



College Application Book

Westfield High School
CLASS OF 2019

Welcome

TO YOUR COLLEGE SEARCH AND APPLICATION PROCESS!

It's all about fit... You are in the midst of one of the most exciting projects you have ever undertaken. The purpose of this book is to provide you with guidelines for submitting your college applications, offer helpful resources, and to help you organize your college search process. As you move through the process, remember to utilize the following resources:

1. **Your parents**
2. **Your counselor**
3. **Your teachers**
4. **Your friends already attending college**
5. **College admission representatives**
6. **This guide**
7. **The School Counseling Center**
8. **College advising programs planned for you at Westfield High School**
9. **Westfield College Representative Visit Days**

Students come to college decisions in a variety of ways and for varying reasons. Finding your best fit is a result of willingness to define the college characteristics that are most important to you. All colleges possess unique features, which makes them distinctive. Identifying what is important to you is the foundation for a great fit. Ask your parents to compile a list of what they believe are important criteria – suggestions are on page 17. Compile your list of important characteristics then schedule family discussion time to talk about how you and your parents view your options. Use the college comparison grid and the list of college criteria in this book as a starting point. Discuss how the similarities and the differences in point of view will shape and drive your decision. Doing this now permits you and your family to maintain focus.

Money for college and career preparation is a key issue for most students. Paying for college is an even *bigger* issue for parents. Attending college is a hefty investment so understanding your financial parameters is critical. Avoid waiting to have this conversation with your parents at the tail end of the decision making process. What is your role in the investment? If you are the first person in your family to attend college or if you live in a tough economic situation, make the fact known to your counselor. There are many colleges that can help students make the financial piece work. Students who are willing to dig for scholarships, write essays, and to follow up on scholarship leads, find money for college. It takes work, but it is free money.

There is no magic number of college applications to submit. Seniors typically apply to one or two “reach” schools. “Reach” colleges have tougher admission standards or sometimes higher sticker prices. A “reach school,” is defined on a personal level by the academic profile of the student in comparison to profiles of other students – accumulative GPA, academic rigor, and test scores. One senior’s “sure bet” college choice could be another senior’s “reach school.” Seniors always include a college choice that is likely to admit them, is relatively affordable, and geographically close to home. Over the past eight years, WHS seniors apply to an average range of three to six colleges.

These days, colleges expect students to apply online. Naviance eDocs allows seniors to send their high school transcripts to any college. All WHS seniors are expected to make requests for transcripts, counselor reports, and teacher recommendations through Naviance. One piece of test preparation advice – use the free resource that links your PSAT scores with Khan Academy for a customized approach to preparing for SAT.

A college fit is well within reach if you are willing to invest yourself in the research and decision making process. Remember to allow yourself some wiggle room as your interests are taking shape. Most colleges offer more than one area of study so try to identify two, possibly three areas of interest to you. As you review your criteria, allow for new ideas or expanded options to be considered.

Enjoy the journey,

Carroll Easterday, Director of College and Career Readiness
Westfield High School Counseling Center

Admission Statistics - Class of 2017 - WHS Admitted Student Averages

	WHS ADMISSION STATISTICS	2017 APPLICANTS	2017 ADMITS	%WHS ADMITTED	AVG GPA	SAT 1600	ACT COMPOSITE
IN-STATE PUBLIC UNIVERSITIES	Ball State University	183	129	70%	3.48	1168	24
	Indiana State University	44	31	70%	3.25	1110	21
	Indiana University at Bloomington	159	111	70%	3.87	1263	27
	Indiana University at Kokomo	12	5	42%	3.37	1174	24
	IPFW	8	4	50%	3.56	1093	23
	IUPUI	94	60	64%	3.48	1162	24
	Ivy Tech Community College	79	79	100%	2.70	Optional	Optional
	Purdue University	147	106	72%	3.94	1273	28
	University of Southern Indiana	34	27	79%	3.38	1106	23
	Vincennes University	6	6	100%	2.45	Optional	Optional
	IN-STATE PRIVATE COLLEGES AND UNIVERSITIES	Ancilla College	6	2	33%	2.36	1070
Anderson University		11	4	36%	3.53	1178	27
Butler University		80	58	73%	3.93	1265	28
DePauw University		18	13	72%	3.84	1276	27
Earlham College		3	3	100%	3.49	1117	26
Franklin College of Indiana		10	3	30%	3.36	1197	26
Grace College		10	10	100%	3.70	1213	25
Hanover College		14	13	93%	3.61	1222	26
Indiana Wesleyan University		12	9	75%	3.63	1188	24
Manchester College		6	3	50%	3.79	1283	28
Marian University		15	11	73%	3.74	1214	26
Rose-Hulman Institute of Technology		15	10	67%	4.03	1319	29
Taylor University		11	8	73%	3.71	1143	24
Trine University		16	12	75%	3.54	1161	25
University of Evansville		12	12	100%	3.83	1235	27
University of Indianapolis		27	19	70%	3.54	1124	25
University of Notre Dame		12	3	25%	4.47	1445	33
University of Saint Francis		7	4	57%	3.59	1165	24
Valparaiso University		12	10	83%	3.75	1210	26
Wabash College		9	5	56%	3.42	1165	26
OUT-OF-STATE COLLEGES AND UNIVERSITIES	Bellarmino University	9	5	56%	3.48	1148	24
	Bradley University	5	4	80%	4.33	1347	31
	Case Western Reserve University	4	3	75%	4.24	1455	33
	Cedarville University	6	6	100%	3.46	1163	24
	Duke University	5	1	20%	4.52	1500	33
	Florida Gulf Coast University	4	4	100%	3.59	1215	25
	Hope College	5	5	100%	3.88	1224	25
	Illinois State University	5	3	60%	3.65	1080	24
	Loyola University Chicago	8	8	100%	3.93	1237	27
	Miami University, Oxford	23	16	70%	4.07	1312	30
	Murray State University	4	2	50%	4.18	1370	30
	New York University	4	0	0%	—	—	—
	Ohio University	5	5	100%	3.82	1292	26
	Stanford University	4	0	0%	—	—	—
	The Ohio State University	8	2	25%	4.10	1320	32
	University of North Carolina, Chapel Hill	4	2	50%	4.45	1470	30
	University of Cincinnati	22	20	91%	3.63	1198	25
	University of Dayton	16	14	88%	3.79	1202	25
	University of Kentucky	14	11	79%	3.99	1283	27
	University of Michigan	6	1	17%	4.49	1540	36
	University of Tennessee, Knoxville	4	4	100%	3.63	1110	25
	Vanderbilt University	11	2	18%	4.54	1470	32
	Washington University in St. Louis	5	0	0%	—	—	—
	Wittenberg University	5	3	60%	3.30	1147	—
	Xavier University	5	5	100%	3.81	1224	26

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College Applications

HOW THEY ARE EVALUATED

- ✓ Count the number of **academic** units or solid core classes (English, Math, Science, Social Science, and World Language) through the junior year of high school
- ✓ Review grades in each academic class
- ✓ Rigor of course work accessed at high school versus classes available at high school (quality and depth of college preparatory school curriculum)
- ✓ Convert accumulative GPA to a 4.0 scale utilizing only academic core class grades (un-weight GPA)
****Honors or weighted classes are counted then factored back into the admission review process – Rigor to achievement factor.*
- ✓ Measure grade trend through junior year
- ✓ Strength of senior year schedule including the number of academic “solids”
- ✓ SAT or ACT test scores of multiple test dates- compared to median (mid-range) score of college applicant pool – Check with each college admission website to confirm score send policies.
- ✓ Review of secondary school report or counselor page
- ✓ Review of essay(s) or candidate statement
- ✓ Review of extra-curricular involvement/leadership in and out of school
- ✓ Comparison to currently enrolled students who attended same high school

Other Considerations

ADMISSION BY PROGRAM

Universities (Purdue, Illinois, Cornell, University of North Carolina – Chapel Hill etc.) that admit applicants into majors, departments, or programs review intended major during admission consideration. Students are compared to the other applicants in the pool also intending to pursue the same major. Test scores are often weighed more heavily than for general admission especially for honors or competitive scholar programs.

ESSAYS

College application essays are important to all private colleges and to highly selective public universities (Virginia, Michigan, Illinois, Purdue, Indiana). Several public universities do not consider essays an important admission factor **or** do not require students to submit essays as part of the application or scholarship consideration process. Check each college’s website for guidance on submitting application essays.

LETTERS OF RECOMMENDATION

Teacher and other recommendations are important to **all** private colleges and also to some highly selective public universities for admission consideration.

ADDITIONAL TESTS

Some selective colleges require one to three SAT Subject tests. TOEFL (Test of English as a Foreign Language) may be required of non-native speakers of English.

College Application

ROLES AND RESPONSIBILITIES

At Westfield High School we see the college search and selection process as a three-way partnership between the student, the parent, and your counselor. As the Student, you are the most important piece of the admission puzzle: your parents and your counselor should always put the responsibility for every decision back on your shoulders, where it belongs. While it may sound scary to have such a large amount of responsibility, remember that your parents and counselor are caring adults who will offer you assistance along the way.

The STUDENT'S Role and Responsibilities

The responsibility for the entire college search and selection process falls upon your shoulders, the student. While you can count on the support of your parents and counselor, you must be the one to engage in the decision making process. And the reason for this is simple: YOU are the one going to college! Only you can determine what, in the end, is best.

Here is a list of your major responsibilities:

MEET WITH YOUR COUNSELOR FOR SUGGESTIONS AND ASSISTANCE

One of the first steps in your process is simple: contact your counselor. Discuss your plans, ask questions about the process, and share your concerns. Remember that your counselor is your advocate during the application process. However it is hard to advocate for a student who hasn't made an effort to be known by his or her counselor. Make time for this! **Your counselor will initiate a meeting specifically with you in September of your senior year to go over your plans in detail.**

NARROW YOUR COLLEGE CHOICES

You can utilize the "college search" option in **Naviance**, and your counselors can offer you assistance as you narrow your choices, but in the end, it is your decision to apply to college! We encourage students to file three to five college applications. Applying to only one school is risky business and may indicate that you've ended your search prematurely. On the other hand, applying to more than six schools may mean that you haven't narrowed your search far enough. Avoiding this phase of decision-making only adds pressure.

REVIEW ONLINE APPLICATION PROCEDURES

Today, **nearly all** colleges expect students to obtain applications at the college's website and apply online. It is possible to download a hard copy and mail it in. It is your responsibility to locate the college applications online. Some colleges waive application fees if you apply online

HINT: Use the online Common Application if you are applying to several private colleges and universities as it saves a HUGE amount of time. This can be found at www.commonapp.org.

USE NAVIANCE TO REQUEST TRANSCRIPTS FOR COLLEGES

Nearly all colleges expect to receive your transcript electronically. Seniors will utilize eDocs in Naviance to request transcripts and counselor reports.

COMPLETE APPLICATIONS AND REQUIRED FORMS

This is your job! We know how busy your senior year can be, but you must take time to complete all of the required documents and submit them on time. Mom and Dad cannot **(and should not)** complete applications for you! Make time for this! This is your application to college, not your parents'. We encourage you to construct a reasonable timeline of college application activities (when to write the essays, when to submit, etc.), so you won't run out of time. **Review "College Application Processing Rules" also found in The College Application Book.**

COMPLETE ALL NECESSARY STANDARDIZED COLLEGE TESTS REQUIRED FOR ADMISSION

This information is found in a variety of places: many guide books, The College Application Book, college websites, in the school counseling center and also at www.collegeboard.org and www.act.org. Be aware of each institution's admission testing requirements and deadlines.

MEET ALL WHS AND COLLEGE DEADLINES

College deadlines exist for a reason - they are not optional! Review the WHS due dates associated with key admission deadlines found on **"College Application Processing Rules"** page in this book. The due dates reflect processing periods required by counselors to adequately process large volumes of requests at peak times. Make certain you inform your counselor if you plan to apply Early Decision or Early Action to colleges.

College Application

ROLES AND RESPONSIBILITIES

The PARENT'S Role and Responsibilities

Your parent's role begins to shift from decision-maker to decision-supporter. Below are some tips, which might make the parental role in the process easier and more comfortable. Parents need to be responsible for:

PROVIDING ENCOURAGEMENT AND SUPPORT

The choice of a college and career is clearly the most stressful part of high school for many high school students. All of the decisions, which need to be accomplished, can be overwhelming, confusing, and even frightening to both parent and child. Students need all the encouragement and support parents can muster.

ASSISTING YOUR STUDENT TO MEET DEADLINES

Refer to the "College Application Processing Rules" page for a listing of due dates and mandatory procedures associated with application deadlines. Gentle (and some not-so-gentle) reminders from parent and counselor will be needed if each senior is going to meet application deadlines. Remember, it is not the adults' responsibility to meet the deadline; it is the student's responsibility. Every nudge will be much appreciated though!

DETERMINING ABILITY TO PAY FOR COLLEGE

It is the parent's primary responsibility to determine a plan to pay for college. Filling out the required financial aid forms is a parental task. Since students have a vested interest, they should become acquainted with the process of paying for college. Paying for college is a hefty investment. At the front end of the search process discuss with your student what you can afford and the financial parameters that are in place. This will help your student target appropriate college choices. Generally, financial aid and scholarship notification begins as early as December of the senior year after the FAFSA has been received by colleges. Reminder: students are not permitted to file as "independent" until the age of 24. You will find the Net Price Calculator on every college's web site in the Financial Aid area to help determine the cost of that specific school.

ACCOMPANYING STUDENT ON THE PRELIMINARY COLLEGE VISIT

Parents are encouraged to accompany their student for the initial campus visit. Parents have a vested interest in this process. It is your right to carefully study this investment. While your student is meeting with an admission officer, why not go down to the Office of Financial Aid to familiarize yourself with their deadlines, programs and payment plans? As you tour the college or university, ask yourself one question: Can I see my child fitting in here? Why or why not? And try to remember: this will be your child's college home. Keep the needs and personality of your student in mind.

CONTACTING SCHOOL COUNSELOR FOR ADDITIONAL INFORMATION

Call or email your student's counselor at any point for a quick question, clarification of a procedure, or for an appointment to discuss things further. Please don't wait for your student's counselor to contact you.

ALLOWING YOUR CHILD TO GROW TO INDEPENDENCE

This is the hardest part of the parenting job at this point in time: helping your child to help himself/herself. This requires a great deal of patience. The first steps toward independence can be shaky, faltering, and even threatening. Parents become less the authority figure and more the decision supporter, less the rule-giver and more the mentor. Your child will need to learn to be without you when he/she enters school. Making senior year a trial run at self management will help your child - and you through this transition!

College Application

ROLES AND RESPONSIBILITIES

Your COUNSELOR'S Role and Responsibilities

Your counselor will perform the following college counseling duties for you:

ADVISE ON COLLEGE CHOICES

Your counselor can be helpful in assisting you to target schools based upon the characteristics that you identify as being most significant. Exercises to identify preferences are found in this booklet. Your counselor may offer some additional suggestions to round out your college search criteria.

If asked, your counselor can help you narrow down your search list to a more manageable researching task. We encourage you to apply to at least one school where you have a highly probable chance of being admitted. Some students may wish to include one or two schools that may be considered "reach" schools. Applying to more than six colleges can become burdensome with regard to writing essays, tracking different deadlines at each school, and paying some hefty application fees.

COORDINATE THE ADMISSION PROCESS

Review "Process For Submitting Your College Applications" (in this book) that outlines the process for submitting college applications. Your counselor is the coordinator of your transcript and secondary school report/recommendation. It is imperative that you follow the deadlines indicated on the Senior Year College Planning Checklist (pages 12-13). The checklist also provides students with information on SAT & Subject Tests and ACT test dates.

WRITE A LETTER OF RECOMMENDATION

If required for college applications, counselors write letters of recommendation for their students. Each letter requires a minimum of one hour of preparation prior to writing. Counselors consult with teachers, examine your testing records, and curricular pattern, and reflect upon contacts with you. **The Letter of Recommendation Packet is required to assist him/her in crafting your recommendation. It is imperative that you give your counselor at least four weeks to write a letter of recommendation.**

ADVOCATE THE STUDENT'S BEST INTERESTS

The counselor is your advocate in the process. Should you need assistance, should an error be made, should there be a misunderstanding, should a college not treat your application in an ethical or professional manner - your counselor is the right person to intervene on your behalf. If we feel that you may be applying to a college where your chances of admission are very slim, it is our obligation to advise you - and that's not easy! Should a college inadvertently misread your transcript, it is our obligation to contact the admission office to settle the misunderstanding. Your counselor cannot serve as your advocate if he or she doesn't know when a problem is occurring. Consult with your counselor regarding any questions or concerns about your applications.

The partnership is effective only when partners communicate openly with each other.

All three parties involved - student, parent, and counselor - need to know their roles and accept responsibility for the set of tasks. Together, this important partnership can make the college search and selection process less stressful and more productive.

