St. Andrew’s Episcopal School

College Counseling Handbook
2019 – 2020

Robert Kosasky:  Head of School
David Brown:  Assistant Head of School
Ginger Cobb:  Head of the Upper School

Michelle Serry:  Director of College Counseling, 301-983-5200, ext. 282  mserry@saes.org
Jonathan Gerelus:  Associate Director of College Counseling, 301-983-5200, ext. 283  jgerelus@saes.org
Peggy Brooke:  Registrar, 301-983-5200, ext. 251  pbrooke@saes.org

College Counseling Fax Number: 301-983-4710

College Entrance Examination Board Number: 210317
American College Test Number: 210-317
College Counseling Handbook
2019 – 2020

Table of Contents

1. College Counseling at St. Andrew’s ...................................................... 1
2. Using this Handbook ............................................................................. 2
3. A Note to Parents .................................................................................. 3
4. College Planning Calendar for Eleventh & Twelfth Grades................. 5
   • The Junior Year ................................................................................ 6
   • The Senior Year ............................................................................... 8
   • College Search Calendar for Eleventh and Twelfth Grades ............. 9
5. Six Important Points to Remember ...................................................... 11
6. The College Office ............................................................................... 13
7. Researching Colleges .......................................................................... 15
8. What are Colleges Really Looking For? ............................................. 17
9. Visiting Colleges – Campus Visits and Interviews ........................... 19
10. What about Early Decision? ............................................................... 23
11. What about Tests? ............................................................................. 24
12. What does a College Application Contain? ....................................... 28
   • Your School Record ....................................................................... 28
   • Standardized Test Scores ............................................................... 28
   • The Application ............................................................................. 29
   • The Common Application .............................................................. 29
   • Essays .......................................................................................... 30
   • Typical College Essay Topics ......................................................... 30
   • Your Transcript and the School Report .......................................... 31
   • Counselor’s Recommendation ....................................................... 32
   • Teacher Recommendations .......................................................... 32
   • Other Information .......................................................................... 33
13. Preparing and Submitting Your Application ..................................... 34
14. Blue Sheets ....................................................................................... 36
15. Application Ethics ............................................................................. 37
16. Financial Aid and Scholarships ......................................................... 38
17. Fee Waiver Guidelines .................................................................... 40
18. Student Athletes .............................................................................. 41
19. Students with Learning Differences ................................................ 41
20. Conclusion ......................................................................................... 41

APPENDICES

Appendix 1: An Exercise to Begin the College Planning Process ......... 43
Appendix 2: College Planning Calendar ............................................... 44
Appendix 3: Sample St. Andrew's Transcript ...................................... 47
Appendix 4: Parent Letters ................................................................... 48
Appendix 5: Early Decision Agreement Form ....................................... 49
Appendix 6: Confidentiality and Release Form ................................... 50
Appendix 7: Campus Visit Checklist .................................................... 51
1. COLLEGE COUNSELING AT ST. ANDREW'S

St. Andrew’s believes that the Upper School, while preparing students for college, has each student’s intellectual, moral, spiritual, and social growth and development as its primary goals. The college counseling program is designed to support that philosophy.

The role of the college counselors is to help students understand the college search, selection, and application process and to assist them through it to a successful conclusion. Since no one college or group of colleges is right for every student, the college counselors help students clarify their educational and personal goals, match themselves with colleges which help them reach those goals, and guide students through the application process.

The college counseling program begins in a directed fashion midway through the junior year. At that point, students and parents complete comprehensive questionnaires and begin a series of meetings with the college counselors. These meetings help the college counselors be effective advisors through understanding each student’s strengths and the issues to be addressed during the college search process. The process itself requires students to devote time and energy to developing a customized list of colleges based on research and realistic self-assessment.

The college counselors also help each student develop a final list of colleges, encouraging each student to research, conduct campus visits, talk to college representatives on campus, and use many resources available in the College Counseling Office. Once the final list of colleges is developed, the college counselors assist students through the process of applying to college.

The college counselors work to make the application process efficient and effective. They review applications and supporting materials and develop positive letters of recommendation that provide insight into each student as an individual.

Choosing a college takes time: time for students to understand their strengths and needs, time to understand what the student wants from the college experience, time to research the available options, and time to prepare applications and complete the required standardized tests. When students see their choices develop, they learn that it is time well spent.
2. USING THIS HANDBOOK

“When you understand that over the world fewer than 1 in 1000 people have the opportunity to go to college, it makes you realize you shouldn’t waste it.”

-- Seattle University student

There are many guides to finding colleges and many manuals and books giving advice (most of it good) about how to go about finding and being admitted to colleges. There are also many guidebooks that describe colleges. College admission has become a big-time business with major publishers investing heavily in preparing, publishing, and selling guidebooks, books of advice, manuals to improve students’ essay writing, and everything else from how to work with a counselor to making the transition to a college campus. Even the venerable College Board has been viewed as a profit-making enterprise taking advantage of what seems to be a growing concern about getting into the “right” college.

In the midst of this, it is important for St. Andrew's students and their parents to know that help is available, that the school has many resources to help students locate, apply to, and be ready to be successful in college.

This booklet is designed to provide a reference and guide to the admissions process in general and the application process in particular. The booklet, the college counselors, the Academic Deans and the materials available in the College Counseling Office together provide virtually all the resources students and their parents might need to negotiate their way through a successful college search.

Although this booklet is addressed to St. Andrew's students (the “you” referred to on many pages), parents will find it useful as it helps them understand how the process is designed and who is responsible for what in the process. For convenience, we will use the terms "college" and "university" interchangeably.

Applying to college is, in a sense, an educational journey of its own. We hope this booklet will serve as a guidebook to help you along that journey to a successful outcome. Along the way you will experience a type of roller coaster of expectations and emotions, highs, lows, questions, stumbling blocks, and successes. Although it seems a daunting task, the system does work and students do get accepted at colleges, and they do have success in college and in the life that follows.

So, let’s get started …
3. A NOTE TO PARENTS

The entire process of choosing colleges, applying, being admitted, and all that goes with it is difficult. It has become front-page news in *The New York Times, Washington Post, USA Today*, and other publications. The process can try everyone’s patience and good humor. It can sometimes strain the relationship between parents and students. Parents sometimes find themselves frustrated and confused, wondering what they should be doing to help their children through the process. It is difficult to know when to guide, when to intervene, and when to step back and let your student take the next step on his or her own terms. There are times when parents have the feeling that their children’s decisions aren’t based on the best available information or logic. Students sometimes feel that way about their parents’ decisions also.

At St. Andrew's, we believe parents are major partners in the process of choosing, applying, and going to college. Your opinion matters very much to your student, even if he or she may be reluctant to talk about the process with you. That is why we encourage parent participation in the college selection and application process.

Having said that, it is necessary to remind ourselves that going to college is about our children, not about us. We need to be able to step back from our own needs, concerns, anxieties, and hopes and look at what is best for our children. Not everyone is a scholar; not everyone ought to go to a competitive college; not everyone thrives under pressure and competition; not everyone is ready to make life decisions as a high school senior. No particular college is right for every student. A particular college, even though it is very prestigious, may not be the best place for a particular student, for lots of reasons, not the least of which is the student’s demonstrated abilities. Our main job as parents is to ask ourselves honestly, "What really is best for my student?"

We all want our children to do well, even if we have some trouble explaining exactly what that means. We all want our children to achieve at the top of their abilities. The trick is to recognize that it is their needs that need to be met, not ours.

Because parental approval and acceptance are important in our children’s lives, and because your opinion does count with our students (even though they often won’t admit it there are studies which demonstrate that they are), how we respond is important. The off-handed remark disparaging a college suggestion often leads a student to the conclusion that the college is not worth investigating and it drops immediately from the student’s list even if it represents a viable choice. There is a big difference between "I've never even heard of the place" and "I don't know anything about that college, tell me about it."

The college counselors’ top priority is to work with students. We have designed a program and a procedure which, although they place most of the responsibility with the students, is carefully designed to provide check points along the way to help them meet their deadlines and to help them make informed choices. Be assured, if the college counselors are worried about a student's progress in the college selection process, they will contact you to share that concern and to work toward solving the problem.

Your opinions, questions, and support are critical to the success of the process. If you have questions or want to talk about how things are going, please call us or set up an appointment. We will make the time for you.
One of the major parts of the process is the list of colleges, which we prepare for students after the initial family meeting in winter/spring of the junior year. It is important to understand that the list should not be seen as containing the implicit suggestion that the student should go to one of the colleges on the list. It is, rather, a place to start, some schools to check out so that together we can develop the criteria to be used in creating the final college list. There will be a variety of schools on the list; some of them are there to test boundaries and some are there because you or your student wants them to be on the list.

How parents react to the list is important. Dismissing colleges on the list simply as unacceptable is not helpful. Indeed, it can be damaging to the process. Our suggestions are not made without forethought. They are made on the basis of years of experience with colleges and students and with the idea that by investigating different colleges students will become more aware of their own criteria and thereby make good, informed decisions. If you have questions or do not understand our suggestions, please tell us so we can discuss the reason for the suggestion. Colleges continually change and few colleges are the same as they were 25, 15, or even 5 years ago. That is one reason college counselors take the time out of the office to visit college campuses.

Despite the preparation a St. Andrew's education provides and all of our combined efforts, some students will not be admitted to their first choice college. When a college admits 10% of its applicants and when over 80% of those applicants are in the top 10% of their graduating classes, it is very likely that even some of the very best students will not gain admission. If your student is one of them, that doesn’t represent failure; it represents terrific competition. Even the strongest applicants must use care and spread their risk by applying to colleges with a range of selectivity. Colleges that were considered “safeties” even three years ago may not be in that category for a particular student next year.

For most of our students, the college search and application process is the first time they may be in a system they -- or you -- cannot control. We all should strive to help students enjoy their successes and understand that a college's negative decision is just that and not a sign that the student has failed himself or us.

Many parents ask if there is a book or books about the process we recommend. While there are many fine reference works available, four are refreshingly candid and challenge some common misperceptions: The College Admissions Mystique by Bill Mayher, (New York, Noonday Press, 1999), College Unranked edited by Lloyd Thacker (Cambridge, Harvard University Press, 2005), and Looking Beyond the Ivy League and Colleges That Change Lives by Loren Pope (New York, Penguin, various dates).

We look forward to working with you and with your student. It is a terrific experience, full of highs and lows, frustrations and triumphs, uncertainty and success.
4. COLLEGE PLANNING CALENDAR FOR ELEVENTH AND TWELFTH GRADES

Before laying out an “ideal” planning calendar, it is important to remember that each college search is as unique as the student who is going through it. That is why, there is no one ideal system or method. There are better and worse approaches and there are more and less efficient ways to proceed. That is why so many of the guidebooks have college planning and search calendars that essentially are variations of each other.

The curriculum at St. Andrew's prepares students to embark on a college search. St. Andrew's graduation requirements assure that all students meet college entrance requirements. Not all college admissions requirements are the same. It is the student's responsibility to be aware of the exact courses required by each college to which they apply.

While some parents and students like to begin their college search in 10th grade, there is no over-riding reason to do so. Junior and senior years are sufficient time for the process. Nonetheless, it might be a good idea to have some sense of what the differences between types of colleges are, and if your thinking runs in that direction, visits to different types of colleges during the summer between 10th and 11th grade can be very useful.

If you do decide to visit colleges between 10th and 11th grade, it is often helpful to pick types of colleges rather than specific colleges to visit at that point. Doing so gives students a much better idea of what different types of colleges are like, and this provides an invaluable touchstone when investigating particular colleges.

Fortunately, living in the DC metropolitan area allows you to visit some colleges without a major investment of time and money, as so many universities are within a short drive. Here are some examples:

- **A private university:** Georgetown University, American University
- **A research university:** University of Maryland-College Park, Johns Hopkins University
- **A large research university with a technological slant:** Virginia Tech
- **A mid-size university:** Catholic University, George Washington University
- **A women’s college:** Wellesley College, Bryn Mawr College
- **A historically black university:** Howard University, Hampton University, Morgan State University
- **A liberal arts college:** Gettysburg College, Franklin & Marshall College, Goucher College, Washington College
- **A state university:** Towson University, University of Mary Washington, University of Virginia

The college counselors will be happy to suggest alternatives both in and out of state.

