

Coppell High School College Counseling

College Application Workshop

July 24, 2019

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and College Counseling

Prestonwood Christian Academy

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MY College Application Calendar

2019 to 2020

| Aug 2019 | | | | | | |
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| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| Sep 2019 | | | | | | |
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| Oct 2019 | | | | | | |
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| Nov 2019 | | | | | | |
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| Dec 2019 | | | | | | |
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| Jan 2020 | | | | | | |
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| Feb 2020 | | | | | | |
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| Mar 2020 | | | | | | |
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| 29 | 30 | 31 | | | | |

| Apr 2020 | | | | | | |
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| May 2020 | | | | | | |
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| Jun 2020 | | | | | | |
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| Jul 2020 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Important dates

Task List for College Admissions

| <u>Action Items</u> | <u>Goal Date</u> | <u>Submission Deadline</u> | <u>Date Completed</u> |
|--|------------------------------|----------------------------|-----------------------|
| School - _____ | | | |
| Campus Visit | On-going | On-going | |
| Send SAT scores | August 1 st | Oct 15 th | |
| Send ACT scores | August 1 st | Oct 15 th | |
| Complete Essay Drafts | Aug 1 st | | |
| Edit Essays | Sept 1 st | Oct 15 th | |
| Complete Application | Sept 30 th | Oct 15 th | |
| Request Transcript | Sept 1 st | Oct 1 st | |
| Submit Application w/App Fee | Oct 1 st | Oct 15 th | |
| Verify required recommendation letters sent (if not Naviance school) | Oct 1 st | Oct 15 th | |
| Verify if additional scholarship application | Sept 15 th | Oct 20 th | |
| Complete FAFSA w/parents | Oct 1 st | Jan 5 th | |
| Attend any opportunity to introduce self to rep | ongoing | ongoing | |
| Set up admissions portals (keep password) | Nov 15 th | Dec 1 st | |
| Upload required documents in portal (Resume, Vaccines, etc) | Nov 20 th | Dec 1 st | |
| Set up college email | Nov 15 th | Dec 1 st | |
| Set up college interview (if applicable) | After application submission | Jan 15 th | |
| Search for college department scholarships | Dec 1 st | Feb 1 st | |
| Send any thank you notes needed – Admissions Rep, External Recommendation letter writers, tour guides, etc | Within two weeks | Within two weeks | |
| AFTER DECISION MADE WHERE TO ATTEND | | | |
| Housing Deposit | March 15 th | May 1 st | |
| Orientation Sign-up | April 1 st | May 1 st | |
| Notify other schools will not be attending | April 1 st | May 1 st | |

Collegiate Fit and Match

Facts

Focus (Academic and Environmental)

Feel

Friends

Fit (Academic, Personal, Social, Spiritual.....what are the %'s?)

**“Soar” Zones (Academic, Professional, Personal, Spiritual, Social)
Challenged versus Overwhelmed or Underwhelmed**

In and Out of the Classroom.....the reciprocity of search and admission decisions

The questions:

Continue in college (in terms of self, environment, friends, goals, activities)?

Change in college?

Challenges in college?

Place where I can prepare well for the workplace and the world place?

Benefit from and contribute to?

Become my best self?

Envision myself?

Mirror (familiar) and Window (new)

Percentages/Ratios

Technology

Research (undergraduate)/Resources

Faculty Access

Spiritual/Cultural

Decisions (Holistic):

Academic.....Program Performance Pattern Place Potential (testing)

Personal/Citizenship.....Personality Participation (Impact and Depth)

**“Tiebreakers”.....Founder, Essay (memorable), Depth/Breadth, Grade Pattern,
Curriculum Rigor, Academic Interest, Legacy, Life Experience**

BEAT DEADLINES!!!!!!

