

# College Guidance at Laurel School

“And not yet a dream, but a mighty reality – a glimpse of the higher life, the broader possibilities of humanity, which is granted to the [wo]man who, amid the rush and roar of living, pauses four short years to learn what living means.”

W. E. B. DuBois

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\*\*Much of the contents were written and/or compiled by Joan Pfeffer, Laurel School.  
Some information was taken from *College Guidance at the Chapin School* by Ann V. Klotz and  
Karey Boals and was reprinted with permission.



# Introduction and Philosophy

## **College Guidance Critical Information**

### **College Guidance Office**

#### **Laurel School**

One Lyman Circle  
Shaker Heights, OH 44122  
Phone: (216) 464-1441  
Fax: (216) 765-7181

### **School Code/CEEB Code**

**361-305**

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## **STUDENT RESPONSIBILITY FOR COLLEGE ADMISSIONS**

I acknowledge that I am responsible for the following in the college process:

1. Earning the best grades that I can.
2. Final selection of the colleges where I will apply.
3. Registering for the SATs and ACTs on time.
4. Ensuring that College Board or ACT sends my test scores to all my colleges.
5. Notifying Mrs. Favret of the colleges to which I apply.
6. Letting the College Office know **at least 2 weeks** prior to the deadline of the College Application that I am sending.
7. To ask my teachers if they will write a recommendation for my College Applications. And also submit the required recommendation form to those teachers **at least one month ahead of my deadlines!**
8. Notifying the College Office if a college contacts me to let me know that a piece of my application is missing.
9. Submitting my essays for review, to my college counselor **at least a week** before the application deadline.

Name:

Date:

Signature:

## **JUNIOR YEAR: ORGANIZING THE COLLEGE SEARCH**

It doesn't take long to find out how time-consuming the college application process truly is. The best thing to do is to get organized from the very beginning!! You will need a special calendar to keep track of application due dates, interview appointments, deadlines for applications and financial aid forms, test dates, etc.... We also recommend an accordion file to keep all application information together by college.

During the junior year, the majority of the college admission process centers on research – thinking about who you are, what you need and want in a college, and which schools best fit your needs. By senior year, your initial list will be narrowed down to those schools that seriously interest you, and you will begin to fill out applications and write the dreaded essays.

**Please remember to save 1 or 2 graded papers that you are proud of from junior year; some colleges will require submission of a graded writing sample.**

We suggest you also keep a record of:

- Notes on the various colleges you are considering, including your impressions during a campus visit.
- Application deadline dates, and whether the dates refer to reception by the Admission Office or postmarked dates.
- Records of all correspondence between you and the college.
- A record of interview appointments, including the name of interviewer and impressions of the school.
- Names of the teachers you've asked to write recommendations for you.
- A copy of SAT and ACT registration; you will need the registration number to have scores sent to colleges.
- If you are registering with the NCAA Clearinghouse, keep copies of your forms and other correspondence dealing with recruiting.

## **Suggested Senior Calendar – Laurel School Class of 2013**

### **August**

- After August 1<sup>st</sup>, the common application will be available for you to sign in and create your account. The website is [www.commonapp.org](http://www.commonapp.org) Create a user name and password that you will remember for the duration of your college application process. Please use your laurel email for your contact information. You will sign in several times over the course of applying to colleges. Start filling in the part that will be asking you basic information. That will save a lot of time later when you have to fill in the more tedious parts.

### **September-October 2012**

- Check your Laurel Transcript for accuracy.
- Finalize list of colleges.
- Schedule meetings with Ms. Pfeffer, Ms. Rose or Ms. Westendorf, especially if you are considering Early Decision/Action.
- Continue/begin writing college essays.
- Register for the September ACT, October ACT, and/or the October SAT test as needed.
- NCAA Eligibility forms are available online to register and fill out, if this applies to you.
- Talk to the teachers whom you have asked for recommendations, and give them required forms if you have not done so previously.
- College representatives are visiting Laurel. This is a great chance to learn more about the colleges in a small group setting. Do not miss an important class to visit with a college rep., but otherwise you should make every effort to meet with the college reps. if they represent a school in which you are really interested. The counselors who visit are usually the ones who will be reading the applications you send to that college. It is important to meet them! If you cannot attend the session, be sure the rep. gets a card with your name and contact information. (We will be printing up these cards and giving them to you at the beginning of your Senior Year).
- Rolling Admission applications should be in as soon as possible.
- If you are scheduled to take the ACT, SAT, or certain Subject Tests, be sure to get a good night's rest before the test and eat a good breakfast.
- Plan carefully for college visits. There are a couple of long weekends in the fall that would be perfect to schedule your visits to campuses.

- Begin to fill out the CSS-Profile, if needed. (Parents of Seniors).
- **The Laurel School deadline for paperwork to be handed to the College Guidance Office is Oct 15<sup>th</sup> for Nov 1<sup>st</sup> (Early Decision/Action) applications.**
- Register for the November SAT test as needed.
- **Keep copies of all applications and essays you've submitted to colleges. This will save hours of work if any part of your application is lost.**
- **Send applications a few days earlier than the due date. Websites have been known to crash on the date when applications are due.**

### **November 2011**

- Make sure your Early Decision/Action applications have been sent.
- If you haven't already done so, register for the December SAT test(s) as needed.
- If you haven't already done so, register for the December ACT test(s) as needed.
- Continue working on essays and making sure the teachers know when you need the recommendations they are writing for you.

### **December 2011**

- It would be ideal to have your applications done before winter break. Watch your deadlines and take into account the days Laurel is not in session when planning how to meet those deadlines.
- Make sure all of your test scores from the College Board and/or ACT are sent directly to the colleges that you have applied to.

### **January 2012**

- Do you know where your applications are? The answer should be in the mail or at the colleges you applied to!
- Financial Aid Forms (FAFSA) should be mailed or filled out online as soon as possible. (Parents of Seniors).
- Mid-year grades are sent by the College Guidance Office by the middle of January.

### **February 2012**

- Write thank-you notes to all teachers who have written your recommendations or helped you with portfolios, tapes, and/or essays.

## April 2012

- The week of April 1<sup>st</sup> is the traditional college reply date; notify teachers and the College Guidance Office of the outcomes.

## May 1, 2012 – National Deposit Day

- Consider your options carefully, and then choose a school.
- Write to all other schools that have offered you acceptance and tell them of your plans, so you can free your spot for another student.
- Wait listed? Inform the college and Laurel's College Guidance Office if you want to remain on the list. Send the college a letter indicating that you want to stay on the wait list; if you would still go there and it remains your first choice, tell them that you will attend if accepted.
- Make final decisions and deposit at the one school you have chosen to attend. After May 1<sup>st</sup>, If you receive subsequent offers of admission from a school that wait listed you, you must immediately withdraw your acceptance from the first school and send a deposit to the new school. You will forfeit the deposit at the first school. To remind you again, **You must deposit by May 1st to a college.** Failure to do so will not give you a spot at any college. Colleges will not make any exceptions for failure to deposit by May 1st!
- Notify the College Guidance Office of your final decision and any scholarships or awards received.

## **Good-Faith Reporting at Laurel School**

### **Disclaimer:**

Laurel School is committed to maintaining good communication with the colleges and universities to which our students apply. If we become aware of anything concerning a Laurel student who has been accepted at a given school (or schools) that would be important to that school (or schools) to know, we will volunteer that information.

### **Rationale:**

While each individual student has only a very limited relationship to the schools to which she applies, Laurel School has an on-going relationship with every college and university. We can only successfully serve our entire population (current as well as future) if the colleges and universities to which our students matriculate know that they can trust us to be a good partner with them in enrolling those students. As one representative from Williams College said, "If you think something is relevant to whether or not this student is going to be a good citizen at Williams, we expect you to tell us—and we expect you to be conservative in your judgment." If a student comports herself significantly differently *after* being accepted to a given college than she did *prior* to being accepted—or if she achieves at a radically lower level—the colleges expect that we will apprise them of this change.

### **What this means to you:**

Know that Laurel School, as well as the colleges and universities to which you've been granted admission, expect that you will remain the same student second semester that you were when you were admitted. If you have been a student who has achieved a 3.5 average, we all expect that you will *remain* a student who achieves a 3.5 average; if you have been a student who has never been suspended for any reason, we all expect that you will *remain* a student who has never been suspended.

**IF SOMETHING IN YOUR PROFILE CHANGES SIGNIFICANTLY, WE **WILL** REPORT THAT TO THE COLLEGES OR UNIVERSITIES TO WHICH YOU HAVE BEEN GRANTED ADMISSION!!**

We know from experience that when students self-report any second semester missteps, the colleges and universities are much more forgiving, and so we would first encourage a student who finds herself in this unfortunate position to report any alarming grades, suspensions, etc. on her own. However, if a student chooses not to do that, Laurel School, in order to preserve our ongoing relationship with that school, will feel obligated to report the matter.

We ask students and parents to sign this form to acknowledge that you have read this disclaimer and understand Laurel School's policy on communicating with colleges and universities:

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Student

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Parent

## **ASSUMPTIONS AND MYTHS ABOUT THE COLLEGE ADMISSION PROCESS**

One reason that makes it hard to believe that any part of the college admission process is within your control is the outlook you hold about the process. If you can move beyond the myths and assumptions that you have, it will become easier to understand that you are in control. Let's look at some of the most commonly held assumptions. While it is true that colleges are making decisions about you, you also are making decisions about them. You are in control of where you apply, and it is up to you to present yourself well to colleges through the application process.

### **There are so many more people applying to college today, I haven't got a chance.**

Data shows that more than 90% of all students get into their first or second choice college. While there are a small percentage of colleges that are highly competitive, the vast majority of colleges and universities are looking for students just like you. There are many schools out there that will be right for you and that will be lucky to enroll you as a student.

### **Where you go to college is the single most important thing in terms of \_\_\_\_\_ (you fill in the blank: happiness, success, friendships, money – the list goes on and on).**

What you do and who you are has much more to do with how your life unfolds than the college from which you graduate.

### **The name on the diploma determines graduate school acceptance or employment possibilities.**

Your grades, scores on the GRE, GMAT, MCAT, or LSAT and your letters of recommendation will determine where and if you go to graduate school.

Your grades, your community service activities, your leadership, your personal presentation and your writing and communication skills will determine your employment opportunities.

In other words: what **you** have accomplished and who **you** are - these are more important than the name of the college on your diploma. Between 1980 and 2001 the proportion of Ivy League educated CEOs at Fortune 500 firms has consistently declined while the proportion from public universities has risen.

### **If I haven't heard of a school it can't be good.**

Wrong, wrong, wrong. For example: The top three baccalaureate schools producing PhDs in chemistry are Harvey Mudd, Reed and Cal. Tech. Grinnell College, The College of Wooster and Kalamazoo make the top ten. Earlham College, with just 1,200 students, produced a higher percentage of graduates who have received doctorates than did Brown, Duke, Dartmouth, Northwestern or Penn. The 8 Ivy League schools have produced the same number of Nobel Laureates as have New York City's public universities.

