Presenting Yourself on the UC Application for Undergraduate Admission – Freshmen
# Application Timeline

## Freshman

<table>
<thead>
<tr>
<th>Date/Deadline</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>UC Application Opens</td>
</tr>
<tr>
<td>November 1-30</td>
<td>Submit UC Application Online</td>
</tr>
<tr>
<td>Mid-January</td>
<td>Self-Report December Test Results</td>
</tr>
<tr>
<td>February - March</td>
<td>Notification of Admission</td>
</tr>
<tr>
<td>May 1</td>
<td>Statement of Intent to Register (SIR) Deadline</td>
</tr>
<tr>
<td>Mid-May to July</td>
<td>Waitlist Admission Notification</td>
</tr>
</tbody>
</table>
Requirements vs. Selection

Every UC Campus

• Receives the same application from you
• Reviews for minimum requirements
• Reviews for admission individually using content of the application
Comprehensive Review

• Grade-Point Average
• Test Scores
• Courses Completed/Planned
• Honors Courses
• Top 9% Local Context (ELC)
• Quality of Senior-Year Program of Study
• Academic Opportunities in California High Schools
• Performance in Academic Subject Areas
• Achievements in Special Projects

• Improvement in Academic Performance
• Special Talents, Achievements, and Awards
• Participation in Educational Preparation Programs
• Academic Accomplishment Within Life Experiences
• Geographic Location
Importance of Accurate Details

Statement of Application Integrity
Academic History
Examination Scores
Activities Outside of School
Verification of Application Information
Selecting a Major

- Claire Trevor School of the Arts
- Program in Nursing Science
- Program in Public Health
  - Public Health Policy B.A.
  - Public Health Sciences B.S.
- School of Biological Sciences
- The Henry Samueli School of Engineering
- The Paul Merage School of Business
- Interdisciplinary Studies
- School of Humanities
- Department of Pharmaceutical Sciences
- Donald Bren School of Information and Computer Sciences
- School of Physical Sciences
- School of Social Ecology
- School of Social Sciences
- Undeclared Majors

Click to expand the list of majors
Ranking San Diego Colleges

UC San Diego College Preference

UC San Diego's distinctive colleges provide smaller "home" communities where undergraduate students get to know each other and faculty members better than in most large research universities.

Learn about UCSD colleges

Learn more about the college system before deciding on your UCSD college preferences.

UCSD Principles of Community

These principles of community are vital to the success of the University and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

Please enter a number from 1 - 6 next to each of the UCSD colleges below based on the order you would prefer to attend.

- Revelle College
- John Muir College
- Thurgood Marshall College
- Earl Warren College
- Eleanor Roosevelt College
- Sixth College
7th/8th Grade Courses

Advanced Courses in Mathematics

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Term Period</th>
<th>Clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Math 1</td>
<td>Full year</td>
<td>Clear</td>
</tr>
<tr>
<td>Select</td>
<td>Select</td>
<td>Clear</td>
</tr>
</tbody>
</table>

Courses in Language Other Than English

<table>
<thead>
<tr>
<th>Subject Area/Course Category</th>
<th>Course Name</th>
<th>Term Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1 Lang Other Than English</td>
<td>Spanish</td>
<td>Full year</td>
</tr>
<tr>
<td>Select</td>
<td>Select</td>
<td>Clear</td>
</tr>
</tbody>
</table>

Advanced math and language other than English courses in middle school can be used to meet A-G requirements.
High School Coursework

- 9th Grade History/Social Science
- 9th Grade English
- 9th Grade Mathematics
- 9th Grade Laboratory Science
- 9th Grade Language Other Than English
- 9th Grade Visual and Performing Arts

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Honors Type</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Stage Design AB</td>
<td>NH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Theatre Arts Workshop AB</td>
<td>NH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Band AB</td>
<td>NH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choir AB</td>
<td>NH</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Design AB</td>
<td>NH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enter academic courses taken and grades earned at each school as they appear on your official academic record.
## College Courses Taken in High School

