

4

# **COLLEGE HANDBOOK**

+

**School Code Number 053358**

**LOS ANGELES BAPTIST HIGH SCHOOL  
9825 WOODLEY AVENUE  
NORTH HILLS, CALIFORNIA 91343**

**Phone (818) 894-5742  
FAX (818) 892-5018**

[administrator@labaptist.org](mailto:administrator@labaptist.org)

# Table of Contents

<i>Introduction</i> .....	page 1
<i>College Planning</i> .....	pages 1-2
General Remarks .....	page 1
College Applications .....	page 1
Basis for Admissions .....	page 2
<i>College Planning Calendar</i> .....	pages 2-4
10 <sup>th</sup> Grade.....	page 2
11 <sup>th</sup> Grade .....	pages 2-3
12 <sup>th</sup> Grade .....	pages 3-4
<i>How to Choose a College</i> .....	page 5
About the Student.....	page 5
About the College.....	page 5
<i>Criteria to Compare and Select Colleges</i> .....	pages 6-8
Student Enrollment.....	page 6
Location and Surroundings .....	page 7
College Type, Philosophy .....	page 7
Curriculum .....	page 7
Admissions .....	page 7
Academic Environment .....	pages 7-8
Campus and Student Life .....	page 8
Costs and Financial Aid .....	page 8
Other Personal Criteria .....	page 8
<i>A Glossary of Terms for College</i> .....	pages 8-10
<i>College Representatives</i> .....	page 11
Who Are They? .....	page 11
Why Do They Come? .....	page 11
When They Will Be Here? .....	Page 12
<i>Visiting a College Campus</i> .....	pages 12 - 13
<i>Which College Admissions Test Should I Take?</i> .....	pages 13 - 17
<i>Test Preparation, Signing up for College Board Testing</i> .....	page 14
<i>SAT Test Dates</i> .....	page 16
<i>ACT Test Dates</i> .....	page 17
<i>How Colleges Admit Students</i> .....	page 17
<i>California College Entrance Requirements</i> .....	page 18
UC Requirements .....	page 19
Cal State Requirements .....	page 19
Select Private University Requirements .....	page 19

Other Private University Requirements.....	page 19
<i>CSU Scholarship Requirements</i> .....	page 20
<i>UC Scholarship Requirements</i> .....	page 20
<i>Paths to UC Eligibility</i> .....	page 21
<i>LAB Classes that are On the UC “a – g” list</i> .....	pages 22-23
<i>UC Applications: The Personal Statement</i> .....	page 24
<i>The Personal Statement (secrets for success)</i> .....	page 25
<i>The Essay</i> .....	page 26
<i>Letters of Recommendation</i> .....	page 27
<i>Class Rankings</i> .....	page 28
<i>Financing Your College Education</i> .....	pages 30 - 33
An Overview.....	page 31
What Is a Financial Award?.....	page 32
Merit Scholarships.....	page 31
Buyer Beware!.....	page 31
Athletic Scholarships.....	page 31
<i>Service Academic and ROTC</i> .....	page 32
<i>Sources for Scholarship and Financial Aid</i> .....	page 33
<i>Strategies for Getting More Financial Aid</i> .....	pages 33 – 35
<i>Scholarship Scams</i> .....	page 36
<i>Web Sites for the College Bound</i> .....	page 37

# INTRODUCTION

Choosing a group of colleges to which you want to apply is a challenging task. Fortunately, there are many colleges that will suit each student, and this handbook is designed to help you in such a choice and to show you how to give yourself as many options as possible.

The value of starting the process early is immense. It gives you the opportunity to change your mind, to visit campuses, to take the college entrance exams (ACT, SAT Reasoning, SAT Subject tests) at the time most advantageous to you.

## COLLEGE PLANNING

This information is compiled as a guide for use in preparation for your college entrance. We hope you will find it useful. We will be happy to talk with you or your parents at any time about your college plans.

### GENERAL REMARKS

Your immediate goal is successful application to a college that satisfies your interest, meets your needs, and has standards you can meet.

How do you prepare for college? What college do you wish to attend? Have you set your goal? How do you achieve this goal? These questions and many more must be answered before graduation.

The following pages can help you gain understanding and insight into solving some of these problems and to assist you in realizing and making the adjustments, which must be made successfully upon entering college.

A most important consideration is that there are many options available to you. Take advantage of opportunities to visit colleges; visit the college websites and find out about all the different possibilities in a college education by attending the college visitation meetings on our campus as announced. Study the main different college catalogues available in the LAB library, get answers to questions from teachers and/or the college counselors; refer often to the college bulletin board next to the guidance office door; and read and save all bulletins that come from the college counselors.

Be wise and practical in planning for your future education. Follow the advice of your counselors regarding deadlines and important dates.

### COLLEGE APPLICATIONS

You need to have at least three choices of schools in mind: the first, the optimum to which you can reasonably hope to gain admission; the second, a slightly less competitive school; the third, an insurance measure.

During the first semester of the school year, college admissions officers visit LA Baptist to talk with interested seniors and juniors. This is a priceless opportunity to gain more information about the colleges, which interest you. Even if you have visited a school and had an interview there, it is wise to come in just to let them know of your continued interest. It is also occasionally possible for a student to have a personal interview at the time of an admission officer's visit.

You are responsible for writing for applications, completing them, and mailing them back to the admissions office of that college. Letters of recommendation from teachers or the college counselor should be requested at

least two school weeks in advance of application deadline.

The usual procedure is for all students to complete the admission process before Christmas vacation (UC applications are due during November, CSU applications during October and November.) However, a review of a student's standing after mid-year examinations may indicate a need for adjustment in his/her college choice. Students will receive a final decision from the college in mid-April of the senior year and if the student is accepted, he/she is required to notify the college of his/her intention to attend by May, which is the Candidate's Reply Date. Not all schools follow this schedule; some are on "rolling admissions" which means that the college will notify a student once his/her folder is completed.

## BASIS FOR ADMISSION

Each college has its own basis for selecting students, but most give careful attention to the following: the student's record in secondary school, recommendation of the school, College Board (SAT Reasoning, SAT Subject Tests) and ACT scores, recommendation by one or more teachers, the academic reputation of the school, student's statement as to why he/she wants to enter college, and his/her extracurricular talents, interests, community service, and achievements.

# COLLEGE PLANNING CALENDAR

## 10<sup>TH</sup> GRADE

*All year:* One of the best indications of how a person will do in college is how he/she did in high school. Semester grades are recorded on your **PERMANENT RECORD CARD**. Colleges require a **TRANSCRIPT** of your permanent record.

Work hard on improving study habits, reading comprehension, concentration, and self-discipline. Start thinking COLLEGE. Ask questions and obtain advice from teachers. The options are numerous.

*October:* Consider taking the PSAT in October

*Spring:* May or June- if UC bound or your college choice requires SAT Subject Tests, consider taking biology or chemistry (if you have completed either of those courses with an A in both semesters) or Math 1 or 2 if you have completed Algebra 2, especially if you do not plan on taking any more math in high school.

*Summer*

*Vacation:* READ! READ! READ! Read books that will extend your outlook, vocabulary, and comprehension. Summer is a great time for work, volunteer community service, study, or travel experience. Colleges are increasingly interested in summer activities.

## 11<sup>TH</sup> GRADE

*All year:* Meet with visiting college representatives on your campus.

*October:* Take PSAT/NMSQT

*December:* PSAT/NMSQT scores returned. Study booklet thoroughly. Check your mistakes against the correct

answers provided to find your weaknesses. Now is the time to work on them. Get prepared for semester exams.

*Spring Semester: Sign up for the May and/or June SAT Reasoning and SAT Subject tests, and/or ACT. Check with your English and math teachers for any questions you have on the SAT Reasoning and/or ACT.*

*May and/or June* take the SAT Reasoning, SAT Subject tests and/or ACT. The best preparation is to develop good study habits and reading ability. The night before the exam relax – go to bed early.

You are encouraged to take both tests to see in which one you score better. Colleges and universities accept both tests and they will use the higher score in determining admissions eligibility.

Plan on attending the Greater Los Angeles College Fair held in Pasadena. (You will receive more information.)

*Spring Vacation:* Visit college websites or check them check catalogs out at the LAB library. Study these catalogs. Carefully check the admissions requirements against the academic preparation you have had. Check your COURSE SELECTION for your senior year accordingly.

Make an appointment for yourself and if possible, your parents, to discuss colleges with a College Counselor.

*May:* If you plan on attending a school that requires them (such as the UC schools), plan to take the SAT Subject Tests in May or June in English composition, Math 1 or 2, and in an elective in two areas of study. In any event, plan to take the SAT Subject tests in May or June. (SAT Subject tests are not given in March. December of your senior year is the absolute latest they can be taken for the UC system.)

Remember, only one-half year remains for you to prove to the college that you can do their work!

*Summer Vacation:* READ! READ! READ! READ!

Make this a profitable summer. Plan for some experiences that might give direction to your future (e.g. working in a law office if you are thinking of a possible career in law, or doing volunteer work in a hospital if you are interested in a possible future in medicine.) Visit colleges if this is possible.

As a senior you should realize that you would have a lot of hard work, many more activities and above all, the decision of where you are going to apply for college admissions.

## 12<sup>TH</sup> GRADE

*September:* See the College Counselor early. Visit college websites, also, many college catalogs are available in our library and application forms can be downloaded from the college websites, or can be done on-line.

Fill out an application for SAT Reasoning or SAT Subject tests. Fill out an application for ACT test if required by the college of your choice, as it provides a useful option. Since most colleges accept either the SAT Reasoning, or the ACT, a student might want to take both tests because many students find they do better on one test than the other.