### **Small schools don't have the resources, diversity or opportunities that large schools do.**

Small schools have more to offer than ever before, and many offer a wide range of opportunities. Smaller schools have smaller classes, more personal attention and greater opportunities to get to know professors and work with them on their research. Because they have smaller numbers of applicants, they can spend more time reviewing each application. Often, there are more opportunities to play on an athletic team, resources are not restricted to specific groups and there are leadership opportunities that may be unavailable at a larger school. Smaller schools rarely, if ever, have classes taught by graduate students. And, the lack of a significant number of graduate students guarantees the major focus is on undergraduate students.

### **I will be just a number and get lost in a big university.**

Almost every large university has an Honors Program that offers the benefits of a smaller school while allowing students the advantages of a large university. There are many ways to make a large university seem small: join clubs, play on a team, and get involved in activities that interest you. Sit in the front row in large classes, go to professors' office hours, volunteer in class. Large universities have many sections of classes so you may be more likely to get into a class that interests you. Take advantage of all the offerings available. Large universities are putting more resources into student services than ever before.

### **Standardized test scores are the most important part of an application**

While test scores are certainly important, it is grades and courses taken that matter most to colleges. The single most important factor in college acceptance is your high school record. Did you challenge yourself with the courses you took and did you do well in them? Were you involved in things outside of the classroom? Did you take leadership positions when appropriate? Colleges want students who will add to the fabric of their college community and who will succeed academically.

### **Junior year is the most important one; senior grades don't matter**

Admission is always contingent upon continued performance senior year. Admission may be revoked if grades fall dramatically senior year. Colleges look to be sure students aren't slacking off in the courses they are taking senior year. If you are wait-listed by a school, strong senior grades may be the factor that gains you admittance.

# College Admissions Testing

## **Standardized Testing for College**

This guide was developed to help parents and students understand the testing requirements for college admission. Standardized testing is becoming a more important factor in admission decisions at most highly selective schools. There are, however, several outstanding schools that have eliminated standardized test requirements, and even more that have minimized their importance. Because standardized testing is important at most colleges, having a strong set of scores keeps all doors open. Always keep in mind that students' academic and extracurricular achievements are the most important factors in all applications.

All students need to take the SAT once or twice in the spring of junior year. Students should also take the ACT at least once or twice during junior year. The early fall of senior year allows opportunity to take either or both tests again. No one should take either test more than 3 times! You want colleges to know you spend your time on academics rather than test prep. When sending your test scores, you will have to find out the policy of what that college requires you to send. Some colleges require you to send all of the tests that you have taken from all your dates. With other colleges you can pick and choose what scores you would like to send to that school. Some colleges will superscore, meaning that they take the best score from verbal and math of all of your tests taken.

The majority of students will also need two or three Subject Tests for their college applications. Not all colleges require Subject Tests, but taking them allows students a wider range of schools to apply to in the fall. Choosing which Subject Test to take is often confusing. As a general rule, schools will require a Math Subject Test. The other one or two tests can be the student's choice and should be in a subject the student has mastered. Students are expected to learn which schools require which tests. The scores must be sent directly to the college from the test center.

Up to three Subject Tests may be taken on each test day. Register early enough to get your first or second test site choice. The most efficient way to register would be online at [www.collegeboard.org](http://www.collegeboard.org) or [www.act.org](http://www.act.org).

### Juniors Testing Issues to Consider....

- ❖ Subject Tests should be taken May 5<sup>th</sup> or June 2<sup>nd</sup>, 2012. Students who are taking AP Exams should take the Subject Test in May rather than June. Students should ask their teachers or the College Office for advice as to which tests would be best for them.
- ❖ AP exams are in May. Students should take the AP exam for every one of their AP courses.
- ❖ Students interested in Foreign Language Subject Tests should be aware of the options. There are both reading language tests and listening language tests. Make sure you sign up for the one you intend to take.

## **ACT, SAT I, SUBJECT TESTS, TOEFL, and AP Test Information**

The ACT is administered through the American College Testing Program in Iowa. The results are used for college admission and are intended to measure acquired skills in subject areas considered useful to predicting college success. The test has four sections: English, Mathematics, Reading, and Science Reasoning. There is also an optional Writing section: we strongly recommend that this be taken as well. The student receives subscores for each section and a composite score. Most U.S. colleges accept the ACT to meet their admission test requirements; supplemental tests are not expected to accompany it. It is recommended that juniors at Laurel take the ACT at least once in the spring of the junior year and, if necessary, repeat it in the fall of the senior year. The ACT costs \$49.50 with writing, for each test administration, which includes reporting scores to four colleges.

	<u>Test Date</u>	<u>Registration Due</u>	<u>Late Registration (+ extra fee)</u>
2012	February 11 <sup>th</sup>	January 13 <sup>th</sup>	January 14 <sup>th</sup> -20 <sup>th</sup>
	April 14 <sup>th</sup>	March 9 <sup>th</sup>	March 10 <sup>th</sup> -23 <sup>rd</sup>
	June 9 <sup>th</sup>	May 4 <sup>th</sup>	May 5 <sup>th</sup> -18 <sup>th</sup>
	September 8 <sup>th</sup>	not yet available	
	October 27 <sup>th</sup>	not yet available	
	December 8 <sup>th</sup>	not yet available	

**SAT I: Reasoning Test** is administered through the College Board. The SAT is intended to measure aptitude and reasoning ability, which are used in predicting college success. Test results are used in making admissions decisions and are an important quantitative factor in the college admission process. Most U.S. colleges accept the results of the SAT in meeting their admission test requirements. Laurel juniors are recommended to take the SAT I at least once in the spring of the junior year and, if necessary, repeat the test in the early fall of the senior year. SAT I fee is \$47.00 per administration, which includes the cost of sending scores to four colleges.

	<u>Test Date</u>	<u>Registration Due</u>	<u>Late Registration (+\$24.00)</u>
2012	March 10 <sup>th</sup>	February 10 <sup>th</sup>	February 24 <sup>th</sup> SAT I ONLY
	May 5 <sup>th</sup>	April 6 <sup>th</sup>	April 20 <sup>th</sup> SAT AND SUBJECT
	June 2 <sup>nd</sup>	May 8 <sup>th</sup>	May 22 <sup>nd</sup> SAT AND SUBJECT
	Oct.	not yet available	

**SAT I continued:**

<u>Test Date</u>	<u>Registration Due</u>	<u>Late Registration</u>
2012 Nov	not yet available	
Dec	not yet available	

**Subject Tests** are available in Literature, Mathematics (Level I and Level II), French, Spanish, German, Modern Hebrew, Latin, Italian, Japanese, Chinese, Korean, Biology (Ecological/Molecular), Chemistry, Physics, World History and American History. (Some of the languages offer two versions of the test: one focused on the written language and one which includes listening skills as well.) These are one-hour examinations used to test knowledge in these individual subjects. Selective colleges often require that two or three different subject tests be submitted in addition to SAT scores or ACT scores. SAT Subject Tests are offered on the same dates as SAT. Specific test dates for some subjects vary, and no Subject Tests at all are offered in March of 2012. We suggest you check at [www.collegeboard.org](http://www.collegeboard.org) for the specific dates for the tests you are interested in taking. Most Laurel students should complete two or three Subject Tests by the end of the junior year. For a single Subject Test, fees vary from \$31.00 to \$42.00, including the cost of sending the scores to four colleges. Up to three tests may be taken at any Subject Test administration.

**TOEFL/Test of English as a Foreign Language** is a test designed for students who are proficient in a language other than English and whose English ability may not be adequately measured by the SAT or ACT. College officials may ask that this test be submitted in lieu of, or in addition to, the SAT or ACT. The TOEFL is not restricted to foreign students or those new to English. Anyone may take the test; however, foreign students, recent immigrants, and students for whom English is not their first language are best served by it. The fee for the TOEFL ranges from \$150.00 - \$225.00 depending on where it is taken, and test dates are individually arranged.

**Advanced Placement Exams** are offered each May. Current classes offered at Laurel prepare students to take these exams in French, Spanish, Latin, English, Calculus, Biology, Chemistry, Physics, Environmental Science, Studio Art, Art History, Computer Science, European History, U.S. History, Statistics, and Music Theory. Some colleges offer credit for scores of 3 (rare), 4 or 5, although increasingly, the tests are used instead as factors in the college admission process and to help the college place first year students into appropriate classes. Students should check with each college to learn how they use AP Scores. AP exam fees for 2012 are \$87.00 per exam. Laurel's Advanced Placement schedule with testing times is put out by the Registrar's Office in February or March – please see College Guidance or Mrs. Marria for further details.

## Test Preparation Resources

Huntington Learning Center  
13912 Cedar Road  
University Heights, OH 44118  
216-382-8461

Kaplan Education Center  
24700 Chagrin Blvd.  
Beachwood, OH 44122  
216-831-2233

Princeton Review  
3737 Park East Dr.  
Suite 203  
Beachwood, OH 44122  
216- 378-0546

Townsend Learning Centers  
Amy Seeley  
86 N. Main St.  
Chagrin Falls, OH 44022  
440-247-8300

Academy Customized Test Prep  
Noelle Whitehouse  
[www.academycustomizedtestprep.com](http://www.academycustomizedtestprep.com)  
Cell: 216-870-1623  
Office: 440-247-4808

Sandy Lieberman  
Math and Verbal Tutor/SAT/ACT/PSAT  
29277 Shaker Blvd.  
Pepper Pike, OH 44122  
216-464-6615

Penny Floyd  
Shaker Heights  
216-831-8675

Katie Burnett  
katburn@gmail.com  
physics, chem. & math

### Individuals

Meg Bell	Verbal/Writing	216-561-9022 (meglbell@gmail.com)
Katie Burnett	Math/Science	216-382-2971
Pat Grimm	Verbal	216-526-1825
Coreen Schaefer	Verbal/Writing	216-225-8903
Sahar Shouman	Math	216-280-5484
Mark Wessels	Math	216-288-4517
Mary Ann Wormzer	Math	216-295-2228
Daniel Pierce	Math	Daniel.l.pierce@wowway.com

## Testing Details – Student Worksheet

LAUREL CEEB SCHOOL CODE: 361-305

### THE SAT TEST

THE SAT REASONING TEST IS DESIGNED TO TEST WRITING, CRITICAL READING AND MATHEMATICS SKILLS. COMPOSED OF MULTIPLE CHOICE QUESTIONS AND AN ESSAY, THE SAT STANDARD ADMINISTRATION IS THREE HOURS AND FORTY FIVE MINUTES. SCORES RANGE FROM 200 TO 800; THE MAXIMUM SCORE IS 2400.