To schedule a visit to campus, check the college’s website (usually under one of these headings: “Visitors,” “Visiting the Campus,” or “Prospective Students”). Larger colleges quite often don’t ask for appointments, they tend to run Information Sessions and Tours at scheduled times and it is helpful to them to let them know you will be attending. The website generally provides instructions about how to contact the college or university.
TIP: If you visit a college, always fill out the card in the admissions office. The school will record your visit and you will be added to the mailing list. "Drive-by" visits really are not college visits although they may be useful to determine if you like the environment.

Interviews during the summer between 10th and 11th grades serve little purpose and generally are better saved for the end of 11th and the fall of senior year.

The summer between 10th and 11th grade is a great time to do something exciting, and to explore a major interest. Go to camp. Be a counselor. Take a trip. Get a job. Take a course not offered at St. Andrew's. Pursue a hobby. Learn new skills. Travel. Engage in a service activity. Do something, anything, which interests you. Don't just "hang out."

The Junior Year

College admissions officers are quick to tell you that the single most important part of a student’s application is the transcript. Now is the time to pay particular attention to it.

The junior year contains three of the five most important trimesters of your high school career. (The first two trimesters of your senior year are the other two.) While a good junior year won’t erase problems you may have had earlier, colleges pay close attention to trends in your grades and this is the time to see improvement if it is going to happen. At the same time, if you have a strong record in 9th and 10th grade, you need to continue it.

When college admissions officers look at a transcript, they look for “transcript quality.” There are three parts to transcript quality: breadth, depth, and performance.

Breadth: This is shown through a combination of continued study in the basic areas of English, history, mathematics, science, and foreign language. Students do not do themselves a favor by focusing on minimum graduation requirements – competitive colleges are interested in students who maximize their academic studies.

This does not mean that students shouldn’t take electives in courses which interest them, whether in math, science, or the arts. It does mean that colleges expect electives to demonstrate a student’s interest in a subject area and not just meet graduation requirements.

Depth: Colleges want to see that you have challenged yourself in some area(s) and have taken advantage of opportunities to challenge yourself.

This raises the question about the appropriate number of Advanced Placement (AP) courses. While colleges always prefer “A’s,” they also want to see if you have the willingness, confidence, and ability to take an academic challenge. There is no simple formula for calculating how many and which AP courses to take, but there is a general guideline which can be helpful:
a. Colleges pay attention to the "School Profile" which accompanies every application from a St. Andrew's student. The Profile contains a summary of our curriculum which enables an admissions officer to assess whether students have taken a challenging curriculum appropriate to their abilities and performance. It lists all of the AP courses available and explains that some courses which do not carry an "AP" designation are, in fact, courses at that level or even more advanced. It also makes clear that students must receive permission to enroll in an AP course.

b. Students who do not make grades of “B” as a minimum in advanced courses are not helping themselves meet the “depth” expectation on the part of colleges. It simply doesn’t help prove academic ability to make a poor grade, even in an advanced class.

**Performance:** It is important to realize if there is a downward trend in a student’s grades, it will be taken seriously by colleges. Conversely, upward trends are noted and often slow starts can be overcome by improvement over time.

Effort grades are important in assessing how a student is doing. While colleges do not see effort grades, they are an indication of how diligently a student is working and often form part of the School Recommendation.

**At most universities, admissions rewards performance, not promise.** All colleges publish minimum course expectations as part of their admissions literature whether on the web, or in print. Students should check these documents. We always encourage students to take as challenging a curriculum as possible and still be successful. Students who want to point toward selective colleges should understand that substituting a course for one of the five “core” subjects (English, history, mathematics, science, and languages) may result in a lower rating of their transcript by a college. Of course, there is no reason not to take any other course in addition to “core” courses. Certainly, if a student has a particular interest, he or she ought to feel free to take an elective course in that area. The Academic Dean meets with all juniors to talk about course selection in the senior year. In addition, students should realize that the Upper School Head, Academic Deans, Advisors, and the college counselors are available to discuss course selections at any time. Course choices are important, and students should seek guidance about balancing their course choices and how they might impact the admissions process.

**TIP:** *It is not only academics that count.* While a student's academic record is the chief item colleges consider, the student's life out of class is very, very important. Students should pursue their interests out of class – "extracurriculars" count when colleges look at a student's record. Participation in activities in and out of school help differentiate students and help colleges understand what individual students bring to their campuses.

It is important for students to continue activities out of class, whether that involves sports, music, theater, working, service, or any other activity you enjoy and from which you receive satisfaction. An in-depth focus on a limited number of things is better than a scatter-shot attempt to participate in everything. **Colleges want to see what interests you and how deep that interest goes,** so sticking with something is important, as is obtaining positions of leadership.

Consider some kind of summer experience. An internship, or a summer program, or anything that shows initiative on your part is an indication to a college that you are a person with interests and the initiative to pursue them.
The Senior Year

Seniors are beginning the fourth and fifth most important trimesters of their careers at St. Andrew's. Don’t make the mistake of thinking it’s over except for the application process. Quite the contrary. This is the time when you must give your best effort to school and to balancing school demands with all the other demands choosing and applying to college will place on your time, energy, and patience.

You may be tempted to “slack off” on your course load or your level of intensity in class. Don’t do it! Keep working. Even after you’ve been accepted, remember that offers of admission are always contingent on completing the year at about the level you were at when you applied. If you have been deferred or wait-listed, a drop in performance between the time you applied and the time the college makes its final decision can be fatal.

What about your major? Do you really know what you want to study? Here are two interesting facts:

- More than half of the students who enter college do so with an “undeclared” or “undecided” major.

- On average, each student who enrolls in college will change his or her major at least once, and many change their majors more than once.

So, if you don’t know what you want to study, don’t be afraid to say so – and don’t pick a major just because someone says you should be interested in it.

If you really are interested in a specific major such as electrical engineering or computer science or business, use the catalogs of the colleges you are considering to find out exactly what is required for that major. You may be surprised. You may discover that you really don’t want the major you think you do, or you may discover that colleges you are considering have very different requirements for completing the same major. You can find this information in college catalogs in the College Counseling Office and on-line at the colleges’ websites. Look under “Academic Program.”

Remember that if you apply in a specific program, it is good practice to check to see if that can have an effect on your application. Applying as an intended Computer Science major at Carnegie Mellon University, for example, puts your application in the most competitive group of applications at a very competitive university. Are you sure enough about your decision that you want to do that? If so, and if your grades are strong enough, go for it.
### ST. ANDREW’S EPISCOPAL SCHOOL
#### COLLEGE COUNSELING PLANNING GUIDE FOR THE CLASS OF 2020

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>November:</th>
<th>March:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Concentrate on your schoolwork and your activities. The college search process begins in earnest after the first trimester.</td>
<td>- SAT – March 9 (All juniors should consider sitting for the SAT in March. This will vary with each student and is part of the discussion with the college counselors at the student/family meeting.)</td>
</tr>
<tr>
<td>- Gather material for a portfolio (drama, art, athletic, creative writing), if appropriate. Save your best (graded) papers, with teacher comments. Gather artwork for portfolio (if applicable).</td>
<td>- If time and plans allow, schedule three or four college visits during spring break and other school holidays.</td>
</tr>
<tr>
<td>- Junior Parent Coffee – November 15</td>
<td>- Think about summer options: part-time jobs, community service, summer college programs, and internships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December:</th>
<th>April:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- PSAT results and interpretation materials are mailed home before winter break.</td>
<td>- ACT – April 13</td>
</tr>
<tr>
<td>- Junior Class College Night – January 23</td>
<td>- Junior Class College Day at St. Andrew’s – April 9</td>
</tr>
<tr>
<td>- Introductory meeting with your College Counselor. You must submit completed Student and Parent Questionnaires (sent home with your PSAT results) before the meeting can be scheduled</td>
<td>- Independent School College Fair at Georgetown Preparatory School – April 10</td>
</tr>
<tr>
<td>- Begin researching the list of colleges provided by your College Counselor. Look at the colleges’ websites. Talk to parents, friends and current college students. Begin creating a list of college traits that are important to you.</td>
<td>- Begin working on a college essay in English class.</td>
</tr>
<tr>
<td>- Finalize standardized testing plan with your College Counselor. Testing schedules will vary by student and will be discussed in the family college counseling meeting.</td>
<td></td>
</tr>
<tr>
<td>- If you plan to take the SAT, SAT Subject Tests or ACT in March, April, May, or June, begin preparations now. Feel free to consult with the college counselors about prep programs.</td>
<td></td>
</tr>
<tr>
<td>- Attend Junior Class Meetings about the college search, selection, and admissions process.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January:</th>
<th>May:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Junior Class College Night – January 23</td>
<td>- Continue researching colleges. Before the end of May, have a follow up meeting with your College Counselor to review your progress and findings. A second list of colleges to investigate often follows this meeting.</td>
</tr>
<tr>
<td>- Introductory meeting with your College Counselor. You must submit completed Student and Parent Questionnaires (sent home with your PSAT results) before the meeting can be scheduled</td>
<td>- SAT and SAT Subject Tests – May 4</td>
</tr>
<tr>
<td>- Begin researching the list of colleges provided by your College Counselor. Look at the colleges’ websites. Talk to parents, friends and current college students. Begin creating a list of college traits that are important to you.</td>
<td>- AP Exams – May 6 – 17</td>
</tr>
<tr>
<td>- Finalize standardized testing plan with your College Counselor. Testing schedules will vary by student and will be discussed in the family college counseling meeting.</td>
<td>- Complete a Mock Interview with a St. Andrew’s faculty/staff member.</td>
</tr>
<tr>
<td>- If you plan to take the SAT, SAT Subject Tests or ACT in March, April, May, or June, begin preparations now. Feel free to consult with the college counselors about prep programs.</td>
<td></td>
</tr>
<tr>
<td>- Attend Junior Class Meetings about the college search, selection, and admissions process.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February:</th>
<th>June:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Consider visiting colleges over the Presidents' Day long weekend.</td>
<td>- SAT and SAT Subject Tests – June 1</td>
</tr>
<tr>
<td>- Continue to meet with your Academic Dean to discuss your academic and extracurricular progress.</td>
<td>- ACT – June 8</td>
</tr>
<tr>
<td>- Discuss your proposed senior year schedule with your Academic Dean and your College Counselor.</td>
<td>- Prepare for final exams and finish the year strongly.</td>
</tr>
<tr>
<td>- ACT – February 9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July &amp; August:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue college visits, having interviews when appropriate. Keep accurate notes.</td>
<td></td>
</tr>
<tr>
<td>- Narrow choices to 10-15 colleges, including colleges in each category (Reach, Match, and Likely).</td>
<td></td>
</tr>
<tr>
<td>- Continue to write college essays, create a résumé and work on applications.</td>
<td></td>
</tr>
<tr>
<td>- Start completing college applications. Many college applications will be available online in early August.</td>
<td></td>
</tr>
<tr>
<td>- The College Counseling office is open most of the summer. Please contact us if you have questions during the summer break.</td>
<td></td>
</tr>
</tbody>
</table>
ST. ANDREW’S EPISCOPAL SCHOOL
COLLEGE COUNSELING PLANNING GUIDE FOR THE CLASS OF 2020

SENIOR YEAR

All Year:
- **Focus on doing your best in all of your classes.** Trimester and Final Grades are the cornerstone of every college application.
- Be aware of deadlines for submitting “Blue Sheets” to the College Counseling Office. Deadlines are published every year in August to conform to the school year calendar.

August:
- Schedule a meeting with your College Counselor to review progress.
- Begin to finalize your college list, which should contain 8-10 schools.
- SAT and SAT Subject Tests – August

September:
- Senior Class College Night – September
- Meet with admission representatives who visit St. Andrew’s.
- Attend DC area admission receptions held by colleges that interest you.
- Schedule college interviews, when appropriate.
- ACT – September
- **By mid-September:** Decide which teachers you will ask for recommendations and discuss your request with them. Students should forward all recommendation materials to teachers at least 30 days before the application deadline.
- Choose essay topic(s) based on your college list and prepare essays.
- If Financial Aid is a concern, inform your College Counselor to receive information.
- File the CSS Profile, where needed, for Financial Aid consideration.