*October:* Plan for a visit to the colleges of your choice. Check your catalogs and/or websites carefully; know the admission and application deadline date before you step on the campus. Have some questions to ask of the admissions officer. If you have questions about filling out your college applications, see your College Counselor.

Visit with college representatives when they visit the LA Baptist campus.

First grading period at LA Baptist. There are some colleges who will take early transcripts and make decisions on admission after they see the first result of your senior year. **KEEP WORKING!** CSU applications due Oct. 1 – Nov. 30.

*November:* UC application due by November 30<sup>th</sup> but not before November 1<sup>st</sup>.

*December:* Second grading period. Have all applications completed and mailed **BEFORE** Christmas vacation unless your college choice has a later deadline.

*January:* LA Baptist first semester examinations.

Transcripts showing your semester grades sent to colleges who request them. Colleges base their decisions regarding admission on this evidence, plus results of your SAT Reasoning and SAT Subject tests or ACT tests, and recommendations from the school, and in some instances, teachers. (University of California applications self-report grades and require, usually, only a final transcript.) Remember, you are responsible for ordering your transcripts mailed from LAB school main office. Please order early because processing takes time.

January 1 is the first date to submit your FAFSA (Free Application for Federal Student Aid). For financial aid from the state of California, submit your social security number to an LAB college counselor who will submit your request for you. (Cal Grants A, B, C).

*February:* Beginning of your last semester at LA Baptist. All college admissions granted during your senior year are tentative with the condition of “upon satisfactory completion of the senior year.”

*March:* March 2; the absolute deadline to have your FAFSA postmarked.

College acceptances will begin to come in.

#### Fourth Grading Period

*April:* Several colleges are on the “rolling admissions” plan; hence, some students may hear from a college in December or January.

In April or early May, you should decide upon the college you want to attend. You must withdraw all colleges but that one you are planning to attend.

*May:* Remember, you still take final examinations. Your second semester grades will constitute part of your final record. **FINISH THE YEAR STRONG!**

All college admissions granted during senior year are tentative with the condition of “upon satisfactory completion of the senior year.”

*June:* **GRADUATION!** You are responsible for letting the office know to whom you want your final transcripts sent.

## HOW TO CHOOSE A COLLEGE

To choose a college wisely, you must have definite information about both yourself and the college.

### ABOUT THE STUDENT

1. **SCHOLASTIC ACHIEVEMENT:** High school record, grade point average, standing in class, subjects taken, scholastic awards, honor roll, CSF.
2. **SCHOLASTIC POTENTIAL:** Revealed by college entrance tests: SAT Reasoning and/or ACT.
3. **CONTRIBUTION AND INVOLVEMENT AT SCHOOL:** Class activities, clubs, athletics, school paper, yearbook, student government, special awards, class offices held.
4. **OFF CAMPUS INVOLVEMENT:** Community service, church organizations, social clubs, offices held-awards, internships, work and/or travel experiences.
5. **PERSONAL CHARACTERISTICS:** Strengths, weaknesses, and special talents. Goals and direction for future. What do you stand for!
6. **TYPE OF HIGH SCHOOL ATTENDED:** L.A. Baptist is an academically oriented, college preparatory school.
7. **REASONS FOR PURSUING COLLEGE STUDIES:** Even if you do not have a detailed idea of why you are going to college, you should have some general idea or answer if the question is asked of you.

### ABOUT THE COLLEGE

1. Demands on the student in terms of aptitude and achievement.
2. Entrance requirements and recommendations required.
3. Facilities of the college in terms of the student's interests.
4. Quality of faculty.
5. Type of college: Large, medium, or small in size; type of curriculum.
6. Location: Near or far away, urban or suburban.
7. Cost: Tuition, fees, room and board, transportation, etc.
8. Boarding facilities: Dorm life, co-ed dorms (there are many different types of coed dorms), and on-campus apartments.

## STEPS IN SELECTING A COLLEGE

1. Using the information of the page on **HOW TO CHOOSE A COLLEGE**, draw up a list of specifications about the colleges that would match your characteristics and interests.
2. Talk to the principal, college counselor and/or your teachers or advisors about these specifications. Also visit the college's Website, consult reference books in the college counselor's office, or the public library...
3. Draw up a list of 4 or 5 colleges that seem to have what you want.
4. Send for catalogs (if available), visit college websites, check LAB's library for catalogs.

ALL THE ITEMS ON THIS PAGE SHOULD BE TAKEN CARE OF AT THE BEGINNING OF THE SENIOR YEAR.

## CRITERIA TO COMPARE AND SELECT COLLEGES

### STUDENT ENROLLMENT

*Enrollment:* Total size, Percent of undergraduate students, freshman class size.

*Retention:* Percent of freshmen who graduate.

*Background:* Male/female ration; percent commuter/resident; geographic origin; percent minority; percent with financial aid.

### LOCATION AND SURROUNDINGS

*Location:* Geographical region; distance from home; travel cost and convenience.

*Setting:* Urban/rural; weather; nearest city/countryside; recreational opportunities.

*Facilities:* Library; laboratories; studios and practice rooms; sport; student center.

### COLLEGE TYPE AND PHILOSOPHY

*Type:* 2 or 4 year; church/state/private control; college or university.

*Purpose:* Liberal arts; pre-professional for business, education, engineering, fine arts, etc. technical or vocational institute; degrees offered.

*Calendar:* Semester/trimester/quarter/module; interim program; acceleration.

## CURRICULUM

*Academic Requirements:* Proportion of study to general education/concentration/student choice. Required freshman courses or curriculum/distribution in curricular areas/elective curriculum.

*Academic Offerings:* Majors offered in your areas of interest. Breadth and depth of: courses offered in your areas of interest. Interdisciplinary courses and major; strong department.

*Independent Study:* Individual tutorials; seminars, research opportunities.

*Special Study Programs:* Field work; internship; exchange programs; foreign study; joint degrees program; cooperative work/study plans; pre-professional programs

*Standards:* Accreditation; degree requirements grading systems; grading distribution; honors system.

*Course Descriptions:* Sequential/open order; introductory/advanced/specialized courses/ courses for majors/non-majors; number of courses required for major.

*AP Exams:* College credit offered for passing AP exams.

## ADMISSIONS

*Deadlines:* Application; notification of decision; reply to offer of admission.

*Application Requirements:* Fee; information forms; specific high school courses; transcripts; secondary school report; recommendations; interview; other.

*Admissions:* Percent applicants offered admission, selectivity: SAT Reasoning/ACT scores of freshman; percent of freshman ranked in top10% of high school class, freshman class profile.

## ACADEMIC ENVIRONMENT

*Faculty:* Percent with Ph.D's; origin if degrees earned; original faculty research/scholarship; teaching course load; expectations for teaching/scholarships/advising and other college service; emphasis on undergraduate teaching and learning.

*Faculty Student Relationship:* Faculty-student ratio; advising; accessibility for conferences, assistance; departmental clubs, colloquia, committees with student representative; class size average, classes under 20 students/over 50 students, opportunities for discussion/student presentation/exchange of ideas.

*Academic Demands:* Workload; course expectation; type of assignments; academic pressure/competition.

*Intellectual Vitality:* Student attitude toward learning; flexibility/structure toward study; exchange of ideas; interest in political, social or world issues.

*Career Preparation:* Pre-professional programs; career advising and information programs, percent who go on

to graduate school and job placement.

## CAMPUS AND STUDENT LIFE

*Types of Students:* Diversity and tolerance of differences; importance of money/material possessions/social appearance.

*Community Type:* Homogenous; pluralistic; cohesive; fragmented; school spirit; controversial campus issues; liberal/directive/restrictive social regulations.

*Living Arrangements:* Predominantly large dorms/housing clusters/small houses/availability of single rooms/doubles/suites/multiple rooms; system of housing allocation/roommate selection; centralized / decentralized dining; alternative dining programs.

*Campus Activities:* Activities related to your interests; emphasis on social life, fraternities, sports or other dominant interests; clubs organizations; cultural opportunities on campus or in the community.

## COSTS AND FINANCIAL AID

*Costs:* Minimum-maximum total costs per year; student budget for tuition and fees/room and board/books and personal expenses; travel costs; admission and enrollment fees.

*Family Resources:* What your family can pay towards college expenses; your own earnings and savings.

*Awards:* Percent of students receiving aid; range of awards; average award.

*Financial Aid:* Based on need/merit/or funds available, loan and job expectations.

# A GLOSSARY OF TERMS FOR COLLEGE

**AA** (Associate of Arts): A two-year community college degree.

**ACT:** A 4-year college admission test covering the English language, reading, science reasoning and mathematics.

**AP (ADVANCED PLACEMENT):** A system which high school students can earn college credit by earning a certain score on a specially designed College Board exam at the conclusion of the AP course. AP classes taught at LAB are listed on the UC approved course list.

**BACHELOR'S DEGREE:** A diploma earned after successfully completing a required course of study in a college or university. It usually takes 4 years and is abbreviated BA or BS.

**CANDIDATE REPLY DATE:** May 1<sup>st</sup> is usually the date when the student must inform each college to which she/he applied whether or not she/he plans to attend.

**CLASS RANK:** A student's standing as compared with that of the other members of class according to his/her

grade point average.

**COMMUNITY COLLEGE:** A two-year college offering:

*Transfer programs:* The first two years of a four-year program preparatory for transferring to a four-year college for the last two years.

*Vocational programs:* Usually no more than two years in length, leading to employment in various specialties.

*Certificate programs:* Of varying length, that involve detailed study in one particular field (such as real estate).

**CREDIT OR “SEMESTER HOURS” OR “UNIT HOURS” OR “QUARTER**

**HOURS” OR “UNIT”:** A way of referring to the number of credits earned in a course. Approximately 64 total credits are needed for an AA degree and 124 hours for a BA degree for schools on a semester calendar. If a class meets three hours per week, it is usually a 3-credit course. A full-time student at college generally attends 5 classes and earns 15 credits per semester.