TEST DATE	REGISTRATION DEADLINE	LATE REGISTRATION DEADLINE

Register and take practice tests on-line at [www.collegeboard.com](http://www.collegeboard.com)

### THE ACT TEST\*

\*THE OPTIONAL WRITING TEST IS AVAILABLE ON ALL SCHEDULED ACT TESTS. **SIGN UP FOR THE WRITING PORTION!**

TEST DATE	REGISTRATION DEADLINE	LATE REGISTRATION DEADLINE

Register on-line at [www.actstudent.org](http://www.actstudent.org)

# Resume Writing

## **Student Resume Instructions**

1. We hope you began writing down your awards, honors and activities in Grade 9. This “Working Resume” may be done in longhand. It should be kept in a file folder at home, clearly identified and filed where you can locate it easily.
2. If you do not have any significant information under a particular heading, simply omit the heading. You may also add headings of your own, but, avoid making your Resume too detailed, and do not include information which is common to many students: Prom Committee Member, Grade 11, for example.
3. List information under each heading in order of importance. How will you know what is most important? Try to imagine that you are the reader on the college admissions committee considering your college application. What awards and activities would impress you most? Think carefully before you decide. For example, if the student were both a Cum Laude member and a National Merit Semifinalist, which would most impress an admissions officer? We have seen students list Cum Laude first. While being selected for the local chapter of Cum Laude certainly is noteworthy, it is, in fact, not as impressive as being named as a Semifinalist in the National Merit Program where over a million students compete for recognition.

When deciding how to prioritize Resume items, you may find it helpful to keep in mind the following questions:

- How prestigious is the award or honor?
  - How competitive was the program or activity?
  - Does the activity or award illustrate a strength I wish to have the reader notice in particular?
  - Does this activity or award make me stand out as unique or special in some way?
4. Do not repeat information.
  5. Update your Resume regularly (each semester).
  6. Have someone proofread your Resume.
  7. Give a copy of your updated, typed Resume to the College Guidance Office. It is acceptable to make copies, if they are clean and clear, to give to other appropriate persons and to send with applications. Always keep an updated copy for your own file.

## **Helpful Activity/Resume Hints**

- The student's full name and high school should be at the top of each page.
- Students should not spread themselves thin by getting involved in so many activities that it will affect their academic work. neglecting academics or joining activities when the student has no time to devote to them, is not wise "resume building."
- Two or three activities that students are passionate about show loyalty on a resume.
- There is no point in signing up for a ton of activities just before senior year. Resume building, like class selection, starts freshman year.
- Activities and interests portrayed in a resume often show more about a student's personality and interests than classes, grades, and SATs ever will.
- The resume is usually more important to smaller colleges.
- The resume must look professional.
- Students should not be bashful when mentioning activities, awards, and interests. This is their chance to stand out.
- Resumes can highlight club experience, community service, athletics, awards, foreign travel, special talents, employment opportunities, hobbies, and any other passions.
- In the end, over half the colleges surveyed by the Princeton Review ranked after-school activities as having "limited" or "no" importance.

<b>Academics</b>	<p><b>Cum Laude Society, Member</b> <span style="float: right;"><i>Inducted in March 2009</i></span></p> <ul style="list-style-type: none"> <li>• Top 10% of Class</li> </ul> <p><b>AP Scholar with Distinction</b> <span style="float: right;"><i>August 2009</i></span></p>
<b>Volunteer Experience (&gt; 200 hrs)</b>	<p><b>Be.The.Change (Non-Profit Organization), Co-Founder</b> <span style="float: right;"><i>2008-Present</i></span>  <a href="http://www.bethechange.cfsites.org">www.bethechange.cfsites.org</a>  Mission: "giving the children of Olevolos hope through education to be a change in the world".</p> <ul style="list-style-type: none"> <li>• Raised \$6,600 in 2008-2009 through fundraisers to support the building of a nursery school for the Olevolos Project, an orphanage in the village of Olevolos in Tanzania.</li> <li>• Designed and marketed the Be.The.Change t-shirt.</li> <li>• Featured in the Broadview Journal and Cleveland Magazine</li> </ul> <p><b>Service Trip to Tanzania, Summer 2009</b></p> <ul style="list-style-type: none"> <li>• Tutored children reading and writing English.</li> </ul> <p><b>Cleveland Reads Tutor Program, Tutor</b> <span style="float: right;"><i>2006-2009</i></span></p> <ul style="list-style-type: none"> <li>• Tutored students, ages 5-11, in reading at the Garfield Hts. Community Center.</li> </ul> <p><b>North Star Collaborative, Tutor</b> <span style="float: right;"><i>2009-Present</i></span></p> <ul style="list-style-type: none"> <li>• Tutor in reading to 4<sup>th</sup> grade students of Warner Girls Leadership Academy in inner-city Cleveland.</li> </ul> <p><b>Youth Philanthropy and Service, Representative</b> <span style="float: right;"><i>2008-Present</i></span>  <i>A program with Case Western Reserve University</i></p> <ul style="list-style-type: none"> <li>• Elected to the youth committee to help develop and implement community service projects in downtown Cleveland.</li> </ul> <p><b>Lighthouse Summer Camp, Counselor</b> <span style="float: right;"><i>2008</i></span></p> <ul style="list-style-type: none"> <li>• Worked at a summer camp established for children with disabilities.</li> </ul>
<b>Activities</b>	<p><b>Laurel School Community Service Board, President</b> <span style="float: right;"><i>2006-Present</i></span></p> <ul style="list-style-type: none"> <li>• Coordinate community service projects, such as Harvest for Hunger.</li> <li>• Establish service requirements for Upper School students.</li> </ul> <p><b>Laurel School Speech and Debate Team, Captain</b> <span style="float: right;"><i>2006-Present</i></span></p> <ul style="list-style-type: none"> <li>• Debate topics of philosophy and values as a Lincoln-Douglas debater</li> <li>• Ranked 6<sup>th</sup> in Northern Ohio District</li> <li>• 4-time District Champion, 3-time State Qualifier, State Finalist, Earned Special Distinction Degree from the National Forensics League</li> </ul> <p><b>Laurel School Be.The.Change/African Cultures Club, President</b> <span style="float: right;"><i>2008-Present</i></span></p> <p><b>Laurel School Green Key Club, Tour Guide</b> <span style="float: right;"><i>2009-Present</i></span></p> <ul style="list-style-type: none"> <li>• Responsible for greeting prospective students and their families in the Admission Office, for guiding tours of the school and for appearing at prospective student gatherings.</li> </ul> <p><b>Laurel School Yearbook, Business Manager</b> <span style="float: right;"><i>2009-Present</i></span></p> <ul style="list-style-type: none"> <li>• Responsible for advertisement sales and finances.</li> </ul> <p><b>Laurel School Student Government, Vice-President</b> <span style="float: right;"><i>2008-2009</i></span></p> <ul style="list-style-type: none"> <li>• Organized various school events and fundraisers.</li> </ul> <p><b>DNA of Dance, Dancer</b> <span style="float: right;"><i>2000-Present</i></span></p> <ul style="list-style-type: none"> <li>• Attend Jazz, Ballet, Lyrical classes three times a week.</li> </ul>



# The College Search

## **Questions To Evaluate Yourself**

The questions which follow can help you focus college selection and admission where it belongs: on you as an individual. You may feel self-conscious when you first consider these questions. However, an honest and thoughtful self-evaluation can reveal what you should look for in colleges and prepare you for questions you may be asked about yourself in essays and interviews. If you are willing to look seriously at yourself, you can find the colleges which are right for you and present yourself effectively to them.

1. What aspects of my high school years have I enjoyed the most?
2. If I could redo high school, what would I do differently?
3. Do I like to collaborate with others or work individually?
4. What values are most important to me? What do I care most about?
5. What occupies most of my energy, effort and time?
6. How do I define success?
7. Do I like to work more with my head or my hands or both?
8. Do I prefer discussion based classes or lectures?
9. Is being known by my professors important?
10. How do I define success?
11. What kind of a person would I like to become?
12. Of my unique gifts and strengths, which would I most like to develop?
13. What would I most like to change about myself?
14. Do I want to play sports competitively or for fun?
15. What do I want to spend my time doing when I finish my education?
16. Is community outreach and service learning important to me?
17. Is a diverse community important to me?
18. Do I want a politically active campus?
19. Is money going to be a factor in my decision?
20. What do I want out of my college experience?
21. What environment will make me happiest? What events or experiences have shaped my way of thinking?
22. If I had a year or day to do anything I wanted, what would I do?

23. What are my academic interests? Which courses have I enjoyed most?
24. What would I choose to learn if left to my own resources?
25. How do I learn best? What methods and styles of teaching engage my interest, talents and ability?
26. How would I describe Laurel? Has this environment encouraged me to develop my potential? Has it been limiting for me?
27. What would I change about Laurel if I could?
28. What has been my most stimulating intellectual experience in the past 4 years?

## College Campus Visits

Nothing is a substitute for getting on a college campus and seeing it for yourself. In addition to college visits you make during the summer, holidays and spring break, college visits during the regular term in the fall can be valuable. There are a number of school holidays in the first semester that colleges may not recognize, so they will be in session. You can visit colleges on a weekend and still get a feel for the type of student who attends. There are several small, medium and large schools within a short drive from Cleveland. Visit these and get a sense of what the size difference may mean to you.

College admission offices can help organize your visit and arrange accommodations. Visit freshman classes, check out the bookstore, tour the dorms, read the college newspaper (and alternative newspaper when possible), and eat the food. While you are there, ask a lot of questions! Allow enough time to really get a feel for the school. Visiting colleges should be fun. Be sure you visit a range of schools; large and small, urban and suburban, etc. This way you will have a solid basis of comparison to help discover which schools will be right for you.

Look at the condition of the buildings as you tour the campus. Is there new construction going on or are the buildings run down and unkempt? Construction and renovation point to growth in the college. Check the library for size, accessibility and inter-college library connections. Check the message boards in the library and the student center. Look at the flyers posted around campus; they will highlight what the students care most about.

Do some snooping around to places not included on the formal tour. Ask your tour guide what she has been instructed *not* to show on a tour. Stop and talk to students. Parents can ask questions of security guards to learn about crime statistics and campus escort services. Listen in on conversations in the Student Center.

Tour guides are a wealth of information. They can tell you how accessible the faculty really is. Ask them who taught their first year classes: professors or teaching assistants? Do they feel valued on campus as a student or is the emphasis on the graduate students? Are most classes lectures or seminars? How easy is it to register for courses? Do first year students get their first choices? Parents can ask where else the guide applied, why they chose XYZ University, and whether they regret their decision. Tour guides will tell you how important fraternities and sororities are on campus as well as give you an insiders' view of the social life.

