

UC Application Workshop



Nine Campuses. One Application.

Freshman Admission Requirements

| Area | Subject | Units |
|------|---|--------------------------------|
| A | History/Social Science | 2 years |
| B | English | 4 years |
| C | Mathematics | 3 years, 4 recommended |
| D | Lab Science (Biology, Chemistry, Physics) | 2 years, 3 recommended |
| E | Foreign Language | 2 years, 3 recommended |
| F | Visual and Performing Arts | 1 year (consecutive semesters) |
| G | College Prep Elective | 1 year |
| | Total: | 15 A-G Course Minimum |

GPA Requirement

Weighted 3.00

Examination Requirement - NONE for FALL 2021

Act Plus Writing or SAT Reasoning is NO longer required.
These tests will NOT be used in admissions decisions.

Fall 2020 admitted freshmen
(mid 50% range provided by UC)

Click on this link for admission percentages and SAT/ACT:

<https://admission.universityofcalifornia.edu/counselors/downloadable-guides/cc20-freshman-application-data-2020-v1.pdf>

| | |
|---------------|-----------|
| Berkeley | 4.14-4.30 |
| Davis | 4.07-4.28 |
| Irvine | 4.03-4.29 |
| Los Angeles | 4.21-4.32 |
| Merced | 3.39-3.96 |
| Riverside | 3.68-4.12 |
| San Diego | 4.11-4.29 |
| Santa Barbara | 4.08-4.29 |
| Santa Cruz | 3.76-4.18 |

****Minimum 3.0 GPA needed to apply to UCs**

Choosing where to apply

- **REACH** - Selective dream schools (most of the UC campuses are considered REACH schools)
- **SAFETY** - average freshman GPA and test scores are significantly lower than yours
- **TARGET** - your GPA and test scores are in line or above the average freshman admitted

Important Dates

| Date | Task |
|------------------------|--|
| August 1 st | Application opens for fall admission |
| November 1-30 | Submit your UC application |
| October / November | Finish up ACT, SAT, SAT Subject tests and have scores sent to ONE UC campus |
| March 1-31 | Notification of admission decision |
| May 1 st | Statement of Intent to Register (SIR) deadline |
| July 1 st | Final transcript deadline. Request SMHS through Parchment before June graduation |

To access the UC online application, visit:

www.admission.universityofcalifornia.edu

Comprehensive Review Factors

- Grade-Point Average
- Test Scores
- Courses Completed/Planned
- Honors Courses
- Eligibility in Local Context (ELC)
- Quality of Senior-Year Program of Study
- Academic Opportunities in California High Schools
- Performance in Academic Subject Areas
- Achievement in Special Projects
- Improvement in Academic Performance
- Special Talents, Achievements, Awards
- Participation in Educational Preparation Programs
- Academic Accomplishment Within Life Experiences
- Geographic Location

Filling Out the Application Basics

- Each campus asks you to create an account. Check your account at least once a week
- Keep your username and password written down somewhere safe
- Create a professional email and check it regularly- this is their primary means of communication
- Do NOT use your SMUSD email address!

- You will complete one application and decide which UCs to which it is sent
- You will have to choose majors and alternate (2nd choice) majors.
Undecided is ok in most cases.
- Your application packet explains policies regarding alternate majors and admissions for each UC campus
- For each UC select your interests from the list provided and you will be considered for scholarships based on your selections.
- No letters of recommendation are accepted for the UCs (unless specifically requested by a campus)

Some UCSD notes

- UCSD is divided into seven colleges
- Each college has its own housing and graduation requirements
- Read about each college and rank them in order of preference
- Go to mycompass.ucsd.edu/public to learn about the seven colleges
- On Welcome page, click on icon for each college:

UC San Diego



Some UCLA notes

- If you're applying to the following departments:

Arts & Architecture

Music

Nursing

Theater, Film & Television

Engineering

If you are denied for these majors, you do not get a second choice/alternate major. They are highly competitive.

