

IRVINE UNIFIED SCHOOL DISTRICT COUNSELING
PRESENTS:

**THE COLLEGE GUIDANCE BOOK:
A RESOURCE FOR COLLEGE BOUND STUDENTS**

A Note to Parents and Students:

This guidance book is not intended to be your sole source of college guidance information. Please make use of your high school's counseling department, college and career center, and other guidance resources to gain a more complete picture of the college admissions process. As you read and re-read this guidance book, as I hope you will, please make a note of any unanswered questions. As always, the room for improvement is great. Let your counselor know of any information you would like to see included in future College Guidance Books.

Acknowledgements:

Fortunately with so much college guidance information out there, it isn't necessary to "reinvent the wheel". It is important, however, to acknowledge the many sources of information used to compile this guide: The counseling staff at North High School in North Torrance who created the "ultimate" high school guidance book. Ester Hugo at Westchester High School for her wealth of information and informative class, and the University of California and the California State University systems. Lastly, I would like to acknowledge the students, faculty and staff of Irvine and Northwood High Schools, and especially my "agent" Bob, for the knowledge, experience and support that makes Irvine a great place to learn! Thanks! J.C.

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The Role Of Your High School's Counseling Department

The counseling departments at each of Irvine Unified's high schools provide an invaluable service to students, parents, and staff. The counselor's goal is to foster communication and cooperation between parents, students, faculty and staff as well as creating a climate of trust, understanding and growth. To be sure, every school district seeks to attain these goals, but the Irvine Unified School District has implemented programs and employed professional counselors that actively pursue them.

In the face of larger schools and diminishing resources, counselors help to give our schools a personal and humanistic orientation. Bureaucratic though we may become, counselors believe the philosophy that adults are here to work with students. Somewhere, sometime, on your campus, a student, maybe even you, will need to turn to a staff member for help. The counselors of the Irvine Unified School District work diligently to establish and maintain this caring tone for their school.

Counselors also provide support to the teaching staff at each high school through programs like Teacher Advisement. Counselors are a primary source of guidance information such as class selection, program planning, life and career goal planning and college information. Personal counseling also remains a major component of the counselor's role. Teacher Advisors and parents should know that their counselor is available to assess, refer and/or counsel with students and families on a wide variety of issues.

Counselors are available during regular school hours both by appointment and on a first come, first served, drop in basis. Due to the large counselor to student ratio, appointments are strongly recommended. Check with your school's counseling office or counseling secretary to see who your assigned counselor is.

The high schools' College and Career Centers are another invaluable resource in college and career planning. They are often the source for college entrance test registration information, college catalogues and brochures, online

college search programs, work permit information, Coastline Regional Occupation Program registration, and career research information. Students are also encouraged to take advantage of the many opportunities for meetings with college representatives in the College and Career Center. Advanced notice of the college representative visits is publicized to students through student bulletins, PA announcements, and TV systems depending on the school.

This guidance handbook has been created to assist in planning your student's high school years as well as their transition to the world beyond. I encourage you to read its content carefully and to use the information in conjunction with counseling appointments, informational programs presented by your school's counseling department and the College and Career Center for the maximum benefit. Also, be on the look out for the Irvine Unified School District published newsletter, **The Academic Newsletter**. This free newsletter is an excellent source of timely college guidance information that can also be accessed on the world wide web at <http://www.iusd.k12.ca.us/parent-resources/academic.htm>.

The College Bound Student

A vast majority of entering freshmen to each of Irvine Unified School District's high schools plan on being eligible for a four-year college or university upon graduation. After graduation, a significantly fewer number of those students will actually matriculate to a four-year university. If you plan on being one of the students eligible for university entrance upon graduation, it is important to understand what a "college bound" student really looks like.

One of a college bound student's most distinguishing skills seems to be the ability to organize study tools and use them effectively. Although there is no one "right way" to study, here are some tips gathered and tried over the years by teachers and students to help you select some study techniques that will work for you.

First things first. Students who succeed come to school with all of the things they will need. They are prepared for whatever assignment their teachers may ask them to complete. A successful student has and uses the following items to their best advantage:

1. **A folder with dividers** for each class and plenty of notebook paper.
2. **Pencils and pens**, including a black pen, a red pen, and a highlighter.

3. **A calculator**, (math teacher will often make recommendations about the most appropriate calculator to have).
4. **An organizer**, student calendar, or more informal place to record homework assignments and activities.
5. **Supplementary supplies** like paperclips, an eraser, a ruler, white out and graph paper.

There are three basic points that are central to any study technique. These are:

1. **Study in a quiet area.** The fewer distractions, the better. Avoid the “But I study better with the TV on!” syndrome. Turning off the TV or stereo may be difficult at first, but it will pay off in the long run.
2. **Establish a routine.** Set aside a study period at the same time each day. College bound students generally have 2-3 hours of homework each night depending on the classes in which they are enrolled.
3. **Organize and plan your study time.** Have all your materials within easy reach and prioritize your work.

Now, on to some study techniques...

Studying for Reading Comprehension:

SQ3R: This stands for **Survey**, or take an overview of the material. Read the summary at the end of the chapter, look over the review questions. Then **Question**, look at any pictures in the chapter. Ask yourself about the picture you see. Who was doing what, where and when? Then **Read, Recite, and Review** the text thoroughly.

RAP Strategy: This strategy was created and published by Donald Deshler and his associates at the University of Kansas. RAP stands for Read, Ask, and Paraphrase. After reading a paragraph or passage, ask yourself the following questions:

What is the topic sentence or main idea(s)?

What are the supporting details?

Can I put this information into my own words, (paraphrase)?

Question cards: Cut several 3x5 cards in half. Read for the purpose of finding important information that can be used to formulate a question that you may be asked on a test. Write comprehensive questions on the cards, (use abbreviations to save time). Do not write the answers. On the top left corner of the question card, put the

4. Do all the items for which you know the answer first.
5. Wait and return to the more difficult items after completing the easier ones first.

Changing a habit is never easy. If the way you have been studying and preparing for tests hasn't been working for you, maybe it is time to acquire some new study habits. Here are some questions you may want to ask yourself to see if it's time to rethink your commitment to your education:

- ◆ Are the hours after school used to their maximum effectiveness?
- ◆ Do you schedule make up times for unavoidably lost study time?
- ◆ Is your study time generally spent as planned or do you allow many distractions?
- ◆ Do you allow yourself adequate study breaks between subjects or after each hour?
- ◆ Do you spend too much time on recreation and not enough studying?
- ◆ How do your time use choices compare to those of other college bound students?

If you take the time to get organized and use some of the techniques mentioned, or others you may have heard of, the knowledge you acquire will open the doors of higher education.

Choosing a College

Selecting a college can be one of the most important and fun experiences of a student's high school career. It's not too early for 9th grade students to start thinking about schools to which they might like to apply. The earlier a student evaluates their options for higher education, the sooner they can begin to plan their curriculum and hone their study skills. Becoming educated on college options takes time. Don't wait until the fall of your senior year to decide where you will be applying, it's a stressful enough time as it is. Before we get into some suggestions for what you may want to look for in a college, here is an article from the 1993 Indiana University, Bloomington newsletter. Although written many years ago, it offers some universally valuable suggestions about the college application process.

Advice From One Parent to Another
By Audrey Morgan, Associate Director of Admissions

How did I do it? I often wonder how I kept my sanity when my children were thinking about college. Were they planning the right curriculum? Were they asking the right questions? Did they realize their futures depended on what they were doing now? Why were their hormones getting in the way of their academics?

Well, I survived those years, but it wasn't easy. And so, from my vantage point as the mother of two children who made it through the college selection process in spite of me, I'd like to give you some advice.

Let your sophomore or junior call some colleges for information about requirements. Have your student go to the college fairs and talk to the representatives who visit the high school. Don't do

this for your child. Students remember the information they receive themselves and will begin to accept responsibility for some of the choices coming up.

Have your student go into the high school guidance office to read material about selecting a college or look at some of the viewbooks and catalogs. Many high schools also have computer programs which give information on hundreds of schools throughout the country and students find these really helpful for the initial college search.

Don't try to push your child into a major or degree program that you think is appropriate. While it is true that many students have no idea what they want to study, they will eventually find their own niche. I'd love my children to make a lot of money and support me in style, but I've learned that their interests are a better indication of their suitability to a career than my hopes for a doctor in the family.

Have your children fill out their own college applications. Don't type their applications for them. Presumably they learned to read and write in school and should be able to handle this task. If they can't how will they handle college when you're not there?

Don't nag. I probably should have put this at the beginning, because I nagged my children constantly. I finally discovered if I suggested they apply to a particular school, they immediately found 10 things wrong with it. When I said the decision was theirs, both applied to some of the schools I had been suggesting to them.

If you can't follow all of the above advice, don't worry. They'll turn out just fine anyway. But if you can try to step back and let them lead you you'll both probably enjoy the college selection process a lot more.

The College Selection Process

The most important factor in the college selection process is the degree to which you get to know yourself. Who are you? What do you believe in? What do you value? What are your likes and dislikes? You may find these questions to be difficult at first; you may even feel self-conscious about answering them. You probably haven't been asked many of these questions in such a direct way. However, answers to these questions are crucial to the college selection process; making a good match between you and a school should be your ultimate goal.

Your goals and values:

- ◆ What aspects of your high school years have you liked best? least? If you could live this period over again, would you do anything differently?
- ◆ What events or experiences have shaped your growth and way of thinking?
- ◆ How do you define success? What do you want to accomplish in the years ahead?
- ◆ What kind of person would you like to become? Of your unique gifts and strengths, which would you like most to develop? What would you like most to change?

Your education:

- ◆ What are your academic interests? Which courses have you enjoyed the most? The least? Which courses have been the easiest? The hardest?
- ◆ How do you learn best: from seeing, hearing, or doing? Is personal interaction with other students or teachers important to you?
- ◆ Have you worked to your potential? Have you been challenged by your courses? Do your college entrance test scores accurately reflect you and your potential? What do you consider to be the best measures of your potential for college work?

