

Newberg High School



Planning for Life Beyond High School

Exploring college, careers and more.

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NEWBERG HIGH SCHOOL

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Planning for Life After High School

Welcome

As part of the comprehensive guidance plan at Newberg High School this handbook has been prepared by the Counseling Department to aid students in the process of choosing their path after their graduation from Newberg High School.

We have tried to include information regarding the college admission process as well as other post graduation options, but we acknowledge that this handbook is not all-inclusive and does not contain all information available to the student and their family. We encourage you to use it as a starting place to help guide you on this journey.

Each student needs to select the most appropriate path for him/her based on career interests, learning style, finances, learning environment, location, course and program offerings, and other factors. Each student (and family) will determine her/his own priorities. Typical education/training options include: apprenticeship, technical school, on-the-job training, military training, community colleges, and four-year colleges/universities.

This journey starts with the student participating in a self-evaluation: What are my primary skills and abilities? What are my most important interests and values? Of my wide range of abilities and interests, which ones do I wish to incorporate into my work, and which ones will be part of my family/leisure/community life? What is my most effective learning style? And, more specifically in regard to the learning environment there are several considerations: size of school, location, cost, major fields, campus environment, financial aid, selection criteria, ROTC, athletics, and more!

Throughout the handbook we will provide addresses for websites that are helpful in the decision-making process. These Internet sites are invaluable in helping the student research a wide variety of options and issues. If you do not have access to a computer with Internet capabilities we can arrange for a school computer to be used. If you are not comfortable doing online research there are people at the school that can assist with that process.

This planning process is an important part of our responsibility at Newberg High School and it is one that we hope you will enjoy as much as we do. It is exciting and not always predictable.

We look forward to working with you throughout this process. Good Luck!



STARTING THE PROCESS

To begin the process it is important for the student to examine his/her goals and options. It is important to set realistic goals and really think about where you are heading and where you want to end up.

Students are encouraged to ask themselves the following questions:

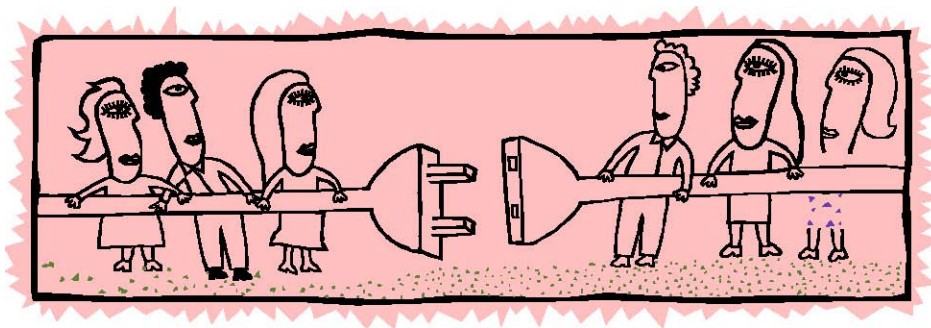
- 1 What type of work do I want to do?
- 2 Where do I want to live?
- 3 How much do I want to earn?
- 4 What are my family values and traditions?
- 5 How do I want to work with other people?
- 6 What would I like to accomplish in my life?
- 7 How do I want to contribute to the world?

Once students identify their goals identifying the path that will help them achieve them is easier, whether the student decides to attend an institution of higher learning, the military or the job market.

CAREER INFORMATION SYSTEM (CIS)

The Career Information System (CIS) provides information to help you with your career and educational planning and decision-making. CIS is also an excellent resource for researching scholarships that are available to Oregon students. The purpose of CIS is to improve educational and occupational decisions.

All NHS students and their families are encouraged to use this Internet-based software for a variety of college and career exploration opportunities. CIS can be accessed via any computer with Internet access. The web address is: <http://oregoncis.uoregon.edu>. The user name for our students is: nhstigers and our password is: victory. There are links to the Interest Inventories, College Search, Career Search components of CIS on the counseling web site under College / Career Planning.



THE CAREER PATH

At some time in your life, you will be job-hunting for full-time work. You probably already have some experience in job hunting. A basic change has happened in the world of work. Education after high school has become essential for many careers. There are minimum wage jobs available for high school graduates, and there are jobs that pay more than minimum wage. However, three facts are critical:

Fact #1 - Every job that pays a wage that will allow you to be independent will have many people competing for it. Some will have work experience; some will have more education.

Fact # 2 - There is a definite ceiling in businesses for those without education after high school. It is no longer possible to move from a bagger or stock person to store manager in a Safeway or Fred Meyer without education after high school. You may be able to get this education by going to school part-time around your work schedule. Advancement in jobs requires learning and education.

Fact #3 - Jobs that pay more than minimum wage and do not require education after high school will disappear in the future. These jobs will be replaced by minimum wage jobs, or they will be replaced by jobs that require more training and education. Continuing education will be an essential part of your working life.

JOB SEARCH CAMPAIGN

Before you start looking for a job you have to make sure you are prepared. Résumés, researching potential employers and recommendations are all things that should be done before you go in to pick up that initial application.

Checklist for the job market:

- Current résumé
- Recommendations from teachers, clergy, employers, counselors or other adults
- Permission to use the people who wrote you recommendations as a reference
- Checking job availability by watching want ads online and in local and area newspapers
- Research potential careers for suitability
- Talk to people in the industry or career you are interested in
- Keep your attendance and job performance up at your current job
- Research medical and other benefit packages so that you understand when this is discussed
in the interview
- Develop your criteria for salary/wage, type of position
- Make sure you have the proper clothes for an interview and for the position if hired

The mistake many people make is going after any job instead of a job that suits them. You will not last long in a job that has elements that do not match your personality or needs. For example: a shy person probably wouldn't like a job in sales where approaching customers is expected and talking to people all day is part of the job; a person who is afraid of heights may not want a construction job that will have them climbing ladders or working up high, a person who never liked babysitting probably wouldn't be happy working in a day care center. Remember, you spend a large part of your time at work so make sure you are going after jobs you will want to do if you are hired.

TIPS ON GETTING A JOB

The key to a successful job hunt is preparation. Knowing how to dress for an interview, what to bring, what to do and not to do and what to expect at an interview will help you get the job you want.

Things to Bring

- ❖ Social Security Card
- ❖ Identification - birth certificate, passport, or driver's license
- ❖ High school diploma or proof of graduation
- ❖ References - Letters of Recommendation
- ❖ Personal data

❖ Dress for Success

- ❖ Neat and clean - go easy on the make-up, a simple hair style
- ❖ Conservative Clothing - clean, pressed, not revealing (too short, too low cut, too tight)

❖ Interview Hints

- ❖ Good Attitude - smile, alert expressions, let them know it will be nice to be around you
- ❖ Good Manners - be polite to everyone you meet, you don't know if someone in the elevator might be your potential supervisor
- ❖ Speak in a clear and pleasant manner; no profanity or slang. Do your best to show that you are educated and can express yourself well. Listen. Show them you are interested.
- ❖ Be enthusiastic and cooperative
- ❖ Go to the interview alone.
- ❖ If you have a cell phone make sure the ringer is set to silent mode.
- ❖ Be on time or five to fifteen minutes early.
- ❖ Introduce yourself. Identify yourself by your full name and the position for which you are applying.
- ❖ Shake hands firmly if an offer to shake hands is made.
- ❖ Answer questions with direct and honest answers, giving clear examples.
- ❖ Be prepared to ask relevant questions.
- ❖ Relax, but don't slouch or lean.
- ❖ Don't chew gum or smoke during the interview.
- ❖ Be cool. The employer may have to see some other applicants before deciding. Try not to show disappointment or anger if you are not hired, or if the employer does not make a decision on the spot. Most companies have set procedures they must follow in hiring, and cannot tell you immediately if they want to hire you.
- ❖ Arrange to call back if necessary.
- ❖ Say "Thank you" as you leave.

❖ Questions Employers Ask

- ❖ What position are you interested in?
- ❖ Why are you interested in this job?
- ❖ Have you had any experience with this type of work?
- ❖ What other jobs have you had? Have you ever been fired, if so what were the circumstances?
- ❖ Have you done any volunteer work?
- ❖ Tell me about the work you did on your last job.
- ❖ What were some of your work activities?
- ❖ What skills do you have? What tools, equipment, machines or software are you familiar with?
- ❖ What qualifications do you have that will help you do this job successfully?

- ❖ Why do you think you would like to work for this company?
- ❖ Are you satisfied with the salary we are offering for this job?
- ❖ What were you anticipating to earn in this position?
- ❖ Tell me about yourself. What are your hobbies? Career goals?
- ❖ Did you enjoy school? What courses did you like best? Least? Why?
- ❖ What school activities/sports/clubs did you participate in?

❖ **Questions You Can Ask**

- ❖ What are the job duties?
- ❖ Does this job require union membership?
- ❖ What are the hours?
- ❖ What is the salary for the job?
- ❖ Will there be job training?
- ❖ What are the opportunities for advancement?
- ❖ May I meet my prospective supervisor?
- ❖ May I see the area where I would be working?
- ❖ Does this position involve any travel? Overnight travel?
- ❖ Will I need my own car to fulfill my job duties?
- ❖ What are the employee benefits (medical, dental, vision, etc.)?
- ❖ What do you look for in an employee?

❖ **Would You Hire You?** - After each interview, review how it went. Make notes to review before the next interview or to note down names of who you spoke to in case you are called back for a second interview.

- ❖ Was I clear about what position I wanted?
- ❖ What points did I make that seemed to interest the interviewer?
- ❖ What questions did I have trouble answering and how could I answer them better?
- ❖ Did I learn all I need to know about the job? Or, did I forget or hesitate to ask about facts that are important?
- ❖ Did I talk too much? Too little? Did I listen well, and show interest?
- ❖ Did I present my qualifications and abilities well?
- ❖ How did I present myself? Was I too tense? Too relaxed?
- ❖ Did I ask questions about the company? About benefits and advancement?
- ❖ • Did I show:
 - ❖ Politeness
 - ❖ Ambition
 - ❖ Good Memory
 - ❖ Maturity
 - ❖ Interest in the job and company
 - ❖ Punctuality
 - ❖ Dependability
 - ❖ Confidence
 - ❖ Respect
 - ❖ Good grooming
 - ❖ Enthusiasm about the job
 - ❖ How can I improve for my next interview?



THE RESUMÉ

The résumé (pronounced rez-u-may) is one way to apply for a job. A résumé is a personal data sheet formatted in a special way. It is "you on paper." The résumé is different from an application in that you prepare it in advance. You may hand deliver it, send it by mail with a cover letter, or submit it along with your application. The purpose of a résumé is to give you an opportunity to present your skills, abilities, and accomplishments in an organized way.

A résumé should include:

Identifying Data	Name, address and telephone number
Employment Objective	Type of job sought (be specific); long range career goals
Education	Schools attended; type of curriculum and courses taken relating to this job; grade average (if it will be a benefit); graduation date.
Work Experience	Former employers, dates of employment, job duties; volunteer experience; family/household responsibilities; self-employment such as childcare or gardening.
Achievements	Extracurricular activities, honors, awards; include such things as positions held, perfect attendance awards, honor roll, scouting, science, or sports awards.
Special Skills	Typing (words per minute), shorthand, software knowledge, machine skills, languages spoken etc.
Interests/Hobbies Personal Data	Hobbies, special interests, private lessons, organizations
Personal References	Be sure you ask each person in advance for permission to use him or her as a reference. Personal references should know you as an individual rather than as an employee. They should be individuals over 21 who have known you for at least three years, and who can vouch for your honesty and good character. References might include a friend of the family, the parent of one of your friends, a teacher, counselor, neighbor, minister, priest, or rabbi. DO NOT give names of relatives as references. References should be typed on a separate sheet with the heading References For (your name). List all references (3 to 4) by name, title firm, address, and telephone number.
Comments	Any statement that will help describe what kind of a person you are or what worker traits you have.