October:
- **By early October:** Make decisions about Early Decision (ED) and Early Action (EA) applications. Arrange with College Board and/or ACT to release test scores for ED/EA colleges no later than October 1.
- Meet with admission representatives who visit St. Andrew’s.
- Attend DC area admission receptions held by colleges that interest you.
- SAT and SAT Subject Tests – **Early October**
- ACT – **Mid to late October**
- Prepare ED/EA applications and continue to develop your college essay(s).
- Complete the FAFSA (Free Application for Federal Student Aid) as soon as possible after October 1 and no later than February 15.

November:
- SAT and SAT Subject Tests – November
- Meet with admission representatives who visit St. Andrew’s
- **By early November:** Complete your list of colleges with application due dates and give "Blue Sheets" and associated forms to the College Counseling Office.
- Arrange with College Board and/or ACT to release test scores to your colleges as soon as possible. Allow 2-4 weeks for official scores to reach your colleges from College Board or ACT.
- Submit your "rolling admission" applications by November 1.

December:
- SAT and SAT Subject Tests – December
- ACT – December
- Inform your College Counselor of any Early Decision or Early Action application admission decisions.
- Winter Break

January:
- Inform your College Counselor of any Early Action application admission decisions.

February and March:
- Send thank you notes to the teachers who wrote your college recommendations.
- Revisit college campuses, if necessary.

April:
- Inform your College Counselor of any Regular Decision admission decisions.
- Meet with your college counselor to discuss your options.
- Revisit college campuses, if necessary.
- Send “no thank you” emails to colleges that have accepted you but you are not choosing.

May:
- Send a deposit to the college of your choice by May 1.
- Celebrate your decisions.
- AP Exams

June:
- Graduation!
5. SIX IMPORTANT POINTS TO REMEMBER

FIRST: Know who you are and what is important to you.

As you develop your college list, keep asking yourself, what do I want from college?

• Why am I going?
• Whom do I need to please?
• Do I know what I want?
• Does this college offer what I want?
• Do your homework. What credentials does the “average” freshman have?
• Do I meet or exceed requirements?

SECOND: Quality versus Selectivity

There is a big difference between “Quality” and “Selectivity.” Selectivity is the ratio of applications to students admitted. There are two issues here:

a. Some lesser-known colleges may not have selectivity ratios as high as some of the better-known colleges, and they may be the better choice for a particular student.

b. Don't use the fact that a college has more applicants than spaces (high selectivity) to mean that it is the best college for you. **Selectivity is not the most important indicator of quality.** Many highly rated colleges have large classes and use Teaching Assistants (normally graduate students, some in their first year of graduate school) to do the “break out” sessions of large lecture classes. Is that a good learning environment for you?

Don’t be fooled by the “student-faculty ratio.” It is much more important to know the average class size of Freshman English, Introduction to Psychology, and Biology or Chemistry. Just because there are a lot of faculty per student, that does not insure quality of instruction or availability of faculty or even that classes are small enough for you to get your questions answered.

THIRD: Do your best work in school.

An important part of your application is your transcript. It is a statement about your academic character. Work with the college counselors, your advisor, and the Academic Deans to develop a course plan which will help you explore and show off your strengths.

All colleges want students who have challenged themselves and who have succeeded. Don’t confuse quantity with quality. And remember: college admissions rewards performance, not promise. If you are a "late bloomer," show the blossom through an improvement in grades.
FOURTH: Understand what you bring to the college. Why would they want you?

We are all special. Each one of the students who will apply to college next year is special, too.

FIFTH: Present yourself properly.

• Demonstrate interest
• Visit the campus if possible
• Does your application reflect who you are or is it completed with a minimum of care and effort?
• What does your essay tell people about you?
• Have you followed the application guidelines and instructions?

SIXTH: Have a life.

Don’t worry about trying to prove your superiority by doing everything. Colleges want students who are:

• Interested in something
• Good at something
• Have a passion and follow it
• Interesting people
6. THE COLLEGE OFFICE

The College Counseling Office is here to help students (and parents) through the maze of finding the right college, getting through the application process, and selecting the college that meets your goals.

To do this, students and parents are encouraged to think of college counselors as a resource, advisors who can help you through the process in a number of ways:

- Helping students clarify what they are looking for when they look for a college
- Helping students understand how to search for a college
- Helping students understand and complete the application process
- Helping students with essays, applications, and preparing for campus visits
- Coordinating the application process so that the transcript, recommendation, and school profile arrive at the college together
- Preparing the school recommendation which accompanies applications
- Reviewing curricular and course decisions with students to help them be as well prepared and as competitive as possible
- Providing guidance about possible schools to investigate
- Maintaining contact with colleges all over the country as students apply
- Arranging for college representatives to visit St. Andrew's to meet with students
- Assisting with financial aid and scholarship searches

The college counselors consider each student an individual with a particular set of goals, needs, strengths, desires, and wishes. The college counseling program is designed to help students achieve their college goals. While no one can guarantee any particular outcome, the goal of the program is to help students make good selections, get through the process, and have choices.

The Student Questionnaire and the Parent Questionnaire, which are sent home in December with PSAT scores, are the first step. The actual college search and application process begins with a meeting of the student and the counselors during the second or third trimester of the junior year. The purpose of that meeting is to be sure the student understands the process. Parents and students should complete their respective questionnaires and return them to the College Counseling office no later than February 2. When they are received, we will help the student arrange a time during the school day to meet with the family to review the information and begin the search formally.

During that meeting, which is held during the school day during the student's free period or before school, goals and aspirations are reviewed, general criteria and particular colleges are discussed, standardized test results are reviewed, the student’s transcript is reviewed, special circumstances are discussed, and a general plan for conducting an effective college search is outlined.
At the beginning of the senior year, another meeting with the college counselors will be scheduled to review progress and findings and to make mid-course changes if appropriate. Parents decide if they should attend that meeting. It is important to note that final junior grades and test scores may change the range of schools on the original list, so lists should not be finalized until the beginning of senior year. The goal is to have a list of no more than 8 to 10 colleges by the end of October. Normally students are urged to apply to no fewer than four colleges and no more than eight colleges, with six being the average.

The College Counseling Office has a wide array of materials available to help you learn more about colleges in general and about your college choices in particular. The College Counseling website provides links to college websites, search engines, financial aid information, career and college major programs, and application engines. The college counselors are available to help students learn to use these resources to help them with their searches.

Representatives from college admissions offices visit campus, most often during “travel season,” September through mid-November. Students are urged to meet with visiting college representatives by making arrangements with teachers to miss class. Students are asked to help with this process by:

- Sharing information about college information sessions and campus visit days.
  (The fact is that students often receive this information directly from the colleges before the office, and often colleges choose not to send that information to the office, preferring to deal directly with students.)
7. RESEARCHING COLLEGES

Once you receive your list of colleges from the college counselors, or if you want to investigate colleges which you have heard of or which others have suggested to you, you need to learn something about the college. Here is a suggested method.

**Start your research with some facts:**

1. Where is the college? Can you locate it on a map? Is it too close? Too far? Is it too cold or too hot there?
2. What size is the college? How many students are undergraduates?
3. What is the college’s selectivity ratio?
4. Do you meet the course requirements for admission?
5. Does the college offer majors that interest you? Do you know what courses are required?
6. Is the college coeducational or single-sex? How much does that really matter to you?
7. How many of the college’s students graduate in four years? In five years? In six years?
8. How many of the college’s freshmen return for their sophomore year?

**Where do you fit in on the college’s campus?**

1. What is the middle 50% of test scores? Where does that place you?
2. Are freshmen guaranteed housing on campus? If not, where do people live?
3. Are extra-curricular activities that interest you available?

**Visit the college’s website, read the guidebooks, and look at the college’s literature.**

1. What are the college’s strong academic programs? *(The Fiske Guide and Princeton Review’s “Best Colleges” are helpful here.)*
2. What courses are required to graduate?
3. Does the college have academic programs that interest you (for example, cooperative education, internships, study abroad, interdisciplinary majors, 3-2 programs, etc.)*?
4. What is the school’s social life like?
5. Do the pictures and the language the college uses to describe itself attract you? Why or why not?
6. What do students at the college say about it? *(The Fiske Guide and Princeton Review’s "Best Colleges" are helpful here. Many colleges sponsor websites to allow you to talk with other students who are applying and who attend. Do you know someone who attends the college now (not someone who attended 15 years ago or someone who visited a friend there)? What does that person say? Did one of your teachers graduate from the college? Talk with him or her about your interests and whether it is a good match for you.*
7. What is your general impression of the college?
What is the admissions process at the college?

1. When are applications due?
2. What does the application contain? Is an essay required? Two? Three?
3. Is an interview suggested or required? Is an interview available from staff or alumni?
4. When may you visit the college? What is its policy regarding campus visits?
5. Can you visit classes or just tour? What classes are you interested in visiting?
6. Can you visit overnight? What process does the college request to arrange that?

If you want to continue to consider a college, answer these questions:

1. Am I a strong candidate for admission at this college?
2. If I am, what does the selectivity ratio tell me?
3. If I am not a strong candidate for admission, what are my chances?
4. Do I want to visit this college?
5. What additional information do I need?

Keeping a folder with results of your research with a page for each college is strongly recommended. The section on Preparing and Submitting Your Application will provide more information on the college folder system.
8. WHAT ARE COLLEGES REALLY LOOKING FOR?

*It used to be simple:* Everyone knew that colleges were looking for good students who are well-rounded people and who may have had a special talent the college was looking for.

*It isn’t simple any more.* Colleges, selective colleges in particular, don’t admit students. They build classes. *Admissions officers are increasingly interested in helping build the community of students who make up the college and therefore they look for students who bring a variety of gifts, interests and experiences to their institutions.* Most selective colleges could fill their freshman classes several times with straight A students and still not admit everyone who is qualified. *(The Ivy League colleges admit one or two of every ten applicants.)* *Admissions officers look for students who not only have great credentials but also will make the college a more interesting place. This is what it means to say that colleges don’t admit students, they build classes.*

While there are colleges that seek to promote particular goals (very religious colleges are just one example; colleges of the arts or technology are other examples), most colleges are looking for diversity. “Diversity” does not mean a simple emphasis on ethnicity but refers to a wide variety of factors students bring with them: Ethnicity, academic interests, geographical balance, economic backgrounds, religious beliefs, special interests (from sports to arts to website creation), lifestyles (city, country, suburban), place of origin (International students), political interests and beliefs, accomplishments, commitment to community service, and many other categories and factors. The reason colleges value diversity is that they tend to believe (and some recent research suggests the belief is well-founded) that a diverse community provides greater opportunities for all students, including the opportunity to expand their awareness and interests and to learn from each other.

In general, all admissions officers recognize seven categories, whether they are stated or not.

- *The Academic Star* - No matter what else an admissions officer is looking for, a really great student always has an edge. Faculty like academic stars, especially if the student has a passion for a particular subject.

- *Special Talent* - Special talents come in a lot of forms. Athletic talent may come to mind first, but equally important are other talents such as excellence in music or drama or visual arts. This category also might include students with particular commitments to community-building and community service.

- *Legacies* - It is still true that being the son or daughter of an alumnus or alumna is important, especially if the college is a private college. A significant family involvement with the school’s fund-raising activities will probably be noticed and appreciated also.

- *Special Backgrounds* - Most colleges pay attention to under-represented minorities and students from different cultural, ethnic, economic, and religious backgrounds. They also pay attention to applications from students who come from other areas of the world. But just being a member of an ethnic minority by itself is not enough – does your list of activities show that you take an interest in your "different" background?
• **Regional Diversity** - Selective and larger colleges are interested in enrolling students who are not from their own backyards. Thus, being from Maryland can be a plus at a college in Oregon or Wisconsin.