College Application

PROCESSING RULES

- Applications and requests for submitting transcripts to colleges including electronically through **Naviance** are accepted for processing beginning **August 30th**. There is no guarantee that anything submitted electronically through Naviance or otherwise will be processed before August 30th.
- All seniors needing a Counselor Letter of Recommendation must complete the Letter of Recommendation Packet which includes the **Letter of Recommendation Worksheet** and resume in **Naviance**, before your counselor can submit your recommendation letter and transcript. Review **“Applying to Colleges through Naviance”** in your College Application Book for more information on applying to colleges online.
- If a teacher recommendation is **required** for the college application, a copy of the completed **Letter of Recommendation Worksheet** must be provided to the faculty member with a resume at least four weeks before the deadline. Students are **required** to allow faculty members four weeks to compose letters of recommendation. *Please do not request a faculty letter of recommendation unless it is a **required** piece of the admission application or if a special circumstance exists and your counselor recommends one.*
- Students applying either **Early Action or Early Decision** must request all letters of recommendation prior to **October 1st**. Attach the completed **Letter of Recommendation Worksheet** and a resume.
- Additional time is required by the Westfield High School counseling center to ensure the successful submission of college credentials at **peak** processing times. Seniors must plan accordingly to meet their target dates. The following college application deadlines listed on the **left** side correlate to the **counselor due dates on the right side**. Seniors must request their transcript electronically through **Naviance AND...**

If required, turn in the Letter of Recommendation Worksheet and resume by these deadlines:

COLLEGE APPLICATION DEADLINE	DUE DATE TO REQUEST:
	- TRANSCRIPT - COUNSELOR FORM (ESSR) - LETTER OF RECOMMENDATION VIA NAVIANCE
November 1	October 1
November 15	October 15
December 1	November 1
December 15	November 15
January 1	December 1



The Process

SUBMITTING YOUR COLLEGE APPLICATIONS

Student completes online or Common App college application

- Have a parent proofread your application before you hit “submit.”

Request test scores be sent directly from SAT/ACT accounts

If applying by common application

- Complete the Naviance Application Matching Process (page 29).
- Complete the Letter of Recommendation Packet, if counselor letter of recommendation is required.

Utilizing Naviance to request transcripts and track applications

- Log into Naviance and list the schools you are applying to, in the “Colleges I’m applying to” link, under the “Colleges” tab.
- Indicate next to each application how you have applied: online application or common application.
- In Naviance, mark your application status as “submitted.”
- Click on the “Request Transcripts” link to request transcripts for all completed applications.
- Track the status of your online application.

If teacher recommendation is required by college

- Student asks teacher in person if they are willing to write a letter of recommendation.
- Student provides teacher with Letter of Recommendation Worksheet and Resume.
- Teachers must be given four weeks to complete letter.
- Early Decision or Early Action Applicants are required to provide completed forms to teacher by October 1.
- Student submits request to teacher through Naviance. This is found in the “Colleges I’m Applying to” link.

Counselor submits the following electronically to college

- ESSR (counselor form)
- Letter of Recommendation, if needed and requested
- Transcript

College notifies student of decision

- Student updates admission results/decisions in Naviance.
- Final WHS transcript released only when student has updated college application status.

WHEN DO I APPLY TO COLLEGES?

Your Westfield HS Counselor will begin accepting counselor secondary forms and transcript requests for processing on August 30th. There is no guarantee that anything submitted before August 30th will be processed until August 30th. All seniors need to check the application and scholarship deadlines for each college. Some specific programs at large universities (like, Purdue!) may fill quickly, so be prepared to present the required forms to your counselor in early September. Colleges encourage students to submit applications as early as possible. There may be particular benefits tied to getting your application in early (better merit scholarship odds, best housing choices, early course registration). For most Indiana four year state universities, it is best to get your application in prior to **October 31st**. Think about applying early as a way to reduce the stress level some of your senior year! Seniors who are, "on the bubble," for admission may be asked to submit 1st and 2nd trimester grades following the initial application review. Further, students may be asked to retake the ACT or SAT tests. Remember all of the chatter about having a strong schedule in your senior year? Colleges desire proof that you are still invested and not slacking off. A strong senior year schedule and earning good grades provides the proof that college admission offices are seeking.

HOW DO COLLEGES VIEW EARLY GRADUATION FROM HIGH SCHOOL?

It depends upon the student's personal circumstances. Students who graduate early are usually more academically prepared and socially mature compared to their peers. Generally, colleges prefer that students invest themselves throughout four full years of high school. At some high schools with a limited curriculum, it is feasible that college bound students could exhaust an entire course list. This is not the case for the majority of students at Westfield. A student would be hard-pressed to take advantage of

WHAT ABOUT ALL OF THE EARLY APPLICATION PROGRAMS?**Early decision**

Students may apply to only **one** college as an Early Decision applicant. The ED applicant may apply to other colleges (as back-up options) as long as he or she is not applying to more than one college as an Early Decision candidate. Early Decision applicants are notified of the decision outcome before winter break. Early notification means that students must apply very early in the senior year – around November 1st. In the case of a denial decision, the student must look elsewhere. If deferred, the application goes back into the regular pool and is reviewed along with all other candidates. Chances of being admitted after being deferred are generally low. Deferred students should invest their energy in pursuing other college options. If admitted "ED," the senior is required to withdraw applications from other colleges and commit to the "ED" college that admitted him or her. The upside of applying ED is that students may have a slightly better admission advantage compared to competing with a larger number of students in the regular applicant pool. This is particularly helpful for students who are applying to highly selective colleges. Students who have not visited campus, have not identified what constitutes a good "fit", or believe their college choice will hinge greatly on merit-based (non need-based) scholarships **SHOULD NOT APPLY EARLY DECISION.**

Early action - multiple and single choice

Early Action, or better known as "**EA**," application programs require students to submit college applications early but there is the perk of not committing until reviewing other college options. The majority of EA colleges **do not** require seniors to apply exclusively to only one college – these colleges are known as, "EA - multiple choice." This application option is the best fit for students who wish to consider several college and scholarship options. Typically, EA applicants have the option of weighing all college choices until May 1, **The National Candidate Reply Date**. In the case of, "EA - single choice" seniors are limited to applying to only one college under an early program. Students may weigh all of their college options until May 1. Check your college's website to determine if an, "Early" option exists. Again, this application option is most prevalent at private colleges and at a few highly selective public universities.

all options within just four years of high school. Also, it is easier to assimilate into the academic pace, if you've been in an academic mode just two months prior. Spending the months immediately after high school working may be helpful with regard to earning cash, but you may risk losing some math and/or critical thinking skills. If you do graduate early, take one or two college courses or do a full time internship so you don't lose your edge. Another reason for remaining through the 10th-12th trimesters of high school is personal growth and maturity. The final

trimesters of high school equip graduates to deal with the rigorous transition into college life. That said, the State of Indiana has established criteria for students meeting specific guidelines to compete for the Mitch Daniels Early Graduation Scholarship. Though there is a financial incentive associated, potential applicants are advised to carefully deliberate as all colleges and universities establish local policies regarding acceptance of applicants who graduate early from high school.

FAQs

FREQUENTLY ASKED QUESTIONS

WHAT ABOUT SELECTIVE SERVICE?

All young men must register with the selective service when they reach their 18th birthday. If you do not register, college financial aid may be withheld.

WHERE DO WHS SENIORS APPLY?

The Westfield Class of 2017 applied to 240 different colleges and universities. Review **“Admission Statistics – Class of 2017”** for a snapshot of application and acceptance data at the front of this guide.

Ball State University is the leading recipient of applications at 183 applications in the class of 2017. The admission picture has shifted greatly over the last three admission cycles. Nearly all freshman applicant pools have increased at 4 year Indiana, public universities and colleges. Applicants must meet: core course GPA, SAT/ACT standards, essay, and core subject requirements to be admitted. Test scores can play a significant role in the admission process so students should plan to take SAT and ACT tests in both the junior and senior year.

Students earn admission to any college on their own steam. Having a parent, grandparent or sibling who is a graduate is nice, but alumni connections alone do not open doors for under-prepared students. Lastly, remember that choosing to attend any university can mean an incredible array of options. WHS encourages all students to branch out to the new experiences awaiting at the post-secondary programs of their choosing.

WHAT IF I'M UNCERTAIN ABOUT MY COLLEGE MAJOR?

Take some comfort in knowing that you are not alone. Approximately 60% of entering first year college students are honestly uncertain or “undecided.” Consider the characteristics most important to you outside of college major. Review **“Which College is Best for Me”** page in this book. Do you have preferences outside of major that will help you to define your criteria for making a college choice? What are some general areas of interest? For example, if you like English, look for colleges that offer strong programs in creative writing, journalism, and communications. Check out **Learn More Indiana** for a myriad of help, www.learnmoreindiana.org, “undecided” students or “intellectual explorers” do find their way. It takes willingness on the student’s part to dig-in and research available options. Connect to the **“careers”** tab in Naviance for data on earnings, education level required, and job projections for specific careers. It is vital to inquire about the resources colleges offer to assist students in identifying a college major. Strong advising during all four years of college is the keystone to top-notch undergraduate education and ultimately meaningful employment in a career. General course work in the first year applies to most core graduation requirements for nearly any major or area of study.

WHAT ARE MY COLLEGE OPTIONS IF I'VE HIT A FEW BUMPS ACADEMICALLY?

Solid options do exist for you. If you are on track or very close to earning the Indiana Core 40 diploma, colleges are interested in you! Frequently colleges recalculate your GPA paying close attention to your math and science grades, number of core academic classes in the senior year, and 10th, 11th, 12th trimester grades. Colleges often deny students with a significant number of ‘D’s in core academic subjects. **The key to winning admission?** Perform well in your junior year, choose an academically rigorous senior schedule and remain ‘D’ free. Even if there are multiple “bumps” on your transcript, you can still go to college. Ask your counselor about the transfer agreements that Indiana 4-year colleges have with Ivy Tech Community College of Indiana. After one successful year at another college, the high school transcript (grades) becomes less of a factor in college admission.

Ask your counselor about opportunities at Ivy Tech Community College of Indiana, Vincennes University, and Holy Cross College. Some of the colleges on the **“Admission Statistics – Class of 2017”** page do not place great importance on SAT or ACT scores for admission and look for recent upward trends in grades. Many four-year Indiana colleges accept transfer credits from Ivy Tech Community College of Indiana and students do not lose time in pursuit of a four year degree. Ivy Tech Community College of Indiana can help you save money and time. For more information on transferring credits: www.transferin.net.



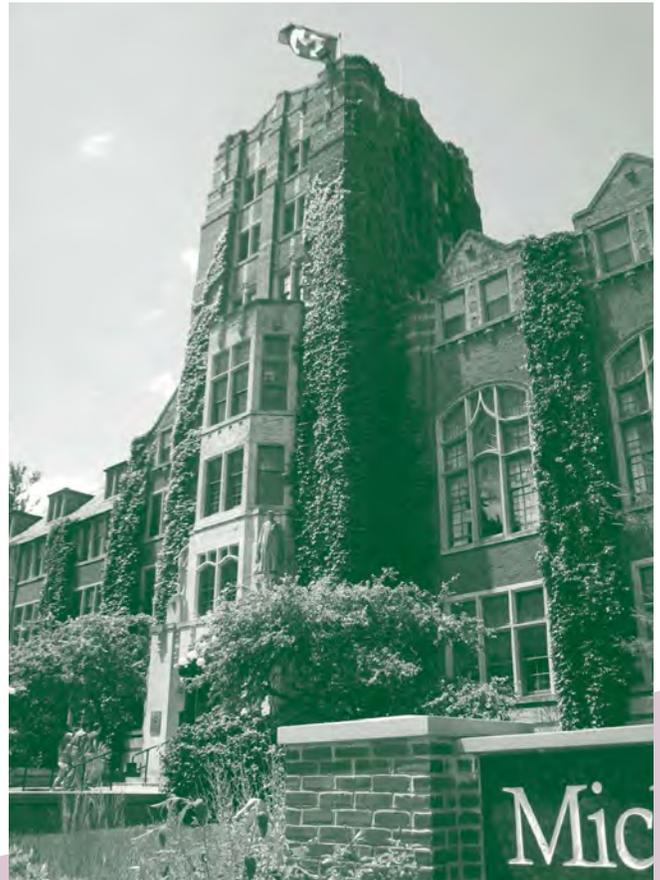
College Planning Checklist

WESTFIELD HIGH SCHOOL - GRADE 12

- You will meet with your assigned counselor to discuss your senior year and after high school plans. Counselors will schedule meetings with every senior during September/October of senior year. Seniors may sign up to see their counselor before that meeting as needed.
- Build your own **college admission resume** by utilizing *Resume Builder* in **Naviance** or similar software tool to begin building your college resume. Review the sample resume in this guide for one way to begin building your own resume.
- Applications, requests for transcripts through **Naviance**, and Counselor and Teacher Recommendation Forms are accepted for processing beginning **August 30th**. **Any requests made prior to this date are not guaranteed to be to be fulfilled until this date.**
- Seniors are strongly encouraged to apply to all colleges online and seniors must request transcripts online through Naviance. Seniors requiring a counselor letter of recommendation must complete the *Letter of Recommendation Packet*, before the counselor letter of recommendation will be completed.**
- Meet with college representatives.** Students may view *College Rep Visits* in Naviance, and must sign up in Plus Time, to attend the individual college rep meetings or the **Shamrock College Rep Visit Days** at Westfield High School. There is one Shamrock College Rep Visit Day scheduled in the fall and one in the spring each year. A wide variety of college reps from in state, out of state, public, private, two year and four year colleges attend. Watch for announcements mailed to you from colleges and universities for preview or visit days, and listen to the WHS announcements. Parents are invited to attend Shamrock College Rep Visit Days and individual college rep meetings.
- For Parents: bigfuture by the College Board:** Utilize the one-stop college, career, test preparation, and **parent information** site. <https://bigfuture.collegeboard.org>

College Admission Testing

We encourage students to take both the SAT and ACT at least twice for college admission. Colleges now require your SAT and ACT scores to come directly from the testing company. Students are responsible for sending score reports to colleges and institutions. Contact ACT and the College Board to order score reports, and be sure to utilize your four-free score sends when you register for either ACT or SAT.



College Planning Checklist

WESTFIELD HIGH SCHOOL - GRADE 12

WHS recommends taking both the SAT and ACT.

SAT and SUBJECT TESTS

Registration at: www.collegeboard.org

TEST DATE	REGISTRATION DEADLINE	ONLINE SCORE RELEASE
December 2, 2017	November 2, 2017	December 15, 2017
March 10, 2018	February 9, 2018	March 23, 2018
May 5, 2018	April 6, 2018	May 18, 2018
*June 2, 2018	May 3, 2018	July 11, 2018

*WHS will be a test center for the June test

ACT ASSESSMENT

Registration at: www.act.org

TEST DATE	REGISTRATION DEADLINE	ONLINE SCORE RELEASE
February 10, 2018	January 12, 2018	February 21, 2018
April 14, 2018	March 9, 2018	April 24, 2018
June 9, 2018	May 4, 2018	June 19, 2018
July 14, 2018	June 15, 2018	July 24, 2018
September 8, 2018	Not available at press time	Not available at press time
October 27, 2018	Not available at press time	Not available at press time

SPECIAL March 20, 2018
WHS School Day ACT for the Class of 2019

- Submit FAFSA online: www.fafsa.ed.gov. If possible, complete the FAFSA in the fall of your senior year with 2017 W2 information. **Keep a copy of every form you submit for your files.** Double check to determine if your college(s) requires the CSS PROFILE form. Many private colleges require the CSS PROFILE, complete the PROFILE at: www.collegeboard.org

- Want scholarships?** Check the scholarships link under the “colleges” tab in **Naviance WEEKLY** for scholarship opportunities between September and May of senior year. Students should use the Sallie Mae National Scholarship Search located under “colleges” tab in **Naviance** to seek national scholarships.

Competing in athletics at a Division I or II level?

Register with the NCAA Eligibility Center at www.ncaaeligibilitycenter.org and request your transcript be sent to NCAA.

- Schedule appointments for college visits. (Review “**Making the Most of the College Visit**” in the College Application Book). Do not rely solely on college viewbooks or college websites for your impressions. All campuses seem great in viewbooks. If you have already visited, consider returning for a second look after you have been admitted. Consider staying overnight on campus one weekend night to get a “feel” for the student life aspect. Spring break of senior year is the best time to make final visits before your May 1 final decision! Pick up, fill out, and turn in a College Visit Form from the School Counseling Center.

- Check on housing deposit procedures.

Example: Students admitted to IU should consider submitting housing deposits prior to May 1st for preferred housing options, as the deposit is refundable.

National Candidate’s Reply Date: May 1, 2019

Universal deadline for making a commitment. Check with college admission offices on policies for making enrollment deposits.

Deposits are non-refundable after May 1.

Which College IS BEST FOR ME?

There is more than one “right” college for you. It is challenging to pare down a list of colleges without knowing which college characteristics or features are most valuable to you.

Academic Environment

Will I be taught by professors or teaching assistants (grad students)?
How many students go directly onto graduate or professional schools?
What types of support services are available to students?
How strong is the advising program?
What opportunities are there for undergraduate research?
What is the classroom size of a typical freshman course?
What is the faculty member/student ratio?

Major

Is my first choice major offered? Second? Third?
Is my major one of the most popular programs on campus?
What is the quality of labs and academic facilities?
Is there an Honors Program/College?
Study abroad or Off-campus experiences offered?
What if I am undecided about my major?
Are internships available? How are they obtained?
What are the placement statistics? Job search assistance?

Location / Type

Do I prefer large, medium, or small size? Rural, urban, or suburban?
What are the advantages of each type?
How many miles do I want to live away from home?
Which region of the country?
What are the advantages of staying close to home? Living further away?
Religious affiliation?

People

Where do students come from? Geographical distribution?
Cultural or ethnic composition?
Female/Male ratio?
Moderate, conservative, or liberal student body?
What are the extracurricular opportunities? My favorite activities?
How important is the athletic program? Fine or performing arts?
Where are students on weekends? Home or on campus?

Admissions

What are the admission requirements/standards?
Are there different requirements for my major/college?
What factors are weighed most heavily in the review process?
Where do I fit in the typical applicant pool? GPA, test scores, etc.
Is this my “holy grail”, middle ground, or comfortable range school?