The Application Review Sieve

Admissible?

| | | | |
|----------------------|----------|-------------|------------|
| - Academic Readiness | | Program | Curriculum |
| - Competitive by #s | Academic | Performance | Rigor |
| - Excessive Absences | "Fit" | Place | Grades/GPA |
| - Suspensions | | Pattern | Context |
| - Legal | | Potential | Testing |

PORTRAIT

Admitted?

| | | | |
|-----------------------------|----------|---------------|-----------|
| - Personal Credentials | | Personality | Essays |
| - Who/What/Whose | | Participation | Resume |
| - Citizen In/Out/Beyond | | Purpose | Recs |
| - Impact/Mattered | Personal | Priorities | Interview |
| - Decision-making | "Fit" | Projection | Story |
| - Perspectives/Experiences | | | |
| - Gifts/Talents/Stewardship | | | |
| - Social Media | | | |

Team “APP” (Self, Counselor, Teachers, Coaches, Registrar, Testing Agencies)

ME (Captain)

The Application form completion (Common App, Apply Texas, Coalition, U California, Baylor, MIT, Dallas Baptist)

Sending test scores (SAT, ACT, Subjects) to each college applied to

Requesting teacher recommendations (in person with thank you)

Requesting transcripts be sent to each colleges

Knowing required application materials

Keeping track of your statuses at schools

Taking ownership (not your parent)

Knowing yourself (Fit of a school before applying) Is this a place where I will be academically, socially, spiritually appropriately challenged (versus over or underwhelmed)?

Beating deadlines (application, teachers for recs, sending transcripts, counselor for rec and processing)

Game Plan – calendar, thorough search before applying, best effort

College Comparison Worksheet

| | | | | | | |
|---|--|--|--|--|--|--|
| College Name | | | | | | |
| Location <ul style="list-style-type: none"> ● distance from home | | | | | | |
| Environment <ul style="list-style-type: none"> ● type of school ● school setting ● location and size of nearest city ● co-ed, male, female ● religious affiliation | | | | | | |
| Campus Visit <ul style="list-style-type: none"> ● when ● special opportunities | | | | | | |
| Admissions <ul style="list-style-type: none"> ● deadline ● tests required ● average SAT/ACT scores | | | | | | |
| Academics <ul style="list-style-type: none"> ● majors offered ● special requirements ● student/faculty ratio ● typical class size | | | | | | |
| College Expenses <ul style="list-style-type: none"> ● application fees, deposits ● tuition, room and board ● other expenses, books, travel, misc | | | | | | |
| Financial Aid <ul style="list-style-type: none"> ● deadline ● required forms ● scholarships | | | | | | |
| Housing <ul style="list-style-type: none"> ● residence hall requirements ● meal plans | | | | | | |
| Facilities <ul style="list-style-type: none"> ● academic ● recreational | | | | | | |
| Activities <ul style="list-style-type: none"> ● clubs/organizations ● Greek life ● intramurals ● athletics ● other | | | | | | |

The Application Portrait The Essay in Context of Decisions


Sameness vs. Opportunity (The Sort)

| | | |
|--|---|---|
| <p>Transcript – <i>Curriculum Available</i> <i>Rigor Chosen</i> <i>Performance/Grades/Rank</i></p> | <p>Test Scores – SAT ACT <i>Subject, AP, IB Exams</i></p> | <p>Resume – <i>IN and OUT</i> <i>ALL Communities</i> <i>Hobbies and Talents</i></p> |
| <p>School Report – <i>Counselor Rec</i> <i>School Profile</i></p> | <p>Interview Report – <i>Alumni</i> <i>Admission Staff</i></p> | <p>Teacher Recs – <i>Math/ Science</i> <i>Humanities/Social Sciences</i></p> |
| <p>ESSAY(S) <i>(Supplements)</i></p> | | |