• **Academic Interests** - In the final analysis, college admissions offices need to fill classrooms. Depending on the size and relative strength of the applicant pool in engineering, chemistry, or anthropology, a student’s academic interest may provide a boost in any given year.

• **The Rest of Us** - There is a seventh category which, although sometimes forgotten, is the largest category of students on most campuses: of good students who bring an interest in life and engagement in activities to campus. Since most of us fall into that category, it may be the most competitive.
9. VISITING COLLEGES: CAMPUS VISITS AND INTERVIEWS

When to visit: It is customary to visit colleges during the last half of your junior year and during the first half of your senior year, usually before applying. Since the real purpose of visiting is to learn enough about the college to know whether or not it is right for you, a visit when school is in session is desirable. This might mean missing some school, but careful planning should minimize that problem.

- Juniors can use spring break to visit colleges.
- Seniors can use Columbus Day weekend to visit colleges.
- Seniors also are permitted to miss two days of classes in order to visit colleges.

TIP: Check the Senior College Visits section of the Student Handbook for current school regulations and procedures.

What about summer visits? It is better to visit during the summer than not visit at all. The problem with summer visits is that you can’t see the college as it really is when it is alive with students.

One major piece of advice: Do not enroll at any college if you haven’t visited. While there are legitimate exceptions to this, it is vastly preferable to spend the time and money to visit before making a commitment so significant without actually seeing the school. It is very difficult to know that a college is right for you if you haven’t seen it in person.

Colleges have different procedures about visiting. Some give interviews, some do not. Some give large group tours at specific times during the day with mass information sessions before or after the tour. Some give tours as often as needed. Check the college’s website to be sure of its procedures. You can always call the admissions office and ask. It is a good idea to call at least 2-3 weeks in advance to be sure of the college’s procedures and to register if there is a limit on the number of visitors the college can handle on a given day. It is not a good idea to just “show up.” You might be disappointed.

What to do on a visit: Most of the time, the college will set up the structure of the visit. There will be a tour. Tour guides are usually students who work for or volunteer at the admissions office. It sometimes happens that a tour guide just doesn’t “click” with you. You should not use your response to the tour guide as a reliable indicator of the nature of the school or whether you will be happy there.

There may be a public information session or an individual meeting with an admissions representative. If so, sit in on it. It will help you understand how the college thinks of itself and you will also have the opportunity to ask general questions about the college.

If you have the opportunity to meet individually with someone from the admissions office, take it. Parents, remember that although the college will be solicitous of your questions, the visit is about the student and the college, so don’t be surprised if the admissions officer wants to talk with your student alone and then invites you in for questions.

If you have the opportunity to visit a class, take it. Often, the college will require that you set this up in advance of your visit. You will have a better idea of how things work at that college if you do that. Never miss an opportunity to meet faculty or coaches if it can be arranged. It is important to remember, however, that these people will almost always be encouraging, so don’t come away from a meeting with a faculty member sure you will be admitted because she said she thought you would fit in well.
If you have the opportunity to eat on campus, do so. Remember, food is an important part of your four years at the college. Check out who is in the dining room or snack bar. What do people look like? How do they act? Are they all the same or is diversity apparent? If you are brave enough, ask to sit with some students and ask questions. You’ll get a sense of what it is like to be a student there.

Stay overnight in a dormitory if the college allows it. This is especially important for ED students. You will have the opportunity to see what it really is like to be a student there. Normally, colleges want at least two weeks advance notice for an overnight visit, sometimes more. Check with the admissions office to get their requirements.

If you have the opportunity to read the campus newspaper, do so. It will tell you a lot about what is and what isn’t happening on campus. In the same vain, check out the bulletin boards. What’s going on?

Visit the bookstore. What is for sale? Just textbooks and cool college stuff? What about food to take back to the room? What about computer supplies and general reading or books about the things you study in the required reading?

**Don’t trust your memory.** Whenever you visit a campus, jot down your impressions. It is a simple fact that if you are visiting several colleges over several days, someone (you or your parents) will get something mixed up or mis-remembered. A "Check List" which can be helpful is available in the College Counseling Office and in the Appendix of this booklet.

**Interviews** may be the most misunderstood part of the admissions process.

Many colleges, especially large colleges and universities, do not offer interviews. Some offer interviews by alums only. Some recommend interviews, and some require interviews.

The best rule of thumb is to check the admissions website or application checklist to see what the college’s procedures are. *If an interview is available, seize the opportunity!*

The days when interviews were used to separate those students who would be admitted from those who would not be admitted are long gone. The real purpose of the interview is threefold:

- Interviews give admissions officers a chance to give you information
- Interviews give admissions officers a chance to get to know you as a real, living person, not just on the basis of the papers that make up your application
- Interviews give you a chance to ask questions.

Interviews also show that you care enough about the college and the process you are going through to extend yourself. As more and more colleges are factoring in “demonstration of interest,” interviews become a good way to demonstrate that interest.

Interviews usually are not comprised of scintillating conversation where you are expected to demonstrate your superiority as a student and leader whom the school cannot live without. They tend to be relatively matter-of-fact in tone and helpful to both you and the admissions officer who will make notes about your questions, interests, and general attitude. So, while you shouldn’t go into an interview unprepared, you also shouldn’t think of an interview as a test you need to pass.
Some Basics

- Be on time. If you are going to be late, call the office and tell them. Show that you are considerate and courteous enough to make the effort.
- Dress – Be neat, clean, and tucked in. This is not a time to be cool and it is not a time to show off.
- Humor can backfire if the other person doesn’t get it. Be careful.
- If you are shy, try not to answer a question with a one-word answer. The interview is a conversation and you need to do your share of the talking.
- Don’t forget to make eye contact.
- Take a resume. Admissions offices will focus on your interests.

What does “prepare for the interview” mean? Simply that you have done some homework about the college and have enough knowledge about it to ask a few questions which aren’t obvious from the school’s literature or website. You might ask:

- What is (are) the most popular major(s) on campus? Which ones would you consider the strongest?
- Where do most of the students come from?
- What type of student doesn’t do well here?
- What colleges does your school overlap with in applications?
  Tip: The answer to this question tells you what the college’s real competition is. It probably is not an appropriate question at an Ivy League school or a highly selective college.
- I have a special need. How can the college meet it?
- I’m interested in pursuing ___________ (medical school, vet school, etc.). How many students here do that? Where do they go to graduate school? Is there a special advising program for my interest?
- What is the average size of a freshman (English, psychology, biology, sociology) class? Are all classes taught by faculty? If there are break out sections of large lecture sections, who teaches them? Who reads the tests and papers?
- What percentage of students stay on campus for the weekend? If the answer is less than 80%, ask why. What do students do for entertainment during the week and on weekends?
  Tip: This is an important question. You really can’t trust your neighbor’s or friend’s opinion, especially if they leave campus often. Get the facts before you make up your mind, not just someone’s opinion.
- When and where do students study?
- Tell me about Greek life on campus. When is rush and how is it conducted?
- Tell me about housing and whether students really can get any work done in their rooms.

There are dozens of other good questions based on your interests, needs, and desires. Don’t worry about seeming naïve or foolish – this is an important decision and colleges tend to respect people who ask thoughtful questions about whether this is the right place for them.
Questions you should be ready to answer:

- What are you looking for in a college?
- Why did you pick this college? Why are you considering this college?
  **Tip:** “It’s a good school” is a poor answer. “You are well known for pre-law” isn’t.
- What do you hope to get from college?
- What other colleges are you visiting? What other colleges are you considering?
- Do you have a first-choice college? (“Not yet” is an acceptable answer.)
- Do you know what you want to study? (“Undecided” is an acceptable answer. A major the college does not offer is not an acceptable answer.)
- What courses do you like best?
- What courses do you like least?
- What is your favorite thing to do outside of school?
- What have you done that you are proudest of?
- If I asked your friends about you, what would they tell me?
- If I asked your teachers about you, what would they tell me?
- What was the biggest decision you ever made?
- If you could take a year off and do anything you wanted, what would you do?
- Who are your heroes? Why them?
- If you could change one thing in your school, what would it be?
- If you could change one thing about yourself, what would it be?
- How do you expect to change as the result of going to college?
- Tell me about your extra-curriculars. Which is the most important? The most meaningful? The most satisfying?
- Describe the perfect weekend.
- If you had the power to change something about our society, what would it be?
- What else should I know about you? Silence should not be your answer.

**TIP:** Do not read anything into the length of the interview. Sometimes 15 minutes is the right length, sometimes an hour is the right length. Be respectful of the interviewer’s time; he or she might only have a half-hour to schedule with each student.

One very important point: Be prepared to start the conversation. Many interviewers use a "non-directive" approach, allowing you (or, to put it another way, forcing you) to start the conversation after a few preliminary questions. Usually the cue is the interviewer's asking, "How can I help you?" or "Tell me a little about yourself," or "What is your interest in our school?" If you hear a question like one of these, be prepared to start the ball rolling.

It is only courteous and appropriate to write a note of thanks to the admissions officer or other interviewer with whom you talked – even if you are not interested in the college at the time you leave the interview. So be sure to get that person's name. **Ask for a card** – they usually will be sitting on the interviewer's desk at the college. An email (use standard English not "email speak") is acceptable and appropriate.
10. WHAT ABOUT EARLY DECISION?

There are three types of “Early” programs:

**Early Entry** (EE) is a program in which the student enters a college at the beginning of the senior year in high school and completes both the senior year of high school and the Freshman year of college at the same time. Most colleges do not offer this option, but it may be the right option for some students. Only a very few students use this option.

**Early Action** (EA) is a program that allows a student to apply on a given date before the Regular Decision application date. Early Action programs normally are not binding but give the student increased options. Students receive an early response to their application but do not have to commit to the college until May 1.

**Rolling admissions** is a system at some colleges that lets students apply beginning on a certain date and that lets colleges make admissions decisions as the applications arrive with a notification date sometime between four to six weeks.

**Restrictive Early Action (REA) or Early Action Single Choice** (EASC) – Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED, EA or REA/EASC to other institutions. If offered enrollment, they have until May 1 to confirm.

**Early Decision** (ED) is a program that allows a student to apply on a given date before the normal application date. Unlike Early Action programs, Early Decision programs are binding and exclusive. What this means is that students who apply ED are making a commitment to that college and, if accepted, they will enroll. Since this is a commitment, only one ED application can be active.

Some colleges do, in fact, give students who might be in the middle of their applicant pool a boost if the student applies ED. This is not true of all colleges, however. Students should check this out carefully. Admissions officers usually are very candid about this issue. ED is not a means of boosting your chances if you are not particularly competitive at that college.
11. WHAT ABOUT TESTS?

Standardized tests are an important part of the college admissions process. Their exact weight is somewhat difficult to determine. Some prestigious colleges no longer require them. Some colleges are moving away from counting the tests heavily, preferring to rely on an analysis of a student’s transcripts and other factors. For the vast majority of colleges, however, tests are still required.

Colleges and universities use tests differently. A very large university such as Penn State, the University of Massachusetts or Virginia Tech, uses test scores in combination with other statistical factors to create an admissions index. At colleges which use that system (largely because they have too many applications to deal with individually) tests count more heavily than at colleges which use tests as a way of validating other information.

How important are scores? If a college asks for them, it will use them. But colleges do use them differently. Almost every college admissions officer will say that scores are used to verify what the transcript says, or to help them spot an over-achiever or an under-achiever. In general, the larger the school, especially public universities, the more mechanical the process and the more important the scores. At large universities, which do not request letters of reference or essays, scores certainly are important.

At very selective schools, scores play a different role, usually confirming what the application, essay, transcript, and recommendations tell the admissions officer. To quote the Dean of Admissions of an Ivy League College: “Good scores won’t get you in but bad scores are a flag we cannot ignore.”

**Preliminary Scholastic Aptitude Test (PSAT)**

The PSAT is a practice SAT and takes about three hours. It consists of four sections: one Reading Test, one Writing & Language Test, and two Math sections- one with a calculator and one without. (All writing skills questions are multiple choice.)