## **QUESTIONS TO ASK ON A COLLEGE VISIT**

1. How easy is it to register for courses, and do first year students get their first choices?
2. Is housing available all four years?
3. Where are the dorms located in relation to the rest of campus?
4. Does the meal plan allow you to eat in all dining halls?
5. What options are there for the meal plan?
6. Are meals served every day?
7. Are most classes lectures or seminars?
8. How serious are students about academics? How much time is spent studying?
9. What percentage of students go on to graduate school? What percentage are admitted to medical or law school?
10. What research opportunities are available to undergraduates? To first year students?
11. Which companies come to campus to recruit graduates?
12. How good is the Career Planning Center? Will they work with all students for internships, etc? Or just graduating seniors?
13. Where else did you (the tour guide) apply? Why did you choose this school? Are you happy with your choice?
14. How important are fraternities and sororities on campus? (Make sure the school has a Greek system before asking this question.) Can one have a good social life as an independent?
15. What intercollegiate, intramural and club sports are there?
16. When does the weekend start on campus?
17. How many students remain on campus on weekends?
18. What do students do for fun? Where do they usually hang out?
19. Is public transportation available or is a car needed? Can first year students have cars?
20. What was the major conflict on campus this year?
21. What one thing would you change about this school?
22. What are the attitudes of the student body as a whole – competitive or cooperative?
23. How big is the travel abroad program? What percentage of students go abroad?
24. Does the campus feel safe? Are campus escort services available 24/7? What are the crime statistics?
25. How far is the local community? Is the city a negative or positive attraction? Is the relationship between college and town negative or positive?

## **INTERVIEWS**

You should schedule an interview at all the colleges you are serious about. Practice with an interview at a local college so when “it counts” you will be relaxed. Dress comfortably and nicely; no jeans please.

### **TIPS FOR AN INTERVIEW**

- 1) Be prepared. Know enough about the school that you aren't asking basic questions that could be answered by the website.
- 2) Be ready to answer questions about your academic, extracurricular, work-related and social experiences.
- 3) Be yourself. Relax, give a firm handshake, maintain eye contact and try to engage in a conversation. The main point of an interview is to give the interviewer a sense of who you are. Very seldom will interviews be rigorous.
- 4) Make sure you get the interviewer's complete name, address and phone number. You'll need it for future reference when you send a thank you note.
- 5) Be prompt. If you are going to be late, call and let them know.
- 6) The interview is a two-way street. It's your opportunity to find out about the college, not just the college's chance to find out about you.

### **QUESTIONS TO ASK DURING AN INTERVIEW**

- 1) What percentage of tenured faculty teaches first year courses?
- 2) How often do undergraduates meet with their advisors?
- 3) How accessible is transportation to the nearest airport,/train station?
- 4) Is there an active alumni networking system?
- 5) What are the big issues on campus?
- 6) What are students concerned with?
- 7) What are the misconceptions about this school? This gives the interviewer an opportunity to address common rumors about the college. This usually brings up some interesting information.
- 8) What athletic opportunities are available to non-varsity athletes?
- 9) Can non-music or non-theater majors still participate in the plays/orchestras?

### **QUESTIONS YOU COULD BE ASKED ON AN INTERVIEW**

- 1) If you were principal of your school, what changes would you make?
- 2) What is the best thing about your high school?
- 3) What was the best book you read and why did you like it?
- 4) What is one of your greatest frustrations?
- 5) What are your interests? Why do you find that (them) interesting?
- 6) What are your academic and personal strengths and weaknesses?
- 7) Which of your activities has given you the most satisfaction?
- 8) If you could live high school over, would you do anything differently?
- 9) What do you do for fun?
- 10) Why are you interested in us and how do we fit into what you are looking for in a college?
- 11) What other schools are you considering?
- 12) How do you spend your free time?

## **Other Typical and Not So Typical College Interview Questions**

1. Do you have any questions about our school?
2. Why have you chosen this college?
3. What courses are you taking? Do you like them? Why or why not?
4. How would your friends describe you? How would your teachers describe you?
5. What makes you special?
6. What can our school offer you? What can you offer our school?
7. What are your best and worst qualities? What are your most interesting qualities?
8. What do you think of the current political situation?
9. Tell us about yourself...in three words.
10. Who is your hero?
11. How would you describe your perfect college?
12. What kinds of academic papers have you written this year?
13. What do you think you might want to major in?
14. Tell me about Laurel...
15. What movies have you seen lately? Which have you liked, and which have you not liked?
16. Tell me about your family...
- 17.
18. What sort of travels have you gone on?
19. What did you do this summer?
20. If you could change one thing about Laurel, what would it be?
21. Where do you want to be in 5 years? 10 years?
22. What experience are you most proud of? Least proud of?
23. Do you think a politician should compromise? How much? Why or why not?
24. Our college does not have a strong (blank) department? Why do you want to go here?
25. How do you feel about your scores? Grades?
26. Coming from Cleveland, how do you think you would fit in here?

## **College Visitors to Laurel School**

Information about college visits to Laurel as well as evening programs or receptions will be kept in the college visit binder on Mrs. Favret's desk in College Guidance as well as posted on TCCI/Naviance and the College Bulletin Board. Make it a habit to check these locations frequently.

- Sign up for each college meeting you wish to attend. The sheets are located in the college visit binder on Mrs. Favret's desk. You must do this a week prior to the visit if you will be missing class. If it is a free period, please try to sign up 1-2 days prior to the visit.
- Have a College Guidance permission slip signed by your teachers for the class or classes you will miss. If you cannot attend (you have a test during that period, you are on a field trip, etc.) but want to express interest in a college, please note this on the signup sheet.
- Turn in this permission slip to Mrs. Favret **1 week prior to the date and time of the college meeting**. Without the permission slip, you are not excused from class.
- If for some reason you decide you cannot attend a meeting, you must tell the College Guidance Office **prior** to the meeting time.
- Balance your academic priorities with your college research.

# **The Application**

## **Where Is My Application?**

If you get an email or letter from a college saying that a piece of your application is missing, **DON'T PANIC!** In all likelihood it is at the college, and simply hasn't been entered into the system yet. Check with Mrs. Favret to see when everything was sent to that college. Even though everything is transmitted electronically from Laurel's College Guidance to the college, the college still has to upload it to their system, which may take up to two weeks from receiving it.

Please notify Mrs. Favret right away if you do get any notification of missing application parts. She will look into it and let you know if you need to contact the college for any reason.

### **Importance of Grades: Junior and Senior Year!**

Please remember that although this process focuses on the future, you are currently completing a demanding junior year curriculum. For this reason we ask that your first priority is your academic responsibilities. Your GPA calculated at the end of your junior year, will be the GPA used on your college applications. Strong first quarter and semester grades in your senior year will also impact admission decisions. Poor first quarter grades in senior year, inconsistent with your previous record, might raise doubts about your commitment to learning. First semester grades will be sent to every college where you applied and they strongly affect admission. Choose wisely about when and why you miss class. A final note: **all** final grades are sent to the school that you have chosen to attend. If your grades slip dramatically your acceptance may be withdrawn. **THERE IS NO TIME DURING YOUR SENIOR YEAR WHERE YOU CAN GIVE UP ON SCHOOL. ALL GRADES CONTINUE TO COUNT!!!!!!!**

## **Guide To Writing College Essays**

### **Writing Basics**

1. START!
2. Write without stopping; revise later.
3. Even if you hate what you write, keep it. It may come in handy later.
4. Save often on the computer. While it is true that rewritten work is often good, the stress of losing material is rarely balanced out by the worthy revision.
5. Revise.
6. Check the questions for all the colleges to which you may apply. With a slightly altered intro or conclusion, you may be able to recycle one essay for several schools.
7. If they say 600 words, they mean it. Less can be more; it's harder to write a short essay well.
8. If writing about childhood, link the past to the present. If the most interesting episode of your life occurred when you were 5, why would the college want you at 18?
9. Beware of the question about a person who has influenced you – the essay still needs to be about you.
10. Purchase some quick inspiration for nights when you are stuck – any writer who inspires you will do, but writers of essays, short stories and poems might be most helpful for their focused use of small numbers of words.
11. *Ask for help well before a deadline!!!!!!!!!!!!!!!*

### **Cliché Alert Hit List or Things to Avoid in the College Essay**

- Too many long lists
- Lots of qualifiers – probably, very, truly, honestly, totally, really
- Dull openings
- Cheesy endings
- The passive voice (kill it off)
- Telling the reader instead of showing her
- Lack of sensory details
- The past tense – when possible, write in the present; it's more immediate
- Sentences that all sound the same in terms of length and construction
- “people from all walks of life”

- “from this I learned”
- “room to grow/breathe/stretch”
- “you have to look twice”
- “no easy feat”
- Second or third person – its about you
- Use words like “unique” and “passion” sparingly or they lose their impact

### **More Nuts and Bolts**

- **Jazzy beginning.** If your reader isn’t caught at the beginning, why would she keep reading?
- **Choose active, exciting verbs.** Frolic, tickle, lope, tumble, invigorate, bubble, jostle, snarl, shriek, exhilarate, flutter, celebrate. Warning: repeated use of forms of the verb “to be” can put readers to sleep.
- **Vary your sentence pattern.** Don’t make every sentence a Subject-Verb-Object sentence or a sentence introduced by an introductory dependent clause.
- **Vary your sentence length.**
- **Individualize through specific detail.** What shade of green were the leaves?
- **Be specific.** Death to the generic.
- **Cut to the chase.**
- **SHOW DON’T TELL.**
- **Death to the passive voice.** Try: “I struggled to escape the falling rocks” rather than “I was crushed by the avalanche.”
- **Death to –ings.**
- **It’s not just what you say, it’s how you say it.** Form follows function.
- **Get your reader to experience what you experienced.** Make your language immediate and vivid.
- **Sensory details enhance writing.**
- **Avoid lists.** The single well-chosen adjective beats the string.
- **Don’t stuff your writing with long words** just to show off. That’s what it looks like.

# Special Talents

## **Athletes and The College Process**

These next few pages are for those at Laurel who are thinking about continuing with athletics in college and might be considered a “recruitable” athlete. If you are contacted by college coaches on either the Division I (Ivy League, Patriot League, Big 10, etc.), or level II or the Division III level, you can feel fairly confident that you may have the ability to compete in college at some level. If you have not heard from any coaches but hope to continue in college with a sport, or perhaps begin a new one that we do not offer at Laurel, we suggest the following:

1. **Self-Assessment:** Take time to be honest with yourself about your abilities and potential. If you have never been a starter at Laurel in your sport, can you really play on the college level? How good is the program at the schools at which you are looking? Do they welcome all to the program, with potential for development, or only those they recruit?
2. **Talk with others:** Talk to your coach at Laurel, Mr. Kushkin, your college counselors, or former Laurel students who were similar to you in ability. Ask for their help with your self-assessment.

