



THE ROAD TO COLLEGE ADMISSIONS

PART I

2018-2019

*Written and Produced by
O'Dea High School
Counseling Department*



Dear Students and Families,

The college admission process begins now! It demands your attention even while you are working on your challenging courses, fulfilling important leadership roles, participating in co-curricular activities, and other school/community activities.

Use your PSAT test results to begin your research on colleges, majors and careers. There are more than 4,000 postsecondary institutions in the United States. They vary in curriculum, size, cost, location, and many other aspects of campus life. Colleges differ from each other in ways that are difficult to describe objectively, such as intellectual and social disposition of the student community, residential living, co-curricular activities, community service, and reputation. Requirements for graduation and the availability of financial aid also vary greatly among colleges.

Grades are **VERY IMPORTANT!!** All your semester grades from freshman year through senior year will be included on your official transcript. The official transcripts that we send to colleges with your applications are a key component of your application folder.

You should make an appointment with your counselor to discuss any questions you have about standardized testing, colleges, or the application process. Dr. Eulberg is our specialist in College Counseling and she is happy to meet with any student, even if she is not your assigned counselor. Parents are also encouraged to come to any of these appointments with their student.

One of the first things that both the student and his parents should do is to become “fluent” in [Naviance Student](#) This program is essential during the entire process at O’Dea High School. It has a wealth of information that you should utilize now and throughout senior year.

The information in this book is intended to be a “reference” manual to help you through the college application process. We encourage you to thoroughly read this book and then refer back to it when necessary. The most important advice that we can give you is to be organized and **Do Not Procrastinate!!** If you are organized and approach this process in a step by step manner you will be successful. We are all very motivated to help you succeed in your college admission journey.

Sincerely,

The O’Dea Counseling Department

Table of Contents

COLLEGE BOARD TESTS	5
PSAT 8/9 (Preliminary SAT Test)	5
PSAT (Preliminary SAT Test)	5
SAT TEST	6
Words in Context	7
Command of Evidence	7
Essay Analyzing a Source	8
Math that Matters Most	8
Problems Grounded in Real-World Contexts	8
Analysis in Science and in History/Social Studies	9
U.S. Founding Documents and the Great Global Conversation	9
No Penalty for Guessing	10
ACT (American College Testing)	13
<input type="checkbox"/> ACT TEST DATES	13
<input type="checkbox"/> ACT REGISTRATION	13
COMPOSITION OF ACT TEST	14
ACT TEST DAY PROCEDURES	14
TIPS FOR TAKING THE ACT	15
COMPOSITION OF ACT TEST QUESTIONS	15
<input type="checkbox"/> STANDBY TESTING	16
ACCOMODATIONS FOR LEARNING DIFFERENCES	17
TIPS FOR THE ACT/SAT WRITING TEST	17
SAT/ACT TESTING DATES 2018-2019	18
<input type="checkbox"/> FEE WAIVERS	19
TESTING TIMETABLE	19
FRESHMAN YEAR	19
SOPHOMORE YEAR	19
JUNIOR YEAR	19
SENIOR YEAR	20
FREQUENTLY ASKED QUESTIONS	20
THE IVY LEAGUE	23
MOST SELECTIVE COLLEGES	23
HIGHLY SELECTIVE COLLEGES	24
VERY SELECTIVE COLLEGES	24

SELECTIVE COLLEGES	24
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES	25
CRITERIA TO CONSIDER IN COLLEGE SELECTION	25
TWO YEAR INSTITUTIONS	25
FOUR YEAR INSTITUTIONS	27
SIZE OF THE COLLEGE OR UNIVERSITY	27
ACADEMIC ATMOSPHERE	27
SOCIAL ATMOSPHERE	28
HOUSING	28
COST	28
ATHLETICS AND CO-CURRICULAR ACTIVITIES	28
GEOGRAPHIC LOCATION AND THE SURROUNDING COMMUNITY	29
COLLEGE VISITS	29
COLLEGE REPRESENTATIVES AT O’DEA	29
STUDENT VISITS TO COLLEGE CAMPUSES	29
PROCEDURES AT O’DEA USING NAVIANCE STUDENT	32
ABOUT ME	32
COLLEGES	34
❑ SCHOLARSHIPS & MONEY	36
CAREERS	37
❑ CAREERS	37
Careers I ‘m Thinking About.....	37
❑ EXPLORE CAREERS	37
❑ WHAT ARE MY INTERESTS	37
❑ ROAD TRIP NATION	37
This section includes interviews with 687 leaders from many different fields.....	37
COLLEGE APPLICATION PROCESS	38
CEEB (COLLEGE ENTRANCE EXAMINATION BOARD) CODE: Identification number for individual high school and colleges. O’Dea High School’s CEEB code is: 481-130	40
FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA): The application required for students to be.....	41

STANDARDIZED TESTING

The student is responsible for determining which tests each individual college or university requires for admission to their school. Most colleges and universities require standardized tests as part of the application process. Most O’Dea students will take the SAT Reasoning test two times and the ACT test at least once. Standardized testing should begin in the winter or spring of junior year. The ideal situation is for students to complete all of their testing by the end of junior year.

The student must register for the tests directly with the testing companies. You register for all of these tests online (www.collegeboard.com or www.act.org). It is very important for the student to pay close attention to the deadlines for submitting the registration forms. It is also important to carefully follow the directions for completion of the registration forms. Your name, birth date and social security number must all match with those on your permanent record at O’Dea and with the same information you submit on your college applications. If there is a discrepancy in any of this information there will be a delay in entering the scores with the colleges.

If you complete the registration properly, including our high school code (**481-130**), your scores will be sent to us and entered into our data base but they are not entered on your official transcript. We do not assume responsibility for the official reporting of the scores to colleges. **You must request that the testing company send your scores to the colleges to which you are applying.**

Many colleges and universities require that the student have the testing companies send the official SAT Reasoning Test, SAT Subject Tests, and ACT reports directly to them. **The University of Washington, Western Washington University and Washington State University require that test scores be sent directly to them by the testing services.**

We strongly encourage students to take both the ACT and SAT Reasoning Test during the winter and spring of their junior year. **Students should complete all testing by October/November of their senior year.**

COLLEGE BOARD TESTS

O’Dea High School CEEB code: **481-130**

PSAT 8/9 (Preliminary SAT Test)

The PSAT™ 8/9 is the first exam in the [SAT Suite of Assessments](#). The PSAT 8/9 is tightly aligned with the SAT and the PSAT/NMSQT and establishes a baseline for college and career readiness as students enter high school. The PSAT 8/9 is designed for eighth- and ninth-graders. As part of the suite, the PSAT 8/9 will support all students with early feedback on the skills and knowledge that matter most for college and career success. While the content of the PSAT 8/9 is appropriate for eighth- and ninth-graders, it parallels the content of the other exams in the suite. Students who take the PSAT 8/9 will receive personalized SAT study resources based on their results. Their Khan Academy practice experience will be adaptive and tailored to meet each student’s individual needs. All of the freshmen will take this exam on our Testing Day in October.

PSAT (Preliminary SAT Test)

The redesigned PSAT/NMSQT are important parts of the [SAT Suite of Assessments](#) which also includes the SAT and PSAT™ 8/9. The PSAT 8/9 will **not** be considered for entry to the [National Merit® Scholarship](#)

[Program](#). The PSAT/NMSQT is the official route of entry. The PSAT/NMSQT is tightly aligned with the redesigned SAT and provides educators and students with the chance to check in on student progress. Both exams will support all students with a clear focus on the skills and knowledge that matter most for college and career success.

The redesigned [SAT Suite of Assessments](#) — which includes the SAT, PSAT/NMSQT and PSAT™ 8/9 — will focus on the knowledge and skills that current research shows are most essential for college and career readiness and success. The exams will reflect the work students are doing in classrooms across the country and around the globe. All exams in the suite are vertically aligned, focusing on the same domain of knowledge and skills. As students progress from grade to grade, the exams will keep pace, matching the scope and difficulty of work found in the classroom.

In a move to simplify the process of interpreting and comparing scores from the different exams, all exams in the SAT Suite of Assessments will use the same score scale. They will also report an expanded number of Insight Scores to identify students' strengths and areas for development.

