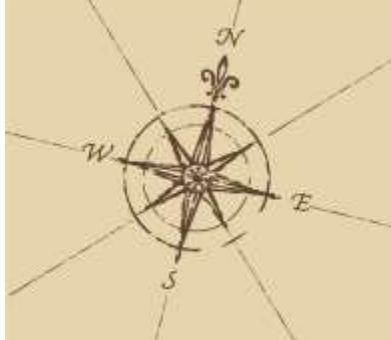


THE COLLEGE PLANNING GUIDE

NAVIGATING THE COLLEGE SELECTION PROCESS



COUNSELING DEPARTMENT

HINSDALE CENTRAL HIGH SCHOOL

55th and Grant Streets

Hinsdale, Illinois 60521-4578

PH: (630) 570-8253

FAX: (630) 570-8277

Jennifer Regnier, Director of Counseling

E-mail: jregnier@hinsdale86.org

1-630-570-8250

COUNSELORS:

<u>Name</u>	<u>Phone</u>	<u>E-mail</u>
Renee Koziol	8265	rkoziol
Kari Hein	8258	khein
Lisa Hikes	8260	lhikes
Cindy Kasten	8261	ckasten
Michael Litton	8269	mlitton
Gia Maniscalco	8263	ggeorgeo
John Marinier	8256	jmarinier
Teri Marshall	8262	tmarshall
Angie Matos	8266	amatos
Rob Aurich	8259	raurich
Maureen Drown	8267	mdrown
Donna Wheeler	8257	dwheeler

Our goal is to assist you through several developmental stages to find a college that best suits your needs. Please read this guide carefully and keep it handy for reference.

College Planning Time Table

Getting started early is the first step in an organized, systematic approach to the college selection process. The time table below gives suggestions for sequential activities which lead to college selection. Plan ahead!

FRESHMEN AND SOPHOMORES

Plan your curriculum carefully to meet basic college requirements.

Do your best in your studies and ask for assistance as needed.

Get involved in at least one activity as you begin high school and be a "doer" not a "joiner".

Look for opportunities to develop non-academic skills, such as leadership, creativity, responsibility, special talents, and individuality.

Begin visiting colleges to compare types, sizes, locations, majors, and atmospheres.

Review career interest questionnaires and apply these principles to your own ideas.

Start thinking about post-high school choices.

Freshmen and Sophomores take the **PSAT** in April

Some evening programs which might be of interest include:

9th Grade Parent Night

Financial Aid & Awareness Program in September—more details in Counseling e-blast.

College Planning Seminar in November

DISTRICT 86 - College Night in March or April

Continue to take the strongest curriculum that is appropriate - CHALLENGE YOURSELF!

Develop your extracurricular involvements and responsibilities.

JUNIORS

October:

Take the **PSAT**. Evaluate the results to determine if you need to prepare with practice tests or even a prep class. High scores may make you eligible for National Merit recognition.

November:

Attend the College Selection Process: Advice from the Experts evening program.

February:

Make an appointment with your counselor for a Junior College Planning Conference; at least one parent is encouraged to attend.

March:

Use Naviance to begin your college research.
Begin to collect and review college information.

April:

Attend the College Night with over 200 representatives.

Take the College Entrance Tests:

April:	ACT SAT (All Juniors will take the SAT @ HCHS)
May:	SAT
May:	Advanced Placement Tests (if applicable)
June:	SAT ACT
July:	ACT (if needed)

The Counseling Department strongly recommends each student complete at least one ACT test and at least one SAT test by the end of junior year.

Discuss participating in athletics on the college level with your coach and counselor.

Begin to research colleges to gather information about admission requirements.

Determine "reaches," "targets" and "favorable" schools by using Naviance to view statistics of past Hinsdale Central graduates at colleges of interest to you.

Visit colleges, read college information, review this guide, and develop a list of colleges that interest you.

Visit colleges during the spring and summer after junior year.

Continue to do your best in studies and activities.

SENIORS

September:

Make an appointment for an individual senior conference with your counselor.

Retake the ACT and/or SAT as needed.

Review this College Planning Guide.

Review the scholarship listing on Naviance.

Meet with college representatives at Central. The schedule is available on Naviance. Students must sign up on Naviance and then come to the Counseling Office to get a pass at least one school day before the visit. Plan to be on time and attend the entire session.

Narrow your college choices.

Check college websites directly for applications, housing information, and financial aid.

Visit colleges, especially on long weekends in the fall. Arrange with the Dean's Office for a pre-approved college visit day.

Complete applications carefully. Be aware of deadlines, especially Early Action and Early Decision schools.

Plan ahead! All transcript requests must be submitted to your counselor at least ten school days prior to the due date.

October:

Fill out FAFSA (Prior-Prior Year) in October.

Continue to meet with college representatives and visit college campuses.

If national and state scholarship opportunities are seriously desired, this is the month for research, investigation, and application.

November:

Continue to complete applications and turn required paperwork and transcript request forms in to your counselor for processing.

December:

Transcript forms for colleges with January deadlines should be submitted by the first Friday in December.

January:

Apply for campus housing early.

Arrange with your counselor to forward seventh semester/mid-year grades to colleges as required.

March:

As college admission decisions arrive, revisit the schools as needed to make comparisons.

Register for the Advanced Placement Exams as appropriate.

April:

Make your college choice and send a deposit. **NO DOUBLE DEPOSITS ARE ALLOWED.**

Notify your counselor about college decisions and scholarships awarded.

May:

May 1st is the candidates reply date. This is the nationally recognized day to have your college decision done and deposit in at that school.

Notify the colleges that you definitely will not attend.

Take Advanced Placement Tests, if appropriate.

Attend college orientation programs as scheduled.

If given a choice, register for college classes as soon as possible.

Be sure to request that your final transcript be sent to the college that you plan to attend.

CONGRATULATIONS ON YOUR HIGH SCHOOL GRADUATION

Responsibilities in the College Selection Process

Underlying Beliefs

The college selection process is a collaborative process where balance must be achieved between a student's aspirations and practicality. The counselor helps to achieve balance by knowing his or her counselees during the long-term high school working relationship. Additionally, the counselor takes into consideration a student's interests, needs and abilities during the decision-making process. An open line of communication between a student, the counselor, and a student's parents is necessary to help facilitate the best individual fit and match in a successful college search. The process is student-centered with appropriate family involvement and counselor support where the focus is on the individual student and what will serve him or her best in the college transition process.

Student Responsibilities

It is the student's responsibility to take the initiative in becoming the leader in the college selection process. Counselors serve as expert resources for the student. To aide in the process, counseling services are established beginning in freshman year with a primary goal of helping a student learn to identify his or her individual talents and strengths through guided activities and interest inventories. While students can count on the support of their parents and counselor, they must be the ones to actually engage in the college selection and decision making process.

Open communication is the key to a successful college search. A student should:

- 1) Establish a positive working relationship with his or her counselor. This relationship begins second semester of eighth grade and continues through senior year. Plan to meet with his or her counselor as often as needed – some appointments are pre-arranged based on counseling services, additional appointments need to be scheduled by the student.
- 2) Begin the process with self-awareness. Take planned activities seriously and actively participate in career exploration and research by using the Career Cruising Program. Share information with his or her parents. Learn to understand themselves (i.e. likes, dislikes, strengths, weaknesses, skills, talents, etc.) before embarking on the college selection process.
- 3) Carefully complete a College Application Self Survey, which is used as an in-depth assessment of values as the beginning of the process. (The information supports details about a student's participation in school activities, time spent away from school, interests and family values used in a student's letter of recommendation.)

- 4) Showcase their writing ability by actively participating in the junior English class assignment of writing a college essay for practice.
- 5) Prepare to attend a Junior Planning Conference (JPC) with his or her parents to learn about the entire college selection process and begin to develop a list of college options.
- 6) Enthusiastically engage in researching colleges. Use college guidebooks, surfing the college website, using appropriate college search engines (Naviance – HC college matriculation data and Career Cruising), visiting campuses, meeting with college representatives at Central, using links from Counseling webpage, etc.
- 7) Register for and complete necessary standardized tests (ACT/SAT) in a timely fashion. It is the student's responsibility to make sure official test scores are sent to each college directly from the testing agency to ensure their application is complete—additional fees may apply.
- 8) Narrow college choices. Work closely with his or her counselor to determine the number of applications that will be appropriate.
- 9) Write and revise a personal statement or essay, when required, and seek input and guidance from an English teacher and/or their counselor.
- 10) When required, need to request teacher recommendations in a timely fashion. (Remember to write a thank you note to the teachers for taking the time to write a letter for you.)
- 11) Take the time to complete all college applications comprehensively and in a timely manner. Be responsible to secure applications that are either available on the college web site or through the Common Application or Coalition Application websites. (It is best to create, use and record the username and password for all application accounts.)
- 12) Plan ahead and meet deadlines. Be aware of both internal Counseling Office deadlines for the transcript request form as well as the specific college application due dates.
- 13) Seek continual support from his or her counselor for the entire college selection process – keep lines of communication open, follow up by requesting transcripts including 7th semester/mid-year transcripts when needed, financial aid information, if needed, and information on scholarship opportunities.
- 14) Keep their counselor informed of college admission decisions, scholarships, and final matriculation decision.

Parent Responsibilities

The parent role is to provide support and encourage the student as he or she learns to accept responsibility for the college application process and final matriculation decision.

Open communication is the key to a successful college search. A parent should:

- 1) Establish a positive working relationship with your student's counselor. Contact your student's counselor via email or by phone as often as needed. Help, by reminding your student to check in with his or her counselor.

- 2) Encourage your student to share information with you after guided activities for career exploration and self-awareness through interest inventories are completed. (Sophomore and Junior group activities in November.)
- 3) Ask your student to share materials from junior English classes – self-survey, practice college essay, and forms to be completed when requesting a letter of recommendation from a teacher. (Copies of forms on counseling website page.)
- 4) Prepare to attend a Junior Planning Conference in spring of junior year. (Review materials mailed prior to the meeting to start thinking about the process – i.e. size of school, location, financial considerations, major interest, etc.)
- 5) Use the Naviance Program along with your student to discuss family values in the college selection process.
- 6) Arrange to visit college campuses and encourage your student to journal his or her impressions when touring. Share in this experience and process.
- 7) Remind your student to, and assist with, the registration process for standardized testing.
- 8) Review your student’s list of pros and cons in narrowing college choices. (Include financial concerns – make it a family discussion after student provides research.)
- 9) Attend financial aid night, if applicable, to learn about the process - all families are encouraged to file the FAFSA to gain eligibility for need-based and merit-based funds.
- 10) Assist your student in meeting deadlines. Serve as managers to help organize the process. (Checklist for specific steps included in the College Planning Guide.)
- 11) Communicate with your student’s counselor. Feel free to contact the counselor at any point in the process. Encourage your student to seek help as often as needed as well and to keep the counselor updated on the process.
- 12) Help foster independence in your young adult. This process provides an excellent opportunity for the family to define new roles as his or her student heads off to college.