SUCCESSFUL JOB APPLICATIONS

- First and foremost, read and follow directions exactly. Many applications are designed to check how well the applicant can follow directions.
- Don't just begin writing on the application. Make a rough draft first.
- If it is possible to complete the application online, do so. They look neater and are easier to read.
- Make sure you've answered exactly what has been asked for.
- Misspelled words are no-no's. Use a dictionary.
- Make sure you get a person's permission before giving his/her name as a reference.
- When asked to provide a short answer, paragraph or essay make sure you write in paragraph form using complete sentences.
- What you write is a picture of yourself. Think carefully about what you say.
- Check application due dates and make sure your application is not late.
- Do not leave things blank, Write "none" or "NA" (not applicable) where appropriate; never say, "see resumé."



The College Path

TYPES OF COLLEGES AND UNIVERSITIES

There are many ways to categorize colleges and universities. One important difference, which effects cost and admission, is the funding source. To see lists of Oregon four-year state, private, two-year community colleges and vocational schools go to the **Career Information System (CIS)** Internet software at <http://oregoncis.uoregon.edu>

❖ Public (State-Supported) Colleges and Universities

❖ State-supported colleges and universities receive their primary funding from the state government. As a result, tuition is usually lower at state supported colleges than at private colleges. There may be admissions preference given to residents of the state. Out-of-state residents will pay more than in-state residents.

❖ Private Colleges and Universities

❖ Private colleges and universities depend primarily on students' tuition to fund their operations. This means that tuition will usually be higher than at state colleges. There will be no difference in tuition based on state residency. Admissions standards may be different from state-supported schools. Some private colleges provide housing for all new students, while others have limited housing arrangements. Read the information on housing opportunities carefully. Don't let "Sticker Shock" prevent you from applying. Private colleges often have more financial aid available for the right student.

❖ Community Colleges

❖ Community colleges offer flexible liberal arts and professional technical programs leading to associate degrees, as well as specialized certificates and diplomas. They are cheaper than four-year colleges, and are open entry institutions. The curriculum generally parallels that of four-year institutions for the freshman and sophomore years, thus you can transfer to a college or university to pursue a bachelor's degree upon completion of your general education classes at a community college. You can also prepare for a wide range of professional technical fields. Community colleges are a good option for the student who:

- Is looking to receive 1-2 years of training in a specific professional technical field.
- Plans on completing a bachelor's degree by transferring from a community college.
- Needs to strengthen his/her academic skills in any areas, such as math or English.
- Wishes to start her/his college career while remaining in his/her home community.
- May not be able to afford going directly to a four-year college or university.
- Is still unsure of which field of study they wish to pursue and want to explore various subject areas.



TIMELINE FOR COLLEGE PREPARATION

Freshman/Sophomore Year

Monitor academic progress.

- ✓ Understand that freshman and sophomore grades are very important. You don't want to have to worry about raising your *GPA* to an acceptable level in your junior or senior years.
- ✓ If there is a problem don't wait; get help. There are options available to help you succeed. Contact your counselor for assistance.

Become involved in a wide variety of activities.

- ✓ In addition to asking students to list their high school activities, many college and scholarship applications ask for evidence of leadership. If you have leadership potential, develop your leadership skills by being an officer of a club, captain of a team, squad leader in the band, etc.
- ✓ Depth of involvement in any activity (e.g., four years in band, soccer, etc.,) is also important because it shows focus and commitment.
- ✓ Participate in activities outside of school (e.g., church, scouting, recreational sports). Any type of volunteer work or community service is particularly important to see on an application.
- ✓ Sometime during your freshman year, start keeping a list of school activities, honors, awards, leadership positions, employment, volunteer work, community activities, etc. Keep a list and include everything! This will be very helpful later when you are required to list activities, honors, etc. on college and scholarship applications.

Summer Experience

- ✓ Many excellent summer programs are available on college campuses. Of course many of the "more traditional" summer activities can also be very worthwhile. You could for example, join an athletic team, take a course, mow yards, baby-sit, perfect a skill, take lessons, develop a hobby, volunteer at a local hospital, nursing home, homeless shelter, blood bank etc. and read, read, read.

Start to explore and discuss college options

- ✓ Gather information, make informal visits to colleges, and go to college fairs. Discuss your aptitudes, interests, and abilities with your parents (share CIS results) and begin to view these in terms of possible college majors and career options. Ask questions of your counselor during freshman and sophomore conferences. Continue to use CIS.

Junior Year

September

- ✓ Inquire about PSAT/NMSQT test date, time and place in October
- ✓ Sign up for college rep. visits at NHS in the Opportunity Center

October

- ✓ Take PSAT/NMSQT to prepare for the SAT and to be eligible for the National Merit Scholarship Competition.
- ✓ Attend the Oregon University System evening visitation at NHS
- ✓ Sign up for college rep. visits at NHS in the Opportunity Center

November

- ✓ Keep your grades up
- ✓ Continue to look for opportunities in and out of school to explore your interests
- ✓ Attend a local College Fair
- ✓ Sign up for college rep. visits at NHS in the Opportunity Center

December

- ✓ Receive results of the PSAT. Read your score report and go back over your test. This can be excellent preparation for the SAT.
- ✓ Review "sample" ACT/SAT Tests.
- ✓ Sign up for college rep. visits at NHS in the Opportunity Center

January

- ✓ Gather and evaluate catalogs and admissions/financial aid information via mail or college websites.
- ✓ Begin creating a college portfolio in CIS or at www.collegeboard.com College Quick Start. Use code you got with your PSAT results.

February

- ✓ Meet with your counselor to begin preparing a list of colleges to explore
- ✓ Continue preparation for the SAT and ACT exams.
- ✓ When forecasting for senior year, be sure to continue to challenge yourself

March

- ✓ Register for the May/June SAT or the April/June ACT
- ✓ Attend a spring College and/or Career Fair, begin to plan your college visits (optional)

April

- ✓ Sign up for the May/June Subject Exams if required by a college on your list.
- ✓ Look into summer jobs or internships
- ✓ Continue to evaluate colleges, begin eliminating some choices from the original list.

May

- ✓ Take SAT and AP (advanced placement) tests (if appropriate)
- ✓ Consider enrolling in an academic course at a local college, pursuing summer school, or working as a volunteer.
- ✓ Register with the NCAA Clearinghouse if you are planning on playing a college sport. Order your transcript to be sent to the NCAA.

June

- ✓ Take SAT and/or ACT tests

July/August

- ✓ Visit colleges, take tours, and have interviews. Start your activities resume and brainstorm ideas for essays (if applicable).

Senior Year Apply to colleges. Make Decisions. Finish High School with pride in yourself.

September

- ✓ Sign up for the October or November SAT or the October ACT. (if necessary)
- ✓ Participate in Senior Conference with your counselor
- ✓ Meet with your counselor to be sure that your list includes colleges appropriate to your academic and personal record.
- ✓ Visit Colleges
- ✓ Visit the Opportunity Center regularly to check for possible scholarship opportunities.

October

- ✓ Attend a local College Fair
- ✓ Attend the Oregon University System evening visitation at NHS
- ✓ Begin to gather information needed for applications.
- ✓ Talk to teachers about a possible letter of recommendation, if required.
- ✓ Note application deadlines. For Admissions & Financial Aid. Are you doing Early Decision/Early Action? Out-of-State?
- ✓ Let your counselor know ASAP. Get those applications completed.
- ✓ Request transcripts from school secretary.
- ✓ Sign up for the December SAT or ACT if you're not satisfied with your spring scores.
- ✓ Visit the Opportunity Center regularly to check for possible scholarship opportunities.

November

- ✓ Take the SAT. Have scores sent to the colleges on your list. (Go to www.collegeboard.com to send scores)
- ✓ Make sure that first quarter grades are good.
- ✓ Continue to fill out applications.
- ✓ Submit University of California and California State University applications by November 30th.
- ✓ Visit the Opportunity Center regularly to check for possible scholarship opportunities.

December

- ✓ Take SAT or ACT if you're *still* not happy with your scores. Have scores sent to colleges. Check in with your counselor to make sure you've covered all the bases.
- ✓ If you applied Early Decision you should have your answer soon!
- ✓ Attend Financial Aid night.
- ✓ Visit the Opportunity Center regularly to check for possible scholarship opportunities.

January

- ✓ Keep working on your grades!
- ✓ Last chance to take the SAT again if needed.
- ✓ Request that your 1st semester grades (mid-year report) be sent to the colleges (if needed or required).
- ✓ Visit the Opportunity Center regularly to check for possible scholarship opportunities.
- ✓ Complete the Federal Application for Federal Student Aid (FAFSA) application
- ✓ Complete the Oregon Student Assistance Commission (OSAC) application
- ✓ Complete last-minute applications for admission to four-year universities and colleges.

February/March/April

- ✓ Remember to monitor your applications to be sure that all materials are sent and received on time. Enjoy your final year in high school, but beware of senioritis!
- ✓ Visit the Opportunity Center regularly to check for possible scholarship opportunities.
- ✓ Complete your college's scholarship application and financial aid forms.
- ✓ Compare financial aid packages and decide on a college/university.

By May 1

- ✓ Notify the college you will attend. Send in your tuition and housing deposits.
- ✓ Visit the Opportunity Center regularly to check for possible scholarship opportunities.
- ✓ BE PROUD - you've completed a difficult task. Notify the other colleges that accepted you that you have selected another college. Notify your counselor of admission decisions and final choice.

GETTING ORGANIZED FOR THE COLLEGE SEARCH

Set up a simple filing system for college materials.

- Use a portable plastic file box, an empty file drawer, or a cardboard box.
- Buy a dozen or more file folders; light-colored ones work well.
- Label a folder for each college; stash brochures/correspondence in this file.
- Set up additional files for your transcript, SAT scores, financial aid forms, copies of essays you write, etc.

Collect information.

- Write to all the colleges requesting viewbooks, brochures about areas of interest to you, and applications for freshman admission when available.
- If you visit a college, pick up the campus newspaper or take photos.

Sign up for Student search.

- When you take the SAT there will be a box to check if you want colleges to contact you with information. Your scores, name, address, and other information you supply will be released to colleges, and if you do well on the SAT, your mailbox will be overflowing.

Purchase basic college guidebook.

- If possible buy a basic college guidebook. This handbook, in conjunction with the Index of Majors, The Fiske Guide, Ruggs Recommendations on the Colleges, Time/Princeton Review College spring edition, etc. can help make your transition to college easier and more understandable.
- College catalogs and guidebooks are also available for checkout in the library and Opportunity Center.
- College catalogs and guidebooks contain information about programs, dorms and early decision programs. It also contains addresses and phone numbers for admissions offices, a list of majors, areas of strength, even the average rainfall for the area!

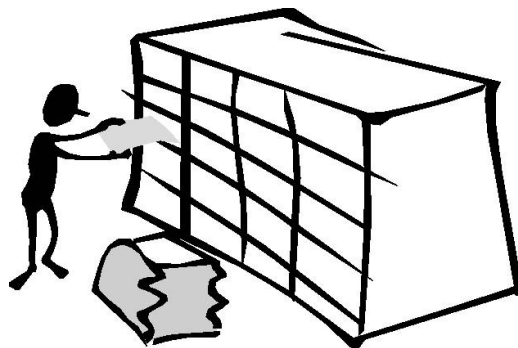
Set up a "college search calendar."

- Plan when you will be able to visit the colleges that you are the most interested in. (Spring break of your junior year is a perfect time since colleges are usually in session.)
- If there is a chance that you will be applying "early decision" to a college, it is important that you visit that college at the beginning of your senior year. "Early decision" deadlines are made early in the fall, usually by November 15 at the latest.
- On your calendar record the early decision, regular admission, and financial aid deadline dates for all the schools to which you are applying.
- Record the dates of the exams (SAT, Subject Tests, ACT) that you plan to take and the deadlines for registering for them.
- Note SAT preparation course dates on your calendar.
- Set a tentative deadline for essay writing and filing application forms.
- Store this calendar in the front of your file box and refer to it often.