The PSAT is a three-hour test administered to all O’Dea sophomores and juniors in October. It is given at O’Dea on our testing day in October. The Counselors give the scores to the students as soon as we receive them, which is usually in late December or early January. Along with the scores, each student will receive his test booklet, which he can use to review those questions he answered incorrectly. This is a great place to start when a student begins to prepare for the SAT Test. The score report sheet itself thoroughly explains the meaning of the scores and extensive statistical data pertinent to national performance. The scores are reported on a scale of 160-760 points for each of the three test categories of Math, Reading and Writing and Language sections. The scores for the PSAT tests are normed for sophomores and for juniors separately.

The PSAT test that students take in junior year is also the National Merit Scholarship Qualifying Test. The NMSQT determines a Selection Index score, which is the sum of the three test scores. By attaining a high “Selection Index” juniors may then qualify for National Merit Foundation recognition and scholarships. This places them in competition with all of the juniors in Washington who take the PSAT test. The National Merit Foundation provides the counseling office with a new qualification number each year, usually by the end of summer. O’Dea semi-finalists are notified of their standing in late September.

SAT TEST

O’Dea High School CEEB code: **481-130**

SAT Test Dates 2018-2019

August 25, 2018	October 6, 2018	November 3, 2018	December 1, 2018
March 9, 2019	May 4, 2019	June 1, 2019	

Components of the SAT

Each assessment in the SAT Suite of Assessments — the SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9 — includes a Reading Test, a Writing and Language Test, and a Math Test. The SAT also

features an [optional essay component](#), which some colleges will require. Questions throughout the assessments focus on skills that matter most for college readiness and success, according to the latest research.



Words in Context

Many questions in the SAT Suite focus on important, widely used words and phrases found in texts in many different subjects. Some questions ask students to figure out a word’s meaning based on context. The words are ones that students will probably encounter in college or in the workplace long after test day.

No longer will students use flashcards to memorize obscure words, only to forget them the minute they put their test pencils down. The redesigned exams engage students in close reading and honor the best work of the classroom.



Command of Evidence

The Evidence-Based Reading and Writing section and the SAT Essay ask students to interpret, synthesize, and use evidence found in a wide range of sources. These sources include informational graphics, such as tables, charts, and graphs, as well as multi-paragraph passages in the areas of literature and literary nonfiction, the humanities, science, history and social studies, and on topics about work and career.

For every passage or pair of passages students will see during the [Reading Test](#), at least one question will ask students to identify which part of the text best supports the answer to the previous question. In other instances, students will be asked to find the best answer to a question by pulling together information conveyed in words and graphics.

The [Writing and Language Test](#) also focuses on command of evidence. It asks students to do things like analyze a series of sentences or paragraphs and decide if it makes sense. Other questions ask students to interpret graphics and to edit a part of the accompanying passage so that it clearly and accurately communicates the information in the graphics.

[The SAT Essay](#) also tests command of evidence. After reading a passage, students will be asked to determine how the author builds an argument to persuade an audience through the use of evidence, reasoning, and/or stylistic and persuasive devices. Scorers look for cogent, clear analyses supported by critical reasoning and evidence drawn from the text provided.



Essay Analyzing a Source

The redesigned SAT Essay asks students to read a passage and explain how an author builds an argument to persuade an audience. This task closely mirrors college writing assignments because it is asking students to analyze how the author used evidence, reasoning, and stylistic and persuasive elements.

The redesigned SAT Essay is designed to support high school students and teachers as they cultivate close reading, careful analysis, and clear writing. It will promote the practice of reading a wide variety of arguments and analyzing how authors do their work as writers.

The essay prompt will be the same every time the redesigned SAT is offered, but the source material students are asked to write about will be different each time.

Not all students will take the SAT with Essay, but some colleges and school districts require it. The SAT is the only assessment in the SAT Suite that includes an essay. [Learn more about the SAT Essay.](#)



Math that Matters Most

The Math Test focuses in-depth on three essential areas of math: Problem Solving and Data Analysis, Heart of Algebra, and Passport to Advanced Math.

Problem Solving and Data Analysis is about being quantitatively literate. It includes using ratios, percentages, and proportional reasoning to solve problems in science, social science, and career contexts.

Heart of Algebra focuses on the mastery of linear equations and systems, which helps students develop key powers of abstraction.

Passport to Advanced Math focuses on more-complex equations and the manipulation they require.

Current research shows that these areas are used in a wide range of majors and careers. The redesigned SAT also includes questions on other topics in math, including the kinds of geometric and trigonometric skills that are most relevant to college and careers. [Learn more about the Math Test.](#)



Problems Grounded in Real-World Contexts

Throughout the SAT Suite, students will be asked questions grounded in the real world, directly related to work performed in college and career.

The Evidence-Based Reading and Writing section includes questions on literature and literary nonfiction, but also features charts, graphs, and passages like the ones students are likely to encounter in science, social science, and other majors and careers.

Questions on the Writing and Language Test ask students to do more than correct errors; they ask students to edit, revise, and improve texts from the humanities, history, social science, science, and career contexts.

The Math section features multistep applications to solve problems in science, social science, career scenarios, and other real-life situations. The test sets up a scenario and asks several questions that give students the opportunity to dig in and model it mathematically.



Analysis in Science and in History/Social Studies

The redesigned SAT asks students to apply their reading, writing, language, and math knowledge and skills to answer questions in science, history, and social studies contexts. In this way, the assessments call on the same sorts of knowledge and skills that students will use in college, at work, and throughout life to make sense of recent discoveries, political developments, global events, and health and environmental issues.

The redesigned SAT includes a range of challenging texts and informational graphics that address these sorts of issues and topics in the Evidence-Based Reading and Writing section and the Math section. Questions will require students to read and understand texts, revise texts to be consistent with data presented in graphics, synthesize information presented through texts and graphics, and solve problems that are grounded in science and social science.



U.S. Founding Documents and the Great Global Conversation

The SAT Suite of Assessments asks students to read a passage from U.S. founding documents or the global conversation they inspired.

The U.S. founding documents, including the Declaration of Independence, the Bill of Rights, and the Federalist Papers, have been inspired by and have helped to inspire a conversation that continues to this day about the nature of civic life.

Authors, speakers, and thinkers from the United States and around the world, including Edmund Burke, Mary Wollstonecraft, Nelson Mandela, and Mohandas Gandhi, have broadened and deepened the conversation around such vital matters as freedom, justice, and human dignity.

The redesigned SAT Suite includes texts from this global conversation. The goal is to inspire a close reading of these rich, meaningful, often profound texts, not only as a way to develop valuable college and career readiness skills but also as an opportunity to reflect on and deeply engage with issues and concerns central to informed citizenship.



No Penalty for Guessing

Across the SAT Suite, students simply earn points for questions answered correctly. They're able to give their best answer to every question because there's no advantage to leaving them blank.

◆ Register for SAT Test

The best way to register for these tests is online (SAT- www.collegeboard.com). You should register for a site that is close to your home or one with which you are familiar. You should register early as the sites fill very quickly. You will create an account that you will use to send scores and register for other tests. It is important to keep the username and password in a place that you can easily find for future use.

Due to the need for heightened security, students must provide a photo with their registration, which will become part of their Admission Ticket. By providing a photograph, you help to ensure the integrity of the test administration for all students. Photos must be properly focused with a full-face view, be clearly identifiable as you and match your appearance on test day. You will have the opportunity to crop and reposition your photo after uploading it. If your photo is not easily recognizable as you, you will not be admitted to the test center. You can use any photo that conforms to these requirements. You could use a digital photo, scan in a school picture or passport picture. Choose a photo that:

- Shows only you—there cannot be other people in the image
- Shows your head and shoulders only, fully facing the camera
- Does not have anything obscuring your face, such as hair, hands, shadows or glare
- Is easily recognizable as you and matches how you appear on test day

You must bring acceptable identification with you on Test Day. You may be denied entrance to the test center if you cannot present acceptable ID or if the validity of the ID is in question. The test administration staff has sole discretion on test day for determining the validity and acceptability of an ID presented. ID documents must:

- Be issued by a governmental organization or the school which you currently attend
- Be an original document—photocopied documents are not acceptable
- Be valid and current—expired documents are not acceptable, no matter how recently they may have expired
- Bear the test-taker's full name, in roman English characters, exactly as it appears on the Admission Ticket
- Bear a recent recognizable photograph that clearly matches the test taker
- Be in good condition, with clearly eligible text and clearly visible photograph

◆ SAT-Score Choice

When you register for any of the SAT tests, you will be offered the option of Score Choice. This feature gives you the option to choose to send SAT scores by sitting (test date) and SAT Subject Test scores by individual test at no additional cost. The CollegeBoard will send the scores from the entire SAT Test (critical reading, mathematics, and writing)—you can never choose to send scores of individual sections independently. If you do not choose this option, The CollegeBoard sends all of the scores from each testing time. **We strongly recommend that you do not use this option and that you send all of your scores to all of the colleges to which you are applying.**

It is important that students realize that colleges set their own test requirements. These policies vary from college to college. The CollegeBoard will have a listing on their website that may clarify the individual college requirements. If you do not follow the college's requirements, they may consider your application incomplete.