Your activities and interests:

- ◆ How do you spend your free time? What activities have meant the most to you? Looking back, would you have made different choices?
- ◆ Do your activities show any pattern or commitment, growth, or contribution?

The world around you:

- ◆ Have you ever encountered people who thought and acted differently than you? What viewpoints have challenged you the most? How did you respond? What did you learn about yourself and others?
- ◆ Does your environment influence your way of thinking?

Your personality and relationships with others:

- ◆ How have you grown or changed in the past 3 or 4 years? In what areas do you feel you need to continue to grow or change? What do you consciously do to facilitate the change process?
- ◆ To what degree are you influenced by others? How do you handle competition, challenge, criticism, disappointment, the pressure to conform?

Defining Your Wants and Needs in a College

Once you have come to understand yourself as an emerging individual and potential college student, you can begin to look at the specific factors to be considered when selecting a school. There are several excellent web sites, (see internet addresses in the appendix), that allow you to sort colleges by many of the factors on the next few pages. It is a good idea to start thinking about what you are looking for in a college and to discuss those ideas with your family before you start narrowing your choices.

I. Physical Factors:

- ✓ Which areas of the country would you like to live for at least 4 years?

California Pacific Northwest Midwest

Southwest

Rocky Mountains South Northeast

Southeast Seaboard

On a map, put a red X in each state you are willing to include.

How did you make these choices?

Weather Culture Distance from home

- ✓ How many times a year do you plan to come home? _____

- ✓ Are you a "big city" person? Yes No

If yes, what resources do you use which might only be found in a big city?

Museums Theatre Current movies Large Malls

Professional Sporting Events Other _____

- ✓ Which types of environments will you consider?

Big City only Suburban College Town Rural

- ✓ Do you care about what the campus looks like?

Yes Sort of No If "yes" or "sort of", what do you want?

- ✓ Campus size, (undergraduate population), affects many things: your sense of community, class size, ease of getting courses, your ability to have a personal relationship with teachers, and course offerings. Check those factors that are important to you.

- ✓ Given your priorities, what campus size(s) are you currently interested in?

20,000+ 15,000-19,999 10,000-14,999 7,500-9,999 4,000-

7,499

2,000-3,999 under 2,000 I don't know/care

- ✓ Is it important that housing is guaranteed? Yes No If "yes" for how many yrs.? _____

- ✓ What type of dorm would you prefer?

Single sexÿ Coed (by floor) ÿ Totally Coedÿ Special Interestÿ

- ✓ Do you plan to take a car to school? Yesÿ Noÿ

Will you eliminate a school that does not allow freshman to have cars? Yesÿ Noÿ

II. Academic Factors:

- ✓ What degree of academic rigor (competition for grades) is best for you?

Highÿ Mediumÿ Lowÿ Don't knowÿ

- ✓ How important to you is the level of intellectual stimulation in classes?

Very importantÿ Somewhat importantÿ Not importantÿ

- ✓ How important to you is the level of intellectual stimulation among peers?

Very importantÿ Somewhat importantÿ Not importantÿ

- ✓ How much academic structure is important for you? (core curriculum)?

Remember, the less structure there is the more self directed you must be.

A lotÿ Mediumÿ As Little As Possibleÿ

- ✓ How important to you is having access to your professors?

Very importantÿ Somewhat importantÿ Not importantÿ

- ✓ Is prestige of the college important?

Very importantÿ Somewhat importantÿ Not importantÿ

- ✓ Are there subject areas that you strongly dislike or that are particularly difficult for you?

If so, what are they? _____

- ✓ Are there academic areas in which you have an interest and know you want to explore in college, (even if they're not your major)? If so, what are they?

III. Social Issues:

- ✓ Do you want your school to have sororities and fraternities?

Definitelyÿ Preferablyÿ Don't Careÿ Don't want themÿ

- ✓ What degree of traditional activism, (football, homecoming) do you want?

A lotÿ Some would be niceÿ Don't Careÿ

- ✓ What degree of political activism, (students involved actively in issues), do you want?

A lotÿ Some would be niceÿ Don't Careÿ Don't want anyÿ

- ✓ Is a good "cultural fit", (religion, socioeconomic level, race, etc.), important to you?

Veryÿ Somewhatÿ Not particularlyÿ

To what degree, that is what percentage of the student body?

80% +
care

50-80%

30-50%

less than 30%

don't

- ✓ What types of activities should be available as the fun part of campus life?

Does the degree of alcohol / drug use on campus concern you? Yes No

IV. Other Personal Criteria (costs, family traditions etc.)

Narrowing Your College Choices

Now that you have considered all of the factors that go into selecting a college, it's time to do your homework. Using the criteria you've selected, use the resources in your school's College and Career Center to research some schools. There are many college reference books that sort schools by major, location, prestige etc. You will find a list of these publications on the resource page in the appendix. Once you've spent some time researching schools, you may be overwhelmed by the number that meet most, if not all, of the criteria you've established. Here are some additional points to consider that may help you narrow you choices:

- ➔ Recognize that there is probably not "only one" right school for you. Most students report to us that they are pleased with the college choice they made. Did these students miraculously find that "one" school? Probably not, colleges try hard to have something for everyone.
- ➔ Narrow your choices by being realistic about your chances for acceptance. Look closely at the average grade point average, SAT or ACT scores, and class rank percentiles of the last class admitted to the school you are considering. Do you fit that profile? Are you slightly above, or slightly below that average?
- ➔ Apply to a range of schools. Once you see where you fit in with the academic averages published by the college, you will be better able to group your college choices into the following categories.

"Reach Schools" – Be sure to include at least one "reach school" on your application list. A reach school is one where you anticipate difficulty getting in based on the school's published entrance criteria, academic rigor, competition, costs or prestige. Do not eliminate this type of school from your application list, but do not limit your applications to only this type of school.

"Target Schools" – Apply to 2 or 3 "target schools". These are the schools where you fit in with the published averages. This will be the hardest category

in which to narrow your choices. Dig a little deeper into the schools on your list. Re-read the college view books and catalogs in the College and Career Center. Visit the campus if possible. Look at the school's web site. Meet with the campus representative at IUSD's annual College Night, or in the College and Career Center when they visit. Talk with alumni about their experiences.

"Safety Schools" - Be sure the apply to 1 or 2 "safety schools". A "safety school" is one where your academic qualifications fall well above the published average. These are schools that, if all else fails, you'll be happy to attend.

- ➔ A final word: Don't waste your time and money applying to colleges just to see if you get in , or because your friends are applying. If you wouldn't want to go, don't apply!

Visiting a College

Visiting a college campus is often the only way you can truly get a feel of how that campus "fits" for you. A school that looks great on paper or on the world wide web may not be right for you for a variety of reasons. The sooner you discover those reasons, the sooner you can turn your application attention elsewhere. Plan your visit early in your high school career so you can focus on some specific schools that interest you. Interests change quickly however, so be sure to visit again closer to application time. If there is a college that is impossible for you to visit before you apply, be sure to visit before you accept their offer of admission. Do not plan on spending four years of your life and thousands of dollars in a place you've never really seen. Here are some things to see and do and questions to ask during your visit:

TO DO:

- ✓ Visit, if you can, at a time when classes are in session.
- ✓ Take a campus tour. Be sure to visit a dorm room, the library, the computer center, dining halls, the student union, some of the academic facilities, and the performing arts facility.
- ✓ Sit in on a class in your prospective major. Don't panic if you have no idea what they're discussing.
- ✓ Sample some of the dining hall "cuisine".
- ✓ Talk to students. Don't be embarrassed; students will probably be more than willing to talk. This is often the only way to get information without the ultra positive spin of a campus rep.
- ✓ Pick up a copy of the campus newspaper or other campus publications.

QUESTIONS TO ASK ON A TOUR:

- ? Are classes taught by professors or teaching assistants?
- ? How accessible are the professors?
- ? How large are freshmen classes?
- ? How easy is it for freshmen to get the classes they want?
- ? Are you able to study in your dorm room?
- ? Where do students live after their first year? Apartments, dorms, Greek housing?
- ? How many students leave on weekends?
- ? What is the food like?
- ? Can I access the book stacks in the library?
- ? Are computers readily available for use?
- ? Are undergraduates considered important on this campus?
- ? Is there an internship resource center?
- ? Do most students graduate in four years? Why not?
- ? What types of students usually succeed here?
- ? Is there a job recruitment center for students who are graduating?

These same questions, and any others can also be asked of visiting campus representatives if you are unable to get to the campus.

Preparing for College

As you work through your high school years, it is important to keep in mind the minimum requirements for college admission. There are four requirements for entrance to most university systems:

1. The Subject Requirement
2. The Scholarship Requirement
3. The Examination Requirement
4. The Application Requirement

The Subject Requirement: Although it certainly helps to know specifically where you would like to go, realistically, your college choices may change with each year of high school. With that in mind, it is a good idea to aim high. Take subjects that meet the University of California's "a-f"/"a-g" pattern, (refer to the appendix). This pattern of classes from a variety of academic areas will meet the minimum subject requirements for *most* private colleges and out of state public schools. Keep in mind that the a-g pattern is just the *minimum* standard for eligibility that differs in many cases from the subject requirement for admissibility. To increase your chances for admission to any university,

whenever possible, take courses beyond the minimum requirements while challenging yourself with honors and Advanced Placement courses.

The Scholarship Requirement: This is the grade point average requirement. Students must maintain a specified minimum high school grade point average that corresponds to a minimum college entrance examination score. Minimum scholarship requirements for the University of California and California State University systems can be found in the appendix. It is again important to emphasize that the minimum scholarship eligibility requirement *will not*, in many cases, be high enough to ensure admission to some campuses.

The Examination Requirement: Standardized college entrance tests are part of most universities' entrance requirements. To determine which tests are required for the university you would like to attend, use the College and Career Center resources to access that information or connect with the university's web site. Even if you are not sure where you would like to attend, plan to take the SATI and the SATII in your Junior year, (see your counselor for an individual testing timeline). You can prepare for the SATI exam by taking the PSAT/NMSQT. The Preliminary Scholastic Assessment Test / National Merit Scholar Qualifying Test is offered in October each year through your High School's counseling office. Although recommended for college bound sophomores and honors level Freshman, it is *strongly* recommended as SAT preparation for Juniors. Only the PSAT taken in a student's Junior year will count as a National Merit Scholar Qualifying Test. More information about standardized testing starts on page 18.