You are not alone in going through this experience. Talk over your options and choices with family members, friends, and former students who attended the colleges you are interested in. You are also encouraged to:

1. Schedule a conference with your high school counselor.
2. Take advantage of resources available in the Opportunity Center.
3. Attend evening presentations at NHS for students and parents, regarding college choice and financial aid.
4. Attend meetings with college representatives when they visit NHS.
5. Visit campuses to gain a sense of comfort level, programs, and facilities.
6. Attend college fairs.
7. Utilize the Family connection in Career Information System (CIS) to do research and help with decision-making.

Now that you are organized, you are ready to begin the college search in earnest.



CHOOSING THE RIGHT COLLEGE

Choosing the right college is not easy, but it does not have to be overwhelming. The following information will give you a starting point. It is from a brochure written as a public service by the College Relations staff at Kean University of "How to choose the Right College". You may mail your request for a copy to:

Understand Yourself

In order to choose the right college, it is important to know yourself. What are your likes or dislikes? In what type of an environment do you feel most comfortable? You may wish to consult with your parents and with your guidance counselors, but some of the most important are your own personal interests, career goals, academic strengths and weaknesses and your financial circumstances.

Why do you want to go to college?

Go because you want to go. Not because your parents want you to go or your friends are going. Go to develop yourself and your mind, to meet friends, and to prepare for a career. Enjoy the process of becoming an educated person. Don't just think about going to college, but also about why you want to go. Ask yourself if you have the ability to do college work. Then back up your answer with a review of your performance in high school -- your grades, your attitude toward schoolwork, your test scores.

Unlike high school you can begin or finish college at any age. If you decide you are not ready to continue school, you can take a year off, go to work and perhaps attend college part time. Part of growing up is accepting the responsibility of knowing yourself. You'll know when you are ready to further your education.

How much academic challenge is right for you?

First evaluate yourself. If you thrive on competitive intensity, choose a school that is highly competitive. Maybe you want a college where you can get respectable grades without as much pressure. Ask yourself the following questions: What are my most important reasons for wanting to go to college? Do I want to prepare for a career, to broaden my knowledge, to meet people? How important is it for me to perform near the top of the class?

Can you successfully choose a college if you have no idea of your major, no career goal?

Yes, about 80 percent of entering freshmen are just like you. That's one of the most helpful things college will do for you--help you to find what interests you enough to spend many years studying it. Don't rush. Explore. And remember, your major will help you in your first job, but with the time you spend pursuing a liberal arts education, you are preparing for life.

Do you want to be close to home or farther away?

If you tend to get lonely, and it is a very natural feeling, perhaps you would like to be near enough to go home or have someone visit on weekends. Remember, even if you are only a half-hour drive away, you are gaining the experience of living on your own.

Is a large university or a small college best for you?

At a small college, everyone, including the professors, knows everyone else in a short period of time. At a large institution you can be anonymous with an endless supply of new faces. Or you may become part of a smaller group within the university such as a club, major or social organization. At a medium-sized or large institution look for how the school gets students involved in the campus life and how it helps them become part of the college. One advantage of a larger institution is the wide selection of courses offered and the facilities available to the students. The list of academic majors and minors is almost endless at a large university.

In what type of environment are you comfortable: urban or rural?

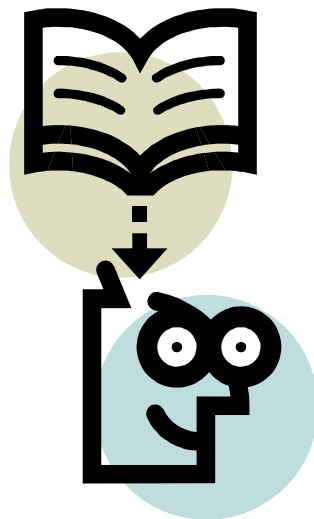
You may choose a college in a big city or in the countryside. You may make this choice because you like the environment where you are now or you want to try something new. These are the two extremes; actually you will find colleges in many different types of locations.

What about climate?

This is a legitimate consideration. You should think about the climate when you are selecting the geographic areas in which you are interested. But don't rule out an interesting college just because of the weather. How does the college use the weather to its best advantage? Would you like a campus holiday on the day of a first snowstorm? This is how one northern college celebrates the arrival of winter.

COMMON PITFALLS IN COLLEGE SELECTION

- Don't second-guess the admissions staff and eliminate yourself. If you have wanted to go to ABC College since you were in grade school, apply. You will regret not having done so. Just because a college may have very high admission requirements does not make it better.
- Don't assume you cannot afford to attend a certain school. Even though financially the school may be a long shot for you, you might be surprised at what financial aid package you can put together.
- Do your research and don't apply to schools that you really have no intention of attending. It is a waste of your time and money (colleges charge application fees).
- There is probably no more valuable tool in selecting an appropriate college than an honest SELFEVALUATION. It is always fun to counsel those students who know themselves well, can articulate their uniqueness clearly, and whose parents generally agree with the assessment. It is difficult to watch a student apply to all the wrong places for all the wrong reasons. As counselors we try to lend perspective to the process of honest self-evaluation. When a student selects and applies to unrealistic schools it can make for an unpleasant spring. Even if a student is admitted to a school with a lifestyle and academic rigor that is radically different from the student's, it is unlikely that there will be successful adjustment. The best colleges to apply to are those that appear to have a high comfort level for the student.
- The most important consideration for selecting schools is to make certain that you would like to attend any of the schools to which you submit an application. Make sure your friends or pressures from others do not influence you. You are the one who will have to live with the choice you make.
- **START NOW!** Don't procrastinate because you are nervous or scared. Putting it off only puts more pressure on you and the college search process is challenging enough without making it worse for yourself.



TEN BIG MISTAKES IN COLLEGE PLANNING

(Taken from the College Planning for Dummies by Pat Ordevensky)

1) Ruling out a college because you can't afford it. This is probably "Mistake Number One" in terms of how often it is made. How many friends have told you they won't even think about Colleges X, Y, and Z because they cost more than \$20,000, and there's no way they can afford that price? A lot, right?

The number one fact to remember about money, despite what your friends say is this: **YOU PROBABLY WON'T PAY STICKER PRICE.** Keep in mind that two out of every three students attending four year colleges in the United States are not paying the price advertised in the directories. They are getting some kind of financial aid.

2) Thinking you won't get financial aid. This is part of the same "can't afford it" myth. Students know financial aid is out there somewhere, but they don't think they can get it. They operate under the misconceptions that financial aid is: only for the poor, unavailable to families making more than \$50,000, and limited to families living in public housing.

Yes, some financial aid is designed to help the poor. Pell Grants, for one, go only to low-income students. But at the other end of the spectrum is the financial aid that goes only to very smart students, regardless of what size paycheck their parents bring home. They are the students who get aid as an enticement to enroll at certain colleges.

Between the two extremes are billions of dollars, given away each year to average, ordinary students who are neither poor nor exceptionally bright. And you can trigger the process of getting some of that aid by filling a simple form and putting it through the mail.

3) Missing deadlines. This seems obvious. But some people, even intelligent high school students, allow deadlines to slip out of their minds and go unmet. If a college wants your application by February 15, get it in by the middle of January. You'll not only make sure it's on time, you'll beat the last minute rush, and get more attention in an unhurried admission office.

4) Making up information. Don't do it! Don't even think about doing it. Not even on a simple little question on an application form that seems meaningless. Resist any temptation to embellish your record with a few colorful, but inaccurate items.

Colleges are built on the foundation of honesty. If the admission officer discovers you are less than truthful about any part of your application, you'll be dead in the water. Forget it.

5) Submitting a messy application. Messiness in college applications sticks out like a weed in a flower garden. And it creates a negative impression on the people who have to read the messy stuff. The last thing you need is a negative impression of you at the admission office.

If you don't have a word processor, typing, or even printing, is fine, but keep it neat. Don't use that goopy white stuff to correct errors. And don't cross things out. Get another form and start over, if you must.

6) Kissing off recommendations. This is another mistake that is all together too common, and can be hazardous to the health of a college application. Some students won't give any thought to a college's request for recommendations by a teacher or counselor. They'll take the forms to school, leave them with someone, and forget them.

Letters from teachers and counselors are often vital to decisions made in college admissions offices. Especially in marginal cases, where a student is teetering on the fence between yes and no, admissions officers will look at the recommendations more closely to learn things about a student they won't find anywhere else.

7) Applying to a college you haven't visited. You can learn a lot about a college by reading catalogs and brochures, and talking to people who have been there. But you can't learn all about it that way. There are some things you just have to experience for yourself.

Every college is a community where students learn from each other, as well as from professors. Visiting a campus, talking to students, and observing how they live gives you a genuine feel for that college community. Once you get a sense of the place, you, and only you, will be able to decide if it's the kind of place where you would be comfortable.

8) Visiting a campus without an appointment. Don't gamble when you visit a campus to see if it's right for you. Don't take chances that you might get the information you need. In other words, don't show up unannounced. You'll be gambling that the people you need to see are there and have the time to talk to you.

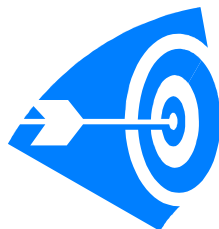
The most important person to see on campus is the admission officer. He/she is the expert at dealing with, and providing information to, potential applicants like yourself. You want to leave a favorable impression at the admission office in case you apply. So, call at least two weeks before you arrive to schedule an appointment at the admission office. Then build the rest of your visit around that appointment. You should also consider appointments at the financial aid office, and, if you are leaning toward a certain major, with a professor in that area.

9) Choosing a college for its reputation. A college has a good reputation for one reason: A lot of people like it. But you are not a lot of other people. And what other people like may not be the same as what makes a college right for you.

This is not to suggest that you ignore other people's opinions. Seek out opinions and listen to them, especially from people you respect. Give them serious consideration. But the final decision on where to spend a portion of your life must be yours.

Yes, a college's reputation can be helpful in finding a job after graduation. And that's another factor to consider - but just one. Selecting a college, solely on its reputation without mixing in all the other items important to you, is a good way to wind up transferring for your sophomore year.

10) Letting someone else make your decision. In selecting the right college, your parents, teachers, and friends are your advisors. They most likely are very wise advisors. Their advice should be accepted graciously and considered seriously. But they cannot, and should not, make the decision for you.



SCHOOL SELECTION CHECKLIST

Now that you have considered some of the variables the following checklist is designed to help you identify those characteristics that will be important to you in selecting a particular school or college. Under each category check those items that meet your preferences or needs. After completing the checklist you should have a clearer idea of the type of school or college you want to attend.

