

# College Admission Handbook

*(sample of last year's edition – not for distribution)*

## Introduction

The challenge of getting into the college of one's choice can seem daunting. As a result of the "Baby Boomlet" (Baby Boomer offspring), more students are applying to more schools, allowing colleges and universities to raise their requirements and turn away highly qualified students in record numbers. Yesterday's "safety schools" are "iffy" today. The high school class of 2009 will likely be the largest in our nation's history.

Colleges are now looking for a complete package – students who will add skills and talent, thereby enhancing the vitality of the campus, while also demonstrating a high level of academic achievement. As colleges attempt to find these students, the pattern of acceptances and rejections is often unclear. Indeed, it can appear somewhat random. But in reality, there is some method to the madness!

What can you do to beat the system? There is no way to guarantee your acceptance to a particular school. But with planning and strategy, you can greatly improve your odds. It's time to start putting together your "case" - your absolute best possible presentation of your academic record and other strengths.

Most students possess more potential than they realize. Many have a unique "hook" or "ACE" (*Additional Contribution Extraordinaire*) that they can use to their advantage. But it needs to be identified, developed, and presented properly. It also needs to be combined with an overall package of abilities, experiences and academic accomplishments that will catch the eye of the admissions staff. The recommendations contained in this handbook will help you to do that.

Our materials are geared toward students who plan to attend a four-year college or university. (In this handbook we will use the term "college" to represent any four-year institution.) While we make no guarantee that you will obtain admission to your top choice(s), we believe that following our advice will give you the best possible chance. There is an excellent school out there for everyone (more than 3,700 in the U.S. alone) and a high percentage of students are accepted at their first or second choice college. So "think positive" and let the adventure begin!

## A Note to Parents

The period during which your child is considering college options and making future decisions is one of tremendous excitement. However, it is equally often characterized as stressful and overwhelming. It generates feelings of empowerment, yet also anxiety and helplessness. Like all the major milestones in your child's life, it is a time for parental involvement and support. Parents can ensure that the student allows time to plan and complete the many application tasks. Parents can, and should, encourage students to talk about their decisions and help them analyze the vast amount of information they will amass. Most of all, you can ease the stress for them by keeping them on track and helping them learn to manage their time efficiently. Never forget that you are probably the most influential factor in your child's life. As such, here are some specific things that you can do for them:

- *Be sure that your child takes all high school years, including senior year, very seriously. Keep an eye on study time, progress reports and other indicators that your student is still engaged. They can't afford to slip. Get in touch with school counselors if you have any doubts.*
- *Keep a file of all honors, awards, articles, leadership accolades, volunteer work certificates, etc. relating to your child. This saves a lot of time when preparing applications.*

- *Discuss college choices with your student. Help them articulate what is important to them and why. Encourage them to talk about majors and careers. Talk openly, but tactfully, about your student's strengths and weaknesses.*
- *Emphasize the value of a college education as opposed to the prestige associated with certain school names.*
- *Be sure to remember that this is your child's future and not yours. Students who take ownership of this process and make their own decisions will have a greater stake in their own success. It's easier to rationalize failure if someone else made their decisions.*
- *Parents should be sure to guide, not steer. Guiding implies support, whereas steering implies control. Constantly ask yourself if you are guiding or steering. Remember, this is not about you. Guard against over-involvement.*
- *Participate when and where appropriate. Attend college visits with your child and join in parent programs there. Read this entire handbook, help them with research, and keep them focused and organized.*
- *Talk openly and honestly with your child about finances, although be sure they don't eliminate schools on that basis initially. Financial aid is available at a surprising level for more families than you might think. Still, your child should have some idea of what the family can afford to contribute.*
- *Reassure them throughout the process that you are proud of them and encourage them when things seem overwhelming. Let them know that you will be pleased no matter where they ultimately decide to go. Then be true to that statement!*

## **Now About You**

Well, you're finally here. It's time to engage in the college admission process. For some of you, it's something you've been dreading. For others, it's the moment you've been waiting for. In either case, approach it with optimism and an open mind. It's not really about college at all... this process is about YOU.

Who are you? It seems like a silly question, doesn't it. But by stepping back having a candid dialog with yourself and those who know you best, you may better prepare yourself for a successful college application process. What do you love? What do you despise? What are your strengths and weaknesses? Above all, why do you want to go to college? You are making decisions now that will have a significant impact on your future. And your own unique characteristics need to be accurately reflected in your choices. An honest assessment of your aptitude, interests, values, goals and personality will assist you as you navigate college admissions. Select colleges that are compatible with your traits. Be true to yourself and celebrate what makes you YOU.

## **What Colleges are Looking For**

Sometimes it seems like a mystery. Every college has its own criteria and defines a set of parameters used to evaluate applicants. But what we can tell you is that it will almost certainly be some mix of the following, weighted a bit differently from college to college:

- *Academic Record – GPA, class rank, consistency, improvement, difficulty of classes, reputation of high school. In short, a strong level of performance in a challenging curriculum represents the ideal mix.*
- *Testing – Standardized tests will be a part of the application at almost every college.*

- *Extracurricular Activities* – These seem to be weighted more heavily at private schools but are probably important almost everywhere. There is some bias toward academically-based activities versus social, such as yearbook versus spirit club.
- *Letters of Recommendation* – These serve to paint a broader, more subjective picture of the student and are important when colleges ask for them. Some public schools will not take them, so do your research. Don't send them if the colleges don't want them.
- *Honors and Awards* - Special recognition for some skill or talent is desirable and you will want to showcase any that you receive.
- *Essays* – Most applications will have an essay section, and it is becoming increasingly important as more and more students look alike in other ways. The essay seems to be getting more attention as a differentiator, especially as interviews become less common.
- *Interviews* – While not always offered, they are just another way to gain insight into the applicant, and you should obtain them whenever possible.

It is important to remember that admissions committees are not only admitting qualified individuals, but are also building dynamic and diverse classes. This explains why a seemingly less qualified student might occasionally be accepted over another.

## Curriculum Planning

Let's start with the basics. You will spend four years in high school, so you may as well make them count. A good rule of thumb is to take the most difficult courses you can handle, with a goal of obtaining A's or B's. Most advisors would probably agree that a B in an honors or AP (or IB) class is better than an A in an easier one. It is unlikely that any college will even accept a class with a D grade or worse.