- Be sure to enter in all high schools that you have attended and Palomar (Under the “Colleges attended in H.S.”)
- If you took a college course on a HS campus, put it under colleges (if you have a college transcript, it is considered a college course)
- If you are taking a test in the future (in Oct or Nov) put that date on your application and leave your score blank
- When taking SAT, SAT Subject, and ACT w/writing send to at least one UC and the scores will be sent to all campuses to which you apply.

Transcripts

- Do not send transcripts now unless requested to do so by a specific campus (7th semester grades).
- Before graduation, you must arrange to send your final, official transcript from SMHS
- If you took a class at Palomar College (or elsewhere), have them send it to the UC you committed to attend
- All transcript requests are made through Parchment on the SMHS website.

Activities, Awards, Extracurricular

For activities and awards, choose the most meaningful experiences for each category

- Clubs (list leadership positions)
- Sports
- Church activities
- Community service
- Awards and honors (from coaches or if a team makes CIF)

Use words like: mentor, taught, led, organized, responsible for, etc.

- You want to represent LEADERSHIP, IMPROVEMENT, DEDICATION within the activities section.

Work: list responsibilities for your job and what you do with your earnings

Ed. Prep Programs: summer programs like Upward Bound, COSMOS, and other ones like AVID.

Adding courses

- There are questions about what you took in 7th and 8th grade purely to fulfill the a-g requirements
- Courses are already listed, just click on the class you took for that grade level.
- Choose the grade for each semester (if you repeated a D or F **YOU MUST REPORT BOTH TIMES YOU TOOK THE COURSE**)- **this is different from CSU**

Senior Year Courses

- Senior Schedule: Enter in “Full Term”

Enter in 1st semester courses as “IP (in progress)”

2nd semester as “ PL (planned)”

- English 12 (p) = CSU Expository Reading and Writing
- If you listed a course on your application and then drop it, or earn a D or F in a class, you MUST notify the admissions office at each university to which you applied.
- All acceptances are conditional; **MUST** earn C or better and final transcript must match application

Grading Scale/School Terms

What is this school's grading system? *

- ☒ A B C D F
- ☐ 0-100 (U.S.)
- ☐ 1-7 Int'l Bacc
- ☐ Other

What is this school's term system? *

- ☒ Full year (1 final grade per year)
- ☒ Semester (2 final grades per year)
- ☐ Trimester (3 final grades per year)
- ☐ Quarter (4 final grades per year)

Additional Comments section

- Do not include a 5th PIQ here
- Information not found anywhere else on the application
- Additional Honors/Awards, Extracurricular Activities
- Open Format
- Gaps or deficiencies in the application

Application Fees

- Application fee is \$70 per campus
- When completing the financial information on the Fee Waiver page IT MUST BE ACCURATE
- Check with your parent/guardian for the family income
- It can only be submitted once
 - Fee Waiver = 4 campus applications for free

EOP: How to “Apply”

Educational Opportunity Program

-Check if you want to apply for the Educational Opportunity Program (EOP). If you apply to EOP, you will need to report your parents' level of education, family size and income later in the application.



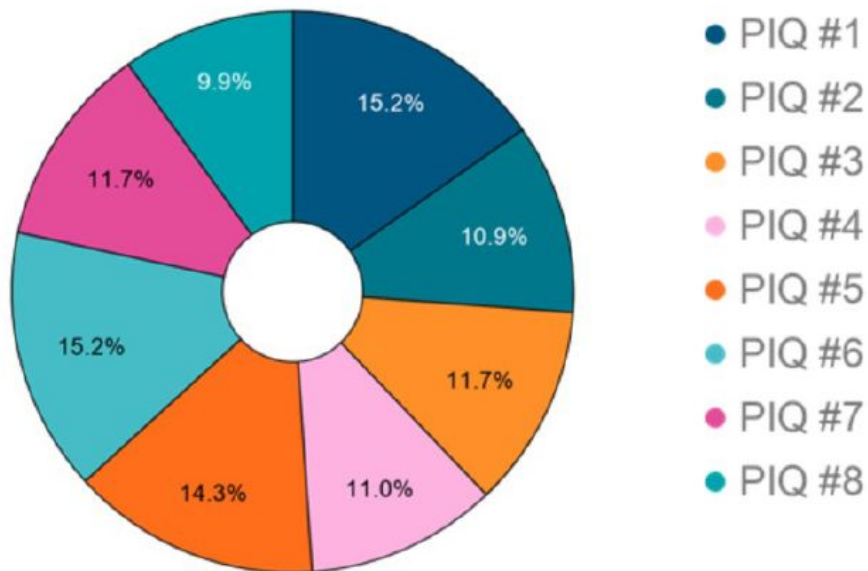
-Dream Act Students can apply for EOP.