The Application Requirement: Completion of an application, on paper, on disk or through the world wide web is required for admission. Please refer to information beginning on page 16 for information on application components and specific tips on completing your application.

Preparing For College: A Year by Year Checklist

9th Grade:

- ✓ Enroll in recommended college preparatory courses or prerequisites for college preparatory courses.
- ✓ Fine tune study techniques to maintain an "A" or "B" average.
- ✓ Attend Irvine Unified's College Night.
- ✓ Create a "college bound folder" including things like copies of report cards, certificates of achievement, lists of awards and honors you receive, lists of clubs and organizations you belong to including notation of leadership positions you hold in these clubs, and lists of paid or volunteer work.
- ✓ Note 25 or more volunteer hours on the community service sheets available at your school. Check with your counselor to see where to turn them in.
- ✓ Visit the College and Career Center to review the college resources available.
- ✓ A counselor may visit one of your classes this year to go over graduation requirements and college entrance requirements. Be sure to ask questions and take notes!
- ✓ Make an appointment to meet your counselor one on one. Get accurate answers to any questions you may have about the college preparation process.
- ✓ Don't give up! Work hard to improve your grades if necessary. Colleges notice things like improvement.
- ✓ Enroll in early April for summer school, or become involved in a summer community service activity.

10th Grade:

- ✓ Continue in challenging college preparatory classes as recommended.
- ✓ Maintain an "A" or "B" average
- ✓ Become involved in a club, activity or sport if you haven't already.
- ✓ Attend Irvine Unified's College Night
- ✓ Sign up to take the PSAT in October.
- ✓ Update your "college bound folder" with materials and information at the end of each semester.
- ✓ Note 25 or more volunteer hours on the community service sheets available at your school. Check with your counselor to see where to turn them in.

- ✓ Visit local colleges and universities whenever possible. Start to notice things you like / dislike.
- ✓ Visit the College and Career Center to meet with college campus representatives.
- ✓ AP Students: Arrange an appointment with your counselor to determine if June is a good time to take an SATII sub-test in an area corresponding to your current class(es).
- ✓ Take the CAPS/COPES/COPS Inventory. These tests analyze your interests, abilities, and values as they relate to the world of work. Review the results thinking about possible college majors.
- ✓ Don't give up! Work hard to improve your grades if necessary. Colleges notice things like improvement.

11th Grade:

September – October

- ✓ Review your transcript and class schedule with your advisor or counselor to be sure you've taken or are enrolled in the appropriate classes for college entrance.
- ✓ Continue to challenge yourself academically. Spend the extra time required to maintain your "A" or "B" grade point average.
- ✓ Register for the October PSAT/NMSQT.
- ✓ Attend Irvine Unified's College Night.
- ✓ Update your "college bound folder" as necessary.
- ✓ Visit the College and Career Center or counseling office to see about scholarship opportunities.
- ✓ Start another filing system with a separate folder for each college or university that interests you. Keep all important communications between you and the school, in addition to the viewbooks and other literature you pick up at college night.

November - December

- ✓ Keep your grades up. Remember improvement counts!
- ✓ Look forward to receiving your PSAT results in December. Depending on your results, consider an SAT review program.
- ✓ Make an appointment with your counselor to discuss your individual timeline for SAT / ACT testing. Depending on your classes and Fall/Spring schedules, recommendations for testing may differ.
- ✓ Visit the College and Career Center! Start narrowing your list of college choices.
- ✓ Attend visits from college representatives to the College and Career Center.

January – February

- ✓ Sign up for the April SAT I and/or ACT if appropriate, (see your counselor). Plan ahead. You will be asked on the registration forms to indicate the colleges where you want your scores sent.
- ✓ Note 25 or more volunteer hours on the community service sheets to receive a notation on your transcript.

March - April

- ✓ Sign up for the May and June SAT I or SAT II and/ or ACT tests if appropriate, (see your counselor).
- ✓ Research and consider signing up for summer enrichment courses offered by colleges and universities. Information can be obtained from the counseling office or in the College and Career Center.
- ✓ Visit college campuses over Spring Break. Continue narrowing your list.

May - June

- ✓ Prepare for AP Exams. Universities tell us consistently: "If you're in an AP class, you should be taking the exam".
- ✓ Take the SAT I in May and the SAT II in June if appropriate, (see your counselor). Remember that if you are applying early decision or early action to any colleges, you need to have your testing completed in 11th grade. All college bound students should plan to have at least the SAT I completed by the Spring of 11th grade.
- ✓ Attend a regional college fair. College Fair information is in the College and Career Center.
- ✓ If you're not taking summer school, think about getting a job to begin to save money for college.

12th Grade:

September

- ✓ Check your schedule to be sure you're finishing your graduation requirements.
- ✓ Finalize the list of colleges you will be applying to. Request applications as necessary.
- ✓ Register to retake the SAT I, ACT or SAT II if appropriate, (see your counselor).
- ✓ Attend campus representative visits to the College and Career Center. Ask intelligent questions.
- ✓ See your counselor or visit the College and Career Center to ask about "PROFILE" if you're applying for financial aid from a private university. "PROFILE" is a form required by many private colleges in addition to the FAFSA.

- ✓ Use your “college bound folder” to prepare a brag sheet. See a sample brag sheet in the appendix. Your brag sheet should be given to your teachers and counselor when you request a letter of recommendation.
- ✓ Organize your college filing system. Throw away information about schools you are no longer interested in. Keep notes on when you mailed applications etc. See Appendix.

October

- ✓ Attend IUSD’s College Night
- ✓ Work on your college essays. Start early so you will have time to rewrite.
- ✓ UC and Cal. State applications are available this month from your school. You need one UC application for all UC campuses and one Cal. State application for each Cal State campus to which you will apply, or consider applying online.
- ✓ Meet with teachers and your counselor to request letters of recommendation. You should request all letters by the first week of December. Remember to allow teachers and counselors at least two weeks to complete and mail your recommendations. UC and Cal. State schools neither require nor want letters of recommendation.
- ✓ Your high school may offer UC and Cal. State application workshops check with your counselor for dates and times.
- ✓ Attend campus representative visits in the College and Career Center. Ask intelligent questions. Send a follow up “thank you for your time” letter to representatives that spend extra time with you.
- ✓ Check with your counselor or the College and Career Center for scholarship information.

November

- ✓ UC and Cal. State applications are due by November 30th!!
- ✓ Take advantage of any on site application possibilities at local Cal. State schools or from visiting Cal. State representatives. You can find out if you’re in when you apply in person!
- ✓ Early Decision and Early Action applications are due this month.
- ✓ Release official scores from testing services. Get additional score report forms in the College and Career Center.
- ✓ Fill out a transcript request form to have transcripts sent if necessary. They are usually available from the counseling office. Be aware: counselors will normally send a copy of your transcript with any secondary school reports, (private school applications / letters of recommendation).
- ✓ Stay organized. Keep copies of everything. Mail all applications and documents at the post office. Be sure to get a certificate of mailing for each letter.

December

- ✓ Last chance for testing! (SAT I and II, ACT)
- ✓ Finish final applications

- ✓ Thank people who helped you with your applications / essays.

January

- ✓ File FAFSA (Free Application for Student Aid). Priority FAFSA filing period is January 1- March 15.
- ✓ Give private school mid-year reports to your counselor if you haven't already.
- ✓ Correct your schedule for second semester if necessary.
- ✓ Keep those grades up. **Senior year grades are crucial.**

February

- ✓ You should begin to hear from colleges about the status of your application.
- ✓ Make sure you had test scores released from ETS / College Board.
- ✓ Note 25 or more volunteer hours on the community service sheets to receive a notation on your transcript.
- ✓ Watch out for communicable diseases like senioritis!

March

- ✓ UC schools will notify you the first week of this month except for UCLA, Berkeley and UCSD.
- ✓ You should begin to hear from private schools at this time as well.
- ✓ Community college students: Attend the "senior day" activities as most local community colleges. Find more information in the College and Career Center.
- ✓ You should receive a FAFSA Student Aid Report. File any changes.

April

- ✓ You should hear from every school this month if you haven't already.
- ✓ Visit campuses you are considering during Spring Break.
- ✓ Notify schools you will not be attending. Many students are on waiting lists and the sooner you notify schools you will not be attending, the sooner they can notify a waiting student.
- ✓ Stay in contact with schools where you are on the waiting list. Let them know you are still interested.

May

- ✓ Study for AP Exams. Universities consistently tell us "If you're in an AP class, you should be taking the exam".
- ✓ Decision time: Deposits are due May 1st. Do not risk your acceptance by double depositing, (sending a deposit to more than one school because you haven't made your choice yet).
- ✓ Apply for housing if you haven't already.
- ✓ Register for summer freshman orientation or extension classes if applicable.

June

- ✓ Request one final transcript to be mailed to the school you will be attending. You will need the school's address and adequate postage. Fill out a transcript request form and your transcript will be mailed when it becomes available at the end of this month. Be sure to request a personal copy for your records as well.
- ✓ Graduate!!!

And Beyond ...

- ✓ Keep in touch! Let your counselor and teachers know how you like the college you chose.

The Admission Folder: What's In It?

When a student applies to college, the college admissions office collects a folder of information to consider as it makes an admission decision about the applicant. Your awareness of the parts of an applicant's "folder" will help you in your application process. The parts of the application "folder" are:

- I. The Application
- II. The Academic Record
- III. Standardized Test Scores
- IV. Student Activities and Employment
- V. Recommendations (These are usually part of private school applications)

I. THE APPLICATION:

The application includes simple biographical information such as birth date and family information. Frequently, students are asked to write essays, which are intended to acquaint the admission committee with certain student experiences, strengths and weaknesses, and writing ability, (see page 22 for some specific suggestions on writing your college entrance essay). Although relatively straight-forward, here are some tips to keep in mind as you complete your applications.

