature)	B

**Unit Totals: \*\*Verified Courses/Exams Only\*\*****\*\*Credit totals have been migrated to Banner.\*\***

☐ Save this section to Banner Now (this will insert a new 'Finalized' comment code)

**Schools Attended:** OHLONE COLLEGE**All Transferable Coursework:****18 Courses & Exams**[Eval Profile](#)[Summary](#)

RO Status: '0' = Row not in Banner, '1' = Row in Banner, RO has not processed, '2' = Row in Banner, RO has processed.

Push RO Source	TT Code	GPA Type	Begin Attd	End Attd	Attempted	Passed	Grade Pts	GPA	P/NP	Sub Total	IP	Sub Total	PL	Sub Total
<input type="checkbox"/> 2 004579 OHLONE COLLEGE(S)	T	J	08 10	05 12	90.0	90.0	322.5	3.58	0	90.0	0	90.0	0	90.0
<b>Current:</b> 004579	T	J	08 10	05 12	90.0	90.0	322.5	3.58	0					
<input type="checkbox"/> 2 991490 AP Exam: Biology(5)	A	T	05 10						8.0	8.0		8.0		8.0
<b>Current:</b> 991490	A	T	05 10			0		0	8.0					
<b>Totals:</b>					98.0	90.0	322.5	3.58	8.0	<b>98.0</b>	0	98.0	0	98.0
<b>CC Totals:</b>					90.0	90.0	322.5	3.58	0	90.0	0	90.0	0	90.0

**Subject Requirement:**

English - Met

Math - Met

Other - Met

**Unit Requirement:**

Stored: Met (JR - 98.0 units)

Dynamic: Met (JR - 98.0 units)

**GPA Requirement:**

Stored: Met (3.51)

Dynamic: Met (3.58)

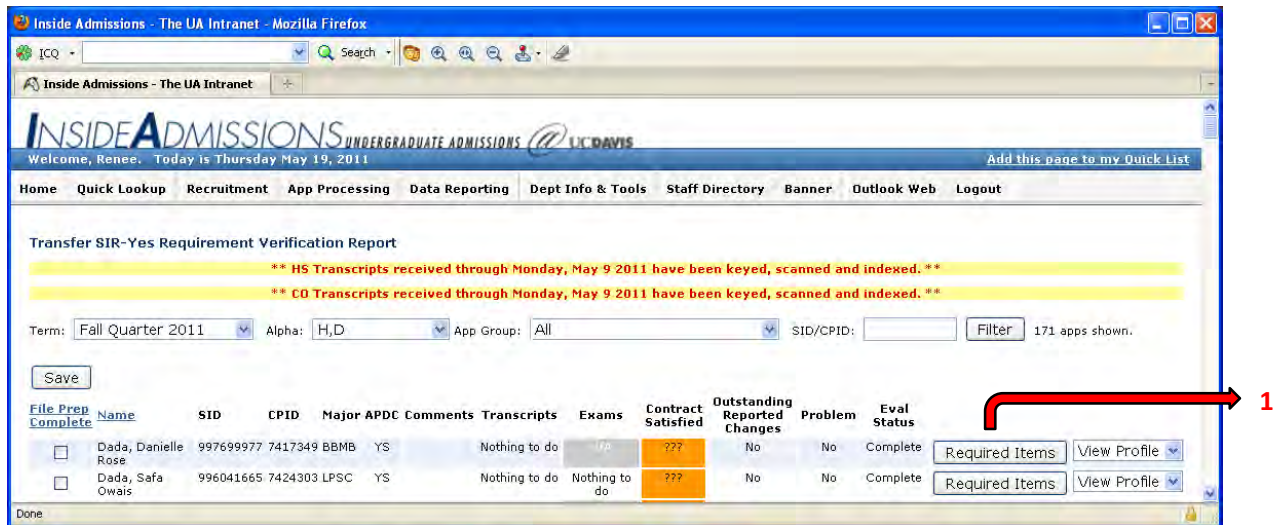
**Do Admit by Exception (ABE):** ☐ Admit - Other (AO)**Verified & Finalized:** Monday August 13, 2012 @ 08:57 AM by Lauren David.**Verified & Finalized**

4

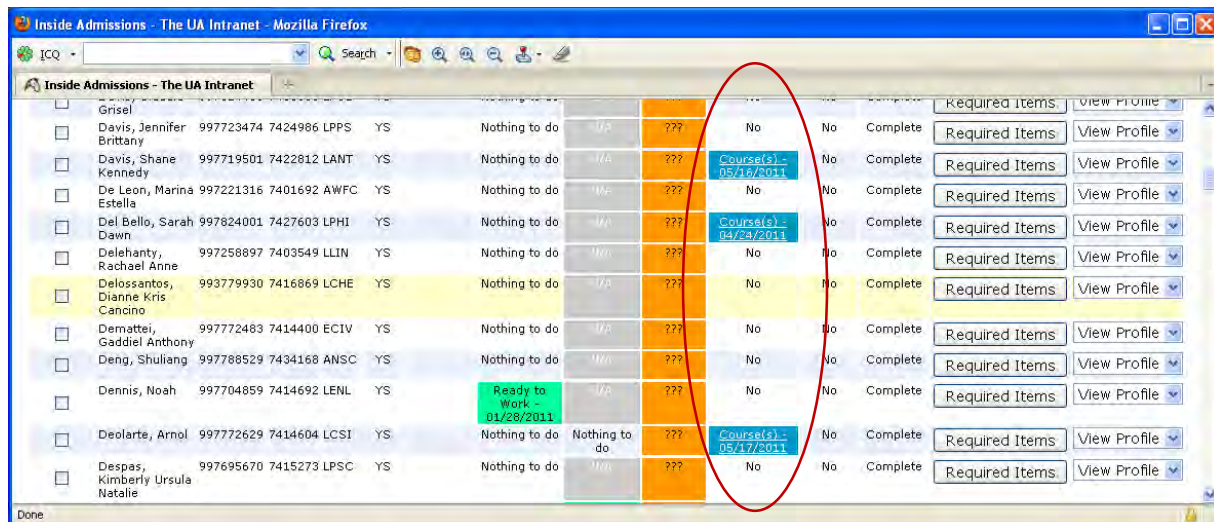
## VERIFYING

*the act of viewing the transcript to verify that each course, grade and unit value on the profile is exactly the same as the transcript.*

During the VERIFICATION process, we will mainly be working from the **“REQUIRED ITEMS”** button...(see screen shot (ss) 1)



1. First note that some of your files may have “change requests” that you did not look at yet (the box under Outstanding Reported Changes is blue and tells you what type of change it is as well as the date it was submitted).



You can process these changes from this page or from the other “Change Requests” list. Clear all of these out before you verify transcripts every day.



CLICK ON THE "REQUIRED ITEMS" BUTTON.....