Type of Institution

- Public two-year college
- Independent two-year college
- Public four-year college or university
- Independent four-year college or university Private trade and vocational school

Geographic Location

- An urban environment
- A rural environment
- Within 50 miles of home
- Located in a large city (over 500,000)
- Located in a medium city (50,000 to 500,000)
- Located in a very small town (less than 10,000)
- Within the State of Oregon
- Out of the State of Oregon

Size by Total Enrollment

- Below 500 (very small)
- Between 500-1,000 (small)
- Between 1,000-3,000 (medium)
- Between 3,000-10,000 (large)
- 10,000 or over (very large)

Student Body

- Men only
- Women only
- Coeducational (men and women)

Religious Preference

- Church related
- Non-Church related

Housing

- Dormitories for men only available
- Dormitories for women only available
- Coed dormitories available (men and women in same building)
- Freshmen may choose their own housing
- Fraternities or sororities available
- Apartments and/or houses readily available
- Live at home and commute

Cost: (Tuition, fees, room, board, and transportation annually)

- Under \$5,000
- \$5,000-\$10,000
- \$10,000-\$15,000
- \$15,000 or over

Financial Aid Plans

- No aid required for you to attend
- Some financial aid required for you to attend
- Complete or nearly complete financial aid required for you to attend
- Part-time work required for you to attend

Programs of Study

- Agricultural and Natural Resources
- Architecture
- Biological Sciences
- Business and Management
- Communications
- Computers and Information Sciences
- Education
- Engineering
- Engineering Technology
- Fine and Applied Arts
- Foreign Language
- Health Services
- Home Economics
- Interdisciplinary Studies
- Letters (English, Philosophy, Speech)
- Mathematics
- Physical Sciences
- Psychology
- Public Affairs and Services
- Social Sciences
- Undecided
- Other

Special Programs

- Advanced Placement
- CLEP (College Level Examination Program)
- Honors Program
- Independent Study
- Minority and Low Income Student Programs
- Study Abroad
- Summer Session

Military Training

- Air Force ROTC
- Army Flight Training
- Army ROTC
- Navy/Marine ROTC

Courses in Special Fields of Interest

- Women's studies
- Black studies
- Native-American studies
- Asian-American studies
- Hispanic studies
- Ecological/Environmental studies

Other Important Considerations

- Student government
- Drama, theater
- Fraternities Sororities
- Intramural athletics
- Inter collegiate athletics
- Band, orchestra, choral groups
- Radio, television newspaper
- Minority student unions
- Religious organizations
- Political organizations
- Movie and film series on campus
- Other

THE CAMPUS VISIT

You can do all the reading in the world and all the talking to alumni, representatives and counselors; however, nothing will tell you as much about a college as your visit to the campus. A school, which may appear to be a perfect fit for you on paper or video may have a very different atmosphere than what you had built in your mind. Whenever possible, visit the school you plan to attend. **(Be sure to complete a planned absence form prior to your scheduled campus visit. Forms are available in the office.)**

If you are fortunate enough to be able to visit different colleges before you apply, that is wonderful but not necessary. It is only important that you do as much research as you are able, complete your applications and then plan your visitations after you have your acceptances in hand. One way to view this process--you are about to spend a great deal of money and four years of your life at this university and it is important to make an informed choice. Would you buy a car or house without seeing it?

The visit should enable the student to:

- Meet with admissions people and get some ideas of what they expect.
- Get a feeling for the academic and social atmosphere.
- See the facilities to be used for study, living, recreation, etc.
- Talk with students now in attendance.
- Appraise the community in which the college is located.

The visit should be carefully planned. The following is a list of suggestions to help in preparation once you have decided upon the school(s) you want to visit.

Make arrangements with the admissions office by writing or phoning well in advance (preferably two to three weeks). Admissions people are usually quite busy and do not always appreciate unexpected visitors. You can also attend college-organized visitation dates available in the admissions office.

- Ask for an appointment with an admissions official. Some colleges can arrange for you to spend the night in a dorm if you have the time and desire. Some colleges may have you interview with alumni.
- If possible, the student should inform the college of his special areas of interest when writing for the appointment. This helps the college people plan a visit that can be most meaningful.

- Refer to the college catalog to review basic concerns before leaving for the visit.
- Be prepared to give the admissions people accurate and up-to-date information concerning courses now being taken, SAT's or ACT's, approximate rank, number of students in class, extracurricular activities, special awards, significant interests and experience, both in and out of school.
- If possible, try to attend a class in your major area of interest and another class of an elective nature. Talk with the professor after class. Staff is usually eager to talk with prospective students and you will get a different view.
- Wander about campus and ask other students questions. Most colleges have tours given by students. Ask frank questions of them, such as what they like and dislike about the school.
- Relax. If you are visiting before you have been admitted, admissions officials say that an interview or visit rarely determines the outcome of an admissions decision. Colleges are interested in helping you find a school that fits your needs. It is in their best interest to be honest and open with you. It is expensive for colleges to have students arrive who are not suited to that school.
- Be on time, dress neatly and be assertive.
- Take notes. If you are visiting several schools, they will start to run together in your mind.
- Write a brief thank you note if you have received individual attention and time from staff.
- Be sure to pre-arrange your college visitations with the attendance secretary.
- **Plan to spend at least a half-day (full day is preferred) at each college. In addition to making a tour of the campus, the student should try to:**
- Engage students other than tour guides in conversation (upper classmen, if possible).
- Spend some time in the student center or union.
- After returning home, discuss impressions with your parent or counselor.
- Spend a little time in the community talking to townspeople about their views of the college and its students.
- Get copies of the school and the local newspaper.
- Sit in on a class.
- Have a meal on campus.
- Browse in the library.



QUESTIONS FOR STUDENTS TO ASK ABOUT COLLEGE

- # Is the college a part of the surrounding community or set apart from it? Is it in or near a city or town, or is it a self-contained unit?
- # What special programs are offered for freshman?
- # What are the basic and alternative means of admission?
- # Does the college have a program for identifying students who are having trouble and give them guidance?
- # How many men/women are enrolled?
- # What is the ratio of resident students to commuting students?
- # Are there many students from other countries?
- # What are the library facilities like?
- # What academic programs or areas of study are emphasized?
- # What are the housing regulations?
- # What kinds of housing are available?
- # Does the college have a comprehensive plan for computer use?
- # What cultural and recreational opportunities are present in the area?
- # How approachable are members of the faculty and administration?
- # Is there adequate security on campus?
- # How complete is academic advising and how available is the academic advisor assigned to me?
- # How available are the faculty? What is the student/faculty ratio?
- # What level of academic performance is required to stay in school?
- # Can qualified students transfer to professional schools with the pre-professional programs you offer?
- # How wide is the range of activities in political, athletic and other extracurricular interests?
- # How active is the student government?
- # What kinds of general regulations are there for students?
- # What special interest groups are active on campus?
- # What kind of laundry and shopping facilities are available?
- # Can I choose my roommates?
- # How complete is the health center?
- # How much does your school cost a year?
- # What type of financial aid is available?
- # Do you have any special ways students may pay the costs to attend?
- # Where do the graduates get jobs, particularly in the major you are considering?



The Application Process

When you have decided upon one or all of the colleges you wish to apply to:

- ☑ Submit admissions application (or the Common Application) online (preferred method) or by paper application.
 - After submitting a college application, students will often need to request a transcript be sent to the college. In addition, most private schools require one or two teacher recommendations and a counselor/school recommendation. Read application requirements carefully to avoid submitting an incomplete application.
- ☑ After submitting a transcript request please:
 - Notify counseling office of college deadline dates.
 - Students requiring a Counselor Letter of Recommendation must turn in all required forms 3 weeks prior to application due date.
 - Student Self Report
 - Activities Resume
 - Students requiring a teacher letter of recommendation must ask specific teacher **in person**, three weeks prior to college deadline and follow up with any of specific teacher requests.
- ☑ Students not requiring a teacher or counselor letter must submit a Transcript Release Request form to the school secretary at least 1 week prior to application deadline.
- ☑ Students are responsible for contacting the College Board or ACT in order to have their SAT or ACT Score Reports sent to the colleges to which they are submitting applications.
- ☑ When in doubt, ask questions and refer to
 - Counseling page on the NHS website
 - NHS: Planning Beyond High School Handbook
 - Other useful websites
 - individual university and college websites
 - www.collegeboard.com



COLLEGE APPLICATION ESSAY

The colleges that require essays usually give you the specific topic they want you to write on or they may give you 3 topics to choose from: the following is a list of essay topics to consider and those to avoid. **(You will be working on the personal essay first quarter of Senior English class.)**

Essay Topics to Avoid

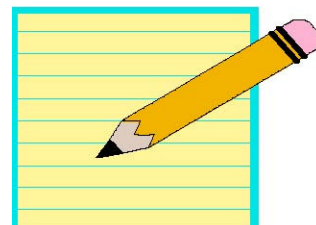
- Stories about writing application essays or taking the SAT
- Recaps of trips taken
- Boyfriend/Girlfriend relationships
- Stories about illegal activities
- Stories about pet death
- Stories about personal religious experiences (unless the college has a religious affiliation)
- Tales of your incredible success (no bragging)
- Trite moral lessons (esp. with mission trips, community service)
- Information contained elsewhere in the application

Better Essay Topics

- A story about overcoming adversity
- A meaningful cross-cultural experience
- A unique interest, hobby, job, or experience
- An "ah ha" moment
- A funny story that reveals something about you
- A community service project, but only if told in a fresh way
- A story about something unique in your family background
- A story about something very mundane that reveals something about you.

How to Lose Points Fast

- Tell the reader what you are about to write about.
- Use quotation marks around words when they aren't needed.
- Use too many dashes, exclamation points, parentheses.
- Use words that seem chosen to impress.
- Misuse it's and its
- Be long-winded.
- Boast.
- Look too packaged.
- Have no "voice"



COLLEGE APPLICATION CHECKLIST

Name of College or University: _____

Completed school visit (online and/or person)? _____

APPLICATION:

- Have you carefully read the application form?
- Have you completed the application form? (online or paper)
- Have you and someone else proofread the application?
- Are all questions answered and is spelling/grammar correct?
- Filing deadlines:
 - Early Action Deadline: _____
 - Early Decision Deadline: _____
 - Regular Admission Deadline: _____
- Did you Completed an Interview (if required)?
- Have you turned in all necessary documents to your counselor at least 3 weeks prior to deadline (Student Self-Report and Activities Resume)? If applying using the Common App, did you request Common App, send the secondary school report and mid-year report to your counselor? Did you ask for the Teacher Recommendation form to be sent to the teacher who will be submitting the recommendation?
- Did you sign application?
- Did you include the application fee (or requested a fee waiver, as appropriate)?
- Di you include the essay(s) (if applicable)?

ESSAY:

- Completed first draft of the application essay?
- Received input on first draft of essay?
- Revised essay to your satisfaction?
- Had at least two other people have proof read your essay?

GRADE & TEST SCORES:

- Ordered official high school transcript?
- Ordered ACT and/or SAT scores be sent?
- Ordered Subject Exam or AP test scores be sent (if applicable)?

LETTERS OF RECOMMENDATION

Requested from _____

Date Requested _____

Requested from _____

Date Requested _____

Requested from _____

Date Requested _____

(Please request recommendations 3 weeks prior to your application deadline.)

FINANCIAL AID:

- Applying for financial aid?
- Have you completed Free Application for Federal Student Aid (FAFSA)?
- Have you completed the OSAC application?
- Have you completed your college's scholarship application?
- Have you searched for scholarships in the Opportunity Center?
- Completed other scholarships and/or loan applications?

FINISHING UP:

- Keep copies of all forms, application, and letters sent.
- Did you write thank you cards to all who recommended you?
- Did you checked with college admissions office to make sure all is complete?



HOW COLLEGES SELECT STUDENTS

After talking to many college admission advisors across the country regarding the student selection process, several common themes emerge. Many people assume colleges are searching for a well-rounded student when in actuality they are looking for a well-rounded student body. This is why it is so important for you to take extra care in your application to show your individuality and strengths. Help them distinguish you from the other applicants.

The following data is representative of how students are evaluated and selected by colleges and universities throughout the nation.

- State Universities use a selection index that is totally based on *GPA* and test scores. In addition, specific academic requirements must be met before entrance is granted. This usually includes taking math through Advanced Algebra, taking at least 2 years of a foreign language, and completing 4 years of English. A list of the required courses for the Oregon State Universities are listed in this book, illustrating the admission graph for all of the Oregon State Colleges and Universities.
- The private and more selective schools are looking at a number of factors, but there is one factor which stands alone as your file is being reviewed by an admissions committee and that is your high school **TRANSCRIPT**. Colleges want to see that you have taken a course load that challenged you and they want to see how well you did in those courses. A near perfect *GPA* in standard course work will not carry as much weight as a transcript with advanced and honors classes and a *GPA* of 3.5. Schools receive a copy of our school profile and know the types of courses offered at Newberg High School. The selective schools are looking for students who challenge themselves.

In information prepared for high school counselors by a group of selective college admissions officers, the following factors are considered as files are reviewed. They are listed in order of importance.