- Request the applications in a timely manner. UC and Cal. State applications are available from your high school at the beginning of October. All other applications are available directly from the colleges or from visiting campus representatives, (see appendix for a sample application request letter). Many colleges allow and often encourage students to apply on-line or with an application disk, (review the list of web addresses in the appendix or visit your College and Career Center for more information).
- Set up a filing system that works for you. Keep a separate file for each college to which you're applying. Make note of when each application was requested, completed,

mailed, etc., (see appendix for a sample College Application Checklist). Keep a separate filing system for financial aid / scholarship forms.

- Photocopy applications and fill out the copy as a rough draft. Don't skip this step. UC and Cal. State schools send each high school a limited number of applications. Save yourself time and grief by making your mistakes, (and you will make some), on a photocopy. Read the directions. Read the directions. Read the directions. Take your time copying the information from the rough draft to the official copy. Neatness counts so whenever possible, type your applications unless you are specifically requested to complete a part by hand. Be sure your personal statement or entrance essays have been read and re-read by many trusted eyes.
- Attend the Cal. State and UC application workshops that may be offered at your high school. If workshops aren't offered, make an appointment with your counselor to review your completed rough draft application.
- Use the same name that you use on admission tests and financial aid forms. Use the same name that appears on your birth certificate, passport, or social security card, and the name that appears on your high school documents.
- Read questions carefully and think about your answers before you begin to write.
- Answer all questions clearly, concisely and truthfully.
- Distribute secondary school reports, mid year reports, and requests for letters of recommendation, (if applicable), by the first week of December. Allow your teachers and counselor *at least* two weeks for completion. Record the date that you distributed these forms, and check with your teachers and counselor to see when they were mailed from the school. Remember you are not the only student requesting recommendations at this time. Be considerate.
- Pay close attention to deadlines! Set up a timeline so that you aren't cramming everything into a few panicked weeks. Complete any "early decision" applications first. Then complete Cal. State and UC applications in October, so you can mail them early in November. Next, complete applications to schools with "rolling admission" , (first come, first admitted). Finally, complete any other schools with January or February deadlines.
- Remember to have official score reports sent to the schools to which you are applying. Record the date(s) you requested your scores sent.
- Make photocopies of everything you send to colleges and scholarship committees. Record mailing dates and store the copies in your application and financial aid/scholarship systems.
- Mail everything from the Post Office. Get a certificate of mailing for each item sent. Should your application get lost, this receipt of mailing will prove you mailed your application before the deadline. Store the receipt(s) in your application folders. The

copy of your application with a certificate of mailing will allow you to rest assured that none of your hard work will get lost.

- Keep all important correspondence from colleges stored in your application folders. These are things like acknowledgement of application, housing forms, summer programs etc.
- Ask your counselor if you have questions, not your friends. Even though your friends may seem to have all the answers, take the time to verify their well-intended suggestions with your counselor.

II. ACADEMIC RECORD:

The most important factor in your application folder is your academic record. It is popularly considered to be the best indicator of later college success. Your program of study, specific courses, and the grades you've received are aspects of the record which admission officers will consider in appraising your transcript, (another term for academic record). Colleges pay special attention to the challenging courses that a student has successfully taken. Although grades in AP courses are weighted, (receive an additional grade point for any grade above a "D"), it is important to self select an academically appropriate, challenging and well rounded curriculum. As Robert M. Kinnally, Stanford University's Dean of Admissions, was quoted in the July 13, 1998 L.A. Times, "The GPA is a guideline but we give more credence to the transcript and how students performed in the classes they selected." Challenge yourself with AP and honors courses when appropriate but even if you have not been recommended for honors or AP courses, take additional years of some subjects rather than only the minimum requirement, i.e. take four years of Math or three to four years of Foreign Language.

III. STANDARDIZED TEST SCORES:

Standardized testing has been the focus of much discussion in recent years. More and more institutions are re-evaluating the overall role of these tests in the admission process and seem to be placing less emphasis on the importance of test results. Overall, however, standardized test scores remain an important part of the application folder. Colleges use your scores in several ways. First, they may look at the scores as one way of predicting if a student will succeed in college. Secondly, colleges may use scores to compare students who come from similar backgrounds and schools. Finally, colleges may use test scores to help place students in appropriate courses. Here are some additional guidelines about standardized college entrance tests:

SAT I:

The SAT I is intended to measure students' abilities for academic work. It is a predictor test of how well a student should be able to perform college level work. The SAT I includes a Verbal and a Math section. Each section is standardized at a score of 500, therefore the Verbal and Math combined average is 1000. Due to the variety of schedules available at each district high school and the many levels of coursework available, recommendations for testing timelines can vary greatly. Make an appointment with your counselor to determine the optimal time for you to take, and retake, your SAT exams.

Students who choose to retake the SAT I in the Fall of their Senior year, must do so preferably at the October or November test date, definitely no later than December. Most public university systems, including the UC and Cal. State systems, do not penalize students for taking the SAT I more than twice, but statistics suggest that student's scores begin to repeat themselves after more than three sittings. Some private schools, particularly top ranked, more prestigious colleges encourage students to take the SAT I no more than once or twice. Again, see your counselor to discuss the best option for you.

ACT:

The ACT is similar to the SAT and is used interchangeably by most colleges. Although more popular with East Coast schools, the ACT is preferred by some schools such as Brigham Young University. The ACT consists of four multiple choice 30 minute tests that measure English usage, math usage, social studies reading, and natural sciences reading. Individual sections are scored on a scale from 1-35 and are included on the score report with a composite score. You will find an ACT / SAT I score comparison chart in the Appendix. Colleges that accept either test will use your highest equivalent score to determine eligibility and admission.

SATII:

The SATII, known several years ago as the Achievement Tests, tests your knowledge, skills, and ability to apply that knowledge in particular subjects. The SATII tests are one hour multiple choice tests with the exception of the Writing test which is a 20 minute writing sample in addition to a 40 minute multiple choice section. You must select the subjects on which you will be tested when you register. For most colleges that require the SATII tests, including all UC schools, you should plan to take the Writing test, either the Math Level IC or IIC, (the "C" stands for calculator as certain types of calculators can be used), and a third test of your choice. The Math Level IIC is recommended for students taking Pre-Calculus or Calculus as a Junior, and is becoming a requirement for many college's Engineering and

Math majors. Check with the campuses where you will be applying as a Math or Engineering major to determine if you need the Math Level IIC. The other SAT II subjects are found on the registration booklet or on the College Board web site. Be aware that not all tests are offered on every test date, plan accordingly.

Score Choice:

Score choice is an option available when you register for the SATII. It enables you to put a hold on the release of your SAT II scores until you have had a chance to see the score. Score choice is not available for the SAT I or ACT tests. In making your decision whether or not to use score choice, you should consider that once you choose to release your score(s), it will take approximately six weeks for colleges to receive them. You will also be charged an additional fee for every college to whom you release the score(s). SAT II scores not held with score choice are automatically mailed approximately four weeks after the test date to four colleges of your choice for free. The University of California and many other colleges and universities use your highest score to determine admission anyway, so you may want to think twice about using score choice. If you do opt to use score choice, be sure not to use it for any tests taken in your Senior year. The long lag time before scores are sent will jeopardize your chance for admission.

Fee Waivers:

There is a fee waiver program available to economically disadvantaged students. The fee waiver is for Junior or Senior students and allows the students a one time only waiver of the test registration fee. Students who receive a test fee waiver also qualify for up to four college application fee waivers. Students whose families qualify for the Irvine Unified School District free or reduced lunch program may obtain a fee waiver. See your counselor for details.

IV. STUDENT ACTIVITIES AND EMPLOYMENT:

Although the student academic credentials are the primary factors in determining admission, the student's record of involvement in activities, (curricular, extracurricular, and outside of school), is an increasingly significant supporting credential. Out-of-school activities such as work, scouting, church groups, and community volunteer work should not be overlooked.

Mere membership in campus clubs or activities is not the important factor. Rather it is the level of involvement and accomplishment that is important. It is better for you to be involved in one activity and to be a significant contributor to that activity than to be involved superficially in a number of organizations and activities.

V. RECOMMENDATIONS:

The recommendations prepared by teachers, your counselor, and others who know you well represent a very important part of the admission folder. They tell readers of the application about the student's classroom experiences in terms that are not represented by

grades. Teachers may comment on the type of contributions the student made to the class, and the quality of the written and oral work presented. Your counselor can highlight any strengths that may not be otherwise worked into the official application and comment on your potential for studying at a particular college. Counselors can also comment on any roadblocks or obstacles you may have had to overcome on your way to college. The recommendation allows the writer to go beyond the information requested in the general application and tell the admission committee about the student's unique qualities and characteristics.

When asking for a recommendation from a teacher or counselor there are some basic guidelines you should follow:

- Be sure to allow *at least* two weeks for a recommendation to be written and mailed. Teachers and counselors are asked by many students to write letters so be sure you allow plenty of time.
- Ask for recommendations only for those colleges to which you will definitely be applying.
- Ask for recommendations from the teachers who know you best. This may or may not be the teacher of the class where you earned the highest grade. Colleges see your grades on the transcripts, this is your opportunity to have them see the "real" you.
- Schedule an appointment with your teacher and counselor to review the schools where you will be applying. Do not drop off the forms and expect them to be mailed. The more time you spend with your teacher and counselor, the more detailed and representative of your accomplishments your letter will be.
- Make sure you have filled in your section on recommendation forms and secondary school reports. Again, type in the information if at all possible.
- Organize any forms such as secondary school reports, and supplementary materials such as "brag sheets" or "student resumes". Paperclip all materials for individual colleges together along with a cover letter noting the due dates for each school. Most teachers and counselors will mail your recommendation directly to the college so be sure to include an addressed envelope with appropriate postage. If you need recommendations for several schools, there can be a lot of paperwork, if it is organized, your teachers and counselor are less likely to misplace any pages.
- Don't feel guilty about asking the same teachers to write a letter to each college that requires a recommendation. Most teachers write and save their letters on their computers so it is not a problem to adapt them to individual campuses. Likewise, if you have requested recommendations for college admission in November and then discover a scholarship that requires a letter in April, teachers and counselors will normally be happy to modify their original recommendation to fit the situation.
- Remember that teachers and counselors write recommendations as a courtesy to you. Some teachers and counselors may not write letters after a given date, or may limit the total number of letters they write, or may feel that they can't in good conscience recommend you to a certain school you have chosen. Accept a refusal to write a

recommendation with maturity and look for someone else who may be able to better recommend you.