- This is where we will find the list of schools we're expecting transcripts from (ss 2), as well as, a list of AP/IB exams that we expect scores for (ss 3)
- When we run into any issues, this is where we add comments to keep ourselves and fellow evaluators updated, and mark the file as a "Problem" (ss 4)
- We also mark that a student has met their contract on this page which is another way to keep your files clean and easy to prioritize (ss 5)

**Transfer Finalization Process - Mozilla Firefox**

**SIR-Yes Requirement Verification Process** Cancel Save Save & Refresh

Name: [Dada, Safa Owais](#) SID: 996041665 CPID: 7424303 Major: LPSC TAA: Y APDC: YS Problem: ☐ Y ☒ N → 4

**Transcripts(from Banner checklist):**

ADMR Code	School(Only hyperlinked if courses exist in academic record)	Rec'd	Verified
UC1R	<a href="#">004286 DE ANZA COLLEGE</a>	No	<input type="radio"/> Y <input checked="" type="radio"/> N
UC2R	<a href="#">004315 FOOTHILL COLLEGE</a>	No	<input type="radio"/> Y <input checked="" type="radio"/> N
UHTR	053169 EVERGREEN VALLEY HIGH SCHOOL	No	<input type="radio"/> Y <input checked="" type="radio"/> N

**Exams(Self Reported from Banner):**

Exam	Date Taken	Score	Official Rec'd	Verified
Self AP Statistics	05/01/2009	3	No	<input type="radio"/> Y <input checked="" type="radio"/> N

**Contracted Items:** Contract Satisfied: ☐ Y ☒ N

Section	Course	Grade	GPA	By Term	Units	Units Type	Tran Term	Misc. Text	Eval	Approved
ASTD			2.90						<input type="radio"/> Y <input checked="" type="radio"/> N	
MAJR	ANTH 2 with C		2.90	spring		quarter			<input type="radio"/> Y <input checked="" type="radio"/> N	
MAJR	MATH 10 with C		2.90	spring		quarter			<input type="radio"/> Y <input checked="" type="radio"/> N	
TRAN				spring	78.50	quarter	fall 2010		<input type="radio"/> Y <input checked="" type="radio"/> N	

**Comments:**

Existing Comments: None.

**Add New:**

Select a Comment Code ▼

Additional Notes With Banner Comment:  
(no commas, ampersands, quotes, single quotes, pipes, apostrophes, slashes or back slashes)

**Information Requests** [Send New Request](#)

**Open Requests**

Activity	Message	Message	Message Type	Message	Message ID	Received
Done						

2. Next, notice that under the titles “Transcripts” and “Exams”, some boxes will be green with “Ready to Work – (listed date)”. This is triggered when documents are received by **PROCESSING** and they enter the date received on their IA forms that then update appropriate pages on Banner. The document takes a day or two after being keyed as ‘received to be scanned’....so keep this in mind when you are searching for transcripts in EDMS. You can always see the date of the most recent documents scanned at the top of the *requirement report (TRANSFER SIR-YES REQUIREMENT VERIFICATION REPORT)* so that you know what’s available to work on.

File Prep Complete	Name	SID	CPID	Major	APDC	Comments	Transcripts	Exams	Contract Satisfied	Outstanding Reported Changes	Problem	Eval Status	Buttons
<input type="checkbox"/>	Dada, Danielle Rose	997699977	7417349	BBMB	YS		Nothing to do	NA	???	No	No	Complete	Required Items View Profile
<input type="checkbox"/>	Dada, Safa Owais	996041665	7424303	LPSC	YS		Nothing to do	Nothing to do	???	No	No	Complete	Required Items View Profile
<input type="checkbox"/>	Dadios, Marianne Dizon	994713322	7428605	BBIS	YS		Nothing to do	NA	???	No	No	Complete	Required Items View Profile
<input type="checkbox"/>	Daglo, Araceli	997741320	7430227	LSOC	YS		Nothing to do	Nothing to do	???	No	No	Complete	Required Items View Profile
<input type="checkbox"/>	Dai, Donna Tammy	997398809	7405988	APME	YS		Nothing to do	NA	???	No	No	Complete	Required Items View Profile
<input type="checkbox"/>	Dai, Yunshi	993784792	7416318	ACNU	YS		Nothing to do	NA	???	No	No	Complete	Required Items View Profile
<input type="checkbox"/>	Danelian, Christine N	997713905	7419678	BBMB	YS		Nothing to do	NA	???	No	No	Complete	Required Items View Profile
<input type="checkbox"/>	Dang, Dan Huy	996075424	7430450	BBMB	YS		Nothing to do	NA	???	Courses(s) - 05/10/2011	No	Complete	Required Items View Profile
<input type="checkbox"/>	Dang, Daniel V.	995012695	7425087	APME	YS		Nothing to do	Nothing to do	???	No	No	Complete	Required Items View Profile
<input type="checkbox"/>	Dang, Tuyet Nhung Thi	996007337	7415930	APME	YS		Ready to Work - 05/13/2011	NA	???	No	No	Complete	Required Items View Profile
<input type="checkbox"/>	Danzinger,	997787148	7430506	LSPA	YS		Nothing to do	NA	???	No	No	Complete	Required Items View Profile

- ✓ Open up the **“Required Items”** button to view what transcript or exam is showing as received.
- ✓ Go to EDMS to look for the document.
- ✓ Click on the hyperlinked College (under Transcripts (from Banner checklist)) that corresponds to the transcript you are looking at.

Transfer Finalization Process - Mozilla Firefox

UCDavis.edu https://ia.ucdavis.edu/applproc/transfer/xferShowRequirements.cfm?t=2011108j=7430227

SIR-Yes Requirement Verification Process

Name: Daglo, Araceli SID: 997741320 CPID: 7430227 Major: LSOC TAA: Y APDC: YS

Problem: ☐ Y ☒ N

Buttons: Cancel Save Save & Refresh

Transcripts(from Banner checklist):

ADMR Code	School(Only hyperlinked if courses exist in academic record)	Rec'd	Verified
UC1R	004930 SOLANO CMTY COLLEGE	No	<input type="radio"/> Y <input checked="" type="radio"/> N
UHTR	053603 DR JAMES J HOGAN HIGH SCHOOL	No	<input type="radio"/> Y <input checked="" type="radio"/> N

Exams(Self Reported from Banner):

You'll notice that on the list of courses, you can update the **begin date** at the top, and the **end date** at the bottom. You can also **Re-Distribute** and **Add** courses from this list.

*Note: If you're working on a student with UCD work or other work that already exists on the UCD transcript, please refer to those specific procedures\**

- ✓ If you're looking at AP/IB scores, confirm that we have official scores in EDMS or Banner then click on the hyperlinked "Exams" title to verify exam titles, scores and the unit values.
- ✓ Once you are done verifying the courses and/or exams go back and click on the **"Required Items"** button and click on the **Y** under **Verified** for the appropriate college or exam. This will cause the green on the list page to go back to its original color ("Nothing to do").

- Also, if the transcript you verified has the Spring or Summer work that the student needs to meet their conditions of admission, mark these in the section called "Contracted Items". We want to stay on top of these since we don't want any surprises later. **See NOTE at the end of this section!**

- ✓ Once all required items have been verified on the “Required Items” page, the box under **Eval Status** (on the Requirement Verification Report) will turn a salmon color to show that the file is ready to be finalized. GOAL: ALL EVAL STATUS = SALMON COLOR

**RETENTION, GRADUATION, AND TIME-TO-DEGREE  
AT UC DAVIS**

An Institutional Narrative Submitted to WASC  
by Patricia A. Turner (ALO)  
Vice Provost, Undergraduate Education

University of California, Davis  
One Shields Avenue, Davis, CA 95616

August 28, 2012



## Undergraduate Student Success

### 1) Retention, Graduation, and Time-to-Degree in Context

The retention and graduation rate data for UC Davis align well with our [mission](#) as a public, comprehensive, land-grant research university. As one of the ten campuses within the University of California system, UC Davis shares [a mission of teaching, research, and service to the community](#), and like other UC campuses, UC Davis admits students from among the top 12.5% of California high school graduates. While the campus is continually seeking to improve the rates of retention and graduation, there are no figures that are unacceptably low, either overall or when disaggregated by gender, race, or ethnicity, especially when comparisons are drawn with peer institutions.