RESUMES

It's time to take a self-evaluation. A resume is a great way to give your reader an overview of your grades, test scores, activities, travel, church work and community service. Include ALL **leadership** positions within and beyond your high school setting. Your list of activities also needs to indicate frequency and duration of your involvement (*hours per week and weeks per year*). Good resumes take many forms, but they must be easy to understand and read without great effort. One to two neat and orderly pages are best for colleges. Think of it as a **marketing** tool for you! If your activity is a universal one such as National Honor Society, you do not need to provide more information. If the activity is unique to YOU or your school, provide additional information, such as "Mission Trip – built orphanage in Mexico" or "Student Advisor – mentor to younger students." Show in what you have invested and impacted with your time. Musicians, athletes, chess players, artists, "doers," Eagle and Gold Scouts, and the like, are equally valuable to a collegiate community. Play to your strengths.

| | |
|--|-----------------------------|
| YOUR NAME | |
| 1000 University Drive Collegetown, USA 214-389-2101 Email | |
| GPA: 4.45 (include ONLY if GPA is above 3.4)(indicate on what GPA scale) | |
| <u>ACTIVITIES</u> | <u>Hrs wk/Wks yr</u> |
| Varsity Soccer – 9, 10, 11, 12 | 20/18 |
| All District – 11 | |
| State Champions – 10, 11 | |
| Band – 9, 10, 11, 12 | 8/36 |
| Student Director – 11, 12 | |
| Theatre Productions – 9, 10, 11, 12 | 6/12 |
| Male Lead – 10 <i>Oklahoma</i> , 11- <i>The Fantasticks</i> | |
| Student Government – 9, 10, 11 | 2/36 |
| Class Treasurer – 10, 11 | |
| Class Representative – 9 | |
| <u>HONORS</u> | |
| Citizenship Award – 9, 10, 11 | |
| (Only one boy and one girl selected for each grade) | |
| National Honor Society – 10, 11, 12 | |
| Vice-President – 12 (responsible for 8 assembly programs including initiation) | |
| Community Service Award – 10, 11 (30+ hours/year) | |
| Presidential Classroom – Washington, D.C. – 11 | |
| Summer Program at University of Georgia – 11 (highly selective program) | |
| <u>COMMUNITY</u> | |
| Certified Red Cross Lifesaving and CPR | |
| Meals on Wheels Volunteer – (summer) 9, 10, 11 | 6/12 |
| Church Youth Group Student Leader – 11, 12 | 4/52 |
| (Responsible for planning programs, budget, and reporting to Church Council) | |
| Mexico Mission Trip – 11, 12 (Team leader/group of 12/ building & repairing buildings) | |
| <u>EMPLOYMENT</u> | |
| Tom Thumb Grocery Stores – 10, 11 | 40/10 |
| Presbyterian Hospital – 12 | 10/32 |
| <u>HOBBIES/ SPECIAL INTERESTS</u> | |
| Woodcarving, Reading, Working out, Painting, Guitar | |



Student:

College Plans:

Major/Career Interest:

SAT Score:

ACT Score:

Re-taking?

GPA:

What are/were your favorite subjects in school and why?

What class(es) presented the greatest challenge to you and how did you meet that challenge?

What class/subject are you most looking forward to taking in college (in addition to major)?


Of all the activities you've participated in during high school, which stand out as your favorites and why?

When have you felt most like a leader?

How would your friends & family describe you?

What do you do during the summer?

How have you grown and matured since you were in 9th grade?



What clubs and organizations do you plan to participate in during college?

What do you like to do with your free time and why? /What were you doing the last time you lost track of time?

When you picture your future, what do you see?

Where do you see yourself in five years? Ten years?

Is there anything about your family life you would like the colleges to know?

WHAT DO I VALUE?

Here's my other favorite brainstorming exercise and it'll help you figure out the second half of your essay in about five minutes. To begin, pick your top 10 values from the list below.

