

ROCHAMBEAU

French International School

College Counseling Handbook



A guide to the college process
for students and parents



University Counseling Office

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Throughout
this handbook,
you'll see words of
wisdom from past
Rochambeau
students.

UNIVERSITY COUNSELING AT ROCHAMBEAU

A STATEMENT OF APPROACH

The academic program at Rochambeau is geared to provide strong preparation for all colleges and universities. Our graduates are well-rounded, highly motivated, and keenly fortified for college-level course material. They have experience in community service, student leadership, arts, and athletics.

The University Counseling Office, in concert with the mission of the School and its academic program, aims to create a good match between students and colleges. Students and parents provide input as to their choices, and faculty and the University Counseling Office offer suggestions as well. We try to include a variety of components in college selection: location, size, community, curriculum, athletics, the arts, and the culture and character of the institution. The primary goal for each student is to find a place where they will find happiness and success in the years after Rochambeau. The process of applying to colleges should not be underestimated. Rochambeau sees it as one among many opportunities for self-discovery, and it is often the first real "adult" experience for the student. This process has two parts:

- a) that of the student presenting credentials for admission to the college
- b) college admissions offices trying to select the most talented, interesting and best-fitting students for their institutions.

It is important to understand that the goals of the student and the goals of a college may be divergent. Colleges follow their own agendas, and they control decision-making in reading applications and admitting students. While the process is not random, it cannot be expected to be necessarily "fair" or "just" — or even "consistent." The reality of college admissions is that colleges have many incentives for keeping rates of admission low, test score profiles high, and admitted student yield rates high.

Students need to be realistic in their self-assessment and their decision-making with regard to selecting colleges within their reach. College admission has become a process that is credentials-driven. The rigor of the academic program, grades, test scores, and outside activities are the primary factors under consideration. Most of these pieces are in place by the end of the junior year, and they are the cold, hard realities of the college decision-making process. To protect their sense of self-worth, students must assess themselves and their academic credentials carefully and then apply to a reasonable range of schools.

We—the student, the parents, and the University Counseling Office—must work together and must communicate clearly and honestly about all aspects of this process. Our goal together must be to achieve a college placement that is a good match on all levels: academic, extra-curricular, and social. The college experience is, for students, a place and a time where and when they may grow, learn, and achieve. Colleges and universities that "sound" good or prestigious may, or may not, be the right match. Therefore, we must all be objective about abilities, interests, and information, and we must communicate clearly and frequently with one another as we journey through this process together.

ROCHAMBEAU UNIVERSITY COUNSELING OFFICE PLEDGE

The Rochambeau University Counseling Office helps students and parents navigate the college admissions process with maturity, balance, and a long view of a life of satisfaction and fulfillment. Colleges are more selective than ever, and in this environment, even the highest-performing students may not be admitted to their top choices for college. Sometimes, for reasons beyond our ability to know, students are admitted to schools beyond their reach.

No matter the outcome of the college admissions process, Rochambeau students adapt to their futures with a resilience rooted in an intrinsic sense of self-worth and not in response to expectations placed upon them by others or outside cultural forces. We are confident that our graduates are well prepared for the colleges that admit them and that a school's fit is far more important than a name on a sweatshirt or car sticker. Regardless of the college, the most successful students propel their own learning, exhibit a confidence rooted in hard-earned skills and ability, and understand that resilience and determination may be the most important qualities they can have at their disposal through college and life.

Rochambeau graduates are well-equipped to leverage the academic resources of their respective schools. Our graduates hold the keys to their own future success.

"Trust your college counselor.
Try to be open-minded when your counselor suggests colleges to put on your list that you wouldn't expect, or don't even know."

ROLES AND RESPONSIBILITIES: UNIVERSITY COUNSELOR, STUDENT, AND PARENTS

The goal of the Rochambeau University Counseling Office is to achieve a college placement that is a good match. To work toward and achieve this objective, it is important to clarify the role of the university counselor and the responsibility of the student (and parents) engaged in the process. A Rochambeau university counselor is an advocate and an adviser for every student in the college process. As an advocate, the college counselor impartially and fairly represents each student in a positive and objective manner. As an adviser, the college counselor offers advice to students and parents. The college counselor cannot offer placement, promises, or prophecies. However, advice offered will be based on our understanding of each student, our experience with college placement, and the history Rochambeau has had with college placement. The university counselor's advice intends to help students discover options and develop strategies.

THE COLLEGE COUNSELOR:

- Works to get to know each student well enough to offer advice about colleges and specific programs that would offer good opportunities
- Gives guidance about what might be good college matches
- Helps students compile a reasonable list of colleges (between six and twelve schools)
 - two to four "Reach" schools (less than 50% chance for admission)
 - two to four "Possible" schools (50% chance for admission),
 - two to four "Likely" schools (better than 50% chance of admission)
- Hosts college visitors for students to meet with, and informs students of college fairs
- Keeps students informed about testing opportunities, and assists students in registering for standardized tests
- Gives guidance and support as seniors fill out applications
- Keeps students and parents informed via meetings, videos, emails, social media, and letters
- Prepares a recommendation for each senior
- Sends transcripts and other school materials to colleges in a timely fashion
- Communicates with college admission offices as appropriate and in accordance with the ethical principles encouraged by the National Association of College Admission Counseling (NACAC)

A STUDENT SEEKING COLLEGE ADMISSION:

- Does as well as he or she can in school (which includes staying out of disciplinary trouble)
- Engages in the process of self-assessment with an open mind
 - Honestly assesses strengths, weaknesses, goals, and expectations
 - Tries not to compare him- or herself to anyone else
- Works with the college counselor to maintain perspective on the process and the decisions to be made
- Listens openly to the advice offered by the college counselor, parents, and teachers
- Takes charge of decision making

COLLEGE ADMISSIONS

WHAT DO COLLEGES LOOK FOR?

The answer to this question varies widely; each institution has its unique set of qualifications it is looking for and its own way of making a decision. How schools evaluate applications can vary based on factors such as the size of the school, how selective it is, and the institution's philosophy. Admissions goals can also vary over time, even from year to year, due to changes in administration (a new president or new admissions director, or changes in admissions goals). Further, admissions goals can even vary within a particular school – state universities may evaluate in-state and out-of-state students based on different standards.

Every year, the National Association of College Admissions Counselors (NACAC) conducts a survey asking colleges what factors they consider to be most important in influencing admissions decisions. The results of a recent survey are as follows:

Category	Very Important	Moderately Important	Limited Importance	Not Important
Grades in College Prep Courses	74.5%	15.0%	5.5%	5.0%
Grades In All Courses	73.2%	16.8%	5.9%	4.1%
Strength of Curriculum	62.1%	21.9%	8.7%	7.3%
Admission Testing (SAT/ACT)	45.7%	37.1%	12.2%	5.0%
Essay/Writing Sample	23.2%	33.2%	24.1%	19.5%
Student's Demonstrated Interest	15.1%	23.9%	28.0%	23.1%
Counselor Recommendation	15.1%	16.1%	26.6%	17.9%
Teacher Recommendation	14.2%	15.1%	26.5%	19.2%
Class Rank	9.1%	29.1%	34.1%	27.7%
Extracurricular Activities	6.4%	42.9%	32.0%	18.7%
Portfolio	6.4%	11.9%	26.9%	54.8%
Interview	5.5%	16.4%	29.3%	49.8%
Work	4.1%	28.6%	36.9%	30.4%

ACADEMIC ACHIEVEMENT – COURSE SELECTION, GRADES, GPA

Achievement in college preparatory courses is the most influential element in assessing a student. Most state universities, and a sizable number of private colleges, traditionally will make initial admissions decisions strictly on the basis of your transcript and standardized test scores. When assessing your transcript, college admissions offices pay attention to the courses you have chosen to take, and whether you have taken a full course load during each year of high school. Your transcript will be closely examined from three vantage points:

1. breadth (choosing courses from many disciplines)
2. depth (advancement in subjects like language and math)
3. level of difficulty (honors, OIB, IB, Dual Enrollment, and AP)

Admissions offices also hope to find consistency in your grades, as well as an upward trend in your GPA as you advance through your high school years. In addition, what teachers say in recommendations about effort and accomplishments will also contribute to the college's assessment of academic achievement.

Grades are communicated to colleges via your Rochambeau transcript and are sent directly to the college by the University Counseling Office. **Note: the transcript does not include the reporting of the following information, standardized test scores, cumulative GPA, class rank. It does however, indicate honors-level courses.** Every transcript we submit to a college is accompanied by the Rochambeau School Profile, which contains information about our grading policies courses offered, and other pertinent academic information.

STANDARDIZED TEST SCORES

While standardized test scores such as the SAT and ACT are required by some, over 1800 colleges and universities do not require them. For more information and a list of test-optional schools, visit www.fairtest.org.

EXTRACURRICULAR ACTIVITIES

Many admissions offices look to see what students have done in the Rochambeau community and in the community beyond (not just in the DC Metro area, but at home, on vacations, etc.). The activities you pursue outside the classroom – athletics, student publications, performing arts, leadership positions – demonstrate the kind of contributions you are likely to make to a college community. Colleges are interested in lifetime hobbies, long-term associations with civic organizations, and service opportunities. They like to see a candidate who is deeply involved in and committed to a few activities, rather than someone who has limited participation in many activities. **Add mention of Family responsibilities and part time work**

CITIZENSHIP

Letters of recommendation from teachers and your university counselor provide a composite evaluation of character and personality. Admissions offices glean inferences about motivation, organization, ambition, and integrity from both the academic record and the recommendations.

One of the strengths of many applicants from Rochambeau is that activities such as leadership and community service are integral parts of the Rochambeau experience. How experiences at Rochambeau are applied to opportunities beyond school is an important indicator of character to an admissions office.

Sometimes colleges find very little to distinguish between applicants on the basis of academic record and test scores. In those cases, the deciding factor may come down to a special talent or the potential that the student will contribute and make a difference in the college community.



HOW DO COLLEGES MAKE ADMISSIONS DECISIONS?

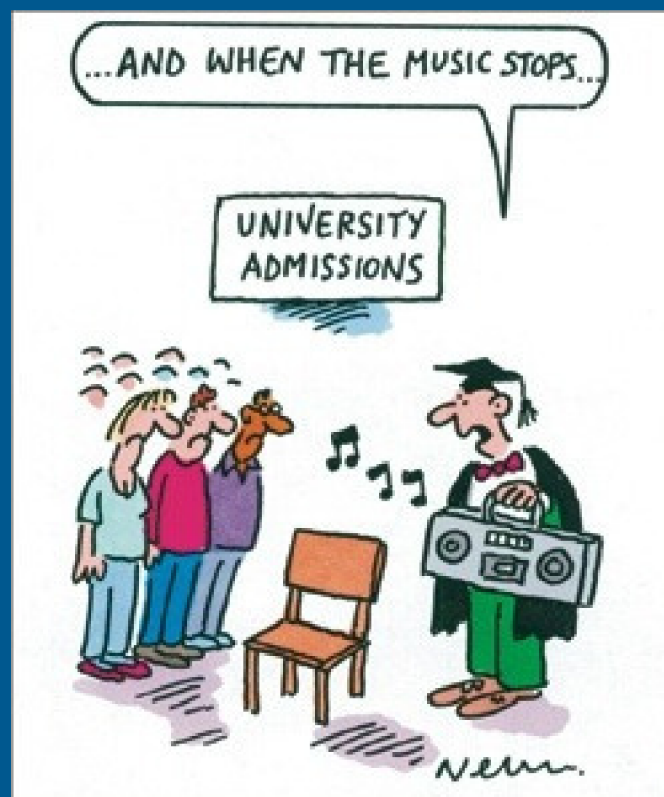
So, exactly how do colleges and universities take into account academic achievement and your personal profile, and arrive at an admissions decision?