Counselor Responsibilities

Experienced counselors at HCHS share their expertise on college counseling with their students, parents, and colleagues. Each counselor participates in ongoing professional growth each year to remain current in trends, procedures and programs. Networking opportunities (including traveling to and visiting college campuses) with other counseling colleagues, as well as with college admission representatives, is a priority in the Counseling Department. Each counselor knows his or her students and establishing a positive and strong working relationship that starts in eighth grade and continues through graduation night as they present each individual student with his or her diploma. The counselor provides balance in the search and brings expertise to the college selection process. Each counselor will always serve his or her students in an ethical, fair, consistent and compassionate manner.

Open communication is the key to a successful college search. Each counselor will:

- 1) Establish a good working relationship with each assigned counselee and encourage students to come in for help as often as needed; we strive to see students 3-4 times a year for freshman through juniors, and as often as needed in the college selection process for seniors.

- 2) Facilitate guided activities that promote self-awareness for each student focused on a student's abilities, interests and values. Learn about each counselee's interest and abilities and share additional information relating to possible college majors.
- 3) Review each student's self-survey and compile it with impressions during the four-year relationship to write a letter a recommendation, when required. Write a comprehensive and thoughtful letter that discusses how a student has managed his or her high school's academic, co-curricular and cultural environment.
- 4) Assist a student, when needed, with a college essay.
- 5) Prepare for an individual Junior Planning Conference for each counselee including providing materials based on each student's needs – athletic information, portfolio information, audition information, interview tips, support services, if needed, etc.
- 6) Serve as a resource for college choices. Work with each individual student based on his or her needs, abilities, interests, and talents to ensure a balanced list of colleges.
- 7) Review test scores from previous testing and discuss registration for standardized testing.
- 8) Follow-up with students after initial JPC to monitor the narrowing process of college choices including the list of colleges, application process, essays, resumes, decision deadlines – EA/ED, remind students of scholarship opportunities and provide financial information, when needed.
- 9) Encourage students to have personal essays reviewed by the English Department for grammar and mechanics. Review the essay for depth of subject matter. (Counseling services include assistance in the brainstorming ideas for an essay, format for resume writing, and review of essays for content and clarity).
- 10) Encourage and support students to request letters of recommendation from teachers, when required.
- 11) Coordinate the admission process including the prompt delivery (electronic or mail) of the secondary school report, transcript, and letters of recommendation, etc.
- 12) Advocate for each student's best interests. Serve as the point person when communicating with college admission professionals. When appropriate, in conjunction with the Director of Counseling, support the student's candidacy for admission by contacting the college admission representative.
- 13) Openly communicate with each student and parent. Record college admission decisions for each counselee and maintain college matriculation data prior to each senior exit meeting.

Self Awareness -- Who am I?

Here are some questions to ponder as you reflect on the type of college that might be the best match for you. As college counselors, we cannot stress too much the individuality contained in such an assessment. “Best” is a very relative term when applied to an overall successful undergraduate educational experience. Be sure to know yourself as well as possible. This will result in less confusion as you develop through this process because there is only “one of you,” while there are over three thousand colleges. The clearer your achievements, goals and dreams are, the easier your “best” college possibilities will surface.

What interests do I have?

How do I spend my spare time?

What new things would I like to try?

What classes do I enjoy?

What curriculum have I taken?

What is my G.P.A.?

What extracurricular activities have been important to me?

Am I a diligent, persistent worker?

Do I have a curiosity about books, learning?

How do I learn best, independently or with others?

What kind of person would I like to be?

Do I care about mankind?

Would I like to make the world a better place?

What are my goals?

Why do I want to go to college?

What is Expected of College Freshmen

Dr. Louise Hock, Associate Professor, Secondary Education, New York University, in an article, "Challenge to American Education."

"As a college professor, I would like my students:

1. To be able to express themselves in writing and speaking...clearly, concisely, creatively and critically, to say nothing of correctly.
2. To use the method of intelligence in attacking a problem or issue, not the blinding passion of bias and prejudice; to have learned through inquiry, not mimicry or memorization.
3. To read with comprehension and with a variety of skills - scanning, selecting, identifying paraphrasing, summarizing.
4. To see relations - cause and effect, relatedness; to be able to compare and contrast to make analogies.
5. To grasp broad principles and to be able to tie them to details and specifics that illuminate and support them.
6. To be curious and inquiring; to ask Why and How more often than What.
7. To be able to budget time and to direct much of their own learning; to have initiative and use it.
8. To have some understanding of self, a realistic appraisal and assessment of their strengths and weaknesses.
9. To be open-minded and receptive to new ideas, willing to examine and test, to try and experiment.
10. To be sensitive and understanding to others; to form human relationships that can include conflict with no loss of respect and friendship.
11. To have a coherent and mature set of values or be well on the way to developing one.
12. To have an aesthetic awareness; to sense beauty in the commonplace as well as in the extraordinary."

HOW WELL DO YOU MEASURE UP IN THE FACE OF THESE CHALLENGES?

The Importance of the High School Curriculum

Criteria for college admission varies greatly; however, all colleges focus on the strength and quality of your high school curriculum.

Course requirements for entrance into four different types of colleges are listed below. Students should be aware that colleges have a preference for a **traditional and classical college preparatory curriculum** as the core foundation for one's secondary education.

English (literature and composition courses)

Mathematics (general level courses may not be acceptable; computer science may not be accepted as a core math credit)

Science (generally need at least 2 laboratory courses)

Social Studies

World Language (as many years of one language as one's achievement skills allow is most desirable; 4 years of one language vs. 2 years of two different languages is the preferred option)

Courses such as AP Art History, AP Music Theory and AP Studio Art are generally treated as acceptable college preparatory academic electives by most colleges.

You will hear many myths about which high school years count and which don't. The truth is simple – they ALL count. Sophomore and junior year are the most significant, but your freshman year obviously affects your overall GPA. Senior year is becoming increasingly important too. We've heard of "tragedies" where a student qualified for acceptance but was turned down after the college looked at first semester grades from his/her senior year (the mid-year report). Seniors should not take easy schedules, nor can they afford a drop in their grades. You can't afford to catch "Senioritis"!

Public Universities

English	4 years
Mathematics	4 years
Science	3 years
Social Studies	3 years
Academic Electives	2 years
(Art, World Language, Music or Vocational Education; i.e., Business, Family & Consumer Sciences and Industrial Technology)	

Private 4-Year Colleges

English	4 years
Mathematics	4 years
World Language	2-4 years
Science	3-4 years
Social Studies	3-4 years
Academic Electives	2 years

Highly Selective Colleges (Private and Public)

English	4 years
Mathematics	4 years
World Language	4 years
(one language)	
Lab Science	4 years
Social Studies	4 years
Academic Electives	2 years

Community Colleges

Varies greatly from an open door admission policy to selective course requirements by the different departments.

Please note: The academic prerequisites, typical of colleges in each of the categories listed, may change from year to year, and therefore, **should be used only as general minimum guidelines**. Many colleges look for candidates who take a more rigorous program and achieve successfully. Specific information is easily accessible on college admission web pages and should be obtained directly from each college.

College Selection Criteria

Size of Campus

Large schools (15,000-50,000) usually offer many majors, extensive activities, large libraries, some large classes, perhaps nationally ranked athletic teams, and, often, limited housing space.

Medium schools (5,000-15,000) usually offer smaller classes and more personal attention, fewer majors, smaller libraries, fewer total activities, but provide greater opportunities for participation in student activities and/or sports.

Small schools (under 5,000) usually offer smaller classes, and provide more experiences in working directly with professors sometimes even in research. Majors are somewhat more limited, but there is more opportunity for participation and leadership in athletics, activities and social groups. Some small schools develop consortiums with schools nearby to enlarge academic and extracurricular opportunities.

Admission Standards

Compare your academic record with the high school performance of college freshmen actually admitted to the college(s) you are considering.

Admission decisions for most colleges are usually based upon the quality of academic preparation in high school. Admission officers at competitive colleges look beyond GPA and test scores to evaluate:

- a. Pattern of academic course work
- b. Level of classes (Honors and Advanced Placement)
- c. Sequence in academic disciplines
- d. Senior year curriculum (continued academic enrollment is expected as well as maintaining high academic standards).

Some colleges will require essays and recommendations that reflect in-depth involvement in non-academic pursuits.

Costs

Consider total cost of attendance (COA) including books, fees, supplies, spending money, and travel expenses beyond the “Big Three” -- tuition, housing and food.

Good Program Available in Desired Major

Check college catalogs (often available on-line.)

Talk to college representatives in the Counseling Office and attend evening college programs.

Visit the college campus and major department.

Individual Interests/Values

Be sure that you choose a college environment and philosophy that reflect your individual needs to ensure your optimal success.

This is known as **good fit** between you and your college choice.

Admission Competition Categories

Colleges may consider several or all of the following factors in determining admission eligibility: pattern of high school coursework, grades in academic course overall, GPA, test scores, college major, cumulative GPA, talents, leadership roles, community activities, evidence of exceptional motivation, letters of recommendation, athletic ability, and related career exploration. SAT scores based on Critical Reading and Math only.