Cost

Is the college affordable without financial aid or scholarships?
Which features make the investment worth it to me? My family?
What is my role in this investment?
Will we apply for financial aid?
Does the college offer merit based or “no need” scholarships?
Does the college meet 100% of the demonstrated financial need?
Will the college make any adjustments to the federal formula?
What types of aid will my financial aid package contain?
What is the average indebtedness for students graduating from the college?

My College Search

WESTFIELD HIGH SCHOOL - GRADE 12

USE THIS FORM TO GATHER YOUR THOUGHTS ABOUT WHERE YOU THINK YOU MIGHT APPLY THEN, SHARE YOUR RESPONSES WITH YOUR COUNSELOR AND A PARENT.

Name _____
Email _____

Counselor _____

TYPE OF COLLEGE

___ 2 year
___ 4 year

___ public
___ private

___ coed
___ single gender

SIZE (circle one or two)

1,000 – 3,000
3,000 – 5,000

5,000 – 10,000
10,000 – 20,000

Over 20,000

FAMILY BACKGROUND

What is your religious preference? _____

What is the marital status of your parents? ___ married to each other ___ divorced/separated ___ deceased parent

Did your father attend college? Yes No (circle) If "Yes," what school? _____

What is your father's occupation? _____

Did your mother attend college? Yes No (circle) If "Yes," what school? _____

What is your mother's occupation? _____

Please list your brothers and sisters, their ages, and their educational status:

If older than you, where did your sibling attend college?

Age

College

COST

___ important

___ not too important

Will you apply for need-based financial aid (FAFSA)? ___ yes ___ no

LOCATION

Specific states in which you are interested: _____

locale of college: ___ small town ___ suburban ___ rural ___ large city

ACTIVITIES OR EXTRACURRICULAR INVOLVEMENT

If I had to make my college choice **today**, I would choose to attend: _____

Do you currently meet the criteria for admission? **Yes No** (circle)

On a scale of 1–10 (10=most certain)

indicate how certain you are about your above choice as a good **fit** for you: _____

My College Search

WESTFIELD HIGH SCHOOL - GRADE 12

List two ways that you determine a good college "fit."
(Even if you don't know which college you would choose to attend)

1. _____
2. _____

What are you doing the summer after your 11th grade year? _____

Your major(s) or academic areas of interest: _____

My purpose in going to college is to: _____

If my parents were to choose a college for me, the choice would be based upon: _____

If **cost** were a non-factor in my decision, my college choice would be: _____

Is cost a driving factor in where you choose to attend? **Yes** **No** (circle)

My closest friend(s) might use these three words to describe me:

Colleges or universities I wish to explore further:

My reach school: _____ **My in the middle school:** _____

My close-to-home-affordable-comfortably-admissible school choice is: _____

For me, a single challenge or barrier to progressing through the college search process/application process is (or could be): _____

List one challenge, adversity faced, and/or meaningful event in your life thus far: _____

Do Not Omit Your Response to this Question!

How have you changed as a result? (Relate to what you listed above): _____

PSAT Total Score: _____ Evidence-Based Reading and Writing Score: _____ Math Score _____

SAT Total Score: _____ **Best** Evidence-Based Reading and Writing Score: _____ **Best** Math Score: _____

ACT Composite Score: _____ English: _____ Science Res: _____ Math: _____ Reading: _____ Writing: _____

Have you prepared for ACT or SAT ? **Yes** **No** (circle)

If "Yes", list what you have done or plan to do: _____

College Comparison Grid

CHOICES AND CRITERIA

TO BE COMPLETED AS YOU BEGIN YOUR SEARCH AND AGAIN AS YOU MAKE YOUR FINAL DECISION.

One way of understanding how your college choices compare to one another is to develop a grid. On the **left** side, list the factors of importance to you (most to least important). **List the schools you are considering along the top.** Assign a point value to each school for each of your identified characteristics in choosing a college. You may wish to assign greater points to most important criteria. Choices for colleges and criteria may alter or change during the search process. You may wish to consider completing this grid at the beginning of the process and near the time you are making the final decision.

4 = highest satisfaction for this characteristic at this college/university

1 = lowest satisfaction for this characteristic at this college/university

TOTALS							

SOME POTENTIAL COLLEGE CHARACTERISTICS

- Quality of teaching faculty
- Specific quality of chosen program/ major
- Academic guidance for undeclared/ undecided students
- Amount of financial assistance received
- Medical School/Law School placement
- Independent research opportunities
- Study abroad opportunities
- Just the right distance from home
- Average indebtedness for students
- Academic atmosphere
- Student/Faculty ratio
- Academic facilities
- Campus atmosphere
- Access to internships
- Graduate program placement
- Overall reputation
- Technology resources
- Quality of labs
- Access to top resources
- Direct admission into chosen major or training program

NOW ASK YOURSELF

- Does your numeric calculation agree with your "gut" instinct?
- What is the source of information for assigning your ranking for each characteristic? (visit to campus, friend attending, alumni, perception from a college guide)
- Does your parent(s)' list of most important characteristics/criteria agree with yours?
- Are there other criteria that should be added to your "most important listing?"
- Share and discuss your findings with your parents.

College Guides

RECOMMENDED

General Facts & Process Advice

- College Admission: From Application to Acceptance, Step by Step (Three Rivers Press)
- College Board College Handbook (The College Board)
- Peterson's Guides to Four Year Colleges (Peterson's)
- Peterson's Guides to Two Year Colleges (Peterson's)

Financial Aid/Money for College

- How to Get Money for College 2018 (Peterson's)
- Scholarships, Grants, and Prizes (Peterson's)
- The Ultimate Scholarship Book 2018: Billions of Dollars in Scholarships, Grants and Prizes (Harper Collins)

College Reviews

- Barron's Profiles of American Colleges 2018 (Barron's Educational Series)
- Colleges That Change Lives (Penguin USA)
- The Hidden Ivies, 3rd Edition (Harper Collins)
- The Insider's Guide to the Colleges, 2015: Students on Campus Tell You What You Really Want to Know (St. Martin's Griffin)
- The Fiske Guide to Colleges (Sourcebooks)
- The Best 380 Colleges (Princeton Review)

Multicultural Students

- The Daystar Guide to Colleges for African American Students (Kaplan)
- The Latino Student's Guide to College Success (Greenwood)

Learning Disabilities

- The K & W Guide to Colleges for Students with Learning Disabilities or Attention Deficit Disorder (The Princeton Review)

Athletes

- The Student Athlete's Guide to College (The Princeton Review)



Web Resources

FOR THE COLLEGE BOUND

SEE: NAVIANCE FAMILY CONNECTION - THE WHS COLLEGE & CAREER READINESS PLATFORM

College Search Sites & General Research

College Board:	www.collegeboard.org
College Completion Reports:	www.in.gov/che
College Confidential: <ul style="list-style-type: none">Great resources for College Search, College Admissions, Paying for College, College Life	http://www.collegeconfidential.com/
College Navigator:	www.nces.ed.gov/collegenavigator
College Parents of America:	www.collegeparents.org
College View:	www.collegeview.com
Common Application:	www.commonapp.org
Campus Crime Rate Comparisons:	http://ope.ed.gov/Security/index.aspx
Great Jobs Great Lives: The 2014 Gallup-Purdue Index Report	www.wsac.wa.gov
Learn More Indiana:	www.learnmoreindiana.org
My College Guide:	www.mycollegeguide.org
National Association for College Admission Counseling Parent/Student Info:	www.nacacnet.org
National Survey of Student Engagement (NSSE): <ul style="list-style-type: none">Check out: Pocket Guide to Choosing a College	www.nsse.iub.edu
Peterson's:	www.petersons.com
U.S. News and World Report Education Page:	www.usnews.com/usnews/edu/eduhome.htm
University and College Accountability Network: <ul style="list-style-type: none">Information about private universities and collegesNice profiles on colleges sorted by state	http://www.ucan-network.org
You Can Go:	http://youcango.collegeboard.org/
Big Future: <ul style="list-style-type: none">Many useful tools and resources	https://bigfuture.collegeboard.org

Scholarship Searches

College Board Scholarship Search: <ul style="list-style-type: none">Great! Create a personal profile to search for scholarships that pertain to you	http://apps.collegeboard.org/cbsearch_ss/welcome.jsp
FASTWEB: <ul style="list-style-type: none">Great website! Can personalize very user friendly	www.fastweb.com
FinAid Scholarship Scams: <ul style="list-style-type: none">Works great, a lot of useful information	www.finaid.org/scholarships/scams.phtml
SallieMae.com College Answer: <ul style="list-style-type: none">Browse scholarships by categoryNeed to be a registered member to access full websiteAlso has college preparation tools, planning tools	www.collegeanswer.com
Nelnet: <ul style="list-style-type: none">Could be used for college planningHas information on scholarships and financial aid	www.nelnet.com

Web Resources

FOR THE COLLEGE BOUND

Career and Interest Resource Sites

America's Job Bank:

www.ajb.dni.us

- Connects you to IN career connect website when click on state
- Shows a lot of information about different career paths, occupations with high/low demand

Campus Career Center Worldwide:

www.campuscareercenter.com

- Lists available job listings for particular technical career fields: CIA, IRS, NSA
- Useful for looking for jobs in big cities

Kiersey Temperament Sorter:

www.advisorteam.com/user/ktsintro.asp

- **Personality test**
- Four basic temperament groups which describe human behavior. Keirsey's four temperaments are referred to as Artisans™, Guardians™, Rationals™ and Idealists™.
- Explains each temperament in detail

Occupational Outlook Handbook:

www.bls.gov/oco/

- Descriptive information about any occupation
- Good for researching particular jobs and what they entail, not for finding a job

Adventures in Education: Planning a Career:

www.aie.org

- Really good website. Info for prep for college, choosing a college and career
- Also has tips for saving money after find a job
- Has links for families and students

LearnMore Indiana:

www.learnmoreindiana.org

- Very good website, user friendly

Guidance Resources Homepage:

www.wisemantech.com/guidance

- A LOT of links from the main page for a lot of different information

Indiana INTERN.net:

<https://www.indianaintern.net>

- Provides a searchable database of internship opportunities in Indiana.

Discovery Internships for High School Students:

www.discoveryinternships.com

Online College Applications

Common Application:

www.commonapp.org

- Non-profit organization provides an admission application - may submit to 500 colleges.

Coalition for Access, Affordability, and Success

www.coalitionforcollegeaccess.org

- New application platform - may submit to 80 colleges.

National College Fairs

National Association for College Admission Counseling:

<http://www.nacacnet.org/college-fairs/Pages/default.aspx>

Web Resources

FOR THE COLLEGE BOUND

Study Abroad

Study Abroad:

www.studyabroad.com

Enrichment and Service Programs

Corporation for National and Community Service:

www.cns.gov

Where There Be Dragons:

www.wheretherebedragons.com

- A study abroad program

City Year:

http://www.cityyear.org/default_ektid22283.aspx

Taking Off:

www.takingoff.net

- For students graduating high school, or in college, who want to take some time off, they provide a consultant service to help you find a productive use of that break
- Cost for using their services, not including whatever you decide to do
- They are able to connect you with many service opportunities around the world

AmeriCorp:

www.americorps.gov

Teach for America:

<http://www.teachforamerica.org/>

Serve:

<http://www.serve.gov/>

- Government website where you can type in your location and it brings up any volunteer opportunities in your area
- Can also post your own service project ideas

Financial Aid Resources

National Association of Student Financial Aid Administrators:

www.nasfaa.org

- Use student, parents, counselors link
- Rest of site is mostly background information on government financial aid statistics and associations

Indiana Commission for Higher Education Division of Student Financial Aid:

www.in.gov/ssaci/

- Provides need-based tuition assistance to eligible Indiana residents attending eligible Indiana colleges and universities.

FAFSA on the Web:

www.fafsa.ed.gov

The Financial Aid Information Page (FinAid):

www.finaid.org

- Provides general information about the different types of financial aid
- Links you to sites for each type of aid

Expected Family Contribution Calculator:

www.finaid.org/calculators/finaidestimate.phtml

Mapping Your Future:

<http://mappingyourfuture.org/>

- More than just financial aid, can use as a college planning resource

My Money-Financial Planning:

www.purdue.edu/mymoney

Selective Service Registration

Website:

<http://www.sss.gov/default.htm>

Web Resources

FOR THE COLLEGE BOUND

Resources for Students with Disabilities

Association of University Centers on Disabilities:	www.aucd.org
<ul style="list-style-type: none">Provides information on legislative actions for students with disabilities	
National Attention Deficit Disorder Association:	www.add.org
Understood:	www.understood.org
College Living Experience:	www.cleinc.net
Guide to Attending University for Students with Psychiatric Disabilities:	http://www.cmha.ca/youreducation/introduction.html
Friends of Quinn:	www.friendsofquinn.com

Multicultural Resources

Black Excel: The College Help Network:	www.blackexcel.org
<ul style="list-style-type: none">Good website with lots of links to helpful resourcesInformation has been updated, but still has past information from previous years	
Office of English Language Acquisition:	http://www2.ed.gov/about/offices/list/oela/index.html
Gates Millennium Scholars Fund:	www.gmsp.org
<ul style="list-style-type: none">Good website, good opportunity for students	
Hillel: Jewish Campus Life:	www.hillel.org
Hispanic Scholarship Fund:	www.hsf.net
Historically Black Colleges and Universities:	http://www.hbcupages.com
<ul style="list-style-type: none">Lists colleges by state and provides address for each and website link	

Resources for the Student Athlete

National Collegiate Athletic Association:	www.ncaa.org
National Association of Intercollegiate Athletics:	www.naia.org
National Junior College Athletic Association:	www.njcaa.org
Core Course GPA:	www.clearinghousecalculator.org
<ul style="list-style-type: none">Need an account to use, can create free one through high school ID	

Test Preparation Options

www.khanacademy.org - START HERE before proceeding to other test prep programs.

www.number2.com – FREE
www.review.com
www.kaplan.com
www.barronstestprep.com
www.maxthetest.com
www.petersons.com
www.collegeboard.org
www.act.org

www.toefl.org: Test of English as a Foreign Language
List of SAT subject tests required by colleges:

- <http://www.compassprep.com/services/sat-subject-tests/>

Free prep site of wide array of tests: www.testprepreview.com

Naviance

THE COLLEGE SEARCH

Naviance Family Connection is a valuable tool for the Westfield community. The program, which will be used throughout a student's high school career, creates an online portfolio of your child's interests, strengths, and experiences, culminating in a post-secondary plan that outlines his or her goals upon graduation.

Students can take the first step in post-secondary planning—getting to know themselves. They complete inventories that assess their learning styles and personality types. The results of these inventories are stored in Naviance, so that the students, their parents, and their counselor can access them. The results are comprehensive, giving students an in-depth explanation of their strengths and their potential blind spots, as well as possible career choices.

In the next step of post-secondary planning, students will uncover their interests and skills. Students can take a career interest inventory and quiz that determines what career clusters they may be interested in. After getting the results from these inventories, students can use the Naviance program to explore their potential careers, including the tasks and skills of that career, education requirements, and salary range. Given that students' interests often change and develop, students can retake these interest inventories at any time.

In their junior year, students begin the college search process. The Naviance program is an invaluable tool that streamlines the research process, allowing students to use GPAs, test scores, and potential majors or careers to find schools that match their needs. Students can conduct an in-depth search for schools by location, size, religious affiliation, academic programs, athletics, competitiveness (in admissions), racial diversity and cost. Naviance will give profiles of most colleges, including admissions requirements, deadlines, tuition cost, financial aid information,

and an overview of student life. Tools in Naviance also allow students to compare their GPA and test scores with the average GPAs and test scores of other Westfield High School students that were accepted at particular schools. This allows students to see if they have a viable list of potential colleges. Other tools will suggest schools for students based upon the students' GPA and scores, or based upon the students' current list of potential schools. At this time, students who may be entering the workforce after high school can also use Naviance to update their resumes and search for potential careers. Naviance streamlines the college and career search and research process with a wealth of information and tools.

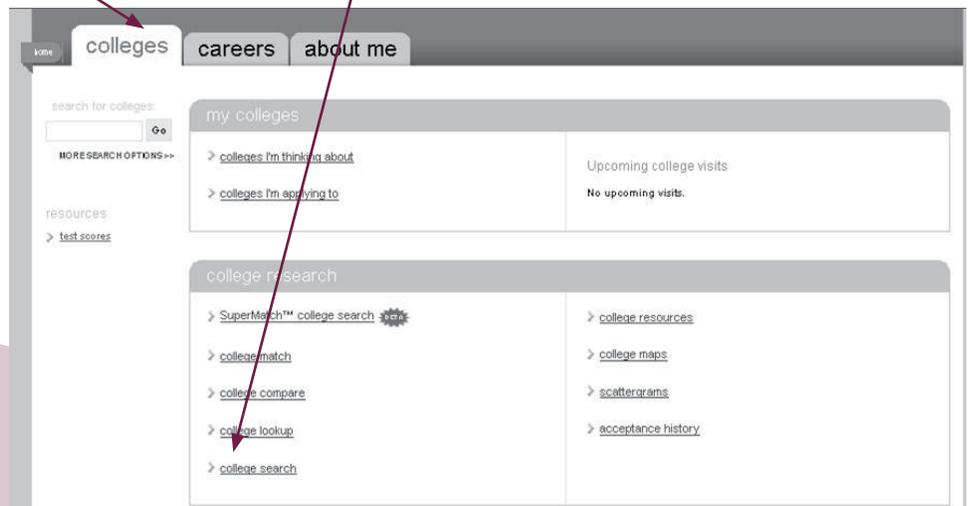
As seniors, students will use the Naviance program to apply to the schools of their choice. Most schools now accept applications online, either

through the Common Application website or through their own individual website. Seniors at Westfield High School will use Naviance to request transcripts, letters of recommendations, or to link their Naviance account to their Common Application account. This process allows the counseling center to send all of the students' information electronically.