-Required: Discuss your reasons for applying to EOP.

Purpose of the PIQs in the words of UC

- Allows students to express who they are, what matters to them and what they want UC to know
- Provides context for selection, scholarships, gaps in education, etc.
- Allows the student to tell their own experiences...We want to hear it!
- Most UC campuses don't conduct interviews or accept letters of recommendation—this is the student's opportunity to self-advocate.
- Every campus uses the information differently: some for financial aid/scholarships; some for selection; some for both scholarship and admission selection
- Beyond academics or what is already listed on the application, allows students to express who they are, what matters to them, and what they want UC to know
- Keep in mind that most students who apply to the UC are already academically selective, so we are looking for students to go beyond that.
- Context is key in the UC application because we are not comparing student to student, we are looking at each student's individual experiences and environment.
- Tips and words from the UCLA Admissions Director: “ Get to the point” & “90% content, 10% style”

Which PIQs are first-year applicants responding to?



Comments from UC about PIQs

- No “bad” or “good” PIQ responses
- Helpful responses provide context about a student’s lived experiences
- Helpful responses provide information for Admissions to consider that is not found elsewhere in the application
- Focus on student’s impact on others or something that impacted the student with specific and tangible examples
- “Missed opportunities” do not provide additional information or context for Admissions to consider
- “Value added” responses allow Admissions to learn more about a student

Writing about Covid-19 & PIQs

- Focus on what you DID during COVID-19, not what you could not do
- For example, if your baseball season was canceled, tell UC what you did do with your time and HOW you handled the situation creatively
- Everyone has had challenges during COVID, how were you able to problem-solve and adapt? This is what UC wants to know
- Use specific examples
- What do you want UC to know? Don't write what you THINK they want to hear.



Sets students
apart.

- The PIQs allow students to tell their stories: we want to hear them!
- A chance to add depth to something that is important to the student.
- Test scores and grades show us important traits related to how well a student works. But we also want to see how a student thinks. And every student thinks differently.

Activity Instructions

1. Review the sample PIQ response.
2. Determine whether the response is a **missed opportunity** or **value-added**.

MISSED OPPORTUNITY

- Didn't provide much context about the student's experience
- Focused more on structure than content
- Centered others' narratives rather than their own

VALUE-ADDED

- Focus was on the impact on the student, and/or the impact they had on others
- Centered self in the response
- Provided specific examples