Most colleges consider a student's best score so there is no disadvantage to sending all scores. Some colleges will select the student's best section score (critical reading, math, writing) from different sittings (test dates) so it is an advantage to send all scores. For example, if a student had a better critical reading score when he took the test in March than when he took it in May, but his math score was better in May the college would use the March critical reading score but they would use the May math score.

O'Dea's Counseling Department recommends that students send all of their scores to each college to which they intend to apply. Students should send their scores to all of their four "free" colleges at the time of each registration. There is no advantage to trying to "game" the system by trying to get better scores before you send any scores to colleges. This could cause a delay in evaluating your applications and your applications will be incomplete at some colleges if you have not sent them all of your scores. **We strongly recommend that you do not use this option and that you send all of your scores to all of the colleges to which you are applying.** If you have any questions, please contact Dr. Eulberg.

SAT Test Preparation

If a student spends some time preparing for the SAT Test before he takes it, he can improve his scores. There are many different ways that a student can prepare for the SAT Test.

Khan Academy

The Khan Academy (<https://www.khanacademy.org/sat>) has partnered with the College Board to offer all students the opportunity to practice for the SAT with completely free materials. Students are able to practice at their own pace using Khan Academy's personalized learning dashboard. The dashboard recommends exercises at each student's level and shows progress, points, and badges as students accomplish their "SAT mission."

eKnowledge

Another affordable option is from eKnowledge. eKnowledge is offering their SAT and ACT preparation programs (worth \$200 each) to any high school student who has a relative who has served in any branch of the military, including ROTC and the reserves. This can be a parent, sibling, aunt, uncle, cousin or grandparent. Any parent or individual student, who desires the program, can simply request it online. The student only needs to pay shipping and handling. This is a great offer and every junior should order one ASAP. To request your free program, go to:

eknowledge.com/military.asp

Mazor Test Prep, Co.

The Mazor Test Prep Company (206-632-8378; www.mazor.org) is a local organization that offers SAT test prep classes for our students at O'Dea.

Other Options

There are also several books and CDs that a student can purchase from any bookstore to prepare. Preparation materials are available on the CollegeBoard website (www.collegeboard.com) which are both free and for purchase.

SAT TEST DAY PROCEDURES

When to Arrive

Students who are registered should plan to arrive at the test center by 7:45am on the day of the test. Testing starts about 8:00am and ends about 1:00pm. There will be a short break at the end of each hour of testing time. You can eat or drink any snacks that you bring with you during the breaks.

What to Bring

Students must bring:

Their Admission Ticket,

- Acceptable identification** (see Website for details- www.collegeboard.com)
- Two #2 pencils and a good eraser,
- An acceptable calculator (see Website for details- www.collegeboard.com)

Students may also bring a watch (without audible alarm) and a bag or backpack (to be kept under their seat).

Students are not allowed to bring anything else into the room. No food or drink is allowed during testing.

Additional Information

For the SAT Reasoning Test, students must work within each section of the test only for the time allotted. No one is permitted to go back to a section once that section has ended or to go ahead to finish a section early. No matter which test students take, the test supervisor will guide them through the testing process and provide all the necessary instructions.

SAT SUBJECT TESTS

O’Dea CEEB code: **481-130**

August 25, 2018 May 4, 2019	October 6, 2018 June 1, 2019	November 3, 2018	December 1, 2018
--	---	-------------------------	-------------------------

The SAT Subject Tests measure students’ abilities in selected subjects. Students should determine if the Subject Tests are required in the application process for the colleges to which they are interested in applying. Scores for each of the Subject Tests range from a low of 200 to a high of 800. Each Subject Test is one hour in length. The tests may be offered on the same day as the SAT Reasoning Test but you **cannot** take both the SAT Test and the SAT Subject Tests on the same day. Students may take as many as three SAT Subject Tests on the same day.

Many highly selective colleges require two or three of the SAT Subject Tests. Be sure to thoroughly investigate if the college requires these tests and if there are specific subject tests that they require. The best time in the school year to take the SAT Subject tests is in June of junior year after you have completed the course work for the selected subject/s.

STANDBY/WAITLIST TESTING

Standby test taking is not permitted. In some cases, you can request waitlist status if you miss the last registration deadline, or if your paper registration has been returned unprocessed without enough time to resubmit it. Waitlist status may be available beginning from the last registration deadline up until five days before test day. Although every effort will be made to seat applicants who request waitlist status, we cannot guarantee that you will be admitted to the test center on test day. Those on the waitlist are seated after all regularly registered test-takers have been admitted and if sufficient test materials, staff and seating are available.

Test registration on test day at the test center is not available. If your requested test center is closed due to weather or some other unexpected condition, your waitlist request will be canceled and you will be notified. If

there is still time, you may be able to submit a new waitlist request for another center. Waitlist requests cannot be made for scheduled makeup test administrations.

Requests-This is only available online — you cannot use the paper registration form or call Customer Service. You can choose only one test center and one test type (SAT or SAT Subject Tests) on any particular test administration date.

Registration-You will be admitted to the test center on a first-come, first-served basis, determined by when you arrive at the center. You will be charged any applicable registration fees, including waitlist fees, only if you are admitted to the test center on test day. All normal registration requirements apply, including the need to upload an acceptable photo. You must be able to print your Waitlist Ticket; it cannot be mailed to you.

□ AP (ADVANCED PLACEMENT) TESTS

O’Dea offers Advanced Placement tests in May. Students enrolled in any of our AP courses (AP Calculus AB, AP Chemistry, AP Biology, AP Physics, AP Computer Science, AP US History, AP US Government and Politics, AP Spanish Language, AP English Literature) have the option to pay a fee and take the AP test for that course. Colleges may offer to give a student credit for an introductory course if the student achieves a minimum score that each college determines individually. AP test scores range from 1-5. Most colleges will offer some credit for scores of 4 or 5.

ACT (American College Testing)

□ ACT TEST DATES

September 8, 2018	October 27, 2018	December 8, 2018	February 9, 2019
April 13, 2019	June 8 2019	July 13, 2019	

□ ACT REGISTRATION

The easiest and most efficient way to register for the ACT Test is online at www.act.org . You will create an account that you will use to send scores and register for other tests. It is important to keep the username and password in a place that you can easily find for future use. You should register for a site that is close to your home or one with which you are familiar. You should register early as the sites fill very quickly. Students can register for the ACT Assessment Test or the ACT Assessment Plus Writing Test. Students who do not elect to take the Writing Test may take the ACT Assessment only. The optional Writing Test is administered after the rest of the ACT test has been completed. Most colleges require the Writing portion of the test so we strongly recommend that you take the ACT plus Writing so that if the ACT score is your highest, every college can use it. You should print out your admission ticket when prompted to do so during the registration process. You must bring that admission ticket with you on the day of the test.

As part of ACT's [test security requirements](#), you must now provide a photo of yourself in order to complete your test registration. Photos will be used for identification purposes on test day and on the score report sent to

your high school. Your photo must be added by the [photo upload deadline](#) for your test date. You are strongly encouraged to complete this part of your registration and print your ticket as soon as possible, to ensure everything is in order well before test day. If you miss the deadline, your registration will be cancelled and you will NOT be admitted to test. More details are provided in the photo upload deadline section below. You must bring a printed copy of your ticket and a valid photo ID in order to be admitted on test day.

ACT HIGH SCHOOL CODE

O’Dea High School Code: **481-130**

COMPOSITION OF ACT TEST

The ACT Assessment is designed to assess high school students’ general educational development and their ability to complete college level work. The tests cover four skill areas: English, Mathematics, Reading and Science Reasoning. All colleges accept either the SAT Reasoning Test or the ACT for admission. Students should check the colleges’ catalogs for specific standardized testing requirements.

The ACT includes 215 multiple-choice questions and actual testing time is two hours and fifty-five minutes.