Admission Competition Categories	Educational Opportunities in the United States	SAT/ACT Scores	Recommended High School "Academic" Subjects
1. MOST COMPETITIVE May only admit: under 20% of applicants	Less than 50 colleges Example: Ivy League, Stanford, Duke and others of this "type."	1300 to 1600 30-36	4 yrs. English 4 yrs. advanced math 4 yrs. lab science 4 yrs. foreign language (Honors & AP coursework recommended) 4 yrs. social studies
2. HIGHLY COMPETITIVE May only admit: 20%-30% applicants	Less than 75 colleges	1150 to 1300 27-30	4 yrs. English 4 yrs. advanced math 3-4 yrs. lab science 3-4 yrs. foreign language 3-4 yrs. social studies
3. VERY COMPETITIVE May only admit: 33% of applicants	Less than 150	1050 to 1150 25-27	See Category 2 with possibly one less year in math and foreign language
4. COMPETITIVE May only admit: 40%-60% of applicants	More than 1,000 colleges	900 to 1050 20-25	4 yrs. English 3+ yrs. advanced math 3 yrs. lab science 3 yrs. social studies 2 yrs. additional academic electives
5. SOMEWHAT COMPETITIVE Admits most applicants	More than 700 colleges	900 or less under 19	See Category 4
6. OPEN ADMISSION Admits all applicants	More than 1,000 colleges (Especially community colleges)	Not Required	General college preparatory curriculum Vocational students: Diploma/specialty requirements
7. SPECIALIZED Admission criteria varies by demonstrated talent	1. Specialized colleges/ schools: art/music/theater arts 2. Trade/technical schools	Not Available	H.S. diploma/college requirements + courses in area of interest/career

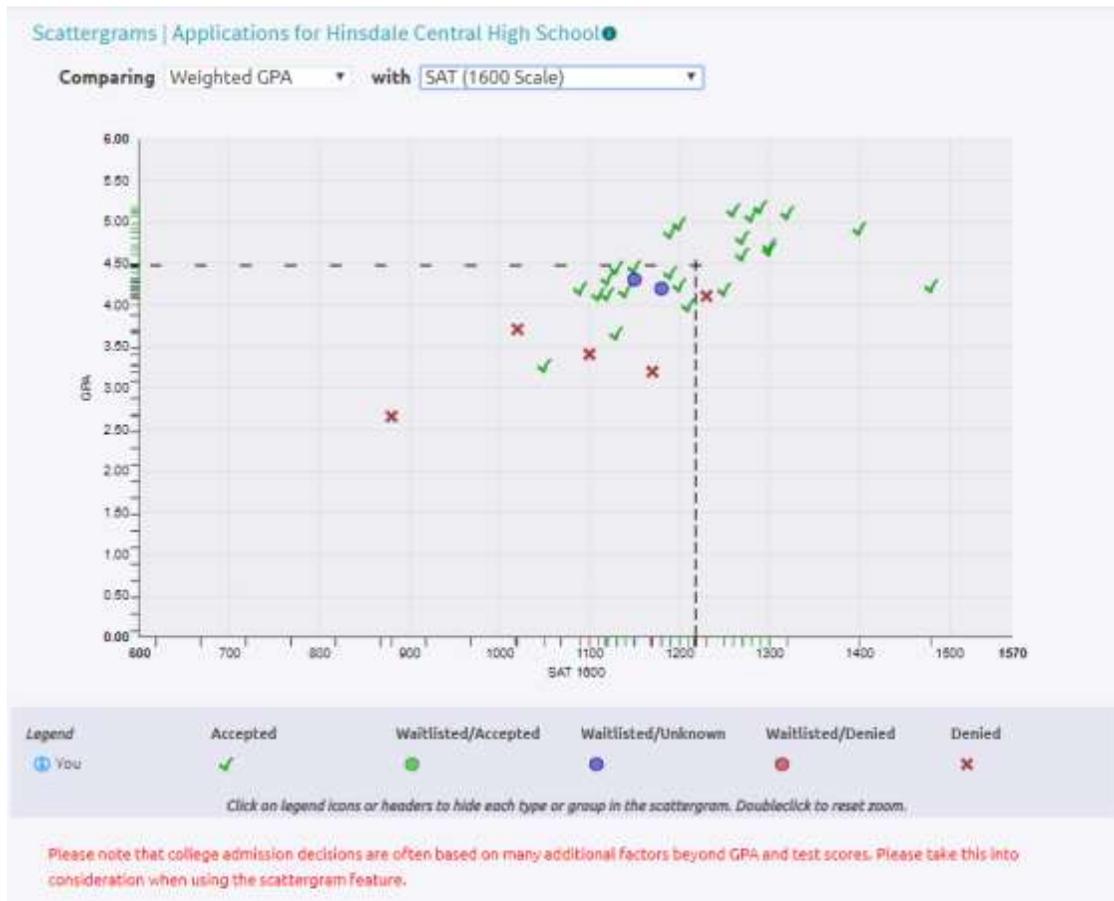
Naviance: Family Connection

Naviance Family Connection assists students and families in exploring college options. While your counselor is your primary resource in helping you research and make college decisions, Naviance will serve as an additional tool. Not only does it provide general online college search capabilities, but also historical information about applications from your own school.

Special Features

College Search – Students can select particular criteria such as size, location, major, etc., to get a list of potential schools to research.

Scattergrams – Students have access to graphs that show GPA and standardized test scores of past Hinsdale Central graduates who were accepted, denied, or waitlisted at a particular college. The data for Hinsdale Central typically covers the last 4 years of graduating classes.



Upcoming College Visits – Students can access the list of college representatives who are visiting Hinsdale Central during the school year. Juniors and Seniors use Naviance to sign up to attend the visit and then get a pass from the Counseling Office at least one school day in advance.

Colleges I'm Thinking About – Students can create a list of colleges they are considering, view the status of the colleges to which they have applied, and link directly to the college web site and scattergram.

Colleges I'm Applying To — Students will be able to track all applications once the transcript request forms have been submitted to the Counseling Office.

Naviance Account Information

All Hinsdale Central students have been given a Naviance account. The first time the student logs into the program they will use a random registration code assigned to them. They will immediately determine a username and password that will be used from that point forward.

We strongly encourage students to use their Hinsdale Central e-mail address as their username. The Counseling Office will send periodic e-mail alerts and reminders about college information, deadlines, etc. Students should get in the habit of checking this e-mail account or logging into Naviance on a weekly basis.

Login Instructions

Go to the Hinsdale Central website at <https://d86.hinsdale86.org>

Click on the Counseling link at the top.

Click on the College Planning link.

Click on the Naviance link on the left menu.

Click the hyperlink to connect.

This will take you to the Family Connection login screen.

New users will click “I need to register” to type in the registration code that they have been given.

Returning users will sign in on the main page with their e-mail address and password.

Use the tabs across the top and on the left to navigate the site.

If you have forgotten your username or password, please contact your counselor who can reset it for you.

Visiting with College Representatives

Each year about 200 college representatives will visit Hinsdale Central to talk with prospective students. Most of these visits occur during the first semester and may be repeated in the spring. The representative with whom you visit may be the same individual who will determine your eligibility for admission.

The weekly college visit schedule is posted on Naviance and on the bulletin board across from the Counseling Office. Please sign up on Naviance to attend a session and obtain a pass from the Counseling Office at least one school day before the visit. Inform your teacher that you will be attending a college session. Attendance will be monitored. You will be expected to arrive on time for the session and to remain for the entire meeting time.

QUESTIONS TO ASK COLLEGE REPRESENTATIVES

1. Admission

What are the admission requirements?
Ask for a copy of the college's current academic profile.

2. Majors

Do I have to select a major when I apply for admission?
Could I change it? What courses are available?

3. Application

When should I file for admission?
What percentage of applicants are admitted?
When does the college notify students of admission?

4. Tests

Do you accept both the ACT and SAT as college admission exams?
Do I need the SAT Subject Tests?
What is the average test score for entering college freshmen?
(See their recent college profile.)

5. Financial aid/cost

What is the estimated annual total cost?
What are the sources of financial aid and scholarships?
Are they able to meet 100% of demonstrated need?

6. Social Life

What is it like to live in a residence hall?
What extracurricular activities are available?

7. Housing

How difficult is it to secure on-campus housing? What housing options are available?
What is the cost?
How do I apply? Is it a separate process from the admission application?
How many students live on campus?

8. Community College

What are the advantages of going to community college?
Will I be able to complete transferable prerequisites to my major field?

Campus Visits

The college campus visit is one of the most helpful resources in your college planning. Not only does the visit enable you to see the physical setting and facilities of the college, but it allows you to visit with students and faculty.

The best time to visit a college is when classes are in session. If this is not possible, schedule a summer visit. Here are some tips on campus visits:

1. Call the admission office or check the college web site to make or register for an appointment and campus tour at least two weeks prior to date of the visit.
2. Visit a class.
3. Have a meal on campus.
4. If you plan to spend the night in the residence hall, make arrangements through the admission office or with a student you know at the college.
5. Take a tour, check facilities, including residence halls.
6. Attend large group information sessions, talk to an admission officer to discuss your chances for success or schedule a personal admission interview if offered.
7. Prepare in advance of your visit by knowing the basic information about the school.

WHAT SHOULD YOU CONSIDER AND ASK DURING A COLLEGE VISIT?

Instructional Services, Technology, and Equipment

1. Does the college have adequate instructional equipment and laboratory facilities for the department or major in which you are especially interested?
2. Do freshmen have an opportunity to take at least some of their courses with the major professors of the college or university?
3. What is the typical size of classes for freshmen? For upperclassmen?
4. Does the institution have a well-stocked, up-to-date library? Do the reading and reference rooms provide study conditions which appeal to you?
5. How accessible are campus computing facilities?

Campus and Buildings

1. Is the campus appealing to you?
2. Are the facilities in good condition?

Housing and Dining Facilities

1. What types of housing are commonly available to freshmen? Are new students required to live in college residence halls?
2. How are roommate assignments done?
3. Are the residence hall, fraternity, sorority or other rooms fully furnished, or will you have to furnish them yourself, at least in part? What will you be expected to bring?
4. Are the study facilities of the halls satisfactory to you?
5. Does the college have adequate dining facilities for its students, and where are they located?
6. Are they able to meet any dietary restrictions that you may need?

College Costs

1. What is the total cost of attendance (COA) for students attending this college including books, fees, and travel expenses?
2. Can the payment of college costs be handled on a monthly or other deferred payment plan?
3. What are the estimated extra costs to the student for belonging to a fraternity, sorority, or social club?
4. What financial aid is available to entering students? How do students apply for financial assistance? Which financial aid forms are required?

College Atmosphere

1. Do the members of the faculty seem to be friendly and helpful in their attitudes and relationships with students?
2. Do the students seem to be serious about their work?
3. Do the students seem to have any particular pattern or unusual mode of dress?
4. To what extent do the students share in establishing and enforcing college regulations?
5. What is the prevailing atmosphere on campus: liberal, conservative, homogeneous, preppy, geographically diverse?
6. Are these students people you would like as friends?
7. Do you see yourself “fitting in” while still being exposed to a desirable diversity of ideas, etc.?

Religious Facilities

1. Is there a chapel or temple on campus? If so, does it hold denominational or non-sectarian services?
2. Is attendance at religious services required or elective?
3. Is there a church, temple, or mosque of your denomination nearby?