- Thank your teachers for the extra time they take on your behalf and let the teachers and counselor who wrote your recommendation know where you were accepted. Their fingers are crossed right along with yours! ☺

The format for a sample “brag sheet” can be found in the appendix.

The College Entrance Essay

The college entrance essay is an undeniably important part of your application. Particularly for your “reach” school applications, your essay is crucial and if you’re on the borderline, can be the thing that puts you over into the group of admitted students. Even for your “target” and “safety” schools, the reason most colleges request some type of essay or autobiographical sketch is because they want to look beyond your academic criteria and activities to see the “real” you. College essay prompts are often deliberately broad in an effort to force you to think strategically. Try to step outside of yourself and look at yourself reflectively. Think about how you chose to spend your time. What types of extracurricular / educational experiences have you had? What do those experiences mean to you? The essay is often your only opportunity to let your personality and character come through. With these thoughts in mind, don’t panic, take your time and follow these “do’s” and “don’ts”:

- ❖ Type and double-space your essay. Neatness counts.
- ❖ Write to the prompt. It may sound obvious, but if you are writing several application essays, it is easy to confuse schools. Read all directions.
- ❖ Don’t rely on essay writing books. Admission officers have reviewed those same books; don’t let plagiarism become an issue.
- ❖ Write your own essay. Readers at the colleges read thousands of essays and can tell when the writer’s “voice” is too adult.
- ❖ Get started early. As soon as you receive your application, look to see if an essay is required. If it is, look at the prompt and start thinking about what you will write.
- ❖ Do not list your accomplishments. This makes for really dry reading and doesn’t tell the college anything that isn’t already listed on your application.
- ❖ Allow enough time for your essay to sit between drafts. Come back to your essay and work out the kinks over time.
- ❖ Read your essay to people who will be honest. English teachers and counselors are good people to ask. Make necessary corrections. If you can’t take constructive criticism, don’t ask for it.

- ❖ Don't be wildly funny or creative, particularly if this is not the type of person you are.
- ❖ Avoid cliches or trite sentiments. Some examples offered by the admissions offices at UCLA and Berkeley are:

“I want to leave the world a better place...”

“After my grandma died, I knew I wanted to be a doctor...”

“Through sports, I have learned the value of teamwork...”

“While studying abroad, I had many multicultural experiences...”

Although these are noble thoughts and ideas, they are too common and contrived to compel the reader to become interested.

- ❖ Don't manufacture hardship. If you have experienced hardship, cite specific examples and be sure your academic courses and extracurricular program reflect whatever you're discussing. For example, if a relative you were close to died during your sophomore year, you may want to discuss the grades from that year and how they reflect how you overcame, or are working to overcome that difficult time in your life. If a hardship has occurred in your life, but hasn't made a significant impact on your academic or extracurricular life you may want to focus your essay around your resiliency rather than the “glitch” on your transcript.
- ❖ Don't be “cute” with font and formatting options.
- ❖ Proofread and edit carefully. Although you should be sure to use spell check, don't rely solely on it to catch errors.
- ❖ If you are using the search and replace feature to modify an essay for several schools, be sure it has worked in every occurrence. In other words, don't send your essay for the University of Arizona to the UC schools.

Here are some qualities that colleges are looking for in their applicants. Make sure your essay demonstrates these characteristics whenever possible:

Intellectual Intelligence

Motivation

Creativity

Commitment

Self Discipline

Leadership

Tenacity

Characteristics that distinguish you from other highly qualified applicants

Having trouble getting started? Although there is no “formula” for a college entrance essay, here are topics for paragraphs you may want to include.

- ❖ Family background – describe how it relates to your life as a future college student. Try to be as original as possible. Don't go too far back...“I was born 17 years ago at 3:30 am in Irvine, CA.”

- ❖ Academic Information – Give an honest appraisal of your school- work, including courses you enjoyed and why. This is your opportunity to explain any “glitches” in your academic record.
- ❖ Activities and Involvement – Don’t write about the club you were in, write about why you were in the club and what your involvement meant to you.
- ❖ Summarize your educational goals. Why do you want to go to college? What about College A interests you? Why? What steps have you taken or plan to take to achieve your educational goals?

Okay, I’ve Been Accepted, Now What?

Congratulations! You’ve been accepted to several schools and denied to others. Since you thoroughly researched the schools and applied to a range of schools, you are pleased with those that accepted you. What do you do now?

Choosing between equally attractive schools can often be a troubling experience both for students and their families. Keep in mind that if you have researched and visited the colleges and they are equally attractive to you, you would probably be happy at either. If you haven’t had a chance to visit the colleges, do so. Seeing the place you’re planning on living for at least four years can be an eye opener. But, you’re still nervous about choosing the “wrong” school. Spend some time in the College and Career Center looking through the college’s catalog at courses in your major. Do any courses stand out to you? Are there more courses to choose from at one school or another? Does one school allow you to avoid taking courses in a subject area you dislike? Talk with other students who have selected one of the schools as their first choice, maybe they noticed an outstanding feature you’ve missed. If one of the schools you are considering has requested you to commit to them prior to May 1st, you can write back and ask for an extension until that date. Be sure to keep copies of any communications with the colleges. Still unsure? Talk with your counselor and family about the choice you must make, but don’t expect someone to tell you the “right” school. Only you can make that determination.

Once you’ve made your decision, you must notify each college or university that accepts you whether you are accepting or rejecting its offer. You should make these notifications as soon as you have made a final decision as to the college that

you wish to attend, but notify them no later than May 1. You may confirm your intention to enroll and, if required, submit a deposit to only one college or university. Submitting deposits to more than one school, "double depositing", is strictly prohibited. If a college discovers your dual commitment, you can have your admission rescinded to both schools. The only exception to the single deposit rule arises if you are put on a wait list.

If you've been wait listed at your first choice school, the anxiety you've been dealing with will go on for a little while longer. The letter that notifies you of the wait list placement should provide a history that describes the number of students on the wait list, the number offered admission, and the availability of financial aid and housing. Colleges cannot require a deposit or a written commitment from you as a condition of remaining on a wait list. If you decide to remain on the wait list at College A, you may send a deposit and intent to register to College B. However, you must immediately notify College B if you are later admitted to College A. You should be notified by the college regarding the resolution of your wait list status by August 1st at the latest.

A Word About Community Colleges

There are often assumptions made regarding students who attend a community college. Community colleges are sometimes a better choice for even those students who are eligible to attend a four-year college. Here is an overview of some of the most common assumptions:

1. *Students who go to Community Colleges couldn't get in anywhere else.*

Students often choose Community Colleges to save money, to take some time to choose a major, to have another chance at getting into a more prestigious university, or because they didn't get accepted to their first choice college.

2. *Community Colleges are "remedial" colleges.*

Actually, there are classes for every level of achievement, including the most rigorous academics. Honors programs at many community colleges allow top students to remain challenged in their curriculum as well as sometimes guaranteeing them priority admission consideration at top universities.

3. *Community Colleges don't have a real college social life.*

You can be as involved as you want at most community colleges. Athletics, clubs, student government and other extracurricular activities are a large part or any college experience.

4. *Students who go to a Community College are wasting time.*

Students who complete their general education requirements and pre-major requirements transfer to the university able to concentrate on their major. Statistics show that students who enter a four-year university after two years at a community college actually have higher grade point averages at graduation than do students who enter the universities immediately after high school. Ask the community college you are considering attending about their students' GPAs after transfer.

6. *Community College Students don't get financial aid or scholarships.*

Students may need money to help with living and educational expenses regardless of the cost of the school. Students planning on attending a community college should fill out a FAFSA just as any other college student. See page 28 for details.

Most students who enter a community college after graduation from high school plan on transferring to a four-year college or university. Those students should read about the four basic things they need to be able to transfer in the Community College

catalog or take a transfer preparation course at the college. The four basics to transfer are:

*Units *GPA *General Education Requirements (GE's)

*Major requirements
Selecting a community college is similar to selecting a four-year university. Students need to take the time to attend the "Senior Days" at the Community Colleges to learn the unique features of each school. Although most students live at home while they attend a Community College, there are a few that have dormitories. A list of community colleges can be found in the appendix. Please be aware that some community college addresses and phone numbers may have changed since this book was printed. Check with the College and Career Center for the most up-to-date information.

Intercollegiate Athletics

High school athletics can serve both as a tool to obtain funding for college and as a vehicle to gain entry into very prestigious institutions. Entry into colleges with athletic scholarships is not automatic if you are a talented athlete. There are some very important eligibility requirements with which familiarize yourself. Meeting these requirements will allow you to be eligible for financial aid, practice and competition during your first year of college.

Division I Academic Eligibility Requirements:

- ? Graduation from high school
- ? Successful completion of a core curriculum including at least 13 academic courses.

This core curriculum must include at least:

- Four years of English
- Two years of Math (Algebra and Geometry)
- Two years of Social Science
- Two years of Natural or Physical Sciences (Including at least one lab class)
- Two years of additional academic courses which may be taken from the already mentioned categories or Foreign Language

All courses used to meet the core curriculum requirement must be NCAA approved. See your counselor or coach for a list of your school's NCAA approved courses.

- ? Achievement of a minimum grade point average, (based on a maximum 4.0) and a combined score on the SAT I or on the ACT based on the following qualifier index:

Core GPA	SAT I Combined Score	ACT Sum of Scores
2.5 and above	820	68
2.35	880	73
2.25	930	78
2.125	960	81
2.0	1010	86

For a complete Qualifier Index table, please refer to the **NCAA Guide for College Bound Student Athletes**. This guide, along with NCAA Initial Eligibility Clearinghouse Forms are usually available from your school's counseling office.