Generally colleges like to see a consistent progression in English, Math, Lab Sciences and Social Studies plus a non-English (LOTE) language. It is generally better to take several years of one language, rather than to try a year each of several.

Maximize your grade potential by taking easy steps such as minimizing absences, sitting near the front of the class, doing all homework, participating, taking good notes and getting to know your teachers. Be sure teachers know you care about your grades.

## Courses to take in High School

So what should you take? When you look at a college website, you will usually be able to find their specific requirements. So if you have some colleges in mind, or at least some that would represent your type of college, it pays to do research up front.

As a general example, you will often see requirements by subject, such as:

- *History/Social Science* – 2 years required/3 preferred
- *English* – 4 years required
- *Math* – 3 years required/4 preferred
- *Laboratory Sciences* – 2 years required/3 preferred
- *Language (other than English)* – 2 years required/3 recommended (of same language)
- *Visual and Performing Arts* – 1 year required
- *Electives* – 1 year required (extra classes in the above categories also fulfill the elective category unless otherwise specified)

*(Note: the above curriculum is a sample only. Your high school may offer different guidelines.)*

A student heading for an Ivy League or top tier college would likely have taken a language (other than English) and first year Algebra class in 8<sup>th</sup> grade, then would have taken 4 more years of Math, Language and Lab Sciences. In addition, many of those would be honors or AP

(or IB) classes. Highly selective colleges will see applicants with an average of 18-20 honors/AP semesters and well more than the minimum number of core academic classes shown above.

### **AP and IB Classes**

Your high school probably offers classes categorized in several ways. Some identify classes as “college prep”, “honors”, “AP” (advanced placement) or “IB” (International Baccalaureate). These designations are generally an indicator as to whether the grade in that class will be assigned additional “weight” when the GPA is calculated. College prep classes usually do not receive extra weight. AP and IB classes almost always do. Doing well on AP exams has become a proven indicator of college success, hence impresses college admissions staff. Honors classes vary greatly in terms of weighting applied, but it is certainly worth taking them when you can. Try to show a positive progression - either better grades as you go from year to year or harder classes or, preferably, both.

### **GPA Weighting**

This is an area that tends to frustrate almost everyone. Some high schools apply weighting factors generously, while some do not. For example, at one high school an Honors Chemistry class might be weighted such that an A counts as a 5.0 instead of a 4.0. At another high school, Honors Chemistry might not be weighted. Some high schools take a weighted average when computing class rank. Others don't. However, one thing that seems to be consistent is that colleges and universities DO count the more difficult classes and factor them in somehow. So you are always better off taking honors and AP (or IB) classes – of that there is little doubt. If you are focused on particular colleges, you can often find their specific weighting rules on their websites.

### **What Years Count Most**

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

### **Class and School Ranking**

Class rank seems to be counting less and less, perhaps due to the weighting inconsistencies mentioned earlier. However, many colleges still ask for your class rank or at least what percent of your class you fall in. (top 10%, 20%). This is particularly frustrating for students who have pushed themselves with harder classes, gotten B's, then found themselves ranked below their friends who took the easiest classes the school offered. But rest assured, the colleges see through this and will always prefer a more challenging schedule.

Not everyone is aware that many colleges also have a way to rank your high school. A very difficult private high school, for example, might carry a higher weight factor than a public school with a not-so-great academic standing. At the same time, students who excel at a school in an underprivileged area may be looked upon favorably for making the most of what they had to work with. Colleges will often excuse the fact that AP classes weren't offered in these situations, and a lower SAT or ACT score might be acceptable. We have not been able to find any way to research this to determine the high school ranking methodology, but it does seem to occur. The ranking seems more common when you are applying close to home, and is less of a factor if you are applying out of state. In any case, there isn't much you can do about it so just be aware of it.

## Research Pays

We've said it already but it bears repeating: Research early and research often. There's an old saying "Begin with the end in mind." and you will see that as a theme in our materials. The "end" is acceptance to the college(s) of your choice. We're sure you've heard about the "big" or "fat" letters arriving in your mailbox. That's the goal. For that reason many of the things you do, beginning as early as 9<sup>th</sup> grade, need to have that ultimate objective in mind. (By the way, acceptance letters aren't always thick these days!)

We are fortunate to have the internet today, which is an incredible tool for digging into your target colleges and becoming what they are looking for. You don't have to have made up your mind for sure, but look on the websites of some colleges that appeal to you. Click on their Admissions section. Look at the information regarding classes required, average GPA of accepted freshmen, average SAT/ACT scores and so on. That will give you a really good idea of where you need to be. A good rule of thumb is to figure you'd better have the averages *or better* if you really want to get in. Otherwise you are leaving a lot to chance. We will provide you with some even easier ways to determine colleges' admissions requirements later in the handbook.

## The Resume

The resume is a valuable tool that many students aren't aware of and don't use. For that reason, it can become a "secret weapon" that will set you apart. But in addition to that, it also makes it easier to fill out the actual applications.

You may have heard of resumes being used when applying for jobs, and this isn't very different. But the sections on this resume are geared toward the "buckets" of information that the applications generally ask for. Your goal is to fill up all the buckets, having at least five or so items in each area. You will also list them best first, down to the least significant. (See sample resume in Appendix) It probably goes without saying, but your resume is a reflection of you and who you are. Be sure it is neat, error free and printed on nice paper. Have a parent or counselor check it for you.

### Resume Outline

Here is a model to follow as a guide:

Full Name  
Address  
Phone Email  
Social Security Number  
High School Name

Academic Honors and Awards  
Other Awards and Distinctions  
High School Leadership Activities  
Community Service and Leadership  
Summer Programs and Internships  
Paid Employment Experience  
Other Activities and Hobbies  
College and Career Goals

### Strengthen Each Area

Under each of the above headings, try to list five or so items. You can combine two of the above into one if you are short, or rework the headings to fit your situation. But remember, the colleges expect you to have this type of broad experience. It's a little intimidating, isn't it? But don't worry - you probably have more to put on your resume than you realize. This is the time to dig into all you've done in high school and fit it on the resume. If you are still in 9<sup>th</sup>, 10<sup>th</sup>, or even

11<sup>th</sup> grade, you still have time to shore up some weak areas. It is when you actually get the resume down on paper that you start to see where you can improve.