As a general rule, larger state universities, due at least in part to the volume of applications they process, tend to use a formula for the majority of their decisions. They rely mostly on objective data to decide whether or not to accept you:

- Course selection
- Grades
- GPA
- Test scores

Criteria used to evaluate in-state applicants vs. those from out-of-state may differ.

A typical smaller liberal arts college, on the other hand, considers a student's personality and character traits as well as academic achievements. Often, two to three admissions officers read each application and rate the candidate according to the institution's unique system. Then, the admissions office gathers in committee to discuss each application. Typically, the admissions person who is responsible for our geographic area (often the same representative who visits Rochambeau) presents your application to the committee. If necessary, this person also advocates for you, doing his or her best to persuade the committee that you should be admitted. Many offices have a separate admissions officer, and in some cases admissions criteria, for international applicants.



BEWARE THE MYTHS OF THE COLLEGE ADMISSIONS PROCESS!

THE COLLEGE COUNSELOR HAS TOTAL POWER AND KNOWLEDGE

The college counselor does not have a crystal ball or "connections." Advice and counsel are based on experience and training. Keep in mind that college admissions offices, and their criteria for selection, change annually.

AIM HIGH AND DON'T WORRY ABOUT REJECTION

Rejection is hard to take, and you may feel very vulnerable about the college process. Rejection is a part of life, but don't set yourself up to get clobbered.

THIS IS THE PAY-OFF: EVERYTHING COMES DOWN TO THIS

Don't make the mistake of giving an admissions office control of your self-esteem. It is unfair and unrealistic to pressure yourself unnecessarily in this way. While college admission is important, life and success is about more than the college you attend.

THE PROCESS MEANS LITTLE

The process means everything. Unless you and your parents are organized, pay attention to detail, and work hard, meaningful college admissions will not be forthcoming.

TERMINALE/SENIOR YEAR DOESN'T MATTER

Terminale year academic performance is very important. Colleges receive grade reports at the end of the first trimester (for early applications), at the end of the second trimester (occasionally), and at the end of terminale year. All acceptances are conditional upon successful completion of terminale year coursework. Any significant drop in academic performance between the time of admission and the end of terminale may result in a loss of acceptance.

BACKUP SCHOOLS NEED NOT BE TAKEN SERIOUSLY

This is absolutely not true. It is important to compile a balanced list: a few "Far Reach and Reach" colleges, some in the "Level" range, and some in the "Likely" range. For admission to be attained at schools in the "Likely" range, these applications must be taken seriously.

COACH WILL GET ME IN

Be skeptical. Coaches can be devoted to you, but they do not work in admissions. All coaches must abide by NCAA recruitment policies. Some coaches may submit a list of "hoped for" athletes, but they have no guarantees.

AN ALUMNI CONNECTION OR PERSONAL FRIEND WILL MAKE THE DIFFERENCE

Very few actually do. Less than 3 in 3500 (according to the most recent data provided by NACAC) have the "right" connection to ensure acceptance. This may be the biggest myth.

THE DECISIONS ARE RANDOM

While the reasoning behind any given decision may not be immediately evident, the decisions are based on careful consideration of both the student and the institution's goals. Colleges and universities are rarely transparent about their strategic goals and targets. This often leads parents and students to conclude that there is no logic to these decisions – in our experience, nothing could be further from the truth.



COLLEGE APPLICATIONS

STANDARDIZED TESTS

PRELIMINARY SCHOLASTIC ASSESSMENT TEST (PSAT)

The PSAT is a two-hour critical reading, math, and writing multiple-choice test. Taken in October by sophomores and juniors, it serves as a practice test for the SAT Reasoning Test.

Your PSAT score will give you a sense of where you stack up against all the other 10th or 11th grade students who will be applying to college at the same time you do.

Your score is not sent to colleges. The only people who see your score are you, your parents, and your college counselor.

NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (NMSQT)

This is not a separate test. Rather, results of the PSAT are used to select semi-finalists, based on national performance percentiles, for National Merit Scholarships and National Achievement Scholarships. PSAT test takers are automatically considered; no separate application is needed.

THE SCHOLASTIC APTITUDE TEST (SAT)

The SAT is composed of an evidence-based reading and writing test and a mathematics test. Each part is scored on a scale of 200-800. There is also an optional essay. It is offered seven times a year, from August to June. As well as once each Fall and once each spring on the Rochambeau campus.

Many colleges require the SAT, but a growing list does not. Rochambeau students usually take the SAT for the first time in the late spring of their junior year, and then again in May or June. Some students opt to take the test again in the fall of senior year. Rochambeau students usually take the SAT twice. Improvement, if it occurs, tends to plateau after the third go-round. If additional testing is desired we encourage students to attempt the ACT.

AMERICAN COLLEGE TEST (ACT)

The ACT is a four-part test which aims to assess the student's knowledge of, and skills in, English, Mathematics, Reading, and Science Reasoning as they have been developed in the high school curriculum. Rochambeau students typically take the ACT for the first time in February of junior year or as an alternative to repeated SAT testing.

Colleges accept both the ACT and the SAT. We encourage students to take both tests and pursue the more successful of the two for subsequent testing. Rochambeau does not currently offer ACT testing on campus.

ADVANCED PLACEMENT (AP) EXAMS

Advanced Placement Exams are three-hour college-level exams offered in over 20 subjects. The exams are given in May and are scored on a scale of 1-5. Rochambeau offers AP exams annually based on student interest, typically:

- English Literature
- English Language and Composition
- French Language
- Spanish Language
- European History
- US History
- Macroeconomics
- Microeconomics
- Biology
- Physics C: Mechanics
- Physics C: Electricity and Magnetism
- Calculus AB
- Calculus BC

While Rochambeau offers several AP exams, we do not offer AP classes. If you choose to take the exam, we recommend self-study or going to an outside tutoring service. If you choose to submit scores, low scores may negatively impact your candidacy, but high scores will distinguish you from your peers in a positive way. Additionally, high scores may earn you advanced placement or course credit in college once you matriculate. An AP exam should never be taken lightly. If you are unsure of what credits may be accepted by a given school, reach out to the undergraduate admissions office. **10th graders (Seconde) are only permitted to take foreign language AP exams.**

CAMBRIDGE ASSESSMENTS

Cambridge Assessments are academic assessments used in the admission process primarily in the United Kingdom but used around the world to assess academic knowledge and ability.

Which assessment(s) you may need to take, if any, are outlined by the institution to which you are applying, and to which academic program you have an interest. Assessments are offered in the following areas of study:

- Biomedical Admissions Test (BMAT), Thinking Skills Assessment (TSA), Engineering Admissions Assessment (ENGAA), Natural Sciences Admissions Assessment (NSAA), Classics Admissions Test (CAT), Modern Languages Admissions Test (MLAT), Oriental Languages Aptitude Test (OLAT), History Aptitude Test (HAT), Philosophy Test, Physics Aptitude Test (PAT), Test of Mathematics for University Admissions (TMUA), Cambridge Personal Styles Questionnaire (CPSQ)

Rochambeau offers these examinations on campus and the University Counseling Office will assist you with registration.

TOEFL/IELTS/DUOLINGO ENGLISH PROFICIENCY

English proficiency testing is given to students for whom English is not their native language, and in some cases, to American citizens whose families do not speak English at home. If you are in doubt as to whether you should take an English proficiency exam, please see your college counselor.

TEST REGISTRATION TIPS

For best results, you should use your full, legal name (full first name, middle initial, last name), with consistent spelling, when registering for all testing. The use of any nicknames or abbreviations can create problems when it's time to send scores to colleges.

If you are taking an English proficiency exam, your name must exactly match the first name, middle name, and last name on your passport.

Be sure to list Rochambeau as your current high school, so that Rochambeau receives a copy of your scores. The Rochambeau School CEEB code is 210264

(Most testing sites refer to Rochambeau as the "French International School")

Print out your registration ticket when you register for testing, and check to make sure you've signed up for the correct date and location. Keep your ticket in a safe place until test day. Please note that the process of taking the SAT at Rochambeau will differ slightly than taking it offsite - you will receive more information if you choose to take the exam on campus.

Note that when registering for the SAT, the College Board asks for a great deal of personal information at the beginning of the process.

You should be aware that the College Board sells licenses to access the information they collect to colleges, universities, and other entities (including the US Department of Defense).

Entering your Social Security number or indicating your citizenship status is not required. Answers to questions of Origin, Race, Parents' level of education, and Parents' income are required, but you have the option to choose the response "I do not wish to respond."

You will also be asked if you would like to sign up for the Student Search Service. If you do not sign up for this service, it will not impact your chance of being accepted to colleges or scholarship programs.

SENDING TEST SCORES TO COLLEGES

You will not be accepted at colleges requiring standardized tests unless the college receives **an official score report** of either your SAT or ACT scores. An official report means that the scores are sent directly to the college by the score reporting agency.

Increasingly, colleges and universities are accepting standardized test scores students report on their Common Application or accepting unofficial copies of scores sent by a member of the University Counseling team. Check the websites of the colleges on your list to see if this is true for you.

Do NOT send scores to score-optional colleges unless your college counselor advises you to do so.

To order scores online go to:

- <https://satsuite.collegeboard.org/sat>
- <https://actstudent.org>

REPORTING SCORES IS THE STUDENT'S RESPONSIBILITY!

Photocopies of your score reports are not official. Furthermore, remember that Rochambeau does not report standardized test scores on the official school transcript.

IMPROVING STANDARDIZED TEST SCORES

Standardized test scores are not the most important detail about you as you present yourself to a college. More than 1000 colleges and universities don't even require them. **Much more important than test scores is your academic record.** You should be working for the best possible grades you can; your end-of-junior-year grades, in particular, come under close scrutiny. Grades are not given - they are earned. Give your best effort each year.

All that said, many students look for ways to improve their SAT or ACT scores. There is no one quick and easy way to do this. There are review courses and tutoring, but there is no guarantee that they will be effective. There are just as many studies supporting the value of review courses as there are studies which refute their value. Here are some recommendations for optimizing your test scores:

- Know what kind of learner and test-taker you are.
 - If you do not get "stressed" in testing situations, a standard review of tests provided by the ETS in their registration bulletins will be fine.
 - If you "never seem to know what to expect" on these types of tests, or if you simply get too "worked up" before and during these tests, more extensive review and practice might be in order
- Review your PSAT scores.
 - The score report you receive contains a lot of helpful detail about how you performed on each question.
 - Use it in conjunction with your PSAT test booklet to help identify areas where you need improvement.

- Practice, practice, practice SAT- and ACT-type questions.
 - The College Board has partnered with Khan Academy to provide free SAT test prep.
 - The College Board also offers a useful online preparation course for the SAT at a reasonable price.
- Try one of the many "Cracking the SAT"-type handbooks that are available.
 - This type of practice only works if you are motivated, make the time for taking a practice test, and review the answers to the test to identify your own strengths and weaknesses.
- Take an SAT or ACT review course from a company like Peterson's, Kaplan, or the Princeton Review.
 - This is best for someone who cannot force themselves to sit down and practice on their own. A formal course is expensive and time-consuming, which may or may not be an issue for you. And, even if you take one, you must approach the course seriously. (You still have to be motivated.)
- Read as much as you can in your spare time.
 - During the summer, read more books while on the extended break
 - Be assiduous about looking up words that you do not know.

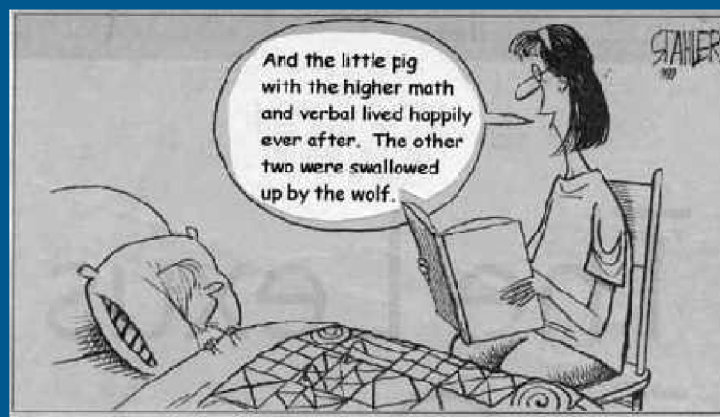
Whatever you choose to do in the way of standardized test preparation, it is important that it not detract from your coursework. Increased test scores at the expense of lower grades is not a good tradeoff. For this reason, the summer between your junior and senior years is an excellent time for standardized test preparation.