Case #3: Educational Opportunity

Entering my freshman year, I took part in one of history's most epic boxing matches. In my corner was an eighth grader who thought she knew everything, especially what was best for herself. In the other corner? Her parents, who actually knew what was best for her. The battle? Whether I should participate in my school's International Baccalaureate program, built on "unique academic rigour and emphasis on students' personal development". I strongly opposed it, my parents enthusiastically supported it. "DING!" The first round began. I threw my first punch. "Everyone says I'll have no life!" I won't have time for any extracurriculars!" My parents attempted to dodge: "You just need effective time management!" But my jab still connected; I claimed the first round. I launched the second round with an uppercut. "Everyone hates IB; they wish they never did it!" But this time my parents quickly deflected and fiercely counterattacked. "Don't compare yourself to everyone else! You've always been different and you love a challenge." They were right, I was extremely competitive and thrived on challenging myself. They clearly took round two. Round 3 quickly approached; I could feel myself losing strength. This time my parents struck first. "IB is a great way to make close friends!" Right hook. "IB will give you an international viewpoint!" Left hook. "IB WILL PREPARE YOU FOR COLLEGE!" Knockout. And the best decision I could've made. While IB was challenging enough (featuring an entire schedule of honors classes), we also had to complete 75 CAS (Creativity, Activity, Service) hours each year, an Internal Assessment for every class, an extended essay (a 4,000-word, collegiate graduate-level research project) and special IB exams for each subject. By my senior year, only 40 hard-working students, we forged a family with an unbreakable bond. We all had to do those exhausting tasks, we struggled and pushed through them all together. That, was the beauty of the IB program.

Case #3: Educational Opportunity

Is this a missed opportunity or value-added response?

Missed Opportunity

- Too much dialogue
- We do not need to be in the moment with the student
- Does not provide enough detail in the results of their educational opportunity



UC's comments

- The focus here was on the narrative and descriptive language, rather than the learning outcomes or insight as to why IB was beneficial to the student.
- Examples and specific details about the impact of IB on their academic experience, or how what was learned in IB will help them succeed at UC would have improved this response. The student could have addressed this topic in many ways, but instead the descriptive prose detracted from the information.
- Encourage students to refrain from dialogue as it does not have additive value and takes up word count.

Case #1: Leadership

During the summer of this year (senior year) I applied for summer staff, a position that our school offered to seniors to help freshman transition from middle school to high school. I realized that being a leader wasn't as easy as it sounded. My time with the freshman made me realize who I am and who I want to become. Everything that I thought would go wrong went wrong. I had to understand that these freshmen were in a completely new environment that they had to adapt to. Over the next few hours, I gathered all my thoughts and tried to recall what my experience as a freshman was like and relate it back to the current situation. Now I have a better understanding of where everyone is coming from. I figured that stubbornness played a big role in their attitude so I shared my experiences of being a freshman, which got the freshman students to understand the importance of this event. This experience helped me realize that leaders have to be patient in order to get their points across.

Word count: 180

Case #1: Leadership

Is this a missed opportunity or value-added response?



Missed Opportunity

- Could explain what their idea of leadership is
- Provide more details on their role
- Elaborate on what went wrong and how they found a solution to “fix” them

UC's comments

Although the student reflects back on their freshman experience and learns that patience is necessary, they could have provided more details on their leadership role in this program as well as specify the problems that arose.

UC admission representatives appreciate tangible information and concrete examples. This student could have included an example of what she/he/they did to contribute to the experience of the freshmen in the group.

Case #2: Leadership

During the presidential election, the nation continued to deepen its polarization, resulting in a hostile political climate and unprecedented fear in those without legal status. In the midst of this crisis, I became part of an initiative to formulate a project that would help students who found themselves in this state of insecurity. For months I met with representatives from community organizations, and a few peers to come up with an efficient and prolonged solution to the issue. We began drafting a resolution to make my school district a sanctuary district. This was only part of the initiative, as I worked to gather more members of the community who would contribute to the project by helping spark public interest in the idea. Once formalizing the language to satisfy the interests of all students, my team and I moved to propose the resolution to the school board district. Beginning the campaign with a rally, continuing with public comment, and ending with reading the proposal, we made sure that we were representing “nuestra gente” every step of the way. Eventually, the resolution to make my school district a sanctuary district was passed unanimously.

Word count: 191

Case #2: Leadership

Is this a missed opportunity or value-added response?

Value-added

- Goes from broad, general context to very specific details about their process
- Provides concrete examples on how they made their community a better place
- Clear, concise and direct

UC's comments

- This student is able to provide a value-added response on leadership by providing concise and specific details on the campaign process for their school to become a sanctuary district.
- Another notable point here is that students can write about whatever topic they desire, and should always return the focus to themselves. Whether they write about their values, ideologies, identity/ies, etc., the focus should always be the impact on, or importance to, them and not necessarily on the idea itself.