The PSAT is offered on one day each October. Check the College Counseling website, the school Master Calendar, class meetings, and Advisory meetings for reminders. All sophomores and juniors take the test and information is given to them at least a month in advance by their Advisor. There is no registration process. The school takes care of that as part of administering the test. The cost of the test is billed to the student’s school account.

When reviewing a sophomore's scores, please remember that the College Board has no research that indicates that a particular score can be “projected” into a likely score when the test is taken in the junior year. Nonetheless, for some students, taking the test in tenth grade is another opportunity to get used to taking standardized tests.

If a student is to receive extended time or other accommodation, it is the family's responsibility to check with Ms. Speier (Director of The Education Center) to be sure all paperwork is in place so that the exam may be administered in accordance with College Board rules and regulations. The school has no say in this process- it is determined by the testing agency.
The PSAT is scored on a similar scale that is used for the SAT. This is a practice test for the SAT and does not appear as part of your application to college. Colleges may purchase the names and addresses of students who score in certain ranges so they can begin the process of identifying potential applicants and mail information to you. If you do not want to participate in that process, you do not have to give your permission for the College Board to sell your name and address to colleges. It makes no difference in calculating your scores.

Students are allowed to use calculators on certain portions of the mathematics section of the PSAT.

Because the PSAT is a practice test, a good night’s sleep and breakfast before the exam are recommended, but beyond that, it is not clear that preparation really helps. There is an exception, however. If a junior has a realistic chance of scoring in the top 2-3% of the roughly 1.2 million students who take the PSAT each year, then preparing for the exam makes some sense, as it is used as the qualifying exam for the National Merit Scholarship program in the student’s junior year.

**National Merit Scholarship Qualifying Test (NMSQT)**

The NMSQT is the same test as the PSAT. Only the PSAT taken in the student’s junior year counts as the NMSQT. The results of the PSAT are used to select entrants for the National Merit Scholarship and National Achievement Scholarship program. More information about this program is found in the PSAT information flyers given to all juniors and any sophomores who want them. The information is also available at [www.collegeboard.org](http://www.collegeboard.org).

**SAT**

The SAT is a 3-hour and 50-minute examination (when taken with the essay) given seven times each year. It tests reading, writing, and mathematical abilities. Scores range from 200-800 in each area. Students take it at the high school of their choosing. St. Andrew's does not administer the test.

Students are responsible for registering for the SAT. St. Andrew's cannot register students. Only students (or their parents) may register. You can register online at [www.collegeboard.org](http://www.collegeboard.org).

*Where is the SAT given?* St. Andrew's does not administer the SAT or SAT Subject Tests except for students who have qualified for certain accommodations through the College Board. Each year, the College Board publishes a list of test centers for each test on each test date. It is available online at [www.collegeboard.org](http://www.collegeboard.org).
How many times should a student take the SAT? There is no simple answer, but most college counselors agree on this general strategy:

Take the SAT in the winter or spring of the junior year. If needed, take it again in fall of the senior year. Remember that College Board policy is that when one SAT test score is reported, they are all reported unless you use Score Choice.

When reviewing SAT scores, it is wise to look at the projected score range reported in the box immediately to the right of the test score. The range indicates the approximate high and low scores a student might have made on that test date. The SAT does not deduct points for wrong answers so the student should try to answer every question.

Some students have taken the SAT as part of the TIP or CTY programs, usually in 6th, 7th, or 8th grades. These scores are not considered by colleges and quite often do not provide an accurate method of predicting a student’s likely score in 11th or 12th grade. There are just too many variables involved.

Students are allowed to use calculators on certain portions of the mathematics sections of the SAT.

**SAT Subject Tests**

SAT Subject Tests are one-hour tests measuring knowledge and skill in particular subject areas. Students may take up to three tests on the same test date, but *may not* take SAT and SAT Subject Tests on the same date. There are 20 SAT Subject Tests offered six times a year.

A college might not require an SAT Subject Test. Some colleges require one SAT Subject Test, some require two SAT Subject Tests, and some require three SAT Subject Tests. Some colleges "suggest" at least one SAT Subject Test. Some colleges are specific about which SAT Subject Test they require. Because there is so much variation regarding what exams different colleges require, it is very difficult to give general advice as to which exams should be taken and when. This topic is reviewed as part of the meetings with your College Counselor.

**NOTE:** Some colleges accept ACT exams (see below) in lieu of SAT Subject Tests. It may be in the student’s interest to explore this option.

**Advanced Placement (AP) Tests**

AP exams are given in May. The exams last about three hours and cover specific material from the course. Scores range from 1-5, with 5 being the highest score. Colleges often award credit for scores in the 3-5 range, but credit policies vary widely according to the college’s choice. Sometimes a score of 3 will exempt a student from taking a required course but not exempt the student from the credit-hour requirement in a subject area. Sometimes a score of 5 will be counted for college credit, reducing the number of courses a student must take to graduate. Students are responsible for understanding and pursuing the college’s policy.

AP scores are not that important in the admissions process for St. Andrew's students although they certainly can be useful and helpful in making a case for admission.
**ACT (American College Test)**

The ACT is an alternative to the SAT exams. It is a test with four required parts (English, mathematics, reading proficiency, and science reasoning) and one optional section (Writing). ACT Testing requirements vary from college to college. Be sure to check each school's policy to make sure you are satisfying them. Scores range from 1-36. All colleges will accept the SAT or ACT, and some accept it in lieu of SAT Subject Tests. The ACT is scored strictly on the basis of the number of answers that are correct, so it is in the student’s interest to try to answer every question.

**Extended Time and Special Accommodations**

If a student is to receive extended time or other accommodations, it is the family's responsibility to check with Ms. Speier (Director of The Education Center) to be sure all paperwork is in place so that the exam may be administered in accordance with College Board rules and regulations. The school has no say in this process- it is determined by the testing agency.

**Sending Test Scores to Colleges**

*It is the student’s responsibility to send official test scores to colleges. St. Andrew's cannot do that for you.* You may do this by entering the college’s code at the time you register or at the time of testing. If you use this method, you avoid charges for sending scores to up to four colleges. If you release scores to colleges after the examination date, the College Board and the ACT assess a charge for each college to which you are sending SAT, SAT Subject, or ACT test scores. This is done by contacting the College Board or ACT either by telephone or online.

**Tests and Early Action/Early Decision Applications**

If you think you are a candidate for an Early Decision or Early Action application, you will want to plan your program of testing to allow for that. For example, you might want to take the SAT in March or May of your junior year, SAT Subject Tests in June, and retake the SAT in August or October of your senior year.

**Test Preparation**

It may be wise to do some sort of test preparation. There are a variety of test preparation methods, ranging from books to short courses to extensive courses. There are on-line test preparation programs also run by the College Board.

English classes beginning in 9th grade keep the sort of vocabulary the SAT demands in mind and students normally are well prepared for that section of the SAT exam. The mathematics program is more than adequate preparation for the subject matter of the mathematics sections of the tests.

Should you take an SAT prep course? Certainly, you should do some sort of preparation. It is not a good idea to walk into the exam "cold."

Test experts agree that students who read outside of school perform better on both the verbal and mathematical sections of standardized tests than students who do not.

At the very least, a student should study the test preparation material supplied by the College Board in its booklets and on the College Board website.
12. WHAT DOES A COLLEGE APPLICATION CONTAIN?

**Your School Record**

*Your transcript* shows what courses you have taken and what grades you received at the end of each course. It is the single most important piece of information the college admissions officer has and tends to correlate most strongly with college performance. A sample St. Andrew's transcript is found in the Appendix.

*The School Profile (included with every transcript)* is a key document that tells the admissions officer what courses are available, how the school grades, what is the distribution of grades, the proportion of students who attend college, where St. Andrew's students have been admitted and where they enrolled, standardized test information, and information about AP exam results. Admissions officers use this information when reviewing the application.

The School Profile is an essential piece of information for the admissions office because it is the source of their knowledge of how you have done in relation to other students at St. Andrew's.

St. Andrew's is one of many independent schools and many competitive public schools that do not rank students. While some colleges would like to have a rank because it makes their job easier, all colleges are used to receiving transcripts from schools that do not rank. Your actual courses and grades, combined with the grade distribution, enable an admissions officer to get a very clear picture of the strength of your curriculum within the context of the school and of your performance in comparison with other St. Andrew's students.

**Standardized Test Scores**

Most colleges and universities still require test scores. They are useful because they do provide a standardized common denominator to help admissions officers measure you against all the other applicants.

Remember, *you are responsible to know whether or not you must submit “official” test scores. If you are, only you can do that.*

Contact the College Board at 1-866-756-7346 or [www.collegeboard.org](http://www.collegeboard.org) (or [www.act.org](http://www.act.org) for the ACT) and request that the scores be sent. You will find the college’s CEEB code (the ACT code is the same) at the College Board or ACT website.

A growing number of colleges and universities do not require standardized test scores to be submitted with an application. Please visit [www.fairtest.org](http://www.fairtest.org) to learn more about these institutions.
The Application

The actual application normally is two to six pages, depending on the information the school requests and the number and type of essays it requires.

At larger universities, and at many regional state or public universities, the application is purely factual, asking only for biographical information, addresses, and other statistics. State-supported universities also ask for certification of address and other residency information. Complete this information only if you are applying for in-state resident fees.

A college with personalized admissions is more likely to have a longer application and request a more detailed list of activities and involvements.

The Common Application

The Common Application is a single application accepted by over 800 colleges and universities. For an increasing number of colleges, the Common Application with a supplement is their application. The Common Application is a great time-saver. You complete it once and send copies to other colleges that accept it.

Should you use the Common Application or the college’s own application? Since the colleges have agreed to accept the Common Application as equivalent to their own, it is a great convenience to you to use it and you should feel free to do so. You need to check the college’s application information to be sure about whether a college-specific supplement is needed. All of this information is available at the Common Application website, www.commonapp.org.
**Essays**

Many colleges request essays, some do not. College essay writing is introduced in the English classes in the spring of the junior year. St. Andrew’s Summer School Program also offers a week-long college essay writing course.

**Typical College Essay Topics**

1. The personal statement (tell us about yourself)
   
   *Alternate versions:* What else do we need to know about you? What did we not ask that we should have asked? Write page 127 of your autobiography Describe your 25th high school class reunion biography Goals/future plans Reflect on a picture or object of significance to you

2. Significant experience, achievement, decision, activity
   
   *Subcategory:* Leadership experience/opportunity

3. Influential person or event
   
   *Alternate versions:* Interview with a person in history Great book/movie/painting/other art form

4. Reflect on a quotation – this question is really about whether you have thought about a social issue deeply and have reached a conclusion

5. Important Issues
   
   *Alternate versions:* Social movement – *subcategory:* “Diversity” Ethical issue Political issue/movement

6. Predict the future

7. Other topic of your own choosing
Here are the essay questions from the Common Application:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?

3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?

4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma—anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.

5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

If you look at these questions you will see that they are all about you. The essay is your opportunity to let the admissions staff get to know you, to give or amplify information requested in other parts of the application, to give some insight into the depth and complexity of your thinking and to demonstrate your writing style. It should go without saying that your essays represent you and that they should represent your very best work.

Some colleges ask to see a graded piece of academic work—usually a history or English essay with your teacher’s comments and the grade on it. A photocopy is acceptable, but not if it looks as if you tried to change something on it.

Your Transcript and the School Report

Your transcript is the key document you present to the college. It is sent directly from the College Counseling Office. Quite often it is accompanied by the School Report which lists your courses and other school information. Whenever a transcript is released, a copy of the School Profile goes with it so the recipient knows how to interpret the information on the transcript.

Each senior receives a copy of his/her transcript at the beginning of the school year so that it can be reviewed for accuracy, especially that courses taken elsewhere are properly noted on the transcript.
Counselor’s Recommendation

Many colleges ask for a Counselor’s Recommendation or a School Recommendation, which are written by the Director and Associate Director of College Counseling. It is important that we are able to write and speak knowledgeably about you, and much of the information in this letter comes from the student and parent questionnaires which are requested to start the college counseling process in your junior year and from the Parent's Letter (see the Appendix).