SUMMARY OF THE STANDARDIZED TESTING SCHEDULE

Below is a list of various standardized tests and the dates most commonly utilized by Rochambeau students. Please know that you are not expected to sit for all the test dates below; your university counselor will help you map out a test-taking schedule that is best for you.

Sophomore Year	March/April	PSAT10, School Day Testing @Rochambeau
Junior Year	October	PSAT/NMSQT, School Day Testng @Rochambeau
	March/April	SAT, School Day Testing @Rochambeau
	April	ACT
	May	SAT, AP Exams, ACT
	June	SAT or ACT
	Senior Year	August
September		ACT, Cambridge Assessments
October		SAT or ACT, Cambridge Assessments
November		SAT
December		ACT or SAT
May		AP Exams



SELECTING COLLEGES FOR APPLICATION

As you work with your college counselor to begin selecting schools to which you may apply, please keep the following points in mind :

- Know yourself: honesty is vitally important in this step.
 - Complete the Student Questionnaire in SCOIR; this will help with self-awareness, and help you to clarify what you are looking for in a college or university.
- Decide what you want and what you don't want in a college
 - location
 - size
 - possible academic major
 - social life (Greek system?)
 - residence halls
 - affordability
 - distance from home
 - internships

Here are a few questions to get you started:

- Do you like the small-size feeling of Rochambeau?
 - Would you be happy at a college with a similar feel?
 - Would you prefer a large university setting?
 - **Remember, almost every college or university will be larger than Rochambeau.**
- How about the DC Region?
 - Would you prefer to be in the midst of a large city?
 - Would you like the small-town atmosphere?
 - Perhaps a rural setting?
 - **Remember, just because a school isn't in a large urban city doesn't mean you will have fewer opportunities or a lesser education.**
- Will distance from home play a role in where you attend college or university?
 - Would you prefer to be closer to family and home?
 - Would you prefer to further away when you move on to college?
- What areas of the country/world will allow you to enjoy your favorite activities?
- Are you interested in attending a college with other students of the same religion or ethnic background?
- Do you want to take classes taught in English? French? Another language?
- Do you like the idea of attending an all-male or all-female institution?
 - **Remember, attending a single-gender college, does not mean you will not interact with students from all gender backgrounds**

Find out which schools meet YOUR criteria. Use a variety of resources

- Internet
- Parents
- Friends
- Rochambeau alumni
- College marketing publications
- University Counselors

Here are some places to get started:

- Once you have created a preliminary list of colleges in SCOIR, this is called your following list.
 - You will have easy access to college websites right from your list.

- SCOIR also offers graphs showing application results for past Rochambeau students who have applied to the colleges you are researching.
 - The University Counseling Office in the Administration Building contains a limited supply of college viewbooks, college guides, and other publications for you to look over.
- Determine if you meet THEIR criteria
 - Take a hard look at yourself
 - Your academic aptitudes and your accomplishments
 - Have you demonstrated the quality of academic work at each college of interest?
 - Have you taken all of the courses that the college requires for admission?
 - Rochambeau students usually have,
 - Be sure to check the admissions requirements of the colleges you are considering.

For example:

- pre-calculus is required for many business programs
 - chemistry for physical education programs
 - physics and calculus are needed for many engineering programs.
- If it is a highly selective school (having significantly more applicants than it can possibly admit), do you have something substantive and sustained that supplements a solid academic record?
 - Although test results are only one factor in the process,
 - Do your scores fall within the range presented by most successful candidates? If they are far below that range, you are not being realistic.

Keep firmly in mind that there are no "best" colleges. There are only colleges that are best for a given person -- in short, best for you. A good match is a place where you can pursue your academic interests but not be crushed academically. It is also a place that offers your extracurricular interests, and where you can find people with whom you can be friends.

CRAFTING YOUR COLLEGE LIST

Most students' preliminary lists of colleges are pretty large. Fine-tune your list over the summer before senior year, preferably down to 6 to 12 colleges. The number of colleges will vary from student to student. For some, one application may be all that is necessary, particularly if you apply Early Decision or Early Action and are accepted. For others, more applications will be necessary. No matter how many, you are aiming for a balanced range of schools. Your counselor will indicate the relative difficulty of acceptance for each school on your list - Likely, Possible, Reach, or Far Reach.

- Likely are schools that you and your college counselor are confident will accept you.
 - They must also be schools that you would be happy to attend.
 - Students often assume that a Likely school is not very good, and so lose interest in it.
 - Student interest, as colleges track it, is really important, so don't ignore the Likely's on your list.
- Possible are schools on your list that fit you and your academic and extracurricular needs well. However, admission selectivity or other factors make admission less than a likely possibility. Two to four schools on your final list should be ones that fit the possible category
 - **Remember that the key to a good final list lies in the appropriateness and richness of the "Likelies" and Possibles," since it is from these that most students' final selection comes.**
- You may also want to include two to four schools that seem like long shots given your academic record. These schools are the Reaches and Far Reaches on your list.
 - If your college counselor rates one of your schools as Far Reach, that does NOT mean that they think you have no chance of getting in

Your college list will be created and maintained in SCOIR, initially as your "suggested colleges list. You and your college counselor can search for and add colleges to your list using the search functions, within SCOIR. Your parents will be able to log into their own accounts and will be able to view and add to your list. Eventually, you will move schools into "following", then "applying", and finally "applied" as you move through the process.

INFORMATION FOR STUDENTS INTERESTED IN COLLEGE ATHLETICS

College athletics take place on three levels: intramural, club, and intercollegiate. The intercollegiate level is further divided into Divisions I, II, and III. To assess your own ability to play at the DI, DII, or DIII level in college, talk with your coach and attend summer camps in your chosen sport. You should be looking for a college program with a good match to your athletic ability. For some athletes, choosing to play DI can mean working very hard in the hope of getting to play in the last year or two of college, while DII or III can lead to some playing time in the first year followed by meaningful contributions over the rest of the college career.

NCAA ELIGIBILITY

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting and financial aid.

The NCAA has three membership divisions:

- Division I
- Division II
- Division III

Institutions are members of a division according to the size and scope of their athletic programs, and whether they provide athletic scholarships.

Division I and II programs offer athletic scholarships; Division III programs do not. No division offers a four-year, "full ride" scholarship. All scholarships are renewed each year at the coach's discretion. Renewal of scholarships for the second, third, and fourth years can be impacted by available scholarship money, performance on and off the field, and injury

if you are planning to enroll in college as a freshman and wish to participate in Division I or Division II athletics, you must be certified by the NCAA Eligibility Center. It ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student-athletes at member institutions. Read the "NCAA Guide for the College-Bound Student-Athlete" for more information.

To be certified by the NCAA for Division I or II, you must register, submit your high school transcripts, and meet any GPA and/or standardized test requirements. Division III athletes do not need to register but can set up a profile page if they desire. Registration can take place at any time but Most students register in their junior year. There is a registration fee. A fee waiver is available if you qualify for SAT or ACT fee waivers.

To complete your registration with the NCAA Eligibility Center, you must do the following:

- Register online at www.eligibilitycenter.org
- Request that Rochambeau send an official transcript to the Eligibility Center at the end of your junior year.
 - Follow the instructions in your NCAA account to submit the request.
- If you attended any other high schools, submit a transcript request to that school as well.
 - If you attended a non-English-language high school before Rochambeau, the transcript sent to the Eligibility Center must be in the native language and also include a line-by-line translation to English.
- If needed or requested SAT or ACT scores must be sent directly to the Eligibility Center from the testing agency. This can be done when you register for the test, using the Eligibility Center code 9999. Or, log into your College Board or ACT account at any time and order an official score report from past test dates..



CREATING AN ATHLETIC PROFILE

The athletic or recruiting profile is similar to a resume and is sent out to college coaches. It should contain:

- Basic information: name, mailing address, phone numbers, email address, date of birth, age, current high school, anticipated graduation date, photo
- Athletic information: height, weight, position(s) played, jersey number, individual statistics, awards, team records, team accomplishments, strength and conditioning test data (if appropriate for your sport) Link to your highlight video (if appropriate for your sport)
- Academic information: current GPA, standardized test scores, high school level awards and accomplishments, desired college major
- Other information: activities and experience that demonstrate your leadership abilities and work ethic
- References: names and contact information of your high school coach, club or summer coach, strength or fitness coach, and college counselor

When sending your athletic profile to coaches, you should include a cover letter. This should be an introduction, not a detailed summary of your athletic performance. Be sure to use the coach's name (rather than "Dear Coach") and mention the college by name (rather than "I am interested in playing soccer at your college").

YOUR HIGHLIGHT VIDEO

If creating a HUDL video is appropriate for your sport, ask your Rochambeau coach to put you on the HUDL roster. You'll get an invitation to register with HUDL. Watch the tutorial about creating a highlight film. Once you've created your video, you should update it every week during the season with fresh footage. If you have a good away game, you may even be able to get footage from the opposing team's coach to add to your video.

THE ATHLETIC RECRUITING PROCESS

The likelihood of being recruited or selected for a team varies not only from division to division, but also from conference to conference, school to school, and sport to sport. The more competitive the sport, the harder it is to get recruited.

The first stage of the recruiting process is the initial contact between college coaches and players. Coaches send out form letters or emails to hundreds of potential student-athletes. Receiving such a letter does not mean you are a recruited athlete at this college. On average, for every 1000 questionnaires sent out by a coach to potential student-athletes, only 6 of those students will ultimately enroll at that institution.

In the next stage of the process, the coach begins to narrow his focus to a smaller group of potential athletes. At the DI or DII level, the college coach contacts the Rochambeau or summer coach, usually by the time the student-athlete is in eleventh grade. The college admissions office needs to approve you as well, so the coach will ask you to have Rochambeau send your transcript. The coach then brings it to the admissions office for review, to see if you are eligible.

At the DIII level, initial contact can be made by either the college coach or the student. The coach may see you play at a summer camp or showcase. He or she will rarely talk to you face to face but will contact your high school or summer camp coach. Or, you can be the one to initiate contact. This can be wrapped into your visit to a college - contact the coach via email in advance of your visit to set this up. The coach will also ask you for a link to your HUDL video, so be sure to have this ready before contacting coaches.

You may be invited for an official visit to the college. This will allow you some time with the coaches and players. Have some questions ready for the coaches, and also some for the other players. During this visit, you may be asked if you are willing to make the college your first choice. You don't need to respond right then, but be positive in your response. If you still have more colleges to visit, say so. Take this opportunity to ask the coach if you're on his short list.

During the recruiting process, be sure to keep your university counselor and your Rochambeau coach in the loop.

INFORMATION FOR STUDENT ATHLETES

(This information was taken from **Making Sure You Are Eligible**, a brochure produced by the NCAA for high school students, and the NCAA web site)

Students who are extremely talented in athletics often want to have that be a part of their college admissions picture. There are important steps which student athletes must take to ensure appropriate placement and communication regarding their athletic interests:

- Students need to have an open and honest conversation with the coaches of their respective sport to have a realistic sense of their athletic aspirations.