### **Use Your Summers**

Don't waste your summers. They are the perfect time for activities that will strengthen your resume. Explore your interests and find out or confirm what you are passionate about. Many summer programs have application processes and some require letters of recommendation, so start looking in January. Princeton Review publishes a book called "The 500 Best Ways for Teens to Spend the Summer", and here are some of our suggestions:

- *Take a summer school class at a college*
- *Take a summer program related to your major*
- *Take an educational trip, such as a language immersion program overseas*
- *Do some community service – there are some excellent summer community service opportunities that combine travel, education and community service. Here are a few examples:  
Rustic Pathways: [www.rusticpath.com](http://www.rusticpath.com)  
Global Routes: [www.globalroutes.org](http://www.globalroutes.org)*
- *Volunteer at a company that might be a career interest for you or something like:  
Special Olympics - [www.specialolympics.org/](http://www.specialolympics.org/)  
Points of Light - [www.pointsoflight.org/](http://www.pointsoflight.org/)*
- *Take a unique teen adventure trip with students from all over the world, such as:  
Action Quest: [www.actionquest.com](http://www.actionquest.com)  
Odyssey Expeditions: [www.OdysseyExpeditions.org](http://www.OdysseyExpeditions.org)  
Broadreach: [www.gobroadreach.com](http://www.gobroadreach.com)*
- *At least get a paying job – there is usually a place for paid employment on applications.*

### **Leadership Counts**

Keep in mind one very important point as you try to develop your resume. Colleges are more interested in "quality" than "quantity" as a general rule. That means that instead of joining half a dozen clubs and playing a minor role in each, it would be better to try to assume a leadership position in at least one. Demonstrated commitment and leadership in even a single activity is worth a great deal to admissions staff. Try to shine in some club, project, sport, activity or endeavor. What about starting a club? Church involvement is certainly well received also, and is particularly important when applying to colleges with a church affiliation. Sadly, simply volunteering a few hours at your local hospital has become trite and is not enough to set you apart from other students.

### **Academic Record and the Resume**

You'll notice that the resume does not include academic information such as GPA, SAT scores, etc. This is because those are sent to the colleges via transcripts and test reporting services, so it isn't necessary to repeat them here. However, for interviews or special situations, or to fill the page if you're really having trouble, you can insert basic academic statistics (assuming they are a positive attribute) in a section at the top. Put it under your name and address and call it Academic Record.

### **When the Resume is Used**

The resume helps to organize your information in a convenient format that is similar to the activities page on most applications. But it serves more purposes than that:

- *Enclose the resume with the packets you use to ask for letters of recommendation.*
- *Bring the resume with you on interviews.*
- *Mail the resume to private colleges along with a small picture, unless you are specifically told not to by the college.*

In the Appendix (back of the handbook) is a sample resume. This imaginary student is very strong, but not a superstar. Our imaginary student is making the most of what he or she has done, and putting together a very strong “package” to present.

Take a look at the sample and try to fit your own activities and awards into a similar format. Remember to list the items putting the strongest first in each category, down to the least significant.

### **Your “ACE”**

With a little luck, something else will emerge as you put your resume together. Ask yourself what is different about YOU. What talent, experience, hobby or passion makes you unique. You are looking for an “ACE” (Additional Contribution Extraordinaire) that you can build up and use to set yourself apart from the many students that, unfortunately, may look a lot like you on paper. If you can find your “ACE”, it often leads to an exceptional essay on the application. These sorts of things, believe it or not, are often tie-breakers in cases where the student is borderline for admission.

At first you’ll think, “I don’t have one.” But you do.... a stamp-collecting hobby that started as a child, building computers from scratch, playing the piano at a retirement home. Think! You have one, and can build a theme around it that can tell a story. Where do you shine or show passion? What have you thrown your heart and soul into? Once you identify your “ACE”, try to do things that support it such as clubs, volunteer work, contests or summer programs. That way your applications will show a consistent theme that will make them more credible. We can’t overemphasize how critical this is.

### **Standardized Testing**

The standardized testing process causes different reactions among students. Some are petrified; some view it as a mild annoyance. Others are a little shocked when they don’t do quite as well as expected. But like it or not, they’re here to stay - at least for a while.

Most colleges require the SAT or ACT tests. Originally the ACT was preferred or required in the mid-west, while the SAT was preferred in the northeast and on the coasts. Now it is common for colleges to take either, which is a nice advantage. Some students take both in order to see if they do better on one style than another. This is certainly a valid idea, but can be costly if you are trying to prep for both. Some students report a significant difference in results between the SAT and ACT, while others perform about the same on both. This is a decision that is yours alone, and you should do the necessary research to make an informed choice. Again, the college websites will almost certainly indicate what they accept and/or prefer.

### **The Tests**

#### **PLAN**

A series of achievement tests in core subjects with an emphasis on career exploration and preparation for the ACT test. It is generally offered to sophomores in the fall.

#### **PSAT/NMSQT**

This test is designed for juniors to give them an estimate of how they will score on the real SAT Reasoning Test. It is shorter, but similar in content and approach. It is generally offered once per year in October. This test is also used to award National Merit Scholarships, so it’s very important. Some high schools offer practice PSATs and SATs as early as freshman or sophomore year. This is a good idea for high achievers or students looking to prepare ahead of time. The PSAT resembles the new SAT Reasoning Test, except that it does not include an

essay. You can roughly multiply your PSAT scores by 10 and use that to guess what you might receive on the Critical Reading and Math sections of the SAT if you were to take it then.

### The SAT Reasoning Test

The SAT Reasoning Test is used to measure certain abilities that are believed to be predictors of success. It changed for the high school class of 2006. The test now includes an essay and a somewhat different 3-part structure. Here are some highlights of the SAT Reasoning Test:

**WRITING:** (60 minutes)

- The new SAT includes a student-written essay – you will need to take a position on some issue and you must support it with examples (25 minutes). This will be the first section.
- This section replaces what used to be the SAT II Writing Test

**CRITICAL READING:** (70 minutes) (This section may be compared to the old Verbal section)

- Analogies have been eliminated
- Grammar and usage multiple choice are added
- Short and long reading passages as well as sentence completion remain

**MATH:** (70 minutes) (This section may be compared to the Math section on the old SAT)

- New content from third-year college preparatory math - some Algebra II questions such as absolute value, exponential growth, negative and fractional exponents, linear functions, scatter plots
- Quantitative comparisons have been eliminated

The bottom line – it's LONG! Be sure to get plenty of sleep the night before and bring snacks and water. Concentrate on staying focused and watch your pacing.