Counselor recommendations, which are confidential, normally are included with the transcript and School Report whether a college requests it or not.

Teacher Recommendations

The required number of recommendations varies by college. The college counselors will be happy to discuss with you which teachers to ask to write recommendations.

Should I waive my right to see the recommendation? Yes. Admissions officers look for that waiver because it tells the college that you trust your recommenders, which adds credibility to the recommendation. Students who do not waive their right to review the letter run serious risk of the letter being devalued in the admissions review.

How should I request a recommendation? Contact the teacher and ask if he or she is willing to write a recommendation. Do not assume the answer will be yes. Many teachers simply receive too many requests to respond to them all positively. Sometimes teachers do not think they can be honest and helpful to you at the same time. Always remember that the teacher is doing a service for you – you do not have the right to demand that any teacher write a recommendation.

Below are the steps in requesting a teacher recommendation.

- Ask your teacher recommenders to sign the Teacher Signature Form, and then return it to the College Counseling Office. This confirms which teachers will be writing for you.
- Complete a Gold Sheet (the Request for Teacher Recommendation Form) listing your earliest application deadline and give one to each teacher writing a recommendation for you at least 30 days before your first application deadline. This is how your teachers will know when your letter must be completed by.

The College Counseling Office will submit their recommendation letters directly to the college. It is the student’s responsibility to know the due dates and to check with the people who are writing references to be sure they are completed on time.

What about "extra" recommendations? Extra recommendations may be useful if there is someone in the community or an employer who can help round out the picture of who you are. A recommendation from a politically important person or an important alumnus of the college will not be valuable if the recommendation doesn’t talk about you as an individual and about something particular you have done (and probably does not need to be part of your application).
Other Information

Sometimes students want to include a resume of every experience they have had. Be sure to also complete the application sections that request information about activities, interests, sports, etc. as well.

If you are an *accomplished* musician, artist, writer, etc. you should send samples (a tape or slides for artist’s portfolios). Remember that you will not get these materials back.

If you have taken part in a summer activity or taken a course, be sure to include a recommendation if that is appropriate and remind your college counselor to send copies of your summer transcripts or reports, if any. *It is your responsibility to check with your college counselor to be sure of what is to be sent.*
13. PREPARING AND SUBMITTING YOUR APPLICATION

In the current admissions climate, competition for available spaces is very strong and even excellent students with interesting resumes may find themselves in greater competition than they expected. The number of high school seniors in the country is on the increase and they all seem to be submitting an increasing number of applications. The “selectivity index” is often a student’s biggest hurdle, not his or her preparation or school record.

Based on this, we recommend that students identify 7-9 colleges to which they will apply. These colleges should fall into three categories:

- **Reach colleges**: Colleges which have a low selectivity index (they admit less than 30% of their applicants). Reach colleges also include colleges where you are not in the top 1/3 of the profile of the freshman class regardless of their selectivity index.

- **Match colleges**: Colleges which have a selectivity index of 30%-50% or where you are in the top 50% of the profile of the freshman class. These colleges should be your main targets.

- **Likely colleges**: Colleges with a selectivity index of 40% or higher and at which you are in the top 75% of the profile of the freshman class.

**How many in each group?** That is a matter of decision based on your college search and your academic and extra-curricular records. In any event it is a smart strategy to select at least one college in each category and even smarter to select two. We suggest 2-3 Reach, 2-3 Match, and 2-3 Likely colleges.

The hard part about this is to take an honest look at your record. How many A’s are on your transcript? In what subjects? Remember, colleges still look at transcripts first and the first thing they look for is depth, breadth, and performance. If your “A’s” are not in the so-called “core” or “solid” courses in English, foreign languages, history, math, and science, your transcript is not as competitive at highly selective schools as a transcript that does have “A’s” in those areas.

**What about “safe” schools?** Many parents and students are familiar with the concept of a “safe” school, a school at which a student is virtually guaranteed to be admitted. Please do not make the mistake of thinking of a “Probable” college as a Safe school. Safe schools exist, probably for every student, but the goal should be to find the best match of college and student, not to find a college you don’t want to go to but will apply to anyway “just to be safe.” *Experience shows that students who follow the strategy suggested above are successful in their college searches because all of their colleges meet their criteria.*
Where do I find applications?

Applications are easy to find. Typically, they are available on the college's website. If you want information from a college, you can get it several ways:

- Call the college admissions office. The number is available on the college’s website or in the many handbooks available in the College Counseling Office. *The College Handbook*, published by the College Board lists all accredited colleges alphabetically by state and lists their mailing addresses, telephone, and fax numbers.

- Use the college’s website. Look for the section labeled “Admissions” or “Prospective Students.” Most contain a “contact us” button to request admissions information and applications.

- You can email the admissions office. All it needs to say is: “I am a junior (senior) at St. Andrew's and I would like to have information about admissions. Please send information to (at this point write in your name - not your nickname - your mailing address, and your phone number). If you have a specific major in mind or are interested in a particular program or want to be contacted by a coach or band director, etc., it is customary to state that you want information about that program.

The Common Application is available at [www.commonapp.org](http://www.commonapp.org). Many colleges provide links to this site. If you use the website, you can send your application directly online.

Many colleges make it possible to apply directly through their websites. This is a perfectly safe way of applying. Be sure to consult with your college counselor in advance so you are sure of how to coordinate your electronic application and all the supplementary materials that eventually need to catch up with it.
**Sending Transcripts:**

If you apply ED or EA, you will do so on the strength of your grades through the end of your junior year. Be aware that many colleges ask for first trimester grades as soon as they are available.

Unless you are applying ED or EA, transcripts will be sent after the first trimester. On the Trimester system, the end of the first trimester is considered "mid-year" and we will send both the Counselor's Form and the Mid-Year Grade Report Form together.

*Second trimester Interim and second trimester grades will be sent to your colleges only if you or the college asks for them. If you receive a letter of deferral, you should request that both of these sets of grades be sent to your colleges. Second trimester Interim and Trimester grades often make the difference.*

14. **BLUE SHEETS**

BLUE SHEETS are the control documents we use to be sure that all of your records requested by your colleges are complete.

You should complete a Blue Sheet for each college to which you will apply just as soon as you have decided where you will apply. Since the College Counseling Office handles more than 500 applications in a typical year, these are extremely important deadlines. It is in the students’ best interests to meet these deadlines in order to give the college counselors sufficient time to process transcript and recommendation requests.

A simple list of due dates for Blue Sheets, keyed to the date your applications are due at your colleges, will be published at the end of junior year.
15. APPLICATION ETHICS

It is unfortunate that over the past 10 years college admissions officers and college counselors have seen a growing number of students and parents who, in an attempt to manipulate the system to their favor, are crossing the boundary between doing smart things to help assure a desired outcome and doing things which are inappropriate.

The College Counseling Office at St. Andrew's takes a firm stance on certain ethical issues. The admissions process is not a “game” to be won at any cost. It is a complex process that demands a great deal of integrity on everyone’s part, especially the school’s.

Here are some examples of what we consider crossing the boundaries:

- Applying to binding Early Decision programs at more than one college or university. The whole point of a binding ED program is to make a contract: “If you accept me I will withdraw all my other applications and attend your university.” Many colleges now require that the college counselor sign the application along with the student and parents. St. Andrew's will not send transcripts to more than one ED school or to any other schools once a student has been admitted under a binding ED program.
- Failing to withdraw your applications to other colleges when you have been admitted under a binding Early Decision program. It isn’t fair to those colleges or to the students who have applied to them for you to continue in the process.
- Attempting to gain release from an ED decision because you have changed your mind. The only acceptable reason for requesting release from your contract with your ED college is the inability to work out appropriate financial aid. You and your parents should factor this into your decision to apply ED.
- Having someone else write or “heavily edit” your essays. When you sign an application, you are indicating it is your work. If it is not, then you may be in violation of the school’s Honor Code as described in the Student Handbook.
- Submitting deposits to more than one college. If you are admitted to a college which requires a deposit by May 1 and waitlisted at your favorite college, call the college which admitted you and discuss the matter before you send your check. Your college counselor can advise you how to have this conversation.
- Stating an intended major which you have no intention to pursue because you think it might help your admission chances.
- Inaccurately describing your activities and accomplishments. Putting things in the best light is one thing; fabrication is something else.
- Stating to more than one college that it is your first choice.

An increasingly difficult area of concern is a situation in which a student has gotten into social or academic difficulty in school and wants to keep it off his or her record. The Student Handbook provides the school's policies about reporting infractions. We encourage you to tell the truth and are prepared to help you write your explanation. Remember that minor infractions of school rules generally are treated that way by colleges: as minor infractions. Nonetheless, suspensions and serious social or behavioral problems need to be acknowledged and dealt with forthrightly, even if it damages your chances of admission.
16. FINANCIAL AID AND SCHOLARSHIPS

Financial assistance comes in two forms:

- **Financial aid**, which is based on “need.” “Need” is a technical term, not a judgment.

  Need is based on an analysis of your family’s ability to contribute to college costs. That analysis yields a dollar figure which your family is expected to provide. Need is the difference between the “Expected Family Contribution” and the cost of attending the college. Because college costs vary, need may vary from college to college.

  Colleges have different strategies for meeting need. Some meet all need with loans and work programs. Some meet all need with a heavier concentration of grants than loans. The best advice is to ask questions about the school’s financial aid policies. Call the school’s financial aid office and ask.

Need is established by filing two forms:

1. Free Application for Federal Student Aid (FAFSA). This form, which is available in October, is the basis of all financial aid. You may file it using estimated tax information. *We recommend filing it as soon as possible but no later than February 15, even if you are using estimated income and expense information (there is a check-off on the form to indicate that).*

   To obtain more information about the FAFSA please visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

2. CSS PROFILE. Many private colleges and a few state universities want more information than the FAFSA requires. The CSS PROFILE is an online application that collects information used by certain colleges and scholarship programs to award institutional aid funds. (All Federal funds are awarded based on the FAFSA, available after Oct. 1 at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).) Some colleges may require additional information, such as tax returns or an institutional application. If your parents are divorced, some colleges will also require your noncustodial parent to complete the Noncustodial CSS PROFILE.

   To obtain more information about the CSS PROFILE, please visit [http://profileonline.collegeboard.com](http://profileonline.collegeboard.com)

*How is need met?* Colleges meet need in a number of ways. Need-based aid breaks down into three types: loans, grants, and work (or work-study).

**Merit Aid:** Merit-based aid is based on recognition of special skills, talents, or past academic success. Merit aid sometimes is tied to need.

Although the vast majority of financial assistance is in the form of need-based aid, there are many, many scholarships, grants, and other forms of financial assistance available. The College Counseling Office has books with information and advice to students describing how to “win” that aid. Additionally, colleges are happy to provide information about grant and scholarship programs they maintain. Some of these programs are highly competitive. Some are virtually automatic if a student has certain academic
credentials. Consult the college’s admissions literature for information. Your college counselor will help locate the information for you if you are having trouble.

There is a great website, www.fastweb.com, which is a major source of information and also has warnings about the many scams that unfortunately exist. In general, if you need to pay to apply for a program or to be registered with a financial aid service, be very careful. With the exception of the CSS PROFILE fee, legitimate financial aid services don’t require payment.

You may be approached via the mail or on the web by companies that, for a fee, promise to locate a specific number of sources of financial aid. Usually the number is six. The college counselor can give you all of them for free.

**TIP:** If financial aid is critical, consult with the college's admissions office before going ED. Be sure you understand their policies regarding meeting need and whether you can be released from your part of the contract if the aid is insufficient.

**TIP:** There are several sources of information that can give you a ball-park figure of your Estimated Family Contribution. Financial aid estimators are available through a number of websites.

In addition, every college now offers a net price calculator on their website. These calculators should give families a clearer sense of how much they might pay for a degree at a particular college/university.
17. FEE WAIVER GUIDELINES

Families are eligible to receive a fee waiver if they meet the guidelines listed below. Fee waivers are available for college applications and standardized tests (SAT, SAT Subject Tests and ACT). To receive either an application and/or standardized testing fee waiver, parents should write a brief note requesting a waiver. We do not require or need any explanations to accompany the request, nor do we require any additional documentation along with the request. We simply need a brief request signed by the parent.