It is important that students select a college where their athletic ability will have a contributing role. •

Junior Year

- Work with your college counselor to develop a preliminary list of colleges. Your coach can help you identify colleges at which you may be recruited.
- You should approach your college search from two angles:
 - with and without the athletic component.
- The acid test for every school on your list should be :
 - would I be happy here even if I am not on the team?
- Share your preliminary list with your coach, parents, and adviser; discuss and revise your list as needed.
- Depending on your sport, create and upload a highlight video to HUDL or create a homemade video for college coaches (meet with your Rochambeau Coach to discuss options).
- Create your athletic profile.
- Have unofficial copies of your transcript on hand to give to college coaches.
- Contact college coaches by email and inform them of your interest and the summer camps you will attend; send your recruiting profile or link to your highlight video, and your transcript.
- When visiting campuses, contact coaches well in advance and try to set up a meeting.
- Provide your Rochambeau coach with a copy of your transcript, a list of the camps or tournaments you will attend, and names and contact info for the college coaches you are in communication with.

Potential DI or II athletes:

- Make sure that the courses you take are approved NCAA Core Courses.
- Take the SAT and/or the ACT in the spring of the junior year, and if needed order a score report for the NCAA Eligibility Center at the time of registration (the "school" code for the NCAA is 9999).
- At the end of your junior year, ask the College Office to submit your transcript to the NCAA Eligibility Center.
- If you attended any other high school, contact the school and request that they send an official transcript to the NCAA Eligibility Center.
- When registering for senior year courses, check that you are on track to have completed the correct complement of NCAA Core Courses by the end of senior year.
- Attend summer camps and showcases during the summer between junior and senior year.
- Bring unofficial copies of your transcript and test scores to give to any interested coaches.
- Keep in touch with your university counselor and Rochambeau coach throughout the process.

Senior Year

- Inform your Rochambeau coach of any changes to your college list as it evolves
- Based on your interests and the responses you've received from coaches, identify your top three or so colleges and ask your Rochambeau coach to contact the coaches to help support your placement.
- Contact college coaches and inform them of your game schedule.
- Stay in contact with college coaches; send an updated link to your highlight video if needed.
- Keep your university college counselor, Rochambeau coach, and parents informed of all conversations with college coaches.
- If a coach asks you to commit to a program by applying Early Decision, discuss this option with your university counselor, Rochambeau coach, and parents.
- Be sure to ask pointed questions regarding the coach's level of interest in you.
 - Keep in mind, applying Early Decision is not a guarantee of a spot on the team.

Potential DI or II athletes:

- If you take the SAT and/or the ACT again, send your scores to the NCAA Eligibility Center.
- On or after April 1, request final amateurism certification.
- After graduation, contact the University Counseling Office and request that we send a final transcript to the NCAA Eligibility Center.

INFORMATION FOR STUDENTS INTERESTED IN THE VISUAL OR PERFORMING ARTS

To maximize the college opportunities for artistically or musically inclined students, there are particular steps to take in the college process.

COLLEGE AND UNIVERSITY OPTIONS

You may choose to select a college that focuses solely on the arts, or a liberal arts college that provides a greater diversity in course offerings. One choice is not necessarily better than another it just depends on your goals.

Professional arts programs tend to be more competitive in the particular field you want to enter, and the portfolio or audition will be very important in the admissions process. If you want to be around other artists all day, every day, surrounded by music practice rooms or in the company of other sculptors, painters, or dancers, then a professional program is for you.

A liberal arts college may be more difficult academically, and transcripts and test scores are more important in the selection process. If you want to focus on one of the arts but also have the opportunity to study history or something else, then a liberal arts program may be more suitable for you.

DEGREE OPTIONS

It is important to note that "professional" degrees – such as the Bachelor of Fine Arts or the Bachelor of Music – generally differ greatly from the "liberal arts" degrees – the Bachelor of Arts and the Bachelor of Science.

Professional degree programs are more likely to require a higher percentage of studio or performance practice in the chosen art field. The remaining academic course work to be taken will most likely incorporate the arts into its curriculum. A student in a professional degree program will usually have a particular focus -- a specific musical instrument or style, for example.

A student working towards a liberal arts degree will have more general studies, covering a wider range of subject areas, with less emphasis on performance or studio work. These degrees may be the right choice for the student who is unsure of what specialty to pursue (or one who wants to keep all options open).

You may also want to consider a summer program: the intense immersion in your art may give you a sense of whether you are ready to commit to pursuing a professional degree in college.

APPLICATION AND ADMISSIONS PROCESS FOR ART PROGRAMS

Professional art programs require a portfolio; liberal arts colleges typically do not. A portfolio is a collection of images of recent work that provides examples of the student's artistic efforts. Portfolios are evaluated by artistically trained admissions officers. They tend to look for more than raw talent. They are seeking a particular level of competency and technical skill as well as conceptual ability. In all professional colleges, they are looking for students who demonstrate through their artwork that they are creative, intellectually curious, and seriously invested and committed – even compelled – to make art.

Begin work on your portfolio in the spring of the junior year. A summer program in portfolio development may be worth considering.

Portfolio advice for applicants:

- Be an expert on your work and be able to talk about why you created the piece.
- Include work in a variety of media.
- Present your work in the way the school asks.

APPLICATION AND ADMISSIONS PROCESS FOR MUSIC PROGRAMS

Music students are evaluated traditionally through transcripts, test scores, recommendations, and auditions. Again, each school uses a slightly different process. Audition at a conservatory is the critical factor in admissions, followed by traditional assessment. In a liberal arts college, admission criteria are more equally weighted.

Some schools hold regional auditions, and the performances are recorded and then reviewed back on campus. Teachers of the specific instrument usually review auditions. They are looking for raw talent, technique, and musical artistry that set the performer apart. Auditions range from 5 to 30 minutes in length. Instructors ask for one piece, listen for a bit, and then ask for a second piece. Always prepare three pieces, usually from the 18th, 19th and 20th centuries and in contrasting styles. Keep in mind that traveling to auditions will require additional planning, cost, and potential time away from school. Plan accordingly.

Some audition advice for aspiring music majors:

- Request a letter of recommendation from your primary instrument instructor.
- Be prepared to sight read or sing.
- Bring original sheet music in the correct key.

APPLICATION AND ADMISSIONS PROCESS FOR THEATER PROGRAMS

Theater students are usually expected to complete a university application, with transcript, test scores and recommendations. Students interested in acting usually need to enroll in a university that teaches theater and acting for the stage.

Some schools require a supplementary application geared toward the theater. It usually includes questions related to theater and an essay on why you're pursuing this degree. The standard audition is five minutes, consisting of one classical and one contemporary piece, usually about two minutes each.

Musical theater auditions sometimes require the preparation of a song as well. Most schools require you to audition at their school, although some consortia offer regional or national auditions.

Audition judges are typically faculty and staff members from the school of theater. Most of these auditions are very formal, very professional, and often intimidating. Potential and natural talent is what they are looking for. keep in mind that traveling to auditions will require additional planning, cost, and potential time away from school. Plan accordingly.

Audition advice for applicants:

- Be familiar with the entire play you choose a selection from, and be ready to talk about the character you portray.
- Rehearse in the clothes you will wear to the audition.
- Be aware that you are auditioning from the moment you walk in.



APPLICATION TIPS

Colleges don't expect international students to visit, because they understand the difficulties involved. But if you live in the US or are returning to Rochambeau after a break and can take the time to visit, you should. Visiting campuses just before the start of the Fall term at Rochambeau is preferred as most colleges are already in session, so you can get a feel for the campus. This is a better choice than June when colleges are not in session. A great idea is to check with your classmates to see if you can join them on a visit or two in the spring of junior year or fall of senior year.

When speaking to the admissions representatives, you should ask if there is a limit on the number of international students accepted at that school, and also whether there is a limit on the number of students accepted from your country.

The application essay can be particularly challenging for students for whom English is not their first language, so be sure to get an early start on it. But keep in mind that the college wants this essay to be written by you, so it must be consistent with your writing ability - in other words, consistent with your TOEFL score. If your TOEFL score is 85 and your essay is perfectly polished English, the admissions office will conclude that someone else wrote it for you.

As an international applicant, it is especially important to use your official name (as it appears on your passport) on every document submitted as part of an application, and when registering for standardized testing (SAT, ACT, TOEFL, etc.). Using a consistent name with consistent spelling will help college admissions offices match all of your admissions materials to your file.

For the same reason, you should ensure that your birth date is correct on all documents. Ask for a copy of your Rochambeau transcript as well, and check to make sure your name and birth date match what is on your passport.



INFORMATION FOR STUDENTS WITH LEARNING STYLE DIFFERENCES

While students with learning style differences are protected by law from having to report their learning style differences to a college, many students opt to do so and actively seek out institutions that provide the services they need in order to be successful in college. If you hope to find a college that will provide accommodations for your learning style differences, a good place to start is with The K&W Guide to College Programs & Services for Students with Learning Disabilities or ADHD. You can also check the websites of colleges that interest you. Search for terms such as "academic support," "accommodations," or "disability services" to learn about the programs offered. You can make an appointment to visit the academic support office when visiting a college to learn more. Be sure to investigate whether the program requires a separate application and/or involves additional cost.

STANDARDIZED TESTING AND STUDENTS REQUIRING ACCOMMODATIONS

If you have been receiving accommodations such as extended time on Rochambeau tests and exams as a result of a documented learning style difference, you may want to request accommodations for standardized testing. In order to qualify for accommodations, the following conditions must be met:

- You must have documentation on file at Rochambeau of a professional evaluation of a disability that necessitates testing accommodations.
 - For accommodations on the ACT, the evaluation must have been completed within the last three years
 - College Board tests (PSAT, SAT, SAT Subject Tests, AP), within the last five years.
- Documentation must include a statement by a qualified professional (psychiatrist, psychologist, or educational professional) which:
 - identifies the disability
 - describes the specific accommodations requested
 - states why the disability qualifies you for such accommodations on standardized tests.
- Documentation must also include testing results, both raw and scaled scores.

You must be actively using the requested accommodations for Rochambeau tests and exams.

Because the College Board administers the PSAT, the SAT, SAT II Subject Tests, and AP Exams, you can apply for accommodations for all of these tests with just one application. If approved, you can then opt to take any of these tests with accommodations.

The ACT is administered by a separate organization and requires a separate application for accommodations. Application for accommodations on the ACT differs in that it is made at the time you register for the test. Parents should register their child for the test online at www.act.org, and request the appropriate accommodations based on the recommendations of the educational testing. You will receive a confirmation email containing your ACT ID.

Please be aware that, in the end, it is the College Board or the ACT experts who determine eligibility for accommodations on standardized tests. We will assist in the sending of the material, but we have no voice in the assessment or decision.

"Don't stress too much about choosing until you get in; also, apply to lots of colleges, with room for likelies and far reaches."

CAMPUS VISITS AND INTERVIEWS

It is vital that you visit colleges during the college process. Given the busy and demanding schedule of your premiere and terminale years, you should do your best to minimize conflict with the academic schedule as you plan your visits. Ideally, you should try to take advantage of weekends and school holidays to visit colleges. Many students begin visiting schools during the spring vacation of their premiere year. An even better opportunity for college visits is during the summer between premiere and terminale. Colleges welcome visits over the summer and offer regular campus tours. Some colleges also offer interviews; when planning a visit, call ahead, two weeks or more, to schedule interviews when possible.

We hope you'll visit a variety of schools to begin shaping a final college application list. Your visit to a college campus is likely to be very different: typically you won't experience as much individual attention. Campus visits usually have two parts:

1. The tour
2. The information session.

Most colleges offer two tours/information sessions per day, one in the morning and another in the afternoon. Register online or call to find out the schedule and register. Check to see if the admissions office offers interviews; if they do, sign up for one.

When you arrive on campus for a visit, you may find that it's not what you expected. Even if you feel like you don't want to get out of the car, you should make the effort. Don't judge the school from the curb. As you and your parents arrive at the admissions office, you should be the first one through the door. Introduce yourself and your parents to the receptionist. Be sure to check in so that there is a record of your having visited the college - the admissions office will note this as interest on your part. Ask if you can say hello to the Maryland, DC, or Virginia admission representative.