Naviance Family Connection is a valuable tool for post-secondary planning. It allows students to explore their learning style, personality type, career interests, and potential college plans. By the end of their senior year, students have created an online portfolio, which highlights their plans upon graduating from Westfield High School. We encourage parents to become familiar with the system and support their children's endeavors through Naviance.

Researching Colleges on Naviance

The Naviance program is a valuable tool in the college search process. Students can explore colleges by going back to their previous "career interest inventory" results to see what colleges offer programs for their prospective careers. Another starting point for the college search process is to use the "college search" tool on Naviance. This tool allows students to search for colleges based upon location, size, competitiveness (in admissions), religious affiliation, academics, athletics, cost, and other considerations. You can redo this search as many times as you like, entering different preferences each time. The tool is available under the "colleges" tab and the "college search" link.



Naviance

THE COLLEGE SEARCH

The search function asks for a student's preference on a number of factors.

Another useful tool on Naviance is the "College Lookup" tool. Also available under the colleges tab, this tool allows you to view in-depth information about colleges that your child may be interested in. The "lookup" page gives contact information for the school, as well as a link to their website.

Click on the **"Overlaps"** link to see a list of other schools that students frequently apply to when they apply to this school.

Click on the **"Graph"** link to see a scattergram that shows where a student's scores fall in relation to other students who were either accepted, rejected, deferred, or waitlisted at this school. The **"School Stats"** link gives and in-depth application history that WHS has with this school.

How You Compare	GPA	PSAT to SAT 1600	PSAT to SAT 2400	Single SAT 1600	Combined SAT 1600	Single SAT 2400	Combined SAT 2400	PLAN to ACT	ACT	IB	Accep
Test Student:	3.20	1040	1550	-	1040	1550	1550	-	-	-	-
Salem State University*	3.11	1021	1512	1021	1025	1512	1528	21	21	-	75/107

Class	Apply	Admit	Enroll
2011	16	3	0
2010	11	5	2
2009	11	10	1
2008	8	6	4
2007	13	11	3
2006	14	13	5

General Information

- School Type: Public
- Enrollment: 7,784
- Religious Affiliation: -
- Campus Surroundings: Large Town
- CEEB Code: 3522

The **"How You Compare"** chart will compare the student's GPA and scores with the average scores of WHS students who were accepted at this school. If the school's scores are green, than the student has scores and a GPA above average for the school.

Under **"General Info"** you will find the application history that WHS has with the school, as well as other background information. Click on the other headings here (Admissions, Financial Aid, Majors and Degrees, Student Life) to find out more about the school.

Naviance

THE COLLEGE SEARCH

Once the student has an idea of what schools he or she is interested in, those schools can be added to the student's list of "colleges I'm thinking about." This can be updated at any time.

colleges careers about me

Search for colleges: colleges I'm thinking about
 Go
[+ add to this list](#) | [compare me](#)

SEARCH OPTIONS >>

College	Delivery type	Added By	My Interest	Application Deadlines†				Actions		
				Early Decision	Early Action	Priority	Regular Decision	CONTACT	GRAPH	WWW
<input type="checkbox"/> Assumption Coll	CA	student	N/A	-	11/15	-	2/15	✉	📊	🌐
<input type="checkbox"/> U of MA Amherst	CA	student	N/A	-	11/1	-	1/15	✉	📊	🌐
<input type="checkbox"/> Mount Ida Coll	CA	student	N/A	-	10/30	-	-	✉	📊	🌐
<input type="checkbox"/> Nichols Coll	CA	student	N/A	-	-	-	-	✉	📊	🌐
<input type="checkbox"/> Salem State Uni	CA	student	N/A	-	-	-	8/6	✉	📊	🌐

Update Interest Move to Application List Remove from List

†College information is provided by the colleges themselves. Costs, dates, policies, and programs are subject to change, so please confirm important facts with co

Click on the "compare me" link to see how the student stacks up with each college. The "compare me" function will compare the student's GPA and test scores to those of other WHS students who have been accepted to each school. Items in green are areas where the student exceeds the average GPA and test scores of WHS students who have been accepted to that school. Items in red are areas where the student is below the averages for that school. This tool can help determine if the student has a "vertical" list of schools—a list that includes safe schools, match schools, and reach schools.

compare me

[back to list](#)

The averages below are for students from your high school that have been accepted to that particular college. School averages are displayed in green when your number is higher and in red when your number is lower. Your PSAT score, if available, has been converted to the equivalent SAT score and compared to the average single SAT score of an accepted student. Your PLAN score can also serve as a direct estimate of your ACT score and can be compared to the average ACT score of an accepted student. The column labeled "Accept" shows the number of students accepted out of the number of students that applied.

Comparison to Accepted Averages (All years to 2011)

	GPA	PSAT to SAT 1600	PSAT to SAT 2400	Single SAT 1600	Combined SAT 1600	Single SAT 2400	Combined SAT 2400	PLAN to ACT	ACT	IB	Accept
Test Student	3.20	1040	1550	-	1040	1550	1550	-	-	-	-
Assumption Coll	3.34	1057	-	1057	1057	-	-	20	20	-	12/14
U of MA Amherst	4.02	1204	1815	1204	1206	1815	1829	26	26	-	216/339
Mount Ida Coll	2.40	857	1200	857	864	1200	1200	18	18	-	9/11
Nichols Coll	2.31	1027	1423	1027	1017	1423	1423	-	-	-	6/8
Salem State Uni	3.11	1021	1514	1021	1026	1514	1529	21	21	-	73/104

Naviance

THE COLLEGE SEARCH

Sometimes students have a hard time creating a list of “match” schools - schools where their GPA and test scores meet the admissions requirements. The “college match” tool on Naviance will show a list of colleges that have accepted students with GPAs and test scores in the same range as the student’s GPA and test scores. If you click on the “adjust matches” link, you can adjust the range of GPA and scores in which Naviance searches.

Colleges That Have Accepted Students Like You ([explain](#))

[adjust matches](#)

College	Applied	Accepted	% Accept	1600 SAT Avg. Accept	2400 SAT Avg. Accept	ACT Avg. Accept	GPA Avg. Accept	WGPA Avg. Accept
Bridgewater State Uni	1	1	100%	1000	1500	-	3.25	-
Burlington Coll	1	1	100%	1030	1570	22	3.07	3.07
Concordia Univ	1	1	100%	1040	1580	-	3.06	-
Endicott Coll	1	1	100%	980	1510	16	3.28	-
Franklin Pierce Univ	1	1	100%	980	1510	16	3.28	-
Lynchburg Coll	1	1	100%	980	1510	16	3.28	-
U of Maine Farmington	1	1	100%	1040	1580	-	3.06	-
MA Coll of Liberal Arts	1	1	100%	1040	1580	-	3.06	-
U of MA Boston	1	1	100%	1040	1580	-	3.06	-
U of MA Dartmouth	1	1	100%	1000	1500	-	3.25	-
Merrimack Coll	1	1	100%	980	1510	16	3.28	-
North Shore CC	1	1	100%	1050	1540	-	3.16	-
SUNY Plattsburgh	1	1	100%	1040	1580	-	3.06	-
Radford Univ	1	1	100%	980	1510	16	3.28	-
U of Rhode Island	2	1	50%	1000	1500	-	3.25	-
Roanoke Coll	1	1	100%	980	1510	16	3.28	-

College match will also produce a list of schools similar to the schools in which the student has indicated interest.

college match

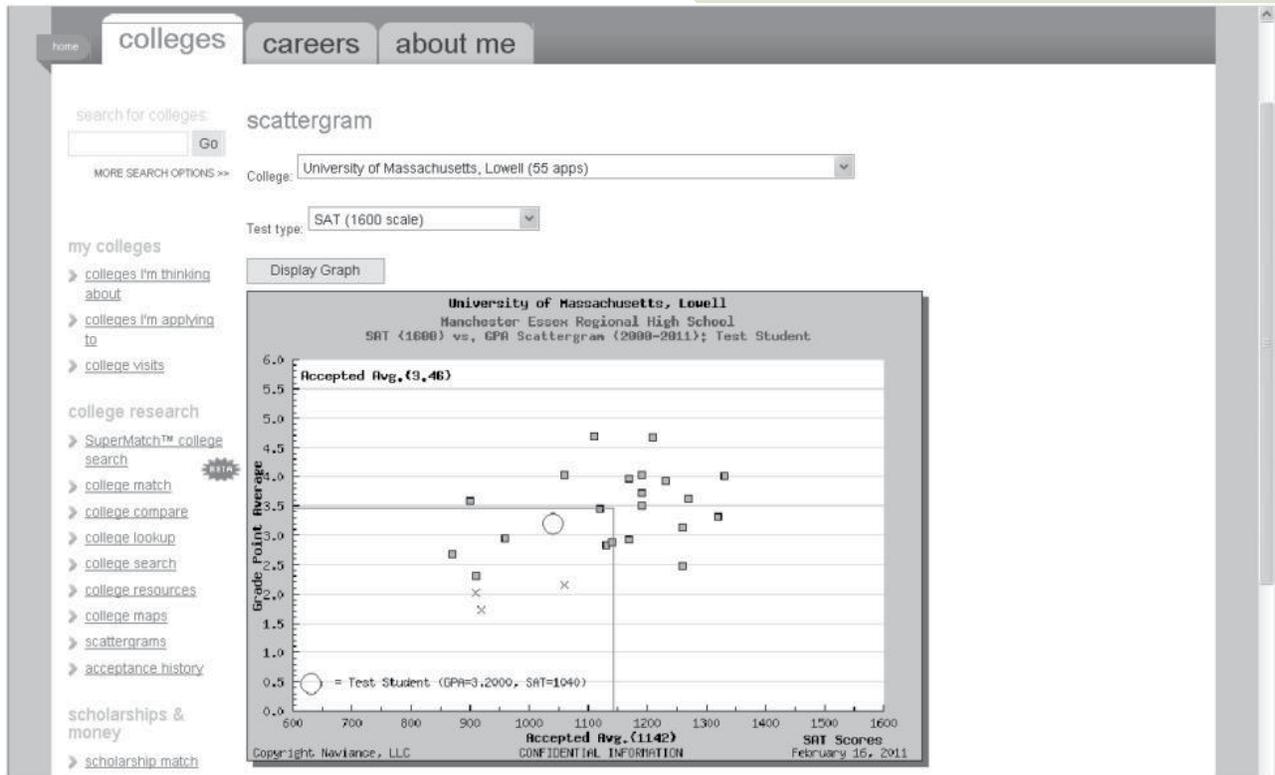
Colleges Other Students Like ([explain](#))

students applying to the colleges on your list are most often applying to these other colleges
	32% U of MA Amherst, MA (91 miles)
	25% Stonehill Coll, MA (39 miles)
	24% Merrimack Coll, MA (19 miles)
Assumption Coll (3,551 apps analyzed)	23% U of New Hampshire, NH (39 miles)
	22% St Anselm Coll, NH (47 miles)
	18% James Madison Univ, VA (513 miles)
	16% Coll of Charleston, SC (841 miles)
Elon Univ (10,449 apps analyzed)	15% Wake Forest Univ, NC (676 miles)

Naviance

THE COLLEGE SEARCH

If you want a visual representation of where the student falls in relation to other students who have applied to a particular school, use the “scattergram” tool. This tool allows the student to place him or herself on a graph showing the test scores and GPAs of other students who applied to the school. The red circle on the graph indicates where the student falls. Green squares indicate students who were accepted to the school, and red “x”s indicate students who were not accepted.

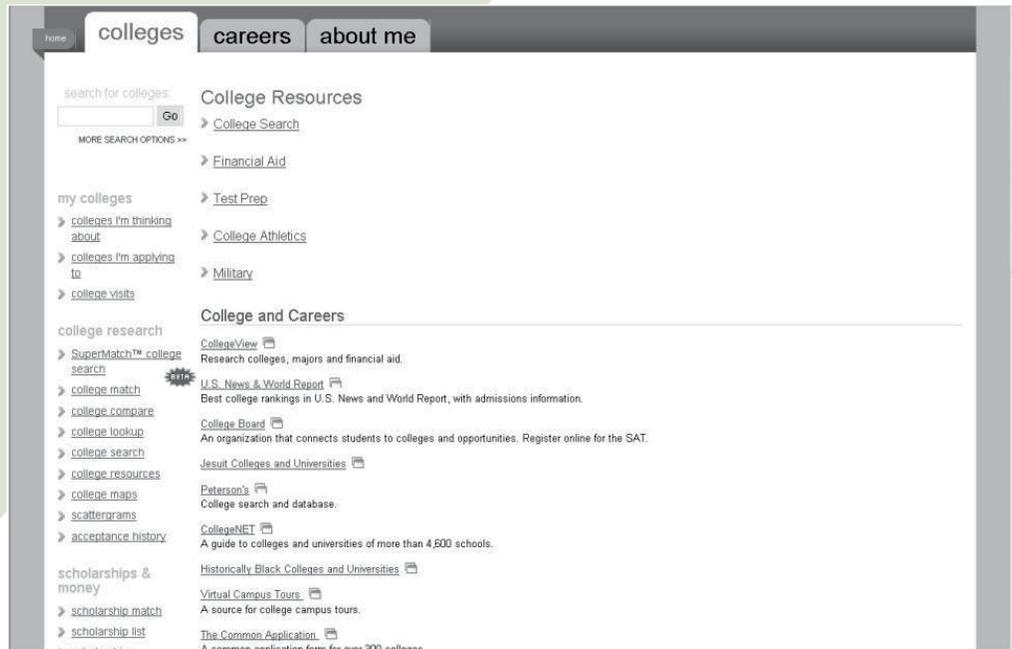


The “college compare” tool is another way to compare the student’s GPA and test scores with up to ten schools at a time.

Naviance

THE COLLEGE SEARCH

Another useful link Naviance has is the “**College Resources**” tool. This tool provides links to websites that are helpful for college and career research, financial assistance, and standardized test preparation.



Applying to Colleges



Colleges have streamlined their application process by using the online version of the Common Application. This application is available at the website: www.commonapp.org. The first step in the application process is for students to create an account on the website. Once students have created an account, they can begin filling out the application. The Common Application only needs to be filled out once - the information will be saved for every school to which the student is applying. Students must complete the FERPA privacy notice in the Common Application. Students can either **waive or not waive** their right to view their teacher and counselor recommendations, and give the school **permission to release** their records.

The next step in the application process is done on Naviance Family Connection. Once students have logged into their Naviance account, they can click on the “**colleges**” tab and the “**colleges I’m applying to**” link. Once they do this, they will see the light blue “**Common App Account Matching**” box. Students applying through the Common Application must match their Naviance and Common App accounts by typing in their email (save as the email used on their Common App) and their birthdate. Students not applying to Common App school, do not need to complete the matching process.

Applying to Colleges

THROUGH NAVIANCE

Complete applications online
through the common application or college admission websites

Request transcripts through Naviance

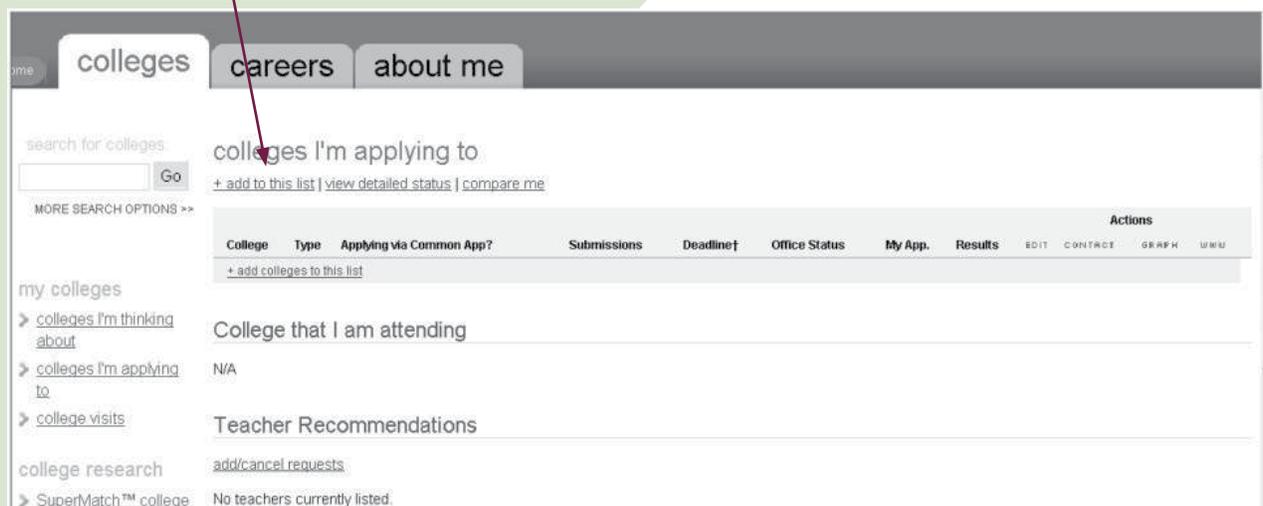
If needed, request letters of recommendation
through Naviance

Send your SAT and ACT scores directly to colleges
through the appropriate website

The screenshot shows the 'family connection' website interface. At the top, there are navigation tabs for 'home', 'courses', 'colleges', 'careers', 'about me', and 'my planner'. Below the navigation is a search bar for colleges and a section titled 'colleges I'm applying to'. The main content area displays a 'Common App Account Matching - Incomplete' notification. It provides instructions on how to match accounts, including creating a Common App account and signing a FERPA waiver. There are input fields for 'Common App Email Address' and 'Date of Birth', followed by a 'Match' button. Below this, there are 'Tips to successfully match accounts' and a 'Not Needed' link. At the bottom, there is a table with columns for 'College', 'Type', 'Applying via Common App?', 'Submissions', 'Expected Difficulty', 'Deadline', 'Transcript', 'Office Status', 'My App.', 'Results', 'Edit', 'Manage Communication', and 'Graph WWW'. The table currently shows one row with 'College' as 'N/A'.