There are five scores for the ACT, one for each test area and a composite score, which is the average of the four individual scores. If the student chooses to take the optional writing test he will receive a combined English/Writing score. Each score can range from 1 to 36.

ACT TEST DAY PROCEDURES

Report to your assigned test center by the time (usually 8:00 a.m.) listed on your [admission ticket](#). Be sure you know how to get to your test center. You will not be admitted if you are late.

Have [acceptable identification](#) with you. You will not be admitted without it.

A test center supervisor will check your ID and admission ticket, admit you to the test center, direct you to a seat, and provide test materials.

Testing normally begins only after all examinees present at 8:00 a.m. are checked in.

Do not engage in any prohibited behaviors at the test center or you will be dismissed and your test will not be scored.

During the test, testing supervisors will check your [calculator](#) to ensure that:
it is a permitted type;

you use it only during the Mathematics Test;

you use your backup calculator only if your primary calculator fails; you

do not share your calculator you do not store test materials in your

calculator's memory.

If your calculator has characters one inch high or larger, or a raised display, testing staff may seat you where no other test taker can see your calculator.

A break is scheduled after the first two tests. (If you take the Writing Test, you will be allowed another brief break after the last multiple-choice test to relax and sharpen your pencils. Students testing with standard time are normally dismissed at about 12:15 p.m. or 1:00 p.m. if you are taking the Writing Test.

- If you do not complete the test for any reason, tell your test supervisor or proctor—before you leave the test center—whether or not your test should be scored.

TIPS FOR TAKING THE ACT

- Carefully read the instructions on the cover of the test booklet.
- Read the directions for each section carefully.
- Read each question carefully.
- Pace yourself—don't spend too much time on a single passage or question.
- Use a soft lead (No. 2) pencil with a good eraser; do not use a mechanical pencil.
- Answer the easy questions first, then go back and answer the more difficult ones.
- On difficult questions, eliminate as many incorrect answers as you can, then make an educated guess among those remaining.
- Answer every question. Your scores on the multiple-choice tests are based on the number of questions you answer correctly. There is no penalty for guessing. This is different than the SAT Reasoning test where you are penalized for any incorrect answers
- Review your work. If you finish a test before time is up, go back and check your work.
- Mark your answers neatly. If you erase, erase completely.
- Do not mark or alter any ovals on a test or continue writing on the Writing Test after time has been called or you will be disqualified from the exam.
- If you are taking the Writing Test, see the following Writing Test tips.

COMPOSITION OF ACT TEST QUESTIONS

English (75 questions)

Usage/Mechanics
Punctuation
Basic Grammar/Usage
Sentence structure
Rhetorical Skills Strategy
Organization
Style

Mathematics (60 questions) Pre-

Algebra/Elementary Algebra
Intermediate Algebra
Coordinate Geometry
Plane Geometry/Trigonometry

Reading (40 questions)

Arts/Literature Prose
Fiction
Humanities
Social Studies/Sciences History,
Political Science
Biology, Chemistry
Physics, Physical Science

Science Reasoning (40 questions)

Interpretation, analysis, evaluation, reasoning, and problem solving skills required in Biology, Physical Sciences, Chemistry and Physics

Scoring

Each test area will receive a score from 1-36

There are no deductions for incorrect answers, so you should answer every question

The composite score is the average of all four areas

If the optional writing test is taken, the score will be reported as English/Writing and will have a score of 1-36

The essay will be scored by two readers who will give scores of 1-6 each The Writing sub score will range from 2-12

One to four descriptive comments about the essay's strengths and weaknesses

The student can choose which ACT testing date scores to send to colleges. For example, if the student took the ACT in April and October, he can send only the April scores if he chooses

STANDBY TESTING

If you miss the [late deadline](#) to register for a test date, or to request a test date or test center change, you may choose to sign in to your ACT account to request and pay for standby testing.

To be considered for admission to the test center, you must bring your Standby Ticket for that center and have your name on the Standby Roster at that test center. If you bring a ticket for another test date or a different test center, you will **not** be admitted. In addition, paper registration folders will **not** be accepted at the test center.

Standby requests must be submitted during a limited "Standby Request Period" before the test date. Requests cannot be accepted after the last date listed for each test date below.

The following conditions apply to standby testing:

- You are **not** guaranteed a seat or a test booklet.
- Only standard time and regular print materials are available for standby testing.
- Your standby request is valid only if you fully complete all required information online (including uploading a photo if required for your test date) and submit payment.
- If you fail to provide a photo by the stated deadline for your requested test date, your registration will be cancelled and you will not be allowed to test. Your standby request will not transfer to any other test date. Instead, ACT will refund the fees paid for your standby request.
- You must print a copy of your Standby Ticket and take it with you to the test center on test day. If you bring a ticket for another test date or a different test center, you will not be admitted.
- Test centers admit standbys on a first-come, first-admitted basis and **only** if there are seats, test materials, and staff available after all registered students have been admitted for their test option. You may be turned away.
- If you do not take a copy of your Standby Ticket **and** [acceptable photo identification](#) to the test center with you on test day, you will not be admitted to take the test.
- If you are not admitted to test on the upcoming test day, your standby request will not transfer to any other test date. Instead, ACT will refund the fees paid for your standby request.
- If you submit and pay for a standby request in order to change your test date or test center, your previous test date and test center assignment will be cancelled immediately, and the basic fee paid for your previous order will be refunded.

ACCOMODATIONS FOR LEARNING DIFFERENCES

If you receive any accommodations at O’Dea High School, you may be eligible for those same accommodations for the SAT and ACT tests. You must speak to Mrs. Popich early in junior year, as there is an extensive application process to complete in order for you to receive them.

TIPS FOR THE ACT/SAT WRITING TEST

You will have 30 minutes for the ACT Writing Test and 25 minutes for the SAT Writing Test. In that time, you will have to read and think about the issue in the prompt, to plan, and then write your essay. Here are some quick tips to help you use your time effectively.

Carefully read the instructions on the cover of the test booklet.

Do some planning before writing the essay—You will be instructed to do your prewriting in your Writing Test booklet. You can refer to those notes as you write the essay on the lined pages in your answer folder.

Carefully consider the prompt and make sure you understand it—re-read it if you aren't sure.

Decide how you want to answer the question in the prompt.

Then jot down your ideas on the topic: this might simply be a list of ideas, reasons, and examples that you will use to explain your point of view on the issue.

Write down what you think others might say in opposition to your point of view and think about how you would refute their argument.

Think of how best to organize the ideas in your essay.

At the beginning of your essay, make sure the readers will see that you understand the issue in an introductory paragraph.

Explain your point of view in a clear and logical way.

If possible, discuss the issue in a broader context or evaluate the implications or complications of the issue.

Address what others might say to refute your point of view and present a counter-argument.

Use specific examples.

Vary the structure of your sentences, and use varied and precise word choices.

Make logical relationships clear by using transitional words and phrases.

Do not wander off the topic.

End with a strong conclusion that summarizes or reinforces your position.

If there is time, do a final check of the essay when it is finished.

Correct any mistakes in grammar, usage, punctuation, and spelling.

If you find any words that are hard to read, recopy them so your readers can read them easily. Make any corrections and revisions neatly, between the lines (but not in the margins).

SAT/ACT TESTING DATES 2018-2019
--

TEST	TEST DATE
SAT/SAT Subject	August 25, 2018
ACT	September 8, 2018
SAT /SAT Subject	October 6, 2018
ACT	October 27, 2018
SAT / SAT Subject	November 3, 2018
SAT / SAT Subject	December 1, 2018
ACT	December 8, 2018
ACT	February 9, 2019
SAT only	March 9, 2019
ACT	April 13, 2019
SAT / SAT Subject	May 4, 2019
SAT / SAT Subject	June 1, 2019
ACT	June 8, 2019
ACT	July 13, 2019

TESTING FEES 2018-2019

	ACT	SAT Test	SAT Subject Tests
Basic Fee without writing	\$46.00	\$47.50	\$26.00
Plus Writing Test	\$62.50	\$64.50	Not Applicable
Subject Test Fee	Not Applicable	Not Applicable	\$22.00/each subject test
Language Subject Tests with Listening	Not Applicable	Not Applicable	\$26.00
Late Fee	\$29.50	\$29.00	\$29.00
Date/Center/Test Change Fee	\$26.00	\$29.00	\$29.00
Standby/Waitlist Fee	\$53.00	\$51.00	\$51.00
Score Report Fee (for more than 4 colleges at registration or for scores sent after testing)	\$12.00/college	\$12.00/college	\$12.00/college

□ FEE WAIVERS

Fee waivers are available to high school juniors and seniors who are on Financial Aid at O’Dea and cannot afford the SAT and ACT test fees. There are ACT fee waivers, which cover the cost of the basic fee and the writing fee if you choose to take the writing test. SAT Fee waivers cover the basic testing fees for the SAT Reasoning Test or the SAT Subject Tests and either the Questions and Answer Service or the Student Answer Services. Eligible students may use up to two SAT Reasoning fee waivers and up to two SAT Subject Tests fee waivers. The use of SAT or ACT fee waivers may qualify you for up to four college application fee waivers and a fee waiver for the NCAA Eligibility Center. Fee Waivers cover only the cost of the basic fee, the student must pay any standby, site change, date change, test change and late fees. Please see Dr. Eulberg if you need any fee waivers.