If you are visiting a large university, expect to be part of a crowd, led around campus by a single tour guide. Try not to allow your impression of the tour guide to influence how you feel about the entire college (either positively or negatively). The tour is usually preceded or followed by an information session, often attended by a large group (up to 1000 people at a large university). Note what is said, and also what is not being said.

If you have the opportunity to interview, prepare in advance by spending some time thinking about your answers to the potential questions below. Be yourself. Be sure to ask for the business card of the person who interviews you, and follow up with a note or email thanking him or her.

After you leave, write down your impressions of the school. On an extended college visit trip, details can all meld together quickly!

A quick note about alumni interviews: you may be offered the opportunity to interview with an alum of a college you're considering. You should ask whether the interview is a part of the evaluation process, or if it's strictly informational. If the alum wants to meet you here on the Rochambeau campus, check with the college office for help with finding a location for the interview.

QUESTIONS INTERVIEWERS MAY ASK YOU

What are your goals?

- Have any of your major goals changed recently? How and why?
- What will be the "good life" for you twenty years from now?
- How do you define success? Are you satisfied with your accomplishments to date?
- Why do you work hard (not so hard)?
- Have you set any academic goals for yourself so far? Have you met them? If not, why not?
- What are your college and career goals?

How well do you know yourself -- your strengths and weaknesses?

- In what ways are you like your parents? How are you different?
- If I visited your school for a few days, what would I find your role to be in the school community?
- What would your teachers say were your greatest strengths as a person? As a student?
- Likewise, what about your shortcomings or weaknesses?
- What kind of self-development do you wish to see in yourself in the next four years?
- In a sentence or two, what points about yourself would you like to leave with me so that I can present your strongest side to our admissions committee?
- What kind of person would you like to become?
- Of your particular gifts and strengths, which would you most like to develop? What would you most like to change about yourself?
- How do you learn best?
- Do you do best in a competitive atmosphere?
- Do you work best independently or with others?
- Are you self-motivated or do you need close personal attention from your teachers?
- What extracurricular activities at school have been most important to you?
 - Have you shown any special commitment to or competence in them? What about activities outside school?
- What's the relative importance to you of academics vs. extracurricular activities?
- How would others describe your role in either your school or your home community?
 - Do you feel you have made any significant contribution in either area?
- Would your best friend, your parents, or your school counselor agree with the picture of yourself as you have described it?
- Do you believe that you are adequately prepared for a college curriculum?
- How confident are you about your writing skills?
- How often do you write a paper?
- At what are you best?
- What is your most important trait?
- Has there been an important experience in your life that has contributed the most to your maturing process or understanding yourself?
- What have you learned about yourself and/or other people from experience (for example, a leadership position, or moving several times while growing up)?

What are your values? How have they been formed or changed?

- When you imagine yourself going to college, how do you see yourself spending your most satisfying moments?
- Do you have contemporary heroes?
- Do you have Historical heroes?
- What events would you deem crucial in your life thus far?
- Describe something that you have really become indignant over in the past year.
- If I could hand you my telephone and let you talk to any one person living, to whom would you like to talk? Why?
- If I said you had \$10,000 to spend in a year between high school and college, how would you spend the money and time?
- If you were chosen as the new principal in your high school, what would be your first move?
- What events or experiences in your life so far have had the greatest influence on your growth and thinking -- on making you the person you are today?
- What have you enjoyed most about your high school experience?
- If you could live these last few years over again, what would you do differently?
- Which relationships are most important to you? Why?
- Describe your best friends. Are they mostly similar to or different from you?
- How has your environment – school, family, and the town you live in – influenced your way of thinking?
 - Has it mostly served to expand or to circumscribe your life and activities?
- What bothers you the most about the world around you?
- If you had the opportunity and the responsibility to change the world, where would you start?
- What have you gained from your (athletics, school, club, etc.) activities?

Individuality

- After you have graduated, what is it about you that your high school will miss most?
- What pressures do you feel operating on you in society to conform?
- Describe ways in which you and your friends "go your own way."
- What do you feel sets you apart as an individual in your school?
- Have you ever thought of not going to college? What would you do?

Intellectual interests and potential

- Where and when do you find yourself most stimulated intellectually?
- What books or articles have made a lasting impression on your way of thinking?
- Have you read deeply into any one author or field?
- What are your academic interests and preferences?
- Which subjects and courses have you enjoyed the most?
- Which subjects or courses have been most difficult for you?
- Briefly describe your course of study.
- Which are your favorite subjects? Why?
- What is your least favorite subject? Why?
- How much time do you spend studying or doing homework each night?
- What subjects are hardest for you? Easiest?
- Tell me about your musical interests.
- Do you write outside of school? What type of things?
- Describe a project or assignment that you particularly enjoyed and how you went about completing it.

Interest in school; ability to contribute to school

- What is the most significant contribution you've made to your school?
- What do you feel that you have to offer [Name of College]?
- What characteristics of a college do you consider to be most important?
- How much prior research and investigation have you done about [Name of College]?
- Why did you choose the particular activities you did?
- How often do you write for the school newspaper and how often does it come out?
- What activities might you pursue further if you came to [Name of College]?
- Why a liberal arts college?
- Why [Name of College]?
- What factors will you weigh most heavily in deciding which colleges to apply to?
- What kind of environment do you want in college?
- What are you looking for in a university?

Other questions you may be asked

- What have you read, seen, or heard about [Name of College] that you don't like?
 - What rumors can I confirm or deny?
- Is there anything you'd like to toss into the interview as a parting comment?
- After a long, hard day, what do you most enjoy doing?
- What do you do for fun?
- What do you do to relax?
- What are the major problems at your high school these days?
- How would you rate the quality of instruction at your school?
- How do you spend your summers and vacation periods?
- How do you feel about your most recent grades?
- How demanding is your secondary school?
- How do you feel about your current teachers?
- Which one of your teachers is most exciting? Why?
- Have you won any academic awards or earned any particular academic recognition?
- Is there anything more you'd like to tell me about your academic record?
- Have you earned any varsity letters?
- What have been the satisfactions and frustrations with some of your leadership roles?
- Is there anything that we've not talked about that you would like to discuss?
- Is there anything that we have discussed that you'd like to tell me more about?
- What would you like to talk about?
- When you think of the best-educated people you know as friends or friends of your family, what are the characteristics which are most impressive?
 - How do you connect those qualities with the kind of education they have pursued?

QUESTIONS YOU MAY WANT TO ASK

When given the opportunity to ask questions during a college visit, be sure to avoid questions easily answered by checking the school's web site.

General information

- How difficult is it to change majors at your school?
- How many students change majors?
- Are you over or under-enrolled for the class coming in this year?
- How many students will be in your incoming class this year?
- What is the average class size in the first year?
- What is the average class size overall?
- What are the smallest class sizes?
- What are the largest class sizes?
- Are there online or hybrid courses?
- Are online classes synchronous or asynchronous
- Do graduate students or teaching assistants teach undergraduates?
- Do professors keep office hours?
- Are students involved in the evaluation of instructors?
- What percentage of the faculty is tenured?
- Do professors have any policy on class attendance?
- How is course registration handled?
- Are certain courses hard to get into?
- How much time is allotted between classes?
- What is the farthest distance between academic buildings?
- Is there an honor code?
- Do students respect the honor code/does it work?
- How are students advised about which courses to take?
- How far are you from the nearest airport? Train station? Bus?
- Do you provide transportation locally? To airports? Train?

Living on Campus

- What percent of your student body is housed on campus?
- What percent of the student body lives off campus?
- What percent of the student body commutes from home?
- How many students are assigned to a room?
- Are there hall bathrooms for each floor?
- Are there private bathrooms in each residence hall room or suite?
- Are the residence halls coed?
- What services are provided in the dorms?
 - Kitchens
 - Laundry services
 - Air conditioning
 - Etc.
- How are roommates chosen?
- Can I room with a friend?
- What if my roommate and I do not get along?
- Are first-year students required to be on campus?
- How does your resident adviser system function?

Food service

- Do you have your own food service or an outside caterer?
- Must I purchase a meal plan?
- Do you offer options within the meal plan?
- Are foods for special diets available?
- What about options for between meals and evening snacks?

Financial aid

- Will applying for financial aid have any impact on admission decisions?
- What about students placed on the waiting list?
- How many students receive financial aid?
- How do I apply for or qualify for scholarship aid?
- What costs does the scholarship award cover?
- How is financial aid awarded to students?
- Is financial aid based on need and/or based on merit?
- Is financial need met completely?
- If not, how much of financial need is met?
- How is aid disbursed after the first year?
- How does your school handle divorced/separated families?
- What are the financial aid application procedures and deadlines?
- What financial aid forms must be submitted?
- What are the procedures for Early Decision applications?
- When do students learn about their financial aid package?
- How and why might extensions be provided for the May 1 reply date?
- What employment opportunities are available for students not receiving financial aid?
- Does the institution have an installment payment plan or other tuition financing options?

Other questions you may want to ask

- What differentiates your school from other similar institutions?
- What kinds of personal qualities do students here tend to have?
- How can I tell if I would fit in?
- In what ways do your students attribute their growth to their [Name of College] education?
- What are the philosophy, mission, and purpose of the university?
- If you could change something about the university, what would you change?

Questions to ask students or tour guides

- How happy are you with your decision to attend this college?
- How accessible are the professors and teaching assistants?
- Do you call your professors by their first names?
- How many of your professors know you by your first name?
- Is there an honor code?
- What do students do in their spare time?
- Are the Greek organizations a big part of campus social life?



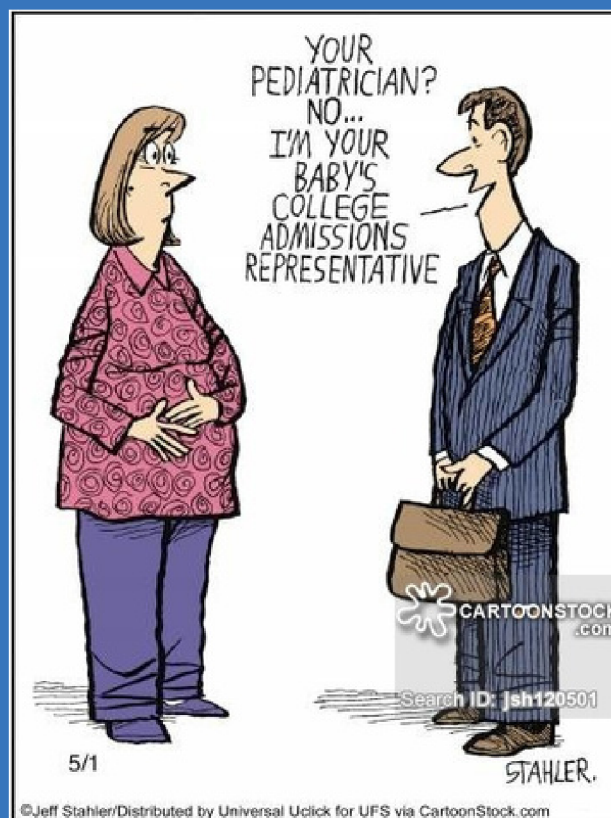
ADMISSIONS REPRESENTATIVES VISITING ROCHAMBEAU

Each fall, admissions representatives from colleges all over the US and the world visit the Rochambeau campus to meet with any interested students, talk about the institution they represent, and answer questions.

Attending a visit is an excellent way for you to learn more about the college, demonstrate your interest in the school, and establish a relationship with the representative (who is most likely the first person who will read your file, if you apply!).

We begin scheduling visits in early August and post them to SCOIR – simply click on the link to register. A list of college visitors is also emailed each week as a reminder.