In most situations, in order to qualify for a fee waiver on the SAT, ACT or for a college application, the student’s total family income must be at or below the amounts indicated by the USDA Food and Nutrition Service Income Eligibility Guidelines for 2018 – 2019.

<table>
<thead>
<tr>
<th>Number in Family</th>
<th>Total Annual Income Before Taxes (in last calendar year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$22,459</td>
</tr>
<tr>
<td>2</td>
<td>$30,451</td>
</tr>
<tr>
<td>3</td>
<td>$38,443</td>
</tr>
<tr>
<td>4</td>
<td>$46,435</td>
</tr>
<tr>
<td>5</td>
<td>$54,427</td>
</tr>
<tr>
<td>6</td>
<td>$62,419</td>
</tr>
<tr>
<td>Each Additional</td>
<td>plus $7,992 for each additional family member</td>
</tr>
</tbody>
</table>

If a family does not meet the guidelines listed above, but circumstances still require the use of a waiver, please contact the College Counseling Office.

Please note: Students are allowed up to two fee waivers each for the SAT, SAT Subject Tests, and the ACT. A majority of colleges and universities accept college application fee waivers; please see the college counselors for more information.
18. STUDENT ATHLETES

Students who are interested in playing sports in college are encouraged to speak with their coaches and with the Athletic Director.

If you want to participate at either the NCAA Division I or Division II levels, you must file a NCAA Clearinghouse Initial Eligibility form. This form can be filed at any time in your senior year, but we suggest that you file it before the end of September.

You can obtain the forms and the helpful booklet, “NCAA Guide for the College-Bound Student-Athlete” from the NCAA website at www.ncaa.org. Coaches from Division I and II colleges prefer that you have the form on file early so they can be sure of your academic status.

19. STUDENTS WITH LEARNING DIFFERENCES

If you receive testing accommodations at St. Andrew's, you probably are entitled to those accommodations in standardized testing. You must be sure to file the appropriate paperwork and reports to the College Board or the ACT. St. Andrew's cannot do that for you.

*Please remember that neither the College Board nor the ACT will grant accommodations that students do not receive on a normal basis during school, regardless of testing or recommendations by educational professionals.*

Ms. Speier (Director of The Education Center) is responsible for assisting students with special testing needs. She cannot do this unless she is aware of your need. Do not assume that she is aware of your special needs – advocate for yourself by contacting her directly – and allow at least two months for your paperwork to be processed by the College Board. You may apply for "nonstandard" testing such as extended time only after you have received notice that the appropriate paperwork is in place and that you are approved for "nonstandard" testing.

Federal law requires that colleges deal with students with learning differences equally and that, once accepted, you are entitled to services which enable you to achieve success.

Colleges are not allowed to ask if you have learning differences, but needing accommodations can make a difference, especially if you need services of a high level at a very competitive, intense college. Our best advice is to self-disclose this information so the college has the opportunity to estimate fairly your chances of success and whether the college is able to offer you the range of support you require.

20. CONCLUSION

This handbook covers a great deal of information. It is designed to help you stay on track during the college search process. It is not designed to answer every question or stand independent from the work of the college counselors.

Yes, there is work to be done -- research to do, essays to write, deadlines to meet -- but we hope you can keep the process in perspective and remember that things will work out! The college counselors are here to help. Be in contact with us whenever you have questions.

Michelle Serry  mserry@saes.org  301 983-5200, ext. 282
Jonathan Gerelus  jgerelus@saes.org  301-983-5200, ext. 283
Peggy Brooke  pbrooke@saes.org  301-983-5200, ext. 251
APPENDICES

Appendix 1: An Exercise to Begin the College Planning Process
Appendix 2: College Planning Calendar
Appendix 3: Sample St. Andrew's Transcript
Appendix 4: Parent Letters
Appendix 5: Early Decision Agreement Form
Appendix 6: Confidentiality and Release Form
Appendix 7: Campus Visit Checklist
Appendix 1

An Exercise to Begin the College Planning Process

What follows is an exercise that may help you focus on what is important to you, the student who is going to college, and to your parents, who are intimately concerned with your progress and your decisions. You will want to complete the exercise sometime during the spring of the junior year.

_Separately_ provide no more than two pages of written response to the following:

Design a college that fits your needs perfectly. What is it like? Include such elements as:

- Size of the campus
- Size of the student body
- Size of the average class
- Location of the college
- Academic atmosphere
- Majors offered
- Social Life
- Athletics
- Ethnic and geographical composition of the student body

What type of college is it? A liberal arts college? A technical institute? A large research-oriented university with graduate programs? Is it all male or all female? A military academy? Historically Black? Why do you want to be at that type of college?

In describing your perfect college, think about how it would address your dreams and your strengths and your weaknesses. Why does this college suit you?

You may not pick a real college and describe it. You must make one up.

You might want to follow the format laid out in one of the major college guidebooks to help you get started. Good resources to use for this purpose include: _The College Guide_, Peterson’s, _Princeton Review’s Best Colleges_, or _The Fiske Guide to Colleges_.

When you have completed your descriptions, compare them. Note differences, if any, and recognize that they exist. Talk about the results to try to reach agreement about what type of college is best for the student.
Appendix 2

College Planning Calendar

**NINTH GRADE**

- Concentrate on doing well in school and on taking classes that challenge and interest you. Grades are the most important part of any college application.
- Explore out-of-class and out-of-school interests. These include sports, school clubs, volunteer work, part-time jobs, religious activities, fine arts lessons/activities. Remember colleges like to see continual commitment to a core group of activities rather than a tenuous connection to numerous ones.
- Start a folder of accomplishments (grade reports, awards, prizes, team memberships, leadership positions, jobs). Maintain this folder through the twelfth grade. It is invaluable when preparing a resume.
- Meet by advisor group with the college counselors after winter break. Topics of discussion include the importance of grades and extracurricular participation in the college application process.
- Meet with your Academic Dean to discuss your four-year high school plan.
- Take the Biology SAT Subject Test, if recommended. Please consult your science teacher and Academic Dean for more information.
- Consult the college counselors if you have any questions.

**TENTH GRADE**

- Continue to take courses that challenge and interest you.
- Continue to focus on doing well in school. Grades remain the most important part of any college application.
- Continue to explore outside of class interests with an eye towards leadership roles.
- Take the PSAT at St. Andrew's in October. All sophomores are automatically registered for this exam.
- Attend the Tenth/Eleventh Grade College Night in January.
- Meet by advisor group with the college counselors after spring break. Topics of discussion include summer opportunities and a preview of the junior year.
- Continue to meet with your Academic Dean to discuss your academic and extracurricular progress.
- Take the Chemistry SAT Subject Test, if recommended. Please consult your science teacher and Academic Dean for more information.
- Consider summer visits to look at college campuses. Check out different types of colleges (small college versus large university, city school versus rural school, etc.); being in the DC metro area makes this easy to do. Consult with the college counselors for suggestions.
- Explore summer opportunities. These include part-time jobs, community service projects, summer programs at colleges, or an internship. If you need suggestions or ideas, please consult the college counselors.
- Consult the college counselors if you have any questions.
**ST. ANDREW’S EPISCOPAL SCHOOL**  
**COLLEGE COUNSELING PLANNING GUIDE FOR THE CLASS OF 2020**

### JUNIOR YEAR

#### November:
- Concentrate on your schoolwork and your activities. The college search process begins in earnest after the first trimester.
- Gather material for a portfolio (drama, art, athletic, creative writing), if appropriate. Save your best (graded) papers, with teacher comments. Gather artwork for portfolio (if applicable).
- Junior Parent Coffee – **November 15**

#### December:
- PSAT results and interpretation materials are mailed home before winter break.

#### January:
- Junior Class College Night – **January 23**
- Introductory meeting with your College Counselor. You must submit completed Student and Parent Questionnaires (sent home with your PSAT results) before the meeting can be scheduled
- Begin researching the list of colleges provided by your college counselor. Look at the colleges’ websites. Talk to parents, friends and current college students. Begin creating a list of college traits that are important to you.
- Finalize standardized testing plan with your College Counselor. Testing schedules will vary by student and will be discussed in the family college counseling meeting.
- If you plan to take the SAT, SAT Subject Tests or ACT in March, April, May, or June, begin preparations now. Feel free to consult with the college counselors about prep programs.
- Attend Junior Class Meetings about the college search, selection, and admissions process.

#### February:
- Consider visiting colleges over the Presidents’ Day long weekend.
- Continue to meet with your Academic Dean to discuss your academic and extracurricular progress.
- Discuss your proposed senior year schedule with your Academic Dean and your College Counselor.
- ACT – **February 9**

#### March:
- SAT – **March 9** (All juniors should consider sitting for the SAT in March. This will vary with each student and is part of the discussion with the college counselors at the student/family meeting.)
- If time and plans allow, schedule three or four college visits during spring break and other school holidays.
- Think about summer options: part-time jobs, community service, summer college programs, and internships.

#### April:
- ACT – **April 13**
- Junior Class College Day at St. Andrew’s – **April 9**
- Independent School College Fair at Georgetown Preparatory School – **April 10**
- Begin working on a college essay in English class.

#### May:
- Continue researching colleges. Before the end of May, have a follow up meeting with your college counselor to review your progress and findings. A second list of colleges to investigate often follows this meeting.
- SAT and SAT Subject Tests – **May 4**
- AP Exams – **May 6 – 17**
- Complete a Mock Interview with a St. Andrew’s faculty/staff member.

#### June:
- SAT and SAT Subject Tests – **June 1**
- ACT – **June 8**
- Prepare for final exams and finish the year strongly.

#### July & August:
- Continue college visits, having interviews when appropriate. Keep accurate notes.
- Narrow choices to 10-15 colleges, including colleges in each category (Reach, Match, and Likely).
- Continue to write college essays, create a résumé and work on applications.
- Start completing college applications. Many college applications will be available online in early August.
- The College Counseling Office is open most of the summer. Please contact us if you have questions during the summer break.
ST. ANDREW’S EPISCOPAL SCHOOL
COLLEGE COUNSELING PLANNING GUIDE FOR THE CLASS OF 2020