### Scoring and Comparing the SAT Reasoning Test

Each section uses the familiar 200-800 scale. So the new “perfect score” is 2400. You also receive two writing sub-scores: a score of 20-80 for the multiple choices and 2-12 for your essay. You are able to access your score report on-line along with a copy of your essay. Sometimes you are offered a QAS (Question and Answer Service) for a fee (certain dates only). This gives you the questions, correct answers, and your answers. For others, the SAS (Student Answer Service) is available, which provides less detail but gives summaries by difficulty levels and how you fared in each. So check as you register to see if your dates offer QAS or SAS.

To compare old (pre class of 2006) SAT scores to new, you can roughly equate the Math sections, and you can equate the Critical Reading section to the old Verbal. To convert a total old SAT score to a total NEW Sat score, multiply the old times 1.5 and that will approximate it. Some colleges are still not using the new Writing Section for admission decisions.

Visit the College Board website [www.collegeboard.com](http://www.collegeboard.com) for more detailed information.

### The SAT Subject Tests

These are subject tests that measure knowledge or skills in a particular subject. Each test is one hour, and many subjects are offered. With the new SAT Reasoning Test, the Writing SAT II is eliminated and many colleges will no longer accept the Math IC. (The Math IIC is generally still accepted.) Not all colleges require the SAT Subject Tests, and some don't even consider the scores. Those that do will generally want two or three in different subject areas and will probably weight them equally to the SAT Reasoning Test. So once again, research pays. Find out what your prospective colleges require or recommend, and watch for changes. Take the SAT Subject Tests whenever you peak in that particular subject. For instance, if you've taken AP Biology, take the Biology test that May or June. The College Board is building a list of colleges and their Sat Subject Test requirements, which is found at [www.collegeboard.com/prof/counselors/apply/12.html](http://www.collegeboard.com/prof/counselors/apply/12.html)

## The ACT Test

The American College Testing (ACT) Assessment is designed to test your skill levels in English, Math, Reading, and Science reasoning. On the test, you will have 2 hours and 55 minutes to complete a variety of multiple choice questions divided into four sections – one for each tested subject area. The English, reading, and science sections each include several reading passages with anywhere from 5 to 15 questions per passage. The Math section includes 60 questions – each with 5 possible answer choices.

ACT has an optional 30-minute Writing Test as a component to the ACT Assessment. Prompts used for the ACT Writing Test describe an issue relevant to high school students and ask students to write about their perspective on the issue. As a starting place, two different perspectives on the issue are provided. Examinees may choose to support one of these perspectives or to develop a response based on their own perspective. They will need to clearly state their position and provide reasons and examples. The ACT Writing Test will be required by some colleges and adds \$14 to the \$29 fee for a total of \$43 if you take both. (as of this printing – fees may change at any time)

You will actually receive 12 separate scores on the ACT: 1 composite, 4 subject scores, and 7 sub-scores. However the composite – or scaled – score is the most important. It ranges from 1-36. Nearly half of those who take it fall in the 17-23 range.

The ACT test has traditionally been more content-based than the SAT, which focuses more on critical thinking and problem solving skills. The ACT more closely reflects core curriculum taught in high school classes, although the new SAT does more of the same. Some other significant differences are that the ACT has a science reasoning section while the SAT does not. The ACT has trigonometry while the SAT does not. The SAT penalizes you for incorrect answers; the ACT does not. Finally, the SAT is not entirely multiple choice – the ACT is. Visit [www.actstudent.org](http://www.actstudent.org) for more information.

## AP Exams

Advanced Placement exams are taken in order to earn college credit in a particular course. AP tests are administered in early May and scored on a point system, 1-5. Obtaining a 3, 4 or 5 may earn you college credit at some colleges, but you will need to confirm this. AP tests taken junior year or earlier may be reported on applications but are not required as are the SAT Reasoning or ACT tests. Each AP test has a registration fee of \$82, with fee reductions of \$22 available based on need. There are 35 classes and tests across 20 subject areas. Over a million students per year take these exams, and there is little doubt that they bolster your admission package. Find out more at: [www.collegeboard.com/student/testing/ap/about.html](http://www.collegeboard.com/student/testing/ap/about.html)

**TOEFL (test of English as a Foreign Language)** - visit [www.ets.org/toefl/](http://www.ets.org/toefl/) to learn more if English is not your primary language. (TOEFL may be taken on line in the US.)

## The Best Testing Schedule

There is no one test plan or schedule that is best for everyone. It depends on your schedule, your ability to prep, the classes you're taking, and many other factors. But since we are always pressed for an answer, we will tell you one schedule that works well for many students. Consider taking the SAT Reasoning test in March and June of your junior year. Reserve May for AP tests and SAT Subject tests in the same subjects. If you are taking the ACT, consider April and June. The advantage of this plan is that if you are satisfied with your scores, and have "peaked" in terms of prepping effort, you might be able to consider yourself "done". This reserves the fall of senior year for getting your applications in early. However, if you aren't satisfied and have additional time to prep, you still have the fall to give it another try. We don't

recommend taking the SAT or ACT more than three times, but the testing strategy is obviously your decision.

### **Prepping and Registering for the Tests**

The sad reality is that prepping for the SAT Reasoning, ACT and SAT Subject tests has become the rule, not the exception. You must face the fact that students competing with you are probably prepping for these tests in some way.

Our advice is to prep for the test one way or another, by the best method you can afford. At least purchase a book of real practice SATs and take them at home. Time yourself. Check your answers and go over ones you answered incorrectly. A good book will have explanations along with the answers. Don't pay too much attention to "guarantees" of raising your SAT score 300+ points (or ACT equivalent). However, prepping probably will raise your score by some amount and it is reasonable to TRY for a 200+ point SAT improvement. Here are the ways to prep in order of least expensive to most:

- *Internet resources at no cost (sample tests, practice questions, etc)*
- *Books and CDs (go to amazon.com or other on-line book stores and search on SAT Prep or Test Prep)*
- *On-line courses*
- *Classes*
- *Private Tutors*

Here are some resources for test prep at all levels:

[www.testprep.com](http://www.testprep.com) - by Stanford Testing Systems  
[www.actstudent.org](http://www.actstudent.org) - online registration and prep for ACT  
[www.Number2.com](http://www.Number2.com) - free SAT coaching  
[www.cavhs.org](http://www.cavhs.org) and [www.uccp.org](http://www.uccp.org) (free prep)  
[www.revolutionprep.com](http://www.revolutionprep.com) – a relatively new class program  
[www.princetonreview.com](http://www.princetonreview.com) - a popular service  
[www.kaplan.com](http://www.kaplan.com) – another popular service  
[www.ivywest.com](http://www.ivywest.com) – another popular service  
[www.collegeboard.com](http://www.collegeboard.com) (this is also where you register)  
[www.testu.com](http://www.testu.com) - free coaching for SAT  
[www.ets.org](http://www.ets.org) - Sample questions  
[www.EurekaReview.com](http://www.EurekaReview.com) – a newer service  
[www.freevocabulary.com](http://www.freevocabulary.com) - 5000 vocabulary words that may be on SAT

Registering on-line at the College Board website [www.collegeboard.com](http://www.collegeboard.com) has several advantages. You can get your scores on-line sooner, can check back to review your scores later, and can send copies to colleges more conveniently. Be careful to keep an eye on the registration deadlines for the test(s) you plan to take. The website also has the current SAT calendar: [www.collegeboard.com/student/testing/sat/calenfees.html](http://www.collegeboard.com/student/testing/sat/calenfees.html)

### **Sending Your Test Scores**

You are able to send your scores to some schools free each time you take the test. Keep track of which ones you've sent to! After the LAST time you take a test, be sure you've reported your scores to every school you are applying to. In the case of the SATs, all your history will go. You cannot select one test to send and omit the "bad ones". With ACT, you can choose which to send. Some colleges take your best single sitting. Others take your best from each section. None average them. For SAT Subject Tests, colleges use your highest scores from each test. Call SAT Services at (609) 771-7600 if a college indicates that they did not receive your SAT tests, to verify where your scores have been sent, or for any other problems with the sending of SAT scores.

## Information for Athletes

High School athletics can be a huge advantage both in gaining admissions to colleges that might otherwise be out of reach, and in obtaining funding for college. However, there are minimum requirements for consideration for an athletic scholarship, and they can change over time. It is becoming harder to qualify, not easier. For an updated list of athletic requirements, visit the NCAA website at [www.ncaa.org](http://www.ncaa.org). Note that the rules will change again for the class of 2008. There are 14 core classes required now, and a GPA+SAT or ACT score combination that determines a student's eligibility. (For example, a 2.5 GPA plus some SAT Reasoning or ACT score). As of this printing, the NCAA is keeping their eligibility scale the same by simply not using the ACT Writing Test or the new SAT Writing section - they will only use the Math and Critical Reading sections. However, this could change at any time so visit their website for the most current information.

Although the NCAA sets minimum requirements, many colleges will have their own, more stringent, standards for admitting athletes. The 2006/7 NCAA Guide may be downloaded at [http://www.ncaa.org/library/general/cbsa/2006-07/2006-07\\_cbsa.pdf](http://www.ncaa.org/library/general/cbsa/2006-07/2006-07_cbsa.pdf) (as of this printing) or by visiting the eligibility and recruiting page.

Every recruited athlete must have a Student Release form on file with the NCAA Clearinghouse. This form is available using [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). It should be completed *after* your junior year (and fall of senior year at the latest). The Clearinghouse must also get copies of your SAT (use school code 9999) or ACT scores. The NCAA has adopted new legislation that will require prospects who intend to enroll at NCAA Division I and Division II institutions to supply ACT or SAT scores to the Clearinghouse *directly from the testing agencies*. You can register on-line if you have a social security number and Visa or MasterCard. You may also contact them at 1-877-262-1492.

Here are some helpful websites for athletes:

- [www.CampusChamps.org](http://www.CampusChamps.org) - This is a free, interactive website for student athletes. This website has information about athletic scholarships, NCAA rules, advice from coaches, and career selection and financial aid.
- [www.athleticaid.com/](http://www.athleticaid.com/) - Scholarship, aid, college search and other information

If you're an athlete, the best advice we can give you is to keep up your grades. Gone are the days when athletic ability alone will get you accepted.

## Students with Disabilities

More and more students are being diagnosed with some sort of disability. Some colleges have programs especially designed for these students and often special admission criteria and procedures apply. The Princeton Review publishes a guide called "*The K & W Guide to Colleges for Students with Learning Disabilities or Attention Deficit Disorder*". This is an excellent resource and can be purchased at [www.amazon.com](http://www.amazon.com). In addition, here are some websites that can assist you in researching your particular situation:

[www.act.org/aap/disab/index.html](http://www.act.org/aap/disab/index.html) - special ACT assessment testing

[www.collegeboard.com/ssd/student/index.html](http://www.collegeboard.com/ssd/student/index.html) - SAT services for students with disabilities

[www.ahead.org](http://www.ahead.org) - Association of Higher Education and Disability (AHEAD)

[www.add.org](http://www.add.org) - Attention Deficit Disorder Association

[www.chadd.org](http://www.chadd.org) - Children and Adults with Attention Deficit Disorders

[www.ldanatl.org](http://www.ldanatl.org) - Learning Disabilities Association of America (LDA)

[www.ncl.org](http://www.ncl.org) - National Center for Learning Disabilities

## Finding your Target Colleges

### Choosing Your Schools Strategically

There are many factors that go into choosing colleges that will be right for you.

But here are some general guidelines that are helpful as starters:

- *Be realistic – there are some schools that you just won't qualify for so don't waste your time. Why set yourself up for failure at a college that will be way too competitive for you?*
- *Choose an "RRR" spread – some schools that are **realistic (safe)**, some that are **reasonable (good fit)** and some that are **reaches (long shots)**. You should have 2-3 of each, at least at first, in order to give yourself every possible opportunity. You can narrow the list before you actually apply. We hesitate to call any school a "safety school" these days, but your **realistic** schools are those where you are significantly over the averages quoted for admitted students. (both GPA and test scores). Your **reasonable** schools are those where you fall close to the averages of GPAs and test scores quoted. These are "good fits" for you academically. Your **reach** schools are those where you are below the range and/or below those schools' average admit levels, but you believe you have other attributes (such as your "ACE") that might give you a chance. Don't be intimidated - try for a couple of these. Why not?*
- *More isn't necessarily better. There is generally no point in applying to 10-15 colleges. Narrow your list intelligently and save yourself and others a lot of time.*
- *We can't emphasize enough that you must apply to some colleges that are **realistic** for you - where you're likely to be accepted. As competitive as this process is becoming, you can't afford to take chances with only **reasonable** and **reach** schools.*
- *Seek help from your parents, counselors or others who know you. Talk to older students who are at colleges you might be interested in.*
- *Do your homework. Research a variety of colleges on the internet and look at the admission process and requirements. Look at the averages of admitted students.*
- *At this stage, don't eliminate a college based on cost. If you truly like the school, explore all the opportunities for aid before deciding you can't afford to go there.*
- *Do your own work! This is your process, so take ownership of it. Don't delegate something this important to anyone else, even your parents.*