College information sessions are typically attended by seniors, but all students are welcome to attend if they have a free block or teacher permission. With teacher permission, Seniors may miss class in order to attend information sessions. Please notify your teacher **in advance** if you will miss class, and know that **you are responsible for any missed material**. If you don't feel you can miss class (Test? Important review session?) if possible, you should quickly stop by, introduce yourself to the admissions rep, and explain why you can't stay. If you find you're the only student in attendance at a meeting with a college representative, take advantage of this and ask if the visit can become an interview.



APPLICATION OPTIONS

After finalizing your list of colleges, your next step, with the help of your University Counselor, will be to determine what type of application to make to each school. Each college offers some variation of the following options, with varying application deadlines.

Please note that different colleges and universities refer to early applications using various names, in addition to the more common ones described below – you may encounter plans like:

- Early Notification
- Restrictive Early Action/Early Action, Single Choice
- Priority.

Ask the college or university directly for clarification.

ROLLING ADMISSION

Means that your application is considered as soon as the completed file is received. An answer is usually forthcoming within two to four weeks. Rolling Admissions schools fill as they go, so it becomes harder to get in the longer you wait to apply because of fewer open spots. For best chance of admission, you should plan to apply as early as possible.

PRIORITY

You may receive a "Priority" invitation from a college to apply early. Usually this is because they selected you from a list of purchased standardized test scores, or because they've met you and think you're a good candidate. Sometimes the application fee is waived.

EARLY DECISION

This is an option for students with:

- A clear first choice
- A strong high school transcript, especially junior year
- Strong standardized test scores (if required)
- You may only apply to 1 (one) college or university Early Decision

Some colleges have only one round of Early Decision, with the application due date usually falling between November 1 and November 15.

Other schools offer two rounds of Early Decision:

- ED I, usually due by November 1-15
- ED II, usually due by January 1-15.

Decisions are usually made by January 1 (ED I) or February 15 (ED II). A decision is binding, meaning that if the college accepts you, you must attend. You sign a contract indicating that if you are accepted, you will withdraw all of your other applications and enroll. Your parents and your college counselor sign the agreement as well.

Early Decision is not for everyone; there are some risks involved. You may be rejected, with no chance to re-apply until the following year.

EARLY ACTION

This is the same process as Early Decision, except that the decision is **not binding** - if you are accepted, you are not obligated to attend.

You are allowed to apply Early Action at more than one school, in most cases. The application deadline is typically November 1, and you receive a decision by January 1. As with Early Decision, it's best if you have a strong academic record through quarter 1 of your senior year.

Early Action is a great option for a school you're excited about but where you would like to consider other colleges, universities, options, and factors such as financial aid and scholarship offers.

RESTRICTIVE EARLY ACTION/EARLY ACTION SINGLE CHOICE

A small number of schools have a unique application option –Restrictive Early Action.

With this plan, you cannot apply Early Decision anywhere, and you are allowed only one Early Action application to a public university along with your Restrictive Early Action application. You may apply Regular Decision to as many schools as you wish.

REGULAR DECISION

This is the application option most often used. Your application is usually due between January 1 and February 15 and you receive a decision by April 1.

This allows you to consider many options, and is a good option for students who need the first semester of senior year to show colleges an upward academic trend.

THOUGHTS ON APPLYING EARLY DECISION

Because of the ranking systems of magazines such as U.S. News and World Report, colleges have become very aware of admissions statistics and the selectivity of admissions -- the low admit rate, the high testing profile, the high percentage of admitted students who choose to attend. These numbers have a significant effect on the number and quality of applicants a college receives.

Since a small percentage of students are willing to commit early, a college has great control over ultimate selectivity by choosing strong students who are committed Early Decision applicants to fill up to half, or more, of the class by January 1. The vast majority of applicants then form a bigger, much more competitive pool for the regular round of decisions. Thus, Early Decision works very well for most colleges.

For students, Early Decision can be both a blessing and a curse. Because the number of students willing to commit in November is usually only 25-40% of the total applicant pool, and because the college wants to admit a large portion of its freshman class from that pool, there is a clear advantage for a well-qualified candidate who says, "I want to go to your college and nowhere else."

However, with nearly a full senior year ahead, some testing, and some senior year grades not yet earned, it is hard for a student to make that commitment. The downside to this is the risk of making the wrong choice and wasting an opportunity elsewhere, only to find yourself in a super-competitive admission pool come spring. Here is some good advice:

- Look hard at your credentials.
 - Early Decision is a good option for students with an academically strong high school performance through the end of junior year - that's all the grades the college will have for assessment.
 - If you need the fall of senior year to show an upward trend in grades, or want more opportunities to increase your standardized test scores, ED may not be the best option. ED II or Regular Decision may be a better choice.
- Question your motivation. Are you absolutely in love with your first choice?
 - might you change your mind in January?
 - Don't get caught in the panic of "getting it over with." That mentality should not drive an Early Decision application.
- Apply to a college within a reasonable reach. Don't waste the early application on a college where you have little chance of admission.
- Talk with your university counselor. They can give you an honest sense of the risk involved.
- Think twice if financial aid is a big concern.
 - If admitted early, you will get an estimated financial aid package, but you will not be applying elsewhere and so you will not be able to compare offers from other colleges.
 - Be sure to talk to the financial aid officer at the college to which you apply early, as financial aid packages vary greatly.
- Watch deadlines carefully.
 - Most early applications are due between November 1 and November 15,
 - Some colleges have "priority" or "preferred" filing dates of October 15th.
 - Remember, these are deadlines for all information to be at the college - test scores included (if required).
- You are not guaranteed admission, don't count on it.
 - Be prepared to apply to a complete list of schools via Regular Decision in case you are denied or deferred in your early application.
- Applying early can help if you are close (in terms of your admission credentials). If you are not close, it will not help and could hurt your overall application results. Choose wisely.

"In the application essay, write from your heart. Set yourself apart. Show them why you are different, not why you are one of the rest."

THE ESSAY – WHAT ARE THEY LOOKING FOR?

(An excerpted from **Do It Write: How to Prepare a Great College Application Essay**, by G. Gary Ripple)

The answer to this perplexing question begins with a thorough study of the directions provided by the college and a complete understanding of the questions or statements presented. Pay particular attention to directions regarding length, style, and format. If the intended readers want it to be typed or printed, make sure you type or print. Although there is no ideal length for a college essay, beware of the extremes (i.e., too long or too brief). Give yourself enough time to cover the subject but don't indulge in overkill. I have never seen a college application essay question, no matter how it was worded, that did not ask the same basic thing -- who are you, and what makes you different from all those other qualified applicants we must consider? In other words, the essay gives you an opportunity to demonstrate those qualities which make you unique. Three of the most common questions are "Describe a personally satisfying experience," "What are your most significant academic interests?" and "Explain how you think our college will help you grow." All of these questions ask you to shed some light on your values, opinions, and talents. They require you to spend some time thinking about what has happened to you personally and why certain subjects have always been your favorite. They offer you the chance to demonstrate why you are someone special. The college expects no single answer. Instead, think of the essay as your chance to introduce yourself to the college. What would you like us to know about you that is not found in transcripts, test scores, or even a personal interview? This is no easy feat because we usually hide our true selves because of social peer pressure to conform. After spending seventeen years of your life avoiding the description "weird," you may find the essay question to be difficult because you must think about all of the characteristics that make you different from your friends, that is, a unique human being. Keep in mind that your friends will never read the essay unless you show it to them, and the college application will never become a public document. So you have great freedom and no reason not to reach deep within yourself and bring out the person you have kept under wraps for so long.

The typical admission committee reader is looking at your finished product on three levels.

At the lowest level, your words are quickly skimmed to see how well you write. To demonstrate your command of the English language, your spelling, grammar, syntax, and usage must all be absolutely perfect. This implies the need for a proofreader because all of us make mistakes that don't necessarily jump off the page but are quickly apparent to another reader. Even professional writers do not edit their own work. Your high school English teacher might be a good person to read your essay, and don't forget Mom and Dad, especially if they do a lot of writing in their daily work. If you are proofing your own work, here are two suggestions. 1) Use a ruler or a black sheet of paper to cover the lines beneath the one you are reading. This will keep your eyes more focused. 2) Read your essay backward. This will prevent you from skimming the text and force you to look carefully at each individual word.

At the second level, the admissions committee will consider the content of your answer. Here the reader is concerned with the logic of your argument and your ability to say something of substance in a relatively economical and effective manner. Here is where overly long and redundant essays can seriously penalize the writer. Having something interesting to say makes your task much easier, so make sure you have taken the time to develop sentiments or ideas that are interesting to read. It makes the work go so much easier.

At the final and most important level, the reader is hoping to see something creative. What better way to express your individuality than through a story, perhaps a brief dialogue, or an attempt at humor? Poetry is appropriate for open-ended questions but extremely difficult to write if the question is somewhat specific. Creative work brings an element of risk to your essay. What if they don't think it's funny? Or sad? Or if they miss the point? Nevertheless, being willing to take a risk is particularly important because today's generation of young people seems so conservative and unwilling to take chances. Most essays I read these days lack the creative element because most students simply don't take the "riverboat gambler" approach to the process. Please understand I am not suggesting you "throw caution to the wind." But those who take a risk at all will quickly stand out from today's applicant pool and enhance their candidacy. A good rule of thumb is that the risk one takes should be inversely related to the perceived chances for admission. In other words, the greater your certainty of being accepted, the less risk you need to take with your essays.

Of course, college admission officers want to read essays that are fresh, upbeat, and lively. We would like each answer to offer us a picture of the candidate that just isn't visible in the list of courses and grades or the numbers resulting from a three-hour multiple-choice examination. We want to "see" the writer as one who stands alone on the master grid of applications to our institutions. When you think about it, you must sell yourself to a college in much the same way a college must sell itself to you. And the whole process is very similar to what goes on in the boardrooms of the nation's largest corporations every day. Any company that markets a product is continually faced with the problem of positioning itself on a grid with rival companies and their seemingly similar products. The company must find some way to make its product stand out so that the consumer perceives it to be different, unique, and better. Likewise, colleges must spend time determining how it is that they differ from other colleges, and then, how to convince you, the consumer, that that difference makes them a better place to be. When a college representative tells a group of high school students that his college is unique, he is telling the truth. No two colleges are the same. And each can position itself as a unique institution. College viewbooks and pamphlets herald the unique characteristics of their particular institution, and phrases such as "a special place" are not uncommon, nor are they untrue.

Now you see how it works with you the student. There has never been anyone who is just like you. College admission officers know that, but they leave it up to you to tell us how you are special. Reading application essays is great fun because so many applicants put so much effort into their descriptive paragraphs. Writing, then, should be just as enjoyable. In selective college admission, applicants who fail to understand the importance of the essays and don't put forth the necessary efforts seriously jeopardize their chance to position themselves and lose the opportunity to enhance their academic credentials in the competition for a limited number of great opportunities.

"Have very solid, nearly-finished drafts of your essay and supplemental essays before getting back to school, because Senior fall is very busy and you don't want to have too much on your plate."

All students seeking aid at a U.S. college or university must complete the **Free Application for Federal Student Aid (FAFSA)**. The information you supply determines your eligibility for federal financial aid money in the form of Pell Grants, Perkins Loans, Stafford Loans, and Federal Work Study.

- The FAFSA can be completed online at www.fafsa.ed.gov.
- Make sure you complete the FAFSA correctly and completely, with both student and parent signatures.
- The FAFSA can be completed as early as October 1 of senior year, using tax return data from the previous year.
- Check each college's website for the filing deadline. Aid is generally awarded on a first-come, first-served basis, so it's a good idea to submit as early as possible.
- After you submit your FAFSA, you will receive a Student Aid Report (SAR) which will outline your Expected Family Contribution (EFC)—how much your family can expect to contribute toward the cost of college.
- The colleges you specify on your FAFSA receive your Student Aid Report electronically.
- Some colleges require that students also submit the **College Scholarship Service (CSS) PROFILE** to be considered for institutional financial aid (aid available from the college.)
- The PROFILE can be completed online at profileonline.collegeboard.com.
- If applying early, complete the PROFILE as early in the fall as possible. You can file as early as October 1. File no later than two weeks before the earliest priority filing date specified by your colleges.