**CUMULATIVE RECORD:** The complete record of all courses completed and marks earned. A student’s transcript is a copy of his/her cumulative record.

**DEGREE:** Titles given to college graduates upon completion of a program. A 4-year degree is generally a BA or BS, a 5<sup>th</sup> or 6<sup>th</sup> year degree is often an MA or MS, with a Doctoral degree requiring approximately five additional years beyond the BA.

**EOP (Educational Opportunity Program):** Designed to assist low income, underrepresented minority and first generation college students with admissions, academic support services and financial aid on California campuses and some private campuses. Eligibility criteria vary. Contact your campus of choice for specific information.

**ELECTIVE:** A course needed for graduation credit, but not one of the specific courses required.

**GENERAL EDUCATION REQUIREMENTS:** Courses selected from several divisions required for a college degree. These are generally completed during the first two years of college. The second two years involve coursework in major and minor areas.

**IMPACTED PROGRAM:** A college degree program, such as engineering, communication, physical therapy etc., which may be temporarily closed to new students due to heavy enrollment or may require supplementary screening of student records for selection of the strongest candidates.

**MAJOR:** The subject in which a student concentrates to earn his/her degree.

**MASTER’S DEGREE:** (MA or MS) a degree earned after the bachelor’s degree. This degree usually takes about 2 years.

**MINOR:** A secondary area of concentration may or may not be required by an institution.

**NEED ANALYSIS:** A technique used to estimate a student’s financial need. It consists of estimating the family’s ability to contribute to educational expenses and estimating the student’s educational expenses.

**NMSQT: National Merit Scholarship Qualifying Test.** Based on the score earned on the **PSAT** in the junior year; high scores could qualify to compete for National Merit Scholarship.

**PREREQUISITES:** Courses, test scores, and/or grade level that must be completed before taking a specific course.

**PROFESSIONAL OR GRADUATE SCHOOL:** A program in which a student can continue his/her education after a bachelor's degree. Professional schools would be in the fields of law, medicine, dentistry, business, pharmacy, etc. Graduate schools would be in the fields of engineering, physics, education, math, etc.

**PUBLIC COLLEGES AND UNIVERSITIES:** Those institutions that are supported by state and local taxes. In California these include the CSU, the UC and community ( junior) colleges.

**QUARTER SYSTEM:** The calendar used by most UC campuses as well as other colleges. Each quarter is 10 weeks long. There are 3 quarters in the school year with the option of a summer session as fourth quarter.

**SAT Reasoning:** This is one of two college entrance exams required for entrance to most four-year colleges and universities across the U.S. The SAT is a three+-hour test which measures verbal, math reasoning and writing abilities. The other standard entrance exam is the ACT. Most colleges accept either exam for entrance. If students elect to take the ACT instead of the SAT, they must take the ACT plus writing exam for the UC's.

**SAT SUBJECT TESTS:** These are one-hour exams that measure knowledge and skills in particular subjects. Many colleges require or recommend one or more SAT Subject Tests for admission and/or placement. UC's require two SAT Subject Tests in two different fields. *If* a student elects to take the Math Subject test, the UC will accept only the Math *level 2*.

**TRANSCRIPT:** A copy of the cumulative record, requested by all 4-year colleges and universities for admission purposes. They can be ordered from LAB's main office.

**UNDERGRADUATE:** College student who has not received a bachelor's degree.

**UPPER-DIVISION COURSES:** Courses designated for the junior and senior years of college.

**WEIGHTED COURSES/GRADES:** A policy that rewards accelerated and/or extended academic performance by giving a "bonus" grade point for each designated course. Students completing courses designated have traditionally been given extra consideration during the college admission process.

**WORK-STUDY:** A federally funded program that makes part-time jobs available to students with financial need. It is generally part of a financial aid package.

## **COLLEGE REPRESENTATIVES**

### **WHO ARE THEY?**

Representatives from many colleges and universities will visit LA Baptist during the school year. A representative is usually a member of the admissions staff of the college or university he/she represents.

### **WHY DO THEY COME?**

1. The representatives visit high schools in order to provide accurate, up-to-date information about the school he/she represents. They can elaborate on written materials and answer questions you may have.
2. The representatives wish to make a personal contract with interested students and can give the student general information about his/her admissions possibilities.
3. The representatives want to make a personal contract with the administrators who are involved in college placement counseling.

### **WHO SHOULD TALK TO THESE REPRESENTATIVES?**

1. Juniors and Seniors who are still exploring the type of school they would like to attend can learn about small schools, large universities, community colleges, and various specialized schools.
2. Students who are not able to visit a large number of campuses can obtain information about schools in other geographical areas of the country.
3. Students can obtain answers to specific questions, such as:
  - a. How many students attend from this area?
  - b. What changes are anticipated in admission policies, curriculum, student body composition, and other key areas?
  - c. What kinds of recreational activities are most common in student life?
  - d. What is the college's philosophy of student's rights and privileges?
  - e. And other questions not specifically covered in the catalogue.
4. All students who are considering college should take advantage of this valuable source of information.

### **HOW DO YOU KNOW WHO IS COMING AND WHEN THEY WILL BE HERE?**

The daily bulletin should be checked; it also announces the daily visits as well as the overall weekly visitation schedule. Visits are also announced on the PA system. You can also check the college counseling web page.

## **VISITING A COLLEGE CAMPUS**

Most campus visitations are made between the latter part of the student's junior year in high school and the early part of the senior year. The most realistic impression of a college is probably gained by visiting on a weekday when classes are in session. We strongly urge that every student visit several college campuses before a final decision is made.

### **BEFORE THE CAMPUS VISIT:**

1. Write the Office of Admissions for an appointment two or three weeks in advance of your visit. A telephone call is even better.
2. Read the college catalogue carefully before your visit and avoid questions, which are answered in the booklet.
3. Write down specific questions you have about programs of study, living accommodations, financial aid, size of classes, etc.
4. Review your own high school record so that you can answer specific questions about your course of study, test scores and activities.
5. Check with the school office to see if any LA Baptist graduates might be attending the college. You may know one of these students and might be able to get in touch with him/her while on campus.

#### DURING THE VISIT:

1. The main purpose of speaking to someone in the Admissions Office is to get yourself off the paper - to add another dimension to your life.
2. A major purpose of your visit is to gain a subjective impression of the facilities the college provides for learning and living. You will want to see the library, dormitories, dining halls, and buildings or labs that are associated with your special interests.
3. You should also try to visit some classes. Obtain permission from the Office of Admissions. You can obtain maps and other information also.
4. Talk directly with students who attend the college, if possible. From them you can gain information I regard to:
  - a. Emphasis on campus activities.
  - b. Extracurricular activities in the area.
  - c. Things that are of interest to you.
5. Be prompt for all appointments.
6. Do not be afraid of asking for an interview or of making other requests. Admissions counselors are very concerned about putting you at ease and helping you have a good experience.

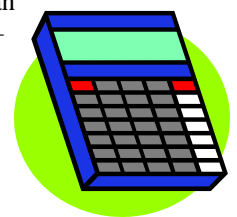
#### AFTER THE CAMPUS VISIT:

Be sure to send a note of thanks to the people who have helped you and the courtesies extended to you. Make some notes about those things that impressed you favorably and unfavorably. These notes will be of value to you when you make your final decision.

## Which College Admission Test Should I Take?

### ACT or SAT

**Should I take one test or both?** Most college-bound students know that a necessary component of an admission application is a college admission test score. The two national tests are the ACT and the SAT – almost all four-year colleges and universities in the nation accept either ACT or SAT scores equally.



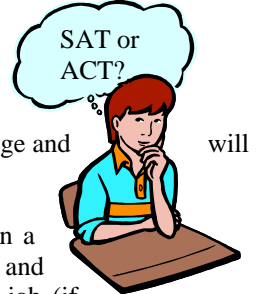
and

Because research indicates that many students perform quite differently on the ACT and SAT, it may benefit you to take both tests. The option is yours! Take one or both, since colleges typically use the higher of the two scores for admission, scholarship, and athletic eligibility. Although the new SAT has changed, including adding a mandatory writing test, the ACT has *not* changed. The writing test is optional, is scored separately and the results do not affect the student's ACT Composite Score.

**If I don't want to pay for or take a writing test, how do I know which colleges will accept the ACT instead of the new SAT?** Approximately 20% of colleges in the United States currently require that students applying for admission for Fall 2006 must take either the new SAT (which has a mandatory writing section) or the ACT *plus* the additional, optional ACT writing section.

**How do I find out which schools do *not* require the new SAT with its mandatory writing section and will accept the ACT *without* the optional writing section?** It is a good idea to call the admissions office of the college and ask that question. You can also go to [www.actstudent.org](http://www.actstudent.org) and view "Writing Test – Do you need to take it?"

**When should I test?** Many students test in the spring of their junior year to ensure having a test score when they're ready to apply to college. There are other benefits to spring testing as well. You'll have your scores and other information early enough to impact your senior year. It may help you decide if you should take an additional class in an area in which you scored low. You may also decide you want to retest. Another big advantage of spring testing is that many colleges will have an early indication of your interest in attending college and will send you information about admission, advanced placement, scholarships, and special programs.



**So...don't panic!** It's important to remember that an admission test score is only one piece of information a college looks at when considering your application. Your grade point average, number and content of college preparatory courses completed, school and community activities, job (if applicable), and other factors may also be considered. There is never a penalty for taking a test early or taking one over, so testing in your junior year may best prepare you to take hold of your future.