### **Impacted Majors**

As if things aren't difficult enough, some colleges are labeling certain majors as impacted, and applying a different set of admissions standards to those majors. Most of the time, you can't transfer into that major later. So if you are adamant about a particular major, and it's impacted, you will have to try for it. But if you're not sure, you might want to try for a non-impacted major. It may help somewhat to apply to the less popular or more unusual majors. You can generally find out from the college's website which majors are the most popular, and may want to stay away from those. It may also be an advantage to be a female applying to a male-dominated major or vice versa. The bottom line is, if the major is the most important thing to you, then you should try for admission in that major at several schools. If the school itself is more important than the major, then it might be wise to list "Undecided" as at least a second choice.

### **How to Find Schools**

As you start to find colleges that will be good fits for you, here are some factors to consider:

- *Cost – what will my cost limitations be, if any? Will I need financial aid?*
- *Size – do I want large, medium or small? Ratio of males to females?*
- *Rural or Urban – do I like the city scene, or a more suburban setting?*
- *Location – do I want to travel out of state, or stay close?*
- *Campus – what do I want in a campus? How are the dorms? Food?*
- *Social aspects – will I be likely to join a sorority or fraternity? Do the kids stay on campus over the weekend or do most commute? Is it politically liberal or conservative?*

- *Academics – do they have majors I would be interested in? What is their reputation in those majors? (note that the same school can be rated highly in one major, while not in others) What about class size?*
- *Church – does the college have a religious affiliation?*
- *Sports – do they have the sport(s) I am interested in? What Division?*
- *Honors programs – strong students may want to check into special honors programs at the various colleges*
- *Are there other special programs involving research, internships or study abroad?*

These are just a few criteria that a student might consider. You need to develop your own list of what's important to you. (see detailed questions in the Appendix Section)

There is a wealth of information to help you research colleges. U.S. News & World Report publishes a book called "America's Best Colleges" (see link below), and it includes valuable admissions statistics as well as rankings in several categories. Be aware, however, that many published lists take money from the colleges that want to be in them. Others require specific permissions or contracts if the college wants to be included, and some excellent schools may decline. So don't take these as absolute truths. Visit [www.usnews.com](http://www.usnews.com) (then click on rankings on the left) The University of Texas maintains a list of colleges by state, with links to their websites. [www.utexas.edu/world/univ/state/](http://www.utexas.edu/world/univ/state/) Yahoo also maintains a list by category and alphabetically. So there are plenty of places to start. The best way to evaluate colleges is to use several sources along with a visit. That way you eliminate some of the biases.

Here is Yahoo's: <http://education.yahoo.com/college/essentials/>

Once you have a rough list to start with, remember the "RRR" guidelines. Before you get your heart set on any place in particular, take a look at its admissions averages (GPA, SATs, ACT) and place it on the scale of Realistic to Reach. (See guidelines earlier in the handbook.)

The Princeton Review is another good source. You can search for a college by name, then review a wealth of information about it. They include what students say about the college, and whether it has any rankings among the best or worst in a particular category. Most importantly, you can click on the Admissions Tab and see the average GPA and test scores. If you register (free), it will let you fill out your information and then rate your chances for acceptance. However, we caution you to take this as a guess or guideline only, as there may be inherent biases. Remember, no one can accurately predict your results at any competitive college. [www.princetonreview.com](http://www.princetonreview.com)

### **College Visits**

Over and over again we hear stories about college visits that totally changed a student's opinion about the college. There is simply no better way to get a true feel for the atmosphere, student body, campus and general environment. Almost every college has a program for visitation, and their website will tell you how to go about it. Some are impersonal group tours, which are very valuable. Other colleges take appointments for more personal tours. Try to visit when school is in session. Sophomore and junior year are excellent times to start visiting different campuses. What a great use of your Spring Break!

To set up a visit, check on-line to see what is available. Some colleges allow you to reserve tours or visits on-line. Otherwise call the admissions office and make an appointment. See if there are options to visit your areas of interest, talk to professors, stay overnight in a dorm, etc. When you visit, evaluate these among other criteria:

- *atmosphere and culture*
- *school spirit, pride, involvement*
- *student union and other facilities*

- *library and research areas*
- *dorms and eating areas (sample the food!)*
- *extra-curricular activities*
- *transportation and parking*

Don't skip the college visits. They can make all the difference in your decision. However, to save cost, it might make sense to visit top choice colleges before applying but save some visits at your lower choices for after acceptances. After all, with luck they may not be necessary! If all else fails, there are virtual visits using websites such as [www.ecampustours.com](http://www.ecampustours.com) or [www.campustours.com](http://www.campustours.com).

**College Fairs**

Ask your high school about college fairs. This is an efficient way to get information from lots of colleges at once. College representatives will answer questions and provide information about their school. They don't replace visits, but they're a good first step in sifting through the wealth of colleges available. A partial list of large, registered fairs can be found at [www.nacac.com/exhibit/fair.cfm](http://www.nacac.com/exhibit/fair.cfm). Your high school may be aware of more local opportunities.