Case #3: Educational Opportunity

Entering my freshman year, I took part in one of history's most epic boxing matches. In my corner was an eighth grader who thought she knew everything, especially what was best for herself. In the other corner? Her parents, who actually knew what was best for her. The battle? Whether I should participate in my school's International Baccalaureate program, built on "unique academic rigour and emphasis on students' personal development". I strongly opposed it, my parents enthusiastically supported it. "DING!" The first round began. I threw my first punch. "Everyone says I'll have no life! I won't have time for any extracurriculars!" My parents attempted to dodge: "You just need effective time management!" But my jab still connected; I claimed the first round. I launched the second round with an uppercut. "Everyone hates IB; they wish they never did it!" But this time my parents quickly deflected and fiercely counterattacked. "Don't compare yourself to everyone else! You've always been different and you love a challenge." They were right, I was extremely competitive and thrived on challenging myself. They clearly took round two. Round 3 quickly approached; I could feel myself losing strength. This time my parents struck first. "IB is a great way to make close friends!" Right hook. "IB will give you an international viewpoint!" Left hook. "IB WILL PREPARE YOU FOR COLLEGE!" Knockout. And the best decision I could've made. While IB was challenging enough (featuring an entire schedule of honors classes), we also had to complete 75 CAS (Creativity, Activity, Service) hours each year, an Internal Assessment for every class, an extended essay (a 4,000-word, collegiate graduate-level research project) and special IB exams for each subject. By my senior year, only 40 hard-working students, we forged a family with an unbreakable bond. We all had to do those exhausting tasks, we struggled and pushed through them all together. That, was the beauty of the IB program.

Case #3: Educational Opportunity

Is this a missed opportunity or value-added response?

Missed Opportunity

- Too much dialogue
- We do not need to be in the moment with the student
- Does not provide enough detail in the results of their educational opportunity

UC's comments

- The focus here was on the narrative and descriptive language, rather than the learning outcomes or insight as to why IB was beneficial to the student.
- Examples and specific details about the impact of IB on their academic experience, or how what was learned in IB will help them succeed at UC would have improved this response. The student could have addressed this topic in many ways, but instead the descriptive prose detracted from the information.
- Encourage students to refrain from dialogue as it does not have additive value and takes up word count.

Case #4: Academic Subject

During my junior year, I took an Ethics of Philosophy class and quickly became interested in exploring the subject more. This was the first time I had been exposed to a discussion on such a topic and the first time I was able to see the varying viewpoints on social issues in the world. From the lessons I learned in this class, I have been able to establish my own world view and take an active role in being a part of my community. I learned to link my own experiences with the world and express my thoughts and opinions in a constructive way. Since taking this introductory philosophy class, I have been volunteering beyond my school's required community service hours. I was a marketing volunteer at a cancer prevention center where we reached out to the community for donations. I also volunteered at a local library helping teach people to read. This allowed me to not only connect with my community and explore different literary genres, but it also gave me a way to connect with my father who has always been an avid reader. With a philosophical outlook, I started to reflect on these volunteer experiences more thoughtfully and enjoyed them a lot. Philosophy has taught me so much about myself and how to connect with people, whether it be with my teachers and family members or with those in my local community. I've learned how fragile and broken our society is, while also learning the importance of thoughtfulness and kindness. To continue this interest, I plan to major in Sociology so I can study the application of philosophical theories and establish a career focused on helping others and making our society a better place. By focusing on a career helping others, I hope to become a mature, tolerant, patient and well-educated citizen in our society.

Word count: 308

Case #4: Academic Subject

Is this a missed opportunity or value-added response?

Value-added

- Provides examples of steps taken in developing their favorite subject
- Draws parallels from volunteer experiences to academic subject

UNIVERSITY
OF
CALIFORNIA

COUNSELOR
CONFERENCE



UC's comments

The student is able to provide an insightful response explaining how the philosophy course inspired specific actions taken to volunteer, how the course impacted their perspective and changed it, and how this course influenced their choice of intended major. Their detailed reflection on their experiences provides concrete examples and steps.