- The quality of the courses taken in high school in relationship to what is offered at that high school, and the number of quality courses taken each year. It is especially important to maintain this practice during your junior and senior year. **DO NOT COAST.**
- Entrance test scores (SAT, ACT, Subject Exams)
- Application and personal essay.
- Letters of recommendation.
- Involvement in extracurricular activities.
- Personal interview. (optional) (See Appendix C - Sample Interview Questions)
- Community Service, volunteer activities.



FRESHMAN ADMISSION REQUIREMENTS

Oregon University System
Approved for 2010-2011 Academic Year

Freshman Admission	UO	OSU	PSU	EOU	OIT	SOU	WOU
High School Graduation Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High School GPA (for automatic admission)	3.25	3.00	3.00	3.00	3.00	2.75	2.75
Subject Requirements:	Yes	Yes	Yes	Yes	Yes	Yes	Yes
14 units							
4 - English,							
3 - Math							
2 - Science,							
3 - Social Studies,							
2 - Second Language							
SAT or ACT Scores	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Writing Exam	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subject Exams	No	No	No	No	No	No	No

The Oregon University System will accept either ACT or SAT scores.

NHS CEEB/ACT Code: 380-740 NHS SAT Test Center Code: 38-283

NOTE: SAT information is from www.collegeboard.com. ACT information is from www.actstudent.org.

University of Oregon (UO) - Student below 3.4 GPA in 16 academic units must submit an essay. A combination of essay, GPA and SAT matrix will be used for students with less than a 3.00 GPA or less than 16 units of approved courses.

Oregon State University (OSU) - Below 3.00 or fewer than 14 subject units will require additional campus review. All students must submit an Insight Résumé of six 100-word mini-essays.

Portland State University (PSU) - Below 3.00 or fewer than 14 subject units will require additional campus review. A combination of GPA and SAT/ACT matrix will be used for students with less than a 3.00 GPA.

Eastern Oregon University (EOU) - Below a 3.00 additional campus review required. Possibly including a portfolio.

Oregon Institute of Technology (OIT) - If GPA is 3.00 or higher, there is no minimum SAT/ACT. Between 2.50-2.99 additional campus review required.

Southern Oregon University (SOU) - Below 3.00 or fewer than 14 subject units will require additional campus review.

Western Oregon University (WOU) - Below 3.00 or fewer than 14 subject units will require additional campus review.

PUBLIC (STATE) COLLEGE/UNIVERSITY ADMISSION PROCESS

The Oregon state school system has a relatively simple application process. Any student applying to any of the four-year colleges need only to fill out an application form (no essay or letters of recommendation) and take either the SAT or ACT entrance exams (with the writing exam). Applications may be obtained online (preferred method) or from the college admissions office. Representatives from the Oregon University System visit Newberg High School in the fall to explain their programs and to assist students in the admissions process. Deadlines vary but are generally from fall to early spring. Other state school systems vary. Many do not require anything other than a fairly simple application (without essays and letters) and testing. Check individual college websites for admissions requirements.

Because we have a number of students each year who apply to the University of California system, some of their guidelines will be outlined here. Applications can be obtained online beginning in October. Because the California schools have a short window for accepting applications, it is important that you obtain this packet early. California State Universities and the University of California campuses accept applications from November 1 through November 30 only. The UC system requires scores from either the SAT or the ACT with Writing, and two SAT Subject Exams. CSU and UC schools require one year of a visual, fine or performing art.

There are West Coast state schools that do not require essays or letters of recommendation. There are state schools in other parts of the country that may require essays and letters. Check your college catalogs and call the schools in question, if in doubt.

PRIVATE SCHOOL ADMISSION PROCESS

As a general rule, private, four-year colleges require entrance tests, letters of recommendation, essays, and an application. The more selective the school, the more involved the process. Applying to private schools generally takes more time and energy. However, the information required for most private schools is often the same or very similar and once you have gone through the process, it is easier to apply to the next school. The key is to begin early. Many private schools accept the Common Application. Using the Common App. allows you to complete one application and submit it to as many colleges as you wish. It's a great time saver.

Application deadlines vary greatly. Be acutely aware of December 1, December 15, January 1, or January 15 deadlines. Because of our Winter Break. It is up to the student to be aware of deadlines and to make sure all materials are completed in time for processing and mailing by the counselor and school secretary.

HONORS PROGRAMS ADMISSION

Many public and private universities offer Honors Programs for qualified students. Supplemental applications are required. See the individual college website for specific admission requirements for Honors Programs.



MILITARY ACADEMIES / ROTC SCHOLARSHIPS

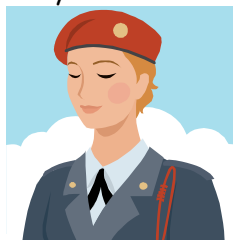
Admission to military academies is by appointment only. Application to a military academy begins realistically in the junior year when a student submits a pre-candidate questionnaire to the academy. The academy will open a pre-admission file and evaluations will be sent to applicants in the summer. Information gathered in the pre-admission file will be used by the academy to provide the applicant's congressman with periodic status reports which may assist the applicant in being selected for a congressional nomination. Students attend academies free of charge and earn a monthly stipend.

Prospective candidates must qualify scholastically, medically, and physically. The admissions board examines each candidate's school records, SAT or ACT scores, recommendations from school officials, record of extracurricular activities, and other evidence of character, leadership potential, and academic aptitude and achievement. Students interested in service academies should see their counselor for complete information.

ROTC (Reserve Officer Training Corps) scholarships provide for full college tuition and fees, books and supplies, and a monthly monetary stipend for the four years of college. While in college, a student generally majors in the field of his/her choice and spends approximately one hour three days per week in military science courses or activities. During summers while enrolled in college, the student spends some time at military camp. At the end of four years, he/she receives a college degree as well as a commission as an officer in the branch of service he/she selected. The student then serves four to five years of active duty.

To increase a student's chance of winning a four-year ROTC scholarship, he/she should:

1. Take college preparatory classes if possible.
2. Concentrate on earning a strong grade point average.
3. Be involved in leadership, extracurricular, community and athletic activities.
4. Take SAT or ACT in junior year and as often thereafter as needed--highest score counts. Have results of the SAT or ACT sent by using the appropriate ROTC codes.
5. As a junior, request a scholarship application as early as February 1.
6. Submit the completed application between April 1 and August 15 of the junior year for consideration in the first cycle (fewer applicants).
7. Or, as a senior, submit the application between August 15 and December 1 for second cycle consideration.
8. Increase options by applying for Army, Navy, and Air Force ROTC scholarships as well as military academies.
9. If not selected, enroll in freshman non-obligatory ROTC classes.



ACADEMY APPOINTMENTS

SPRING OF JUNIOR YEAR write for application to:

United States Naval Academy Director of Admissions Candidate Guidance Office U.S. Coast Guard Academy
Annapolis, Maryland 21402-5018 New London, Connecticut 06320-4195
(410) 293-4361 (860) 444-8500
www.usna.edu www.cga.edu

Director of Admission Director of Admissions United States Military Academy U.S. Merchant Marine Academy
West Point, New York 10996-1797 Kings Point, New York 11024-1699
(845) 938-4041 (516) 773-5391
www.usma.edu www.usmma.edu

Director of Admissions HQ USAFA/RRSS United States Air Force Academy Colorado Springs, CO 80840-5651
(719) 333-2520
www.usafa.edu

WRITE FOR APPLICATIONS TO SET UP FILES FOR NOMINATIONS TO:

Senator Ron Wyden Senator Gordon Smith 700 N.E. Multnomah, Suite 450 121 SW Salmon, Suite 1250
Portland, Oregon 97232 Portland, Oregon 97204 Phone (503) 326-7525 Phone (503) 326-3386
senator@wyden.senate.gov oregon@gsmith.senate.gov

Congresswoman Darlene Hooley Attn: Bill Ward 315 Mission Street SE, Suite 101 Salem, Oregon 97302
(503) 557-1324
www.house.gov/hooley



FINANCIAL AID

Basically there are **two types** of aid available for financing higher education. The most common type of aid is for **demonstrated financial need**. The second type of aid is the **merit scholarship** given to students with a talent or gift in a particular area. Certain merit scholarships can reward academic achievement, athletic ability, musical talent or other accomplishments.

There are four sources of financial aid for students: private, institutional, state and federal. The basis for disbursement of financial aid funds is a needs analysis, which determines what the family contribution should be for a student. FAFSA, a federal form, is the application required for the needs analysis. This form helps define what an individual family is able to pay towards the cost of higher education. It is required by ALL COLLEGES for federal loan or grant consideration and some private funds. Another form, CSS/Financial Aid Profile, is required or accepted by approximately 700 college, universities, and scholarship programs to award their own private funds. After a dollar amount has been determined, it is the responsibility of the individual college financial aid officer to put together a package of aid for the student. The amount a family can contribute will always be the same no matter what college the student attends. However, depending upon the college, the demonstrated need will vary.

For example:

	ABC State U	XYZ Private College
College Cost	16,000	40,000
Family Contribution	<u>- 7,000</u>	<u>- 7,000</u>
Financial Need	=\$9,000	=\$33,000

The same student would qualify for two very different types of financial aid packages based on need. The state university would try to develop a package worth \$9,000, while the private college would hope to develop an aid package worth \$33,000.

It is important to know that most financial aid and many scholarship awards are based primarily, or in part, on need. Families have the obligation of financing the education of their children to the extent that they are able. The FAFSA is used to assess the contribution a family can make considering such factors as income, assets, indebtedness, family size, number of children in college, etc. It is available online in December and should be completed and submitted as soon after January 1 as possible. No one receives the results of the financial aid application except those institutions you designate on the application (colleges and scholarship commissions). If you will need financial help for college, there may be several ways to receive assistance:

GRANTS/SCHOLARSHIPS Moneys that do not have to be repaid by the student or family. This is a gift.

LOANS Moneys that must be repaid. Many loans have low interest rates and repayment may not begin for 6 months after the student leaves college.

WORK/STUDY PROGRAMS Payments of cash, which the student receives for a job arranged through the college.

If financial aid is awarded by the college, it will be in the form of a financial aid package and will most likely be a combination of the above. Separate merit scholarships earned by a student may or may not be counted as part of the package.

It is important to not eliminate a school from consideration simply because of the cost. Many schools are eager to help students attend and work very hard to provide assistance. It is important to work closely with the financial aid office of the colleges to which you apply. After you have been admitted to your colleges, you will have

a clearer picture of money available and it will be easier to make a decision if cost is critical.

To Obtain Financial Aid, Follow These Steps:

Some colleges have their own financial aid and/or scholarship application forms. These forms are not always included in the application viewbook or packet. Make sure you check the financial aid web site.

Obtain FAFSA (Free Application for Federal Student Aid) online at www.fafsa.ed.gov in December and have all of your tax information organized early. The FAFSA is a federal form which asks for information on income and assets. Approximately 3-6 weeks after you submit your FAFSA, you will receive a SAR (student aid report) which will inform you of your EFC (estimated family contribution). This is the amount they have determined you can afford to pay for your son or daughter's education that year. If the cost of the college is more than your EFC, you have a financial need and should be eligible for financial aid. This aid, however, may come in the form of loans.

In addition to the FAFSA, some private colleges and scholarship programs also require submission of the CSS/Financial Aid Profile. The Profile is not an application, but a supplemental need analysis document used to determine eligibility for private, non-federal funds. Complete the CSS Profile online at www.collegeboard.com. Attend any financial aid meetings that may be offered in your area. (These are usually in December and February).

Complete the FAFSA as soon after January 1 as possible. Even if you feel you will not qualify for any need based aid because of your income. Colleges and organizations often want it verified that students are not eligible for federal or state aid before they award institutional and/or private funds. Some loan and scholarship programs also require the FAFSA. Remember to make a copy of your completed FAFSA before you send it in. Also be sure to keep a copy of your tax return forms. In order to be eligible for a federal Pell grant, you must complete the FAFSA. Pell grant awards currently range from \$400 to \$3,000.

Tip: To be eligible for federal financial aid, eighteen-year-old males must be registered with the selective service.