If you feel you might be of interest to some college coaches after completing these initial steps, we recommend you do the following:

1. Talk to your coach at Laurel about the kinds of schools you are considering. Discuss other programs that might be of interest to you. Ask if he or she will contact these schools on your behalf. If you are in a sport where college coaches request videos or film of your play, start to discuss what you might send.
2. When communicating with the admission officers at these colleges, be sure to inform them that you are a varsity athlete and the sport(s) you play. They will often pass this information on to the respective coach(es).
3. Contact the college coaches directly. Let them know of your interest in applying to their school and your intention to participate in their program. You should send an athletic resume (see sample) and set up a visit to meet with the coach. Many coaches now also ask for videotapes. These do not have to be professional tapes. Talk with your Laurel coach or one of the counselors about the kind of tape a college needs. You are responsible for making these videos.

Depending on your ability, you may be of interest to some college coaches and not to others. Do your best to be realistic in your self-assessment of your athletic talents and the teams for which you are most likely to play. Remember that, while you may be good enough to play on a particular college’s team, your athletic talent may not be of a calibre to play a role in the admission committee’s decision making. Coaches have varying ranges of ability to support you in the admission process, so it is important to understand their system.

Watch out for coaches' tactics. Remember that your interests and a coach's interests don't always overlap to your advantage. A coach's goal is to build the best team possible. Typically, a coach is allowed to present to the admissions committee a list of his or her most desired candidates from among the applicant pool. There is no guarantee that the admissions committee will admit all candidates on a coach's list nor follow his or her order of preference; academic and personal factors have to be taken into consideration. For this reason, coaches will often create their lists by striking a balance between an applicant's athletic ability and academic credentials, while factoring in a student's enthusiasm (or lack of thereof) for attending that college.

Coaches' promises should almost always be taken with a heavy dose of scepticism. Coaches who guarantee you admission are probably overstepping their bounds. The Admission Committee makes admissions decisions, not the coaches. A coach may lead you to believe that you will make his or her list, but there are no guarantees. You could be bumped from a list at the last minute if a coach finds a better athlete or an equivalent or even a somewhat less talented athlete with stronger academic credentials who is more likely to make it through the admissions process. There have been cases where a student has been courted regularly, with weekly phone calls of good will, only to be bumped from the coach's list in the final hours of the admissions process.

It is not unusual for a coach to ask you to state which college is your first choice. After all, in choosing which athletes to support in the admissions process, a coach does not want to waste energy or a high position on his or her list on a candidate who is not likely to enroll. We do not want you to lie to coaches. Nor do we want your honesty to put you at a disadvantage in the admissions process. If coaches start asking you to commit, it is of critical importance that you discuss this with someone in College Guidance before responding.

Indeed, it is important that you keep us posted throughout the process about all communications with college coaches. Our work as your advocate is strengthened if we know which college coaches seem most interested in you. If coaches make unfounded promises to you or ask you to commit when you are not ready to do so, we can often intervene to your advantage by contacting admissions officers. Also, remember that your college guidance department has been through this process before and knows how to discuss concerns with college coaches. In addition, we have excellent input and guidance from Mr. Kushkin, Laurel's athletic director. If an athletic scholarship is involved, we will be happy to work with you on how this varies from a financial need situation.

#### NCAA Clearinghouse

The NCAA has established a Clearinghouse for both recruiting and eligibility purposes for student-athletes in Division I and II. This does not apply to Division III applicants. All students with an interest in Division I or II programs, but especially those interested in making official visits (expenses paid) to colleges in the fall of their senior year, should contact the College Guidance Office for clearinghouse forms at the end of their junior year. If you ever attended another high school, you must submit a copy of the Clearinghouse form to that school as well. You will be officially certified upon graduation from Laurel.

## Sample Athletic Resume

# Laurel Gatorgirl

456 Green & White Drive  
Shaker Heights, OH 44122  
(216) 555-3232  
lgatorgirl@laurelschool.org

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### Player Bio:

Height: 5'2"  
Weight: 120 lbs  
40 meter dash: 5.1 seconds  
100 meter dash: 12.1  
1 mile: 6.10 minutes

### Academic History:

2004-2007 Laurel School  
1 Lyman Circle  
Shaker Heights, Ohio 44122  
216-464-1441  
Joan Pfeffer- College Guidance Counselor  
Seth Kushkin - Athletic Director

Overall GPA: -.-.-.

### High School Athletics:

#### Varsity Soccer

Positions: Defense  
Starting Varsity 2005, 2006, 2007, 2008 Captain  
Lettered 2005, 2006, 2007  
Independent School League: Second Team 2005, 2006  
ISL Team One 2007

#### Track

Lettered 2005, 2006  
Independent School League: First Team 2007

### Club Soccer:

Positions: Center Midfield/Forward  
Cleveland Whitecaps since U-9 (1998-present)  
U-9 Most Committed Player  
U-11 MVP Offense Cleveland Whitecaps  
U-12 MVP Offense Cleveland Whitecaps

Cleveland Whitecaps Boys since U-12 (2003)  
Alliance Select U-11, U-12  
Alliance Select Y-League U-13, U-14, U-15  
Co-Captain Y-League U-13 North American Championship team  
Co-Captain Y-League U-14 Midwest Division Championship team  
Selected and attended Y-League ODP National Camp 2006, 2007  
2007 OYSAN State Cup Championship team  
CASA Black U16

### **Club Soccer: Tournament History**

#### Cleveland Whitecaps

2001 Adam Schuster Champs  
2002 Mid-Winter Classic Champs  
2003 Northern Ohio Cup Champs  
2004 NASL Cup Champs  
2004 Empire Cup Champs  
2004 Global Soccer Champs  
2005 Northern Ohio Cup Champ  
2005 Best of the Midwest Champ  
2005 NASL Cup Champs  
2006 US Club Region 1 Champs  
2007 Jefferson Cup Finalists

#### Northern Ohio Select

2002 LIT Champs  
2004 Arsenal Cup Champs

#### Alliance Select Y-League

2005 Midwest Regional Champs  
2005 North American Champs  
2006 Midwest Regional Champs  
2006 North American Championship semi-finalist

#### Cleveland Alliance Soccer Academy (CASA)

2007 OYSAN State Cup Champs

### **School Involvement:**

Clubs: Spirit Club, Spanish Club, Scrabble & Boggle Club, United Cultural Society, Green Key Society (school tour guide and hostess),

Peer Tutoring: Tutor fellow students in chemistry, Spanish, and math.  
Volunteered in instructing 1-5 graders in soccer clinics

## **Community Involvement:**

Locks for Love: Donated 11 inches of hair.

Achievement Centers for Children: Volunteered over 200 hours at a therapeutic horse riding center working with physically and mentally disabled children, as well as the horses.

## **Camp Attendance:**

- IMG Academy 2004
- Y League/ODP National Camp 2006, 2007
- Al Reynolds Soccer School (1997-present)
- Kiko Lopez Soccer School (2000-present)

## **Upcoming Showcases: (2007-2008)**

Ohio Elite Showcase  
Cincinnati, OH  
February 22 -24, 2008

Jefferson Cup  
Richmond, VA  
March 29th & 30th, 2008

Crossroads of America  
Carmel, IN  
April 26th & 27th, 2008

OYSAN State Cup  
Spring 2008

Blue Chip Classic (awaiting approval- possibility)  
Cincinnati, OH  
April 18-20, 2008

## **References:**

Pat Sweeney- ODP coach, A license  
440-479-9061  
[Shugsweeney@gmail.com](mailto:Shugsweeney@gmail.com)

Joe Smith –Laurel Team Coach  
216-464-1441  
[jsmith@laurelschool.org](mailto:jsmith@laurelschool.org)

## **Art Portfolios for College Applications**

The following procedures and suggestions are intended as guidelines for any students who have done a significant amount of visual artwork during their Laurel career. **We strongly recommend that you create a portfolio of your best work as part of your college application**, regardless of whether you intend to pursue your artwork in college. What you have done to date will set you apart from many other applicants, demonstrating an unusual talent or skill. What you show them, if chosen and presented carefully, **can only be to your advantage**.

### **Format**

1. Some colleges may differ, but most will be looking for a selection of slides or photographs documenting your work. The department will specify what they require, and this is usually no more than 20 pieces of art.
2. Each slide/photograph should be labeled with your name and a number, which corresponds to a typed list accompanying your slides or cd. For each listed slide, you should provide a title, identification of the media, indication of size, and a brief description of the project or work.
3. You should also include a brief (half page, single spaced, typed) artist's statement, which describes your interest and investment in the visual arts.
4. Other formats are possible and may in some cases be advisable, depending on the scope and type of your work and the college you are considering. Consult the college counselors, your advisor, arts teachers, and the admissions offices of your target colleges.

### **Procedure**

1. Collect all of your work at school, including sketchbooks, finished pieces, and things you may have done outside of your coursework at Laurel. You should start collecting your work as soon as you start producing it.
2. Contact a member of the visual arts department and ask her or him to serve as your mentor for this process (probably the teacher who knows your work the best) and arrange to meet him/her to review your collection of works. Consider which pieces may be most important and representative of your achievements. Choose more pieces than you will need to send, as some may not photograph well or may be otherwise not useful to this process.
3. Have your work photographed by a professional. Please discuss the process for locating such a person with College Guidance or your visual arts teacher. Be prepared to pay either by the shot or by the hour.
4. When your work has been photographed, review the pictures with your visual arts teacher and make your final choices.
5. Have copies of your cd or slides made so that you can send one to each school to which you are submitting a portfolio. Most of this is done online and transmitted to the college electronically.

## Music for College Applications

The following information is intended as a guide for seniors who have focused on music during their time at Laurel School. The department strongly encourages any senior to create a digital recording and a short document outlining her past musical achievements at Laurel or elsewhere. Creating this recording and resume will showcase your musical abilities and help to set you apart from many other applicants.

### Recording Format

1. All colleges differ in what they require for a recorded submission. **If one intends to major in music, most colleges, universities or conservatories will require an audition at their respective school. Please check carefully into each school's audition procedure.** In most cases, auditions will take place in February or early March. These are either done at the school or at regional auditions at various locations around the country.
2. The recording should be of professional quality and done with high quality equipment. It should be done in the best acoustical surroundings possible. This may vary according to the instrument and voice. If you are unable to record this yourself, please ask a professional to do so. A badly recorded tape is worse than no tape at all.
3. Choose your pieces wisely. Play pieces that show your talent in the best light. Highlight your strengths. Choose a variety of pieces to demonstrate different abilities. Pieces from different historical periods and pieces in different tempi, dynamics, articulations, etc. are good choices.
4. Do not make the recording overlong. Leave them wanting more. If a piece has three movements, you may want to record only one and then add an additional piece with a contrasting style.
5. Send the recording to both the normal college admission office and also to the most appropriate member of the school's music department. Remember that in many cases in addition to selecting a school, you are selecting a teacher. If you are a string player, send the tape to the school's orchestra director or head of the string faculty, if a vocalist to the choral director, etc. Enclose a letter and resume outlining your past musical achievements. Follow this up with a phone call sometime later to that same music faculty member.