TESTING TIMETABLE

FRESHMAN YEAR

All freshmen at O’Dea take the PSAT 8/9 on testing day in the Fall. The results are normed to all of the freshmen in the country who take the PSAT 8/9.

SOPHOMORE YEAR

All sophomores at O’Dea take the PSAT on testing day. The results are normed to all of the sophomores who take it in the country. Sophomores are compared only with other sophomores, not with juniors.

JUNIOR YEAR

- All juniors take the PSAT/NMSQT on testing day. The PSAT is the National Merit Scholarship Qualifying test also.
- Every junior should take both the ACT and the SAT in winter and spring of junior year

- Every junior should plan to take the SAT Test at least once (most students will take the test twice) during their junior year.
- SAT Subject Tests are subject specific tests that should be taken upon completion of a course. We recommend that you take these tests in June of junior year.

SENIOR YEAR

Seniors can take the SAT Reasoning Test or the SAT Subject Tests again in October if they need to. The November and December tests can also be taken but if a senior is applying early action or early decision, these tests are too late.

AP exams are given at O’Dea in May. There is a fee for these exams and the student registers for these exams with the Counseling department, usually in February. Students will be notified of the process in their AP classes.

FREQUENTLY ASKED QUESTIONS

- **How should I prepare for the SAT or ACT?** There are many different formats that can be utilized to improve your scores on the standardized tests. □ An affordable option is from eKnowledge. eKnowledge is offering their SAT and ACT preparation programs (worth \$200 each) to any high school student who has a relative who has served in any branch of the military, including ROTC and the reserves. This can be a parent, sibling, aunt, uncle, cousin or grandparent. Any parent or individual student, who desires the program, can simply request it online. The student only needs to pay shipping and handling (\$14.00). This is a great offer and every junior should order one ASAP. To request your free program, go to: eknowledge.com/military
 - The Khan Academy (<https://www.khanacademy.org/sat>)
 - Mazor Test Prep Company 206-632-8378 (www.mazor.org)
 - CollegeBoard (www.collegeboard.com) and ACT (www.act.org) websites
 - Preparation Books –These can be accessed at the public libraries or purchased at Amazon, Barnes & Noble, University Bookstore etc.
 - Computer programs

- **How should I sign my name?**

You should use your full legal name so that it matches your high school data, which will be used on all of your transcripts. Your full legal name is what appears on your birth certificate and social security card.

- **What is my high school code?**

O’Dea High School Code is 481-130. (This is also the CEEB code.)

- **Do I need a social security number?**

You must use your social security number when you complete the Free Application for Federal Student Aid (FAFSA) but you do not have to use your social security number for the standardized tests. If you do not have one now, it is important for you to obtain one immediately so that you can apply for financial aid. You can get a social security number by contacting your local social security office or call 1-800-772-1213 or go to www.ssa.gov/online/ss-5.html.

- **Do I have to fill out the student descriptive questionnaire?**

This is an optional section but it provides useful information to the colleges who then use the information to send materials to students who may be a “fit” for their institution. We recommend that you complete this at least one time.

- **How do colleges get my scores?**

You can send the score reports to a maximum of four colleges without extra fees if you indicate the schools at the time of registration. For the SAT scores, you have the option to use Score Choice and send selected test date scores to the colleges but we recommend that you send all of your scores to each college to which you are applying. See the Score Choice section for further explanation. The ACT report will only include the results from the current testing. **The O’Dea High School transcripts do not include any test scores so you must have your scores sent to all of your colleges from the testing companies.** If you need your scores sent to colleges that you did not indicate on your registration after you have tested, you can request this through your online account that you created when you registered for the SAT or ACT. There is an additional fee for sending scores to more than four schools at the time of registration and for sending scores after you have taken the test. Those additional fees are \$10.00 per college for ACT and \$10.00 per college for SAT.

- **How do I register for the standardized tests?**

You can register online or with a paper form. The most efficient way to register is online (www.collegeboard.com for SAT; www.act.org for ACT). You will know exactly where you will be testing and for the SAT you will print out your admission “ticket” at the time of registration. You will need a credit card to register online. If you do not have access to a computer, you can mail a paper form. We have all of the paper registration materials in the counseling office. **You should register early for each test as the testing sites fill very quickly.**

- **What do all of the registration deadlines mean?**

If you are mailing the registration form, the deadline is a postmark deadline. In other words, your form must be postmarked by the regular registration deadline or it will be considered late. If you are registering online, you must register by midnight (Eastern Time). If you register late, there will be an additional late fee assessed.

- **What if I am sick on my scheduled testing day? For SAT:**

If you want to test on a future test date:

1. Transfer to a later date

Use your free [online account](#) or [contact us](#) by phone to request a new test date.

2. Pay an additional fee

A credit card (Visa, MasterCard, American Express or Discover) is required to pay the [additional fee](#). If you call, be ready to tell the Customer Service representative your registration number and test date, and the credit card information.

For ACT:

1. [Log in to your ACT Web account](#)

Select "Make Changes to Your Registration" or call ACT Registration at 319-337-1270 by the regular deadline for the new test date.

2. You will be charged the full fee for the new test date in addition to the test date change fee. Your basic fee for the original test date will be promptly refunded. (If you register for a new test date instead of making a test date change, your basic fee for the original test date will not be refunded.)
3. If you decide you do not want to test on another test date, your registration fee and any additional fees (such as late fee or test center change fee) are nonrefundable. If you do not test, no score reports will be sent.

- **I was assigned to a testing center that is far from my home. Can I change sites?**

SAT: Test date, test center and test type (SAT or SAT Subject Test) changes must be made in advance; these changes cannot be made on test day. Test center and test type changes must be made by the date listed on your ticket in order to test on the same test day.

ACT: If you miss the [late deadline](#) to register for a test date, or to request a test date or test center change, you may choose to sign in to your ACT account to request and pay for standby testing.

- **I registered for the SAT Test but I need to change to the SAT Subject Tests. How do I do that?**

You can change your test from the SAT to SAT Subject Tests or from SAT Subject Tests to the SAT if you pay the change fee,—this must all be done prior to the Test Date.

COLLEGES and UNIVERSITIES

Perhaps the most difficult aspect of the college application process is deciding where to apply. In the United States, there are thousands of universities, colleges and community colleges, both public and private. It is your task to determine what type of school is right for you based on your interests, expectations, abilities and needs. The following lists are examples of classifications of four-year colleges that are frequently used in college guide books. These are not comprehensive lists but they reflect schools that would be easily recognizable by families in the Northwest.