**Full-time Freshmen:** The template for full-time freshmen shows that over the past three years, first-year retention has averaged 92% and the six-year graduation rate has averaged 81% for all students. Nearly half of our attrition (8%) occurs in the first year, of which about one-third were students who choose to transfer to another institution while in good academic standing. When categories of race and ethnicity are considered, these retention and graduation rates are shown to decline, but not substantially. The lowest first-year retention is 84% for the African American category and the lowest six-year graduation rate is 72% for the Latino/Hispanic category. None of the rates in the template changed substantially over the three years considered, aside from the anomalous low rate for first-year retention for the African American category for Fall 2009 and the anomalous low rate for six-year graduation rate for the American Indian category for the Fall 2004 cohort. The median elapsed time to degree is excellent at 3.7 years for all students and is not substantially higher at 4.2 years for the African American and Latino/Hispanic categories.

There are some figures in the full-time freshman template that bear further study. The four-year graduation rate of 52% for all students is lower than desired. There is also a significant gender difference, as the female rate is 57% while the male rate is only 44%. However, the graduation rates for males are 83% and 85% respectively at six years and eight years, surpassing the female percentages of 79% and 80% at six and eight years.

**Part-time Freshmen:** WASC's definition of a part-time freshman as a student enrolled for fewer than 12 semester or quarter credits in the first term of matriculation is not aligned with UC Davis's, making the provision of data impractical. UC Davis considers all entering freshmen to be full-time; students wishing to become part-time must meet stringent approval criteria. As a result, fewer than 25 students were part-time in their first freshman term (the policy for part-time status and relevant data are provided in Appendix 1). Given this small number, the part-time freshman template has not been provided. At UC Davis, any student who enrolls for less than 12 quarter credits in the first term without approval for part-time status is in danger of failing to meet the minimum progress requirement (as described in Appendix 2).

**Upper-division Transfers:** The template for upper-division transfers shows that over the past three years, first year retention has averaged 90% and the four-year graduation rate has averaged 85% for all students. When categories of race and ethnicity are considered, these rates are shown to decline, but not substantially. The lowest first year retention is 84% for the African American category and the lowest four-year graduation rate is 76% for the African American and American Indian categories. None of the rates in the template have changed substantially over the three years considered. The

median elapsed time to degree is excellent at 1.9 years for all students and is substantially longer at 2.4 years for the African American category and 2.2 years for the American Indian category.

**Lower-division Transfers:** Our institution has no program for admission of lower division transfers. However, student data shows that about 3% of entering transfers have fewer than the 90 quarter-units needed to qualify for upper division standing. An analysis has shown that some of these students are actually upper division transfers whose transfer credit postings have been delayed. Other students are correctly identified as lower-division transfers, as exceptions to policy have been made when courses they have been contracted to complete before transfer have been cancelled. Resources were not available for a detailed analysis, so all of these students have been reported on the lower division transfer template. The template data shows that these students have a similar profile to that of the upper division transfers.

**Conclusions:** The data in the templates are consistent with internal data over the past 17 years. (For example, see the [graduation rates for incoming freshman, 1993-2004](#) in UC Davis's profile.) First year freshman retention has ranged from 90% to 93% and has not been much lower for selected ethnic groups. First-year transfer retention has ranged from 88% to 90% and is often not much lower for selected ethnic groups. The four-year graduation rate for all students has increased from 30% for those entering in 1993 to 51% for those entering in 2007. The six-year graduation rate for all students has increased from 77% for those entering in 1993 to 82% for those entering in 2005. Although these rates are shown to be lower for African American and Latino/Hispanic students, the rates for these groups have improved significantly between 1993 and 2010.

Our institution has used The Education Trust ([www.collegeresults.org](http://www.collegeresults.org)) to compare our rates with 15 other institutions the Trust identified as most similar. An analysis based on data from 2005 showed that UC Davis had the second highest six-year graduation rate and the third smallest gap in six-year graduation rate for underrepresented minority (URM) students. For the purposes of this narrative, this analysis was repeated for data from 2010. Although the 15 most similar institutions changed somewhat, the comparison results were about the same. Among these comparable institutions, UC Davis ranks third for 6-year graduation rate for all students and URM students and for the first year retention rate. (Details of this analysis are shown in Appendix 3.)

In addition, in 2006, based on discussions with the provost, the vice chancellor for student affairs appointed the Student Transition and Retention (STAR) Committee to investigate factors that contribute to student persistence and to recommend strategies that would increase retention and graduation rates. In the resulting [2008 report](#), the campus set goals to attain a 6-year graduation rate of 80% for all students, a 70% rate for URM students, and a first-year retention rate of 90% for all students. We have surpassed these goals. Our new aspirational goals are to achieve 6-year graduation rates of over 90% for all students (a 9% increase from 81%) and 80% for URM students (a 7% increase from 73%), and a first-year retention overall rate of over 95% (a 3% increase from 92%). All efforts to improve these rates also will take into consideration the goal of maintaining the accessibility of our programs. While admissions selectivity, student expectations, and curricular modifications will be factors that influence our ability to achieve these goals, we will continue efforts to improve these rates incrementally while continuing to serve students in our current profile. Additional information about UC Davis's strategic planning in this regard will be provided in our institutional report to be submitted in February 2013.



## 2) Institutional Capacity for Monitoring and Understanding Retention, Graduation, and Time-to-Degree

Our institution has long been able to generate data on retention, graduation and time-to-degree rates. These data have been published in an appendix in our [General Catalog](#) (example from 2012) since at least 1980. Current data are archived and available to the public online in the [UC Davis Profile](#), which contains links to 17 years of data. These data are periodically reviewed and analyzed in depth, as described in items 3 and 4 below.

There were, however, some challenges faced in generating the data for the WASC templates. The specifications of over 70% of the requested tables' content were non-standard to our campus, the UC system, and other AAU institutions. This required programming and production of source tables unique to the WASC specifications and inconsistent with both legacy reporting and benchmark institution reporting. The non-standard specifications included:

- Subdividing transfers by Upper Division / Lower Division (12 of 18 WASC undergraduate tables)
- Reporting Pell-recipient performance for those same 12 tables
- Reporting Time-to-Degree by median years rather than mean years (3 of 18 undergraduate tables)

## 3) Retention, Graduation, and Time-to-Degree Challenges

As described in item 1 above, our institution compares well with similar research institutions in retention, graduation and time-to-degree, so it can be said that we do not face significant challenges in this regard. Nonetheless, as previously mentioned, the [2008 STAR Committee report](#) examined retention and graduation rates and concluded: "In general, the graduation rates of underrepresented students do not vary greatly from the overall undergraduate graduation rate except for Native American students." The report noted that the Native American group was small and its graduation rates varied greatly. The committee also identified varying rates of first-year retention for nearly 50 subpopulations, defined by ethnicity, gender, household income, financial aid, home region and college or division. Native American females and males left campus at the highest rates followed by African American males, non-California students, Latino/Hispanic males and Educational Opportunity Program (EOP) students. They were followed by students with no expected family contribution, Latino/Hispanic females, students in the Division of Mathematics and Physical Science in the College of Letters and Science, and Southern California males and females. The committee concluded that these groups were clearly high risk and should be considered carefully in any retention strategies.