*"It's important to remember that an admission test score is only one piece of information a college looks at when considering your application."*

## TEST PREPARATION

The best preparation for SAT Reasoning and SAT Subject tests is the sort of long-term preparation that your courses in math and English represent. A strong reading habit from an early age is a real asset as well. If you want to prepare specifically for the SAT's, you can use materials that the College Board gives to you through the counseling office ("**Taking the SAT Reasoning**" and "**SAT Subject tests**") or College Board books that are available in bookstores. The best software program for SAT prep is One-on-One with the SAT, which you

can order from the College Board.

If you want to take a class, there are several possibilities available. You are welcome to examine the file in the college office to see if there may be a program that interests you. We do not specifically endorse any particular test preparation course. Some are quite expensive. A student should not subtract time from his/her regular high school work to take such a course. How well a student does in class continues to be more important than test scores.

In a publication put out by the College Board in February, 2000, a College Board official states that an analysis conducted by an independent agency indicates that “external coaching (programs) have a consistent but small effect on (scores) on the SAT Reasoning.” That same article goes on to say that “a rigorous program of high school courses, along with familiarity with content and format of the SAT Reasoning and practice on actual tests, can help students prepare for college and the SAT.”

## SIGNING UP FOR COLLEGE BOARD TESTING

Booklets for practice and registration for all tests are available in the guidance office. Here are some questions about signing up for those tests.

**CAN I TAKE THE SAT Reasoning and SAT Subject Tests on the same day?** The **SAT Reasoning** takes about three hours, the entire length of the testing session. The SAT Subject Tests each take in hour for a maximum of three in the three-hour testing session. Since the SAT Reasoning and the SAT Subject Tests are given on the same days, you **CANNOT** take both of them on the same day

**HOW SHOULD I SIGN MY NAME?** You need to use **exactly** the same name signing up for testing, requesting reports or talking to the College Board. Score reports can get lost if you don't. Decide what name you are going to use and be consistent.

**WHAT IS MY SCHOOL CODE NUMBER?** The LAB school code is **053-358**. This school code ensures that all of your test scores are sent to your school and will appear on your transcript. Use this code on **ALL** testing and other correspondence with the College Board.

**WHAT OTHER KINDS OF I.D. DOES THE COLLEGE BOARD USE?** When calling or writing the College Board, you need to have: 1) your school code; 2) your name exactly as you used in registration; 3) your birth date; and 4) your social security number. Colleges often use the social security number for computer identification of students as well. Memorize your number. You will be asked for it frequently.

### **DO I HAVE TO FILL OUT THE STUDENT DESCRIPTIVE QUESTIONNAIRE?**

Although this section is optional, it provides useful information to colleges. We recommend that you fill it out once; some scholarships use it to decide scholarship applicants. In subsequent tests, you do not need to fill it out again.

**WHAT COLLEGES SHOULD I DESIGNATE IN THE PREPAID REPORT SECTION?** If you are a junior, you should have no need yet to send the scores unless this is the last test you plan on taking. Determine what you think will be the **LAST TIME** that you will be taking the tests and at that time, indicate four colleges that you will most likely apply to **AND** that need “direct” reports from the College Board. For later reference, be sure to keep a list of the colleges you have designated on your registration forms. Each report to colleges will include every SAT Reasoning and SAT Subject test you have taken before (not AP exams) as well as the one you are signing up for. Your transcript also has the scores on it, which may be sufficient for colleges. If you need additional scores sent, the college counseling office has a form you can use to do so, or you can call the College Board.

**WHAT DOES THE REGISTRATION DEADLINE REALLY MEAN?** Each deadline is a **POSTMARKED** deadline. If you put your registration in a post box on the day of the deadline, make sure it will be a postmarked that day. If the postmark date is not correct, the registration will be returned to you. Waiting until the last day to sign up for a test may mean extra worry and/or money. Try to sign up early and avoid this stress and extra cost. If you require special testing (extra time, etc.) you **MUST** register by the deadline.

**SHOULD I DO?** Standby registration is available on a first-come, first-serve basis the morning of the test, provided that 1) the test center has enough test booklets and space; and 2) the student arrives early, bringing (a) a completed registration form, (b) picture I.D. and (c) a check made out to the Admissions Testing Program for the test fee **plus** the standby fee. You cannot be a standby registrant for tests not timed.

**I SIGNED UP FOR THE SAT AND RECEIVED MY TICKET, BUT IT TELLS ME TO GO TO SOME TESTING CENTER I DID NOT REQUEST. WHAT SHOULD I DO?** If you did not get the test center you requested, either you miscoded the test center number or the center you wanted is full. The computer has selected the next closest site to the one that you originally chose (not the one closest to where you live). **Go to the test site assigned to you.** If you miss-coded the site and were assigned mistakenly to Hackensack, New Jersey, call the College Board. To avoid test center problems, sign up early and accurately.

#### **TAKING THE TEST:**

1. Check your ticket for the test center location.
2. If you lose your ticket, take photo I.D. to the test center for which you were scheduled; your name will be on the list.
3. **Keep the booklet that came with the test registration information.** It contains answers to many questions you may have regarding, lost tickets, change of test date, and score reports.
4. **TAKE TO THE TEST:** Photo I.D., several sharpened #2 pencils, your admission ticket, a calculator, and your social security number.

## ***Announcement of Examinations and Test Dates*** ***SAT: Reasoning Test and SAT® II: Subject Tests***

**2005 – 2006**

**TEST DATE**

October 8 2005  
 November 5 2005  
 December 3 2005  
 January 28 2006  
 April 1 2006  
 May 6 2006  
 June 3 2006

**REGISTER ONLINE at  
 www.collegeboard.org AT  
 LEAST ONE MONTH  
 BEFORE THE TEST DATE.**

**REGISTERING  
 FOR THE SAT®  
 HAS NEVER  
 BEEN EASIER.  
 Register Early**

## ACT TEST DATES

**VISIT ACT'S website at [www.act.org](http://www.act.org)  
 2005 - 2006**

**Test Date**

September 24, 2005  
 October 22, 2005  
 December 10, 2005  
 February 11, 2006  
 April 8, 2006  
 June 10, 2006

**Registration Postmark Deadline**

August 19, 2005  
 September 16, 2005  
 November 4, 2005  
 January 6, 2006  
 March 3, 2006  
 May 5, 2006

## How Colleges Admit Students

## *Anatomy of an Admission Decision*

Admission officers are charged with the responsibility of selecting students who will meet the challenges of the college or university classroom while contributing to the academic, cultural and social climate of the institution. Different institutions place varying emphases on the criteria they employ to admit students but the vast majority of colleges consider all or most of the following factors.

### **Achievement in College Prep**

**Studies** – A strong academic record in challenging courses throughout your high school experience will be the factor most likely to influence an admission decision in your favor. Your cumulative GPA and class rank (as computed by your school) will be viewed in light of the breadth and difficulty of the courses on your transcript and regarded as the best predictor of the kind of success you are likely to have in college.

### **ACT, SAT and related Test Scores** –

As a rule, admission test scores alone are not likely to result in either your acceptance or rejection. Admission officers usually view scores as a “snapshot” of the more complete person. One exception, however, is the large university that uses test scores to reduce large number of applications down to a manageable number for a more thorough review. Test scores may also be used for placement in some freshman classes.

### **Extracurricular Activities and**

**Work** – These experiences present a picture of the student outside the classroom, a facet of the individual that is very important to some colleges. Activities that involved an extension of an academic endeavor (e.g., writing for the school paper) are often viewed more positively than those that are purely recreational or social (e.g., Drill Team). Involvement in some extracurricular activity is important.

### **Teacher and Counselor**

**Recommendations** – These firsthand observations by educators who have worked with you during your high school experience can go a long way in emphasizing your abilities, aptitudes and interests. They often allow the writer to present information about your personality, motivation for learning and/or personal philosophy that may not become known in any other way.

**Essays and Writing Sample** – The colleges that require a student essay consider this creative work to be an important ingredient in their admission decision. Strong admission essays result from careful planning and allowing adequate time for writing and editing.

**Interview** – Some colleges require or recommend a personal interview. The staff member or alumni representative conducting the interview will prepare a report that

becomes an official part of your admission folder. Successful interviews require that you be yourself and display genuine interest in the college.

### **Special Talents and Characteristics**

– If you have a particular talent (e.g., athletic, musical), that ability can be influential in your gaining admission to a college. You will need, however, to showcase or present those special skills to the professors, coaches or admission officers responsible for evaluating your talents. A portfolio of your artwork or tape of your performances might be used. Colleges may also give added consideration to members of a particular ethnic group, children of alumni or individuals with other characteristics they hope to attract. The college or university in making their admission decision may consider each of these criteria. Just how much weight will be placed on a particular factor will vary from college to college. Ask an admission counselor at the colleges you’re interested in attending to tell you how they make their decisions. Obtain a freshman class profile and compare your more quantifiable features (e.g., GPA, test scores) with those of admitted students. Remember also factors such as demographics, number of applications and other things fully outside your control may be influential in the college’s decision making.