- | | | |
|---|---|--|
| <input type="checkbox"/> community | <input type="checkbox"/> expertise | <input type="checkbox"/> competence |
| <input type="checkbox"/> inspiration | <input type="checkbox"/> order | <input type="checkbox"/> practicality |
| <input type="checkbox"/> money | <input type="checkbox"/> privacy | <input type="checkbox"/> creativity |
| <input type="checkbox"/> intellect | <input type="checkbox"/> self expression | <input type="checkbox"/> excitement |
| <input type="checkbox"/> status | <input type="checkbox"/> stability | <input type="checkbox"/> collaboration |
| <input type="checkbox"/> financial gain | <input type="checkbox"/> art | <input type="checkbox"/> social change |
| <input type="checkbox"/> laughter | <input type="checkbox"/> autonomy | <input type="checkbox"/> beauty |
| <input type="checkbox"/> serenity | <input type="checkbox"/> risk | <input type="checkbox"/> ecological awareness |
| <input type="checkbox"/> physical challenge | <input type="checkbox"/> balance | <input type="checkbox"/> quality relationships |
| <input type="checkbox"/> responsibility | <input type="checkbox"/> self-discipline | <input type="checkbox"/> travel |
| <input type="checkbox"/> competition | <input type="checkbox"/> courage | <input type="checkbox"/> decisiveness |
| <input type="checkbox"/> career | <input type="checkbox"/> family | <input type="checkbox"/> curiosity |
| <input type="checkbox"/> fame | <input type="checkbox"/> empathy | <input type="checkbox"/> spirituality |
| <input type="checkbox"/> working with others | <input type="checkbox"/> working alone | <input type="checkbox"/> loyalty |
| <input type="checkbox"/> freedom | <input type="checkbox"/> humility | <input type="checkbox"/> honesty |
| <input type="checkbox"/> security | <input type="checkbox"/> efficiency | <input type="checkbox"/> independence |
| <input type="checkbox"/> strength | <input type="checkbox"/> intensity | <input type="checkbox"/> supervising others |
| <input type="checkbox"/> self-control | <input type="checkbox"/> health and fitness | <input type="checkbox"/> recognition |
| <input type="checkbox"/> hunger | <input type="checkbox"/> meaningful work | <input type="checkbox"/> accountability |
| <input type="checkbox"/> personal development | <input type="checkbox"/> my country | <input type="checkbox"/> democracy |
| <input type="checkbox"/> trust | <input type="checkbox"/> music | <input type="checkbox"/> close relationships |
| <input type="checkbox"/> faith | <input type="checkbox"/> truth | <input type="checkbox"/> religion |
| <input type="checkbox"/> involvement | <input type="checkbox"/> resourcefulness | <input type="checkbox"/> respect |
| <input type="checkbox"/> adventure | <input type="checkbox"/> challenges | <input type="checkbox"/> bravery |
| <input type="checkbox"/> vulnerability | <input type="checkbox"/> commitment | <input type="checkbox"/> communication |
| <input type="checkbox"/> adaptability | <input type="checkbox"/> leadership | <input type="checkbox"/> change and variety |
| <input type="checkbox"/> friendship | <input type="checkbox"/> helping others | <input type="checkbox"/> compassion |
| <input type="checkbox"/> excellence | <input type="checkbox"/> influence | <input type="checkbox"/> nature |
| <input type="checkbox"/> job tranquility | <input type="checkbox"/> wit | <input type="checkbox"/> _____ |
| <input type="checkbox"/> power | <input type="checkbox"/> success | <input type="checkbox"/> _____ |
| <input type="checkbox"/> passion | <input type="checkbox"/> patience | <input type="checkbox"/> _____ |
| <input type="checkbox"/> cooperation | <input type="checkbox"/> listening | <input type="checkbox"/> _____ |
| <input type="checkbox"/> affection | <input type="checkbox"/> diversity | <input type="checkbox"/> _____ |
| <input type="checkbox"/> wisdom | <input type="checkbox"/> love | <input type="checkbox"/> _____ |
| <input type="checkbox"/> knowledge | <input type="checkbox"/> fast-paced work | <input type="checkbox"/> _____ |
| <input type="checkbox"/> growth | <input type="checkbox"/> nutrition | <input type="checkbox"/> _____ |