Division II Academic Eligibility Requirements:

- ? Graduation from high school
- ? Achievement of a 2.0 GPA in a successfully completed core curriculum of at least 13 academic courses including:
 - Three years of English
 - Two years of Math (Algebra and Geometry)
 - Two years of Social Science (Including at least one lab class)
 - Two years of Natural or Physical Sciences
 - Two additional years of English, Math, or Science
 - Two years of additional academic courses which may be taken from the already mentioned categories or Foreign Language
- ? Have a combined score on the SAT I of 820, or a sum score of 68 on the ACT.

ALL COLLEGE STUDENT ATHLETES MUST COMPLETE AN NCAA INITIAL ELIGIBILITY CLEARINGHOUSE FORM

Preparing to be a Recruited Athlete:

Student athletes should aggressively pursue colleges and universities for which they would like to participate. It is a mistake to passively wait to be recruited. You must identify those schools that interest you and make sure that the coaches in that school know who you are and what you've accomplished both athletically and academically. It is important to send a letter to the college coach telling him or her of your interest in participating in your sport at that school. Along with the letter, you should include an athletic resume that lists relevant personal, athletic, and academic information along with the names and phone numbers of at least two of your coaches. It is advisable to consult with your high school or club sport coach to get his or her input on colleges that would be appropriate to your athletic skills. The timing is crucial in making sure that the college coaches have the appropriate materials to evaluate you well in advance of your senior season. There are many schools across the country that will express interest in you if you do a credible job marketing your skills and abilities.

You become a "prospective student-athlete" when you start ninth-grade classes. Before the ninth grade, you become a prospective student-athlete if a college gives you (or your relatives or friends) any financial aid or other benefits that the college does not provide to prospective students generally.

You become a "recruited prospective student-athlete" at a particular college if any coach or representative of the college's athletic interests (booster or representative) approaches you or any member of your family about enrolling and participating in athletics at that college. Activities by coaches and boosters that cause you to become a recruited prospective student athlete are:

- ✓ Providing you with an official visit.
- ✓ Placing more than one telephone call to you or any member of your family
- ✓ Visiting you or any member of your family anywhere other than the college campus.

Recruiting regulations vary between Division I, Division II and Division III colleges. It is a good idea to familiarize yourself thoroughly with the **NCAA Guide for College Bound Student Athletes** available from the counseling office. Other publications available from the NCAA include **NCAA Freshman Eligibility and Learning Disabilities**.

NCAA Clearinghouse:

Every recruited athlete must have on file a form from the NCAA Clearinghouse. This form is usually available in your high school's counseling office. You must fill out the triplicate form and mail the top white copy along with a check to the NCAA Clearinghouse in Iowa. The other copies must be returned to the person in charge of the forms at your high school. That person will mail in the additional copies with an official transcript. You should send in a clearinghouse form as soon as you start being recruited or advertising yourself to colleges. This usually occurs in a student's Junior year.

Financial Aid

Colleges and universities offer a variety of financial aid programs that are funded by government and private sources. These programs include grants, work-study opportunities, scholarships and loans that are interest-free while you are enrolled on at least a half-time basis.

California students have five important sources of financial aid:

- The federal government (such as Pell Grants).
- The state of California (such as Cal Grants).
- The college or vocational school the student plans to attend (scholarship and both federally – funded and institutionally-funded aid programs).
- Foundations, community, business and service organizations (primarily merit-based scholarships).
- Bonds, savings and loan institutions, and credit unions (student loans).

Both full-time and part-time students are eligible for most financial aid. However, part-time students receive proportionately smaller amounts.

To qualify for financial aid programs and maintain eligibility for these programs, federal and state regulations indicate that a student must:

- \$ Apply for financial aid using the Free Application for Federal Student Aid (FAFSA)
- \$ Be a United States citizen, national or eligible non-citizen.
- \$ Be a high school graduate or have completed the GED.
- \$ Maintain the Financial Aid Satisfactory Academic Progress Program.
- \$ Demonstrate financial need.
- \$ Be registered with the Selective Service if you are male, at least 18 years old and are not a current member of the active armed forces.
- \$ Not be in default on any educational loan and not owe a refund on a grant received for attendance at any institution.

Financial Aid is divided into three groups:

1. Grant Aid (which you do not have to pay back)
2. Loans (which you do have to repay)
3. Work Aid (part-time jobs while attending school)

If you are eligible for aid, you will usually be offered a combination of grants, loans, and/or work aid by the school or college. Scholarships are not granted automatically; the student must work, search and apply for them.

Financial Aid Timeline

September – October

Apply for a social security number if you do not have one. You will need the number for financial aid and/or college admission.

If you are applying to a private college, some schools require additional information provided on the PROFILE form. PROFILE forms and information can be obtained from your counselor or your school's College and Career Center.

Identify the person or office at your high school in charge of publicizing scholarship opportunities. Make use of published newsletters or bulletin boards to find potential scholarships.

December

FAFSA Forms for all students, and GPA Verification Sheets for students attending a college in California are available from your counselor or in your school's College and Career Center.

Start filling out the forms. Instructions are included. An estimation of your family's tax return is required. When filling out the forms, be sure to use the same name on your birth certificate, social security card, passport, transcript and college applications.

Make copies of all forms!!! Keep them in a financial aid folder with your college information.

Do not mail, sign or date the FAFSA until January 1st.

January

Mail your FAFSA in January if possible. Do not wait until the March deadline; forms mailed early receive earlier notification that may assist you in your college decision. Financial Aid monies are disbursed as completed forms are received. A late notification could mean a smaller award. Request a Certificate of Mailing from the Post Office. Similar to your college applications, if your financial aid forms are lost, the certificate of mailing is your proof of mailing.

February

If you are applying to a California college (UC, CSU, or private), be sure to fill out a GPA Verification sheet including all information *except for your grade point average* and return it to the counseling office. Your counselor will write in your

grade point average and mail it for you. Do not submit this form yourself! The GPA Verification sheet is used to determine consideration for a Cal Grant.

March – April

Students will receive an acknowledgement that the FAFSA form has been received. Check for accuracy of submitted information. Follow the directions on the form in case of error.

If you qualify, a financial aid package will be offered to you after admission to the college, but before the deadline for making a deposit to hold a space in the freshman class. Most colleges require a confirmation on May 1st.

Be sure to mail in forms accepting your financial aid offer at the one college you choose to attend by the deadline. If you do not accept your offer, the monies will be distributed elsewhere.

CALIFORNIA PUBLIC UNIVERSITY ELIGIBILITY REQUIREMENTS:

THE UNIVERSITY OF CALIFORNIA - www.ucop.edu

There are currently eight campuses that accept applications for incoming freshmen. Those campuses are: Berkeley, Davis, Irvine, Los Angeles, Riverside, Santa Barbara, Santa Cruz and San Diego. Each campus, although the same in basic minimum eligibility requirements, varies in their individual criteria for admissibility. Please work with your counselor to select the range of UC campuses that best fit your criteria.

To be eligible for admission to the University of California, you must complete the following subject, scholarship and examination requirements. Please make note that the eligibility requirements vary depending on your year of high school graduation. Also, be aware that meeting the minimum eligibility requirements does not guarantee your admission as a freshman to the campus of your choice. The University of California system strongly encourages you to achieve beyond these minimum requirements as well as to apply to several UC campuses for an enhanced opportunity for acceptance.

Subject Requirement

- a. History/Social Science - 2 years
Must include one year of US history or one half year of US history and one half year of American government; and one year of world cultures.
- b. English - 4 years
Must include four years of college preparatory English. Not more than two semesters of 9th grade English / Humanities can be used to meet this requirement.
- c. Mathematics - 3 years (4 strongly recommended)
Must include Algebra, Geometry and Algebra 2 or Intermediate Algebra.
- d. Laboratory Science - 2 years (3 strongly recommended)
Must include at least two of these three disciplines: Biology, Chemistry and Physics. Not more than one year of 9th grade lab science can be used to meet this requirement.
- e. Language other than English - 2 years (3 years recommended)
Must be two years of the same language other than English.

- f. College Preparatory Electives - 2 years for class of 2002, see below for 2003 and beyond.
Four semesters of college preparatory coursework in addition to those requirements noted above chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English.
- g. Visual/ Performing Arts - 1 year ****beginning with the graduating class of 2003****
One of the two years of required College Preparatory Electives, (see f requirement), must be met by completing two semesters of approved visual or performing arts. For the **class of 2004** and beyond, the one year of visual or performing art required must include two semesters of the same approved visual or performing art. See your counselor if you are unclear as to what your minimum subject requirements will be in this area.

Scholarship Requirement:

The scholarship requirement defines the grade point average that you must attain in the a-f or a-g subjects. With a grade point average of 2.8 or higher you must achieve an SAT total score corresponding to your GPA. The SAT total score equals [SAT I Composite score]+ [2 x (SATII Writing + SAT II Math + third SAT II test of your choice)].

UC Eligibility Index:

"a-f"/"a-g" GPA	SAT Total	"a-f"/"a-g" GPA	SAT Total
2.80 - 2.84	4640	3.20 - 3.24	3408
2.85 - 2.89	4384	3.25 - 3.29	3320
2.90 - 2.94	4160	3.30 - 3.34	3248
2.95 - 2.99	3984	3.35 - 3.39	3192
3.00 - 3.04	3840	3.40 - 3.44	3152
3.05 - 3.09	3720	3.45 - 3.49	3128
3.10 - 3.14	3616	3.50 and above	3120
3.15 - 3.19	3512		

** See table included in the appendix to determine ACT - SAT I Equivalencies.

Examination Requirement:

As noted above, all students must take either the SAT I or the ACT. In addition, All students must take three SAT II exams including Writing, Mathematics level 1, 2 or 2C; and one in one of the following areas : English literature, language other than English, science or social studies.