UC Davis units and programs have developed retention strategies to address challenges with these high-risk students that are consistent with nationally recognized best practices. For example, the ACT retention studies (<http://www.act.org/research/policymakers/reports/retain.html/>) have identified the following practices that have had the greatest impact on retention. UC Davis units and programs implementing these practices are given in parentheses:

- Freshman seminar/university 101 for credit ([First Year Seminar Program](#))
- Tutoring program ([Student Academic Success Center \[SASC\] tutoring](#))
- Advising interventions with selected student populations ([SASC programs](#))
- Mandated course placement testing program ([Writing, math and chemistry placement tests](#))
- Comprehensive learning assistance center/lab ([SASC](#))



In order to monitor our ongoing performance in graduate rate and retention, the UC Davis Student Affairs Research and Information (SARI) unit regularly perform studies. The [Obstacles to Academic Success 2006](#) report identified the top three obstacles to academic success as *having weak study skills or behaviors*, *difficulty in Math and/or English* and *dissatisfaction with the academic or administrative system* (67%, 44%, and 33% respectively). In the [Obstacles to Academic Success 2008](#) report, the most frequent obstacles to academic success were *poor study behaviors*, followed by *feeling depressed, stressed or upset*. The [Exit Survey 2009](#) investigated reasons students cite for leaving UC Davis, which frequently include *health-related problems* (31%), *change in financial status* (31%), and *decided to attend a different college* (27%). The campus Undergraduate Advising Council, made up of key administrators, staff and faculty and operating since 1996, reviews these studies and identifies best practices for avoidance of these obstacles.

UC Davis Office of Budget and Institutional Analysis also regularly conducts student surveys, which have shown that a longer time to degree is often just student choice. In one such survey, the most frequently chosen response was “I decided to add a minor or a second major,” selected by 37% of respondents; simple preference for lighter course loads was the second-most frequently chosen response by 35% of respondents. In addition, 59% of students participate in other credit-bearing activities such as study abroad, undergraduate research and internships that can extend their time-to-degree, while at the same time enhancing their academic profiles and contributing to admission into their graduate and professional programs of choice. Our 5-year graduation rate, at 77% significantly higher than the 4-year rate, reflects these intentional study plans.

#### 4) **Institutional Initiatives to Ensure or Improve Student Success**

Our institution has frequently and persistently mounted special efforts, initiatives, and programs to ensure acceptable retention and completion rates. To provide historical context, the UC Davis graduation rate received attention in the 1997 quarter to semester conversion debate. At the time, UC Davis students were taking an average of 13.5 units a quarter, or 1.5 units less than the 15-unit standard used by the UC budget allocation system. In response, the campus Academic Senate examined the issue and in the 2000-2001 academic year, the minimum-progress standard was changed from 12 to 13 units per quarter.

In 2004-06, the Joint Administrative/Senate [Time-to-Degree Task Force](#) was created to better understand the factors affecting time-to-degree and to make recommendations for changes. Of particular concern was the 4-year graduation rate at UC Davis, which was lower than other UC campuses, although the 5-year and 6-year graduation rates were very close to the systemwide average. The efforts of the Task Force led to changes in the Planned Educational Leave Program (reducing the frequency and length of leave) and a change in the initial enrollment process to increase the allowed units from 13 to 17. Some Task Force members were also involved in a substantial revision in the minimum progress regulation (see Appendix 2) through the work of a Special Committee of the Academic Senate. This led to the definition of expected progress as averaging 15 units per quarter, which would lead to graduation in four years. While minimum progress remained at an average of 13 units per quarter, details of its definition led to more stringent enforcement. The Task Force also worked with the advising community and the Registrar's Office to provide broad communication regarding expectations to students, as well as advising assistance to help students graduate in a timely manner. The Task Force conferred with campus constituency groups and various committees

examining possible modifications to admissions, financial aid, advising programs, course availability, and summer sessions to help improve graduation rates. Efforts were undertaken to add courses in areas of high enrollment demand. Due in part to these efforts, the 4-year graduation rate increased from 43% to above 51%, but it still remains behind that of other UC campuses. As an example, the systemwide percentage for 4-year graduation was 60% for the 2005 cohort. (For specific percentages for other UC campuses, see p. 56 of [The UC Accountability Report](#).)

The [March 2008 Final Report](#) of the STAR committee identified academic departments' best retention practices and provided recommendations within the framework of a retention model that included: better connecting students to the University, creating a campuswide early detection system, implementing follow-up procedures for students in academic difficulty, and designing an exit procedure for students intending to leave the University. While several of the recommendations have been implemented, given budget cuts that followed, some are still in progress. In August 2012, UC Davis Chancellor Katehi asked the provost and the interim vice chancellor of student affairs to develop a comprehensive plan to address the 4-year graduation rate, and efforts are underway to further study and address time-to-degree. A full discussion of the response to the STAR Committee report and the Katehi initiative will be in UC Davis's February 2013 institutional report.

As examples of institutional efforts to improve student success, the [Student Academic Success Center](#) (SASC) provides an array of programs and services to ensure acceptable retention and completion rates, offering academic and advising assistance to all UC Davis students. SASC offers workshops in study skills, writing and English as a second language, science skills, and mathematics. Additionally, special programs targeted to particular subpopulations include: 1] The Special Transitional Enrichment Program (STEP) helps at-risk students develop skills that will improve their performance at the University. STEP begins with a four-week summer residential program and continues for students' first two years on campus. It provides transitional classes and skills development activities along with intensive counseling and academic advising; 2] The Educational Opportunity Program (EOP) offers an array of services to help students adapt both academically and socially to the University setting and achieve their educational and personal goals; 3] The TRiO Scholars Program is a federally funded effort to improve the retention and graduation rates of first-generation and income-qualified students and students with disabilities at UC Davis.

## 5) Exclusions from Calculations

A template was not generated for part-time freshman students, as we have had five or fewer students in this category over the past three years, as explained in Section 1) above and in Appendix 1. All other students are included in the templates.

## Appendix 1

### Part-time Undergraduate Policy and Data

Part-time status provides students with opportunities to pursue bachelor's degree programs on a part-time basis with a waiver of minimum progress requirements. Students are eligible for part-time status if they have been admitted to the university but are unable to study full time because of occupation (working over 30 hours per week), health problems, family responsibilities, or if they are a graduating senior (one quarter exemption only). Any undergraduate student who wishes to be considered for part-time status must file a Change of Status petition each quarter.

The table below shows the number of students from freshmen entering cohorts from 1998 through 2011 who were approved for part-time status at the end of the spring term of their first four years of enrollment. The numbers increase substantially in year 4 due to the provision for a one-quarter exemption for graduating seniors.

Entering Cohort	n	Part-time status at end of spring term			
		Year 1	Year 2	Year 3	Year 4
1998	3,616	2	5	8	90
1999	3,816	1	6	9	128
2000	4,319	0	4	10	134
2001	4,400	0	1	13	153
2002	4,653	1	7	9	215
2003	4,775	2	5	23	204
2004	4,258	0	6	18	187
2005	4,375	2	5	12	217
2006	5,505	3	8	17	269
2007	4,949	9	11	14	272
2008	4,967	1	9	14	300
2009	4,412	0	1	13	
2010	4,502	5	8		
2011	4,705	1			

## Appendix 2

### Expected and Minimum Progress Policies for Undergraduates

**Expected Progress.** Undergraduate students are expected to graduate in 12 quarters (four years). To do so, students should plan to complete an average of 15 units per quarter (15 units per quarter for 12 quarters totals 180 units). Because occasions arise which prevent students from achieving expected progress towards the degree, the campus has established minimum progress requirements, to which students must adhere.