**Preparing for the College Fair**

Prior to attending the fair, have some questions in mind that are important to you and that will help you determine which colleges to target. Think about topics such as admissions criteria – are you likely to get in based on GPA and SAT statistics? Ask about location, is it public or private, total enrollment, cost, majors and/or honors programs offered and strength thereof, the makeup and style of the student body, etc. (*see detailed questions in the Appendix Section*)

Bring a pencil or pen. You will often be given cards to fill out so that the college can send you additional information. Jot down notes as well. For the efficiency-minded, type up your own "card" and print multiple copies so that you can leave them with the colleges you are interested in. This will save you a LOT of time and make a positive impression (neat, organized, error-free). You should be able to fit 2 or 3 of these "cards" on a normal piece of paper. Set it up to look something like this, but with your information filled in:

Name _____	Current Classes:
Address _____	1. _____
City _____	2. _____
State _____ Zip _____ Date of Birth ____/____/____	3. _____
Telephone (     ) _____	4. _____
GPA _____ Rank _____ out of _____	5. _____
PSAT/SAT/ACT Scores: M _____ CR _____ W _____	6. _____
Graduation Year _____ School CEEB Code _____	
School Name _____ Academic Interest _____	
Extracurricular Activities _____	
Email _____	

**More Helpful Links for Finding Colleges and/or Careers**

- [www.usnews.com](http://www.usnews.com) rates colleges and grad programs in specific fields
- [www.collegenet.com](http://www.collegenet.com) list of colleges that meet certain criteria
- [www.mapping-your-future.org](http://www.mapping-your-future.org) what to do and when to prepare for college

[www.petersons.com](http://www.petersons.com) - college search  
[www.collegeboard.com](http://www.collegeboard.com) - college search  
[www.princetonreview.com](http://www.princetonreview.com) - college search  
[www.kaplan.com/TestPreparation/CollegeAdmission/](http://www.kaplan.com/TestPreparation/CollegeAdmission/) - tips, planning, test prep

### Get in Their Database

As you identify colleges that might be of interest to you, there is something you should always do. Fill out their on-line form to be included on their mailing list. Generally each college will have an Admissions or Prospective Students link off their home page. The form to register to receive future mailings is generally found somewhere in this section. Dig a little and you'll find it. If you cannot find this on-line, call the Admissions Office. Doing this does not obligate you in any way, but does serve to ensure that you'll be advised of critical dates, open houses and other admission-related announcements. It is also a demonstration of interest, something that is gaining importance these days. More on this later...

### Sample Inquiry Letter

If you can't find an on-line method for getting on a college's mailing list or for requesting their materials, a plain old-fashioned letter works just fine and may even end up in your file reflecting positively on you. Here is a sample of a properly formatted letter. Note that this general format works for any college inquiry - just change the content appropriately.

1000 Main Street (your return address)  
Bestofall, OK 99999

Ms. Uwanna Gohere (the person and address you are mailing to)  
Dean of Admissions  
1234 Easy Way  
Showcase College  
Showcase, OK 99999

Dear Dean Gohere,

October 5, 2006

*I am currently a junior at Bestofall Academy in Bestofall, OK. I am inquiring at colleges that may fit my needs and profile, and Showcase College has caught my attention. Because Showcase offers an excellent engineering program, it is on my list of possible target schools.*

*Please send me any relevant information regarding admissions, financial aid, housing and anything else you would like me to know about Showcase College that will help with my decision making process.*

Yours truly,  
(your signature)

Justafine Kidd (your printed name)

### Getting Ready to Apply

Be sure you have your Social Security Number and your high school's CEEB code handy. They will go on all applications. My school's CEEB code is \_\_\_\_\_.

### Your Application - Written

Your application is one of the few things that is seen by an admissions officer directly. The appearance of your application is a reflection on you. Start working on your applications early, as rush jobs are easy to spot. Practice by downloading a copy of the application and filling it out. Use a black pen and avoid errors. Think carefully about your answers and review them. Ideally, have a parent check them. Be truthful, be specific, and be accurate; but don't hesitate to put your best foot forward.

### **Your Application – On-Line**

Fortunately, most colleges are now accepting, or even requiring, on-line applications. If offered, the schools generally prefer them. This solves the neatness issue, but can cause other problems. It is easier to make and miss mistakes on an on-line application. You should still download or request a paper copy of the application and fill it out before doing the on-line form. Pay attention to the on-line instructions. If your browser blocks pop-ups, you will need to disable that feature for on-line applications. As the deadlines draw near, the websites begin to slow down tremendously and this dramatically affects your time spent filing them out. Sluggish websites are simply overloaded with applicants, so it pays not to be one of the late ones. Applying on-line early saves time in the end and reflects on your time management skills as well. Procrastinators are easy to identify in the application process; they're the ones on-line at midnight on the deadline day!

### **Transcripts**

Many applications will ask for your classes and grades as part of the form. Be accurate and truthful, because they will still obtain an official transcript in the end. Falsifying anything on the application is a sure way to be rejected.

Often the application will include a form for requesting a transcript, but pay attention to the individual instructions for each college's application. Many colleges do not want the transcript initially, but instead will ask for it from accepted students only. Obviously that would be much later in the process. Other colleges, especially privates, may want it initially. Don't send things that the school doesn't want. Pay attention to their instructions.

### **Additional Requirements for Some Majors**

Pay special attention to whether your intended major has additional requirements, such as portfolios, tapes, or additional letters of recommendation. This is not uncommon.

### **Make Copies**

In all cases, make a copy of the application (paper or on-line) before sending it. The on-line ones can generally be printed. But one way or another, save a copy for your files.

### **Certificate of Mailing**

For anything important that you mail, obtain a certificate of mailing (95 cents) from the post office. This gives you proof of the day the item was mailed. Use this for applications, secondary school reports (from your counselor), transcripts, and anything else you consider critical. When close to deadlines, this can be valuable insurance.

### **On-Line Receipt**

Most, if not all, on-line applications finish with a receipt or confirmation page as you submit the application. Print and save this receipt page. It will often indicate that you have paid the application fee by credit card (or whatever) as well. There are generally other ways to pay the fee if you prefer.

### **Fees**

Application fees generally range from \$35 to \$65. Four fee waivers are generally issued to applicants who qualified under the SAT and ACT Fee Waiver programs. The Fee Waiver program is available to juniors and seniors based on economic need. See [www.collegeboard.com](http://www.collegeboard.com) for information about the Fee Waiver.

## **The Common Application**

Colleges and universities have worked together to develop and distribute a Common Application. Colleges “join” this effort, and their membership means that they accept the Common Application and commit to considering it equally to their own specific application form. The advantages to students are obvious, in that you fill out the common application and simply submit it multiple times to any member schools you are applying to. What’s the downside? Only that not all colleges accept it. However, some counselors advise against using the common application for your top choice school(s), believing that colleges still “secretly” prefer their own application. There is no hard evidence of this that we are aware of, and we are comfortable recommending use of the common application. You can visit [www.commonapp.org](http://www.commonapp.org) for more information and a list of member institutions (almost 300). The form can be downloaded or completed on-line and submitted electronically to your colleges. Even if you’re a freshman, print out the common app and take a look at it. In a few years, you will be filling out applications that will be quite similar to it, and you’d better have a lot to say. Pay special attention to the activities section.