Special and Recreational Facilities

1. Does the college have a student union or commons which serves as a major center of student activities?
2. Does the college have adequate indoor and outdoor facilities for both intramural and intercollegiate sports?
3. What fraternities, sororities, or clubs does the college offer? Do organizations have their own houses, or are they housed in college-owned buildings? What percentage of students belong to fraternities and sororities?

Special Note:

Use the College Comparison Worksheet located in the back of this book to help you keep notes during your college visits.

Campus or Alumni Interview

The Interview

The importance of a campus or alumni interview varies from college to college. Highly competitive schools, in general, consider this interview important. Your presence on the campus and your readiness to talk about yourself and your college plans are important indications of your serious interest in the college. **Check with the college admission office to determine whether an interview is required.**

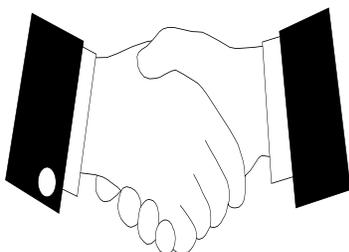
The interview is, therefore, an opportunity for the college and you to get to know each other better. Take the interview seriously, but don't overrate its importance. Here are some suggestions for the college interview:

1. Be on time for your appointment.
2. Be neat. (Business casual attire, while not required, is still an important means of impressing an interviewer.)
3. Be well prepared. Read the college materials prior to your interview and prepare questions based on what you read.
4. Be positive. Answer questions to the best of your knowledge and ability. Do not be afraid to admit you don't know something.
5. Be ready to volunteer information - know your scores, GPA and latest grades. Offer information on what courses you selected, your participation in extracurricular activities, your goals, your interests, and your career objectives.
6. Be prepared to ask some insightful questions that demonstrate sincere knowledge and interest in the specific college.
7. Be yourself - do not pretend to be something or someone you are not.
8. **Above all, relax!** Interviews are meant to be informative to both parties.
9. After such a visit / interview, hand-write a personal note of genuine appreciation. A personalized e-mail message after a campus visit or interview is also acceptable.

The Alumni Connection

A few colleges have developed elaborate alumni networks throughout the nation and use their well-organized alumni groups as interviewers of applicants. Several competitive schools consider this interview equal to the "on campus" interview.

If you have an interview scheduled you may see your counselor to arrange for a practice mock interview.



Sample Admission Interview Questions

Below are some of the basic college admission interview questions. You can expect to be asked several questions from the list below so take some time to prepare thorough and thoughtful answers.

- Why do you want to go to this college?
- What do you expect to gain from college?
- What do you plan to major in and why?
- Why are you a good match for this college, major?
- How did you decide what courses you want to take?
- What do you want to do after you graduate from college?
- What do you see yourself doing twenty years from now?
- What were your favorite high school classes?
- What were your least favorite classes?
- What would your teachers say are your best and worst strengths?
- Who was your favorite teacher?
- What would you change about high school?
- Who is your role model/greatest influence?
- What do you read?
- What are your hobbies?
- Tell me about your extra curricular activities.
- What did you do last summer?
- What is your biggest achievement?
- Tell me about an obstacle that you overcame.
- How would your friends describe you?
- What do you like to do best/least?
- What are your strengths and weaknesses?
- Tell me about yourself.
- What would you change about the world?
- What would you do if you didn't go to college?
- What do you think about (current event over the last week)?
- If you could have lunch with anyone in the world, who would it be and why?



Adapted from:

<http://www.actingsforbusiness.com/interview/JobInterviewtips/college/collegeinterviewcommonquestions.htm>

College Application Process

1. Complete the application.

The application is the initial step in applying to college. Information requested on the application will include biographical information, extracurricular information, work experience, academic and career plans, etc. Most colleges will require an application fee ranging anywhere from \$20 to \$100. It is important to be honest, thorough, attentive to directions, and concise when completing the application. It is important that the student print or keep a copy of every application they submit for their records.

◆ On-Line Application

- Most students apply electronically. On-line applications can often be found on the college or university home page or students may use the Common or Coalition Application if accepted by the college. Students who apply on-line need to carefully proofread the application before submitting it.
- It is a good idea to make note of your username and password or code needed to access each on-line application.
- It is the student's responsibility to check for supplemental forms that need to be completed and submitted such as a recommendation form or secondary school report form.

2. Write the essay / personal statement (if required).

Many colleges (especially highly selective colleges) will ask the student to write an essay or personal statement. The admission office hopes to learn more about the student, assess their writing ability, grammar, spelling, as well as their ability to answer the question. Colleges want the essay to reflect the student, their interests and values. It will be used to better understand how the student thinks and writes. The essay will require a great deal of time and effort. This is your chance to put your 'best foot forward' without boasting. It is strongly suggested that either your English teacher or counselor review and critique your essay before it is submitted. Remember to keep a copy for your records.

3. Obtain teacher recommendations (if needed).

Some colleges will require **one** or **two** teacher recommendations to support your application.

- Select teachers that know you well and will write a positive recommendation about you.
- Ask the teacher in person if they will write a letter of recommendation for you. This conversation should take place well in advance of any deadlines.
- Complete any additional steps or forms requested by the teacher. This will vary by teacher.
- The student may provide the teacher with the Hinsdale Central Teacher Recommendation Request Form (available on the Counseling College Planning webpage).

4. Counselor recommendations will be written and included when required.

Discuss with your counselor which applications require a letter of recommendation. Most counselors require a completed College Application Self-Survey prior to writing a letter.

5. Submit supplemental materials (as needed).

Supplemental materials may include a student resume, CD/DVD or web address of creative work/musical performance, or other documents that highlight special talents or skills. Discuss this option with your counselor prior to submission.

6. Complete a transcript request form.

After completing **your** portion of the college application, you must also complete a **"Transcript Request"** form identifying every school to which you are applying and the relevant deadlines. All required documents including transcript, school profile, and letters of recommendation will be submitted to each college.

- ◆ In order to meet college admission deadlines and properly process your application, you are asked by the Hinsdale Central Counseling Department to submit the transcript request at least **TWO WEEKS prior to each application deadline.**
- ◆ All transcript requests for any in state and out of state public university should be submitted to your counselor by **the second Friday of October.**
- ◆ **The first Friday of December is the final day** to submit all remaining transcript requests for applications with due dates in January and February.

7. Send or Self-Report test scores.

Some colleges allow students to self report standardized test scores on the application while others require official standardized test scores to be sent directly from the testing agency to complete the application. It is the student's responsibility to know the requirements of each college and take the appropriate steps to ensure their test score is received by each college or university by the application deadline.

If official scores need to be sent this can be done at the time of the registration or testing (with the initial test fee, a student has the option to send four free score reports to colleges) or after the test by contacting the testing agencies online (see below) to request the score report to be sent to the colleges or universities of choice. There will be an additional charge for each report. Students are required to communicate with the testing agencies directly to send official scores to every college. This is your assurance that the selected test scores will be sent in the shortest time frame.

- ◆ **ACT**
 - www.act.org
 - ACT needs the date of highest score(s) to be released.
- ◆ **SAT**
 - www.collegeboard.com
 - Score Choice – Students will have the option to choose the SAT scores (by test date and subject test scores by individual tests) that they send to colleges, at no additional cost. Score choice is optional, and if students choose not to use it, all scores will be sent automatically.

8. Submit housing forms.

Most colleges send residential housing forms after you have been accepted. If you are allowed to submit them at the same time as the admission application, please do so. The earlier you return the housing application, the better opportunity you have to secure your choice of living arrangements. Please note that some deposits are non-refundable.

Tips for Writing an Effective Application Essay

How should you present yourself in an essay?

Jeff Brenzel, Dean of Undergraduate Admissions, Yale University

An admission officer shares tips on writing an essay that reflects who you really are.

[Video Transcript](#)

When you apply to college, you'll need to complete an essay as part of your application. This is your opportunity to show admission officers who you are and to provide information about yourself that didn't fit in other areas of your application. The essay also reveals what you can do when you have time to think and work on a writing project.

The number one piece of advice from admission officers about your essay is "Be yourself." The number two suggestion is "Start early." Check out these other tips before you begin.

Choose a Topic That Will Highlight You

Don't focus on the great aspects of a particular college, the amount of dedication it takes to be a doctor or the number of extracurricular activities you took part in during high school.

Do share your personal story and thoughts, take a creative approach and highlight areas that aren't covered in other parts of the application, like your high school records.

Keep Your Focus Narrow and Personal

Don't try to cover too many topics. This will make the essay sound like a résumé that doesn't provide any details about you.

Do focus on one aspect of yourself so the readers can learn more about who you are. Remember that the readers must be able to find your main idea and follow it from beginning to end. Ask a parent or teacher to read just your introduction and tell you what he or she thinks your essay is about.

Top two tips: Be yourself and start early

Show, Don't Tell

Don't simply state a fact to get an idea across, such as "I like to surround myself with people with a variety of backgrounds and interests."

Do include specific details, examples, reasons and so on to develop your ideas. For the example above, describe a situation when you were surrounded by various types of people. What were you doing? Whom did you talk with? What did you take away from the experience?

Use Your Own Voice

Don't rely on phrases or ideas that people have used many times before. These could include statements like, "There is so much suffering in the world that I feel I have to help people." Avoid overly formal or business-like language, and don't use unnecessary words.

Do write in your own voice. For the above example, you could write about a real experience that you had and how it made you feel you had to take action. And note that admission officers will be able to tell if your essay was edited by an adult.

Ask a Teacher or Parent to Proofread

Don't turn your essay in without proofreading it, and don't rely only on your computer's spell check to catch mistakes. A spell-check program will miss typos like these:

- "After I graduate *form* high school, I plan to get a summer job."
- "From that day on, Daniel was my best *fried*."

Do ask a teacher or parent to proofread your essay to catch mistakes. You should also ask the person who proofreads your essay if the writing sounds like you.

Adapted from [The College Application Essay](#) by Sarah Myers McGinty.

DEFINITIONS OF ADMISSION OPTIONS IN HIGHER EDUCATION



National Association for
College Admission Counseling
Guiding the way in higher education

STUDENTS: WHICH COLLEGE ADMISSION PROCESS BEST SUITS YOU?

Non-Restrictive Application Plans

Regular Decision

DEFINITION:

Students submit an application by a specified date and receive a decision in a clearly stated period of time.

COMMITMENT:

NON-BINDING

Rolling Admission

DEFINITION:

Institutions review applications as they are submitted and render admission decisions throughout the admission cycle.