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www.collegeessayguy.com

Introspection

- Thoughts to help you consider what type of community you want to be a part of and possible area of study

1. What *problems* do you want to solve?

2. What *people* do you want to be around?

3. What *passions* do you want to promote?

4. What *possessions* do you have inside (gifts, skills, intuition, etc)

5. What *purpose* do you want to pursue?

TIPS FOR INTERVIEWS

Realize you are ALWAYS interviewing, albeit informally, every time you speak or meet with anyone representing the college. If the college is far from your state, and they require an interview, you may be asked to have your interview while making a campus visit. If not on campus, a local alumni professional in your city may interview you. A resume (STEP THREE) multi-tasks for you: it gives the interviewer an easy “jumping off point” for conversation, provides a place for him/her to take notes, and serves as a physical reminder when he/she is later thinking about you. Here are some tips for successful interviews.

1. Bring a copy of your resume. Don't assume that the interviewer has one.
2. Dress neatly but like a kid! Dress is a sign of your respect for the interviewer and the process.
3. Arrive promptly but not early and certainly NOT LATE!
4. Be prepared. Do your research on the college before you arrive so that you can ask informed, intelligent questions about this particular college.
5. Directly answer the question asked by the interviewer,
6. Show self-confidence with a firm handshake and good eye contact.
7. Converse! Be engaging! An interview is a two-way conversation. Be prepared to hold up your end of the conversation but also ask about their experiences at the college.
8. Take advantage of the opportunity to discuss issues, activities, or goals you may not have presented in your application.
9. Leave the interviewer with the impression that you are engaging, positive, and specifically interested in that school. No one wants to recommend someone dull or negative or who has shown no particular reason to be attracted to this particular school.
10. Never chew gum. Never lie. Never answer just “yes” or “no”.

QUESTIONS FROM ACTUAL COLLEGE INTERVIEWS

Why are you interested in our college?

What do you expect to gain from a college education?

What book(s) have you read this year that were not required reading for school?

Answer this question honestly. Few high school students read War and Peace in their spare time, but interviewers want to know why you were interested in what ever outside reading you did.

Describe yourself to someone who does not know you. Be truthful but POSITIVE.

How have you prepared yourself for college?

Describe yourself to a future roommate. Positive humor is good on this question.

What experience has made you feel most alive?

If you could amend any part of the constitution what would it be and why?

Tell me about two of your best friends.

What academic areas most interest you? Why?

How have you spent your summers?

What extra-curricular activities brought you the most satisfaction? Why?

How do you spend your free time during the school year?

What has been the greatest personal challenge in your life?

Who are your heroes/heroines?

Why do you believe you're a good candidate for our college?

Describe yourself with three adjectives... (honest, responsible, hard working – are all overused... get more creative... use a thesaurus.

What courses are you taking in your senior year? Or, what was something you recently learned in class that particularly interested you?

What is your worst fault that might make you stumble in college and professional life?

You are very accomplished but out of all of your activities what is the one thing that best exemplifies your leadership?

Tell me about something you have had to overcome and what have you learned from it?

What does integrity mean to you?

Who is your favorite author?

If you could do high school over again, what would you do differently?

What was one time when you failed and what did you learn from it?

What are 3 goals that you want to accomplish after graduating from college?

If you had the opportunity to bring any person -- past or present, fictional or nonfictional -- to a place that is special to you (your hometown or country, a favorite location, etc), who would you bring and why? Tell us what you would share with that person.

What one thing would you like for me to tell the admissions committee in my report to them?

Be engaging! Maintain eye contact. Ask the interviewer why they chose the college. Ask them what their biggest surprise was once they arrived on campus.

THANK YOU NOTES

Always write a note to anyone who interviews you. In the space below, draft your thank you note to the person who interviewed you. This note needs to be a bit longer, recalling something of significance the interviewer said to you and reiterating your sincere interest in the school.