### Resume Format

1. With your recording, enclose a resume outlining past musical achievements. List the important things that you have done musically, especially in your high school years. These may be both at Laurel and outside of Laurel.
2. List any awards, competitions, and /or titles that you may have. List teachers with whom you have studied. List pieces that you have played or sung.

# Financial Aid and Scholarships

## **Introductory Advice about Financial Aid**

Plan ahead! If you think you will need financial aid at any time during your college years, apply as a freshman. The process may seem cumbersome, but we will help you. College is expensive, and for many families this will be a major part of your application process. Request and read all materials from colleges regarding financial aid policies and procedures. Note and meet all deadlines. A missed deadline can be costly!

### **QUESTIONS TO ASK WHEN VISITING A COLLEGE**

1. Are you “need-blind” in your admissions policy? A college that is “need-blind” makes admissions decisions without regard to the student’s ability to pay. The “need-blind” college does not review the student’s financial circumstances until after an admissions decision is reached. There was a time when most colleges were “need-blind,” but this has eroded in recent years. Some colleges, when considering students with equal academic records who are “on the cusp” of acceptance, will give preference to students who are able to pay. This practice is “need-aware” or “need-conscious.” You should ask what the policy is for each school you are considering.
2. Do you meet 100% of demonstrated need? To be eligible for financial aid, the student’s parent completes several forms (see descriptions below) and a determination is made regarding a family’s economic need. Some schools meet 100% of your demonstrated need with an aid package that includes grants (scholarships), student loans, and work-study. Other schools do not meet full need. This is called “gapping.”
3. What is your “packaging policy?” Most schools give an aid package that includes grant money (scholarships), loans, and/or work-study. Ask the following questions:
  - (a) In general, what percentage of an aid package from your college is grant vs. self-help (loans, work-study)?
  - (b) How does an aid package change over four years? Some colleges entice freshmen with large grants for the first year and then switch to a much heavier loan burden in sophomore and subsequent years. Some increase in loans over a four year period is typical, but you want to avoid “bait and switch” situations.
  - (c) Do you have a “preferential packaging” policy? For example, if two students have equal demonstrated financial need, does the college give more grant aid (or a better overall aid package) to the student who has a stronger academic

profile? Do you give better aid packages to students entering certain fields of study? Do you give comparable aid offers to applicants under early and regular decision programs?

(d) Do you give any type of merit-based aid (scholarships for students with high academic profiles regardless of their family's financial circumstances)?

4. What is your policy regarding outside scholarships? Some schools deduct money earned in outside scholarships from your financial aid package. Some schools reduce your loan burden, but other schools reduce your grant money. Obviously, reducing the loan would be more favorable to you.
5. What is the policy with regard to non-custodial parents and stepparents? Are they expected to contribute, if financially able?
6. How much indebtedness can you expect after four years?
7. Are there any tuition payment plans that will allow you and your parents to spread out your payments over a period of months?

## **TIPS**

1. Make sure your list of colleges includes an economic safety school – a school that meets your academic needs and is affordable. For many students this is a state college or university.
2. Students who need significant amounts of aid should remember that some schools give merit-based aid.
3. Do not use scholarship or financial aid search services that charge fees. Comprehensive information about scholarships and financial aid is available at no cost online, at your local library, in the College Office, and from college financial aid officers. Watch out for scams. There are many people out there hoping to capitalize on parents' anxiety about paying for college.
4. You may wish to make an appointment with a financial aid officer at one or two schools so that he or she can advise you on special programs, tuition plans, and/or loan or payment programs that might be beneficial to you. Some financial aid officers have more time to meet with parents in the summer and fall. (In the spring they are swamped and may not have many appointment slots.) Prepare your questions ahead of time and take notes.

## **Financial Aid Information**

Below you will find a brief summary about the documents needed for submission of Financial Aid applications. Some institutions require all three documents, some require only two, but **all** require information from your IRS tax return.

### **Financial Aid**

Financial aid is awarded **each year** by colleges, so applications must also be submitted annually. These awards are based on **need** as determined by the College Scholarship Service of the College Entrance Examination Board and by the Federal Government. If a college maintains a **Need Blind Financial Aid Policy** they will admit students without regard for their financial need. The Admissions Office determines which students it will accept without knowledge of the need for financial aid. When a student is accepted, the Financial Aid office issues a "Financial Aid Package." Some colleges also have **merit** financial aid, for academic achievement, special talents or for athletics. There also are scholarships offered by various corporations and organizations. In the College Guidance Office there are files of information on scholarships of this kind; these are available for you to study and to use.

### **A student's Financial Aid Package is composed of the following:**

1. Parent/Family Contribution
2. Student Contribution (usually from summer work)
3. Work Study Contribution (job guaranteed by the college)
4. Student Loan (payable some years after graduation)
5. Grant (from the federal government or the college)
6. Parent Loan (some schools include in their financial package)

### **Individual College Financial Aid Form**

Each college has its own financial aid form, which is sent to the student along with the papers necessary to apply for admission. These forms can also be downloaded from the college website. Forms should be completed for each college and submitted as near as possible to the deadline date of the student's application. It is advisable to attach to this form a copy of your 1040 IRS form from the previous year with a note saying you will send a copy of the 1040 form for *your current taxes* as soon as it is available. Each college financial aid form will indicate which **additional forms are required** (FAFSA or CSS Financial Aid Profile or both).

### **Free Application for Federal Student Aid (FAFSA)**

This form can be accessed through the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The federal government processes this form and the results are sent to each college you request, with no charge. The form cannot be submitted until **January 1 of the year you will matriculate at a college**. In order to get the information to the colleges as soon as possible, this form should be sent to Washington, DC promptly. There is no fee for processing this form. For information, call 1-800-433-3243.

- **Tip:** If you are applying for aid at more than 6 schools, you should first list those 6 schools with the earliest deadlines in Section H of the FAFSA. After your form is processed and you receive the **Student Aid Report (SAR)**, you can have the data sent to those schools that were not previously listed. You can do this by revising the SAR and sending it back to the processor or call the 1800-433-3242 hotline number. At **some** colleges, you can also give them the PIN number on the SAR so they can electronically retrieve your data from the processor, even if the school is not listed on the SAR.

#### College Scholarship Service Financial Aid Profile (CSS/Financial Aid Profile)

The College Scholarship Service processes this form and the results are sent to each college that you request. This process requires that you submit an **application for the PROFILE**, which should be done as soon as possible in order that the results may get to the financial aid offices of the colleges in time for them to develop each Financial Aid Package, which will be sent to you (in most cases), when the admissions offices make their decisions. The process for completing the application is summarized below. There are fees involved for this process – please check the current year’s information to find out what they are.

- **Tip:** Know your deadlines! You should not wait to be accepted to apply for financial aid. Some forms may be due as early as January 1 (or earlier if the student is applying Early Decision or Early Action to some schools.)
- **Tip:** If at least one school requires the Profile form, register with the CSS.
- **Tip:** Decide if your family can get its taxes done in time to complete the FAFSA and/or the Profile form. If you cannot do this, it is perfectly acceptable to provide estimated figures on the aid forms.
- **Tip:** If you are applying to more than 10 schools which require the Profile form, you should first list those 10 schools with the earliest deadlines on the Profile Registration form. You can then add on additional schools. The Profile instruction form will tell you how to do this. (Note: if you add any school after you register, you will have to contact the aid office of the additional school(s) to see which questions they require in the Profile. If those questions are not on your Profile form, you should ask them what to do.)

#### Other Useful Information

- You can also check with banks for both advice and opportunities.
- Pay attention to which colleges offer non-need-based scholarships. This can mean merit, drama, community service, visual arts, legacy, etc. Some college do offer merit scholarships. It’s a good question to ask in an interview or in information sessions.
- Don’t forget state schools, which can be less expensive than private colleges and universities. Be sure to pay attention to deadlines, which can be early or rolling.

## **Financial Aid – Informational Websites**

- [www.collegeboard.org](http://www.collegeboard.org) – a starting point for students, parents and teachers. Includes a scholarship search and other useful items when viewing the financial aid picture.
- [www.mit.edu:8001/people/cdemello/univ.html](http://www.mit.edu:8001/people/cdemello/univ.html) - a list of links to the homepages of over 3,000 colleges and universities worldwide.
- [www.fastweb.com](http://www.fastweb.com) – a database with extensive information and links to national and regional scholarship programs.
- [www.petersons.com](http://www.petersons.com) – college search engine.
- [www.CampusTours.com](http://www.CampusTours.com) – linked to many college and university websites.
- [www.collegenet.com](http://www.collegenet.com) – provides searches for schools with links to its homepage; features the MACH24 scholarship search and provides links to additional educational and financial aid resources.
- [www.review.com/index.html-ssi](http://www.review.com/index.html-ssi) - database searches for both undergraduate and graduate schools with links to their homepages – includes financial aid information.
- [www.library.uiuc.edu/edx/rankings.htm](http://www.library.uiuc.edu/edx/rankings.htm) - links to different rankings systems, including financial aid information.
- [www.finaid.org](http://www.finaid.org) – comprehensive clearinghouse on financial aid sponsored by the National Association of Student Financial Aid Administrators. All kinds of information here.
- [www.fafsa.ed.gov](http://www.fafsa.ed.gov) – the government’s website offering help filling out the FAFSA.
- [www.ed.gov/studentaid](http://www.ed.gov/studentaid) - government website for help with financial and student aid.
- [www.scholarships.salliemae.com](http://www.scholarships.salliemae.com) – offered by the SallieMae student loan organization; can help with student loan process.
- [www.kaplan.com](http://www.kaplan.com) – Kaplan test prep website – some financial aid information.

## **What To Look For In A Financial Aid Award Letter**

Look at the “bottom line” – your “net cost” to attend each institution. Don’t be dazzled by the amount of money a particular college offers – focus on how the awards affect costs you have to pay. A \$5,000 award may cover your need completely at one school, while a \$10,000 award at another school could leave you short.

Look at the combination of awards in each financial aid package. Your offer will probably include a mix of several types and sources of aid – “gift aid” (grants and scholarships that do not have to be repaid) and “self-help” (jobs a school offers so you can earn part of your award) and/or loans that must be repaid.

Look for special conditions or requirements stated in the financial aid package. For example, many institutions require scholarship recipients to maintain a certain grade point average before their award is renewed. Other institutions may require continued enrollment in an academic program.

Once you choose a school and have been awarded financial aid, follow the instructions in your award letter. You may be asked to provide more information or select a lender for a student or parent loan. Complete any forms that come with the award letter, sign the letter, and return it by the due date. Be sure to notify other schools that have accepted you and let them know that you will not attend so any funds you may have been awarded can be given to students who will.

# Parents and The College Process

## **Suggestions for Parents in the College Selection Process**

### ***Stage One – Researching and Visiting Colleges***

1. Map out family concerns and constraints that might affect college choice. Don't be afraid to discuss costs. You will need to do it sometime – better early in the process than at the end.
2. Help organize college visits.
3. Serve as a sounding board. Be open-minded.
4. Encourage your daughter to consider many options.