COMMITMENT:

NON-BINDING

Early Action (EA)

DEFINITION:

Students apply early and receive a decision well in advance of the institution's regular response date.

COMMITMENT:

NON-BINDING

Restrictive Application Plans

Early Decision (ED)

DEFINITION:

Students make a commitment to a first-choice institution where, if admitted they definitely will enroll. The application deadline and decision deadline occur early.

COMMITMENT:

BINDING

Restrictive Early Action (REA)

DEFINITION:

Students apply to an institution of preference and receive a decision early. They may be restricted from applying ED or EA or REA to other institutions. If offered enrollment, they have until May 1 to confirm.

COMMITMENT:

NON-BINDING

Students are not restricted from applying to other institutions and have until May 1 to consider their options and confirm enrollment.

Students are responsible for determining and following restrictions.

Standardized Testing*

Be sure to find out if colleges and universities require applicants to submit scores from either the ACT or SAT. Please note that standardized testing is only part of the information considered when admission decisions are made.

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)

This test is a practice version of the SAT. The PSAT/NMSQT is recommended for juniors and sophomores who plan to continue their education, and by juniors seeking recognition and financial assistance through scholarship programs administered by the National Merit Scholarship Corporation. Juniors who wish to be considered for NMSC-administered scholarships must take the PSAT/NMSQT in October of their junior year. Sophomores should take the PSAT for practice.

ACT

The ACT is curriculum-based. The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. It will cover English, mathematics, reading, and science reasoning. An optional writing assessment has been added and is required by many colleges. Students receive four separate scores plus a composite score on a scale of 1 – 36. Students who take the writing portion will receive a score on the writing section on a scale of 1 - 12 plus an additional English/Writing sub-score on the 1 – 36 scale. **We recommend that juniors complete at least one ACT with Writing.** We recommend juniors take this test during second semester. Students may register for the ACT at www.act.org.

SAT

This test measures critical reading, mathematical reasoning, language usage and writing. Each section will be scored on the familiar 200 – 800 scale. Closely aligned to challenging classroom work, the assessments will focus on the few things that evidence shows matter most for college and career readiness. Students may consider registering for this test beginning in the second semester of junior year. All juniors will take the SAT in April (registration for the this school based ACT is completed by the Counseling Office). Students may register for the SAT at www.collegeboard.com.

*Please see the Testing Information webpage under the Counseling tab on the HC website for a full schedule of testing dates and deadlines.

AP (Advanced Placement)

These are high school examinations based on college level courses. AP Exams are given once each year in May. The scores are primarily used for college placement, credit or advanced standing. It is the student's responsibility to check specific AP policies at the colleges or universities they are considering. Some highly selective colleges may also consider scores as part of the admission decision. The registration process is online beginning early fall. Please visit the following website to register and pay for the test:

<https://user.totalregistration.net/AP/142300>

Find colleges and universities that offer credit of placement for AP scores. Begin your college search by entering the name of the institution below:

<https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

TOEFL (Test of English as a Foreign Language)

The TOEFL provides an alternative test typically used for students who have been speaking English for less than five years. Individual college or university policies may vary depending on the student's ACT English score. The test is used to evaluate the English proficiency of these students. The TOEFL iBT test is only offered as an Internet-based test (IBT). Students who feel they may be eligible for the TOEFL should speak to their counselor. Students may get information about test dates and locations and register for the TOEFL at www.ets.org/toefl/

Hinsdale Central Test Preparation Philosophy

Test Preparation is a means of helping a student with test familiarity and awareness. The Counseling Department leaves the decision to the student and family regarding the individual's level of participation and investment with test preparation. The college selection process focuses on several factors of a student's academic accomplishments, curriculum and achievement patterns in high school. The four year student record is the single most important variable in predicting college success.

However, since most colleges also require the ACT or SAT as part of the admission process, we appreciate that students are understandably concerned about doing their best. Having stated objectivity our overall viewpoint in the previous paragraph, HC's Counseling Department wholeheartedly recommends "test awareness". Such awareness can be achieved in a myriad of ways ranging from a formal class, online free practice tests, etc. Our professional recommendation is for every student to gain test awareness but the specific method of so doing is left to the individual consumer (student and parents).

Therefore, if students and parents deem that Test Preparation would be desirable on an individual basis, we have organized some information for you to use as resources as you do your individual analysis.

Resources for Test Preparation

Examples of Available Test Prep Opportunities

The College Board and Khan Academy have created A College Readiness Partnership which offers Official SAT Practice that is free, personalized, interactive, official and instant. To utilize this resource go to: www.khanacademy.org/sat

The ACT Academy is a free online learning tool and test practice program designed to help you get the best score possible on the ACT test. To utilize this resource go to: academy.act.org

The College of DuPage offers evening classes at the main campus and selected suburban satellite facilities. To register for one of the classes visit <http://home.cod.edu/academics/conted/youth/>, see the class schedule bulletin, or call 630-942-2208.

Although the Counseling Department does not promote nor recommend private, profit-oriented organizations, there are several companies which offer test prep programs in the local area. Discussing cost-benefit concerns with other HC families who have experienced test prep programs can be helpful.

<u>NAME</u>	<u>LOCATION</u>	<u>PHONE</u>
C2 Education	Western Springs	708-505-9065
Compass Education Group	Various Locations	800-685-6986
FranCenter	Darien	630-541-8162
Hinsdale Test Prep	Hinsdale	630-481-6115
Huntington Learning Center	Downers Grove	630-963-8114
Kaplan Test Prep*	Downers Grove	(800) 527-8378
Nurturing Wisdom	Various Locations	312-260-7945
Princeton Review	Various Locations	(800) 273-8439
Revolution Prep	Various Locations	(877) 738-7737
Study Point	Various Locations	(877) 883-9764
Sylvan Learning Center	Various Locations	(888) 338-2283
Naperville Tutoring/Summit ACT Prep	Naperville	630-416-6843
The Reading Tree	At HCHS	630-964-5444

Sources of Financial Aid

Financial aid comes from four basic sources. Most financial aid packages usually offer a combination of:

Scholarships (gift aid) based on merit or ability, sponsored by state scholarship programs, employers, community organizations and private foundations.

Grants (need-based monies). Grants do not have to be repaid.

Loans which usually have low interest rates and must be repaid, usually after graduation. Loans are available to both students and parents.

College work study in which the financial aid office at the college finds a part time job for the student either on or near campus.

Application process for Financial Aid:

In order to qualify for financial aid, a student should start with the **Free Application for Federal Student Aid** or **FAFSA**. This form will be available online on October 1, 2019. Once this form is filed, it is the responsibility of the student to check with the financial aid office of **each** college to see if a supplemental form is necessary and, if so, which one. The family may also have to fill out one of the following:

1. **CSS Profile** - A fee is charged for the initial application with additional fees for each school. Check with the Financial Aid office of each institution to see if the profile is required. A fee is charged to the students for forwarding eligibility results to each school.
2. **College Form** - The financial aid office may provide its own institutional needs analysis form.

Students should be in contact with the financial aid officer at each college to which they apply and notify each financial officer of any unusual circumstances that may affect an aid package.

Net Price Calculator:

All undergraduate institutions that award federal title IV financial aid are required to offer a net price calculator that provides students an estimated cost to attend their college. This is available on every institution's web site.

Additional sources of college financing information:

Churches, Club Memberships, Civic Organizations, Ethnic Groups
College Sponsored Aid Programs
Computer Searches through Counselor, Internet, Fastweb, Higher-EdNet
Local Banks, National Lending Organizations
National Merit Scholarship Programs
Parent/Student Employers
Veteran Organizations, Insurance Companies
Hinsdale Central Scholarship Program
Naviance scholarship page

Helpful Hints for Obtaining Financial Aid

Please check Naviance for scholarship listings. Discuss follow-up questions with your counselor.

Remember

Ultimately, all financial aid decisions are made by the individual college; therefore, it is necessary for you to work with the financial aid officer at **each** college to which you are applying.

Plan Ahead

Become familiar with procedures and deadlines. Start by reading the publications of the colleges in which you are interested.

Ask Questions

Call or visit the staff at the college financial aid office when there is something you don't understand. Keep the name and telephone number of the financial aid officer who knows you and your situation.

Investigate

Find out what sources of aid you may be eligible to receive.

Fill out all forms carefully and keep good records. Be sure to read the instructions on the forms before filling them out. Include all information asked of you. **Keep copies of all forms you file.**

Apply on Time

FAFSA filing period begins on October 1 of your graduation year. The information provided on the form is based on the prior –prior tax year. Check deadlines carefully on all other applications such as scholarships. It is recommended that you apply on-line at www.fafsa.gov.

Reply on Time

If you don't reply to your college award letter on time, you may lose your financial aid offer.

Reapply Every Year

Your financial aid is not automatically renewed. You must submit the financial aid forms each year. Check the renewal requirements of all other awards.

Telephone Numbers:

Federal Student Aid Information Center - To answer a question about Federal Title IV student aid programs, federal methodology calculation, or federal program eligibility requirements, call 1-800-4 FED AID (1-800-433-3243). You will need your name, social security number, and date of birth.

CSS Profile- College Scholarship Service - Profile.

General contact information: 1-844-202-0524 or cssprofile.collegeboard.org.

Illinois Student Assistance Commission (ISAC) - 1-800-899-ISAC (4722) or www.isac.org

WHAT is federal student aid?

Federal student aid comes from the federal government—specifically, the U.S. Department of Education. It's money that helps a student pay for higher education expenses (i.e., college, career school, or graduate school expenses).

Federal student aid covers such expenses as tuition and fees, room and board, books and supplies, and transportation.

There are three main categories of federal student aid: grants, work-study, and loans. Check with your school's financial aid office to find out which programs the school participates in.

WHO gets federal student aid?

Some of the most basic eligibility requirements for students are that you must

- demonstrate financial need (for most programs—to learn more about financial need, visit [StudentAid.gov/how-calculated](https://studentaid.gov/how-calculated));
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number;
- be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25);
- be enrolled or accepted for enrollment in an eligible degree or certificate program;
- be enrolled at least half-time (for most programs);
- maintain satisfactory academic progress in college, career school, or graduate school; and
- show you're qualified to obtain a college or career school education by
 - having a high school diploma or a state-recognized equivalent (for example the General Educational Development [GED] certificate); or
 - completing a high school education in a home-school setting approved under state law; or
 - enrolling in an eligible career pathways program.

See the full list of eligibility requirements at StudentAid.gov/eligibility.