### DIABLO VALLEY COLLEGE, 004295-3
ALL LOCATIONS, CA

<table>
<thead>
<tr>
<th>Dates</th>
<th>Grade/Term</th>
<th>Grading Sys</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>06/2013-08/2013</td>
<td>11th Grade Summer 2013</td>
<td>A B C D F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Biological Science
- Business
- Business Accounting
- Chemistry
- Chinese

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
<th>Grade</th>
<th>Subject Area/Course Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHIN</td>
<td>120</td>
<td>First Term Mandarin Chinese</td>
<td>5</td>
<td>B</td>
<td>Yr 2 Lang Other Than English</td>
</tr>
<tr>
<td>CHIN</td>
<td>121</td>
<td>Second Term Mandarin Chinese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHIN</td>
<td>220</td>
<td>Third Term Mandarin Chinese</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Academic History Comments**

**Additional Comments (optional)**

Tell us anything else you want us to know about your academic record that you have not had the opportunity to describe elsewhere in this section.

*International applicants:* If you selected Other as your school's grading system, please explain the grading system here.

(Entries over 550 characters will be truncated. The following characters count as more than one: & > < and new lines.)

Character Count: **165**  Characters Remaining: **395**

A student can use this space to explain unusual circumstances about a course, grade received or the school itself. The space is limited to 550 characters.

Use this space to explain unusual circumstances, not as an extension of the personal insight questions
Choose up to 5 of your most meaningful experiences for each category.

**Coursework Other Than A-G**

**What was the course name?**

Elec Publishing/Graphic Design

**During which high school year(s) did you take the course?**

- [x] 9th
- [x] 10th
- [x] 11th
- [x] 12th
- [ ] After 12th

**How much time were you in class?**

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Weeks per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>20</td>
</tr>
</tbody>
</table>

**Briefly describe the course.**

Learn production, distribution, and user interaction to computer-based production of text, graphic design, and interactive media.

**Volunteer & Community Service**

**For what organization did you volunteer?**

CASA

**During which high school years were you involved?**

- [ ] 9th
- [ ] 10th
- [x] 11th
- [x] 12th
- [ ] After 12th

**How much time did you devote to the organization?**

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Weeks per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>

**Briefly describe the organization and your responsibilities.**

Working with and advocating for young children in foster care environments.
ACT & SAT Test Scores

Check which test(s) you have taken.
Please note: UC accepts scores only from exams taken before high school graduation.

- [ ] ACT Assessment
- [ ] SAT Reasoning Test (before Mar. 2016)
- [ ] SAT 2016 (after Feb. 2016)
- [ ] None

Report your ACT/SAT scores below. Please remember:

- Record your scores exactly as they were reported by the testing agency.
- If you have taken a test more than once, record the scores from the date on which you earned the highest overall (composite) score. Do not mix scores from different dates.
- Tests taken before February 2005 will not meet UC's Examination Requirement.

ACT Assessment Plus Writing
When did you take this test?
Month  Year
[Select]  [Select]

What is the ACT ID?
[Blank]

If you plan to take or retake this test, what is the test date?
Month  Year
[Select]  [Select]

Self-report scores here and order official scores to be sent to at least one UC campus.
Advanced Placement Test Scores

College Board Advanced Placement (AP) Examinations

Report your AP exam scores below. Please remember:

- Record your scores exactly as they were reported by the testing agency.
- If you have taken an exam more than once, record your highest overall score.

Add an AP Exam

When did you take or when do you plan to take the exam?

Month  Year
May  2011

What was the exam name?
Calculus AB

What was your score?
3  I have not received my score yet.

Passing AP & IB exam scores can be used to show subject mastery
The personal insight questions
The personal insight questions

Each new question aligns to one or more of the 14 comprehensive review factors that campuses consider in their admissions decisions.

- Freshmen must choose 4 out of 8 questions
- Maximum of 350 words for each response
- All questions have equal value; there is no advantage or disadvantage to choosing certain questions over others
The personal insight questions

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.

2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.

3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?

4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.

5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?

6. Think about an academic subject that inspires you. Describe how you have furthered this interest inside and/or outside of the classroom.

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

8. Beyond what has already been shared in your application, what do you believe makes you stand out as a strong candidate for admissions to the University of California?
1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes or contributed to group efforts over time.