"Stay on top of
deadlines.

ASK FOR HELP
when you need
it!"

GETTING THE NEWS: ACCEPTED, DEFERRED, DENIED, WAITLISTED

Early Decision and Early Action applicants receive a decision from colleges within a month to six weeks from the application due date. As colleges often have more than one Early Decision pool now, it is important to know the notification due dates. You may be notified by mail, or by a decision posted to your account on the college's website. Sometimes students hear unofficially, through a good relationship with admissions office personnel (rare), or from a coach. **Remember that the letter is official -- don't count on it until you see it in writing.**

As you receive decisions from colleges, be sure to update SCOIR with the results. Be sure also to share the news with your college counselor and the teachers who wrote recommendations for you. If you are the recipient of any merit scholarship, please email the college counseling office to let us know which college has offered you a scholarship, the name of the scholarship, the amount, and whether it is renewable each year you attend. This information (which is kept anonymous) is very helpful to Rochambeau students applying to this college in the future.

ACCEPTED

Congratulations! You did it!

If you applied for **Early Decision** and were offered admission, you must immediately withdraw your other applications. Simply email the admissions office of the school where you are withdrawing your application. If you are waiting for a financial aid package or estimate, however, you should review this before withdrawing other applications. If your financial aid is a problem, please let your college counselor know immediately.

If you are admitted **Early Action**, you do not have to respond until May 1, but you should consider withdrawing applications you have made to schools that are not in serious consideration. Again, if you are waiting for a financial aid package, you should wait until you receive the news before withdrawing other applications. **Remember, some of your likely and safety schools may offer you considerable scholarship funding as an enticement to enroll.**

If you applied **Regular Decision**, you will get the news in March or April. If all goes as planned, you will have several colleges to choose from. You have until May 1 to choose your college and hold your place by making a deposit.

Please note that every acceptance letter includes a statement regarding the conditions of your acceptance. Colleges have admitted you based on the course of study you submitted on your transcript and the grades that you have and will continue to receive in those courses. It is very important that your grades remain steady. If there is any significant change – course change, or significant grade change – colleges reserve the right to reconsider an acceptance. The same goes for any disciplinary infraction: acceptance is contingent upon finishing your year at Rochambeau in good standing, with your activities, leadership titles, varsity sports, yearbook position, job or volunteer activities, and attendance at Rochambeau intact. You must report any significant change in your status to your college or university.

ACCEPTED, BUT WITH A TWIST

Sometimes students are accepted conditionally or provisionally. For example, full acceptance to a university in the United Kingdom may hinge upon the results of French Baccalaureate or AP Exams taken in senior year.

You may discover that you've been accepted not to the fall term as you had hoped, but to the January term.

Some colleges, like Northeastern University with its N.U.in program, will offer you the opportunity to start your college career with a semester abroad during the fall of your first year.

Colleges also sometimes offer a guaranteed transfer, contingent upon your attending another school for a year and receiving certain grades.

If any of these options is offered to you, talk it over with your college counselor.

DEFERRED

If you applied Early Decision or Early Action, you may have been deferred to the Regular Decision applicant pool. While not the result you were hoping for, it's not a rejection. It gives us a better read on your candidacy and qualifications, and tells us it's time to put the rest of your college list into action.

- Respond to the deferral letter, express your continued interest and determination to succeed.
- If they ask for supplements to your early application, do it. Colleges often want more samples of current work, another teacher recommendation, etc.
- Semester 1, and possibly Quarter 3, grades become very important in finally earning an acceptance.
- Be sure to have score reports sent to all the colleges on your list that require them
- If you are applying for financial aid, make sure you have sent all required forms to the other schools on your list.
- Remain optimistic: good options should remain for you if we've put together a solid list.

Come in and talk to your college counselor.

DENIED

You may be hugely disappointed, very surprised, or may have expected it. Do not jump to the conclusion that you "failed" or were not qualified. Never put your self-esteem in the hands of a stranger. The college admissions officers know you, but they don't really know you – they know one snapshot of you, and it's that snapshot that may not fit for this particular college, right now.

Keep in mind that there are many factors that go into being accepted or denied, not all of which are under your control. A denial is a disappointment, but you have a support system here at Rochambeau and in your family that will help you keep this outcome in perspective.

Experienced college counselors believe that a college list isn't a good list unless it results in some denials. If you are accepted at every college you apply to, it could mean you haven't stretched high and far enough.

As you look at the options that remain for you, try to keep an open mind. It is difficult, if not impossible, to predict at this moment what you will like or dislike about the college you attend next fall. The college you attend is not the key to who you are; it is what you do there and what you take away from the experience that matters.

No one is instantly catapulted to success because they have the name of a particular college on their resume. Don't tether yourself to the idea that your future success depends on having a certain college listed on your resume.

WAITLISTED

This is a complicated step in the admissions process, but it does hold out some possibility of a future opportunity. Here's how to respond to a waitlist decision:

- Meet with your college counselor to plan your response.
- Show your continued interest in a college.
- Follow the instructions in your waitlist letter from the college.
 - respond immediately, either via postcard or email.
 - follow up with a letter to the Dean or Director of Admissions, stating why you wish to attend.
 - if the college is really your first choice, say so. The message you need to convey is "If I am accepted, I will definitely come."
 - If at a later time, you wish to remove your name from the waitlist, notify the college in writing.
- Do not pester the college or your college counselor. Be patient and respect the decision-making which must occur.
 - campaigning doesn't help you - remember that you have already met the college's qualifications. Rest assured that we will continue to advocate on your behalf.
 - **do not expect to hear anything before May 1.**
- If you have more than one waitlist opportunity, prioritize your list.
 - the time period for accepting or rejecting an offer is limited, so be prepared in advance
 - yes, it is okay to remain on several waitlists as long as you notify colleges that you are on waitlists elsewhere.
- **Make your college decisions based on the acceptances you already have.** Unfortunately, you have to base your decision-making on not getting off a waitlist anywhere.
- Deposit at a college to which you've been accepted by May 1.
 - without the deposit made by the deadline, your place is not guaranteed
 - if you are accepted by your waitlist college, you will lose this deposit
- Keep working on academics through to the end of the year. Strong end-of-year grades might make the difference.
- Don't expect an early resolution.
 - you could be accepted from the waitlist as late as July.
- Keep the College Counseling Office informed, so they can work on your behalf
 - we need to know your thoughts, priorities, and desires.
- **Be aware** that financial aid will likely not be available if you are admitted from a waitlist.

SECOND VISITS

If you feel you need to visit colleges where you have been accepted in order to reach a decision about where you'd like to attend, you can schedule a second visit. Many colleges and universities will hold special campus visit programs just for accepted students. These are great programs where you can meet faculty, current students, and your future classmates.

DEPOSITING AT A COLLEGE

Notify your choice of your matriculation -- your affirmative response is accompanied by a deposit.

May 1 is the reporting deadline for all students to deposit at a school. The deposit usually is in the \$300 to \$800 range. **You cannot deposit at more than one school.** This is referred to as double depositing, and is forbidden. You may lose your place at both colleges.

Be sure to notify the other colleges to which you were admitted that you have decided to matriculate elsewhere. By doing this, you may open up a spot for another student who is on the waitlist.

After you make a deposit at your chosen college, you'll start to receive mailings. Don't ignore them - the college is looking for important input from you about housing and course selection. You will also be notified about orientation, which could happen as early as June. The Rochambeau University Counseling Office is out of the loop on these communications, so it's up to you to take care of these important details.

"Don't choose the college with the best name; choose the most fitting one. Believe in yourself. You will surely end up going somewhere. Be patient."

A CALENDAR OF THE COLLEGE PROCESS

GRADE 9

Work hard in your classes. Strive to work as closely as you can to your own academic potential -- challenge yourself and do the best you can. This is the one essential aspect of future college plans you control.

- Grades are not given; they are earned, and they really matter.
- The transcript is the single most important document in your application and the one that college admissions officers look at first.
 - When looking at your transcript, college admissions offices are interested in two things:
 - the courses you take
 - the grades you earn. Every grade you earn from the ninth grade onward matters.

Outside the classroom, explore extracurricular activities that interest you, both at Rochambeau and in the wider world.

Strive to be a good citizen, at Rochambeau and in the community. If you are found responsible for a school disciplinary violation from the ninth grade onward, or are convicted of a misdemeanor or felony, this must be reported on college applications.

Consider taking the PSAT8/9 - See the section of this guide on standardized testing for more information.

GRADE 10

Continue to work hard in all of your classes. Take the most challenging courses you can, and do as well as you can.

Continue to pursue the extracurricular activities that have meaning for you. Aim for depth of involvement in a few activities that interest you, rather than limited participation in many activities.

Remember that colleges are looking for good citizens. Do you help and support other people? Are you pleasant to be around? Stay out of disciplinary trouble - this has to be reported to colleges.

Take the PSAT10 in October. Rochambeau administers the test on campus. Take the time to review your score report and bolster the areas where you can improve.

If you are thinking about participating in college athletics, meet with your coach to discuss your potential. If Division I or II college athletics is a possibility for you, begin the process of registering with the NCAA Eligibility Center and familiarize yourself with the rules and regulations.

FALL OF JUNIOR YEAR

Do your best academic work. Not everyone will earn an A, but the teachers who will write letters of recommendation for you should be able to say that you worked hard in their class.

Continue your involvement in extracurricular activities.

Continue to **be a good citizen** in the Rochambeau community and beyond.

Take the **PSAT** again in October. Review your scores and use what you learn to help prepare for the SAT.

Register for the SAT at least once, preferably twice before the end of the school year.

- Rochambeau offers the SAT on campus once in the Fall and once in the Spring. It is also offered regionally at a number of testing locations

Consider the ACT in lieu of or in addition to the SAT. Many Rochambeau students perform exceptionally well on the ACT.

Complete the Student Questionnaire in SCOIR. You'll find the the questionnaire in the "Surveys" tab.

JANUARY OF JUNIOR YEAR

As you begin the college process in earnest, try to keep the focus on you. Don't compare yourself to your classmates. Remember that you are in charge, and you are sculpting your own future. Many people will offer advice, but it's your journey.

Make sure you have completed the Student Questionnaire in SCOIR. This questionnaire encourages you to start thinking about yourself and the college process. The information you provide will be kept private between you and your college counselor.

Fill out the Activities Template able in your SCOIR account.

Make an appointment to meet with your college counselor. After the "Kickoff" meetings in your vie de classe in August/September and after you have completed the Student Questionnaire and the Activities Template, email your counselor to set up a meeting. At this meeting, we will:

- review your questionnaire
- discuss college goals
- and begin to create a "working list" of colleges for you to consider.
 - This preliminary list will be shared with your parents.

Invite your parents to create an account in SCOIR so they can view your list of colleges and participate in the college search, application, and selection process as well.

Begin researching colleges on your preliminary list.

Review your PSAT scores. Use the test booklet and the scoring sheet to assess your strengths and weaknesses. This is an opportunity to improve any aspect of your academic profile which is weak or dissatisfies you. This is the most important use of the PSAT results.

- Remember, the actual scores you receive are not as important as the national percentiles.
- These percentiles indicate where you stand compared to other high school students who will be applying to college next fall.
- Remember also that the tests measure materials you may not have studied yet, this year, but will study by the end of the year.

Keep a healthy perspective on the PSAT. Use the information to your advantage.

Begin (or continue) to prepare for standardized tests. Take advantage of Kahn Academy's free Test Prep, accessible online. You may also explore various testing preparation services such as: The Princeton Review (www.review.com), The College Board (www.collegeboard.org), or Kaplan (www.kaplan.org).