THE IVY LEAGUE

Brown	Columbia	Cornell	Dartmouth
Harvard	U of Pennsylvania	Princeton	Yale

The Ivy League is an athletic conference just as the Pac-12 is an athletic conference. Over the years, this fact has been lost on many and the Ivy League has been designated as an academic “conference”. All of the schools in the Ivy League are among the most highly selective in our country and no student should feel confident about admission to any college in the Ivy League. **Every student** who applies to an Ivy League college must apply to at least two colleges that he feels he is very competitive with the applicant pool and two other schools that he feels that he would most likely be admitted. The criteria used by their admissions committees are extremely rigorous. Among the most important criteria are:

- Unweighted Cumulative GPA 3.900 or higher
- Students ranked in the top 3% with many Honors/AP classes
- SAT scores greater than 1500
- Superior academic performance, evidence of intellectual engagement, motivation, personal integrity and involvement in non-academic areas
- Frequently, accepted students have nationally recognized academic, athletic, artistic, musical or social achievements

MOST SELECTIVE COLLEGES

Boston College	Claremont McKenna	Cal Tech	Duke
Georgetown	Harvey Mudd College	MIT	Middlebury College
Northeastern	Pomona College	U of Notre Dame	Stanford
Tufts	UC Berkeley	UCLA	USC

This group is comprised of approximately fifty colleges and universities that emerge as the best in rankings and are the most competitive along with the Ivy League colleges. Most of these schools are independent, private colleges. Each is distinct and must be investigated individually. These most selective colleges are experiencing tremendous increases in their applicant pools. No student can feel completely confident about admission to a college in this group. Students who are applying to one of the schools in this category must consider at least two other schools that could be considered a

“likely” school. The colleges in this group are academically very selective and the following criteria are the most important:

- Unweighted Cumulative GPA 3.900 or higher
- Academic standing in the top 5% of the class, with many Honors classes
- SAT score of at least 1400

- Unique characteristics in leadership, sports or artistic proficiency
- Highly favorable recommendations from your school reflecting your strengths and accomplishments
- The ability to project through your application, your maturity, sense of purpose, and excellence in writing

HIGHLY SELECTIVE COLLEGES

Boston University	College of the Holy Cross	Occidental
Santa Clara University	U of Puget Sound	U of San Diego
U of Washington	Villanova	Whitman

These colleges and universities offer excellent educational opportunities. This is a very diverse group of colleges that range from small, rural, private, church affiliated colleges to large, metropolitan public universities. These schools also vary in curriculum, cost and the availability of financial aid.

Admission to these colleges and universities is dependent on:

- A solid academic background and an academic ranking in the top 20% of the class
- SAT scores greater than 1250
- An active participation in co-curricular activities and/or demonstrated talent in a specific area

□

VERY SELECTIVE COLLEGES

Baylor U.	Cal Poly-San Luis Obispo	Clemson	DePaul
Gonzaga	Lewis & Clark	Loyola Marymount	Marquette
Pepperdine	St. Mary's	Seattle U	U of Arizona
U of Portland	U of Colorado		

Admission to these colleges and universities depends on:

- Academic ranking in the top 35-50% of the class
- SAT scores greater than 1170
- Positive contributions to co-curricular activities

□

SELECTIVE COLLEGES

Arizona State	Catholic U	Colorado State
Dominican College	Northern Arizona	Purdue

St. Martin's U

San Diego State

U of Oregon

U of Redlands

U of San Francisco

Washington State

This group is also very diverse and the general admission “requirements” are:

- 3.0 unweighted cumulative GPA or higher
- SAT scores of 1000 or higher

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

The Historically Black Colleges and Universities (HBCUs) are a group of 104 accredited institutions. The Higher Education Act of 1965 defined an HBCU as “any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary of Education to be a reliable authority as to the quality of training offered or is according to such an agency or association, making reasonable progress toward accreditation.” These institutions differ from each other in many ways—size, location, type of college, rigor of academics. There are eighty nine 4-year colleges, forty one public and forty eight private. Within the HBCUs there are also 2-year colleges of which one is private and eleven are public. The HBCUs are primarily located in Southeastern states but they are in Washington D.C. and the Virgin Islands also. Approximately 228,000 (20%) of African American students who are enrolled in higher education, attend an HBCU. For more information and a complete listing of the Historically Black Colleges and Universities go to the Educational Online website at:

<http://www.edonline.com>

African American students who are considering applying to HBCUs should plan to visit each campus to experience the unique campus community of each institution. As with every college search, visiting the campus offers the best opportunity to determine if the “fit” is right for you.

53 of the 104 Historically Black Colleges and Universities belong to a unique HBCU Common Application. For one fee (\$35.00), a student can apply to as many of the member institutions as he wants. The student completes the application online one time and then designates which colleges he wants to receive the application. This is a huge financial savings for parents as well as a tremendous time saving for the student. The website is: <http://commonblackcollegeapp.com> There are also links to scholarship opportunities on this site.

CRITERIA TO CONSIDER IN COLLEGE SELECTION

As you imagine the perfect college, remember that there is not one perfect college that is perfect for everyone. Everyone has different expectations and needs for their college experience. Your goal is to discover the college that meets your own requirements. You must find the perfect college for YOU. In order to do this you must examine the many different aspects of college. The following is an attempt to help you do this in an organized, systematic way.

TWO YEAR INSTITUTIONS

Two year post-secondary educational institutions offer certificate programs (less than two years of work), professional technical programs (terminal associate degrees), and transfer programs (Associate of Arts and Associate of Sciences degrees).

Community Colleges (two year public institutions) have always answered the needs of the local communities. The first community college was founded in 1901 in Joliet, Illinois. After World War II, there was a surge in the demand for higher education to feed the need for a more skilled workforce. In the 1960's, the number of community colleges once again surged when the Baby Boomers began their post-secondary education. The number of community colleges in the United States now exceeds 1400 and has continued a constant increase since the 1960's.

Each community college is an independent institution that has its own unique characteristics. All of the public community colleges have open admission policies. They accept any applicant who is a high school graduate. Each community college will then test each student for placement in English and math. It is important to contact the admissions department to obtain information on registration for these placement tests. Full time tuition usually averages \$3600 per year, less than half of the tuition charged by the public 4year institutions. Course offerings allow students to enroll in day or evening classes. The predominate difference between community colleges and four-year colleges is that community colleges offer Associate of Arts and Science (AA/AS) degrees upon completion of their program. Associate degrees can be in traditional academic subjects or in career-oriented/vocational fields. Examples of community colleges include Highline Community College, and Seattle Central Community College.

Within the state of Washington, it has become increasingly easy for a student who has received an AA/AS degree at one of the state's community colleges to transfer into a public four-year university with junior year standing. This guaranteed transfer program is called the Direct Transfer Agreement (DTA). In order to transfer, a student must meet specific minimum requirements that are established by the state of Washington, the community colleges and the universities. The DTA allows a student to graduate from an accredited public or private university with a bachelor's degree in an additional two years. The overall cost of a college education is significantly reduced by this course of study.

The exception to the DTA is the University of Washington. Students who have completed their AA/AS degrees at community colleges, apply to the UW as transfer students. Their applications are considered in the pool of applicants who have completed some college credit courses at four-year colleges but they are not guaranteed admittance to the UW as in the Direct Transfer Agreement.

Often students who have not done well academically in high school view the two year community college as an alternative to a four-year college experience. We feel that community college students who are the most successful in ultimately obtaining a bachelors degree from a four year institution are those who are more independent and self-sufficient than the average freshman at a four year college. Students at community colleges must be very organized because they must do everything for themselves. They must remember to register for classes, attend classes and take a full load in order to receive their Associates degree in two years. It is very easy to drop classes or just register for less than a full load. Students often live at home or in apartments so they do not make a strong social connection to the community college campus. It is easy to get a full time job, gradually decrease your course load, and ultimately stop going to school. It takes a very driven, organized, mature student to maintain full time status at community college. Students and parents should be aware of these "pitfalls" when considering community college as an option.

Private two year Institutions are those that are not funded by state governments but receive financial support from tuition. These schools, like their four year counterparts, are much more expensive than the public institutions. Financial Aid is available to students just as it is for four year students. These institutions frequently have direct transfer arrangements with prestigious four year institutions. Graduates can matriculate at four year colleges for which they may not have been qualified for admission right after high school. Some of the advantages of these schools are the class size and individual attention students receive. They often offer help with study skills and for students with learning disabilities they can be a transition between high school and a four year college. Another advantage is that they often have student housing which a lot of public

community colleges lack. Examples of these schools are Landmark College in Virginia and Marymount College in California.

Proprietary Schools (For Profit) are institutions run by private individuals or corporations. These schools offer both non-degree vocational training and degrees. These schools are increasing across the country due to the demand in the fields of healthcare, computer technology, business and criminal justice. The goal of these schools is to educate a person for a specific career. They are often very expensive and the student must carefully research any “guaranteed” job placement opportunities that the admissions office relates. Examples of these schools would be ITT Technology, University of Phoenix, Grand Canyon University and Bryman Institute.

FOUR YEAR INSTITUTIONS

There are over 2400 four year post-secondary educational institutions in the United States. They vary tremendously by size, location, cost and academic rigor. They all award bachelor degrees in major fields of study chosen by the students.

Publicly funded state four year universities are fully accredited institutions that award bachelor degrees to students who have successfully completed the core curriculum requirements and fulfilled the major requirements for a specific academic subject. The public universities in the state of Washington are: the University of Washington, Washington State University, Western Washington University, Central Washington University, Eastern Washington University and The Evergreen State College.