**Minimum Progress Requirements.** To meet minimum progress, a full-time regular undergraduate is required to maintain an average of at least 13 units passed over all quarters of enrollment. Minimum progress is calculated at the end of every Spring Quarter for the preceding three quarters (Fall, Winter, Spring) comprising the academic year. Undergraduate students falling below this requirement are not in good academic standing and may be disqualified from further enrollment at the University. Quarters for which a student was officially approved for part-time status are omitted from the minimum progress calculation.

**Certification of Full-Time Status.** Undergraduate students must carry a study load of at least 12 units (including workload units) each quarter in order to be certified as full-time students for insurance and financial aid purposes or to compete in intercollegiate athletics.

## Appendix 3

## Peer Institution Comparison Regarding Undergraduate Retention and Graduation

The comparison data below is based on 2010 data from The Education Trust  
[www.collegeresults.org](http://www.collegeresults.org).

Institution	6-Year Grad Rate All	6-Year Grad Rate URM	First Year Retention
University of California-San Diego	86.1%	79.4%	95.0%
University of California-Irvine	82.6%	75.5%	94.0%
University of California-Davis	82.3%	73.5%	92.0%
University of California-Santa Barbara	79.4%	71.7%	91.0%
Rutgers University-New Brunswick	77.0%	70.9%	91.0%
North Carolina State University at Raleigh	72.5%	63.6%	91.0%
Indiana University-Bloomington	71.1%	54.2%	89.0%
University of Minnesota-Twin Cities	70.1%	46.8%	90.0%
University of Iowa	69.6%	59.8%	83.0%
Purdue University-Main Campus	69.4%	62.7%	87.0%
University of Massachusetts Amherst	68.9%	53.4%	87.0%
University of Colorado at Boulder	67.9%	58.7%	83.0%
University of South Carolina-Columbia	67.6%	65.3%	87.0%
University at Buffalo	66.6%	56.9%	89.0%
University of Oklahoma Norman Campus	63.3%	56.5%	82.0%
The University of Tennessee	60.5%	55.2%	84.0%

## WASC RETENTION, GRADUATION, TIME-TO-DEGREE SUMMARY REPORT

INSTITUTION: University of California, DavisCohort Entry: FALLREPORT YEAR: 2011STUDENT TYPE: FULL-TIME FRESHMAN

Template Revision: 5-29-12

GROUP	One Year Retention Rate					
	Three Year Average			FALL 2010	FALL 2009	FALL 2008
	Percent Retain	Number in Cohort	Number Retain			
<b>ALL</b>	<b>92%</b>	13,881	12,792	93%	92%	92%
Female	92%	7,901	7,299	94%	92%	92%
Male	92%	5,980	5,493	91%	92%	92%
African American	84%	360	304	93%	78%	85%
American Indian	90%	63	57	Small N	94%	87%
Asian (Pac. Isle.)*	93%	5,356	5,006	94%	93%	93%
Hawaiian/Pac Isle.*	86%	14	12	86%	Not Applicable	
Hispanic/Latino	88%	2,293	2,018	90%	86%	88%
White	93%	4,610	4,298	93%	93%	93%
Two or More Races	91%	266	242	91%	Not Applicable	
Nonresident Alien	87%	228	198	89%	88%	84%
Pell Recipient	90%	4,986	4,487	90%	90%	90%

\*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Four Year Graduation Rate					
Percent Graduate	Three Year Average		FALL 2007	FALL 2006	FALL 2005
	Number in Cohort	Number Graduate			
<b>52%</b>	14,829	7,646	51%	52%	51%
<b>57%</b>	8,561	4,905	56%	58%	57%
<b>44%</b>	6,268	2,741	44%	43%	43%
<b>32%</b>	469	149	32%	28%	37%
<b>45%</b>	84	38	54%	38%	37%
<b>52%</b>	6,437	3,330	51%	53%	51%
Not Applicable					
<b>35%</b>	1,890	662	37%	34%	34%
<b>59%</b>	4,858	2,868	59%	59%	59%
Not Applicable					
<b>51%</b>	215	110	51%	51%	52%
<b>39%</b>	4,709	1,855	37%	40%	42%

GROUP	Six Year Graduation Rate					
	Three Year Average			FALL 2005	FALL 2004	FALL 2003
	Percent Graduate	Number in Cohort	Number Graduate			
<b>ALL</b>	<b>81%</b>	13,408	10,890	82%	82%	80%
Female	79%	5,804	4,563	79%	80%	76%
Male	83%	7,604	6,327	83%	84%	83%
African American	72%	343	247	71%	75%	70%
American Indian	76%	71	54	84%	68%	81%
Asian (Pac. Isle.)*	83%	5,724	4,759	83%	83%	83%
Hispanic/Latino	70%	1,548	1,091	71%	73%	67%
White	83%	4,667	3,877	84%	85%	81%
Nonresident Alien	83%	163	135	80%	85%	84%
Pell Recipient	77%	3,998	3,062	75%	79%	76%

\*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Eight Year Graduation Rate					
Percent Graduate	Three Year Average		FALL 2003	FALL 2002	FALL 2001
	Number in Cohort	Number Graduate			
<b>82%</b>	13,828	11,391	82%	83%	81%
<b>80%</b>	6,064	4,829	80%	81%	79%
<b>85%</b>	7,764	6,562	84%	86%	83%
<b>73%</b>	328	239	73%	76%	70%
<b>76%</b>	93	71	86%	84%	66%
<b>85%</b>	5,683	4,803	86%	85%	83%
<b>73%</b>	1,453	1,063	70%	77%	73%
<b>83%</b>	5,465	4,563	83%	84%	83%
<b>85%</b>	110	93	89%	74%	86%
<b>78%</b>	3,762	2,927	77%	80%	77%

GROUP	Still Enrolled into Ninth Year					
	Three Year Average			FALL 2003	FALL 2002	FALL 2001
	Three Year Average	Number in Cohort	Number Still Enrolled			
<b>ALL</b>	<b>0%</b>	13,828	44	0%	0%	0%
Female	0%	6,064	24	0%	0%	1%
Male	0%	7,764	20	0%	0%	0%
African American	0%	328	Small N	0%	0%	0%
American Indian	2%	93	Small N	0%	0%	5%
Asian (Pac. Isle.)*	0%	5,683	13	0%	0%	0%
Hawaiian/Pac Isle.*	Not Applicable					
Hispanic/Latino	1%	1,453	15	1%	1%	1%
White	0%	5,465	13	0%	0%	0%
Two or More Races	Not Applicable					
Nonresident Alien	0%	110	Small N	0%	0%	0%
Pell Recipient	0%	3,762	15	0%	0%	0%

\*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
<b>3.7</b>	4226	<b>3.7</b>	4352	<b>3.7</b>	3766
<b>3.7</b>	2475	<b>3.7</b>	2533	<b>3.7</b>	2164
<b>3.9</b>	1751	<b>3.9</b>	1819	<b>3.9</b>	1602
<b>4.2</b>	121	<b>4.0</b>	98	<b>4.2</b>	96
<b>3.9</b>	32	<b>4.4</b>	20	<b>3.9</b>	14
<b>3.9</b>	1887	<b>3.7</b>	1965	<b>3.9</b>	1689
<b>Small N</b>	Small N	<b>Small N</b>	Small N	<b>Small N</b>	Small N
<b>4.2</b>	506	<b>3.9</b>	473	<b>4.2</b>	360
<b>3.7</b>	1421	<b>3.7</b>	1485	<b>3.7</b>	1358
<b>Small N</b>	Small N	<b>Small N</b>	Small N	<b>Small N</b>	Small N
<b>3.7</b>	40	<b>3.7</b>	33	<b>3.7</b>	13
<b>3.9</b>	1252	<b>3.9</b>	1155	<b>3.9</b>	1052