Tip: The Hope Scholarship Credit (Tax Relief Act of 1997) allows taxpayers to claim a credit of up to \$1500 per student for tuition expenses for each of his/her first two years of college.

Students and parents often find that they do not get as much money through grants and scholarships as they need. If you find yourself in this situation, you may want to consider taking out a loan. Lending institutions provide Stafford loans to students and PLUS loans to parents. Repayment of a Stafford loan begins after the student is out of school. The Subsidized Stafford Loan is for students with financial need the Unsubsidized Stafford Loan is for students without financial need. (The government pays the interest on Subsidized Stafford Loans.) PLUS loans are not based on financial need and repayment begins within 60 days.

If you do not want to take out a loan, there are of course other options to consider. For example, the military branches offer a variety of programs to help with college costs, and co-op programs provide students with the opportunity to earn money while gaining valuable work experience. Students who are concerned about college costs can also save money by attending a community college and then transferring to a four-year college after a year or two. (They must, of course, choose courses that transfer.)

In addition to need-based moneys, there are hundreds of scholarships available from private and public organizations. Newberg High School receives notification of many of the scholarships. Applications for many current scholarships are available in the Opportunity Center. You can also find several, free scholarship search engines on the Internet (like Fast web, School Soup, and Need a Lift). The National Educators' Association and the Federal Trade Commission have studied paid scholarship search organizations and found that all information available through such agencies is also available from free search engines.



SCHOLARSHIPS

You have probably heard people say that there are "millions of scholarship dollars that go unclaimed each year." You have probably also talked to parents who have told you that their son or daughter was an outstanding student and could not get a scholarship. Both are true.

The fact is, there are thousands of scholarships; however, most of these scholarships have very specific eligibility criteria (e.g., a student must go to XYZ college, be in the top 5% of his/her class and have an ACT score of at least 28, or a student must belong to a particular ethnic group, race, or religion, have overcome a significant obstacle, have great leadership skills, a specific major, etc.)

When it comes to academic scholarships, students generally must have an outstanding GPA (3.5 or better), high test scores (ACT 27+/SAT 1800+), excellent recommendations, and be involved in extracurricular and/or community activities. To receive an athletic or talent scholarship, a student must truly be outstanding. Even though it is not easy to obtain academic or talent scholarships, students and parents who are willing to invest the time and energy may find that their efforts pay off handsomely. When looking for scholarships, keep the following in mind:

1. Start early. Begin looking into possibilities during your son or daughter's junior year. Be ready to locate and complete applications early in the senior year.
2. Finding and applying for scholarships takes time, energy, and persistence.
3. The larger scholarships are usually awarded by the college the student plans to attend. Contact the college financial aid office to learn about scholarship opportunities.
4. Private colleges are often more generous in awarding scholarships, thus making private schools competitive in price with public schools. Do not rule out a private school until you have received their financial aid package.
5. Apply for local scholarships. These are generally for smaller amounts (i.e. \$100.00 \$1,000), however, since the competition is not as great, they are easier to obtain.
6. Be aware of deadlines. Scholarship applications become available throughout a student's senior year and are sometimes due only weeks after being publicized.
7. Network. Tell everyone, including your high school counselor, that you are looking for scholarships. Check for scholarship opportunities with your place of employment, your church, organizations to which you belong, etc. Also look for scholarship opportunities in your local newspaper.
8. Be organized. Make sure teachers and counselors are given plenty of time to prepare letters of recommendations and transcripts. Be aware of deadlines!! Usually you may use the same letters of recommendation that are used for your college applications.
9. Remember that students who are not able to get scholarships often are able to get need-based financial aid.
10. Your son or daughter will have a better chance of being awarded a scholarship at a college or university where he/she is in the top 25%.
11. Always check to see if financial aid and scholarship awards are renewable.
12. If appropriate, you may want to put a cover page on your scholarship application with your name, the scholarship title and a picture of yourself. You may even want to place the materials in a clear plastic folder to make it more eye-catching.
13. Scholarship searches that charge a fee are not worth the money. "When my son was a senior, I decided to find out whether or not these commercial scholarship searches were worth the money. So we completed a questionnaire, paid a fee, and in return, received a very impressive looking 31 page computerized Scholarship Profile. Out of the 36 scholarships listed in the report, my son did not qualify for 19 of them. For example, two scholarships were for individuals living in Hardin County. We live in Montgomery County. Of the 17 remaining scholarships, 3 were duplicates, 4 he could not apply for (he had to be nominated by a principal, etc.), 7 were offered by the colleges he had applied to and did not require a separate application, and 2 required fees. That left one scholarship. We had, however, already received information on that scholarship through other sources. In conclusion, I recommend that you save your money, and spend your time taking advantage of the free scholarship searches." Linda O' Brian



SCHOLARSHIP SCAMS

This describes a phenomenon about which counselors, parents, and students should be aware: fraudulent scholarship searches or scholarship scams.

FTC Warnings

- ⊕ Hundreds of scholarship services are on the market, but many are scams. The Federal Trade Commission (FTC) has launched Project \$cholar\$cam to alert consumers about fraudulent search services. The FTC warns counselors, parents, and students to beware if the scholarship service:
- ⊕ Guarantees that a student has won a scholarship
- ⊕ Pledges that this scholarship information is not available anywhere else
- ⊕ Requests a credit card or bank account number so that they can hold the scholarship for the student
- ⊕ Promises that the service will do all the application work
- ⊕ Requests payment before they give the scholarship
- ⊕ Claims a national foundation has selected a student to receive a scholarship or that the student is a finalist in a contest he or she never entered

Other Warning Signs:

How else can you be aware of scams? The following information was obtained from the Financial Aid Information website <http://www.finaid.org>.

- ⊕ Application or other fees
- ⊕ "Everybody is eligible!"
- ⊕ Unsolicited opportunities
- ⊕ Typing or spelling errors
- ⊕ No telephone number
- ⊕ Mail drop for return address
- ⊕ Operating out of a residence
- ⊕ Masquerading as a Federal Agency
- ⊕ Unusual requests for personal information
- ⊕ Notification by phone
- ⊕ Excessive hype

If you suspect a scam contact the Better Business Bureau in the city where the scholarship service is located. They can report on the company and inform you if anyone has filed a complaint. They also publish brochures about scams. - BBB Warning: Scholarship Search Services www.finaid.org/scholarships/bbb_warn.phtml - Tips for Consumers from your Better Business

NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE - College Athletics

Student athletes who want to participate in NCAA Division I or II athletics should start the certification process early - by the end of their junior year or early in their senior year in high school. Students may obtain a copy of Making Sure You Are Eligible to Participate in College Sports and a Student Release From (SRF) online at www.ncaaclearinghouse.net.

Division I

Athletes graduating after 2008 need **16** core courses:

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years natural/physical science (1 year lab science)
- 1 year of additional English, mathematics, or science
- 2 years social science
- 4 years additional course work (from any area above or second language, non-doctrinal religion/philosophy)

Division II

Athletes graduating after 2008 need **14** core courses:

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years natural/physical science (1 year lab science)
- 2 year of additional English, mathematics, or science
- 2 years social science
- 3years additional course work (from any area above or second language, non-doctrinal religion/philosophy)

Prospective Division I students must have a combined SAT or ACT score based on the following index:

GPA	SAT	ACT
3.55 & Above	400	37
3.25	520	46
3.00	620	52
2.75	720	59
2.50	820	68
2.25	920	77
2.00	1010	86

Division II Index

There is currently no sliding scale for Division II. Starting with the graduating class of 2013, Division II requirements will be the same as Division I.

GPA	SAT	ACT
2.00	820	68

For more information on eligibility, check out the NCAA official website at www.ncaa.org.

ATHLETIC SCHOLARSHIPS

There are certain rules governing eligibility, recruiting, and financial aid for students interested in playing intercollegiate athletics at a NCAA Division I, II, or III institution. The NCAA Guide for the Collegebound Student Athlete explains these requirements. It can be obtained online as:

<http://www.ncaapublications.com/ProductsDetailView.aspx?sku=CB10>

WESTERN UNDERGRADUATE EXCHANGE (WUE)

The Western Undergraduate Exchange (WUE), is a program from the Western Interstate Commission for Higher Education (WICHE). Through WUE, students in western states may enroll in many two-year and four-year college programs at a reduced tuition level: 150 percent of the institution's regular resident tuition. WUE tuition is considerably less than nonresident tuition.

If interested, apply for admission and WUE tuition status through the institution(s) of your choice. **There is no general WUE application. Mark prominently on the institution's application form that you seek admission as a WUE student. For online applications, contact the school for specific information on WUE inquiries.**

For a complete list of WUE schools visit the school's counseling web site and click on "College / Career Information"

General questions about WUE may be sent by email to info-sep@wiche.edu or mailed to:

Student Exchange Programs
Western Interstate Commission for Higher Education
P.O. Box 9752
Boulder, Colorado 80301-9752

or call (303) 541-0214

Or visit their website at: <http://www.wiche.edu/sep/WUE>



COLLEGE SURVIVAL TIPS

Time Management

Many high school students have no trouble managing the homework level of their classes. Some teachers give time in class for students to begin the homework and others tend not to assign much homework. In college many students find the homework level and expectation for independent study and research to be a big adjustment. Rarely would a teacher include in-class study time or research time.

It is best to be aware of the "2 x 1 rule." The 2 x 1 rule is a basic formula that suggests approximately how many hours per week should be spent on course work, depending on how many credits (units or hours) you are taking. Basically, the rule states that every hour spent in the classroom requires two hours of study or research time outside of the classroom.

Following the 2 x 1 rule, here is an idea of how much study time you may need:

Credits	Time in Class	Outside Study	Total Per Week
		Time	

3 = 3 hours + 6 hours = 9 hours

12 = 12 hours + 24 hours = 36 hours

15 = 15 hours + 30 hours = 45 hours

18 = 18 hours + 36 hours = 54 hours

Housing Options **On-campus Housing Options** - Once you have been accepted at a school, you must decide where you will live while at school. Information on housing options will be sent to you. It is the student's responsibility to apply for housing and make the necessary deposits. Apply early, space is often at a premium.

Dormitories - This is the most common type of housing for freshmen. Most colleges offer a variety of dormitory options, including buildings or floors that are all male, all female, coed, double or single rooms, etc. Usually a single room will be more expensive than a room you share with a roommate.

"Greek" Housing (Sororities and Fraternities) - These are groups of individuals living in a "house" with self-government and guidelines one must follow to remain a member. Sororities are limited to females, fraternities to males. Members are selected in a process called "Rush" that is usually held in the fall. After visiting a number of houses, the students selected by the organizations receive "bids". As pledges, they are included in all the affairs of the house whether or not they move in right away.

Cooperatives - On some campuses, cooperative housing is available. In this type of living arrangement, the members are responsible for some of the household duties. This reduces the operational budget of the facility, generally making room and board fees lower for participating students.

Off-Campus Housing - If you want to rent an apartment or house off campus, begin by checking with the Student Services Office at your college. They may know of a service that can help students find rentals and roommates. If not, they can probably direct you to bulletin boards, local newspapers, and other sources of information on rentals. If you plan to live off campus, start hunting for housing very early. Many students find it much easier to live in a dorm at first, and then look into a rental situation once they're familiar with the campus and surrounding area.