*"...not the will to win...It's the will to **PREPARE** to win! Everyone has the will to win; few have the will to prepare!" Vince Lombardi*

NOTES ON CAMPUS VISITS AND INTERVIEWS

College _____ **Interviewed by** _____

Notes: _____

College _____ **Interviewed by** _____

Notes: _____

Oct.

1

Getting "Read"

- Catch reader's (admission, scholarship, Honors program) attention in first sentence or two
- Hold it
- Interesting, engaging story, but discoveries about the writer/applicant is the goal
- Weave theme(s) throughout revealing and emphasizing character traits
- Take the reader "there;" allow them to walk with you, sense your emotions and thoughts
- Vivid depiction
- Strong writing – also known as a writing sample
- Show, don't tell (I am nice; fine but show niceness in your story and language)
- The reader will conclude from your story

You can

You are

Admit you because

- Sameness (language, content, energy, creativity, effort)
- Among the 20% memorable
- Uncommon
- Unpredictable
- Unfashionable

The application (and essay, in particular,) answers: *What have I done with what I have been given?*

Acquisition AND Application

Well-rounded class > ○ ○



My Story

The Committee thinks I can _____

The Committee thinks I am _____

The Committee wants to admit me because _____

Sameness bores

Show not tell

"Pre-prompt"

Key Characteristics:

Key events:

Hobbies/Activities "Showing" Traits:

Uncommon me:

College Visits

"You gotta go to know!"

Visiting a campus for a few hours will tell you much about the college and your fit for the university. You will want to visit colleges during your sophomore and junior year of high school. Try to visit when school is in session to gain a more accurate picture of the school.

PLANNING A VISIT:

- Visit the website in advance to find out about appointments and tours. Smaller colleges will probably arrange individual appointments and larger colleges will have set times for tours and group sessions. Some colleges will provide overnight lodging on campus, so ask if you are interested.
- If you would like to sit in on a class or talk to a coach or professor, let the Admissions office know and typically they are happy to set up personal requests.
- If you are visiting other colleges, be sure to plan enough time between visits to arrive to your appointments on time and to absorb what you see.

BEFORE YOU GO:

- Go to the school's website and read all you can about the school. There is a wealth of information on a school site.
- Prepare questions. Remember that the purpose of this visit is for you to gather information and a feeling for the college. Ask questions that you want to ask – there are no right or wrong questions to ask.
- Reach out to the local college admissions representative and ask for suggestions while on campus and/or the local town.

WHEN YOU ARRIVE ON CAMPUS:

- Relax and take in as much as you can.
- Take a tour.
- Have a meal in the cafeteria. This is the place to acquire the best impressions of student life.
- Locate a campus newspaper and read it. It is amazing what you will learn.....
- Check out bulletin boards. What are people posting and what is advertised?
- Try to see a residence hall.
- Ask your guide personal questions – such as why he chose the school or what she does not like. Your guide can provide invaluable information that will not be found in publications.
- Spend time in the library. Is this a place where people study or socialize?
- Ask other students on campus why they choose this particular school and what is one thing they would change?

SOME THINGS TO LOOK FOR:

Social Climate

- What do people do on the weekends?
- What social and cultural activities are offered on campus? Are these activities you would enjoy?
- What facilities are there for socializing? Is there a social center or student union?

- What clubs, organizations, and groups are evident and popular on campus?
- What campus ministry organizations are on campus?
- Are the students friendly? Are they positive about their school?
- How would you generalize about the "type" of student that you see – ie. preppy, nonconformist, intellectual, career oriented ...

Intellectual Climate

- What is the student attitude toward learning?
- How competitive or intense is the learning environment?
- What are opportunities for special programs? , ie. cooperative programs, study abroad, research...
- Do you feel that this would be an intellectual "fit?"
- Is there tutoring available, and if so is it free?
- How accessible are the professors?
- Who teaches classes – professors or graduate assistants?