Case #5: Significant Challenge

Ivy is a resilient plant that grows in some of the harshest environments; it is also my middle name. I was born to victims of drug addiction, who proved quite incapable of attaining sobriety and raising a newborn. Their time with me ceased after a few unmemorable months when my father's half-lit cigarette engulfed our small apartment in flames. As a result of the fire, my grandparents ushered me away from my father's life and the only ways I perceived the world: chaotic and unpredictable. They introduced me to homemade meals, weekend jigsaw puzzles, and "comfort". Yet, the past tremendously weighed on my grandparents, as they sought to mend the severed relationship with my mother. This became apparent when they sensed she had become sober and was ready for a life of stability. My grandparents moved me out, and throughout 2nd and a fraction of 3rd grade, I lived with my mother and younger brother in another state. For months, I was fairly content, but my mother soon became more and more absent, our home less and less of a home. My mom was using again. Through isolation and false senses of dependence, my childhood was challenging. Consistently, I blamed myself for my parents' behavior and questioned the motives of their actions. I was stuck in a state of solitude for most of my life, which affected how I saw myself and others. After regularly attending therapy in middle school though, I began developing strong relationships with my peers, school, and family. I could finally flourish. Of course, ivy grows best in warmer climates and richer soil, unlike in the winter, when its growth is halted. My situation never stunted my growth. Like ivy, I am persistently growing stronger and stronger, no matter what the environment. I've chosen a path of intellect and success, stability and hope. My winter has passed. I will never stop growing.

Case #5: Significant Challenge

Is this a missed opportunity or value-added response?



Missed Opportunity

- Scarcely connects their past experience to current situation and how it has affected their academic achievement
- Good metaphor and detailed background, but student needs to provide steps and results on how they overcame their challenge

UC's comments

While this story was moving, and compelled strong feelings of hoping this student continues to flourish, it didn't translate into a sense of *how* what happened in middle school is relevant to the current experience of the student.

UC admission representatives are interested in the current context of the student which may include an ongoing impact of an earlier event.

More importantly, the student did not fully answer the question which asks about how the challenge impacted the student's academic journey and achievement.

In summary, this response:

- Focuses on an experience in the past, without relating it to their present.
- Could have focused or provided more detail on how "developing strong relationships with my peers, school, and family" could have affected their academic achievement.

Case #6: Educational Opportunity

Throughout my high school career I have taken advantage of every educational opportunity presented to me both inside and outside of school. Each educational endeavor that I participated in was greatly beneficial, in particular, Upward Bound. I joined Upward Bound my junior year after an extensive process including an application, interview, parent interview, high GPA requirements, essay, letters of recommendation ultimately granting only ten students acceptance. I have learned so much in the limited amount of time of participation.

Upward bound gave me the opportunity to complete Communications 101 at my local community college, receive tutoring in my challenging classes like AP calculus, visit multiple colleges, participate in enrichment classes during the summer such as calculus and physics, receive one-on-one college guidance, attend multiple SAT preparation classes, experience educational overnight trips to visit colleges, and more. These services provided by Upward Bound help me feel immensely prepared for postsecondary education. I was elected as one of three senior leaders of the Upward Bound's senior class, which helped me build leadership skills by: organizing meetings, updating peers, and providing communication between my peers and administrators. Throughout all of these experiences I was able to meet like-minded peers and learn so much about myself.

Not only did Upward Bound help me to excel academically, but also socially; through this program I have been able to experience various cultures and learn how to effectively communicate with people from unique backgrounds, a skill I will carry with me for life. Through discussions and interactive classes I have been exposed to different cultures contributing to my gain of cultural competence, especially regarding Latino cultures. This will benefit me greatly in the future considering I want pursue a career in the medical field and I want to be able to relate to all of my future patients no matter their ethnicity or culture.