THE CALIFORNIA STATE UNIVERSITY - www.csumentor.edu

There are currently 22 campuses in the California State University system. These campuses include: Bakersfield, Chico, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Northridge, Maritime Academy, Monterey Bay, Pomona, Sacramento, San Bernadino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, and Stanislaus. Although each campus shares the same minimum eligibility requirements, several campuses are impacted and may therefore use some additional criteria in evaluating its applicants. Check with your counselor to see if the campus you are considering is impacted, and what this means to you in your application process.

Similar to the University of California, to be eligible for admission to any Cal State campus you must complete the following subject, scholarship and examination requirements:

Please note that the subject requirements are scheduled to change beginning with the class of 2003. These changes are to bring the Cal. State requirements into alliance with the UC requirements, thus making California public higher education more uniform.

Subject Requirement

English - 4 years

Must include four years of college preparatory English.

Mathematics - 3 years

Must include Algebra, Geometry and Algebra 2 or Intermediate Algebra.

Social Science - 1 year

Must include one year of US history or one half year of US history and one half year of American government.

****beginning with the graduating class of 2003**** 2 year's of Social Science will be required.

Laboratory Science - 1 year

****beginning with the graduating class of 2003**** 2 year's of Lab Science will be required.

Language other than English - 2 years

Must be two years of the same language other than English.

Visual/ Performing Arts - 1 year

College Preparatory Electives - 3 years

Six semesters of college preparatory coursework in addition to those requirements noted above chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English.

****beginning with the graduating class of 2003**** 1 year of Electives will be required to offset the other additional requirements in Social Science and Laboratory Science.

Scholarship Requirement:

The scholarship requirement defines the grade point average that you must attain in the subjects listed above required for graduation. The Eligibility Index for the California State University system is as follows:

GPA	ACT composite	SAT Total		GPA	ACT composite	SAT Total
------------	----------------------	------------------	--	------------	----------------------	------------------

2.00	30	1300	2.52	19	890
2.02	29	1290	2.54	19	870
2.04	29	1270	2.56	19	860
2.06	29	1260	2.58	18	840
2.08	28	1240	2.60	18	820
2.10	28	1220	2.62	17	810
2.12	27	1210	2.64	17	790
2.14	27	1190	2.66	17	780
2.16	27	1180	2.68	16	760
2.18	26	1160	2.70	16	740
2.20	26	1140	2.72	15	730
2.22	25	1130	2.74	15	710
2.24	25	1110	2.76	15	700
2.26	25	1100	2.78	14	680
2.28	24	1080	2.80	14	660
2.30	24	1060	2.82	13	650
2.32	23	1050	2.84	13	630
2.34	23	1030	2.86	13	620
2.36	23	1020	2.88	12	600
2.38	22	1000	2.90	12	580
2.40	22	980	2.92	11	570
2.42	21	970	2.94	11	550
2.44	21	950	2.96	11	540
2.46	21	940	2.98	10	520
2.48	20	920	2.99	10	510
2.50	20	900	3.00		
			or above	eligible with	any score

Examination Requirement:

All students with a 2.00 - 2.99 grade point average must take either the SAT or ACT to meet minimum eligibility as shown above. Although you have met minimum eligibility if your grade point average is a 3.0 or above, it is strongly recommended that you take the SAT or ACT as well.

Glossary

Here are some important terms that are used often in college guidance. It is a good idea to become familiar with them.

AA Degree An Associate of Arts Degree. The graduation document issued by a community college for completion of 60 units with a grade point average of a 2.0 and including requirements in general education and a major field of study.

ACT The American College Test. A four-year college admission test covering English, Social Science, Natural Science, and Mathematics.

Admission Requirements A set of rules established by each college to determine the acceptance of an individual student.

"a-f"/"a-g" Requirements Also known as the "subject requirement", these requirements are a sequence of courses required by the University of California for a student's eligibility. The specific courses at your high school that meet this requirement can be obtained from your counselor.

AP Courses A system by which college freshmen may bypass entry level courses by proving they have already taken the equivalent in high school. College credit may be awarded if a student earns a certain score on a specially designed College Board exam at the conclusion of an AP course.

BA or BS Degree A Bachelor's of Arts or Sciences Degree. A college or university degree earned upon completion of four years of academic work. (120 semester units or more) and the satisfaction of prescribed general education requirements, major courses and basic college proficiency skills as determined by the individual institution.

Cal Grant A The California Student Aid Commission (CSAC) awards Cal Grant A to California residents attending a four year college or university. Recipients are selected on the basis of academic achievement and financial need. The award covers required student fees.

Cal Grant B The California Student Aid Commission (CSAC) awards Cal Grant B to California residents who demonstrate exceptional financial need. For the college freshman year, the award covers part of educational and living expenses. For the college sophomore, junior and senior years, fees may also be covered.

Campus / College / School University campuses may be composed of a number of colleges or schools or programs. For example, the UC Riverside campus is composed of the College of Engineering, the College of Humanities and Social Sciences, and the College of Natural and Agricultural Sciences. At UC San Diego and UC Santa Cruz, "colleges" are residential units that organize the undergraduate student body.

College Catalog A book published by the college describing requirements for admission, services and course descriptions. Your College and Career Center has many college catalogs and the addresses of most other colleges.

CSU California State Universities. A public education system comprised of 22 campuses.

Delayed or Deferred Admission This option is for the already accepted student and must be arranged with the college. Under this plan, a student delays beginning college for one year. Reasons for deferring admission must have serious merit such as plans to work to earn money for college, travel, or pursuit of a special program. The student may not attend another college for the year unless by special arrangement with the college.

Early Action / Admission The process whereby students apply for admission (usually by November 1) and are notified usually in mid December whether they have been accepted, deferred or rejected. If accepted you are under no obligation to accept and need not inform the college of your decision until May 1. See Early Decision.

Early Decision This is for students who know which college is their first choice and are willing to commit themselves at an early date. The student applies for admission (usually by November 1) and is notified of an admission decision usually before the Winter Break. If you are admitted under an Early Decision program, you must withdraw any other applications to other schools and you must attend this college regardless of the financial aid package offered months later. Most colleges require a signed contract agreeing to these conditions before the application is considered for Early Decision.

EOP Educational Opportunity Program. A program designed to meet the needs of low income and / or minority students in regard to admissions, academic support services and financial aid. Eligibility criteria and application processes differ among all campuses. Contact the campus of your choice for specific information.

Financial Aid Money which may be derived from a variety of sources (grants, loans, scholarships, work study programs), which help pay college costs. This "package" of funds is determined by family financial need and the availability of funds.

General Education Otherwise known as "GE requirements". A specific group of courses outside your major that are designed to give you a breadth of knowledge in the arts, sciences, and humanities. They are required for an AA and / or BA, BS degree and are usually taken during lower division studies.

GPA Grade point average. A grade reporting system in which grades are converted from letters to numbers on a scale where A=4 points, B=3 points, C=2 points, D=1 point and F=0 points, and are then numerically averaged.

Grants Awards made to students on the basis of financial need by various organizations including CAL Grants. They do not have to be repaid.

Impacted Programs A college degree program, such as computer science or nursing which may be temporarily closed to new students due to heavy enrollment or may require supplemental screening of student records for selection of the strongest candidates. Students should declare their major if it is impacted, or it may not be an option once they enter the college. Some campuses, such as Cal Poly San Luis Obispo, are impacted in all majors and may therefore be more competitive in the admission process.

Loans Loans provide students and their parents an opportunity to defer the cost of educational expenses by borrowing now and paying later. Most loans are awarded on the basis of financial need and have below market interest rates.

Lower Division Refers to courses usually completed in the first two years of college.

MA Masters degree. A specialized college degree requiring usually 2-3 years or work beyond the bachelor's degree.

Major A series of courses related to the student's main area of study.

Matriculation The process whereby a student is received into a college and helped to define and achieve his or her educational goal through the college's established resources and procedures.

Mid Year Report Part of a private college application to be completed by a student's counselor. It includes information on the student's first semester grades and makes notes of any changes since the preliminary recommendation made on the secondary school report.

Need Analysis A technique used to estimate a student's need for financial assistance to help meet educational expenses. It consists of two major components:

- * Estimating the student's educational expenses.
- * Estimating the family's ability to contribute to the expenses.

NMSQT The National Merit Semifinalist Qualifying Test. Based on the score from a Junior's PSAT, they may be eligible to compete for a National Merit Scholarship.

Pell Grant Program Qualified students who enroll at least half time at an eligible institution of higher education, and who demonstrate financial need, may receive a Pell Grant. This grant may be used at community colleges, universities, or trade schools.

Prerequisite A requirement which a student must meet prior to enrolling in a particular course – usually the completion of a more basic course.

Private School Also known as independent colleges or universities. A school which is not supported by state taxes.

PSAT / NMSQT An abbreviated, practice version of the SAT offered each October by your high school.

Rolling Admission An admissions calendar system which allows students to receive an admissions decision as soon as possible after an application is received rather than after a certain notification date. Applications for colleges that use rolling admission should be completed as soon as possible.

SAT I Scholastic Assessment Test. A three-hour college entrance examination that tests a student's ability in English and Math.

SATII Scholastic Assessment Test. Previously known as Achievement Tests. A series of one hour exams which tests a student's knowledge in a subject of their choosing.

Scholarship A financial award made to students who have demonstrated outstanding academic achievement and potential. In some cases, the amount of a scholarship is based on financial need. Endowed scholarships are also available to students to meet special requirements related to home-town, ethnicity, choice or major, etc. Scholarships do not have to be repaid.

Secondary School Report Part of a private college application to be completed by a student's counselor. The secondary school report outlines information about your high school, your academic record and allows the counselor to make a recommendation on your behalf.

Technical / Vocational Schools Usually, but not always, private institutions which charge fees for education in specific skills and trades, (drafting, cosmetology, design etc.). Community colleges also offer vocational training. Information on many technical schools and community college vocational programs is available in your College and Career Center.

TOEFL Test of English as a Foreign Language. An English exam for foreign students used for placement in college English classes. Register by mail using materials available in the College and Career Center. Refer to your college applications to determine if you need to take the TOEFL.

Transfer Courses College courses giving credit which may be transferred to a 4 year college.

Transcripts A copy of the cumulative record requested by colleges and universities by admission purposes. Students may request either official or personal use transcripts.