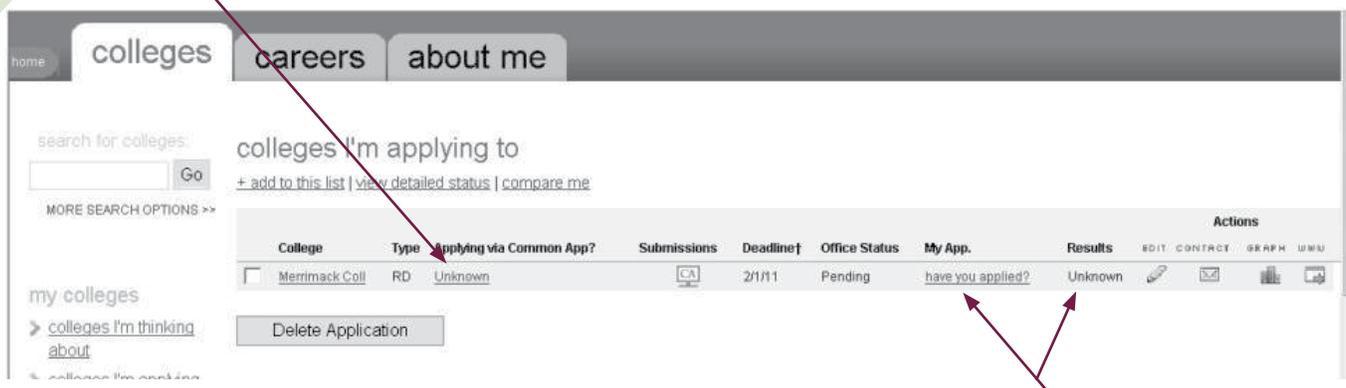
Applying to Colleges THROUGH NAVIANCE

Once students have completed the matching process, (if applying via the Common Application) they may begin adding colleges to their list of “colleges I’m applying to.” Click “add to this list” to look up colleges to add.



Students not applying through the Common Application may add colleges without completing the FERPA waiver.

Once a student has added a college to their list of colleges they’re applying to, they should indicate whether or not they are applying via the Common Application by clicking on the “unknown” link next to the school name.



Students must also indicate if and when they have completed and submitted their applications. Upon marking an application as submitted, students can now request transcripts. Once an admissions decision is made, that too can be updated in “results.”



A student’s list of “colleges I’m applying to” may be updated at any time.

Collegiate Sports

RECRUITING

Junior year

- ***You must register with the NCAA Clearinghouse at the end of your junior year. The registration is done online at: http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA_EMS.html. The recruiting process will stop until this has been completed.***
- Continue to meet with your counselor to insure that you are enrolled in the proper courses for NCAA eligibility in your senior year.
- Continue your athletic resumes and sport camp participation.
- Take the PSAT in the fall. Take the SAT and the ACT in the spring.
- Contact schools that may interest you and return all cards back to these schools.
- Respond back to any and all schools or contact you with their return post cards or letters.
- Make unofficial visits to those schools that you may wish to attend.

Senior year

- Review with your counselor that you have taken or will take all the classes that will be required for NCAA collegiate eligibility.
- Repeat the ACT and SAT – unless you have reached maximum score level.
- Continue to meet with your head coach as to what schools and on what level you are most suited to play.
- Begin your online college applications.
- Narrow your choice of schools and take your five official visits to the schools that you might like to attend. Remember, it is an education decision first, followed by athletics.
- Begin to research a variety of resources for financial aid.

Recruiting terminology you should know

- **Contact:** Any face-to-face meeting between a college coach, yourself or your parents.
- **Core Courses:** Recognized courses specified by the NCAA
- **Evaluation:** Any off campus activity used to assess your academic or athletic abilities.
- **Official Visit:** College paid trip to a campus during your senior year. You may visit up to five different schools that have your application.
- **Qualifier:** You have met all NCAA requirements.
- **Recruited Prospective Student Athlete:** You become this when approached by a coach or representative of a school about enrolling and playing a sport.
- **Redshirt:** You may practice with the team but you cannot play.

Some questions to ask

- What position will I play?
- What other players are being recruited at that position?
- Will I be redshirted?
- How would the coach describe his or her coaching style?
- When does the head coach's contract expire?
- How good is the department in my major?
- What percentage of the players graduate on time?
- What kind of academic support will be available to me?
- What are the details of financial aid at your institution?

Important websites for student athletes

www.ncaa.org

www.clearinghousecalculator.org

(Contact your coach or the athletic department for information.)

Financial Aid

TIPS AND REMINDERS

Financial aid task timeline

MONTH	TASK
September	Research admission and financial aid opportunities.
October	Determine if the CSS Financial Aid Profile form is required in addition to the FAFSA. Many selective colleges require this. Deadline is typically in the fall.
October - May	Check the scholarship list on Naviance regularly and apply by the deadlines indicated.
October - January	Obtain the FAFSA worksheet at www.studentaid.ed.gov/worksheet along with a list of documents you will need to complete the FAFSA at www.studentaid.ed.gov/pubs . Gather your tax data. You may begin to file the FAFSA as early as October 1 of senior year. Double check your college's financial aid timeline for the filing deadline.
March	March 10 is the Indiana State received by deadline for filing the FAFSA (we suggest submitting it by March 1). Students eligible to receive the 21 st Century Scholarship must also apply by this date.
April	Receive your Financial Aid Award letters from colleges. This will allow you to compare the final cost of each college you've applied to. Financial Aid Awards may be provided earlier due to the earlier filing date.

- Going to college is a significant intellectual and financial investment. Students and parents should openly discuss college costs. Become knowledgeable about the various ways that college costs can be met. Examples of aid: scholarships, grants, loans and work study programs.
- Students first apply for admission, then financial aid and college sponsored scholarships. Scholarships can be based on merit or some other specific criteria.
- Some colleges and universities offer more merit or non need-based aid than others. Before you rule out private or out-of-state colleges, make certain that you research their policy on merit based aid. You might be pleasantly surprised. Remember that 90% of available financial aid (scholarship and need-based monies) is awarded by colleges or universities. Review all materials mailed home to ensure access to all aid opportunities.
- Register at
 - www.fastweb.com,
 - www.collegeboard.org,
 - and/or www.collegeanswer.com for scholarships.

These sites house the largest scholarship databases in the country. Be aware you may receive hundreds of scholarship emails from these sites.
- Check out the information on college savings plans, including 529 plans on
 - www.collegechoicedirect.com and
 - www.upromise.com

Financial Aid

TIPS AND REMINDERS

Scholarship scams

The following four items are characteristics of scholarship scams:

- You have to pay a fee
- Money back guarantee
- Credit card/Bank account information required
- Offers exclusive information

Ask college financial aid officers

- Will your institution meet 100% of my financial need? If they do, your EFC (Expected Family Contribution) and possible loans would be the only family contribution expected. If they do not, any unmet need would be the responsibility of the family in addition to the EFC.
- Will you make any adjustments to the federal formula? They could consider primary residence equity, non-custodial parent income, and/or other assets, retirement funds, etc.



Great financial aid websites

- www.fafsa.ed.gov
FAFSA on the Web
Interactive Web version of the FAFSA
- www.fastweb.com
FastWEB
Free searchable scholarship database
- www.finaid.org
Financial Aid Info
Scam alerts to scholarship services
- www.ed.gov
The Student Guide
Financial Aid primer from US Dept of Education
- www.salliemafund.org
Sallie Mae Fund
Free searchable scholarship database
- www.latinocollegedollars.org
Latino College Dollars
Directory of scholarships for Hispanic students
- www.collegegoalsunday.org
FAFSA Help
Attend a help session to receive one-to-one help in completing and filing FAFSA online.

College Visits

MAKING THE MOST OF THEM

It is difficult to truly know if you've found the best school for you if you have not visited. Students visit campuses to determine if there is a fit between themselves and the colleges they are considering. College view books are no substitute for actually visiting campuses. Plan to include your parents in this important phase of your search process. On campus you will see where you would live, study, sleep, eat, and socialize. Remember that if you live on a college campus, it is a 24-7 arrangement. The academic part may be a great fit, yet other aspects of living on campus may not be right for you. You are a whole person, so choosing the best match involves a broad range of considerations in addition to the academic program.

Many colleges are in session when students at Westfield are on break. These days are perfect for visiting campuses. Plan to spend time during your junior and senior year making your visits. The summer break is also helpful for getting a basic feel for campuses. Keep in mind that summer on most campuses is not reflective of what campus life is like during the academic year. Would a visiting student get the feel for the "real" Westfield High School if they came to visit in July? Not likely. That said, many high school students make initial visits to college campuses in summer.

If you are considering colleges located far away that don't release admission decisions until spring of the senior year, you may need to utilize spring break to travel to campuses before making your decision prior to the May 1st National Reply Date. Think about the timing of your college decision prior to planning a big spring break trip with friends. This may allow you to avoid getting caught without enough time to complete one of the most important steps of the college search process. Westfield junior and senior students are permitted two days to visit colleges.

A GOOD VISIT TAKES SOME PREPARATION AND PLANNING.

Consider the following guidelines:

- Phone or contact via the web the admission office to determine your visit options. Provide enough lead time for the office may plan accordingly for individual interest meetings during your visit.
- If possible, the student visitor should inform the college of his/her special areas of interest when seeking an appointment, such as major, athletics, music, theatre, etc.
- Learn as much as possible about the college before the visit through guides, college literature, and the website.
- Bring a camera or video recorder to capture each campus and its facilities.
- Prepare a brief resume of information about yourself. It is recommended that you take an unofficial transcript.
- In advance of visiting, inquire if the campus interview is evaluative or purely informational. If evaluative, it will be used to some extent to inform the admission decision. The visit and interview determines the personal impression made on the admission officer and your potential match to the college or university. Either way, the visit is a two way street. Be yourself.
- Try to sit in on a class, view lab facilities, talk with a variety of current students, see where first-year students live, and obtain information on internships/ placement/advising for professional graduate programs. Try to get a gain a strong sense of the campus atmosphere.
- Following your visit record all of your impressions on the *College Campus Visit Evaluation Checklist*.
- Send email messages of appreciation to individuals of those who helped you during your visit.
- Return the completed Westfield High School College Visit Form to the Attendance Secretary.

College Campus Visit

EVALUATION CHECKLIST

COLLEGE

founded _____
 location _____
 size _____

VISIT

date _____
 weather on visit day _____
 in session yes no

COSTS

tuition _____ fees _____
 room & board _____
 merit awards yes no
 "gapping" of financial aid yes no
 college meets 100% of student demonstrated need yes no
 percentage of students receiving need-based aid _____
 percentage of students receiving merit-based aid _____

ARCHITECTURE

_____ gothic _____ modern
 _____ colonial _____ classical _____ mixture

TYPE OF COLLEGE

_____ public _____ private _____ religious _____ 4-year
 _____ 2-year _____ college _____ university _____ liberal arts
 _____ specialized _____ technical _____ co-ed _____ single sex
 _____ historically black _____ multicultural

CALENDAR

_____ semester _____ quarter _____ trimester _____ 4-1-4
 _____ block _____ summer session

STUDENT BODY

_____ look alike _____ diverse _____ friendly _____ interesting
 _____ smart _____ preppy _____ dressy _____ outdoorsy
 _____ sloppy _____ casual _____ rah-rah _____ intellectual
 _____ careerists _____ loners _____ granolas _____ pre-professional
 _____ moderate _____ conservative _____ liberal

other _____

SOCIAL LIFE

_____ college-sponsored _____ student-initiated programs _____ clubs
 _____ sports-centered _____ cultural _____ fraternity
 _____ sorority _____ religious _____ ethnic
 _____ racial _____ political _____ wild parties
 _____ low-key parties _____ dances _____ dating
 _____ group socializing

problems _____

College Campus Visit

EVALUATION CHECKLIST

CAMPUS HOUSING FACILITIES

- | | | |
|--|---|--|
| <input type="checkbox"/> residence halls | <input type="checkbox"/> residential colleges | <input type="checkbox"/> apartments |
| <input type="checkbox"/> special themes | <input type="checkbox"/> fraternity | <input type="checkbox"/> sorority |
| <input type="checkbox"/> on campus | <input type="checkbox"/> off campus | <input type="checkbox"/> single rooms |
| <input type="checkbox"/> double rooms | <input type="checkbox"/> suites | <input type="checkbox"/> co-ed |
| <input type="checkbox"/> single-sex | <input type="checkbox"/> spacious | <input type="checkbox"/> adequate |
| <input type="checkbox"/> crowded | <input type="checkbox"/> rundown | <input type="checkbox"/> quiet |
| <input type="checkbox"/> noisy | <input type="checkbox"/> social | <input type="checkbox"/> disability access |
| problems _____ | | |

DINING

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> dining hall | <input type="checkbox"/> cafeteria | <input type="checkbox"/> residential college |
| <input type="checkbox"/> snack bar | <input type="checkbox"/> coffee house | <input type="checkbox"/> fast-food |
| <input type="checkbox"/> pubs | <input type="checkbox"/> meet special dietary needs | |

- Quality:** high/adequate/low
Quantity: generous/adequate/meager
Hours: generous/adequate/limited

RECREATION & ACTIVITIES

- | | | |
|---|--|--|
| <input type="checkbox"/> team sports | <input type="checkbox"/> intramurals | <input type="checkbox"/> work-out facilities |
| <input type="checkbox"/> non-academic clubs | <input type="checkbox"/> student center | <input type="checkbox"/> music opportunities |
| <input type="checkbox"/> drama | <input type="checkbox"/> movies | <input type="checkbox"/> art |
| <input type="checkbox"/> newspapers | <input type="checkbox"/> radio station | <input type="checkbox"/> TV station |
| <input type="checkbox"/> study abroad | <input type="checkbox"/> multicultural clubs | <input type="checkbox"/> religious clubs |
| <input type="checkbox"/> off-campus programming | | <input type="checkbox"/> service organizations |
| other _____ | | |

TECHNOLOGY

- wired residence halls labs
- current technology level: superb/adequate/poor
- technical support for students: generous/adequate/meager
- other _____

SERVICES

- | | | |
|--|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> health | <input type="checkbox"/> counseling | <input type="checkbox"/> career |
| <input type="checkbox"/> pre-professional advising (Med/Law) | | <input type="checkbox"/> tutoring |
| <input type="checkbox"/> special student | <input type="checkbox"/> bookstore | <input type="checkbox"/> security |

LIBRARY

- | | | |
|--|--|---|
| <input type="checkbox"/> long hours | <input type="checkbox"/> weekend hours | <input type="checkbox"/> library/info. technology |
| <input type="checkbox"/> outstanding | <input type="checkbox"/> good | <input type="checkbox"/> adequate |
| <input type="checkbox"/> poor | <input type="checkbox"/> good lighting | <input type="checkbox"/> spacious |
| <input type="checkbox"/> special collections | <input type="checkbox"/> departmental | |

COMMUNITY OFF-CAMPUS

- | | | |
|-----------------------------------|--|---|
| <input type="checkbox"/> far | <input type="checkbox"/> near | <input type="checkbox"/> easy access |
| <input type="checkbox"/> city | <input type="checkbox"/> small towns | <input type="checkbox"/> suburb |
| <input type="checkbox"/> rural | <input type="checkbox"/> restaurants | <input type="checkbox"/> Target/Wal-Mart |
| <input type="checkbox"/> clubs | <input type="checkbox"/> movie theatres | <input type="checkbox"/> cultural opportunities |
| <input type="checkbox"/> shopping | <input type="checkbox"/> off-campus employment | |
| other _____ | | |

College Campus Visit

EVALUATION CHECKLIST

ACADEMIC ATMOSPHERE

- | | | | |
|--|---|---------------------------------------|---|
| <input type="checkbox"/> intense | <input type="checkbox"/> moderate | <input type="checkbox"/> laid-back | <input type="checkbox"/> stimulating |
| <input type="checkbox"/> bookish | <input type="checkbox"/> dull | <input type="checkbox"/> huge classes | <input type="checkbox"/> large classes |
| <input type="checkbox"/> small classes | <input type="checkbox"/> lectures | <input type="checkbox"/> discussions | <input type="checkbox"/> tutorials |
| <input type="checkbox"/> seminars | <input type="checkbox"/> innovative | <input type="checkbox"/> traditional | <input type="checkbox"/> career-oriented |
| <input type="checkbox"/> core-curriculum | <input type="checkbox"/> general education | | <input type="checkbox"/> clusters |
| <input type="checkbox"/> distributive | <input type="checkbox"/> requirements only within major | | <input type="checkbox"/> math required |
| <input type="checkbox"/> science req'd | <input type="checkbox"/> world language required | | <input type="checkbox"/> Sr. thesis req'd |
| <input type="checkbox"/> first-year advising | Strong/Adequate/Meager | | |
| <input type="checkbox"/> advising for undecided students: | Strong/Adequate/Meager | | |
| <input type="checkbox"/> percentage of students graduating in four years | | | |
| most popular departments/majors | _____ | | |
| weaker departments | _____ | | |
| stronger departments | _____ | | |

FACULTY

% Ph.D.s that teach % of teaching assistants % part-time faculty

POPULAR PROFESSORS

teach first-year students teach upperclassmen

SPECIAL PROGRAMS

- | | | |
|--|--|--|
| <input type="checkbox"/> interdisciplinary | <input type="checkbox"/> independent study | <input type="checkbox"/> internships |
| <input type="checkbox"/> coop education | <input type="checkbox"/> consortium | <input type="checkbox"/> combined degree |
| <input type="checkbox"/> unusual majors | <input type="checkbox"/> honors program | <input type="checkbox"/> Phi Beta Kappa |
| <input type="checkbox"/> freshman seminars | <input type="checkbox"/> first-year orientation programs | |
| <input type="checkbox"/> special academic support programs | | |
| other | _____ | |

RATING

liked most _____

liked least _____

OVERALL VISIT

superior good adequate disappointing

ADMISSION OFFICE

superior good adequate disappointing

COMMENTS

Questions

ASKED IN INTERVIEWS

The following questions are typically asked by college admission or scholarship interviewers. These questions have all been used at some in the evaluation of prospective students. If you get an off-the-wall question, or even a perfectly sensible one, which you cannot answer, say so. Do not guess, shrug, stammer, improvise, embellish, prevaricate, invent, fudge, fabricate, fanaticize, lie, or change the subject. Ask to have the question clarified or admit that you don't know the answer.