Participation in Upward Bound motivates me to reach my full potential and gives me confidence that I will exceed in my college journey.

Case #6: Educational Opportunity

Is this a missed opportunity or value-added response?

Value-added

- Addresses the question and answers it in detail
- Demonstrates growth both academically and socially
- Clear, concise and genuine
- Draws parallels to their intended career



UC's comments

The student directly addresses the question and answers it in detail by providing specific examples of how they have taken advantage of an educational opportunity. She/he/they are clear and concise so it's easy to understand. Additionally, the student provides more depth by discussing academic and personal growth, adding more context of the leadership, and connected those experiences to the intended career in the medical field.

Case Studies

Case #6: Stand Out

What makes me a stand-out candidate for admissions to the University of California is, I am not afraid to cross boundaries and take chances. The rest of the candidates rather fall into the same category, with me the beauty of my aura is, you can't place me into a specific category. Academically I have improved tremendously unlike any other, my future is far different, you can't pick an applicant who wants to use all their future salary to start their own foundation. **To help at-risk youths, aid economically disadvantage teens receive scholarships, low-income families, and animals of all kind.**

Simply put it, I am the complete package the University of California has been looking for to put on those brochures, I know some students have higher test scores than me, but doesn't take away from my credibility. I make up for that mistake in how I elevated my coursework from my freshman year to my junior year, the adversary I have overcome and I'm the only one who can succeed out of my comfort zone. Put me in any situation, have me stranded with no source of hope, I guarantee you I will make you regret your decisions. If it's a quiz I haven't study for, trying to complete a last-minute project with limited materials, [REDACTED] can without a shadow of a doubt get the job done. Say for example, I go up against three stand out debaters from UCLA and I hadn't had any practice and my admissions ticket is on the line, I'm taking on that challenge full throttle, and don't be surprised if I turn some heads in the process (take chances).

In terms of crossing boundaries, in ninth grade I tried out for the lacrosse team without ever playing and no knowledge of the game, I had to go up against highly skilled athletes. I went home battered and bruised, but I do not regret crossing that boundary and trying something new. All in all, I'm the complete package who desperately wants **to prove the doubters wrong**, give me a chance!

What UC says

Case #6*

Would this response be deemed as successful or needs improvement?

Needs Improvement

- Too many ideas and examples in one response
- Difficult to follow their thoughts
- Lack of depth and follow-through on examples
- Grammar and spelling mistakes makes it difficult to understand
- Does not focus on own achievements and compares self to others

UC admissions feedback

This applicant definitely does not lack confidence and knows how to talk about themselves. This is an example of a strong voice.

However, this student included too many ideas and examples which overwhelmed the response. It is hard for a reader to follow what the student wants us to know about themselves. Choosing one or two specific examples of how they are a “stand-out candidate would add more context and help us to understand this individual.

This is also a good example of how grammar and spelling will not affect our admissions decision, but it does hinder us from understanding the applicant completely.

Case Studies

Case #1: Leadership

I have had the unique opportunity to be an instructor at my family's martial arts school since the age of nine. The role as a black belt instructor has allowed me to work well with others while developing qualities such as maturity, patience, and attention to detail. Through teaching, I've learned to communicate with a wide variety of individuals from the ages of four to eighty-two.

Every student develops at his or her own pace, and being an effective instructor means understanding the individual needs and teaching the individual in a way in which they can learn best. As a young instructor, I have gained confidence and respect by overcoming a cultural barrier. In the martial arts world, rank supersedes age in the standard of hierarchy. Whereas, society dictates the contrary. Thus, it is daunting to instruct a student who is, for example, twenty years older than me. However, I realized that it is my duty to earn the respect of the students who are older than I am, but of a lower rank. I work diligently to earn my students' respect by keeping a positive attitude and by helping them with any confusion they experience. I learned the values of building relationships with other people who may differ from me physically, mentally, and ethically.