# CALIFORNIA COLLEGE ENTRANCE REQUIREMENTS

**UNIVERSITY OF CALIFORNIA**

### **(4-Year Universities such as UCLA, Berkeley, UC Santa Barbara)**

1. High school graduation
2. a-g subject requirements
  - a. HISTORY/SOCIAL SCIENCE- 2 years including one year US history and one year world history
  - b. ENGLISH- 4 years including 9th grade
  - c. MATH- 3 years (algebra 1AB and geometry AB, algebra 2AB), 4 or 5 recommended
  - d. LAB SCIENCE- 2 years (one life, one physical), 3 recommended (from biology, physics, chemistry)
  - e. FOREIGN LANGUAGE- 2 years (of same language), 3-4 recommended
  - f. VISUAL AND PERFORMING ARTS – 1 year of visual and performing arts (also known as fine arts).  
The LAB visual and performing arts that are on the UC a-g list are: advanced band, theatre arts 2, reflections, studio art 1, 3-D design, choir, ceramics, computer graphics, photography and wood design.
  - g. COLLEGE PREP ELECTIVES- 1 additional year class (2 semesters) chosen from the following: history, English, advanced math, lab science, foreign language, social studies, and fine arts.
3. Combination of GRADE POINT AVERAGE (GPA) and SAT Reasoning or ACT score, SAT Subject tests in (a) math, level 1 or 2, and (b) social studies, foreign language, science, or literature

### **CALIFORNIA STATE UNIVERSITY**

#### **(4-year schools such as CSUN)**

1. High school graduation
2. Specific course requirements:
  - a. HISTORY/SOCIAL SCIENCE- 2 years including one year US history and one year world history
  - b. ENGLISH- 4 years including 9th grade
  - c. MATH- 3 years (algebra 1AB and geometry AB, algebra 2AB),
  - d. LAB SCIENCE- 2 years (one life, one physical, from biology, physics, chemistry)
  - e. FOREIGN LANGUAGE- 2 years (of same language),
  - f. VISUAL AND PERFORMING ARTS –1 year of visual and performing arts (also known as fine arts).  
The LAB visual and performing arts that are on the UC a-g list are: advanced band, theatre arts 2, reflections, studio art 1, 3-D design, choir, ceramics, computer graphics, photography and wood design.
  - g. COLLEGE PREP ELECTIVES- 1 additional year class (2 semesters) chosen from the following: history, English, advanced math, laboratory science, foreign language, social studies, and fine arts.
3. Combination of GRADE POINT AVERAGE and SAT Reasoning or ACT scores.

### **“SELECT” PRIVATE UNIVERSITIES AND COLLEGES**

(Four-year schools such as Stanford, Cal Tech, Pomona, etc.)

Among these private colleges and universities, most admission and subject requirements are similar to those of the University of California. However, a student should check with individual colleges to determine their specific requirements.

### **“OTHER” PRIVATE UNIVERSITIES AND COLLEGES**

(Four-year schools such as Westmont, Azusa Pacific, Pepperdine)

Among these private four-year universities and colleges, most admission and subject requirements are similar to those of the California State University system. However, some colleges consider ninth grade marks in their GPA and some are not as rigid about test scores. A student should check with individual colleges to determine their specific requirements.

**CALIFORNIA STATE UNIVERSITY  
SCHOLARSHIP REQUIREMENT**

**ELIGIBILITY INDEX-** The CSU eligibility index is the combination of your high school grade point average and your test score on either the ACT or the SAT Reasoning. Your grade point average is based on grades (i.e. an A receives 4 points, a B receives 3 points, etc.) earned during your final three years of high school (excluding physical education and military science) and bonus points for each C or better grade in approved honors or AP courses. Up to eight semesters of honors or AP courses taken in the last two years of high school can be accepted.

Each unit of A in an honors or AP course will receive a total of 5 points; B, 4 points; and C, 3 points.

**CALIFORNIA RESIDENT ELIGIBILITY INDEX EXAMPLES FOR CSU**

<b>GPA</b>	<b>ACT composite score</b>	<b>SAT total score</b>
<b>3.0</b>	<b>no minimum score requirement</b>	
<b>2.8</b>	<b>14</b>	<b>660</b>
<b>2.6</b>	<b>18</b>	<b>820</b>
<b>2.4</b>	<b>22</b>	<b>980</b>
<b>2.2</b>	<b>26</b>	<b>1140</b>
<b>2.0</b>	<b>30</b>	<b>1300</b>

Below 2.0 does not qualify for CSU regular admission

## THE UNIVERSITY OF CALIFORNIA SCHOLARSHIP REQUIREMENT

The scholarship requirement defines the grade point average (GPA) you must attain in the “a-g” subjects and the SAT Reasoning (or ACT) and SAT Subject test scores you must earn to be eligible for admission to the University.

If your “a-g” GPA is 2.8 or higher, you have met the minimum requirement for admission to the University if you achieve the necessary college entrance test score indicated in the ELEGIBILITY INDEX.

The University calculates your GPA in the “a-g” subjects by assigning point values to the grades you earn; totaling the points, and dividing the total by the number of “a-g” course units. Points are assigned as follows: A=4 points, B=3 points, C=2, D=1, F=0.

Only the grades you earn in “a-g” subjects in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades are used to calculate your GPA. Courses you take in ninth grade can be used to meet the Subject Requirement if you earn a grade of C or better, but they will not be used to calculate your GPA.

The University assigns extra points for up to *four* units of University certified honors level and Advanced Placement courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points, however, D=0 points.

The University of California revised index includes high school GPA and SAT Reasoning (or ACT) and SAT Subject test scores. The SAT Reasoning composite is defined as the highest combined verbal, math and writing scores from a *single* sitting. Highest individual SAT Subject test scores from any sitting will be considered. Because of the recent changes to the ACT and SAT, the index is being revised. Check [www.universityofcalifornia.edu/admissions/scholarshipreq](http://www.universityofcalifornia.edu/admissions/scholarshipreq) for the new index.

## PATHS TO UC ELIGIBILITY FOR COLLEGE FRESHMEN

There are three paths to UC eligibility for prospective freshmen: (1) superior academic performance in a statewide context, (2) superior performance on examinations alone and (3) superior academic performance in the local context. The first path is similar to the current path that includes the subject, scholarship, and examination requirements, with a change to the eligibility index and the addition of a required course in visual and performing arts. The second path, eligibility by examination alone, is retained without change. The third path confers UC eligibility upon the top four percent of students at individual California high schools. The major elements and change in the paths are outlined below.

### PATH 1 ELIGIBILITY IN THE STATEWIDE CONTEXT

This is the path that most prospective freshmen follow to attain UC eligibility. Students must satisfy specific course pattern, scholarship and test requirements.

The index includes high school GPA and SAT Reasoning (or ACT) and SAT Subject test scores. GPA continues to be the most important factor in the index. Under the index, the minimum GPA required for UC eligibility is reduced to 2.80. All students—even those with the highest GPA’s—are required to meet minimum test score requirements.

### PATH 2 ELIGIBILITY BY EXAMINATION ALONE

You may be able to qualify for admission to the University by examination by achieving high scores on the ACT or the

SAT Reasoning Test and two SAT Subject Tests. The minimum scores for eligibility can be found at [www.universityofcalifornia.edu/admissions/examonly](http://www.universityofcalifornia.edu/admissions/examonly).

### **PATH 3 ELIGIBLE IN THE LOCAL CONTEXT**

**Identification:** “Eligible in the local context” (ELC) students at each school will be identified following the junior year based on GPA earned in 11 units of academic courses that have been certified as meeting University subject requirements. The 11 units must be completed by the end of the eleventh grade and include the following 1 unit of History/social science; three units of English; three units of mathematics; 1 unit of laboratory science; 1 unit of language other than English; and 2 units chosen by the student from among the other “a-g” requirements. Following the junior year, high schools will identify the top 10 percent of students in the class and forward copies of the students’ transcripts to the University.

**Evaluation:** The University will evaluate the transcripts, select the top 4 percent and notify students selected. GPA’s for ELC consideration will be calculated according to current regulations for calculating GPA’s for UC eligibility. If the student has completed more than 11 units of required courses, the University will use the 11 units that generate the highest GPA for the student.

**Notification:** Eligible students are expected to be notified by late September of their senior year.

**Remaining Requirements:** Once identified, ELC students must still submit an application for undergraduate admission during the November filing period and satisfactory complete remaining eligibility requirements to be guaranteed admission to one of UC’s eight undergraduate campuses.

## **CURRENT CLASSES OFFERED AT LAB WHICH QUALIFY FOR THE UNIVERSITY OF CALIFORNIA “a-g” LIST:**

**Courses to meet requirements for U C admission:  
Los Angeles Baptist High School  
Revised 2005**

**Underlined courses denote extra honors credit: A=5, B=4, C=3.**

#### **a. HISTORY**

**U.S. Government**

**U.S. History**

**U.S. History (AP)**

**World History 10**

#### **b. ENGLISH**

**English 10**

**English 10 (H)**

**English 11**

**English 11 (H)**

**English 12**

**English 12 (AP)**

**English 9**

**c. MATHEMATICS (\*may only be used for the “c” requirement)**

**\* Algebra 1**

**\* Geometry**

**\* Algebra 2/Trigonometry**

**Pre-calculus**

**Calculus**

**Calculus (AP)**

**d. LABORATORY SCIENCE**

**Biology**

**Biology (AP)**

**Chemistry**

**Chemistry (AP)**

**Physics**

**Physics (AP)**

**Physiology**

**e. FOREIGN LANGUAGE**

**French 1**

**French 2**

**French 3**

**French 4**

**French 4 (AP)**

**French 5**

**French 5 (AP)**

**Spanish 1**

**Spanish 2**

**Spanish 3**

**Spanish 4 (AP)**

**Spanish 4**

**Spanish 5**

**Spanish 5 (AP)**

**f – VISUAL AND PERFORMING ARTS:**

**Advanced band**

**Reflections**

**Theater 2**

**Studio art 1**

**3 – D design**

**Choir**

**Ceramics**

**Computer Graphics**

**Photography**

## Wood Design

**g- ELECTIVE COURSES:** All courses listed under a – g with the exception of \* math courses, plus the following:

### ADVANCED MATHEMATICS

Computer Science

Computer Science (AP)

### SOCIAL SCIENCE

Economics

Psychology

AP Psychology

### VISUAL AND PERFORMING ARTS

Advanced Band

Theatre Arts 2

### FOREIGN LANGUAGE

Third year of language used for the “e” requirement or two years of another language.