For state residents, the cost of tuition, room/board and fees are approximately \$27,000 per year at the University of Washington. These costs for non-residents average \$52,000 per year.

Private colleges and universities receive most of their funding from non-governmental sources and offer an academic experience comparable to public universities. Some reasons students choose to attend private schools include: academic reputation, religious affiliation, size, location, or course of study. The cost of tuition, room/board, and fees can range from \$25,000 to \$70,000 per year. These costs, at first glance, are staggering but many private colleges have financial aid departments that are capable of meeting some or all of the financial needs of their students. Examples of private universities are Gonzaga University, the University of Portland, St. Martin’s University, and Seattle University.

SIZE OF THE COLLEGE OR UNIVERSITY

Colleges and universities range in size from the very small liberal arts college to the very large public university. We are very fortunate that we live in an area where several different sizes of colleges are located. Early in the college search process, it would be wise to visit these local colleges, even if you are not interested in attending the school so that you can get a feel for the differences between the schools. This will help to narrow down the size of college that will be the best learning and social environment for you.

ACADEMIC ATMOSPHERE

The academic environment can differ markedly between colleges that may be similar in other aspects. The academics can be challenging, intense, relaxed, supportive, large classes, small classes, taught by professors, taught by graduate students. Some colleges, especially smaller to medium sized liberal arts colleges, have a reputation for the high quality of the education they offer. These colleges often combine a rigorous core curriculum with outstanding academic departments. If you are interested in pursuing a specialized professional education, such as engineering, architecture or nursing, it may be necessary to choose a college that has a strong program in the field. Most high school students don’t know what major they will choose in college, so a broad liberal arts program is ideal. Other academic considerations may include honors programs and study abroad programs.

SOCIAL ATMOSPHERE

Some of the elements to consider in the social atmosphere are:

- ❑ Residential campus or commuter campus—If the campus is deserted on the weekends there will not be many social activities on campus. This could be difficult for a student who has come to college from a long distance and cannot return home every weekend.
- ❑ Small, close-knit college town or a large metropolitan center—In the smaller community the college will be the center of all of the social activity for the entire community. The large metropolitan area may have more off-campus activities for students.
- ❑ Politically active or politics are not a concern—If involvement in a political campaign is an interest, this would be an important consideration.
- ❑ Strong Greek system or no Greek system—If the Greek system is very strong, often the center of social activities on campus will be in the fraternities and sororities.
- ❑ Most students come from a local region or students come from a more “national” population
- ❑ Single sex or coed student population
- ❑ Diverse or similar student population

HOUSING

Another important factor to consider is the location and type of living arrangements you will have during your college years. The first determination you will need to make is whether you want to live at home or on campus. Even if you decide to go to a college in Seattle, we recommend, if it is financially possible, that you live on campus. When a freshman lives off-campus he misses much of the total college experience that takes place, spontaneously, in the dorms. It is much more difficult to feel totally connected to a campus if you commute from home.

Dormitories can be single sex, coeducational, by college major, alcohol free, smoking or non-smoking, freshmen only, upper class only. It is important to find out how many years housing is guaranteed because it is frequently more expensive to live off-campus. Also, if it is necessary to live off-campus, find out if the college helps to find such housing.

COST

One of the most important considerations may be the cost of your college education. The most selective colleges are also the most expensive. However, it is important to realize there is a wide range of financial aid options and your goal is to find a college where you will receive the education that you desire. The financial aid package that the colleges offer will include a combination of scholarships, grants, and loans.

ATHLETICS AND CO-CURRICULAR ACTIVITIES

If participation in or attending athletic events is important to you, you should be aware that there are many different levels of sports to consider. Participation in varsity sports will be dependent on your ability and recruitment by the college coaches. When considering your ability to become involved in an intercollegiate athletic program, especially if you might like to pursue the possibility of being recruited, it is important that you see your counselor, your coach and the athletic director. Participation in intramural sports is voluntary and can be the most fun you ever have in a sport. To some students it is important to attend a Division I college that has a full complement of athletic teams. To other students, athletic teams hold no interest for them at all.

If you are interested in continuing any of your co-curricular activities, you should investigate their availability on each campus you are considering. If the club or activity is not currently on-campus, most colleges will encourage you to start a new group. Many college representatives are eager to discuss the student organizations that are on campus and their purpose or mission as a student group.

GEOGRAPHIC LOCATION AND THE SURROUNDING COMMUNITY

Some of the things to consider in this category are the size of the city, area of the country, climate, recreational activities in the area, and how close or far from home you want to be. Colleges are located in metropolitan, suburban, small towns and rural locations in the Northwest, South, Midwest, East Coast, and West Coast. If one of your important activities is dependent on a particular environment, and if it is an activity you wish to continue, you will need to find a college close to such an area. And of course, if you want to stay close to home you will have already limited your search area. As with all of these criteria, there are advantages and disadvantages to each choice. It is up to you to determine which choices are the best fit for your individual needs.

COLLEGE VISITS

COLLEGE REPRESENTATIVES AT O'DEA

Every year we are very fortunate to have many college representatives from colleges all over the United States travel to O'Dea to speak with our juniors and seniors. Students learn about these visits in Family Connection, daily announcement and the O'Dea website. A student must register for these visits in Naviance Student in the Colleges Tab, then go to either the Colleges I am Thinking About or the Colleges I Am Applying To section and scroll on the left to the College Visits. You can then scroll through the list of colleges that will visit O'Dea and sign up. You will receive an email through Naviance Student to remind you of the date and time of the visit. You must then have the teacher for the class that you will miss sign a permission form (these are in the lobby of Counseling). After the form is completed, you return it to the Counseling office. **All of this must be completed by the end of school the day before the scheduled visit.** Attendance at these meetings is a privilege so it is always dependent on final approval from the Counseling Department.

If you are interested in a school, it is very important that you attend the meeting with the college representative when he/she comes to O'Dea. Not only do they record who attended the meeting, but they are often the first people who will review your application folder. These meetings should be taken very seriously and the college representative should be treated with utmost respect. You should come prepared with any questions concerning the college, as the college representatives are a wealth of information.

STUDENT VISITS TO COLLEGE CAMPUSES

It is important for every student to visit college campuses as he begins his search for the perfect college for him. We are fortunate that we live in an area where there are many different types of colleges available for the student to explore, even if he is not interested in attending that particular college. By exploring the different campuses, the student will be able to determine some of the basic factors in his selection process. For example, the size of the college or university is a key component that often differentiates colleges. Students should visit the large University of Washington to get an idea of what a large public research university is like. They can visit a medium sized, private, Catholic university at Seattle University. And, they can visit a small, private, liberal arts college at the University of Puget Sound. This initial investigation will allow the student to visualize other similar colleges or universities as he begins his research.

It is imperative that students visit the campuses of all the colleges to which they are serious about applying. All the guidebooks, websites and other materials that the colleges send you will all have smiling, happy students from diverse cultural backgrounds, sitting on a green lawn in front of a striking college building with the sun streaming behind it. Of course, this is not the reality every day at any college campus. The only way that you can discern the diversity of the student body, the condition of the buildings, the social life on campus and many more aspects of campus life is to actually step onto the campus. Students tell us that they could tell immediately, even before they spoke to anyone, if the college was right or not right for them. They may not

be able to pinpoint or verbalize what made them feel that way but they speak of some intangible feelings that made the decision for them.

Visits to the college campuses to which you are applying are an immeasurable source of valuable information. Not only will it increase your knowledge of the college or university, but it will also allow the admission committee to become acquainted with you as a person. You should check in with the admissions office even if you are just visiting the college on your own. Most admissions offices keep track of every contact they have with a student, whether it is by mail, by phone, by email or a visit. Every one of those contacts expresses interest in their college. So, if you are not going to take an official tour but just wander on your own, you still want to check in so that they know you were there.

The most important thing to do to make your visit successful is to plan ahead. The student is the person who will make the ultimate decision about each college so he should be the person who calls or emails the admissions office at each college to arrange the campus visit and interview. If the family is taking a trip to visit many colleges, you should not schedule any more than two colleges each day. If you want to visit specific academic departments or attend certain classes, meet a coach or have an overnight visit you must make those arrangements with the admissions office long before you plan to come to campus.