RESOURCES AND REFERENCE MATERIALS

AVAILABLE IN THE OPPORTUNITY CENTER

- Ⓢ College advising and post-high school planning Information
- Ⓢ Financial Aid forms and information
- Ⓢ Individual college catalogs
- Ⓢ Comprehensive catalogs listing all two-year and four-year colleges
- Ⓢ SAT/ACT/ test registration forms
- Ⓢ Test preparation information
- Ⓢ Vocational school catalogs and information
- Ⓢ Military information
- Ⓢ Videotapes
- Ⓢ PSAT information and testing
- Ⓢ Credit recovery information
- Ⓢ Schedule of colleges reps visiting Newberg High School
- Ⓢ Scholarship information and applications

AVAILABLE IN LIBRARY

- Ⓢ Comprehensive college catalogs (including the *College Handbook* by CollegeBoard)
- Ⓢ Internet
- Ⓢ Career information
- Ⓢ Guides to writing essays, résumés and applications
- Ⓢ SAT preparation materials

AVAILABLE IN A BOOKSTORE

Resources with objective data and information:

- · *Cass & Birnbaum's Guide to American Colleges/ Harper Collins*
- · *The College Handbook/ College Board*
- · *Lovejoy's College Guide/ Macmillan*
- · *Peterson's Guide to Four-Year Colleges/Petersons*
- · *Four Year College Admissions Index of Majors & Sports/ Orchard House*

Resources with subjective evaluations and descriptions:

- · *The Insider's Guide to the Colleges/ St. Martin's Griffin*
- *The Multicultural Student's Guide to Colleges by Robert Mitchell*

Resources with college rankings and ratings:

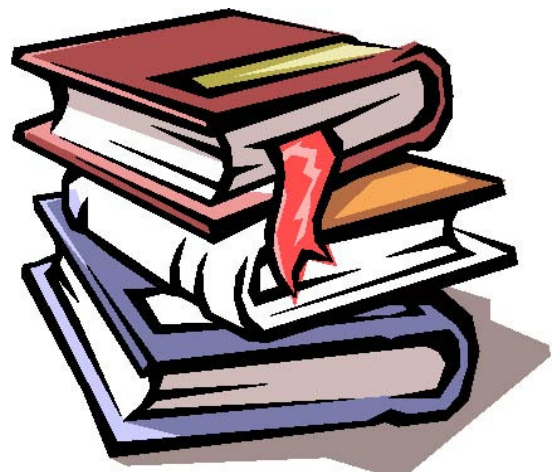
- *Barron's Top 50: An Inside Look at America's Best Colleges* by Fischgrund
- *The Fiske Guide to Colleges* by Edward B. Fiske
- *The Gourman Report* by Jack Gourman
- *Peterson's Competitive Colleges/ Petersons*
- *Rugg's Recommendations on the Colleges* by Frederick Rugg

SAT and ACT Preparation Guides

- *ACT, The Classic Course: Kaplan Sourcebook/Bantam*
- *Official Guide to the ACT Assessment/ HBJ*
- *Cracking the ACT/ Princeton Review*
- *Kaplan SAT Classic Course/ Bantam Doubleday Dell*
- *8 Real SATs/ College Board · Up Your Score (SAT)/Workman Publishing*

Financial Aid and Scholarship Information

- *Paying Less for College/ Petersons*
- *Don't Miss Out/ Octameron*
- *The A's and B's of Academic Scholarships/ Barry Beckham*
- *The Complete Scholarships Book/ Student Services, Inc.*
- *Money Book for Women and Minorities/ Young & Young*



Websites for Scholarship/Financial Aid Information

www.collegeboard.org - This online tool helps you locate scholarships, internships, grants, and loans that match your education level, talents, and background. Complete the brief questionnaire and Scholarship Search will find potential opportunities from our database of more than **2,300** sources of college funding, **totaling nearly \$3 BILLION** in available aid!

www.collegedata.com - CollegeData has facts, advice and tools to help you choose, prepare, apply and pay for college. Free.

www.collegesoup.com - "World's Largest Scholarship Database. Student Loan Center. Career Center. Online Degree Programs. Cheap Textbooks."

www.fastweb.com - Find money for college! Search 600,000 scholarships worth over \$1 billion. Get expert tips on financial aid, careers and more! Find your dream school with personalized matching against over 4,000 colleges. Free.

www.wiredscholar.com - Gain access to their up-to-date database of over 2.4 million awards worth over \$14 billion. Use Wiredscholar's Online Award Analyzer to evaluate your award letters. A hasty decision now could be costly—the first award letter you accept could be the foundation for future offers. Free.

www.scholarshipexperts.com - Gain 12 months of access to our up-to-date database of over 2.3 million awards worth over \$14 billion. Fee based site.

www.college-scholarships.com - This **2006 Colleges, College Scholarships, and Financial Aid page** is designed to offer college bound students, parents, and counselors easy access to information on: colleges and universities throughout the United States, free college scholarship and financial aid searches, SAT and ACT test preparation tips, and more. Free.

www.collegescholarships.com - New scholarships are posted monthly. This free quality information includes all of the details you need to apply now, including eligibility requirements, deadlines, amounts, contact name, address, phone number and website of the scholarship sponsor.

www.collegenet.com - The CollegeNET search engine helps you quickly find the ideal college. Narrow down by region, college sports, major, tuition, and several other criteria. Hotlink from your search list directly to homepages of the schools in which you are interested. Review, compare, and sort schools according to exclusive, detailed profiles provided by ACT. The Mach25 database contains over 600,000 awards totaling over \$1.6 billion. Keyword Search gives you a quick way to narrow down to a particular scholarship or group of scholarships. Want to see awards related to 'soccer'? Enter your keyword here, press search, and whammo--you've found 'em! Not sure if fee or free?

www.supercollege.com - This site is all about helping you get into and pay for the college of your dreams. They have lots of free resources and great tips and strategies. This site is hosted by Gen and Kelly Tanabe, Authors of the books; 1001 Ways to Pay for College, Get Free Cash for College, Money-Winning Scholarship Essays and Interviews, Get Into Any College, and Accepted! 50 Successful College Admission Essays.

www.loans4students.org/scholarships/resources.asp - One of the fastest and easiest ways to find private scholarships and outreach programs is through Chela's ScholarSearch tool. ScholarSearch can help you find the scholarship opportunities that match your skills, talents, and credentials with the click of a button. Best of all, ScholarSearch is FREE! Click here to sign up for MyChela and start your scholarship search now.

www.gocollege.com - In their 20/20 program about college scholarships, the ABC network explicitly pointed to GoCollege as a reliable source for scholarships. No need to say how proud we are about it! We indeed offer for free the largest scholarship database in the country. Free.

www.finaid.org - Discover scholarships that match your profile! (But beware of scholarship scams.) Free.

www.getcollegefunds.org - Oregon Student Assistance Commission - Financial Aid for Oregonians since 1959. OSAC administers a variety of State of Oregon, Federal, and privately funded student financial aid programs for the benefit of Oregonians attending institutions of postsecondary education. This agency was formerly known as the Oregon State Scholarship Commission.

www.fafsa.ed.gov - FAFSA opens the door to the federal student aid process. Every step you take will get you closer to achieving your educational goals. Find out what you can expect from beginning to end.

www.attheu.com - Free information on financial aid, college planning, careers and internships, test preparation materials, and school and scholarship searches.

www.scholarshipworkshop.com - Marianne Ragins, winner of more than \$400,000 in scholarship money, is the president of The Scholarship Workshop and an expert on how to get money for college. Go to her web for her books and much more.

www.scholarshipcoach.com - Ben Kaplan received more than two dozen scholarship prizes and now helps other students through the process. His site provides advice, information, articles, tools and the "Scholarship Surfer".

Great Website for College and Financial Aid Information:
Oregon Student Assistance Commission at www.getcollegefunds.org
Click on the "Grants / Scholarships" tab to start.

About the Oregon Student Assistance Commission (OSAC): OSAC administers a variety of State of Oregon, Federal, and privately funded student financial aid programs for the benefit of Oregonians attending institutions of postsecondary education. This agency was formerly known as the Oregon State Scholarship Commission.

OSAC's Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

IMPORTANT TERMS (or How to Speak Institution-ese)

Academic Calendar - Break the school year into one of the following:

Semesters - two terms of 17-18 weeks

Quarters - Three terms of 11 weeks (fourth term optional)

Trimesters: - Two terms of 15 weeks) third term optional)

Accreditation - Recognition by an accrediting organization or agency that a college meets certain acceptable standards in its education programs, services, and facilities.

Admission - Approval for a student to attend an educational institution. The admission process usually involves an *application* form and may require *transcripts*, activities resumes, letters of recommendation or other supporting documents.

Admissions Requirements - A set of rules established by each college that each student must meet to be accepted.

Advanced Placement (AP) - A system by which college freshmen may skip entry level courses by proving that they have already taken the course's equivalent in high school. College credit may be awarded if a student earns a certain score on an AP exam at the conclusion of an AP course.

Advanced Placement Exams - Designed for academically strong students who have completed college-level work in high school, AP's are given in specific subject areas and are used in determining whether or not a student may gain advanced standing in college.

Advanced Standing - Admission status when a student has completed more than 12 college credits in high school.

American College Testing (ACT) - The ACT is the predominant test for college admissions in the Midwest and some parts of the South. The ACT combines certain aspects of both the SAT and ACH into one testing instrument. A multiple choice test, the ACT is scored on a 1 (low) to 36 (high) basis, and its scores are reported in four categories - English, mathematics, reading, and science reasoning - and as a composite average of those areas.

Articulation - A formal agreement between high schools and colleges or between community/technical colleges and *baccalaureate* institutions, designed to make it easy for students to move from one educational level to the next without any gaps or repetition in their coursework.

Associate's degree - A diploma earned after successfully completing a required *program* of study in a community or technical college. It typically requires 90 or more *credits* and takes two years of full-time study. Some associate's degrees enable students to *transfer* to *baccalaureate* colleges and universities, others prepare students to go right into the workforce in a *professional/technical* field.

Audit - A student who audits a course formally *registers* and pays for it and attends class sessions but earns no *credit* and has no obligation to complete homework projects or take tests.

Bachelor's Degree - The degree given for completing a college program of at least four years of academic work. Usually this degree is either a Bachelor of Arts (BA) or Bachelor's of Science (BS). Other terms may designate Bachelor's degrees in specialized areas.

Basic skills - Usually refers to a level of competency-specifically in reading, writing, and mathematics-which is required for successful *college-level* work in all fields of study. See also *remedial*

Catalog - A comprehensive resource listing college regulations, *program* and course descriptions, *degree* and *graduation requirements*, *transfer* requirements, and other essential information. **It is important to keep a copy of the catalog for the year you entered the school in case requirements change before you complete your program. You can use the catalog to petition waivers for the additional or changed requirements.**

CEEB Code - A six-digit high school code - Newberg High School's code is 380 795.

Certificate - A document granted by a college or university indicating that a student has successfully completed specified courses and *requirements* (compare with *degree*, which usually requires more time and coursework).

Class Rank - A student's standing based on his/her *GPA* as compared with that of the other members of the class.

Class schedule - (1) A publication listing detailed course and *section* information (days, times, room numbers, etc.) for a specific *semester* or *quarter*. (2) The specific courses that an individual student is taking or plans to take for a given semester or quarter.

College Advisor - A college professor or other staff member who advises students on majors, course, and other academic concerns.

College Entrance Examination Board (CEEB) - Company that provides college entrance testing. Educational Testing Service (ETS) is the testing division (not to be confused with Educational Talent Search).

College-level course - Just what it says it is. Colleges expect students to be able to perform at the college-level. Students who cannot earn the appropriate scores on *placement* tests to enter college-level courses will be required to take *remedial* courses before being allowed into college-level courses. Remedial courses do not count toward graduation.

Commencement - The ceremony at the end of an academic year when students receive their degrees or diplomas (compare to *graduation*). This does not occur automatically, you must file a request with your department.

Competitive Colleges - These have very specific admission requirements and often, many more applicants meet the requirements than can be accepted. You can't be sure of admission to a competitive college, even though you satisfy minimum entrance requirements because many other applicants are also highly qualified. Competitive colleges on average offer admission to only about 56% of the students who apply.

Credit - A unit of measure for college work. Generally speaking, one credit represents one hour of classroom attendance each week for one quarter/semester. *Unit* is another term for credit.

Credit load - The total number of *credits* in which a student is enrolled. Colleges set credit loads for full and part-time enrollment. It is important to know what credit load is required to be considered full-time for financial aid purposes and how tuition costs are calculated.

Cumulative Record - The complete record of all courses and grades earned. Your transcript is a copy of your cumulative record or permanent record.