## The Personal Statement: UC APPLICATION

### *A Guide*

All Applicants:

***The personal statement is an important part of your application for admission and scholarship.***

The University uses the statement to learn more about you as an individual and to understand the experiences, accomplishments, and points of view you would bring to the University’s undergraduate student body. The personal statement gives you the opportunity to discuss attributes and experiences that may not be evident through a review of your academic record. ***The personal statement is required of all applications.***

Write a two-page essay on one of the three topics listed below. Use no more than two sheets of 8.5” x 11” paper, one side only. In the top right corner of each page, write your name and topic letter you have chosen (A,B, or C).

**A.** The University seeks to enroll on each of its campuses an entering class that is academically superior and that embodies a wide range of talents, experiences, achievements, and points of view. Describe the qualities and accomplishments you would bring to the undergraduate student body at the University of California.

**B.** Intellectual vitality is an important value of university of life. Describe one of your intellectual achievements – such as a paper, project, production, or performance. Explain not only the achievement, but what you gained from it, as well.

**C.** It is important for the University to understand the context of each applicant’s accomplishments, both academic and nonacademic. Describe any unusual circumstances or challenges you have faced and discuss the ways you have responded. The “*personal*

**statement**” segment of the UC application is of utmost importance for freshmen and transfer students. It is an opportunity for students to reveal aspects of background, character and level of achievement that may not be apparent from the other parts of the application. A well-written personal statement should reveal vital information that can make a difference in admission to UC and in the awarding of scholarships. Personal statements are read and evaluated by trained professional staff. They can help evaluators distinguish students with similar academic qualifications.

**DO:**

- Read the instructions carefully and follow the stated rules for format, paper, length and content.
- Give yourself plenty of time to thoughtfully prepare your personal statement
- Remember to enclose your personal statement in your application.
- Write about the qualities you would bring to a UC campus.
- Describe any unusual challenges or circumstances you have faced, and how you responded.
- Convey important personal characteristics, such as creativity, intellectual curiosity and achievement, ability to overcome hardship, initiative, motivation, leadership, persistence, service, and substantial experience with cultural diversity and rare talent.

- One way to approach the personal statement is to describe what is most important to you, why it is important, and how you have demonstrated that importance in your life.
- Describe how a job, activity or experience has changed your attitude, solidified a belief, established a goal, sharpened a perception or heightened and appreciation.
- Describe one of your exceptional intellectual achievements and what you gained from it.
- Address your family’s influence on your education values. For example, mention if you are the first in your family to attend a college.
- Have a friend, teacher or family member give you feedback after you’ve written the narrative to see if it gives adequate insight into the quality of your character and achievements.

**DON’T:**

- Don’t simply list your accomplishments and honors; a list tells the university what you’ve done, not who you are.
  - Don’t present a stereotypical personal statement that doesn’t give insight into who you uniquely are.
- Don’t be so over-concerned with style of writing that you omit the heart of the statement – a clear picture of who you are and why you should be a UC student.

## The Personal Statement: More Secrets for Success

**FOLLOW INSTRUCTIONS.** One of the most common mistakes applicants make is to skim the written instructions, which are included in the printed and online (PATHWAYS) versions of the application, and rely on information from others.

**DON’T GET CUTE WITH FONTS OR FORMAT.** Write the statement on 8.5 by 11 inch white paper using only one side of each sheet. The top right corner of each page should contain the student’s name, the words “Personal Statement”, and the topic letter or letters selected (i.e. A, B, C). The personal statement should not exceed two pages. Do not be too creative with font or formats (e.g., writing the essay in a circle, using a typeface that is difficult to read or folding the document into an origami bird).

**THE PURLOINED AND THE PLAGIARIZED.** The University expects each applicant to write his or her own personal statement. The strongest essays have an authentic voice in them and admissions officers are experts at determining whether that voice sounds as if it belongs to the applicant.

**DO NOT MANUFACTURE HARDSHIP.** If the student has genuinely overcome adversity and if that is relevant to his or her academic record, the personal statement is an ideal place to discuss hardships. However,

most freshman applicants to the UC have not overcome adversity or suffered genuine hardship. Admissions officers are aware of this and are unimpressed by essays in which hardships are manufactured or overstated.

**HELLO, IT'S ME.** The personal statement is the student's best opportunity to let admissions officers know what special skills, abilities, or experiences the student has had that would add to the diversity of the campus. Applicants also should use the essay as a way to talk about who they are and the qualities and characteristics they would bring to the University.

**IF I DON'T GET INTO A SPECIFIC CAMPUS, MY LIFE IS OVER.** Detailing the wonders of a specific campus or program does not enhance the applicant's chances of being accepted, according to the UC admissions officers.

**PROOF AND PROOF AGAIN.** A well-written essay that is free of spelling and grammatical errors and which does not contain trite phrases, sentiments, or clichés makes a positive impression.

**DON'T TRY TO BE WILDLY FUNNY OR CREATIVE.** What is funny to a 17-year-old high school senior is not necessarily funny to an admissions officer. Some students are genuinely creative and some are extremely humorous writers, but in both instances these approaches need to be looked at with a very critical eye. Students planning on writing humorous or very creative essays definitely need to get feedback from other adults.

**IS IT DRAFTY IN HERE?** The successful essay is seldom, if ever, produced in a first draft. The student should allow enough time to make sure the essay says what he or she needs for it to impart to an admissions officer. A good plan is to read the essay aloud, show it to others (teachers, counselors, parents, friends) or ask "What parts sound like me and what parts don't?"

**THERE'S MORE TO ME THAN YOU KNOW.** The personal statement enables applicants to present new information about themselves and to elaborate on information contained in the application. Students should remember not only to write about what they've accomplished but also why they undertook a special project and what they've learned from the experience.

## THE ESSAY

No other part of the application causes as much frustration and soul searching as the essay. The following article, reprinted from the 1986-1987 Bates Update, a publication of Bates College, gives some sound advice on how to approach that task:

"On attached 8 ½ by 11 sheet, please write an essay on any topic you like. We list some possibilities below. but feel free to depart from these; good writing can address any idea.

Politics, an author, volunteer work, travel experience, school leadership, an influential friend... what do you write on when faced with such a challenge? No other part of your college application is so nebulous, so undefined, as the essay. Think first about the purpose served by the essay. One purpose obviously is to give us a sample of your writing. Liberal arts colleges place a premium on strong writing skills. We look for a mastery of the mechanics of writing (grammar, syntax, and organization) as well as for fluency and originality. A two or three-page essay gives us a taste of the maturity of your thinking and writing, and of your readiness for a competitive liberal arts program.

A second reason for the essay is for you to share something of yourself, which may not be reflected in your

academic record, or in your recommendations. This is the time to recount a powerful experience or significant relationship—tutoring a handicapped child, discovering a passion for medieval art, building a school house in Appalachia, serving on the school board—which has changed your perspective or challenged your beliefs. Don't merely give us a chronology of your bicycle trip through France; explain how your responses to the culture altered your perceptions of your own country or what you learned about yourself.

One applicant shared his urban upbringing by taking us with him on a daybreak run through the city streets. Another sent a journal she kept while she was living as an exchange student with a Greek family. One young woman explained how her desire to become a doctor had been motivated by her living with a chronically ill sibling. Another applicant told how playing on a varsity team helped him to harness his otherwise undisciplined energies.

We encourage students to submit writing samples in addition to the formal essay—perhaps a copy of a term or research paper, parts of a journal, poems, or even an in-class essay, which reveals an ability to organize thoughts and defend ideas under the pressure of time.

There is no formula, no format for a “perfect” essay, but it is probably one of the most carefully considered and influential parts of your application. Make a thoughtful choice of topic. Write (and rewrite!) with energy and sensitivity; be concise and well organized. The essay is the closest possible model to a principal form of college writing, the term paper. Yours will be read; write it well—it is a significant way to help yourself in the evaluation process.”

Feel free to ask your English teachers (or other teachers) and /or your college counselor to read your essay. Be sure to allow ample time for feedback and revision.

## **OBTAINING LETTERS OF RECOMMENDATION AND COUNSELOR REPORT**

Not all colleges or universities want letters of recommendation. Others require that a specific number be submitted before the application will be evaluated. UC schools do **not** require a letter of recommendation. Think very carefully about which teachers would be able to write the strongest, most detailed letters of recommendation for you. The teachers should be ones you have had in the junior or senior years. Typically, you will need two recommendations, unless the college stipulates more than that. One should know your writing well and the other should know your work in some other **ACADEMIC** areas such as math, foreign language or science. Many colleges ask for a recommendation from an English teacher. If you have written a great deal in history, then a history teacher might be appropriate.

Once you have decided whom to ask, remember that you have to **ASK**, not just expect that the teacher will do the letters. Letters of recommendation are extremely time consuming. Some teachers have more than their share to do because they do them very well. Teachers often spend significant portions of their Christmas vacation writing those letters. Be appreciative.

## **ADVICE FROM YOUR FACULTY ABOUT LETTERS OF RECOMMENDATION**

If you want us to write recommendations for you, please do the following:

1. Ask us early. **SIX WEEKS** ahead is not too early. We have a heavy load and may not be able to handle all requests, particularly those that come in at the last minute. Furthermore, a well-written letter of recommendation takes careful thought, so we need **TIME** to do them.
2. Take the teacher recommendation form from each college and do the following:
  - a. Fill out the necessary information on each form.
  - b. Address and stamp an envelope to each college, but do **NOT** put a return address on it. We will put our own return address on the envelopes; write your name, the name of the college and due date on the inside of the flap of the return envelope.
  - c. Paper clip the envelope to the form.
  - d. Place all of these envelopes and forms into a larger manila envelope.
  - e. Write your name, the name of each college to which you are applying, and the application deadline **FOR EACH ONE** on the front of the manila envelope.
3. We will appreciate your help in making this job go smoothly. Remember also that a smile and polite manners open a lot of doors.