### ***Stage Two – Application Process***

1. Check to make sure your daughter has registered for necessary SAT I, SUBJECT TESTS and/or ACT.
2. Help your daughter coordinate papers and deadlines.
3. Help identify her strengths and weaknesses and those of the colleges she is considering.
4. Encourage your daughter to fill out applications as fully and honestly as possible.
5. Encourage your daughter to file applications as early as possible. (Dec 1<sup>st</sup> deadline in order to complete applications prior to winter break.)
6. If filing for financial aid, submit necessary forms. (Keep a folder for each college.)

### ***Stage Three – Reacting to Colleges' Decisions and Deciding Where to Go***

1. Be supportive, realistic and nonjudgmental.
2. Organize more visits to campus.
3. Help realize that there is not necessarily a “perfect” choice.
4. Be a sounding board with opinions, not directions.
5. Assess the financial realities.

## **The Top Ten Things For Parents NOT To Do During A College Tour/Interview /Visit**

Quoted from a college admissions officer, some classic words of wisdom...

- 1. Don't use the royal "we."**
  - a. Off the top of my head, my personal favorite no-no is when parents say "We want to attend your university next year" or other similar comments. (I'm particularly fond of this one when the parent is accompanied by a student whose body language indicates that s/he has zero interest in attending my university the next year.) Unless the parent is also submitting an application for himself/herself, all pronouns should indicate that the individual student is the one applying and hoping to attend. Ideally, I really believe the student should be the one asking the questions and initiating the conversations as well, although I do understand that more introverted students often find this to be challenging. But that "we" pronoun is a pretty clear indicator that the student isn't really the one running the search!
  - b. Dead giveaways:
    - "We are very excited about your school."
    - "We don't know what kind of major we are interested in yet."
    - "We would like to know...."
  
- 2. Don't take calls or use your Blackberries, iPods, etc.**
  - a. Don't take a phone call during an information session and/or campus tour.
  - b. Turn off the cell phones! For one hour, disconnect.
  - c. Don't sit in an information session and do business on your Blackberry.
  - d. DO NOT answer your cell and proceed to have a discussion while ON the tour, during an Open House presentation by the college president, or IN AN ADMISSIONS OFFICER'S OFFICE during the interview!!!
  
- 3. Don't speak for your student.**
  - a. Do not sign in for your student in the Admissions Office. The student should do it.
  - b. Parents should let their kids be themselves – I remember one parent that I met with in my office who spent most of the time telling her child to sit up, speak up, "Tell Mr. XXXXX about your science project." "Give Mr. XXXXX your transcript." Parents should remember that while they do need to gather some information, ownership of the process should belong to their children...therefore the impetus for asking questions and the responsibility for being themselves should fall on the students.
  - c. Do not speak entirely for the student (at registration tables, reception desks, Q/A moments, etc.) while the child stands mutely aside.

- d. Do not decide for the student what things to see/do/inquire about—the student should be determining all activities.
- 4. Don't unnecessarily embarrass your child publicly.**
- a. It's also annoying to have a parent preface her question with the advanced curriculum choices her child has already completed at a prestigious prep school.
  - b. Don't ask about mental health facilities for kids with emotional difficulties during the college tour. I had a parent who did this in front of their clinically depressed kid.
  - c. Consistently, the parental question that brings the greatest cringe from the child and the most mush-mouthing from the tour guide has to do with coed bathrooms. What no one has the courage to say directly to Mom (never Dad, also consistently) is, Get over it! Somehow it all works out and life goes on.
  - d. Do not dominate an information session with a slew of questions; most admissions officers would be happy to answer very specific questions from a family outside of the session time. Plus, it tends to embarrass the kid.
  - e. Do NOT tell the admission counselor how much brighter/higher achieving/more talented/etc. the student's older siblings were! I continue to be amazed at how many parents do this. It is awful to sit and watch a student shrink in his/her chair right before my eyes!
  - f. Don't go on and on about the student's (real or imagined) strengths and accomplishments.
  - g. Do not launch into a diatribe that includes listing every achievement the student has made in his/her life history (not only does this take up time unnecessarily, but it usually mortifies the student).
  - h. DO NOT come to the visit or even schedule a visit with a list of demands. It's okay to request to see a coach, faculty member, etc.; most schools will do their best to accommodate, but please understand that faculty and coaches are typically busy teaching and coaching and may not be available (or even allowed to meet with you - NCAA regulations) when you are on campus.
- 5. Don't monopolize the conversation/tour/discussion session.**
- a. I would encourage parents not to monopolize the tour guide with specific questions only pertinent to their child's situation. Being interested and asking a few questions is great, but if parenting take over a group tour with questions that are specific to only their child, the whole tour will take forever. Those kinds of questions should be asked of a counselor at a later date.
  - b. Do not dominate discussions by waxing reminiscent about your good-old college days...and go on and on despite dirty looks from other parents/prospective students/your own children. (Yes, this also happened to me on several occasions.)
  - c. Don't do all the talking. Although we know that parents are invested in the child's future...it is her future.
- 6. Don't ruin the interview.**

- a. Do not go into the interview with your student and the Admissions Counselor/Officer.
  - b. Do not go into an interview with the coach, unless you are invited in or unless you just plan to listen. This is your student's time to find out about the program by asking appropriate questions, not yours. Some coaches now say that if they have an overbearing parent during the process, they are thinking, "Maybe I don't want this parent around for the next four years," even if they were initially interested in recruiting the student.
  - c. Do not assume that you'll be part of an on-campus interview. Every school does it differently.
  - d. Don't break out the scrapbook of everything junior has done since birth (Yes, I saw one of these when I worked in admissions.)
  - e. Parent should not sit in on the interview and discuss another sibling who is at an "overlap" college.
- 7. Don't whine, complain or be negative in public.**
- a. "Whine" is the operative word....concern about cost is perfectly appropriate and (understandably) common.
  - b. Do not ask if new campus construction will significantly improve the aesthetic value of the campus landscape because you cannot stand to drive onto the campus for the next four years as it currently stands.
  - c. Don't say anything negative during the tour or the info session. Wait until you're in the car. Personally, I don't think parents should say much of anything about a college visit. I think they should keep their opinions to themselves and let the student form an opinion. If they speak negatively about a school, a student might dig her heels in and say she is interested in the college, even if she initially wasn't.
  - d. Don't complain publicly. (I have heard parents complain about many things in public forums—most of them either unfounded rumor or things our institution has absolutely no control over—and it not only made the entire event more negative, but it made us start to develop a very negative impression of her daughter!)
  - e. Do not complain about the lack of 5 star hotels in the region.
  - f. Do not challenge the admissions representative about the number of students going to medical school and law school by calling him a liar and clearly misinformed.
- 8. Don't broker your student.**
- a. If the student is a legacy or has a family member (however distant) who has donated lots of money to the college, please do not harp on this to any university official. Parents who mention such things make it sound like a "you'd better admit my kid" kind of thing. The student can mention his/her legacy status only in the course of a conversation, or if asked outright, but not as an opener. Just know that the college will certainly know their legacy status once s/he applies.

**9. Don't allow your child to embarrass him/herself.**

- a. Remind your child about appropriate behavior and dress when on campus. Remember that the tour and discussion session are important pieces of the process and events where behaviors can distinguish a person, positively and negatively.
- b. Don't allow your progeny to curl up in mom or dad's lap and fall asleep smack-dab in the middle of an information session. No matter how boring the speaker may be, this is a definite no-no. (Yes, this happened to me.)
- c. Do not remind him/her to take off his/her sunglasses when inside talking with Admission Officers, students, faculty, etc.
- d. I've had one young lady answer her cell (keep in mind she was interviewing as a last ditch effort to be admitted) and proceed to talk to her boyfriend. Her mom, who was also in the office with us, just continued the conversation with me as though nothing was wrong!

**10. Don't plan to do the application process for your child. Don't tell the Admissions Office that you are doing the application process for your child.**

- a. I had one mother talk about how great the essay she wrote was!
- b. Do not fill out the application for your son or daughter online.



# Reminders and Suggestions

## **Essential Things to Remember**

- ❖ Don't sell yourself short. Have confidence that you will be accepted at a college.
- ❖ Take time to research your college opportunities.
- ❖ Set aside uninterrupted time to complete your college applications.
- ❖ Don't apply to colleges that you would not like to attend. A college becomes meaningless if you do not want to go there. Also, it is thoughtless to apply to a college just to see if you will be accepted because your acceptance may eliminate someone who would like to enroll.
- ❖ Try to have college applications finished before winter break.
- ❖ Keep an application checklist to see that all details of your application are completed.
- ❖ Read instructions carefully and follow directions.
- ❖ Remember that these college applications are your responsibility. Don't depend on mother, dad, their secretaries or the college counselor to complete them for you.
- ❖ Respond promptly to all college correspondence concerning information missing in your admissions file, acceptances, rejections, etc.
- ❖ Notify the college promptly once you decide to enroll and also withdraw your acceptances from other institutions once you've notified your chosen college that you will attend.
- ❖ Keep up your academic work. Although colleges accept you in the winter and spring, all acceptances are provisional, pending the satisfactory completion of your senior year. Colleges expect you to maintain the same grades you had when you applied and were admitted.
- ❖ Don't be ruled by college. Enjoy being with your friends and being at Laurel.
- ❖ Relax.
- ❖ Remain confident. Don't forget all you have achieved.
- ❖ Get feedback on your writing. We all wish we'd started earlier.
- ❖ Recycle essays as you can.
- ❖ Think about how to express who you are through essays and writing.

- ❖ Randomness can be a factor, so don't set your heart on one school; there are lots of factors beyond your control.
- ❖ It is a year. It will pass. Take time for yourself.
- ❖ Visit schools –and, not only the highly selective ones....
- ❖ You can be happy wherever you are. It's not "the name" that matters; happiness has to do with you and who you are.
- ❖ You can get a good education anywhere you go.
- ❖ Back up and save often.
- ❖ If you apply early, have other applications ready, because if you aren't admitted early, it's hard to find the enthusiasm to start the new applications.
- ❖ Don't take admission for granted.
- ❖ Keep copies of EVERYTHING!
- ❖ There are so many great schools, so many options.
- ❖ Take other people's opinions with a grain of salt – some may have good advice, some do not.
- ❖ Keep up your contacts through the process. Hang on to phone numbers and e-mail addresses.
- ❖ You may go to a school you considered a "safety." And you will get a great education there.
- ❖ Financial Aid – you need to take the initiative.
- ❖ If a college doesn't accept you, it's their loss.
- ❖ Results aren't always fair, but you have to live with how things go.
- ❖ Think of someone you admire. Do you know or, more importantly, care where she went to college?
- ❖ See yourself at every school you apply to.
- ❖ Everybody in the class is doing this; you have a built-in support system.
- ❖ Write an essay tonight.
- ❖ Use your parents to help you.
- ❖ Do as much ahead of time as you can in order to reduce last minute stress.
- ❖ Be organized.
- ❖ You have to keep your grades up.