*Things to consider:* A leadership role can mean more than just a title. It can mean being a mentor to others, acting as the person in charge of a specific task, or taking the lead role in organizing an event or project. Think about what you accomplished and what you learned from the experience. What were your responsibilities? Did you lead a team? How did your experience change your perspective on leading others? Did you help to resolve an important dispute at your school, church, in your community or an organization? And your leadership role doesn’t necessarily have to be limited to school activities. For example, do you help out or take care of your family?

2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.

*Things to consider:* What does creativity mean to you? Do you have a creative skill that is important to you? What have you been able to do with that skill? If you used creativity to solve a problem, what was your solution? What are the steps you took to solve the problem? How does your creativity influence your decisions inside or outside the classroom? Does your creativity relate to your major or a future career?
3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?

*Things to consider:* If there’s a talent or skill that you’re proud of, this is the time to share it. You don’t necessarily have to be recognized or have received awards for your talent (although if you did and you want to talk about it, feel free to do so). Why is this talent or skill meaningful to you? Does the talent come naturally or have you worked hard to develop this skill or talent? Does your talent or skill allow you opportunities in or outside the classroom? If so, what are they and how do they fit into your schedule?

4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.

*Things to consider:* An educational opportunity can be anything that has added value to your educational experience and better prepared you for college. For example, participation in an honors or academic enrichment program, or enrollment in an academy that’s geared toward an occupation or a major, or taking advanced courses that interest you — just to name a few.

If you choose to write about educational barriers you’ve faced, how did you overcome or strive to overcome them? What personal characteristics or skills did you call on to overcome this challenge? How did overcoming this barrier help shape who you are today?
5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?

*Things to consider:* A challenge could be personal, or something you have faced in your community or school. Why was the challenge significant to you? This is a good opportunity to talk about any obstacles you’ve faced and what you’ve learned from the experience. Did you have support from someone else or did you handle it alone? If you’re currently working your way through a challenge, what are you doing now, and does that affect different aspects of your life? For example, ask yourself, “How has my life changed at home, at my school, with my friends or with my family?”

6. Think about an academic subject that inspires you. Describe how you have furthered this interest inside and/or outside of the classroom.

*Things to consider:* Many students have a passion for one specific academic subject area, something that they just can’t get enough of. If that applies to you, what have you done to further that interest? Discuss how your interest in the subject developed and describe any experience you have had inside and outside the classroom — such as volunteer work, internships, employment, summer programs, participation in student organizations and/or clubs — and what you have gained from your involvement. Has your interest in the subject influenced you in choosing a major and/or future career? Have you been able to pursue coursework at a higher level in this subject (honors, AP, IB, college or university work)? Are you inspired to pursue this subject further at UC, and how might you do that?
7. What have you done to make your school or your community a better place?

*Things to consider:* Think of community as a term that can encompass a group, team or a place — like your high school, hometown or home. You can define community as you see fit, just make sure you talk about your role in that community. Was there a problem that you wanted to fix in your community? Why were you inspired to act? What did you learn from your effort? How did your actions benefit others, the wider community or both? Did you work alone or with others to initiate change in your community?

8. Beyond what has already been shared in your application, what do you believe makes you stand out as a strong candidate for admissions to the University of California?

*Things to consider:* If there’s anything you want us to know about you, but didn’t find a question or place in the application to tell us, now’s your chance. What have you not shared with us that will highlight a skill, talent, challenge or opportunity that you think will help us know you better? From your point of view, what do you feel makes you an excellent choice for UC? Don’t be afraid to brag a little.
What does UC expect to learn from the responses?

- The new format gives applicants a greater say in the kind of information they want to share
- Students can express who they are and what matters to them not only in how they respond to the questions, but also through the questions they choose to answer
- Option over which questions to answer gives students greater flexibility and control
- Allows students to select questions that are most relevant to them
Avoid Common Mistakes

- Talking about one campus: You’re talking to all UC campuses you applied to in your responses
- Inappropriate use of humor
- Creative writing (poems, clichés)
- Quotations: We want to know your thoughts and words, not someone else’s
- Generalities: stick to facts and personal examples
- Repetition: Give us new info we can’t find in another part of the application
- Asking philosophical questions: Get to the point and tell us what you mean
- Acronyms: Spell it out for us!