## **AN EXPLANATION OF RANKING**

Most colleges ask for a student's class rank. This simply gives the student's position within his/her own class. It does not give his/her standing within the school at large or within the college-going population generally. Rank may change as a student in a small, all college-bound, independent school will be quite different from that of one attending a large public high school and judge it accordingly.

Class rank is obtained by taking the grade point of all classes taken, including repeated classes, obtaining a total, and dividing by the total number of courses taken. (Honors courses and AP courses for the purpose of ranking receive an extra grade point.) The scores are then ranked from those closest to 5.0 on down. Because LA Baptist does include the extra grade points for Honors and AP classes, the ranking is reported to colleges as "weighted."

Ranking is done at the end of the second semester in the junior year and at the end of each semester in the senior year.

## FINANCING YOUR COLLEGE EDUCATION

With the high cost of colleges and universities, public and private, many families find it difficult to meet college costs. Even if you think your family's income is too high for you to receive "need-based" financial aid, if you have a brother or sister already in college, particularly if he or she attends a private institution, it would be worth it for you to apply for aid. Most financial aid is awarded on the basis of "need," although many colleges have "merit scholarships" as well. What follows is a brief discussion of a complex set of issues and procedures. This is just a beginning, a basis for discussions we will continue to have throughout the college planning process.

### “NEED-BASED” FINANCIAL AID: AN OVERVIEW OF THE PROCESS

The most important underlying principle of the "need-based" financial aid process is that the primary responsibility for covering the costs of higher education rest with the student and his or her family. When the student and family's resources are judged to be insufficient to cover those costs, "need-based" financial aid is available to enable the student to attend college. The definition of "need" is a complicated process, and a subjective one in many respects. Everyone, no matter how well off financially, could describe themselves as having "need" for more money. Therefore, rather than debate the perception of "financial aid," colleges will talk with you in terms of your "eligibility for need-based funds," "eligibility" being determined by a nationally standardized process as well as institutional criteria.

There are two essential forms that you will most likely be required to file if you are applying for "need-based" financial aid. The first is the **FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)**. The **FAFSA** is sent to a central processing agency of the federal government. The result of that analysis is sent to colleges you have designated on the form. This form is used to determine if you are eligible to receive federal grants, or federally subsidized student loans. Private colleges require you to have filed this form, because they want to make sure you receive any federal monies you are eligible for before they can begin handing out their own institutional funds. Ideally you can get the form in November in the counseling office. You can begin working on it anytime, but it must be signed, dated, and mailed **AFTER** January 1<sup>st</sup>, OR you are encouraged to apply on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). For help completing the FAFSA, go to [www.ed.gov/prog\\_info/SFA/FAFSA](http://www.ed.gov/prog_info/SFA/FAFSA). If you are only applying to "public" colleges or universities this is likely to be the only form you will be required to complete.

The second form is required (in addition to the **FAFSA**) by many, but not all, private colleges and universities—but is not required for most public colleges and universities. It is the **FINANCIAL AID PROFILE**. This form should be available in September or October. **PROFILE** has a two-step process. A student registers for the **PROFILE** by telephone. The necessary forms in a personalized packet are sent, based on which colleges the student is applying to. The **PROFILE** is completed and then sent to the **College Scholarship Service (CSS)** where it is analyzed, the results being sent to the colleges you designated on the form. There is a processing fee for this form; the exact amount depends upon how many colleges you designate to receive the results. The **PROFILE** does not have to wait until January 1<sup>st</sup> to be sent and can be used by those applying early decision.

If you want to apply for money from the state of California (called the **Cal Grant**) you must apply through your college counselor's office after January 1<sup>st</sup> of your senior year. You will need to provide your social security number and your name with your request and the counselor will do the rest for you. Note: this can **only** be done through your college counselor.

If circumstances affecting your financial situation change dramatically, be sure those are explained in detail and the explanation is sent directly to the Financial Aid Office of the college or university with your name and address on each one. Many kinds of circumstances (e.g., your parents are supporting one of your grandparents, dad filed for bankruptcy; your house burned down; one or both parents are retiring soon; a divorce has interrupted the picture in your senior year...), the college financial aid officer will take into account when he or she puts together a financial aid package.

## WHAT IS A FINANCIAL AID AWARD?

A financial aid award is usually made up of several components: 1) the family contribution—what the college judges the family can afford to contribute to the student’s college education; 2) a grant; 3) a loan and 4) student employment (work-study). The source of the grant can be the federal government, the state or the college itself. The more grant monies you receive the better, because grants do not have to be repaid. The source of loan dollars can be the federal government, the state, a local bank or the institution itself. While borrowed dollars do have to be repaid, many students find that loans enable them to attend their first choice college. Loans help you defer the cost of attending college, as they do not usually have to be repaid until after graduation. If you go on to graduate school immediately you can sometimes defer the repayment of student loans. Graduate study is often paid for through graduate assistantships, but loans can enter in the picture then, too. Student employment (College Work-Study) is also a good way to meet college costs. The number of hours you work is limited (usually 10 to 12 hours per week for first-year students) and the jobs available to you can take into account special talents you may have, such as computer programming or lifeguard certification.

A new element has been creeping into financial aid packages, “unmet need” or “gap,” which means that when the cost of college is totaled and the resources listed to meet that need are presented, there are dollars not yet accounted for, money that would have to be borrowed over and above the loans listed in the financial aid package.

Financial aid awards may well vary from college to college, because individual schools have different ways of evaluating the information you have provided. It is very difficult to predict the outcome of a financial aid application. However, substantial differences you see from one college to the next will most likely fall into one of two groups: a difference in total dollar amount of the aid award, or, a difference in the balance of grant, loan and work-study funds awarded. The former is often due to the fact that one college is more costly than another, when ALL expenses are taken into consideration. The latter is often a result of colleges and universities having different priorities on how they want to “spend” their financial aid dollars.

Assuming that you have met all deadlines for applications for both admission and financial aid, you will most likely receive a financial aid award with your admission letter or very soon thereafter. You must accept or decline the offer of financial aid just as you must accept or decline the offer of admissions. If May 1<sup>st</sup> comes and you have still not received a financial aid award from a college where you have been admitted, you should contact the college’s financial aid office and ask them when your financial aid application will be resolved. Again, assuming that you met all of their deadlines, you should also ask for an extension of deposit deadline. When they make their financial aid award there should be some cushion of time, though it may be brief, for you to make up your mind. If you have not received financial aid offers from all of your colleges, you should ask those who have admitted you and granted financial aid for an extension of the May 1<sup>st</sup> reply date so that you can receive financial aid offers from your other colleges. Since these colleges have provided an answer to your aid application, and may be holding financial aid funds aside for you (which could be used for other students) they are not under any obligation to grant such an extension, but you will want to ask anyway.

If you win private scholarships, you need to notify the financial aid office. Since those dollars represent money that can be used to pay college expenses your financial aid award may be adjusted downward in terms of the total dollar amount. Policies differ from college to college and how that adjustment is made. In an ideal situation they will reduce the “self-help” component of your package, meaning loan and work-study, instead of the grant component.

If the financial aid you are offered by your second-choice college covers a significantly higher percentage of the cost of the institution or is significantly more attractive in terms of types of funds (e.g., more grant dollars vs. loan) than offered by your first choice college, you and your family should not hesitate to ask your first choice college if their offer can be reviewed again. It could be that factor in your favor was overlooked in their original evaluation. You should always ask.

## MERIT SCHOLARSHIPS

The term “merit scholarship” is used to describe any financial assistance that is based on your academic ability or other special talent(s) RATHER THAN upon your eligibility for “need-based” funds as described above. Merit scholarships come from many different dollar amounts.

“Institutionally based” merit scholarships are those awarded by the college or university itself. Information about these scholarships can be found in the literature (admission or of financial aid) you receive from that particular school. It might be described in the “viewbook,” a specialized brochure on financial assistance, or in the catalog. Many scholarships of this sort have separate application procedures and deadlines so you must look in those details early in the process of looking at college.

Many independent organizations sponsor merit scholarship programs. This information is sent automatically each year to the College Counseling office and is kept on file for you to review. Some- times the criteria for awarding these scholarships are narrowly defined, such as being the direct descendant of Scottish grandparents or parents, or a resident of Lakeview County in Oregon; sometimes it is more broadly defined, such as “academic excellence,” or “students seeking a four-year liberal arts degree.” Application deadlines for these scholarships vary widely as well. They run anywhere from October 15 to June. The application process varies tremendously as well. Some require an extensive application form, including essays and interviews; some are a simple one-page form. And amounts of the scholarships typically range from \$300 or \$400 to \$2000 and up. There is NO uniformity to these programs. It is not wise to count on this type of independent aid as a major portion of your scholarship aid.

### BUYERS BEWARE!

There are several “scholarship search” services you can “subscribe to” who will take information about you and “match” you to scholarships for which you might qualify. If you are considering using one of those services, **investigate it thoroughly** before you sign up. You should talk with students who have used the service, and talk with your college counselor before you pay for such a service. Very often these services have access to the same information you do through the College Counseling office, your college’s financial aid application process, or the sources listed in the following section.

## ATHLETIC SCHOLARSHIPS

If you are interested in Division I athletics in which athletic scholarships may be offered, the rules and regulations are carefully laid out. See your counselor and coach for further information. A very useful booklet on those scholarships is available: **The Athletic Guide to College Scholarships**, by Annette J. Burrows, M.S. It can be ordered from the author: Annette Burrows, 11576 Sumac Lane, Camarillo, CA 93012, (805) 645-3105.