- ❖ Thank the teachers who write for you – in person and in writing (not email).
- ❖ Don't dread interviews – it's a chance to make an impression.
- ❖ Deal with testing details early.
- ❖ Don't throw anything away until you make a final decision.
- ❖ Be specific in your answers – and answer the question.
- ❖ Read directions.
- ❖ Don't be afraid to be creative.
- ❖ Schedule visits carefully; be aware of your Laurel commitments.
- ❖ Spend the night at as many colleges as you can before you hear from the colleges.
- ❖ Try to avoid staying overnight on Sunday night or during exams.
- ❖ Trust your gut feeling.
- ❖ On a visit, spend some time alone (without parents or tour guide).
- ❖ Always explore possibilities.
- ❖ Investigate specific requirements.
- ❖ Talk to people at colleges who run extracurriculars because they can be helpful.
- ❖ Work for balance on your list.
- ❖ You will get in somewhere.
- ❖ Be honest.
- ❖ Be sure College Board sends you a verification form.
- ❖ Have fun with applications.
- ❖ Know that everyone at Laurel cares about you and wishes you well through this process.
- ❖ College admissions offices would love to meet with each applicant, but there just isn't enough time in the world for that to happen. Think of your application as your "ambassador," the thing that is representing you to them. Let your "ambassador" really show all the wonderful qualities and abilities you could bring to each college.

# Parents and Students: Register for Naviance!

## Our College Guidance Website

### How to Get to the NAVIANCE SITE:

1. Start on the Laurel School Website [www.laurelschool.org](http://www.laurelschool.org) (Front Page)
2. On the left hand side there are several prompts, click on the College Guidance prompt.
3. Under the College Guidance Prompt, the 9<sup>th</sup> Prompt is called TCCI, click on this.
4. This will bring up your page to register. Use the code provided to you by the College Guidance Office.

**Registering for Family Connection (NAVIANCE):** Students and parents must register for Family Connection using a unique registration code. To register for Family Connection, a student or parent must:

1. Go to the Naviance site for your school.
2. In the New User text box, type the registration code.
3. Click the Register button.
4. Type and confirm required registration information.
5. Type and confirm a password.
6. Click the Privacy check box.
7. Click the Complete Registration button.

A student or parent needs to register only once, and the registration code is valid for one use only. On subsequent visits to Family Connection, the student or parent will enter a user name and password, which they have created at registration, to access the site. If you have any problems registering for Naviance, please contact Barb Favret, Assistant, College Guidance. [bfavret@laurelschool.org](mailto:bfavret@laurelschool.org) 216-455-3021.

## **How to use TCCI, NAVIANCE (Our College Program)**

**My profile: Basic information is posted here.**

**My test scores: You cannot edit this. Test scores are entered by the College Guidance Office. If you believe your scores are wrong, please contact us.**

**My Account: Use this to change your password.**

**College Lookup: Information on individual colleges such as: application deadlines, phone numbers, application history of Laurel Girls, majors and degrees offered and the cost as well as financial aid information.**

**Scattergrams: Put in any college and it will give you all Laurel students who applied, acceptance ratio, and where they fall in range with GPA and Test Scores over the past few years.**

**College Visit Schedule: As we schedule visits in the fall the information will be posted here.**

**Colleges I am thinking about: This will provide you with a list of the colleges that you/ your student and counselor has created in her prospective list.**

**Colleges I am applying to: These colleges will be the actual colleges that you/your student will likely send an application.**

**Glossary**

CEEB	College Entrance Examination Board – they administer SAT, SUBJECT TESTS and AP exams. Laurel’s CEEB Number is 361305
Common Application	A standardized application accepted by over 120 colleges. Using the Common Application simplifies the application Process; it is easy to use and is available online. Many competitive colleges will ask for supplemental information.
Early Decision	If a student is <u>positive</u> that she wants a particular school, she can apply early in her senior year. Students will be notified of decisions in December. These commitments are binding and all other applications must be withdrawn when the student is accepted. The advantage to this plan is that a student’s chances of acceptance are slightly higher. Because it is a binding decision, girls must be totally convinced that this is the school for them. In terms of financial aid awards, it is not wise to apply Early Decision.
Early Action	Early Action is similar to ED but the decision is non-binding and students have until May 1 <sup>st</sup> to accept or decline the offer. They also are available to compare financial aid packages.
Rolling Admission	Students are notified of a college’s action 4 to 6 weeks after all materials are received by the Admissions Office; students have until May 1 <sup>st</sup> to accept or decline offers.
SAT	A three hour multiple choice test that measures verbal and mathematical reasoning ability, with 65% of students raising their scores the second time they take the test, and 35% of scores drop.
SUBJECT TESTS	The SUBJECT TESTS are a series of specific subject tests. All, except Writing, are multiple choice questions and take one hour. The Writing test consists of a 20 minute writing sample and 40 minutes of multiple choice questions.
ACT	American College Testing Program. This is another standardized testing program that is becoming more commonly used by eastern schools. Unlike the SAT, the ACT tests social and natural science ability as well as verbal and math abilities.

## **BOOKS FOR COLLEGE SEEKERS AND THEIR PARENTS**

## **GENERAL GUIDES**

1. **Best Value Colleges** – Princeton Review
2. **283 Great Colleges** – [www.sparkcollege.com](http://www.sparkcollege.com)
3. **Fiske Guide to Colleges**
4. **The Best 376 Colleges** – Princeton Review
5. **440 Great Colleges** - Petersons
6. **America's Best Value Colleges** – Peterson's
7. **Best Buys in College Education** – Barron's
8. **The Insider's Guide to the Colleges** – Yale Daily News

## **SPECIALTY GUIDES**

1. **Biggest Myths About College Admissions** - Dr. Jerry Israel
2. **Colleges With a Conscience** – Princeton Review
3. **Colleges That Change Lives** - Loren Pope
4. **Guide to Service-Learning Colleges and Universities**
5. **Looking Beyond the Ivy League** - Loren Pope
6. **Rock Hard Apps: How to Write a Killer College Application** - Katherine Cohen, PhD.
7. **The Multicultural Student's Guide to Colleges** – Robert Mitchell
8. **Harvard, Schmarvard: Getting Beyond the Ivy League to the College that is Best for You** – Jay Mathews
9. **Less Stress, More Success: A New Approach to Guiding Your Teen Through College Admission and Beyond** – Marilee Jones & Kenneth Ginsburg
10. **Guide to College Visits** – Princeton Review
11. **College Unranked: Ending the College Admissions Frenzy** - Lloyd Thacher

## **FOR STUDENTS**

1. **1001 Things Every College Student Needs to Know** -- Harry H. Harrison, Jr.
2. **The Naked Roommate: And 107 Other Issues You Might Run Into In College** - Harlon Cohen
3. **College Survival: A Crash Course for Students by Students** - Greg Gottesman, Daniel Baer, and Friends
4. **College Navigator** – Princeton Review
5. **What Color is Your Parachute? – For Teens:** Richard Nelson Bolles and Carol Christen

## **FOR PARENTS**

1. **Accept My Kid, Please** - Hank Herman
2. **Panicked Parents' Guide to College Admissions**
3. **For Parents Only: Tips for Surviving the Journey from Homeroom to Dorm Room** – Barron's
4. **Empty Nest ... Full Heart: The Journey from Home to College** - Andrea Van Steenhouse
5. **When Your Kid Goes to College: A Parents' Survival Guide** – Carol Barkin
6. **Letting Go: A Parent's Guide to Understanding the College Years** – Karen Levin Coburn & Madge Lawrence Treeger

7. **You're On Your Own: Mentoring Your Child During the College Years** – Marjorie Savage
8. **I'll Miss You Too: An Off-to-College Guide for Parents and Students** – Margo Bane Woodacre, MSW & Steffany Bane
9. **College Admissions Together: It takes a Family**
10. **I'm Going to College – Not You!** – Jennifer Delahunty

#### **FINANCIAL AID**

1. **College Gold: The Step by Step Guide for Paying for College**
2. **Financial Aid for the Utterly Confused** - Anthony Bellia
3. **The College Solution** – Lynn O'Shaughnessy

#### **Selected College Information Website**

All About College

[www.allaboutcollege.com](http://www.allaboutcollege.com)

Campus Dirt	<a href="http://www.campusdirt.com">www.campusdirt.com</a>
Canada Colleges	<a href="http://www.campusstarter.com">www.campusstarter.com</a>
College 411	<a href="http://www.college411.org">www.college411.org</a>
College Board	<a href="http://www.collegeboard.org">www.collegeboard.org</a>
College Net	<a href="http://www.collegenet.com">www.collegenet.com</a>
College News	<a href="http://www.collegenews.com">www.collegenews.com</a>
Common Application	<a href="http://www.commonapp.org">www.commonapp.org</a>
Degree Search	<a href="http://www.degreesearch.com">www.degreesearch.com</a>
Education International	<a href="http://www.eiworldwide.com">www.eiworldwide.com</a>
Education Planning	<a href="http://www.niep.com">www.niep.com</a>
Educational Statistics	<a href="http://nces.ed.gov/ipeds/cool">http://nces.ed.gov/ipeds/cool</a>
Engineering Information	<a href="http://www.engineering-colleges.info">www.engineering-colleges.info</a>
Engineering Schools	<a href="http://www.allengineeringschools.com">www.allengineeringschools.com</a>
Go College	<a href="http://www.gocollege.com">www.gocollege.com</a>
Historically Black Colleges	<a href="http://www.smart.net/~pope/hbcu/hbculist.htm">www.smart.net/~pope/hbcu/hbculist.htm</a>
Jesuit Colleges	<a href="http://www.ajcunet.edu">www.ajcunet.edu</a>
Peterson's	<a href="http://www.petersons.com">www.petersons.com</a>
Students.gov	<a href="http://www.students.gov/STUGOVWebApp/index.jsp">www.students.gov/STUGOVWebApp/index.jsp</a>
Study in the UK	<a href="http://www.britishcouncil.org/usa">www.britishcouncil.org/usa</a>
Studying Abroad	<a href="http://www.studyabroad.com">www.studyabroad.com</a>
ACT	<a href="http://www.act.org">www.act.org</a>
Kaplan	<a href="http://www.kaplan.com">www.kaplan.com</a>
Practice Tests	<a href="http://www.testprepreview.com">www.testprepreview.com</a>
The Princeton Review	<a href="http://www.princetonreview.com/home.asp">www.princetonreview.com/home.asp</a>
Campus Crime Stats	<a href="http://www.ope.ed.gov/security">www.ope.ed.gov/security</a>
Greek Pages	<a href="http://www.greekpages.com">www.greekpages.com</a>
NCAA	<a href="http://www.ncaa.org">www.ncaa.org</a>
NAIA	<a href="http://www.naia.org/index.html">www.naia.org/index.html</a>