## WASC RETENTION, GRADUATION, TIME-TO-DEGREE SUMMARY REPORT

INSTITUTION: **University of California, Davis**Cohort Entry: **FALL**REPORT YEAR: **2011**STUDENT TYPE: **UPPER DIVISION TRANSFER**

Template Revision: 5-29-12

GROUP	One Year Retention Rate					
	Three Year Average			FALL 2010	FALL 2009	FALL 2008
	Percent Retain	Number in Cohort	Number Retain			
<b>ALL</b>	<b>90%</b>	6,603	5,929	89%	90%	90%
Female	90%	3,422	3,066	89%	90%	90%
Male	90%	3,181	2,863	90%	89%	91%
African American	84%	154	130	82%	83%	89%
American Indian	88%	60	53	91%	95%	76%
Asian (Pac. Isle.)*	90%	2,008	1,808	90%	90%	90%
Hawaiian/Pac Isle.*	96%	23	22	96%	Not Applicable	
Hispanic/Latino	89%	759	673	88%	88%	90%
White	91%	2,608	2,373	90%	91%	92%
Two or More Races	89%	151	134	89%	Not Applicable	
Nonresident Alien	85%	439	373	84%	83%	88%
Pell Recipient	90%	2,582	2,328	89%	90%	91%

\*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Two Year Graduation Rate					
Three Year Average			FALL 2009	FALL 2008	FALL 2007
Percent Graduate	Number in Cohort	Number Graduate			
<b>49%</b>	5,727	2,806	49%	50%	48%
<b>52%</b>	3,045	1,587	53%	52%	51%
<b>45%</b>	2,682	1,219	44%	48%	45%
<b>32%</b>	146	47	23%	42%	33%
<b>40%</b>	63	25	43%	29%	44%
<b>47%</b>	1,740	817	48%	47%	46%
Not Applicable					
<b>44%</b>	736	323	45%	42%	44%
<b>51%</b>	2,331	1,200	51%	54%	50%
Not Applicable					
<b>61%</b>	339	206	61%	64%	57%
<b>43%</b>	2,042	885	45%	44%	40%

GROUP	Four Year Graduation Rate					
	Three Year Average			FALL 2007	FALL 2006	FALL 2005
	Percent Graduate	Number in Cohort	Number Graduate			
<b>ALL</b>	<b>85%</b>	5,154	4,361	84%	85%	84%
Female	85%	2,755	2,349	84%	87%	86%
Male	84%	2,399	2,012	85%	84%	83%
African American	76%	139	106	73%	80%	75%
American Indian	76%	50	38	76%	87%	60%
Asian (Pac. Isle.)*	86%	1,610	1,384	86%	86%	85%
Hispanic/Latino	81%	600	483	80%	78%	83%
White	85%	2,136	1,815	83%	86%	86%
Nonresident Alien	89%	245	217	88%	92%	85%
Pell Recipient	82%	1,720	1,417	81%	83%	84%

\*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Six Year Graduation Rate					
Three Year Average			FALL 2005	FALL 2004	FALL 2003
Percent Graduate	Number in Cohort	Number Graduate			
<b>87%</b>	4,983	4,342	87%	87%	87%
<b>86%</b>	2,755	2,366	83%	85%	90%
<b>87%</b>	2,260	1,976	87%	88%	87%
<b>83%</b>	126	105	83%	90%	76%
<b>80%</b>	41	33	70%	84%	83%
<b>87%</b>	1,506	1,312	88%	87%	87%
<b>86%</b>	557	478	87%	87%	84%
<b>63%</b>	2,119	1,329	88%	88%	9%
<b>89%</b>	249	222	90%	90%	88%
<b>85%</b>	1,579	1,349	86%	86%	85%

GROUP	Still Enrolled into Seventh Year					
	Three Year Average			FALL 2005	FALL 2004	FALL 2003
	Three Year Average	Number in Cohort	Number Still Enrolled			
<b>ALL</b>	<b>0%</b>	4,983	9	0%	0%	0%
Female	0%	2,723	Small N	0%	0%	0%
Male	0%	2,260	6	0%	0%	0%
African American	1%	126	Small N	0%	2%	0%
American Indian	0%	41	Small N	0%	0%	0%
Asian (Pac. Isle.)*	0%	1,506	Small N	0%	0%	0%
Hawaiian/Pac Isle.*	Not Applicable					
Hispanic/Latino	0%	557	Small N	1%	0%	0%
White	0%	2,119	Small N	0%	0%	0%
Two or More Races	Not Applicable					
Nonresident Alien	0%	249	Small N	0%	0%	0%
Pell Recipient	0%	1,579	Small N	0%	0%	0%

\*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
<b>1.9</b>	1922	<b>1.9</b>	1827	<b>1.9</b>	1748
<b>1.9</b>	1031	<b>1.9</b>	979	<b>1.9</b>	957
<b>1.9</b>	891	<b>1.9</b>	848	<b>1.9</b>	791
<b>2.4</b>	41	<b>2.2</b>	51	<b>2.2</b>	50
<b>2.2</b>	19	<b>2.2</b>	18	<b>1.7</b>	17
<b>1.9</b>	711	<b>1.9</b>	671	<b>1.9</b>	591
<b>Small N</b>	Small N	<b>Small N</b>	Small N	<b>Small N</b>	Small N
<b>1.9</b>	237	<b>2.0</b>	206	<b>1.9</b>	208
<b>1.9</b>	782	<b>1.9</b>	739	<b>1.9</b>	752
<b>Small N</b>	Small N	<b>Small N</b>	Small N	<b>Small N</b>	Small N
<b>1.7</b>	102	<b>1.7</b>	105	<b>1.7</b>	68
<b>1.9</b>	657	<b>1.9</b>	500	<b>1.9</b>	474

## WASC RETENTION, GRADUATION, TIME-TO-DEGREE SUMMARY REPORT

INSTITUTION: University of California, DavisCohort Entry: FALLREPORT YEAR: 2011STUDENT TYPE: LOWER DIVISION TRANSFER

Template Revision: 5-29-12

GROUP	One Year Retention Rate					
	Three Year Average			FALL 2010	FALL 2009	FALL 2008
	Percent Retain	Number in Cohort	Number Retain			
<b>ALL</b>	<b>89%</b>	222	197	91%	86%	90%
Female	92%	119	110	93%	91%	94%
Male	84%	103	87	89%	77%	85%
African American	100%	8	8	Small N	Small N	Small N
American Indian	Small N	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	94%	53	50	94%	95%	94%
Hawaiian/Pac Isle.*	Small N	Small N	Small N	Small N	Not Applicable	
Hispanic/Latino	94%	16	15	83%	Small N	Small N
White	90%	107	96	90%	85%	96%
Two or More Races	100%	7	7	100%	Not Applicable	
Nonresident Alien	50%	16	8	63%	Small N	33%
Pell Recipient	90%	42	38	95%	85%	90%

\*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Four Year Graduation Rate					
Three Year Average			FALL 2007	FALL 2006	FALL 2005
Percent Graduate	Number in Cohort	Number Graduate			
<b>79%</b>	168	133	81%	75%	82%
<b>82%</b>	99	81	79%	78%	91%
<b>75%</b>	69	52	84%	68%	73%
<b>75%</b>	8	6	Small N	Small N	Small N
<b>Small N</b>	Small N	Small N	Small N	Small N	Small N
<b>84%</b>	38	32	88%	80%	86%
Not Applicable					
<b>81%</b>	16	13	Small N	71%	Small N
<b>78%</b>	89	69	78%	73%	83%
Not Applicable					
<b>Small N</b>	Small N	Small N	Small N	Small N	Small N
<b>59%</b>	27	16	71%	Small N	40%