## **SERVICE ACADEMIES AND ROTC SCHOLARSHIP PROGRAMS**

Army, Navy and Air Force Reserve Officer Training Corps scholarship programs are open to men and women and offer great financial benefits, particularly for students who think they might be interested in a military career. To be considered for these programs a student must have a strong academic record as well as outstanding SAT scores. If a student receives a ROTC scholarship, he/she is provided with an opportunity to study in almost any field and at any college or university, which has a ROTC program. In addition, he/she is given money to cover tuition and books, a monthly stipend, and a commission as an officer upon graduation. A post-graduation commitment of four to seven years of active duty is normal. The deadline for receipt of completed applications is usually December 1<sup>st</sup>, and the application process should begin early in the fall of the senior year. Students may apply to all three services if they wish.

Like the ROTC programs, the service academies are open to both men and women. The student who applies to one of the academies should have very strong grades and a high class rank, very good SAT or ACT scores, be in good physical condition, and receive a nomination from a designated authority, usually a US Senator, or Congressman.

Application to one of the service academies should begin during the junior year. The process includes physical, medical, and aptitude tests in addition to the SAT or ACT tests. Applications are mailed to the academies early in the senior year, and students usually receive the academies' decisions in April.

Students can also be considered for the Coast Guard Academy for which no congressional appointment is needed. Unlike the other branches of the military, the U.S. Coast Guard does not have an ROTC program, although it does have an Academy.

## **GETTING MORE FINANCIAL AID STRATEGIES FOR PARENTS**

### **1. Keep your investments in the parents' name.**

In the formula used to calculate the expected family contribution, on which the financial aid award is based, a maximum of 5.6% of the parent's assets are counted, excluding the equity in the family's principle home. In comparison, 35% of the student's assets are included. For all but the wealthiest investors, this means that putting all savings in the parents' name, rather than tax protecting it in the child's name will increase the student's eligibility for need-based financial aid.

### **2. Know where your money is.**

How you've spread your money around can affect your eligibility for financial aid. For most federal aid, employer-sponsored retirement plans, such as 401 (k)'s, supplemental retirements plans, and IRA's and life insurance cash value are not included when totaling up assets. Structuring your portfolio with the assistance of a financial advisor can protect your assets while helping you maximize your eligibility for financial aid. But don't forget number one above: only 5.6% of the parents' assets are assessed. Often, it's not worth moving assets into lower- yielding investments just to increase financial aid eligibility.

### **3. Pay down consumer debt.**

How much liquid capital (cash, bank accounts, non-retirement plan investments, etc.) you have on hand when applying for aid can make a big difference in what the student receives. So if you have credit card or other consumer debt outstanding, consider paying some of it off before applying. Your overall net worth won't change, but with less cash available, your financial need, will appear greater.

### **4. Make additional payments to the principal on your mortgage**

Since the equity in your home is not considered an asset for federal financial aid purposes, any additional money you put there won't be considered in evaluating your need. Building your home equity will also provide you with greater borrowing power should you need to take out a home equity loan later on.

### **5. Cash value life insurance and annuities.**

Like the equity in your home, the money you invest in cash value life insurance policies and annuities isn't counted as an asset in determining your federal financial aid need. And any interest and dividends you earn there are tax-deferred, so your money will compound faster.

**Q** I've heard that you can have your child declared independent to qualify for more financial aid. Is that true?

**A** In order to be considered independent for financial aid purposes, a student must either be 24 years old, married, a graduate student, a veteran, an orphan or ward of the court, or have legal dependents. Exceptions can be made by the financial aid administrators but are made only in very unusual circumstances. The regulation is basically saying that families have the primary responsibility for education, not taxpayers.

**Q** I know you can't apply for financial aid until after January 1<sup>st</sup>. What if I don't have my W-2's and my tax return isn't done yet?

**A** The January 1<sup>st</sup> date is only for federal aid. If the college's deadline is before you have income and asset information available, you can use estimated figures. But be sure to correct them later. If the college requires the CSS/ Financial Aid PROFILE, you may apply before January, even as early as October.

## **6. Time financial transactions around the year in which you apply for financial aid.**

Eligibility for financial aid is based on your financial situation in the year prior to the year in which your child will receive aid. So you don't want your income or assets to appear any larger than normal.

During that year you should:

- avoid taking any IRA distributions if possible
- avoid taking large capital gains on stocks, unless you have other losses to offset them
- delay receiving year-end bonuses until after the first of the year.

## - STRATEGIES FOR STUDENTS

### **1. Keep your nose in the books.**

Many colleges reward good students by giving scholarships to kids at the top of their high school classes, regardless of need. A few states also have scholarships available to top students. Also, for those students receiving need-based financial aid, many colleges give more grant aid to students they most want to attend.

### **2. Take the college entrance exams seriously.**

Like good grades, high scores on the SAT or ACT tests can open doors to additional scholarship opportunities. Consider taking a prep course or buying books specially designed to help prepare for the test. Good preparation has been shown to help boost scores.

### **3. Stay active in extracurricular activities.**

Many schools offer special grants and scholarships to students who will participate on sports teams, play in the school band, or take part in fine arts activities

## **Web Sites for More Help**

### **The College Board**

<http://www.collegeboard.org>

College Board Online gives students and parents "Information to aid in the transition from school to college." This site also has the "ExPAN Scholarship Search," which provides free information about private scholarships. ExPAN software is also available in over 1,650 high schools. You can get information about familiar College Board tests, programs, and services... and try out the SAT "Test Question of the Day!"

### **Financial Aid Information Page**

<http://www.finaid.org>

Provides links to sources about financial aid. Explains financial aid available to students and gives information about scholarships and scholarship scams. Check out Mark's Picks. It gives a quick overview of high quality sites that serve a good starting point. You can also connect to many college financial aid offices and find links to financial aid planning and qualification estimators.

### **FastWEB Scholarship Search**

<http://www.fastweb.com>

A free scholarship search of more than 180,000 private scholarships and loans from more than 3,000 sources.

**U.S. Department of Education**

<http://www.fafsa.ed.gov>

*Fill out the Free Application for Federal Student Aid (FAFSA) right on the Web or download it to*

*your computer. Get a PIN first for you **and** a parent / guardian at [www.pin.ed.gov](http://www.pin.ed.gov). You can submit the paper form, which is available at your high school or college financial aid office. (NOTE: If you have already submitted a computer copy, do not submit a paper one.) If you have any questions about Federal Student Aid or the status of your FAFSA, call (800) 4-FED AID. In addition to the FAFSA, several colleges require the College Board Profile form. It is used as a part of the application process.*

## Scholarship Scams

Hundreds of scholarship services are on the market, but many are scams. The Federal Trade Commission (FTC) recently launched **Project \$cholarship\$cam** to alert consumers about fraudulent search services.

The FTC warns students to beware if the scholarship service:

- Guarantees that a student has won a scholarship
  - Pledges that this scholarship information is no available anywhere else
  - Requests a credit card or bank account number so that they can hold the scholarship for the student
  - Promises that the service will do all the application work
  - Requests payment before they give the scholarship
- Claims “a national foundation has selected you to receive a scholarship or “you are a finalist” in a contest the student never entered.

### HOW ELSE CAN YOU BE AWARE OF \$CAMS?

Check out this web site: <http://www.ftc.gov/bcp/online/edcams/scholarship/index.html>

FTC college aid scams information or from the Financial Aid Information Page on the World Wide Web

(<http://www.finaid.org>): Scholarship scams usually have a particular set of characteristics. Watch out for these warning signs:

- |                                    |   |
|------------------------------------|---|
| ✓ A newly-formed company           | ✓ No telephone number                       |
| ✓ Application fees                 | ✓ Notification by phone                     |
| ✓ Disguised advertising            | ✓ Operating out of a residence              |
| ✓ Everybody is eligible            | ✓ Other fees                                |
| ✓ Excessive hype                   | ✓ Time pressure                             |
| ✓ Guaranteed winnings              | ✓ Typing and spelling errors                |
| ✓ High success rates               | ✓ Unsolicited opportunities                 |
| ✓ Mail drop for a return address   | ✓ Unusual requests for personal information |
| ✓ Masquerading as a federal agency |   |

## WEB SITES FOR THE COLLEGE – BOUND

### Search engines

<http://cbweb1.collegeboard.org/csearch/>

<http://cnsearch.collegenet.com/>

<http://www.ecola.com/college>

<http://www.universities.com>

### COLLEGE INFORMATION SITES

[www.ucop.edu/pathways](http://www.ucop.edu/pathways)

[www.act.org](http://www.act.org)

[www.californiacolleges.edu](http://www.californiacolleges.edu)

[www.csumentor.edu](http://www.csumentor.edu)

[www.collegeview.com](http://www.collegeview.com)

<http://www.petersons.com/ugchannel>

<http://www.princetonreview.com>

<http://www.collegeboard.com>

[www.admissiontests.org/?org=drew](http://www.admissiontests.org/?org=drew)

<http://www.memex-press.com/cc/index.html>

<http://www.neces.ed.gov/ipeds/cool>

### Financial Aid and Scholarship information

[www.csac.ca.gov/default.asp](http://www.csac.ca.gov/default.asp)

Information on Cal-Grants

<http://www.fastaid.com>

*Free search for scholarships and other information.*

<http://www.uncf.org/home/index.asp>

*Information on the United Negro College Fund.*

<http://www.collegeplan.org>

*Info on colleges, admission, financial aid, scholarships and more.*

<http://www.collegeispossible.org>

<http://www.mapping-your-future.org>

general information on scholarships

<http://www.college-scholarships.com/>

*Info on colleges and universities, free college scholarship and financial aid searches, SAT & ACT preparation tips and more.*

<http://www.irs.ustreas.gov>

*Federal tax returns and IRS help. For HOPE and Lifetime Learning tax credits*

<http://www.ed.gov/studentaid>

*publication texts from the U.S. Department of Education*