**Federal
Student
Aid**

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HOW do you apply for federal student aid?

- 1. To apply for federal student aid, you need to complete the FAFSA® form at fafsa.gov.** The FAFSA form is available every Oct. 1 for the next school year. If you plan to attend college from July 1, 2019–June 30, 2020, submit a 2019–20 FAFSA form. Fill it out as soon as possible to meet school and state deadlines. Schools and states often use FAFSA information to award nonfederal aid, but their deadlines vary. Check with the schools that you're interested in for their deadlines, and find state and federal FAFSA deadlines at StudentAid.gov/fafsa#deadlines.
- 2. Students and parents are required to use an FSA ID (a username and password combination) to sign their FAFSA form online and to access information about their financial aid on U.S. Department of Education websites.** Your FSA ID is used to confirm your identity and electronically sign your federal student aid documents. Your FSA ID has the same legal status as a written signature. Don't give your FSA ID to anyone or allow anyone to create an FSA ID for you. To create an FSA ID, visit StudentAid.gov/fsaid.
- 3. After you apply, you'll receive a Student Aid Report, or SAR.** Your SAR contains the information reported on your FAFSA form and usually includes your Expected Family Contribution (EFC). The EFC is a number (not a dollar amount) used to determine your eligibility for federal student aid. Review your SAR information to make sure it's correct. The school(s) you list on your FAFSA form will get your SAR data electronically.
- 4. Contact the school(s) you might attend.** Make sure the financial aid office at each school you're interested in has all the information needed to determine your eligibility. If you're eligible, each school's financial aid office will send you an aid offer showing the amount and types of aid (from all sources) the school will offer you. You can compare the aid offers you received and see which school is the most affordable once financial aid is taken into account.

Completing and submitting the FAFSA form is free and quick, and it gives you access to the largest sources of financial aid to pay for college or career school—federal, state, and school sources. If you need a print-out of the FAFSA PDF, call 1-800-4-FED-AID (1-800-433-3243) or 334-523-2691 (TTY for the deaf or hard of hearing 1-800-730-8913).

HAVE QUESTIONS?

Contact or visit the following:

- StudentAid.gov
- a college financial aid office
- studentaid@ed.gov
- 1-800-4-FED-AID (1-800-433-3243) toll-free
- 1-800-730-8913 (toll-free TTY for the deaf or hard of hearing)

Myths About Financial Aid

Don't fall for these myths about federal student aid and the application process!

"Federal student aid is just 'free money' like grants."

Reality: Federal student aid includes three different kinds of financial help: grants, low-interest loans, and work-study funds (a part-time job on or near campus). To learn more about the different types of federal student aid, visit StudentAid.gov/types.

"My parents make too much money, so I won't qualify for aid."

Reality: There is no income cut-off to qualify for federal student aid. Many factors—such as the size of your family and your year in school—are taken into account. And remember: when you fill out the *Free Application for Federal Student Aid* (FAFSA®) form, you're also automatically applying for funds from your state, and possibly from your school as well. In fact, some schools won't even consider you for any of their scholarships (including academic scholarships) until you've submitted a FAFSA form. Don't make assumptions about what you'll get—fill out the FAFSA form and find out.

"Only students with good grades get financial aid."

Reality: While a high grade point average will help a student get into a good school and may help with academic scholarships, most of the federal student aid programs do not take a student's grades into consideration. Provided a student maintains satisfactory academic progress in his or her program of study, federal student aid will help a student with an average academic record complete his or her education.

"I don't have good credit, so I can't get a student loan."

Reality: You don't need to get a credit check for most federal student loans (except for Direct PLUS Loans). Also, you won't need a cosigner to get a federal student loan in most cases.

"My ethnicity or age makes me ineligible for federal student aid."

Reality: There are basic eligibility requirements (which you can find at StudentAid.gov/eligibility), but ethnicity and age are not considered.

"My parents aren't U.S. citizens, so there's no way I'll get aid."

Reality: Your parents' citizenship status is NOT a factor, and the FAFSA form won't even ask you about it. If your parents don't have Social Security numbers, they must enter 000-00-0000 when the FAFSA form asks for their Social Security numbers.

"The FAFSA® form takes forever to fill out, and it's really hard to do."

Reality: If you've got 30 minutes to spare, you're good. Because that's about how long it takes to fill out the FAFSA form. It's also not nearly as hard as you might think.

Federal Student Aid
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"I support myself, so I don't have to include parent information on the FAFSA® form."

Reality: This is not necessarily true. Even if you support yourself and file taxes on your own, you may still be considered a dependent student for federal student aid purposes. If you are considered dependent, you must provide your parents' information on the FAFSA form. The form asks a series of questions to determine your dependency status. You can preview the questions at StudentAid.gov/dependency.

"I can't file my FAFSA® form in October because I haven't applied to any schools."

Reality: Actually, you CAN complete your FAFSA form before submitting any college or career school applications. You'll need to list at least one school on your FAFSA form, but go ahead and add every school you're considering, because some schools have early deadlines to apply for their limited funds. Then later, you can add or delete schools on your FAFSA form.

"I'll have to update my FAFSA® form after I file my taxes in the spring, won't I?"

Reality: Nope! Just enter the tax information the form asks for—or better yet, transfer it directly from the Internal Revenue Service if you're offered that option while applying—and you're good to go. No need to update later.

Remember: The FAFSA form asks for your and your parents' tax information from the tax year that was two years prior to the start of the school year for which you're applying for aid. For example, the 2018–19 FAFSA form asks for 2016 tax and income information, while the 2019–20 FAFSA form will ask for 2017 tax and income information.

"I didn't qualify for financial aid last year, so filling out the FAFSA® form again is just a waste of time."

Reality: It's super important to fill out a FAFSA form every year you're in college or career school. Why? Because things can change. For instance, your school or state might create a new grant or scholarship, or the factors used to calculate your aid could change from one year to the next. Either way, if you don't submit a new FAFSA form, you're out of luck.

So what's next?

Go to fafsa.gov and fill out the form. If you applied for admission to a college or career school and have been accepted—and you listed that school on your FAFSA form—the school will receive the information from your FAFSA form, calculate your aid, and send you an electronic or paper aid offer telling you how much aid you're eligible for at the school.

Have questions? Contact or visit the following:

- StudentAid.gov
- a school's financial aid office
- studentaid@ed.gov
- 1-800-4-FED-AID (1-800-433-3243) toll free
- TTY for the deaf or hard of hearing: 1-800-730-8913

Find this fact sheet at StudentAid.gov/resources#myths and share it with others!

December 2017

Click here for
DII Academic
Requirements

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:



Full Qualifier

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.

Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37
3.525	410	410	38
3.500	430	420	39
3.475	440	430	40
3.450	460	440	41
3.425	470	450	41
3.400	490	460	42
3.375	500	470	42
3.350	520	480	43
3.325	530	490	44
3.300	550	500	44
3.275	560	510	45
3.250	580	520	46
3.225	590	530	46
3.200	600	540	47
3.175	620	550	47
3.150	630	560	48
3.125	650	570	49
3.100	660	580	49
3.075	680	590	50
3.050	690	600	50
3.025	710	610	51
3.000	720	620	52
2.975	730	630	52
2.950	740	640	53
2.925	750	650	53
2.900	750	660	54
2.875	760	670	55
2.850	770	680	56
2.825	780	690	56
2.800	790	700	57
2.775	800	710	58

DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
2.750	810	720	59
2.725	820	730	60
2.700	830	740	61
2.675	840	750	61
2.650	850	760	62
2.625	860	770	63
2.600	860	780	64
2.575	870	790	65
2.550	880	800	66
2.525	890	810	67
2.500	900	820	68
2.475	910	830	69
2.450	920	840	70
2.425	930	850	70
2.400	940	860	71
2.375	950	870	72
2.350	960	880	73
2.325	970	890	74
2.300	980	900	75
2.299	990	910	76
2.275	990	910	76
2.250	1000	920	77
2.225	1010	930	78
2.200	1020	940	79
2.175	1030	950	80
2.150	1040	960	81
2.125	1050	970	82
2.100	1060	980	83
2.075	1070	990	84
2.050	1080	1000	85
2.025	1090	1010	86
2.000	1100	1020	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

NCAA is a trademark of the National Collegiate Athletic Association.

Visual and Performing Arts Admission

Students should be sure to let their counselor know of their interest in a visual and performing arts program so that they can be of assistance during the admission process. Listed below are some things to think about with regard to each specific area.

Art

Students should decide if they want a Bachelor of Fine Arts (B.F.A.) or a Liberal Arts degree. Students should decide if they want to attend an independent art college or a university art program. Consider attending the local National Portfolio Day (<http://www.portfolioday.net/>) to have your portfolio reviewed. Consider attending summer programs in art.

Dance

Students should decide if they want a B.A./B.S. degree or a B.F.A. degree. Auditions may include a technique class, a performance, a showing of choreographic work, improvisations, and essay and/or an interview. Check the campus or local area for opportunities to see or work with a professional dance company.

Music

Students should decide if they want a Bachelor of Music (B.M.) or a Bachelor of Music Education (B.M.E.) which are programs that emphasize acquiring professional skills in either performance or education. Students should consider if a conservatory, a small liberal arts college or a large urban environment is best for them. Music students should make note of audition procedures and dates at each school.

Theater

Students should decide if they want a Bachelor of Arts (B.A.) or a Bachelor of Fine Arts (B.F.A.) degree. The standard audition usually takes about five minutes and consists of one classical and one contemporary piece, usually about two minutes each. For musical theatre programs, you are required to prepare a song.

Adapted from Peterson's Professional Degree Programs in the Visual & Performing Arts

Students Needing Accommodations in College

Students needing accommodations in college need to check with each school's Office of Disability Services. The levels of service may vary. Accommodations may include priority registration, test taking accommodations, audio text books, reduced course loads, etc. The most important academic challenge is the difference between the educational system in pre-college stage (elementary, middle, high school) where teachers and school staff have allocated resources to provide students with individualized educational services. In college it is up to students to seek and ask for appropriate educational services.