1. What do you want to get out of your college experience? What do you hope to major in? Why?
2. What is the most important thing you have learned in high school?
3. How would most of your teachers describe you?
4. What are your personal (or academic) strengths? Your challenge areas?
5. Do you have any heroes, contemporary or historical?
6. If you could talk with any person, living or dead who would you choose? Why?
7. What is the significant contribution you have made to your high school? Your community?
8. What have you liked or disliked most about your high school? What would you change? Why? How?
9. What sort of people do you admire, enjoy the most?
10. What people have had the greatest influence on you? In what way?
11. What led you to apply to this college? Why is it a good match?
12. To which other colleges are you applying? Why? Which college is your first choice? Why?
13. What adjectives would you use to describe yourself? How would your friends describe you?
14. How do you spend a typical afternoon after school? Evening? Weekend? Vacation?
15. What newspapers, magazines, and non-required books do you read?
16. What television shows do you watch? What is the best movie you've seen recently?
17. What are your current social, political, cultural interests?
18. What are your educational goals and plans for the future?
19. What do you expect to be doing ten years from now?
20. What events have been crucial in your life?
21. What historical event do you feel has had the greatest impact on the 21st century?
22. Tell us about your family.
23. To what hobbies, special projects and extracurricular activities do you devote the most time?
24. What do you find most satisfying? Why?



SAT and ACT Assessments

HOW TO REGISTER

Westfield High School school code for test registration is: **153735**

SAT and SUBJECT TESTS

Registration at: www.collegeboard.org

TEST DATE	REGISTRATION DEADLINE	ONLINE SCORE RELEASE
December 2, 2017	November 2, 2017	December 15, 2017
March 10, 2018	February 9, 2018	March 23, 2018
May 5, 2018	April 6, 2018	May 18, 2018
*June 2, 2018	May 3, 2018	July 11, 2018

*WHS will be a test center for the June test

TEST	FEE
SAT	\$46.00
SAT with Essay	\$60.00
SAT Subject Tests	\$47-\$52 per test
Late fee added to basic registration	\$29.00
Standby fee added to basic registration	\$49.00
Change test, test date or test center fee	\$29.00
*Score Report Fee	\$12.00 per report

*After the four sends included with the registration fee

ACT ASSESSMENT

Registration at: www.act.org

TEST DATE	REGISTRATION DEADLINE	ONLINE SCORE RELEASE
February 10, 2018	January 12, 2018	February 21, 2018
April 14, 2018	March 9, 2018	April 24, 2018
June 9, 2018	May 4, 2018	June 19, 2018
July 14, 2018	June 15, 2018	July 24, 2018
September 8, 2018	Not available at press time	Not available at press time
October 27, 2018	Not available at press time	Not available at press time

SPECIAL March 20 - WHS School Day ACT for the Class of 2019

TEST	FEE
ACT	\$46.00
ACT with Writing	\$62.50
Late fee added to basic registration	\$29.50
Standby fee added to basic registration	\$53.00
Change test, test date or test center fee	\$26.00
*Score Report Fee	\$13.00 per report

*After the four sends included with the registration fee

Students who qualify for Free/Reduced Lunch and/or Textbooks may also qualify for test fee waivers for both ACT and SAT. See your counselor for details.

College Admission Testing

WHAT THE SAT MEASURES

The redesigned SAT asks you to apply a deep understanding of the knowledge and skills most important for college and career readiness and success. The test is composed of three sections. You have three hours of testing time, plus an additional 50 minutes for the optional Essay.

EVIDENCE-BASED READING AND WRITING: Includes a Reading Test and a Writing and Language Test. The Reading Test measures your comprehension and reasoning skills with a focus on careful reading of appropriately challenging passages in a wide array of subject areas. The Writing and Language Test assesses your skills in revising and editing a range of texts in a variety of subject areas to improve expression of ideas and to correct errors in grammar, usage, and punctuation. Each test is composed of multi-paragraph passages and multiple-choice questions.

Time allotted for Reading: 65 minutes. Time allotted for Writing and Language: 35 minutes.

MATH: Includes multiple-choice and student-produced response questions based on the math that college-bound students typically learn during their first three years of high school.

Time allotted for Math – No Calculator: 25 minutes. Time allotted for Math – Calculator: 55 minutes.

ESSAY (OPTIONAL): Asks you to read and analyze an argument and write an effective response.

Time allotted for Essay: 50 minutes.

TEST LENGTH AND TIMING COMPARED

TOTAL

180 minutes (230 with essay)
154 questions/tasks (155 with essay)

READING

65 minutes
52 questions/tasks

WRITING & LANGUAGE

35 minutes
44 questions/tasks

ESSAY (optional)

50 minutes
1 question/task

MATH

80 minutes
58 questions/tasks

College Admission Testing

HOW THE SAT IS SCORED

www.collegeboard.org

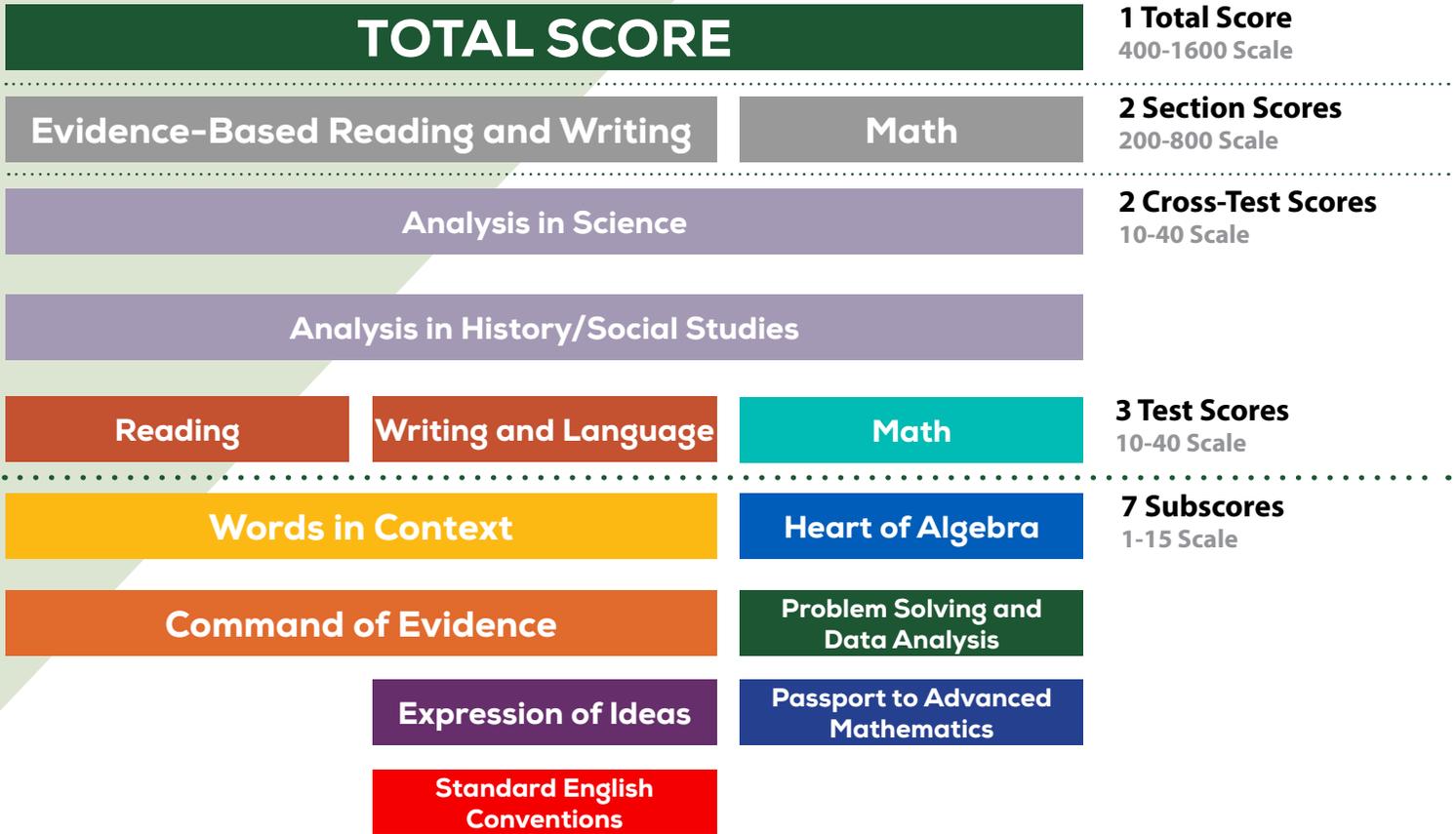
All multiple-choice questions are scored the same way: one point for each correct answer and zero points for incorrect answers. No additional points are subtracted for incorrect answers or answers left blank.

SAT SCORE REPORTED	DETAILS	SCORE RANGE
TOTAL SCORE	<p>You will receive one total score that is the sum of two section scores:</p> <ul style="list-style-type: none">• Evidence-Based Reading and Writing• Math <p>The three scores for the optional Essay will be reported separately and will not be factored into the total score.</p>	400-1600
SECTION SCORES	<p>You will receive two section (domain) scores:</p> <ul style="list-style-type: none">• Evidence-Based Reading and Writing, which will combine the Reading Test score and the Writing and Language Test score• Math	200-800, 10 point intervals
TEST SCORES	<p>You will receive three test scores:</p> <ul style="list-style-type: none">• Reading• Writing and Language• Math	10-40
CROSS TEST SCORES	<p>You will receive two cross-test scores that are based on items from across the Reading, Writing and Language, and Math Tests. (The cross-test scores are contingent on the results of research.)</p> <ul style="list-style-type: none">• Analysis in Science• Analysis in History/Social Studies	10-40
SUBSCORES	<p>You will also receive multiple subscores for Reading, Writing and Language, and Math. In total the redesigned SAT will report seven subscores:</p> <ul style="list-style-type: none">• Reading, Writing and Language Tests subscores (2):<ol style="list-style-type: none">1. Command of Evidence2. Words in Context• Writing and Language Tests subscores (2):<ol style="list-style-type: none">3. Expression of Ideas4. Standard English Conventions• Math Test subscores (3):<ol style="list-style-type: none">5. Heart of Algebra6. Problem Solving and Data Analysis7. Passport to Advanced Math	1-15

College Admission Testing

SAT SPECIFICATIONS - MAJOR FEATURES

With more scores, the new SAT helps colleges form a clearer picture of you and your readiness for college. Learn about the SAT's place in the vertical score scale that spans all tests in the SAT Suite of Assessments.



ESSAY (optional)

Essay scoring will consist of three separate scores:



College Admission Testing

SAT SCORE STRUCTURE

www.collegeboard.org

TOTAL TESTING TIME	3 HOURS (PLUS 50 MINUTES FOR THE ESSAY [OPTIONAL])
COMPONENTS	<ol style="list-style-type: none"> 1. Evidence Based Reading and Writing <ul style="list-style-type: none"> • Reading Test • Writing and Language Test 2. Math 3. Essay (optional)
IMPORTANT FEATURES	<ul style="list-style-type: none"> • Focus on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success • Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact • Rights-only scoring (no penalty for guessing)
ESSAY	<ul style="list-style-type: none"> • Optional and given at the end of the SAT; postsecondary institutions determine whether they will require the Essay for admission • 50 minutes to write the essay • Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text
SCORE REPORTING	<ul style="list-style-type: none"> • Scale ranging from 400 to 1600 • Scale ranging from 200 to 800 for Evidence-Based Reading and Writing; 200 to 800 for Math; 2 to 8 on each of three dimensions for Essay • Essay results reported separately
SUBSCORE REPORTING	<ul style="list-style-type: none"> • Subscores for every test, providing added insight for students, parents, admission officers, educators, and counselors

College Admission Testing

ACT and SUBJECT TESTS

Overview of the ACT assessment

www.act.org

The ACT is a set of four multiple-choice tests which cover English, Mathematics, Reading, Science, and includes the optional Writing Section. **Hint:** The Writing section is nearly required by all colleges so include the Writing option when you register.

TEST			CONTENT
English	75 questions	45 minutes	Standard written English and rhetorical skills.
Mathematics	60 questions	60 minutes	Mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.
Reading	40 questions	35 minutes	Measures reading comprehension.
Science	40 questions	35 minutes	Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.
Optional Writing Test	1 prompt	40 minutes	Measures writing skills emphasized in high school English classes and in entry-level college composition courses.

Subject tests

The Subject tests are administered by The College Board. The tests attempt to measure what a student has already learned in a particular academic discipline. Each takes one hour, and a student may take one, two, or three tests all on the same day. Subject tests are offered on the nearly all the same test dates as SAT Reasoning Test except in April. The Language Subject tests with Reading and Listening are offered less frequently than other Subject tests so check the schedule prior to your senior year for the availability. Not all colleges require Subject Tests in the admission process, but highly selective admission colleges may ask for students to take 2 – 3 Subject tests in addition to the SAT Reasoning test. Some colleges waive the Subject tests for students who submit ACT scores. Westfield students are encouraged to check carefully which tests are required (if any) by the colleges for which the student is interested. The Subject tests are scored on a 200 – 800 point scale. Many colleges use Subject tests for placement.

ENGLISH	<ul style="list-style-type: none"> Literature
HISTORY	<ul style="list-style-type: none"> United States History World History
MATH	<ul style="list-style-type: none"> Math Level 1 Math Level 2
SCIENCE	<ul style="list-style-type: none"> Biology E/M Chemistry Physics
LANGUAGES	<ul style="list-style-type: none"> Chinese with Listening French French with Listening German German with Listening Modern Hebrew Italian Japanese with Listening Korean with Listening Latin Spanish Spanish with Listening

SUBJECT TESTS FALL INTO FIVE GENERAL SUBJECT AREAS:

College Admission Testing

AP EXAMS and TOEFL

Advanced Placement Exams

AP tests give recognition for college-level work done in a secondary school on the basis of special examination designed by The College Board. These May exams require academic preparation more extensive and in greater depth than is found in a typical high school course. AP exams are not part of the college admission process, but college admission offices track students who are enrolled in AP classes. Colleges will take a look at AP scores if applicants wish to share results; however, AP test results are not a “required” part of the application process. So, if you have tested at a level 4 or 5 on AP exams, it may be helpful to share your results as part of your college application. AP Exam scores are reported on a 5-point scale as follows:

- 5 Extremely well qualified
- 4 Well qualified
- 3 Qualified
- 2 Possibly qualified
- 1 No recommendation

All colleges have the prerogative to determine if college credit will be awarded to entering students. Scores at level 4 or 5 are typically awarded for full course credit (3-6 hours) or core curriculum requirements will be waived so students may proceed directly into more advanced college course work. Some students who enter college with enough awarded AP credit are offered sophomore class standing. All college AP credit policy information: www.collegesearch.collegeboard.org/apcreditpolicy/index.jsp AP credit policies for Indiana colleges only: www.transferin.net/ap.aspx



Test of English as a Foreign Language – TOEFL

TOEFL is designed for students for whom English is not the language spoken most often at home (non-native speakers) and whose scores on the SAT or ACT test might be impacted by a language difference. The TOEFL is offered at various sites and students may receive registration and test preparation guidelines at: www.ets.org Non-native English speakers at the 11th-grade level or above should take the TOEFL test to provide evidence of their English proficiency before beginning academic work. The test content is considered too difficult for students below 11th grade. There are two formats for the TOEFL test. The format you take depends on the location of your test center. Most test takers take the TOEFL iBT test. Test centers that do not have Internet access offer the Paper-based Test (PBT).

Many colleges report that they frequently do **not** require TOEFL test scores of certain kinds of international applicants. These include:

- Non-native speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, New Zealand)
- Non-native speakers who have successfully completed at least a two-year course of study in which English was the language of instruction
- Transfer students from institutions in the United States or Canada whose academic course work was favorably evaluated in relation to its demands and duration.
- Non-native speakers who have taken the TOEFL test within the past two years
- Non-native speakers who have successfully pursued academic work at schools where English was the language of instruction in an English-speaking country for a specified period, generally two years.