Tuition A fee paid for instruction in private schools, colleges, and universities.

UC The University of California. A public university system currently comprised of nine campuses.

Undergraduate College students who have not yet received a Bachelor's Degree

University An institution of higher learning that offers degree programs beyond the undergraduate level. Most universities offer Masters and Ph.D. or MD programs.

Weighted Courses A policy which rewards accelerated and / or extended academic performance by giving a "bonus" grade point for selected honors and all AP courses. Students completing courses so designated have traditionally been given extra consideration during the college admission process. Some colleges use weighted grade point averages while others may use other methods to give the well-prepared student an edge in the admission process. The more selective the college and / or major field of study, the more "weight" given for honors or AP courses in the college admission decision.

Work Study A federally funded program that makes part time jobs available to students with financial need.

Resources and Web Sites

Below are some of the best resources and web sites that can help you in your college search. Most of the books are usually available in your College and Career Center or at your local bookstore. Even though the books are related to college guidance, they are generally found in the test preparation section of the bookstore. If you have any additional resources you've found particularly helpful, let your counselor know so that they can be included in future guidance books.

Books

6. Barron's Profile of American Colleges
7. The College Board's College Handbook and Index of Majors
8. Fiske's The Fiske Guide to Colleges
9. Gourman's The Gourman Report: A Rating of Undergraduate Programs
10. Peterson's Annual Guide to Four Year Colleges
11. Peterson's Sports Scholarships and College Athletic Programs
12. The Yale Daily News' The Insider's Guide to College

College Information Web Sites

- ◆ <http://www.collegeexpress.com/>
- ◆ <http://www.collegenet.com/>
- ◆ <http://www.collegeboard.org/index.html>
- ◆ <http://www.collegeview.com/>
- ◆ <http://www.CollegeEdge.com/Ugrad.asp>
- ◆ <http://www.petersons.com/>
- ◆ <http://review.com/index.cfm>
- ◆ <http://www.jayi.com>
- 13. <http://www.memex-press.com/cc/index.html>
- 14. <http://www.uncwil.edu/suaff/career/majors.htm> (careers grouped by major)

Test Preparation Web Sites

- ✓ <http://www.testprep.com/wwmain.sat.html>
- ✓ <http://www.collegeboard.org/index.html>
- ✓ <http://www.act.org/aap/index.html>

Financial Aid / Scholarship Web Sites

- ✓ <http://www.finaid.org/>
- ✓ <http://www.studyshack.com/financial/index.html>
- ✓ <http://www.fie.com/molis/scholar.htm> (minority scholarships)
- ✓ <http://www.fastweb.com>

Useful Links To Many Other Resources On The WWW

- ✓ <http://www.aaced.com>
- ✓ <http://www.fallriver.mec.edu/goodhomepg.html>
- ✓ <http://www.iusd.k12.ca.us/parent-resources/academic.htm>

Sample Letter Requesting College Information / Application

Gus Venable
4321 Collegebound Lane
Irvine, CA 92714

August 12, 2000

Sophie Foster,
Director of Admission
Big Blue University
6543 Campus Drive
Collegetown, CA 98765

Dear Ms. Foster:

I am considering applying for Fall semester 2000 admission to Big Blue University, and I am interested in obtaining some information about your school. Please forward the following to my home address, (I have enclosed a check to cover the cost of your catalog):

College Catalog
College View Book
Application for Admission
Financial Aid Forms

I am interested in majoring in Veterinary Medicine, so please Send any supplementary materials you have on this major.

Thank you in advance for your prompt reply.

Sincerely,

Gus Venable

Sample College Admission Log

Make one copy for each campus to which you apply

College: _____ **Admissions Office Phone #** _____

Application Deadline: _____

APPLICATION ITEM:	DATE:	COLLEGE CONFIRMS RECEIPT OF:
Application Requested		
Application Received		
Secondary School Report Given To: _____		
Midyear Report Given To: _____		
Letters of Recommendation Given to:		
1.		
2.		
3.		
Completed Application Mailed		
Interview Arranged (if required)		
Transcript (If requested) Sent		
SATI, SATII, ACT Scores Sent		
Financial Aid Forms Sent		
Housing information requested		
Housing application sent		
Acceptance/Denial Received		
Intent to Register or "Thanks but no Thanks letter" sent:		
Final Transcript Requested		

Notes: (Keep note of any phone conversations you may have had being sure to include the name of the person you spoke to as well as the date and time)

ACT / SAT I Comparison Chart

Compare your ACT composite score with the equivalent SAT I Verbal and Math total to determine which test represents your "highest score". Keep in mind that most schools use your highest score automatically to determine admission.

<u>ACT</u> COMPOSITE	<u>SATI</u> VERBAL+MATH TOTAL
36	1600
35	1550
34	1520
33	1470
32	1420
31	1380
30	1340
29	1300
28	1260
27	1220
26	1180
25	1140
24	1110
23	1070
22	1030
21	990
20	950
19	910
18	870
17	830
16	790
15	740
14	690
13	640
12	590
11	550
10	500
9	450

“Brag Sheet” Format

A “brag sheet” or personal resume is helpful to have completed not only when requesting recommendations from teachers, but when you sit down to write your college entrance essay. Take your time and think about all you have accomplished.

Name: _____

Advisor: _____

Counselor: _____

Social Security# _____

Academic Achievements:

GPA: _____

SATI Score: Verbal___ Math_____

ACT composite: _____

SATII Scores: Writing _____

Math _____

Elective(s): _____

Awards Earned: (Briefly describe each award)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

AP Tests Taken and Scores Earned:

_____	_____
_____	_____
_____	_____

Activities: List your school activities including clubs, teams, and student government. Circle each grade you participated in the activity and note any leadership positions held.

9 10 11 12	_____
9 10 11 12	_____
9 10 11 12	_____
9 10 11 12	_____
9 10 11 12	_____
9 10 11 12	_____
9 10 11 12	_____

Work Experience or Community Service: List jobs you have held during high school. Please note how long you have worked in each job. Do the same for any community service or volunteer work you performed.

_____	_____
_____	_____
_____	_____
_____	_____

College Information:

List all the colleges you are applying to. Briefly *describe why you chose them.*

“Reach Schools”: 1. _____
2. _____

“Target Schools”: 1. _____
2. _____
3. _____
4. _____

“Safety Schools”: 1. _____
2. _____

What is your anticipated college major? _____

Personal Information: Colleges are particularly interested in anecdotal information that illustrates who you are. Please provide any such information. Use additional pages if necessary.

Describe your academic strengths and weaknesses: _____

Describe your personal strengths and weaknesses: _____

Is there anything unusual about your family, (cultural background, shared interests and activities, travel, size, etc), that has had a significant impact on your own interests and concerns? _____

Are there any outside distractions that have interfered with your academic performance? Consider such things as family problems, health, after school job responsibilities etc. _____

List 3 adjectives that describe you. Explain each.

Using the back of this page, please make note of anything else that would help to know your personal circumstance.

Community Colleges

Local Colleges:

Cerritos College
11110 East Alondra Blvd.
Norwalk, CA 90650-6298
(310)860-2451

Coastline Community College
11460 Warner Ave.
Fountain Valley, CA 92708-2597
(714)546-7600

Cypress College
9200 Valley View
Cypress, CA 90630
(714)826-2220

Fullerton College
321 East Chapman Ave.
Fullerton, CA 92634
(714)992-7000

Golden West College
15744 Golden West Street
Huntington Beach, CA 92647
(714)892-7711

Irvine Valley College
5500 IrvineCenterDr.
Irvine, CA 92720
(949)559-9300

Long Beach City College
4901 East Carson St.
Long Beach, CA 90808
(310)420-4111

Orange Coast College
2701 Fairview Road, Box 5005
Costa Mesa, CA 92628-0120
(949)432-0202

Rancho Santiago
1530 W. 17th St.
Santa Ana, CA 92706
(949)564-6000

Saddleback College
28000 Marguarite Pkwy.
Mission Viejo, CA 92692
(949)582-4500

Community Colleges with Dorms*:

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93306
(805)395-4011

Columbia College(Yosemite)
P.O. Box 1849
Columbia, CA 95310
(209)532-3141

Cuesta College
P.O. Box J
SanLuisObispo93403
(805)544-2943

Kings River College
995 North Reed Ave.
Reedley, CA 93654
(209)638-3641

Lassen College
Highway 139, P.O. Box 3000
Susanville, CA 96130
(916)257-6181

College of the Redwoods
Eureka, CA 95501
(707)443-8411

Santa Rosa College (Sonoma)
1501 Medocino Ave.
Santa Rosa, CA 95401
(707)527-4011

College of the Sequoias
915 Mooney Blvd.
Visalia, CA 93277
(209)733-2050

Shasta College
1065 N. Old OregonTrail
Redding, CA 96001
(916)241-3523

Yuba College
2088 North Beale Road
Marysville, CA 95901
(916)742-7351

****Although an attempt is made to try to keep the addresses and phone numbers current, there may have been some changes since the guidance book was researched.***

School Codes

College Board Codes

These codes are necessary when you register for any standardized testing, apply to colleges or have your standardized test scores sent to certain schools.

Check with your counseling office for your high school code and make note of it here:

Irvine Valley College	003356
Orange Coast College	004584
Rancho Santiago College	004689
Saddleback College	004747
Cal. State Fullerton	004589
Cal. State Long Beach	001139
UC Irvine	004859

Title IV School Codes

These codes are used on FAFSA (financial aid) forms. This is not, obviously, a complete list.

UCLA	001315
UC Berkeley	001312
UC Irvine	001314
UC Riverside	001316
UC San Diego	001317
UC Santa Cruz	001321
UC Santa Barbara	001320
Cal State Long Beach	001139
Cal State Fullerton	001137
San Diego State University	001151
Cal Poly San Luis Obispo	001143
Cal Poly Pomona	001144

Irvine Valley College
Orange Coast College

025395
001250

***Thank you for reading the Irvine Unified School District
College Guidance Book.***

***If you have questions or comments about any of the information or
suggestions given, please make an appointment to meet with your
high school counselor today!***