Exploring Global Opportunities (for possible gap year)

African Leadership Academy
www.alagapyear.org

AFS Intercultural Programs
www.afs.org

Alliance Abroad
www.allianceabroad.com

Americorps
www.americorps.gov

American Institute of Foreign Study
www.aifs.com

Australearn
<http://www.globallinksabroad.org/>

Bridgton Academy
www.bridgtonacademy.org

Building Bridges for Coalition
www.buildingbridgescoalition.org

Center for Cultural Interchange
www.cci-exchange.com

CITY Term
www.cityterm.org

City Year
www.cityyear.org

College Internship Program (Autism and Learning Differences)
www.cipworldwide.org

Council on International Educational Exchange
www.ciee.org

Disney Careers
www.disneycareers.com/en/students-recent-grads/

Dynamy
www.dynamy.org

Earthwatch
www.earthwatch.org

El Casal
www.elcasalbarcelona.com

Flying Fish
www.flyingfishonline.com

International Culinary Center
www.internationalculinarycenter.com

Global College-Long Island University
www.liu.edu/global

Global Crossroad
www.globalcrossroad.com

Global Quest
www.globalquestsolution.com

Global Volunteer Network
www.backdoorjobs.com

Habitat for Humanity
www.habitat.org/ivp

AYUSA-Study Abroad
www.ayusa.org

InterExchange
www.interexchange.org

LEAPNOW
www.leapnow.org

Exploring Global Opportunities (for possible gap year)

Magic Carpet Rides
www.magiccarpetrides.org

Bel Camino
www.belcamino.org

Map the Gap International
<http://www.mapthegapinternational.com>

Student Conservation Association
www.thesca.org

MASA Israel Journey
www.masaisrael.org

Thames academy at Mitchell College
<http://mitchell.edu/thames/>

National Civilian Community Corps (NCCC)
www.americorps.gov/about/programs/nccc.asp

Up With People
www.upwithpeople.org

National Outdoor Leadership School
www.nols.edu

Volunteer for Peace
www.vfp.org

Outward Bound
www.outwardbound.org

Washington Internship Program
www.washingtoninternship.com

Pacific Challenge
www.pacificchallenge.org

Where There Be Dragons
www.wheretherebedragons.com

Pacific Discovery
www.pacificdiscovery.org

Woolman Semester
www.woolman.org

Projects Abroad
www.projects-abroad.org/gap-year-abroad

WWOOF (World Wide Opportunities on Organic Farms)
www.wwoof.net

Quest Exchange
www.questexchange.org

Young Judea
www.youngjudaea.org

Rotary Youth Exchange International
<https://www.rotary.org/en/our-programs/youth-exchanges>

Youth International
www.youthinternational.org

Rothberg International School
www.overseas.huji.ac.il

Youth Outreach Volunteer
www.yos.org/get-involved/volunteer

Rustic Pathways
www.rusticpathways.com

School for Field Studies
www.fieldstudies.org

SeaMester
www.seamester.com

Public Universities in Illinois

It should be noted that our state legislature and the resulting cuts in the size of their incoming freshman class might make it more difficult to be admitted to our state universities in the future. Therefore, we highly recommend that students apply for admission to our state universities before November 1 for anticipated enrollment the following school year.

Admission to our state universities for the graduating class of 2021 will be contingent upon high school course work completed in addition to test scores. For the specific high school course requirements for admission students should check with each college for specific course requirements.

English:	4 years, with an emphasis on written communication and literature
Social Studies:	3 years, one year must be U.S. History
Science:	3 years
Mathematics:	4 years, with at least one year of algebra, geometry, and the other two years as appropriately placed individually.
Other:	2 years, to be selected from: art, foreign language, music or vocational education

Major academic factors considered in admission decisions are: (1) high school coursework and (2) ACT and SAT composite score. The Background Statement on the application is used to address supplemental factors for review. Some curricula have additional admission requirements such as a professional interest statement, audition, or interview.

UNIVERSITY OF ILLINOIS

Urbana/Champaign 61801
Office of Admission 217/333-0302
www.admissions.illinois.edu

UNIVERSITY OF ILLINOIS AT CHICAGO

P. O. Box 5220, Chicago 60680
Office of Admission 312/996-4350
uic.edu

EASTERN ILLINOIS UNIVERSITY

Charleston 61920
Office of Admission 877-581-2348 or 217-581-2223
eiu.edu

ILLINOIS STATE UNIVERSITY

Normal 61790

Office of Admission 800/366-2478 or 309/438-2182

illinoisstate.edu

NORTHERN ILLINOIS UNIVERSITY

DeKalb 60115

Office of Admission 800/892/3050 or 815/753-0446

niu.edu

SOUTHERN ILLINOIS UNIVERSITY - CARBONDALE

Carbondale 62901

Office of Admission 618/536-4405

siu.edu

SOUTHERN ILLINOIS UNIVERSITY – EDWARDSVILLE

Edwardsville 62026

Campus Box 1600

Office of Admission 618/650-3705 or 800/447-7483

siue.edu

WESTERN ILLINOIS UNIVERSITY

Macomb 61455

Office of Admission 309/298-3157

wiu.edu

COLLEGE OF DUPAGE

425 Fawell Blvd.

Glen Ellyn, IL 60137

(630)942-2800

cod.edu

College Seminars at Hinsdale Central

These **special** seminars at Hinsdale Central are designed to present current information to students and parents in order to assist them in the college selection process:

COLLEGE PLANNING SEMINAR

Held annually each November

This program is appropriate for all sophomores and juniors considering college attendance after high school. Parents are urged to attend. Our keynote speakers will include college admission representatives for a panel discussion. The program will be held at Hinsdale Central in the Auditorium.

HINSDALE SCHOOL DISTRICT #86 COLLEGE NIGHT

Held annually each March or April

More than 200 college representatives will be on hand to answer questions and disseminate current information. All high school students and parents are welcome.

SENIOR FAMILY NIGHT & FINANCIAL AID PROGRAM

Held annually each September

This seminar will focus on financial planning and current information on acquiring financial aid. Financial aid officers will be here to assist in answering questions. This program will be held at Hinsdale Central in the Auditorium.

Counseling Internet Resources

The Counseling Office has found these web sites to be helpful but does not endorse one over another.

COLLEGE ADMISSION

<http://www.chronicle.com> (Chronicle of Higher Education. You have to subscribe)

<http://www.collegeboard.org> (College Board's home page. They have a good college search and testing information as well as career and financial aid info)

<http://www.embark.com> (It contains many sales pitches. Ok college search and electronic application)

<http://www.collegexpress.com> (A very slick looking, student oriented page. Free membership.)

<http://www.mycollegeguide.org> (Great articles for students. The common app. can be downloaded)

<http://www.collegenet.com> (Easy searchable database.)

<https://www.collegeai.com/> (College search tool)

<http://www.gocollege.com> (Ok search. Too much marketing)

<http://hillel.org> (Jewish presence on campuses)

<http://www.ncaa.org> (Guide for student athletes)

<http://www.petersons.com> (A good start for college admissions information)

<http://www.campustours.com> (Virtual tours of hundreds of campuses)

<http://www.ulinks.com> (College links)

<http://www.CTCL.org> (Forty of the most distinctive colleges and universities, based on Loren Pope's book: Colleges That Change Lives)

<http://www.collegedata.com>

<https://www.nacacnet.org/advocacy--ethics/NACAC-Code-of-Ethics/> (NACAC Professional Association code of ethics)

<http://www.womenscolleges.org> (A comprehensive site with information about & links to women's colleges)

COLLEGE MAJORS

<http://www.aacsb.edu> (Listing and standards for Business majors)

<http://www.cisco.org> (Construction Industry Service Corporation)

<http://www.musictherapy.org> (American Music Therapy Association)

<http://avma.org> (American Vet. Med. Association)

<http://www.seaworld.com> (Sea World site, provides info on programs for students who want to work with animals)

<http://www.aaf.org> (American Advertising Association)

COLLEGE MAJORS (Continued)

<http://www.amtamassage.org> (Massage Therapists)

<http://www.aamc.org> (Association of American Medical Colleges)

COLLEGE APPLICATIONS

In addition to other sites already listed that provide the electronic application, these sites are providing the paperless application option. Watch the small print.

<http://www.applyweb.com/aw> (College Net)

<http://www.commonapp.org> (The common application can be used at many schools)

<http://www.collegequest.com> (Provided by Peterson's)

COLLEGE ADMISSION TESTING

<http://www.act.org> (ACT, Inc. Online)

<http://www.collegeboard.org> (College Board. Good testing information and college search)

<http://www.kaptest.com> (A testing company with testing services, but they also provide admission information)

<http://www.princetonreview.com> (Good college search)

<http://studypoint.com>

CAREER INFORMATION

<http://www.careers.org> (Lots of resources and links)

<http://www.bls.gov> (Bureau of Labor Statistics)

<http://mappingyourfuture.org> (Good career, school, loan info)

<http://www.technical-vocational-schools.com> (Information on technical schools)

SCHOOL COUNSELING-RELATED WEB SITES

These sites are good for counselors to use, but contain good info for students and parents as well.

<http://www.scholarships.com> (Find money for college)

<http://www.schoolcounselor.org> (American School Counselors Association)

<http://www.nacacnet.org> (National Organization)

<http://www.ed.gov/pubs> (U.S. Department of Education)

FINANCIAL AID

<http://www.fastweb.com> (Great scholarship search)

<http://www.isac.org> (Illinois student assistance commission)

<http://www.salliemae.com> (Student loan information)

<http://www.estudentloan.com> (Finding lenders and comparing loans)

<http://finaid.org> (Guide to financial aid)

FEDERAL WEB SITES

<http://nces.ed.gov/help/sitemap.asp>

<http://www.fafsa.gov> (Free application for federal student aid)

<http://www2.ed.gov/about/offices/list/oig/misused/sscams.html> (Identifies scholarship fraud and scams)

<http://www2.ed.gov/about/offices/list/oig/misused/index.html> (more about scholarship fraud and scams)

STATE WEB SITES

www.californiacolleges.edu

<http://regents.ohio.gov>

ATHLETIC RECRUITING

www.recruitu2.com (This is a for-profit clearinghouse to assist student athletes by sending resumes to college coaches)

<http://www.ncaa.org>

VOLUNTEER OPPORTUNITIES

<http://www.volunteermatch.org>

COLLEGE GUIDE BOOKS

GUIDES TO HELP YOU NARROW DOWN YOUR CHOICE OF COLLEGES

The Hinsdale Central Counseling Department does not endorse any rankings provided by the following guides. Below is a brief list of suggested materials you may find useful in your college search. The Counseling Department has extra copies for your perusal. Some of the guides may be available in the school library or at your public library.