Students should contact their prospective colleges directly concerning their specific admission requirements.

Test Preparation

OPTIONS

There is debate over the value of test preparation. At the center of the debate are issues of fairness, access, and the billions of dollars that students and their families spend annually on college test preparation. SAT or ACT scores are used to consider applicants for direct admission to specific majors, honors programs, and many academic merit based scholarships. To determine if test preparation is important to your personal college application process, ask yourself these questions:

1. Are standardized tests utilized in making admission or scholarship decisions at the colleges to which I plan to apply?
2. Is my current SAT or ACT score within the 50th percentile mid-range compared to average of admitted students?
3. What is my past experience with regard to taking standardized tests?
4. If I test prep, should I focus on test content, test strategy, or both?
5. How much time and/or money am I willing to spend?

THE GUIDES

Cracking the SAT

(The Princeton Review)

The Official SAT Study Guide: for the SAT

(The College Board)

Fiske New SAT Insider's Guide

(Sourcebooks)

Peterson's Ultimate SAT Tool Kit

(Peterson's)

Kaplan ACT 2017: Strategies, Practice, and Review

(Kaplan)

SparkNotes SAT & PSAT

(Spark Educational Publishing)

THE PRINCETON REVIEW

www.princetonreview.com

On-line Course	\$ 170 - \$2300
Classroom Course	\$1000 - \$1500
Private Tutoring	\$2300 - \$6900

Kaplan

www.kaplan.com

On-line Course	\$400
Classroom Course	\$900
Private Tutoring	\$2200 - \$3400

Huntington Test Prep
Carmel, Indiana
317 571-0766

LOCAL AND/OR INDEPENDENT SAT/ACT TUTORS

Barbara Bender & Joan Rocap
317 205-9215 www.bender-rocap.com

Dawn Cerasale
317 848-9620 dawncerasale@me.com

Test Preparation

OPTIONS

ONLINE TEST PREP

Khan Academy - Free SAT and ACT prep:

- <https://www.khanacademy.org>

Free SAT, ACT, PSAT test prep materials:

- www.studyguidezone.com

Free prep site for a wide array of tests:

- www.testprepreview.com
- www.number2.com
- www.act.org
- www.collegeboard.org

WESTFIELD HIGH SCHOOL COURSE: College-Entrance Preparation

- Prerequisite: Must have completed OR be enrolled in Algebra II (3-4) or Algebra II (3-4) (Honors)
- Grade 11 students
- One credit course

“College-Entrance Preparation” is a one trimester, elective course open to juniors who are planning to attend a 4-year college/university. The course emphasizes preparation for the SAT. The course is designed to give students information in order to select and apply to a college or university best suited to their future plans.

HOW ABOUT COLLEGES THAT HAVE DE-EMPHASIZED TESTS IN THE ADMISSION PROCESS?

FairTest - The National Center for Fair and Open Testing, has compiled a list of nearly 1000 colleges and universities nationwide that admit a substantial number of students without regard to test scores. The list includes a wide variety of institutions, from private liberal arts colleges to large, public university systems. Some of the schools require all applicants to submit test scores whether or not they use the test scores to make admissions decisions. Students should check with individual schools to find out the precise requirements.

Check out the list of colleges and universities at:

www.fairtest.org/university/optional

PLEASE NOTE

There are numerous providers of SAT and ACT coaching. The resources listed are provided as a courtesy to students. Westfield High School does not endorse a particular test preparation provider or preparation program.

Cadel Luisa Easterday

Objective

To pursue majors in biology and music at a rigorous liberal arts college

Education

Attended Westfield High School, Westfield, Indiana 46074 from 2015-2019
Will be graduated in June 2019 with the Indiana Academic Honors Diploma

- Maintained a 3.8 accumulative G.P.A. on a weighted 4.0 scale
- Emphasis in honors level and Advanced Placement in World Languages and Science
- Enrolled in three Honors, ACP (Advance College Project), or Advanced Placement classes each year of high school

Extracurricular Activities

- Member of Spanish Honor Society (10, 11, 12)
- Elected member, Student Council (11)
- Writer, **Thursday Night Live** – student talent show featuring skits written, directed and cast by students (11)
- Member, Key Club – National Service Organization (9,10)
- Member of Fencing, Ultimate Frisbee and Creative Writing clubs (9,10,11)

Leadership

- President, Spanish Honor Society (12)

Awards Received

- Westfield Leadership Award (11, 12)
- Westfield Chapter, National Honor Society (10, 11, 12)
- National French Exam, National and State Placements (9, 10, 11, 12)
- Science Student of the Month (11, 12)
- Band Student of the Month (12)
- Honor Roll (10, 11, 12)

Music Activities

- Weekly classical trumpet and jazz trumpet lessons (9,10, 11, 12)
- Principal trumpet, Symphonic Band (10, 11, 12)
- Jazz Ensemble (10, 11, 12)
- Trumpet Squad Leader, Marching Band (10, 11, 12)
- Designated, All-State Band and All-State Jazz Band (10, 11, 12)

Service Experience

- Volunteer, Indiana State School Music Association's State Solo and Ensemble (10, 11)
- Volunteer, All-Star Middle School Jazz Band (10, 11, 12)
- Volunteer, Riley Hospital for Children (10, 11, 12)
- Volunteer, Third Phase – Shelter for abused women and children (11, 12)

Summer Programs

- Indiana University Honors Program for Foreign Language, Brest, France (12)
- "Animals Inside and Out," Explore-a-College Summer Program, Earlham College (11)

Employment

- Camp Counselor, Camp Livingston, Bennington, Indiana (10, 11)
- Summer Instructor, Big World of Music for Kids, (10, 11)

Hobbies and Interests

- Design and construction of wool hand bags; reading medical journals; cycling; collecting vinyl jazz recordings

Letter of Recommendation

PACKET

DEADLINE: OCTOBER 1st

Any student requiring a Counselor Letter of Recommendation must complete this packet by the deadline above. Please print legibly when completing this packet and return to the WHS Counseling Center.

The amount of effort that you put into this document will reflect the quality of information that your counselor can put into your letter of recommendation.

Student Name _____ **Email** _____

Counselor _____

Your completed packet must include:

_____ **Letter of Recommendation Worksheet**

hard copy attached OR

completed survey in Naviance

_____ **Resume**

hard copy attached OR

completed resume in Naviance

_____ **Student and Parent Signatures**

Please list colleges to which you are applying that require a Counselor Letter of Recommendation. Letter of recommendation will not be sent to the colleges until your application has been marked as "Submitted" in Naviance/Colleges I'm Applying To.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

I have read and understand all of the information included in this packet. I waive my right to access my Counselor Letter of Recommendation and/or my secondary school report at any time (including after my graduation).
If you have any concerns about this waiver, please contact your school counselor directly.

Student Signature _____ **Date** _____

Parent Signature _____ **Date** _____

Completed packet is due to the Counseling Center no later than **OCTOBER 1.**

Letter of Recommendation

WORKSHEET

Student Name _____

I understand Letter of Recommendation Packets must be submitted by **OCTOBER 1** for any student who requires a letter of recommendation by November 1. This worksheet may be completed as a hard copy, or may be completed electronically via the survey in Naviance. **STUDENT INITIALS** _____

1. What is your intended major, and why did you choose to study this? What do you hope to accomplish in college and beyond? Consider your career goals, as well as broader, life-long goals.

2. What are you passionate about, whether in or out of school? What motivates you?

3. Were there extenuating circumstances that negatively affected your GPA?

4. Frequently, colleges want to know how students manage challenges. The transition to college is often marked by a variety of challenges. Specifically describe a challenge or difficulty you have faced. **How have you grown from the experience?**

5. Describe the academic accomplishment or "stand out moment" (examples: a specific paper, experiment, in-depth project or speech) you are most proud of, and tell why you take pride in it.

Letter of Recommendation

WORKSHEET

6. What do you consider your most important activities, either in or outside of school? Explain why these are significant to you.

7. Describe a situation where you have been demonstrated strong character and/or leadership, and how did it affect or change you?

8. What would your friends say are your three best qualities? What adjectives would you use to best describe yourself? (Examples: a good listener, trustworthy, etc.)

9. What is something special about you that makes you unique or distinctive?

10. If you could choose one experience or activity to be the focus of your letter of recommendation, what would it be and why?

The Letter of Recommendation Worksheet and your resume are required components of the Letter of Recommendation Packet, and must be submitted by OCTOBER 1 for any student requiring a letter of recommendation.

Resume Worksheet

COLLEGE APPLICATION BOOK

STUDENTS MAY UTILIZE THIS PAGE

Likewise, students may create a resume in Naviance in the "About Me" tab. A resume is a required component of the Letter of Recommendation Packet, and must be submitted by October 1 for any student requiring a letter of recommendation.

Name _____ Grade _____
last first middle

Email _____

The following information is a profile of my awards and accomplishments.
These are compiled and submitted as part of my educational experience.

Grades 9 through 12

I. Awards, Honors, Recognitions

- a. _____
- b. _____
- c. _____
- d. _____

II. Significant School Activities

a. club membership – note offices held or specific leadership roles

- i. _____
- ii. _____
- iii. _____
- iv. _____

b. athletic participation

- | | sports | number of years | recognitions |
|------|--------|-----------------|--------------|
| i. | _____ | _____ | _____ |
| ii. | _____ | _____ | _____ |
| iii. | _____ | _____ | _____ |
| iv. | _____ | _____ | _____ |

c. special services rendered to school – student helper, usher, peer tutor, assistant at special events

- i. _____
- ii. _____
- iii. _____
- iv. _____

Resume Worksheet

COLLEGE APPLICATION BOOK

III. Significant Out-of-School Activities

Faith-based organizations, travel/exchange programs, volunteer activities, summer educational experiences, other community services

- a. _____
- b. _____
- c. _____
- d. _____

IV. Interests and/or Goals

V. Hobby Interests

VI. Work Experience

type of job

hours per week

year

_____	_____	_____
_____	_____	_____
_____	_____	_____

VII. Personal

Write a brief statement about a personal strength or interest _____

VIII. Scholarships I plan to apply for the following types of scholarships (check all that apply):

- _____ academic
- _____ athletic
- _____ performing arts
- _____ fine arts
- _____ minority
- _____ service

IX. Senior Year Classes

I understand that I must notify college admission offices of any changes in this schedule:

First trimester _____

Second trimester _____

Third trimester _____

Learn the Lingo

GLOSSARY OF COLLEGE TERMS

Academic Advisor: The person at a college who helps a student decide what classes to take, when to take them, how many credits to take, what major to pursue, etc.

Academic Honors Diploma: A special high school diploma awarded by the State of Indiana for high academic achievement. This diploma may qualify you for special college scholarships and more state financial assistance.

Academic Standards: Standards, such as a certain grade point average, that students must maintain in order to remain in good standing with the college.

Academic Year: Each institution's annual schedule. Academic years are usually divided into quarters, semesters or trimesters. See Calendar.

Accredited: Colleges and schools must meet requirements in academic programs, facilities, teaching, etc. to be certified by accrediting agencies. Usually, colleges must be accredited for their students to receive financial aid.

Achievement Tests: Tests used to monitor academic progress.

ACT: An organization that produces standardized admissions tests, including the ACT and PLAN. Some colleges use ACT scores to determine admission eligibility. See Standardized Admissions Tests, Scholastic Assessment Test I.

Admission Requirements: Students who want to attend a college must meet that college's specific requirements to be considered for admission. These may include high school grade point average, standardized test scores, high school courses, etc.

Admissions Tests: See Standardized Admissions Tests.

Advanced Credit: Some colleges offer tests for advanced college credit. Students who receive a high score on these tests can earn credit in specific subject areas and may skip to higher-level courses.

Advanced Placement (AP): College-level courses (designed by the College Board) offered in high school. Students may take an AP test at the completion of these courses. Students with high scores on these tests can be placed in upper-level college courses and may receive college credit for beginning-level courses.

Advanced or Early Registration: A period of time set by colleges during which students can register early for classes.

Alumni: People who have graduated from a college.

American College Testing (ACT) Program:
See ACT.

Application Fee: A charge to process a student's admission application. In some cases, this fee is waived if a student shows financial need.

Apprenticeship: Training programs that combine on-the-job training and course work. The result is certified skills in specific trades. Apprentices are usually paid for their training.

Articulation Agreement: An agreement between two schools that allows course credit at one school to be accepted or transferred and applied toward a degree or certificate at another school.

Arts and Sciences: A group of academic studies that may include fine arts, languages, social sciences, natural sciences and humanities. The group may be called a division, college or school; for example, the College of Arts and Sciences at State University.

Associate Instructor (AI): See Teaching Assistant.

Associate's Degree: The degree granted by colleges after students complete a two-year, full-time program of required courses or its part-time equivalent. These degrees are offered by many kinds of colleges, including community colleges, technical colleges and colleges and universities that offer bachelor's degrees.

Baccalaureate or Bachelor's Degree: The degree granted by a college or university after students have satisfactorily completed a four- or five-year, full-time program of required courses or its part-time equivalent. Students usually receive a Bachelor's of Arts or Bachelor's of Science degree.

Board of Trustees: The policy-making and governing body of a college.

Bursar: The person or office in charge of money at a college. Students pay the bursar for tuition and room and board.

Calendar: How a college divides a year for classes and grading. Calendars usually run from August to May or September to June, with an additional summer calendar. See Academic Year, Quarter, Semester, Trimester.

Campus: The grounds, class buildings and residence halls of a college.

Career Plan: A set of steps to be followed over a period of time to get a desired job.

Catalog: A college's book of general information about classes, faculty, costs and admission and degree requirements.

Certificate: A document granted by colleges after completion of study for a specific occupation. Certificates usually require a six-month to one-year, full-time program of required courses, or its part-time equivalent.

Certificate of Technical Achievement: A certificate, similar to a report card, which can be updated during and after high school. It is awarded to students who master specific technical skills and knowledge.

Chair: The highest administrator of an academic department; usually a professor.

Learn the Lingo

GLOSSARY OF COLLEGE TERMS

Chancellor: Chief administrator of a college campus; called a “president” at some schools.

Coeducational: Both men and women being included in a program or facility; for instance, being able to attend the same college or live in the same residence hall.

College: A school offering studies that lead to an academic degree. A college can be part of a larger university system, or stand alone. Colleges not in a university system usually do not offer graduate degrees.

College Board: Nonprofit association made up of college, schools, universities and other educational organizations. College Board administers the SAT, PSAT/NMSQT tests and Advanced Placement. See SAT I, PSAT/NMSQT, Advanced Placement.

College Scholarship Service (CSS): This service processes a supplemental financial aid application called the Profile. Some colleges and universities require the Profile in addition to other financial aid forms. This is a College Board service that students must pay for. See Profile Application.

Commencement: Graduation ceremony to recognize students who have completed degree requirements.

Community College: College that offers programs (usually two years or less for full-time students) leading to certificates or associate’s degrees. These programs prepare students for immediate employment or for transfer to a college or university offering bachelor’s degrees. Indiana’s community college is the Community College of Indiana

(CCI) — an Ivy Tech Vincennes partnership.

Commuter Student: A student who does not live on-campus, but travels to campus to take classes.

Competitive Admission Policy: See Selective Admission Policy.

Conditional Admission: A college may admit students who have not met all the admission requirements. To remain, these students must fulfill specified requirements before or during their enrollment.

Consortium: In education, an agreement between schools that enables students who attend one school to attend class and use resources at another school.

Cooperative (Co-op) Education: A program in which a student combines employment and study in a career field.

Core Classes: Classes that all students in a major program or college are required to take.

Core 40: A high school program of study in Indiana which best prepares students for college admission.

Corequisite: A required class or lab taken with a related course.

Correspondence Course: A class in which students receive lessons in the mail and send completed assignments to instructors. Correspondence is an example of distance education. See Distance Education and Independent Study.

Course: Another name for “class.”

Course Evaluation: A survey given to students, usually at the end of a semester. Students give their opinions about the instructor and the course.

Course Number: Numbers assigned to courses to show their level of difficulty or depth/breadth of study. For example, a 100-level course is less difficult or narrower in scope than a 200-level course.

Credit: How schools measure a student’s progress toward a diploma or degree. The number of credits assigned to a course depends, in part, on how much time is spent in class each week. For example, most courses offered by colleges on semester calendars are worth three credits. Credits are also referred to as “credit hours” or simply, “hours.”

Curriculum: The available courses in a program of study at a specific college.

Dean: The highest officer of a division, college or school, such as Dean of the School of Education. Deans usually report directly to a provost, chancellor or the president of a college.

Declare a Major: Officially enter a college major or area of study. See Major.

Deferred Admission: A college may accept a student but then allow the student to delay coming to the college for one year.

Deficiency Points: These indicate unsatisfactory class work. Students with these can be put on academic probation or dismissed from school.

Degree: After finishing a program of study at a college, students receive an academic recognition. For example, a Bachelor of Arts degree from Ball State University.

Department: An area of study in a larger college or school. Professors specialize in an area of study and teach for that area’s department. For example, French may be a department in the School of Arts and Sciences.

Diploma: An official document awarded by colleges and high schools to students when they complete required courses of study.

Discipline: A field of study. See Major.

Discussion Section: When a small group of students meet to discuss the lecture portion of a class. Discussions are often led by a graduate student called an Associate Instructor or Teaching Assistant.

Dismissal: Students can be dismissed or expelled for consistently poor grades or breaking rules.