Campus life

- Does the appearance of the campus please you?
- What are the living accommodations like? Is there a variety of housing from which to choose – ie single sex/coed, suites, single rooms, "quiet" dorms, off-campus apartments, learning communities etc.
- Where does one find a "community"? ie. clubs, church, residential communities, Greek system?
- What is the difference between where freshmen and upperclassmen live?
- What would you do when you go off campus?

When you visit, try to gain a feeling for what your life would be like if you attend. Remember that you can gather facts from websites and guidebooks. **Your visit should provide you with an impression of the college.** Often, this "feeling" is the deciding factor in your decision!

Tip: Purchase a postcard from the bookstore and write down your initial impressions. It will help you keep your thoughts organized.

Answer these three questions:

- 1) Can I see myself there?
- 2) Can this be my home for four years?
- 3) Are these the people (professors and peers) I want to influence me?

Coppell Application Workshop Takeaways (2019) - Dr. Ron W. Moss

- Play to your strengths, not to the (application) game..... SAMENESS
- Schools for everyone – what is fit (under/overwhelmed)
- “Team App” Testing, Counselor, Teachers, Registrar, SELF as Manager
- You have your **own** story to share and colleges want to hear:
 - You can _____
 - You are _____
 - They want to admit you because _____?
- On essays:
 - Tell your story (in first person)
 - Grammar and spelling count
 - Answer the prompt or question
 - “take us there’ in sharing your story
 - prepare a good opening “hook”
 - revise, then revise, then revise once more (no rough drafts)
 - best writing is rewriting
 - writing sample
 - “unpredictable or un common or unexpected”
 - THAT
 - Contractions
 - YOU
- Develop a **relationship** with college representatives
 - have your 90 second “elevator speech” ready
 - keep in appropriate touch (thank you note, updates on your activities and interest)
- You “gotta go” (visit colleges) to know (if they a school is a good personal, academic, and spiritual **fit**). Concerning the **campus visit**:
 - Take notes (maybe photos) after each campus visit
 - Be on time, even a few minutes early (remember parking can be a challenge)
 - Be prepared with good questions and for the possibility of being asked to interview formally or informally
 - Remember the importance of the admission office receptionist and you have only one chance at a first impression!
 - Thank you notes (tour guide, admission officer, receptionist, faculty member) are always a good idea
- Be confident, yet humble in telling the college about yourself
- SAVE** your application before you hit the “send” button

-Effort = Expectations

-Resume – how have you spent your time (and gifts) in **and** out of the classroom; something of interest, no matter how insignificant to others you may think it is, is often quite significant to an admission committee. They expect to accomplishments and hope to see the applicant is also interesting.

-The 3 C's of the college search:

-is this a college that will enable me to **continue** those things in and out of the classroom I most enjoy/value?

-is this a place I envision being able to **change** the things I desire about myself, my aspirations, and my surroundings?

-is this a college that will provide the (personal, intellectual, spiritual) **challenges** I am seeking?

-No plagiarism; tell **your** story in **your** own voice; your mother may not be as good a writer as the two of you believe

-**BEAT** (not simply meet) all deadlines (application, housing, testing, scholarship, requests for letters of recommendation)

Be yourself; everyone else is taken.

A person all wrapped up in him or herself makes for a might small package.

yourcollegefit@gmail.com

Essential Observations

Gretsky

Two questions: All start with numbers, "Select out"

Three types

What have you done.....

Four mistakes (LME)

Lack of Integrity

Well-rounded class

Strengths not game all kinds

Tiebreakers – essay, founder, doer, pattern, persistence, legacy, life experience, grammar, no footprint, mini/max, change agent

Finish Strong (this class, today, week, semester)

Expectations = Effort

EGO

“One unfashionable thing”

Witnessing not something we do; something we are

Created differently, but equally able to contribute

Sameness

Some kids born on second base

Stewardship = College Prep = Life Prep

Beat Deadlines (Noah's Ark)

School's for Everyone

Someday

1/10 of 1% of information

Working on a see saw

Life of a potter

“Will they notice?”

FAITH