As an instructor in martial arts, I was able to experience both being a teacher and a student. As a teacher, I learned to see the perspectives of other teachers who instruct me. By experiencing this relationship as a teacher, I learned to better understand my role as a teacher and better fulfill my role as a student. This experience has given me a sense of confidence to overcome obstacles in the face of adversity. Through the unique experience of teaching at a young age, I learned to become a hard working and heedful student that can capitalize on viewing multiple perspectives. This has given me a sense of confidence to overcome obstacles and a depth of experience by working with a diverse set of people.

What UC says

Case #1

Would this response be deemed as successful or needs improvement?

Successful

- Insightful response on what it means to be a leader
- Demonstrates growth
- Connect their experience back to being a student
- Clear, concise, and genuine
- Leadership Qualities



UC admissions feedback

This student is able to provide an insightful response on what it means to be a leader and connect it back to their experience as a martial arts instructor.

“However, I realized that it is my duty to earn the respect of the students who are older than I am, but of a lower rank. I work diligently to earn my students' respect by keeping a positive attitude and by helping them with any confusion they experience. I learned the values of building relationships with other people who may differ from me physically, mentally, and ethically.”

The student is clear and concise so it's easy to understand the message they're trying to convey.

They also feel genuine and demonstrate their growth through the experience of being both a student and an instructor.

“Through the unique experience of teaching at a young age, I learned to become a hard working and heedful student that can capitalize on viewing multiple perspectives.”

Case Studies

Case #3: Significant Challenge

Throughout my life, peers from Palo Alto classrooms to Sunday school halls have assumed my identity based off of my blond hair and hazel eyes, telling me I was lying when I said that I was Muslim. Growing up, **I never felt that I truly fit into one category because while I don't look "Muslim" enough for the media**, my French-Algerian and Swedish background sets me apart from most of the people in my classroom.

As a young child, I wanted to share my uniqueness with everybody and anybody, but after receiving too many "I don't believe you" responses and judgemental looks, I began silencing myself in order to fit in. However, after noticing just how many innocent people were being subject to discrimination, I recognized that **my silence was detrimental to my community and took it upon myself to begin using my voice and my privilege as a white Muslim**.

Sophomore year, my teacher asked us to create a presentation on a topic we feel passionate about. I immediately thought of Muslim discrimination. **I made a video where I highlighted how, regardless of your religion, it's important to speak up for yourself and others**. When presenting, peers from elementary school weren't surprised by my topic, but newer faces were shocked. **Looking into my classmates' eyes, I challenged them to educate their peers, referencing America's current divide**. Their facial expressions said it all. Teary eyes and open mouths told me I had made a positive impact on my class. While I'm still continuing to develop and understand my own faith, I am proud of my individuality and background, never muting myself.

The initial struggle but ultimate embrace of my identity has led me to feel comfortable in my own skin and made me eager to speak up. During class, my strong sense of individuality has pushed me to speak up and ask more questions. Outside of class, I've embraced my **own unique perspective by confidently spreading my feminist ideals through art. In addition, my childhood fearlessness is now also reflected through my immediate and improvisational style**.

What UC says

Case #3

Would this response be deemed as successful or needs improvement?

Successful

- Applicant kept response focused on themselves
- Student learned to stand up for themselves and others
- Demonstrates growth
- Connect their experience back to being a student
- Genuine, succinct and purposeful



UC admissions feedback

This applicant made sure she was the focus of her story. As she faced prejudice and bias, she learned not only to stand up for herself, but for other marginalized people as well. We see growth over time, a sense of responsibility and leadership characteristics. This statement is not cluttered by quotes, sayings or lyrics. It is genuine, succinct and purposeful.

[CSU/UC Applications due Nov.30th](#)

**No app, No turkey and...
No pie until you apply!**



Questions & Contacts

UC Home Page

www.universityofcalifornia.edu

Admission Requirements

www.universityofcalifornia.edu/admissions

Online Application

www.universityofcalifornia.edu/apply

UC Application Center

(800) 207-1710

ucinfo@applyucsupport.net