The College Handbook (Collegeboard) is the only guide to all accredited four-year and two-year colleges and technical schools in one volume. This perennial best-seller includes: Comprehensive college descriptions listed alphabetically by state; separate sections for two- and four-year schools; more than 40 indexes to help you find and compare schools by key features, such as size, type, and selectivity; tables of early decision and waitlist outcomes; and more. (www.store.collegeboard.org)

Peterson's Four-Year Colleges is the perfect resource for anyone seeking undergraduate education. This detailed field guide includes information on every accredited four-year institution in the U.S. and Canada (and many international schools)—more than 2,700 institutions in all. It also includes detailed two-page descriptions written by admissions personnel at more than 200 colleges. Additional highlights include the Advice Center, which provides insider info on specialized college options; comprehensive indexes that make it easy to search for schools; college profiles with additional details about campus setting, enrollment, academic programs, expenses, application deadlines, and more. (www.petersons.com)

Best Colleges (U.S. News and World Report) is the guide that delves into the mechanics of getting into and choosing a college from start to finish. The comprehensive college directory includes statistics and descriptions that cover over 1,600 colleges and universities.

Fiske Guide to Colleges has been the leading guide to 320+ four-year schools, including quotes from real students and information you won't find on college websites. Fully updated and expanded every year, Fiske is the most authoritative source of information for college-bound students and their parents. Helpful, honest, and straightforward, the Fiske Guide to Colleges delivers an insider's look at what it's really like to be a student at the "best and most interesting" schools in the United States, plus Canada, Great Britain, and Ireland—so you can find the best fits for you.

The Best 384 Colleges (The Princeton Review) provides 384 in-depth school profiles based on candid feedback from 138,000 students, covering academics, administration, campus life, and financial aid. This guide also provides insights on unique college character, social scene, and more.

The K&W Guide to Colleges for Students with Learning Differences (The Princeton Review) Hundreds of thousands of students with ADHD, Autism Spectrum Disorder, or other learning differences head to college every year. This comprehensive guide makes it easy for those students and their families to tackle the daunting process of finding the school that fits their needs best.

Colleges That Change Lives: 40 Schools That Will Change the Way You Think About Colleges by Loren Pope is the book organized into five geographic regions (Northeast, South, Midwest, Southwest, Northwest) to make for easy browsing, and urban, suburban, and rural campuses are all featured. There's also an alphabetical index of colleges. CTCL is dedicated to the advancement and support of a student-centered college search process. (www.ctcl.org)

Summer Opportunities

Don't waste your summers. They are the perfect time for activities that will shore up your resume. Explore your interests and find out or confirm what you are passionate about. Many summer programs have application processes and some require letters of recommendation, so start looking early. Here are some suggestions:

- Get a paying job – there is usually a place for paid employment on applications.
- Take a summer school class at a college for enrichment (not for HC credit)
- Attend a summer program related to your major.
- Take an educational trip, such as a language immersion program overseas.
- Do some community service – there are some excellent summer community service opportunities that combine travel, education and community service. Here are a few examples:
 - People to People: www.ptpi.org
 - Rustic Pathways: www.rusticpathways.com
 - Global Routes: www.globalroutes.org
 - Volunteer Match: www.volunteermatch.org
- Take a unique teen adventure trip with students from all over the world, such as:
 - Action Quest: www.actionquest.com
 - Odyssey Expeditions: <https://www.odysseyexpeditions.com/>
 - Broadreach: www.gobroadreach.com
- Volunteer at a company that might be a career interest for you or something like:
 - Special Olympics: www.specialolympics.org
 - Points of Light: www.pointsoflight.org

SAMPLE RESUME

Hugh Hinsdale
55th and Grant Streets
Hinsdale, IL, 60521

Birth date: 01/01/2003

Academic Achievements - Hinsdale Central High School

HCHS, District 86 - **Dean's List** - 6 semesters
Young Scholars Award - 2018
Contributor to Solstice Magazine 2017, 2018
J. Kyle Braid Leadership Award nominee - 2017
NHS Induction - 2017
AP Scholar Designation - 2017
Illinois State Scholar - 2017
GPA 5.2/5.0

Community Service

United Methodist Resale Charity Event - 2016-2018
United Methodist Appreciation Dinner - 2016-2018
Grand Friend Program (Partnership with youths and seniors) - 2016-2018
Varsity Baseball Charity Clinic - 2016-2018
Varsity Baseball Reading Workshop - 2016

Athletics

HCHS Baseball - 2016-2018
Red Devil MVP- 2017,
Batting Average .455 - 2018
Varsity Starter - 2017-2018
HCHS Football - 2015, 2017

Clubs

Math Team - 2017, 2018
Radio Club - 2017 - 2018
Car Club - Founding member - 2017-2019; Club Co-President 2018-2019

Work Experience

HCHS Summer Baseball Camp - 2017
Mathematics Tutor - 2017-2018
Landscape Maintenance - 2016-2018

Personal Information

Pursuing academic studies in mechanical engineering. Vintage car enthusiast.
Excellent physical condition; Good problem solving capabilities.

S A M P L E

Hugh Grant Street

100 West Hinsdale Avenue | Hinsdale, Illinois 60521 | 630.555.1212
hughgrant@madeupemail.net

Supplemental High school activities Resume

education

Current Junior at Hinsdale Central High School, Hinsdale, Illinois - CEEB Code: 142300
Cumulative GPA: 4.99/5.00 (weighted)
SAT I: 700 Verbal; 700 Math ACT: 31 (Plan to re-take September 20XX)
School Profile for Hinsdale Central High School included with Application

academic honors

Honor Roll every term at Hinsdale Central
Member: National Honor Society

extra curricular, personal & volunteer activities (INCLUDES SUMMER)

Activity	Grade Level				Approximate Time Spent		Positions Held	Do you plan to participate in College?
	9	10	11	12	Hrs/Wk	Wks/Year		
Boy Scouts/Eagle Scout	√	√	√	√	3	52	Very active in local Boy Scout Troop during school year and summers, especially hiking, camping outdoor activities. Eagle Scout rank earned in 9 th grade. Eagle Project was book drive for Chicago inner-city elementary school. Collected and donated 4000+ Russian and Polish language books	yes
Philmont Scout Ranch	√					160	4-week high adventure Boy Scout camp (1 week training) in Cimarron, New Mexico. Served as Crew Cook for entire week for 6 Scouts and 2 Adult Leaders.	
Peer Leadership	√				2-3	15	Participated in this academic and social mentor program	
Tennis Team	√	√			18	15	Doubles player for fresh/soph team. Discontinued because conflict with water polo	
Tennis Club	√	√	√	√	5-20	52	Singles player in this non-school club (20 hours/week during summer)	Yes
Duke University Summer Tennis Camp		√					Week long training camp	
Ambassadors		√	√	√	3	40	Highly selective student group. Worked with transfers students and representative of HCHS	Yes, volunteer tour guide

COLLEGE NAME:			
<u>Date of Visit:</u> Location: - distance from home	_____	_____	_____
Size: - enrollment - physical size of campus			
Environment: - type of school (2 or 4-year) - school setting (urban, rural) - location & size of nearest city - co-ed, male, female - religious affiliation			
Admission Requirements: - deadline - tests required - average test scores, GPA - notification			
Academics: - your major offered - special requirements - accreditation - student-faculty ratio - typical class size			
College Expenses: - tuition, room and board - estimated total budget - application fee, deposits			
Financial Aid: - deadline - required forms - percentage receiving aid - scholarships			
Housing: - residence hall requirement - food plan			
Facilities: - academic - recreational - other			
Activities: - clubs, organizations - Greek life - athletics, intramurals			
Campus Visits: - when - special opportunities			
Name of Interviewer:			
Overall Impression:			

1
3
5
 not a good choice/fit for me
 great choice/fit for me

COLLEGE APPLICATION ORGANIZER

Maintain good records, check and recheck, keep copies for yourself

	School Name				
College applications					
Application deadline					
Essays completed					
Application form completed					
Application mailed					
Letters of Recommendation					
Gave recommendation form to:					
Writer mailed form or returned it to me or my counselor					
Sent thank-you note					
High School Transcripts					
Gave transcript request form to counselor					
Gave midyear school report form to counselor					
Test Scores					
Requested that "official" score reports be sent to colleges:					
SAT Reasoning Test					
SAT Subject Tests					
ACT					
AP exams					
Financial Aid Applications					
Financial aid application deadline					
FAFSA form mailed					
Completed PROFILE registration process					
CSS PROFILE form mailed					
College's financial aid application mailed					

COLLEGE APPLICATION SELF-SURVEY / EVALUATION

Student's Name:

School Counselor:

Date:

Directions: This form should be completed as thoroughly and thoughtfully as possible with a clear overview of your high school accomplishments and experiences as well as your plans for the future. Please bring the completed survey to your Junior Planning Conference. Your school counselor will write a comprehensive letter of recommendation on your behalf in the college admission process. **(TYPED) Please retain a copy for your records.**

Part 1 – Self Description

1. List 4 adjectives that describe you as a person and a student. Please explain why you chose them.
 - 1.
 - 2.
 - 3.
 - 4.
2. What are your favorite classes and why?
3. What specific strengths and/or improvements have you demonstrated in your time as a student? Personally and academically.
4. What are you passionate about (inside or outside of the classroom)? Why?
5. What are you most proud of?
6. Share an event in your life (positive or negative) that has had a significant impact on you. How has it shaped you as a person?
7. Please describe your most memorable experience in or out of high school and tell us why.
8. Explain something that you feel is truly unique about yourself as a student or person. Give an example.
9. Explain a difficult choice you've made that has impacted your academic success in high school and the results you've seen.
10. What are your future goals?

Part 2 – Extra Curricular Involvement

1. Please list all **in-school extra-curricular activities** in which you have been involved. Indicate the year and any leadership positions you have held.

Activity	Year	Position Held

2. What activity did you find most beneficial? Are you interested in participating in this college?

3. Please list all **out-of-school extra-curricular activities** in which you have been involved. Indicate the year and any leadership positions held.
Example: Recreational sports, job, internship, church group, community service, scouting, unique summer experience, etc.

Activity	Year	Position Held

4. What activity did you find most beneficial? Are you interested in participating in this college?

Part 3 – Self Description

Directions: Complete the following sentences and give an example.

1. The thing I like best about myself is:
2. I am particularly good at:
3. Something I am striving to become is:
5. In a group, I am often the one who:
6. People who know me well think I am:
7. In my free time I like to:

Part 4 – Self Reflection

Please share a paragraph long reflection/narrative on your high school experience:

Part 5: College Preferences

List any College(s) that you believe are a good fit for you:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Potential College Major(s):

- 1) _____
- 2) _____