Curriculum - A planned sequence of activities that helps a student gain special skills or a certain body of knowledge. Most curricula also lead to a degree, diploma, or certificate in a particular field of study.

Deferred Admission - The practice of permitting students to postpone enrollment, usually for one year, after acceptance to the college.

Degree - Diplomas given to college graduates upon completion of a program. A four-year degree is usually a BA or BS, a fifth or sixth-year degree is often a MA (Master of Arts), and a Doctoral Degree (PhD) requires approximately five additional years beyond the BA or BS.

Department - An organizational unit within a college or university, offering courses dealing with a particular field of knowledge; for example, the English department.

Discipline - A subject relating to a specific field of academic study. This term is also often used in place of *major* or *academic concentration*.

Distance learning or distance education - Instruction which is not time-or-place specific; can include correspondence courses, televised or videotaped lectures, online courses (internet and e-mail), etc.

Division - An organizational unit within a college or university consisting of two or more related *departments*. Also used to designate course levels: freshman and sophomore level courses are called *lower division*; junior and senior level courses are called *upper division*. A specific number of credits in each division are required for graduation.

Doctoral/Doctorate Degree - Several programs of study require advanced degrees in order to qualify for employment (ex: doctor, college professor, psychologist). The level of study beyond the *bachelor's* and *master's* degree is the *doctoral* degree.

Drop - To cancel *registration* in a course after enrolling into it. Students often add and drop courses before settling on a *class schedule* for a particular *quarter* or *semester*. See also *withdrawal*. Many students stop attending classes but forget to formally drop the course. ***This action will result in an 'F' grade being entered permanently on the student's transcript.***

Early Action - Under this plan, highly qualified candidates who apply early may receive offers of admission by mid-December. Unlike the Early Decision Plan, the Early Action Plan does not allow an institution to request an applicant to make a prior commitment to enroll, indicate college preferences, or make any response to an offer of admission until the traditional May 1 candidate's reply date.

Early Admission - The policy of some colleges of admitting certain students who have not completed high school - usually students of exceptional ability who have completed their junior year.

Early Decision (ED) - Some colleges offer to notify applicants of acceptance or rejection during the first semester of their senior year. Two types of early decision plans exist; single-choice plan and first-choice plan. In the single-choice plan, students cannot apply to other colleges until they have been notified by the early decision college. Under the first-choice plan, students may apply to other colleges, but must name the early decision as their first choice and agree that, if accepted, they will enroll at that college and withdraw all other applications. In either case, if accepted, you are honor-bound to attend the early decision college. If denied for early decision, your application will be reconsidered with other applications as if you have never applied earlier.

Early Evaluation Procedure - A plan under which applicants to some Ivy League institutions and Massachusetts Institute of Technology (MIT) receive an evaluation of their chances for acceptance between November 1 and February 15 of their senior year. Categories used are likely, possible, unlikely, and insufficient evidence for evaluation. Final notification is made on a common date in April.

Economically Disadvantaged - Any individual or family whose annual earnings fit the United States Department of Labor definition of low-income. These income levels change each year.

Educational Opportunity Program and Services (EOPS) - A program designed to assist low income and/or educationally disadvantaged students with admission, financial aid, and academic support service at college.

Elective - A course needed for graduation credit, but not one of the specific courses required in a program of study.

Enrollment - The process of signing up and paying for courses. See also *registration*. Also, the total number of registered students attending classes in a particular instructional *program* or the whole school.

Fee Waiver - Some of the usual fees for college testing or admission may not be required of students whose family income meets the US Department of Labor definition of low-income. A Fee Waiver Form must be submitted when applying.

Financial Aid - Scholarships, loans, grants, and/or part-time jobs given to a student with financial need.

FAFSA (Free Application for Federal Student Aid) - The application required for students to be considered for federal *financial aid*. The FAFSA is processed free of charge and is used by most state agencies and colleges. There is an electronic form for each academic year. FAFSA forms are available on the website www.fafsa.ed.gov.

Full-Time Student - A student who generally takes a minimum of 12 units per term.

General Education Requirements (also called Breadth Requirements) - A specific group of courses from different academic areas required for any degree. The general education requirements are described in each college's catalog. These are usually completed during the first two years of college. The second two years generally involve more specialized courses in the major and minor fields.

Grade-point average (GPA) - The GPA is computed by multiplying the number value of the grade earned in each course (generally, A=4, B=3, C=2, D=1, F=0) times the number *credits* for each course, divided by the total number of credits taken.

Graduate-level - The first 4 years/levels of college are called *undergraduate* and lead to a *bachelor's* or *baccalaureate* degree. Post *baccalaureate* courses are *graduate-level* and can lead to a *master's* or *doctoral* degree

Graduation - The formal completion of an instructional *program* or course of study. Students graduate after successfully meeting all *credit* and course *requirements* and other criteria set by the college or university (compare to *commencement*).

Grant - A type of *financial aid* that generally does not have to be paid back after the student leaves school. Think **free money!**

Impacted Program - An overcrowded program or major in which there are many more applications than available spaces.

Internship - A supervised short-term apprenticeship or temporary job in a real-world setting closely related to a student's field of study. The student may or may not be paid but earns college *credit* for the work experience. See also *practicum*.

Liberal Arts College - A college in which the emphasis is on a program of philosophy, literature, history, languages, and basic science.

Loans - Money borrowed from a bank or a college for attending college.

Lower Division - The courses usually taken during the first two years of a four-year college program, usually introductory courses or general education requirements.

Major - A student's main field of study in college.

Master's Degree - Many fields of study require a student to complete more than a *bachelor's degree* in order to work in that field (ex: doctors, teachers, attorneys). The master's degree is the next level after the bachelor's.

Matriculation - A combination of *assessment* of reading, writing, and mathematic skills; *orientation* to college programs and services; academic advising; and the programs and services which enable a student to reach his or her educational goals. Contrasted to a student who occasionally takes courses without a cohesive goal.

Minor - Approximately 18 credits in a second academic area outside the major field.

Noncredit - Courses or instructional *programs* which do not require extensive homework or examinations and which do not offer college *credit*. Students frequently take noncredit courses for *basic skills* improvement, job training, career enhancement, or personal enrichment.

Open admissions - The policy of some colleges to admit nearly all applicants, regardless of high school grades and admission test scores. It means different things at different schools. Community and technical colleges often admit anyone who is over 18 or has a high school diploma or *GED*.

Part-Time Student - Usually, a college student who takes less than 12 units per term. This varies, as each school has its own definition.

Placement testing - Tests used to determine the appropriate level of courses for a student based on his/her skills in that area; often used in the context of *basic skills* subjects such as math or English. See also *assessment*.

Postsecondary - Refers to all educational *programs* for students past high-school age; it includes community and technical colleges and job training programs as well as *baccalaureate* colleges and universities.

Practicum - A course that includes job-related activities and stresses the practical application of theory in a field of study. See also *internship*.

Prerequisites - Courses, test scores, and/or grade level that must be completed before taking a course. Instructor approval is a prerequisite for some courses.

Probation - A notice usually given if a student has earned a grade point average below 2.0. It serves as a warning that gives the student time to improve academic achievement. Students who fail to improve will be dismissed from the college.

Professional/technical - A course or instructional *program* that emphasizes job skills training for a particular field of work; often called "occupational" or "vocational" education and often contrasted with "academic" or "transfer" education.

Program - A very general term used in many ways in a college or university: The courses that an individual student plans to take; the courses *required* to complete a particular *degree* or *certificate*; the courses that make up a *department* or the departments that make up a *division* within the college organization; organized activities with a specific function.

Qualified Acceptance - Occasionally an institution postpones action on an application and suggests the applicant pursue a particular course in its summer session. Upon satisfactory completion of this course, this college agrees to accept the student for its regular degree programs at the beginning of the first or second term.

Quarter - Some schools organize the academic year into three time main periods-Fall, Winter, and Spring Quarters-plus a shorter Summer Quarter (compare to *semester*).

Refund - *Tuition and fees* that are paid back to a student who has *withdrawn* from a course. The amount to be refunded depends on how many *credits* the student is taking and exactly when the student dropped the course(s). The refund policy and deadlines are published in each Credit Class Schedule.

Register/registration - To sign up or *enroll* in a course or courses. This is when you pay for the course.

Remedial - Instruction that helps students improve skills and prepare for *college-level coursework*.

Requirements - Minimum standards defined by the college mandatory for admission, program entry, or graduation.

Resident - For purposes of calculating a student's *tuition and fees*, someone who has lived in the state for a specified length of time as shown by specified types of evidence.

Rolling Admissions - This means that a college makes admissions decisions as soon as possible after an application is completed and does not specify a notification deadline. Usually, it is wise to apply early to such colleges, since applications are normally not accepted after the admissions quota has been reached.

Scholarship - A gift of money that does not need to be repaid, given to recognize student achievement. It may be based partly on financial need.

Scholarship Aptitude Test (SAT) (Alias the College Boards) - May be taken in high school junior year and again in the senior year. Required for admission to many colleges, especially competitive ones. Scored from 200 (low) to 800 (high), the multiple choice exam is designed to test aptitude for scholastic work, not overall intelligence. Separate verbal, math and writing scores are combined for a total SAT score. Low scores do not indicate that a student is unable to do college work, merely that someone with a higher score may be able to do the same work more easily.

Secondary School Report (also called The School Report or Secondary Report) - A form for a recommendation from a high school counselor or teacher, often required by private schools. If you receive an application packet from a private school without a Secondary School Report Form, see your high school counselor.

Section - A specific class with its own particular days, hours, location, and instructor. A number of sections of a certain course may be offered during a *quarter*, each with different days, times, locations, and instructors but presenting the same curriculum.

Semester Some schools organize the *academic year* into two main periods-fall and spring Semesters-plus a shorter summer semester (compare to *quarter*).

Syllabus - An outline plan for a particular class, including textbook requirements, class meeting dates, reading assignments, examination dates, and the instructor's grading standards, etc.

Term - A unit of time that can refer to either a *quarter* or a *semester*, depending on which system the college or university follows.

Test of English as Foreign Language (TOEFL) - The TOEFL is designed for students for whom English is not their native language and whose scores of the SAT would obviously be affected by the language difference.

Transcript - An official record of the courses and *semester* or *quarter credits* a student has taken at a college or university, the grades and *degrees* or *certificates* earned, and any awards and honors received.

Transfer Courses - Courses giving credit that will transfer to another college.

Transfer Major - A student who intends to transfer to a four-year college will pursue a transfer major at a community college. This consists of the lower division requirements for a major at a particular college.

Transfer Student - College student who transfers from one college to another, often at the end of the sophomore year. Changing colleges during the junior or senior year, when the student is completing major requirements, is not generally recommended.

Tuition and fees - Tuition is a student's basic payment towards the cost of instruction at a college or university. Most institutions also charge fees for laboratory equipment and materials, computer use, parking, and other miscellaneous costs. Some have separate fees for tuition and course enrollment. It's important to find out exactly what your cost of enrollment will be.

Undergraduate - A student who has not yet earned a *bachelor's degree*; also refers to the courses and instructional *programs* such a student enrolls in.

Unit - Unit of measurement used to define college course work. Same as a *credit*, usually equates to 1 hour of classroom time per week (a 3 unit course will meet 3 hours per week). Most college courses earn 1-5 units - average is 3-4.

Upper Division - The courses usually taken during the last two years of a four-year college program. The courses typically are advanced courses in one's major and other areas.

Waiver - An exception from a requirement, rule, or penalty. Examples: If a student meets specific criteria, the college may waive some of his or her *tuition* and *fees*; If a student demonstrates certain knowledge and abilities, the college may waive a course *prerequisite* (that is, allow the student to take the class even though he or she hasn't completed the listed *requirements* for it).

Withdrawal - The process of officially *dropping* a *class* or *classes* after the *quarter* has started. Courses that are not officially dropped, by the school specified date, will result in the receipt of an 'F' grade for the term.

Work-study - A type of *financial aid* which pays students to work part-time, often on campus, during the academic year.