GROUP	Six Year Graduation Rate					
	Three Year Average			FALL 2005	FALL 2004	FALL 2003
	Percent Graduate	Number in Cohort	Number Graduate			
<b>ALL</b>	<b>82%</b>	256	210	82%	83%	82%
Female	88%	141	124	91%	79%	91%
Male	75%	115	86	73%	87%	70%
African American	67%	6	4	Small N	Small N	Small N
American Indian	Small N	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	87%	46	40	86%	100%	80%
Hispanic/Latino	81%	31	25	Small N	100%	72%
White	80%	134	107	83%	69%	84%
Nonresident Alien	85%	13	11	Small N	Small N	82%
Pell Recipient	69%	48	33	40%	70%	79%

\*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Eight Year Graduation Rate					
Three Year Average			FALL 2003	FALL 2002	FALL 2001
Percent Graduate	Number in Cohort	Number Graduate			
<b>83%</b>	572	474	83%	84%	82%
<b>86%</b>	340	293	91%	86%	84%
<b>78%</b>	232	181	73%	79%	80%
<b>71%</b>	14	10	Small N	Small N	67%
<b>Small N</b>	Small N	Small N	Small N	Small N	Small N
<b>82%</b>	125	103	80%	77%	87%
<b>75%</b>	61	46	72%	93%	69%
<b>84%</b>	277	234	85%	85%	84%
<b>88%</b>	32	28	82%	100%	87%
<b>74%</b>	126	93	79%	73%	72%

GROUP	Still Enrolled into Ninth Year					
	Three Year Average			FALL 2003	FALL 2002	FALL 2001
	Three Year Average	Number in Cohort	Number Still Enrolled			
<b>ALL</b>	<b>0%</b>	572	Small N	0%	0%	0%
Female	0%	340	Small N	0%	0%	0%
Male	0%	232	Small N	0%	0%	1%
African American	0%	14	Small N	Small N	Small N	0%
American Indian	Small N	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	1%	125	Small N	0%	0%	2%
Hawaiian/Pac Isle.*	Not Applicable					
Hispanic/Latino	0%	61	Small N	0%	0%	0%
White	0%	277	Small N	0%	0%	0%
Two or More Races	Not Applicable					
Nonresident Alien	0%	32	Small N	0%	0%	0%
Pell Recipient	0%	42	Small N	0%	0%	0%

\*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
<b>2.9</b>	82	<b>2.7</b>	75	<b>2.7</b>	59
<b>2.7</b>	43	<b>2.7</b>	44	<b>2.7</b>	36
<b>2.9</b>	39	<b>2.7</b>	31	<b>2.8</b>	23
<b>3.3</b>	6	<b>Small N</b>	Small N	<b>Small N</b>	Small N
<b>Small N</b>	Small N	<b>Small N</b>	Small N	<b>Small N</b>	Small N
<b>2.9</b>	27	<b>2.4</b>	15	<b>2.7</b>	20
<b>Small N</b>	Small N	<b>Small N</b>	Small N	<b>Small N</b>	Small N
<b>2.7</b>	10	<b>3.5</b>	8	<b>2.7</b>	7
<b>2.8</b>	36	<b>2.7</b>	44	<b>2.7</b>	26
<b>Small N</b>	Small N	<b>Small N</b>	Small N	<b>Small N</b>	Small N
<b>Small N</b>	Small N	<b>Small N</b>	Small N	<b>Small N</b>	Small N
<b>3.2</b>	9	<b>Small N</b>	Small N	<b>Small N</b>	Small N



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## UNIVERSITY OF CALIFORNIA, DAVIS

OFFICIAL PAGE: 1

Name: [REDACTED]

Student: [REDACTED]

COURSE NUMBER TITLE GRADE UNITS GRD PTS

## UNDERGRADUATE ACADEMIC RECORD

DEGREE AWARDED: 14-JUN-12  
BACHELOR OF SCIENCE  
MAJOR(S): ANIMAL BIOLOGY  
WITH: HONORS

ADMITTED: FALL QUARTER 2008

TRANSFER CREDIT:  
CALIF ST UNIV SAN MARCOS 0307 TO 0607 6.00  
OTHER TRANSFER  
AP AMERICAN HISTORY 0507 8.00  
ADVANCED PLACEMENT EXAM  
AP ENGLISH:LANGUAGE 0507 8.00  
ADVANCED PLACEMENT EXAM  
AP GOV'T & POLITICS: AMERICAN 0508 4.00  
ADVANCED PLACEMENT EXAM  
AP MATH:CALCULUS AB 0507 4.00  
ADVANCED PLACEMENT EXAM  
AP STATISTICS 0508 4.00  
ADVANCED PLACEMENT EXAM  
AP WORLD HISTORY 0506 8.00  
ADVANCED PLACEMENT EXAM  
TOTAL TRANSFER UNITS ALLOWED: 42.00

INSTITUTION CREDIT:

FALL QUARTER 2008

CURRENT COLLEGE(S): AGRIC &amp; ENVIRONMENTAL SCIENCES

CURRENT MAJOR(S): ENVIRON BIOLOGY &amp; MANGT

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
AN SCI	001	DOMESTIC ANIM & MAN	B+	4.00		13.20
CHEM	002A	GENERAL CHEM	B	5.00		15.00
INTG ST	008	COLLOQUIUM	P	1.00		.00
INTG ST	008A	NATURAL SCI & MATH	A	4.00		16.00
INTG ST	009	SEMINAR	P	1.00		.00
TERM:	COMPL	ATTM	PSSD	GPTS		GPA
	15.00	13.00	13.00	44.20		3.400
UC CUM:	15.00	13.00	13.00	44.20		3.400

WINTER QUARTER 2009

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
CHEM	002B	GENERAL CHEM	A-	5.00		18.50
EVOL&EC	198	DIRECTED GP STUDY	P	2.00		.00
INTG ST	008C	SOCIAL SCIENCES	A	4.00		16.00
MATH	016A	SHORT CALCULUS	A	3.00		12.00
SOCIOL	025	POPULAR CULTURE	B	4.00		12.00
TERM:	COMPL	ATTM	PSSD	GPTS		GPA
	18.00	16.00	16.00	58.50		3.656
UC CUM:	33.00	29.00	29.00	102.70		3.541

DEAN'S LIST, AGRIC &amp; ENVIRONMENTAL SCIENCES

SPRING QUARTER 2009

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
CHEM	002C	GENERAL CHEM	B+	5.00		16.50
FRS SEM	003	FRESHMAN SEMINAR	P	1.00		.00
INTG ST	008B	HUMANITIES	A	4.00		16.00
MATH	016B	SHORT CALCULUS	A	3.00		12.00
SCI&SOC	005	DISCOVERY:SCI & SOCIETY	A	3.00		12.00
TERM:	COMPL	ATTM	PSSD	GPTS		GPA
	16.00	15.00	15.00	56.50		3.766