Learn the Lingo

GLOSSARY OF COLLEGE TERMS

Distance Education: Classes taught over satellite or local television, by video tape or CD ROM, through the Internet and by correspondence. Some may be regularly scheduled; others may be taken when most convenient for the student's schedule.

Distribution Requirements: See General Education Requirements.

Doctorate: The highest university degree, also called a doctor of philosophy (Ph.D.). Physicians usually receive a doctorate of medicine (M.D.), while lawyers receive a juris doctorate (J.D.).

Dorm/Dormitory: See Residence Hall.

Double Major: Meeting requirements for two majors. See Major.

Dual or Concurrent Enrollment/Dual Credit: Some colleges enroll high achieving high school students in college courses that may fulfill both high school and college graduation requirements. Students must gain permission from the high school principal or guidance counselor and admission to a college. College students may also enroll in two degree programs.

Early Admission: Students can take the necessary standardized tests and apply early in their senior year for admission to some colleges. If you choose to apply for early admission and are accepted, the institution guarantees you a place and you promise to attend the institution.

Elective: An optional, instead of required class. Some electives fulfill general education requirements outside of a major.

Emeritus Faculty: Honored faculty members, usually retired from teaching.

Enroll: To become a student at a university by registering for courses and paying tuition and fees. See Registration, Matriculate.

Exemption: A course requirement that is fulfilled by passing an exam in the subject.

Expected Family Contribution (EFC): Analysis on how much money a family can contribute toward education expenses.

Extracurricular Activities: Non-required activities that occur outside the classroom.

Faculty: The teachers, professors and instructors who teach at schools.

Faculty Advisor: See Academic Advisor.

FAFSA: See Free Application for Federal Student Aid.

Federal Pell Grant: A federal financial aid grant program which is not paid back. Students apply by filling out the FAFSA.

Federal Perkins Student Loan: A low interest loan for students who show financial need. It must be repaid after graduation. Students apply by filling out the FAFSA.

Federal PLUS (Parent Loans for Undergraduate Students) and/or Federal Direct PLUS: Financial aid to parents, processed through a bank, other lending agency, college or university to help pay for college. These loans must be repaid with interest. Repayment begins 60 days after the loan is issued to the parent(s).

Federal Subsidized Stafford Loan and Direct Ford Loan: Student financial aid processed through a bank and/or college. A student must be enrolled in a college degree program at least part time to receive a Stafford Loan. Loans must be paid back with interest after a student leaves college. Students apply by filling out a FAFSA.

Federal Supplemental Educational Opportunity Grant (SEOG): Federal grant for students with exceptional need. Students apply by filling out a FAFSA.

Federal Unsubsidized Stafford/Direct Unsubsidized Ford Loan: Similar to a subsidized Stafford Loan, except interest is paid by the student during college.

Fee: Money charged by a college for services provided to a student. Fees are often charged for lab materials, computer use and recreational facilities.

Fee Waiver: A written statement that says that the student does not have to pay a certain fee. Some scholarships give fee waivers for tuition.

Finals Week: Time at the end of the semester when classes do not meet and final tests are given.

Financial Aid: Federal, state, college and private programs that help students pay for college costs. Financial aid may come in the form of grants, scholarships, loans or work-study programs.

Financial Aid Counselor: A college staff member who helps students and parents fill out financial aid forms and processes financial aid money.

Financial Need: Difference between the cost of attending college and the Expected Family Contribution. A student's (or family's) financial need determines how much financial aid will be awarded.

Free Application for Federal Student Aid (FAFSA): The required application for federal, state and institutional financial aid. Indiana students must file the FAFSA between January 1 and March 10 of the year the student plans to attend college to meet the priority deadline.

Full-time Student: A student who carries a minimum number of credits or hours to be considered "full-time" by a college. The number of credits considered to be a full-time load varies. Schools on a semester calendar often require at least 12-hours for full-time status. See Calender, Part-time Student.

Learn the Lingo

GLOSSARY OF COLLEGE TERMS

4-1-4 or 4-4-1: Calendar used by some colleges. There are two regular semesters of four months, with one month-long session between or following them.

General Education Requirements: The broad-based body of classes that colleges (often four-year colleges) expect their students to take.

Gift Aid: Financial aid that is not repaid, such as grants and scholarships.

Grade Point Average (GPA): A system for evaluating the overall scholastic performance of students. Grades are often measured on a four-point scale in which an “A” equals four points and a “B” equals three points, etc. These are called grade points. Total points are found by multiplying the number of credits for a course by the student’s grade point. A student’s GPA is found by dividing the sum of grade points by the number of course credits.

Graduate: A person who receives a certificate, degree or diploma from a school.

Graduate Assistant (GA): A GA helps a professor with research or works for an academic department. GAs usually receive a salary and reduced tuition. See Teaching Assistant.

Graduate Record Examination (GRE): A test often used to determine eligibility for graduate school (administered by the Educational Testing Service).

Graduate Student: A student who has earned a bachelor’s degree and is working on an advanced degree such as a master’s or doctorate.

Graduation Compact: An agreement between a student and a college or university. This agreement (sometimes called “Grad Pact”) states that if a student meets certain guidelines, he/she will be able to graduate within four years, or the college will pay for the remaining education. Not all schools offer this agreement.

Grant: Financial aid based on student need; it is not repaid.

Greek Organizations: Student organizations named by Greek letters. These organizations may be academic, social or charitable. Members of social Greek organizations (such as fraternities and sororities) frequently live together in a “Greek House.”

Guaranteed Student Loan (GSL): See Federal Stafford Loan.

Higher Education: See Postsecondary Education.

Holland Code: A code, created by Dr. John Holland that categorizes a person’s interests and can be used to match interests and career possibilities.

Honoraries: Organizations to which students are nominated for membership based on high grades, outstanding school service or both.

Housing: Living arrangements for students at colleges or private secondary schools.

Identification Card (ID): Card issued to identify a student. IDs are often required for meal plans, borrowing library books or for admission to college-sponsored activities.

Independent College: A college or other school that is supported with private money, but not supported financially by the state. Some independent colleges have a religious affiliation or are single-gender schools.

Independent Study: Studying a subject for credit without regular classroom instruction. This may refer to on-campus courses that you take independently, or through distance education. See Distance Education, Correspondence Course.

Individualized Major: See Student-designed Major.

Informational Interview: A meeting with an experienced person to gain knowledge or understanding. This can be used to find out about a job or career, such as the training and responsibility involved.

Institution: In the education field, this is usually a school, college or university.

Instructor: A nontenured teacher at a college. See Tenure.

Intercollegiate: Any competition or activity taking place between different colleges.

Interdisciplinary: Programs or courses using knowledge from two or more academic areas. See Discipline.

Interest Inventory: An exercise or set of exercises used to identify possible areas of career interest.

Internship: Experience gained by students working at jobs on or off campus. Students get practical experience in their area of study.

Intramural Sports: Athletic activities between a school’s students.

Job Shadowing: Time spent with someone who is at work. This time is used to better understand what people do in their job.

Junior College: See Community College.

Language House: A student residence where a foreign language is studied and spoken. Students who want to learn German might live in a “German house.”

Liberal Arts: A school or course of study which focuses on developing students’ general knowledge and reasoning ability instead of specific career training; the result is often considered to be a well-rounded, general education in the arts and sciences.

Loan: Financial aid that must be repaid, with interest, after a student leaves college.

Learn the Lingo

GLOSSARY OF COLLEGE TERMS

Major: A focused area of study. Students take many classes in their major, gain specialized knowledge and earn a degree in that area.

Master's Degree: An advanced college degree earned after a bachelor's degree, usually taking at least two years for a full-time student to complete.

Matriculate: To register or enroll in a college.

Mentor: A person who gives advice, guidance and help.

Minor: An area of interest studied at the same time as a major. It is rarely in the same department as a major and requires fewer classes than a major.

National Achievement Scholarship Program for Outstanding Negro Students:

A scholarship program for African-Americans, similar to the National Merit Scholarships and based on junior year PSAT scores. See National Merit Scholarships.

National Direct Student Loan (NDSL): See Federal Perkins Student Loan.

National Merit Scholarships: Competitive scholarships limited in number and offered by the National Merit Scholarship Corporation. Winners are determined by PSAT scores and other criteria.

Need Analysis Form: A form, filled out by the student and/or family members, used to determine the amount of financial aid the student can receive. The FAFSA is the federal need analysis form. See Free Application for Federal Student Aid.

NMSQT: See National Merit Scholarships, Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT).

Nontransferable Degree: A degree, often an associate's, that cannot be counted as credit toward more education. See Transferable Degree.

Occupational Outlook: A prediction of future job openings in specific career fields.

Occupational Training: Education and training to prepare for a particular occupation.

Office Hours: In education, hours set aside by an instructor to meet with students.

Ombudsperson: In education, a person who acts on behalf of students and others in the college community who has difficulties with the college.

On-the-job Training: Training provided for employees while they are learning a job; the employee creates a product or provides a service while being trained.

Open Admission Policy (Open Door Policy): Admission policy in which anyone with a high school diploma or its equivalent can take classes. See Rolling Admission, Selective Admission.

Orientation: Programs to help new students and parents get to know a college. Orientation usually takes place before or at the beginning of the academic year.

Parent Loan: See Federal PLUS.

Part-time Student: A student enrolled in a number of course credits that are less than full time. Usually, this is less than 12 credits a semester.

Pell Grant: See Federal Pell Grant.

Ph.D.: See Doctorate.

Philanthropy: An effort to donate time and/or money to others. A philanthropic organization may donate money or service to organizations and individuals.

PLAN: Test taken (often in sophomore year of high school) to prepare for the ACT. See ACT and Standardized Admissions Tests.

Portfolio: A file of materials created by a student that displays and explains skills, talents, experiences and knowledge gained throughout life. Portfolios are often used when applying for a job. Postsecondary Education: Education after high school at a public, independent, technical, community or junior college or university. Pre-admission Summer Program: College programs offered to freshmen before fall classes. Courses may be skill-building or regular college classes. Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT): A high school test that measures critical reading, writing and math skills and prepares students for the SAT I. It also determines eligibility for the National Merit Scholarship. See Scholastic Assessment Test.

Preprograms: Course sequences for undergraduate students to prepare for graduate work in the same area. Examples include prelaw and premedicine.

Prerequisite: Beginning class (usually required) that prepares students for a more advanced class.

Private College: See Independent College.

Probation: Academic status of students whose GPA falls below a minimum level (this varies from school to school).

Professor: A teacher at a college (often tenured). See Tenure.

Profile Application: A supplemental application required by some colleges for school-based financial aid. This form must be completed and mailed to the College Board's College Scholarship Service. Some colleges require it earlier than the FAFSA.

Learn the Lingo

GLOSSARY OF COLLEGE TERMS

Program: Set of required courses for a degree in a major area of study.

Proprietary Schools: Colleges that operate as profit-making institutions. These colleges provide students with training in specific career fields.

Prospectus: A booklet of general information about a college or program.

Provost: A college's chief academic officer (sometimes called an academic dean). A provost often reports directly to the president of a college or university.

PSAT: See Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT).

Public College: College or other school supported by the state; the state pays part of the school's operating costs.

Quad: A group of four residence halls or academic buildings.

Quarter: A calendar used by some colleges. The quarter school year is broken down into four periods, each lasting 10 to 12 weeks.

Quiet Floor/Hours: Part of a residence hall or hours during the day where students are expected to maintain a low noise level.

Reading Days: Days between the end of classes and beginning of final exams to be used to prepare for final exams.

Registrar: Person (or office) in a college who manages class schedules and academic records.

Registration: Officially enrolling in classes for the upcoming grading period.

Religious Affiliation: Private colleges associated with religious organizations. For example, Marian College is affiliated with the Catholic Church.

Remedial Course: A course that teaches basic skills needed to succeed in college courses. These skills are often in the general areas of math, writing, reading, etc.

Requirements: A set of conditions that must be met in order to do something, such as be accepted to a college, complete a degree, etc.

Residence Hall (Dormitory): A campus building where students live. Food service, social and educational activities are provided. Some colleges require students to live in residence halls for a certain amount of time.

Residency Requirements: 1) Most colleges require that students spend a certain amount of time on campus taking classes or living on

campus. 2) This term can also mean the minimum amount of time a student must live in the state to pay in-state tuition, which (for public colleges) is lower than the tuition paid by out-of-state students.

Resident Assistant (RA): A trained student who lives in a dormitory to coordinate programs and activities. RAs may also help students with problems in the dorm or counsel students about campus difficulties.

Rolling Admission: Schools with this admission practice accept applications throughout the year and decide whether or not to admit students as soon as they receive the required materials. See Open Admission, Selective Admission.

Room and Board: The cost for living in residence halls or other campus housing (room) and receiving meals from the housing food service (board).

SAT I: See Scholastic Assessment Test I. SAT II Subject Tests: See Subject Area Tests.

Satisfactory Academic Progress: Completion of courses according to school standards. Satisfactory academic progress must be shown to receive financial aid and continue in school.

School-to-Work: An effort to provide all students high-level skills for the future and connect their education to the work world.

Scholarship: Financial aid awarded for academic and other achievements (music, athletics, etc.). Scholarships are gift aid and do not have to be paid back.

Scholastic Assessment Test I (SAT I): A standardized admission test published by the College Board. Some colleges use SAT I to determine admission eligibility. See Standardized Admissions Tests.

Selective Admission Policy: An admission policy in which a college only admits students who meet certain requirements (sometimes referred to as Competitive Admission Policy). See: Open Admission, Rolling Admission. Semester: Calendar system used by some schools. Classes and grade reports are divided into two periods, each lasting about 15 weeks.

Standardized Admissions Tests: These tests (such as ACT and SAT I) are designed to measure knowledge and skills and are used to predict achievement in college. The test score may be considered along with other factors for admission to the college.

Student Activities: See Extracurricular Activities.

Student Aid Report (SAR): Summary of information that details a family's Expected Family Contribution (EFC) and financial aid eligibility. Families receive this after filling out a FAFSA.

Student Body: All students who attend a particular school.

Learn the Lingo

GLOSSARY OF COLLEGE TERMS

Student Center or Student Union: A building on campus designed for a variety of uses by students. A bookstore, dining facilities, administrative offices, game rooms, etc. may be located here.

Student-designed Major: At some colleges, students can plan an individualized major. Such programs must be approved by appropriate college administrators.

Student Loan: See Federal Stafford Loan.

Study Abroad: Programs in which students go to college for some time in another country while making regular progress toward their diplomas or degrees.

Subject Area Tests: Standardized tests given by the American College Testing Program or College Board in specific high school subjects, such as biology, foreign languages, etc. Colleges look at these test scores when making decisions about course placement or admission to a specific program. Many programs do not require these tests.

Subsidized Loan: Loan based on financial need in which borrower does not pay all the interest. Usually, interest is not charged until repayment begins. See Unsubsidized Loan.

Support Services: Services provided by most colleges to help students in areas such as academics, veterans affairs, adult and special needs.

Teaching Assistant (TA): A graduate student paid by the college to teach undergraduate classes. A TA may teach introductory classes, grade papers or lead discussion sessions and may also be called an Associate Instructor.

Technical College: Colleges that offer programs (usually two years or less for full-time students) that prepare students for immediate employment or transfer to a college or university offering bachelor's degrees. The emphasis at these colleges is usually on hands-on training in a specific career area. See Community College, Non-transferable degree, Transferable degree.

Tenure: Guaranteed employment status given to teachers and professors after successful completion of certain requirements within a certain time period.

Trade: An occupation requiring skilled labor, such as an electrician or tool and die maker.

Transcript: The official record of a student's educational progress; it may include listings of classes, grades, major area and degrees earned.

Transferable Degree: A degree, usually an associate's, which can be counted as credit toward more education, such as a bachelor's degree, at the same or different college. See Nontransferable Degree, Transfer Program.

Transfer Program: College program that prepares students to complete a degree at another college. Junior, community and technical colleges often have transfer programs to prepare students to continue their education at colleges and universities offering bachelor's degrees. Transfer programs often award associate's degrees.

Transfer Student: A student who changes from one school to another. Grades and credits from the first school may or may not be counted at the second. Schools may not accept all the credits earned at another school.

Trimester: A calendar system used by some colleges that is made up of three 10-12 week periods.

Tuition: The cost of classes or credits at a school.

Tutor: Experienced adults or students who help others study a specific subject.

2 + 2 Program: A program offering an associate's degree that will transfer directly toward a bachelor's degree in the same field of study. These programs may be within the same college or between two colleges and may be known by other names.

Unconditional Admission: Students who meet all of a school's admission standards are given this status.

Undergraduate: A college student working on a bachelor's or associate's degree or certificate.

University: A postsecondary institution that has several colleges or schools, grants undergraduate and graduate degrees, and may have research facilities. Universities are more comprehensive than colleges, although the two terms are often used interchangeably.

Unsubsidized Loan: Loan in which borrower is charged interest immediately. See Subsidized Loan.

Upperclassperson: Student who is a junior or senior but has not yet received an undergraduate degree.

Vocational College: A school that specializes in training for different professions and skilled trades. See Community College, Technical College, Proprietary School.

Waiting List: A list of students who will be admitted to a college only if there is space available. Students placed on a waiting list are usually notified if they are admitted, typically in May or June.

Waiver: An exemption from normal procedures or requirements. For example, to receive a "class waiver" means not having to take a class. See Fee Waiver.

Work-Study: A form of financial aid in which students earn money by working part time at their college. Students apply for work-study by filling out the FAFSA. See Free Application for Federal Student Aid.

Notes

COLLEGE APPLICATION BOOK

Notes

COLLEGE APPLICATION BOOK

College Application Book

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