SENIOR YEAR

<table>
<thead>
<tr>
<th>All Year:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on doing your best in all of your classes.</strong></td>
<td>Trimester and Final Grades are the cornerstone of every college application.</td>
</tr>
<tr>
<td>Be aware of deadlines for submitting “Blue Sheets”</td>
<td>to the College Counseling Office. Deadlines are published every year in August to conform to the school year calendar.</td>
</tr>
<tr>
<td><strong>All Year:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Focus on doing your best in all of your classes.</strong></td>
<td>Trimester and Final Grades are the cornerstone of every college application.</td>
</tr>
<tr>
<td>Be aware of deadlines for submitting “Blue Sheets”</td>
<td>to the College Counseling Office. Deadlines are published every year in August to conform to the school year calendar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule a meeting with your college counselor to review progress.</td>
<td></td>
</tr>
<tr>
<td>Begin to finalize your college list, which should contain 8-10 schools.</td>
<td></td>
</tr>
<tr>
<td>SAT and SAT Subject Tests – August</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Class College Night – September</td>
<td></td>
</tr>
<tr>
<td>Meet with admission representatives who visit St. Andrew’s.</td>
<td></td>
</tr>
<tr>
<td>Attend DC area admission receptions held by colleges that interest you.</td>
<td></td>
</tr>
<tr>
<td>Schedule college interviews, when appropriate.</td>
<td></td>
</tr>
<tr>
<td>ACT – September</td>
<td></td>
</tr>
<tr>
<td><strong>By mid-September:</strong> Decide which teachers you will ask for recommendations and discuss your request with them. Students should forward all recommendation materials to teachers at least 30 days before the application deadline.</td>
<td></td>
</tr>
<tr>
<td>Choose essay topic(s) based on your college list and prepare essays.</td>
<td></td>
</tr>
<tr>
<td>If Financial Aid is a concern, inform your college counselor to receive information.</td>
<td></td>
</tr>
<tr>
<td>File the CSS Profile, where needed, for Financial Aid consideration.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By early October:</strong> Make decisions about Early Decision (ED) and Early Action (EA) applications. Arrange with College Board and/or ACT to release test scores for ED/EA colleges no later than October 1.</td>
<td></td>
</tr>
<tr>
<td>Meet with admission representatives who visit St. Andrew’s.</td>
<td></td>
</tr>
<tr>
<td>Attend DC area admission receptions held by colleges that interest you.</td>
<td></td>
</tr>
<tr>
<td>SAT and SAT Subject Tests – Early October</td>
<td></td>
</tr>
<tr>
<td>ACT – Mid to late October</td>
<td></td>
</tr>
<tr>
<td>Prepare ED/EA applications and continue to develop your college essay(s).</td>
<td></td>
</tr>
<tr>
<td>Complete the FAFSA (Free Application for Federal Student Aid) as soon as possible after October 1 and no later than February 15.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT and SAT Subject Tests – November</td>
<td></td>
</tr>
<tr>
<td>Meet with admission representatives who visit St. Andrew’s</td>
<td></td>
</tr>
<tr>
<td><strong>By early November:</strong> Complete your list of colleges with application due dates and give &quot;Blue Sheets&quot; and associated forms to the College Counseling Office.</td>
<td></td>
</tr>
<tr>
<td>Arrange with College Board and/or ACT to release test scores to your colleges as soon as possible. Allow 2-4 weeks for official scores to reach your colleges from College Board or ACT.</td>
<td></td>
</tr>
<tr>
<td>Submit your &quot;rolling admission&quot; applications by November 1.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT and SAT Subject Tests – December</td>
<td></td>
</tr>
<tr>
<td>ACT – December</td>
<td></td>
</tr>
<tr>
<td>Inform your college counselor of any Early Decision or Early Action application admission decisions.</td>
<td></td>
</tr>
<tr>
<td>Winter Break</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform your college counselor of any Early Action application admission decisions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February and March:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Send thank you notes to the teachers who wrote your college recommendations.</td>
<td></td>
</tr>
<tr>
<td>Revisit college campuses, if necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform your college counselor of any Regular Decision admission decisions.</td>
<td></td>
</tr>
<tr>
<td>Meet with your college counselor to discuss your options.</td>
<td></td>
</tr>
<tr>
<td>Revisit college campuses, if necessary.</td>
<td></td>
</tr>
<tr>
<td>Send “no thank you” emails to colleges that have accepted you but you are not choosing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Send a deposit to the college of your choice by May 1.</td>
<td></td>
</tr>
<tr>
<td>Celebrate your decisions.</td>
<td></td>
</tr>
<tr>
<td>AP Exams</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation!</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

Sample St. Andrew’s Transcript
Appendix 4

Parent Letters

Parent Letters are often a very fruitful and helpful source of information about students. Parents will provide insights into a student’s character, activities, or special circumstances. Combined with the College Questionnaire for Parents, Parent Letters help the college counselors know the student better and enable the college counselors to help the student in the search process or in the school letter of recommendation.

When should the Parent Letter be submitted? We begin writing letters of recommendation no later than the opening day of school of the student’s senior year, so we need to have your Parent Letter by that time. If you can provide it to us sooner than that, please feel free to do so.

What should be in the letter? The most helpful letters share anecdotes which illuminate a student’s character, describe a student’s academic and nonacademic interests, or discuss special circumstances which might have a bearing on a student’s experience at school or at home.

What is helpful?

- Brief anecdotes that display a quality your student possesses. Please limit yourself to high school age only.
- Information about achievements and interests outside of St. Andrew’s.
- Information about a student’s heritage if it is part of understanding your student.
- Situations that may have had an impact on academic performance. Please be assured of confidentiality within the school and that the information will be used in the School Letter of Recommendation only if you give permission.
- Extraordinary community service beyond that required by the School.
- Extensive service to your religious organization.
- Brief mention of diagnosed learning differences and permission to mention it in the School Letter of Recommendation in a positive manner.

Some things that really are not useful:

- A list of adjectives.
- Complete discussions of learning differences.
- Anecdotes or history prior to high school – unless the anecdotes are relevant to high school in some way or just will make us smile.
- A complete biography.

Format: Do not worry about presentation; it is the information that counts. We suggest framing your letter as a personal letter to one of the college counselors. Say what’s on your mind, but please keep the letter to three pages. This is an opportunity for you to tell us the things you think we need to know and to give us the evidence to pass along to college admissions officers.

Thank you in advance for helping us!
Appendix 5

Early Decision Agreement Form

The National Association of College Admissions Counseling (NACAC) defines Early Decision (ED) as “the term used to describe the process in which a commitment is made by the student to the institution, that, if admitted, the student will enroll. Only a student who can make a deliberate and well-reasoned first choice decision should apply under an Early Decision plan because the institution will require a nonrefundable deposit well before May 1.”

This form indicates that a student is aware of the rules of the college or university regarding Early Decision and, through his/her signature, the signature of the student’s parent, and the signature of the college counselor, that all parties agree to and will abide by the rules of the institution to which the student applies under an Early Decision program.

________________________________________    _____________________________
Student Signature

_______________________________    _____________________________
Date

Student’s Name

is applying to _________________________________________________________

institution’s Name

under the Early Decision Option. We have discussed the commitment for this student to attend this institution should admission be offered under this plan. We have discussed the school’s obligation to send the student’s final transcript only to this college if the student is offered admission under the Early Decision Option. We have also discussed financial aid needs that could have an impact on attendance.

The student agrees, if admitted to the institution named above, to withdraw all other applications (if any have been submitted) and make no subsequent applications unless released from the Early Decision commitment by the institution.

________________________________________    _____________________________
Counselor Signature

Date
Appendix 6

Confidentiality and Release of Student Records

Under Maryland House Bill 299 and the Family Educational Right to Privacy Act (FERPA), no student’s personal school records may be released to anyone outside of the school without written permission and consent. Records of students who have not reached the age of eighteen (18) may only be released with the consent of their parents or guardians. Students who have reached the age of eighteen (18) may declare his/her majority and release his/her school records.

The purpose of this form is to provide St. Andrew’s Episcopal School (“school”) with permission and release to send pertinent records at the request of the student. It is intended that this form serve as a permission to release pertinent school records and student-requested letters of reference from faculty and staff for the purposes of supporting college/university applications or other applications the student may be submitting to organizations. “Records” include, but are not limited to: Transcripts, Standardized Test Scores, letters of reference and other communications pertinent to admissions or scholarship activities, and other records and forms completed by the appropriate School official as requested by the receiving organization.

No records will be sent without completion of this permission form. Students must also request that their records be sent each time they wish to have their records released. The “Blue Sheet” provides opportunity for students to do that. This form also serves as permission to send the student’s final transcript to the student’s college/university at the end of the school year once the transcript is released by the Registrar in accordance with school rules and regulations.

This form also serves as notice and acceptance that non-academic records such as school recommendations, recommendations or letters of reference from teachers, counselors, or other school personnel are confidential and will not be shared with the student or his parents or guardians.

Students and parents should be aware that most college recommendation forms contain a similar waiver request and that agreeing to maintain confidentiality of references by signing this form does not release the student from the obligation to properly complete waivers and other forms requested by other organizations.

PART I: Permission to Release Records

I hereby grant permission to release the academic records of
in support of his/her college or university applications or applications to other organizations. “Academic Records” include official transcripts of academic work, SAT scores, SAT Subject Test scores, ACT scores, AP scores, and other pertinent official records and scores as requested by the student.

Please print student Name here

Student Signature/Date

Please Print Parent/Guardian Name Here

Parent/Guardian Signature/Date

PART II: Confidentiality Agreement

My signature below constitutes agreement that all letters of recommendation or reference from any St. Andrew’s Episcopal School employee are and will remain confidential and I waive my right to see and/or inspect them.

Please print student Name here

Student Signature/Date

01/03

Please Print Parent/Guardian Name Here

Parent/Guardian Signature/Date
### Appendix 7

**ST. ANDREW’S EPISCOPAL SCHOOL**

**CAMPUS VISIT CHECKLIST**

<table>
<thead>
<tr>
<th>College/University Name:</th>
<th>__________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>__________________________________________</td>
</tr>
</tbody>
</table>

| Type of College/University: | Public | Private |
|___________________________|________|________|
| 2-year                   | 4-year |
| Coed                     | Single-sex |
| Undergrad only           | Undergrad/grad students |
| Research oriented        | Teaching oriented |
| Specialized/technical    | Other special history |

| Type of Campus: | Urban/no campus | Urban/distinct campus |
|________________|________________|_______________________|
| Suburban        | Rural            |

<table>
<thead>
<tr>
<th>Calendar:</th>
<th>Semester</th>
<th>Trimester</th>
<th>Quarter System</th>
<th>Other: Specify ________________ (4-1-4; 3-1-3, etc.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Visit Information:</th>
<th>Date of visit:</th>
<th>____________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Info Session</th>
<th>Yes</th>
<th>No</th>
<th>Tour</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewer’s Name:</td>
<td>____________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td>____________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank you note sent:</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Body:</th>
<th>Number of undergraduates:</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of graduates:</td>
<td>____________________________</td>
</tr>
<tr>
<td>Look alike</td>
<td>Look diverse</td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td>Ignored me</td>
<td></td>
</tr>
<tr>
<td>Looked like me</td>
<td>Didn’t look like me</td>
<td></td>
</tr>
<tr>
<td>Grinds</td>
<td>Career-oriented</td>
<td>Intellectual</td>
</tr>
<tr>
<td>Involved</td>
<td>Self-concerned</td>
<td>Remote</td>
</tr>
<tr>
<td>Liberal</td>
<td>Conservative</td>
<td>Moderate</td>
</tr>
<tr>
<td>Religious</td>
<td>Secular</td>
<td>Mixed</td>
</tr>
</tbody>
</table>

Other observations: __________________________________________

____________________________________________________________

____________________________________________________________
Social Life/Campus Climate:

Most people stay on weekends
Good range of interest organizations
Integrated with town
Too many “Greeks”
Party campus
Too much drug/alcohol pressure
Most people leave on weekends
Weak organizations
Disconnected from town
Not enough social organizations
Campus with parties
Alternatives with significant participation

Comments: ____________________________________________________________

Housing:

All freshmen on campus
Rooms OK
Noisy
Most students on campus
Rooms old and tired
Quiet

Disability Access: Yes  No

Comments: ____________________________________________________________

Dining:

Dining Hall in Dorm
Snack Bars/Coffee Houses
Special Meals
Central Dining Hall/Cafeteria
Campus Pub

Quality of Food: Bad  OK  Good
(circle one)
Quantity of Food: Generous  Adequate  Meager
(circle one)

Dining Hall Hours: ________________  Snack Bar Hours: _____________

Recreation/Activities:

Open Gym/Health Center
Sports teams I would like to try out for:
Intercollegiate
Club
Intramural
Health Ed for students

Student Center: Inviting
Open at right times
Needs work
Not open at right times

Clubs/Activities I’m interested in: _______________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Services:
- Health Center
- Counseling Center
- Career Counseling Center
- Writing Center
- Bookstore on campus
- Computer centers adequate
- Student employment center
- Security adequate

Library:
- Adequate hours
- Open stacks
- Closed stacks
- Staff assistance
- Adequate collection
- Adequate study space
- Computer access

Comments: _______________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Academics:
- Visited class.

Comments: _______________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Appropriate major? Customized/double major available?

- Average class size: ______________
- Most popular majors: ________________________________
- Percent graduates off to graduate school?
- Special advising programs for pre-med, pre-law, pre-pharmacy, etc.? Yes No
- Study abroad? Yes No
- Honors Program? Yes No
- Special academic programs (thesis; independent study, etc.): __________________

Comments: __________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
OVERALL IMPRESSIONS

Things I liked most:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Things I liked least:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Overall rating:  
Top choice for me  
Leave it on my list  
Take it off my list

Other notes:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

54