Applying to a Service Academy? If you are interested in applying to a service academy – USNA, USMA, USAFA, USCGA, etc. – you need to begin the process in January or February of junior year.

Start planning financially. There are steps families can take to plan for the day the first tuition bill arrives; see the Resources section at the end of this guide for suggested reading.

Check your Rochambeau email daily. This is how the University Counseling Office communicates with you.

FEBRUARY OF JUNIOR YEAR

Consider taking the April ACT - The last day to register without a late fee is in early March. Register early. If you qualify for accommodations on the ACT, be sure to check with Ms. Lance before registering to find out the procedure.

Register for the May SAT - Be sure to register early

Continue to research colleges on your "suggested and following" lists.

Plan a trip. Talk to your parents about the possibility of visiting some colleges during spring vacation.

MARCH OF JUNIOR YEAR

Talk to your parents. Take some time during spring break to talk about college with your parents. Despite the fact that it is YOU who will go to college, your parents NEED to be an integral part of the process. Parents want to be helpful and involved. They are good sounding boards, good adults to "bounce ideas off of." Use them well and communicate with them often.

Take a road trip. Consider a short college trip during spring vacation to see different colleges – large, small, public, and private. This is a good time to see colleges with college life in progress. Take notes and record the names of any interviewers.

Continue with standardized test prep. Kahan Academy, accessible online and via the college board website, offers both SAT and ACT preparation. Or, if you are looking for a more structured approach, you may opt to take a prep course during vacation.

APRIL OF JUNIOR YEAR

Schedule a second meeting with your college counselor. At this meeting, we will refine your list of colleges, discuss course selection for senior year, talk about teacher recommendations, discuss tests (SAT, ACT, TOELF, IELTS, Duolingo), discuss a college search plan for the summer, etc.

Continue to research colleges on your list.

Prepare for the May SAT. Options include Kahan Academy, accessible via the College Board website and online, and resources available at your local library or bookstore.

Ask two teachers to write a recommendation for you. Ask teachers who have taught you junior year, if possible. Ask one math or science teacher, and one English, history, or language teacher. The request should be made in person or via email.

- Once the teachers agree, invite them to complete the recommendation via SCOIR

Choose your senior year courses carefully. Visit the websites of the schools you are considering, and check their admissions requirements. Make sure you have taken or will take, enough courses in each discipline to satisfy those requirements. Consult with Mme. Gaultier or your university counselor if you have questions.

Register for the June ACT or SAT. Check college websites for SAT Test requirements. If you qualify for accommodations on the ACT, be sure to check with the Ms. Lance before registering to find out the procedure.

Attend the NACAC National College Fair at the Adventist HealthCare Fieldhouse in Boyds, MD.

MAY OF JUNIOR YEAR

Take the SAT.

Take Advanced Placement Exams as appropriate.

Do your best on your final exams. Keep working hard until exams are over. If you ease up on your work ethic, you are narrowing your range of choices in the college world. Those end-of-junior year grades loom large in the application process, so FINISH STRONG!

JUNE

Take the ACT or SAT, if registered, at a site near home.

Research and visit colleges.

Begin work, brainstorming, and free writing in preparation for your college essay

Begin summer SAT or ACT prep, if desired.

JULY AND AUGUST

Register for the August or October SAT and/or the September ACT This is especially important for students who are applying early, and want to fit in another test before applications are due. If you qualify for accommodations on the ACT, be sure to check with Ms. Lance before registering to find out the procedure.

Research and visit colleges. Do as much visiting and interviewing over the summer as possible; this is much more difficult to arrange during senior year.

Set up a Common Application account, start working on your application, including supplemental essays for colleges that require them.

Write a draft of your college essay.

Stay in touch with your College Counselor.

Check Rochambeau email daily.

Review your transcript. Your transcript, complete through junior year, will be emailed to you typically in August. Review it carefully with your parents, making sure your name appears as you will provide it on your applications, and that grades and credits are correct.

Take the August SAT (if registered).

SEPTEMBER OF SENIOR YEAR

Register for subsequent SAT or ACT exams if desired.

Meet with visiting college representatives. Dates and times will be posted on the SCOIR adn shared via email, the University Counseling newsletter, and on the Rochambeau master calendar..

Meet with your college counselor - refine your college application preferably to 8 to 12 choices.

Schedule any remaining college visits and interviews for the Fall Break

Complete your Common Application online. Once you've added a college to your Common App, you can see if the college has any member questions or supplemental essays.

Refine your college essay. Ask a parent, teacher, or your University Counselor to read it.

Applying early?

- Early Decision & Early Action candidates must confer with their college counselor by October 1.
- Ensure your recommendation writers know when your earliest deadline is.

Check your school and personal email daily. It is the primary way in which colleges and universities will communicate with you

Keep your college list on SCOIR up to date.

- **Suggested** - Colleges you should explore
- **Following** - Colleges in which you are interested
- **Applying** - Colleges that you intend to or to which you are currently applying
- **Applied** - Colleges to which you have submitted your application
 - Make sure to update this section with your decisions
 - **(Accepted, Deferred, Waitlist, Enrolling, or Denied)**

OCTOBER OF SENIOR YEAR

Take the SAT again (if registered).

Squeeze in some college visits and interviews, if needed, over Fall Break

Applying for financial aid?

- The FAFSA can be completed as early as October 1.
- Check to see if the colleges you are applying to also require the CSS PROFILE, if so, ask your parents to begin working on the PROFILE (profileonline.collegeboard.com).
- You can file as early as October 1. Be sure to file no later than two weeks before the earliest priority filing date specified by your colleges.

More standardized testing? If you want to give the SAT or ACT another try, register for the December SAT or ACT

If you are applying to a college with a November 1 deadline, be sure to submit your application by October 29

NOVEMBER OF SENIOR YEAR

Applying early? For most schools, the deadline is November 1 or November 15, but be sure to check the college's website. Don't forget to order SAT or ACT score reports, if required, to be sent to colleges to which you're applying early.

Visit colleges, if needed. Most college admissions offices are open for visits on the Monday through Wednesday before Thanksgiving.

Work on your Regular Decision applications, even if you've applied Early Decision somewhere. Thanksgiving break is a great time to work on applications.

Take the SAT with Essay or SAT Subject Tests (if registered).

Communicate. Keep the College Counseling Office and your parents informed of your progress.

Register for the February ACT, if needed. Scores will be available in time to be considered for Regular Decision applications.

DECEMBER OF SENIOR YEAR

Take the SAT (if registered).

Did you apply early?

- You should receive a decision this month.
- Discuss the results with the University Counseling Office.

Schedule Changes - If you made and adjustments to your schedule after submitting an application, colleges need to be notified.

Do your best work in school and on any exams

Regular Decision and Rolling Admission Applications

- Finish all Regular Decision applications and submit them.
- The same goes for any rolling admission applications you haven't submitted yet. All applications should be ready to go before you leave for winter break.
 - Because of the holidays, you may not be able to get in touch with the University Counseling Office with questions over break, so don't leave this until the last minute.

JANUARY OF SENIOR YEAR

Applying for financial aid?

- If you haven't completed the FAFSA, do so now.
- If any of your colleges require the CSS PROFILE be sure to file it no later than two weeks before the earliest priority filing date specified by your colleges.
- Check your colleges' websites to see what other forms they require, and the deadlines.

Complete all applications no later than January 15th, even if the deadline is later.

- If there are colleges on SCOIR you have decided not to apply to, remove them from your list.

Continue to look for scholarships. See the resources section at the end of this guide.

FEBRUARY OF SENIOR YEAR

Notify your college counselor of college results as they come in.

Thank teachers who wrote letters of recommendation and inform them of your admission decisions

MARCH OF SENIOR YEAR

Take a second look. Spring break is a good time for a second visit to a college where you've been accepted

Keep up the good work.. Performance in your Termnale classes is important. Don't drop the ball

APRIL OF SENIOR YEAR

Update SCOIR with all application results.

- If you haven't received a decision from any college, call or email the admissions office.

Contact the university counseling office to report any MERIT scholarships you receive.

- This is money offered to you by a college based on merit, not financial need.
 - Please know that this information will remain confidential.

Respond before May 1 to all colleges that have accepted you.

- **Do not "double deposit,"** or you may lose your place at both colleges.
- Respond to all other colleges which have accepted you, gracefully declining the place you have been offered.
 - This is important because it opens up spaces for others who are waitlisted (perhaps even a fellow classmate).

Waitlisted? Discuss your options with your college counselor

MAY OF SENIOR YEAR

Do your best on your final classes and exams

- Your college or university will see your final transcript!
- Final transcripts will be submitted in June to the "Enrolled" college you specify in SCOIR
- If you remain active on any waitlist, be sure to request that we send your final transcript to that school also.

RESOURCES

the French International School, Rochambeau CEEB Code: 210-264

University Counseling Team

Resource	Title	Student Assignments	Phone	Email
David Adams	Director of University Counseling	Last Names, H - Z United, States & Canada	301-530-8260 x. 230	adamsd@rochambeau.org
Emma Lance	Assistant Director of College Counseling	Last Names, A - G United States & Canada	301-530-8260 x. 454	lancee@rochambeau.org
Karine Galutier	Conseillere d'orientation Conseillere post bac France	Students Applying to UK, France, Europe	301-530-8260 x. 254	gaultierk@rochambeau.org
Dalila Bessaha	Registrar	All student transcripts, and official records	301-530-8260	bessahad@rochambeau.org

ONLINE RESOURCES

SCOIR	https://scoir.com	Princeton Review Test Prep	https://princetonreview.org
ACT	https://actstudent.org	Colleges that Change Lives	https://ctcl.org
College Board SAT, PSAT CSS Profile	https://collegeboard.org	Common Application	https://commpnapp.org
The Educational Testing Service TOEFL	https://ets.org	the College Essay Guy	https://collegeessayguy.com
Khan Academy SAT Prep	https://khanacademy.org	NCAA Eligibility Center	https://eligibilitycenter.org
Fairtest Test Optional Colleges	https://fairtest.org	Going Merry Scholarship Search	https://goingmerry.com

GUIDES AND GENERAL REFERENCE MATERIALS

Title	Author
The College Board College Handbook (Revised Yearly)	College Board
Barron's SAT (Revised Yearly)	Wolf, Ira K. and Sharon Weiner Green
Fiske Guide to Colleges (Revised Yearly)	Fiske, Edward B.
Paying for College Without Going Broke Revised Yearly)	Princeton Review
Admission Matters: What Students and Parents Need to Know about Getting Into College	Springer, Sally P., Reider, Jon, Franck, Marion R.
Directory of Canadian Universities	Association of Universities and Colleges of Canada
Getting Ready for the SAT (revised Yearly)	College Board
International Studnet Handbook (Revised Yearly)	College Board
Official Guide to the PSAT/MNSQT (Revised Yearly)	College Board
Preparing for the ACT (Revised Yearly)	ACT, Inc.
The UCAS Guide to Getting into University and College	Cheltenham: UCAS

SUGGESTED READING

Title	Author
What the Best College Students Do	Ken Bain
Letting Go: A Parents' Guide to Understanding the College Years	Karen Levin Coburn, Madge Lawrence
I'm Going to College – Not You! Surviving the College Search with Your Child	Jennifer Delahu
College: What it Was, Is, and Should Be	Andrew Delbanco
The College Admissions Mystique	Bill Mayher
Looking Beyond the Ivy League: Finding the College That's Right for You	Loren Pope
Colleges That Change Lives: : 40 Schools You Should Know About Even if You're Not a Straight-A Studnet	Loren Pope, Hillary Masell Oswald
College Unranked: Ending the College Admission Frenzy	Lloyd Thacker
The Enlightened College Applicant	Andrew Belasco, Dave Bergman
Where you Go is Not Who You'll Be	Frank Bruni
Get Your Kid Into the Right College, Get the Right College Into Your Kid	David Altshuler