## **Types of Admission**

As if the process isn’t already confusing enough, there are several types of admission. Not all colleges offer all types. But it is important to understand them, then to research what your prospective colleges offer.

### **Regular Admission**

This is the standard admission, whereby students submit applications by the college’s regular deadline. Students applying under regular admission will generally be notified of the decision in March or April.

### **Early Decision - Binding**

Have you found a college that is overwhelmingly your first choice? Are you prepared to commit that if accepted you will attend? Then if that school offers early decision, it may be right for you. Early decision is binding; that means if the college accepts you, you **MUST** attend. Obviously you can only apply under early decision to one college. Usually you will sign a contract stating that you understand the binding nature of this admission process. Failure to abide by the restrictions can jeopardize your acceptance to that college and others. So be very cautious when opting for Early Decision.

### **Early Action – Not Binding**

Often confused with Early Decision, Early Action is an opportunity to apply early (usually by some November date) and to be notified by around mid-December or January. Under this plan, you can be accepted early, rejected, or deferred to the regular admission pool. (This would be a case where the college was undecided about your application.) If accepted under Early Action, you are **NOT** obligated to attend and you still have until May 1 to make a decision. You may generally apply for Early Action to more than one college; however some colleges specify that theirs is a “single school Early Action program”. This has been true, for example, at Stanford and Harvard. So be sure to research the options carefully as you may be making some sort of promise.

### **Early Action – Single Selection**

If you select this plan, you cannot file any other early action or early decision applications. However, you can apply to as many colleges as you wish for regular admission.

### **Admission Spring Semester**

Some colleges are accepting qualified students, but for a semester other than fall. This represents their attempt to remain at full capacity, knowing they will lose some students after

first semester. These students are most likely ones that almost made the “cut” but had to be denied fall admission. However, it’s still an acceptance, so be grateful!

### **Delayed or Deferred Acceptance**

If you have been accepted at a college, you can sometimes arrange to delay your matriculation (attendance) for a year. This is often referred to as a “gap year”. The school will look at your reasons, and they will need to have some merit. Acceptable reasons might be to work to earn tuition money, to travel, or to pursue some particular special internship or program. Any such arrangement must be explicitly set up with the college.

### **Rolling Admission**

Under this plan, applications are considered as they are received and the student is notified of the decision as soon as it is made. A student applying to a college that offers rolling admission is not committing to that college if accepted. There is almost no reason NOT to submit your application early to these schools, as it can only serve to give you an early answer. If accepted, you can relax knowing that you are in but can still wait to see what your additional options may be.

### **Open Admission**

Open admission colleges, such as community colleges or trade schools, generally admit all interested students with a high school diploma. However, some community colleges are no longer open admission. Sometimes admission to particular programs is also more selective and not truly “open”.

### **Transferring from a Community College**

For some, transferring from a community college (CC) to a 4-year college (generally as a junior) might be advantageous and is becoming an increasingly popular option. In fact, 45% of all first-year college students start at CCs. You can better prepare, cut costs, save money or even work while attending, live at home, think more about majors and careers before committing, or graduate from the four year college that turned you down for freshman admission. SATs and ACTs aren’t required. CCs generally offer small classes and many at night and/or on weekends. Often, CCs have transfer or “feeder” programs with four year institutions. There may be “articulation agreements” which outline transfer policies and make it easier to transfer smoothly. If this option is of interest to you, you need to research exactly how to make it happen. Connect with an advisor at your local CC(s). There may be lists showing what each CC class equates to at four year colleges. Check to be sure your credits will transfer and that you are preparing correctly for your intended major. You could also take a summer class at a CC – one that you’re dreading in college. But check to be sure that it will transfer and fulfill the requirement(s). There is excellent information available so be sure to do your research up front. Try [www.collegeboard.com/student/csearch/where-to-start/36.html](http://www.collegeboard.com/student/csearch/where-to-start/36.html) for starters, and this website of 2 year colleges: [cset.sp.utoledo.edu/twoyrcol.html](http://cset.sp.utoledo.edu/twoyrcol.html)

### **The Truth about Legacies**

So, you’re relaxed because fortunately mom and dad graduated from your first choice school? Don’t be! The more competitive the school, the less likely that your being a legacy will get you in. While it is true that a greater percentage of legacy students are admitted versus the general population, there is no guarantee. In addition, legacy status matters a great deal more to some colleges than to others. So un-relax and get busy!

### **Applying Out of State**

If you are applying to one or more colleges outside your home state, be aware that it may be more difficult to get in. Look on their website and you may be able to see the

# < End of Sample Handbook >

You have only seen 18 out of 40 pages!

The complete handbook contains:

- 38 pages or more (depending on state-specific pages)
- over 60 internet links to helpful sites – links are constantly verified for accuracy
- state-specific Appendix with information on your university system(s) etc.
- information from dozens of professional counselors and resources
- proven techniques that have given students the admissions edge
- tips and guidelines in language your students can understand
- clear instructions on what to do and when – even a junior and senior calendar!
- sample resume and essay plus resume and essay models
- dozens of resources and tips
- a proven plan for organizing the students' approach and maximizing their potential
- information that is constantly updated throughout the year

And remember, our **subscriber website** contains dozens of admissions-related documents that may be downloaded by and/or reproduced for students as well as over 600 helpful links arranged by topic.

The handbook is in use at hundreds of high schools in over 45 states. We are happy to complete the paperwork to become a vendor for your school's system.

**You may preview the contents and the rest of the handbook at:**

[www.getin2college.com](http://www.getin2college.com)  
(must have Adobe Reader)

or

Order your copy today with a **full money-back guarantee**. If for any reason you are not satisfied with the handbook when you receive it, simply return it for a complete refund within 30 days – no questions asked. You can subscribe on-line at [www.getin2college.com](http://www.getin2college.com) or print a paper order form there.

If paying by check mail to: Get in 2 College, 1601 Pacific Coast Hwy Suite 290, Hermosa Beach, CA 90254 or fax PO or credit card information (using the order form) toll free to **(888) 667-7755. (alternate fax (310) 374-1094)**

Inquire about special offers or district discounts (if multiple high schools in the same district all subscribe at the same time). Email [info@getin2college.com](mailto:info@getin2college.com) for quotes.

## Give your college-bound students the edge!