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

COURSE NUMBER TITLE GRADE UNITS GRD PTS

## CONTINUED

UC CUM: 49.00 44.00 44.00 159.20 3.618  
DEAN'S LIST, AGRIC & ENVIRONMENTAL SCIENCES

FALL QUARTER 2009

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
BIOLSCI	002A	INTRODUCTION TO BIOLOGY	B+	4.00		13.20
CHEM	008A	ORGANIC CHEMISTRY-BRIEF	A	2.00		8.00
COMPLIT	005	FAIRY TALES, FABLES	A-	4.00		14.80
STATIST	100	APPLIED STAT FOR BIO SCI	A	4.00		16.00
TERM:	COMPL	ATTM	PSSD	GPTS		GPA
	14.00	14.00	14.00	52.00		3.714
UC CUM:	63.00	58.00	58.00	211.20		3.641

DEAN'S LIST, AGRIC &amp; ENVIRONMENTAL SCIENCES

WINTER QUARTER 2010

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
AN SCI	015	ELEM HORSE HUSB	A+	3.00		12.00
BIOLSCI	002B	INTRODUCTION TO BIOLOGY	A	5.00		20.00
CHEM	008B	ORGANIC CHEMISTRY-BRIEF	B+	4.00		13.20
PHYS ED	001	SOCCER-INDOOR BEG	P	.50		.00
PHYSICS	007A	GENERAL PHYSICS	A	4.00		16.00
TERM:	COMPL	ATTM	PSSD	GPTS		GPA
	16.50	16.00	16.00	61.20		3.825
UC CUM:	79.50	74.00	74.00	272.40		3.681

DEAN'S LIST, AGRIC &amp; ENVIRONMENTAL SCIENCES

SPRING QUARTER 2010

CURRENT COLLEGE(S): AGRIC &amp; ENVIRONMENTAL SCIENCES

CURRENT MAJOR(S): ANIMAL BIOLOGY

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
BIOLSCI	002C	INTRODUCTION TO BIOLOGY	A	5.00		20.00
MATH	016C	SHORT CALCULUS	B+	3.00		9.90
NE PH B	101	SYSTEMIC PHYSIOLOGY	B	5.00		15.00
PHYS ED	001	ROCK CLIMBING-BEG	P	.50		.00
TERM:	COMPL	ATTM	PSSD	GPTS		GPA
	13.50	13.00	13.00	44.90		3.453
UC CUM:	93.00	87.00	87.00	317.30		3.647

DEAN'S LIST, AGRIC &amp; ENVIRONMENTAL SCIENCES

FALL QUARTER 2010

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
AN BIOL	050A	ANIMAL BIOLOGY LAB	A	2.00		8.00
AN BIOL	102	ANIMAL BIOCHEM & METABOL	A	5.00		20.00
AN BIOL	187	ANIMAL BIOLOGY SEMINAR	A+	2.00		8.00
BIOLSCI	101	GENES & GENE EXPRESSION	B	4.00		12.00
TERM:	COMPL	ATTM	PSSD	GPTS		GPA
	13.00	13.00	13.00	48.00		3.692
UC CUM:	106.00	100.00	100.00	365.30		3.653

DEAN'S LIST, AGRIC &amp; ENVIRONMENTAL SCIENCES

WINTER QUARTER 2011

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
AN BIOL	050B	ANIMAL BIOLOGY	A	3.00		12.00
AN BIOL	103	ANIMAL BIOCHEM & METABOL	A	5.00		20.00
MED MIC	188	HUMAN IMMUNOLOGY	A	3.00		12.00
NE PH B	107	SIGNALING HEALTH/DISEASE	A	3.00		12.00
TERM:	COMPL	ATTM	PSSD	GPTS		GPA
	14.00	14.00	14.00	56.00		4.000
UC CUM:	120.00	114.00	114.00	421.30		3.695

DEAN'S LIST, AGRIC &amp; ENVIRONMENTAL SCIENCES

SPRING QUARTER 2011

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
AN BIOL	050C	ANIMAL BIOLOGY	A	3.00		12.00
MED MIC	291	TOPICS IN MICRO & IMMUNO	P	1.00		.00
PHYSICS	007B	GENERAL PHYSICS	A+	4.00		16.00
UWRITNG	104F	WRITING IN HEALTH	A	4.00		16.00

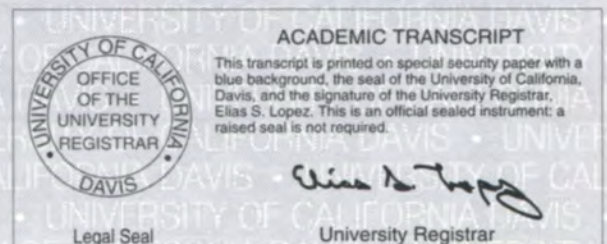
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UNIVERSITY OF CALIFORNIA, DAVIS

OFFICIAL

PAGE: 2

Name: [REDACTED]

Student: [REDACTED]

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS	COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
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## CONTINUED:

TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	132.00	115.00	125.00	465.30	3.722

## FALL QUARTER 2011

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
EVOL&EC	101	INTRODUCTION TO ECOLOGY	B+	4.00		13.20
MIC BIO	101	INTRO MICROBIOLOGY	A	5.00		20.00
MIC BIO	140	BACTERIAL PHYSIOLOGY	A-	3.00		11.10
PHYS ED	001	AEROBICS/KICKBOXING	P	.50		.00
PHYSICS	007C	GENERAL PHYSICS	A-	4.00		14.80

TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	148.50	141.00	141.00	524.40	3.719

## DEAN'S LIST, AGRIC &amp; ENVIRONMENTAL SCIENCES

## WINTER QUARTER 2012

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
HISTORY	0728	AM WOMEN & FAMILY	A-	4.00		14.80
MIC BIO	162	GENERAL VIROLOGY	A-	4.00		14.80
NE PH B	123	COMP VERT ORGANOLOGY	B+	4.00		13.20
PHYS ED	001	ROCK CLIMBING-BEG	P	.50		.00

TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	161.00	153.00	153.00	567.20	3.707

## SPRING QUARTER 2012

COURSE	NUMBER	TITLE	GRADE	UNITS	GRD	PTS
AN BIOL	189	SENIOR PRACTICUM	P	2.00		.00
AN BIOL	189D	SENIOR PRACTICUM DISCUSS	P	1.00		.00
AN GEN	105	HORSE GENETICS	A	2.00		8.00
EVOL&EC	100	INTRO TO EVOLUTION	B	4.00		12.00
NUTR	123	COMPARATIVE ANIMAL NUTR	B	3.00		9.00
PHYS ED	001	AEROBICS/KICKBOXING	P	.50		.00

TERM:	COMPL	ATTM	PSSD	GPTS	GPA
UC CUM:	173.50	162.00	162.00	596.20	3.680

## \*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

TOTAL UNITS COMPLETED: 215.50 UC GPA: 3.680  
 UC BALANCE POINTS: 272.2

STUDENT IN GOOD ACADEMIC STANDING

## COMMENTS:

\*\*\* ACADEMIC EXPERIENCES \*\*\*  
 INTERNSHIP-UC DAVIS VETERINARY MEDICAL TEACHING  
 HOSPITAL, EQUINE MEDICINE INTERN, WINTER 2010.  
 \*\*\*SPECIAL ACADEMIC ACHIEVEMENTS\*\*\*  
 COMPLETED UNIVERSITY HONORS PROGRAM,  
 INTEGRATED STUDIES HONORS PROGRAM FRESHMAN  
 YEAR, 2008-2009.

## \*\*\*\*\* MEMORANDA \*\*\*\*\*

UNIVERSITY REQUIREMENTS:  
 ELWR: SATISFIED 04/09/08  
 AMERICAN HIST/INST - SATISFIED 04/09/08  
 HIGH SCHOOL: MISSION HILLS HIGH SCHOOL JUN-08


## END OF RECORD

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 10/24/12

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