The guided tours are usually led by handpicked students who are trained to present the best qualities of the campus. They are not going to mislead you with false information but they may not readily offer the “downside” of the campus either. It is important that you come to campus prepared to ask questions. If an issue is not addressed in the tour, be sure to ask the guide. When asked, the guide will usually be honest and knowledgeable. You should develop your own list of questions that are important issues for you but some of the questions you could ask are:

- “Who teaches the freshmen classes?” At a large public research university, the teacher may be a graduate student with the full professor only teaching the higher-level courses.
- “How large are the freshmen classes?” It may be that the teacher to student ratio is low but that could be misleading as some higher-level courses have very few students but the freshmen classes are large, lecture classes with hundreds of students.
- “What do you like most about your college? What do you like least?” These questions should give you an idea about the ability of the guide to fully disclose their honest opinions.

Another way to really get a feel for campus life is to stay overnight in the dorms. If the college offers this option, you would arrange this through the admissions office. You could also stay with an O’Dea alum who goes to the college. You will be able to meet many other students and see what happens spontaneously outside of class. If you stay on a Friday night, you will be able to see some of the events that happen on a weekend night on or off campus.

In order to keep track of your impressions about each campus, it is a good idea to develop a written form that has all of the important issues listed. You should fill one of these out for each campus as soon after you visit as you can. If you don’t, you will forget things or the colleges all tend to blend together so that it is harder for you to distinguish one from the other. If you have a small notebook, you can jot down notes for yourself during the tour that you can enter into your form later.

Some of the areas of each campus that you should investigate include the dorms, the dining halls, the library, the student center, the health center, the student fitness center, athletic facilities, and classrooms. All of these areas on campus will give you more information about the community on campus. For example, if most of the classrooms are large lecture halls, you can expect that your classes will have many students. If the buildings seem to need a lot of renovation, the college may have financial difficulties and cannot afford to make needed repairs. On the other hand, if you see new construction on campus, you can be assured that the college has a

solid financial base. In the student center, you will learn a lot about campus life. The bulletin boards, posters and the college newspaper are rich with “nuggets” of information about the social life of the students who make up the campus community. You should make a note about the location of the different buildings on campus. Are the dorms close to the dining facilities and the classrooms? Is there adequate lighting on campus so that you feel safe walking at night? If you plan on bringing a car is there parking close to the dorm?

It is also important to look at the area surrounding the campus because you will want to leave campus on some occasions. Observe the immediate neighborhood and the city in which the college is located. Are there places to go for food, entertainment and shopping? Does the area seem safe? Are the locals friendly toward the students when they come to town?

The more information that you can get on each college visit, the easier it will be to determine which colleges meet your criteria. You will then be able to develop a list of colleges to which you will apply in the fall of senior year. After you have been accepted, you may want to re-visit some of those colleges before you make your final decision.

O’DEA POLICY ON CAMPUS VISITS

It is important for students and families to visit college campuses. By visiting the campuses and speaking with students and admission personnel, the student will get a “feel” for college life at the school. O’Dea High School recognizes the importance of these visits and encourages families to plan trips during our school vacations. Absences from school for these visits are not encouraged and may negatively impact the student. Obviously, any time spent away from the classroom will have an effect on the education that a student missed while away. It is important to carefully plan your college visit trips so that those trips do not negatively impact your son’s academic performance.

Students who are planning a college visit trip should follow the **Anticipated Absence** policy in the handbook. According to the O’Dea Handbook:

“Whenever an absence is anticipated, the parent/guardian is asked to notify the Dean of Students in advance. The student will be given a **Pre-Planned Absence** form to present to teachers to request work for the school time missed. The form will show the reason for the absence, the dates and work assigned and any comments a teacher has regarding the absence. The form must be submitted to teachers at least one week prior to the absence. Failure by the student to meet the deadline will remove the obligation for teachers to provide assignments. It should be noted that ALL absences, with the exception of those for school business, will count toward the total for the quarter. More than six absences in a quarter are considered excessive and may result in the lowering of a grade or failure of the class. Students accumulating six absences in a quarter are placed on **Attendance Probation**.

THE COLLEGE APPLICATION PROCEDURES AT O'DEA

As we have said before, applying to college is a process that begins during freshman year. Because O'Dea is a college preparatory high school, we assume that all of our students will attend a four-year college after graduation. Our curriculum is established with that goal in mind. The counseling department is available to assist each student and his family in this important process but ultimately, it is the student who must complete each step in the process.

Naviance Student facilitates many aspects of the college search and application process for the student and his family. Students can perform extensive college searches and there are links to each college's website so that the student can view each site easily. He can then access the admission materials and information directly from each college. In addition to the student accounts in Naviance Student, each parent can create an account so that they can be actively involved in this process. Parents can monitor the student's account but the student is the only person who can actually enter information into his account.

PROCEDURES AT O'DEA USING NAVIANCE STUDENT

Naviance Student along with the Counselor Workspace (counselor part of the program) allows the student and counseling department to work together to attain the ultimate goal of matriculation at the college that is the best fit for the student. In Naviance Student, the student will investigate colleges that interest him, learn about careers and majors, find possible activities for summer, request letters of recommendation from teachers and request transcripts.

Naviance Student is a web-based program that can easily be accessed from any computer. There is a link to the website on the O'Dea website. The web address is: <http://student.naviance.com/odeahs>. After logging onto the site, you will be on the Main Page. On the white center portion of this page, the Counseling Department will post various communications in the Latest News section. You should be sure to open and read all of these. After you have read the Latest News, you should select an area that is listed at the top of the opening page. These will be the areas where you will do most of your investigations and application process work. While you will accomplish many of the application requirements (requesting letters of recommendation and requesting transcripts) in Naviance Student, you will not actually complete your part of the applications there. The actual applications are on the colleges' websites or if they are members of the Common Application, you will complete the Common Application on that website. In the following sections, we will describe, in detail, most of the areas of the Naviance Student website that you will use in the next year.

ABOUT ME

MyAccount

The first thing each student must do after he opens his account is to check and update the information in the Account section of Naviance Student, This section contains the basic information about the student and his parents. Please make sure to make any changes to your phone numbers, address and email address in this area so that we have the most up to date information.

My Stuff

- **My Surveys**
 - College Questionnaire-Student
 - Teacher Questionnaires

- **Resume**

You must complete this section of Naviance Student, before a teacher or counselor will write a letter of recommendation for you. You should include every activity you do at O’Dea and every activity that you do outside of O’Dea. You should constantly update this list as you add new activities, new leadership roles, and new employment. Your resume should detail your life in high school from freshman through senior year. If you constantly update it throughout high school, by the time you are a senior it will be a complete record. Every college application will ask you for this same information so once you complete this section you will have also completed a part of your college applications. You can use the information on this resume to complete the colleges’ activity lists but be sure to list the activities in the format that each college uses.

The activities that you choose to participate in during high school reflect some of your personal characteristics. Your activities represent what is meaningful in your life; how you decided to prioritize your commitments outside of the school day; the skills you have developed (athletic, musical, intellectual, responsibility, commitment, etc.). All of these co-curricular experiences help to form you as a unique individual. Activities are very important to admissions committees because they allow the committee to see you as a distinctive person. When you are asked to list your activities on your applications, always use the format that the college requests. **Always list your activities beginning with the most important.**

Colleges are also looking for ways that you have demonstrated leadership in your activities. Leadership is obvious when you have been elected an officer in a club or organization. However, you can also show leadership in many other ways. For example, if you have a part-time job and the manager asks you to orient a new employee that is leadership. You would add “train new employees” to the activity resume. You should think carefully about your activities and determine where you have assumed leadership. Then, you should volunteer for any new leadership opportunities that may occur in the future.

Add new entries to your resume by selecting a type of entry from the drop-down menu. If you are not sure what information to provide, you can select an entry type and read the tips displayed. When printing your resume, you can choose which entries you want to display, so we encourage you to add as much information as possible. After you have added entries, you can click on the Customize Your Printable Resumes tab and create Resumes that you can print out.

You can and should add to your resume as you remember activities. If you want to add more information to an activity that you have listed, you can select Edit to revise the content. You want this to be as complete as possible. Teachers and your counselor will use the information in your activity resume to write their letters of recommendation. And, every college application that you complete will have a section that requires this information also. So, if you have kept your activity resume in Family Connections up to date, it will be much easier to complete those sections in your college applications. This will save a great deal of time.

Your test scores are automatically downloaded from our data base if you list O’Dea’s school code (481130) when you registered for the SAT or ACT. Students cannot add to or change these scores but you can go to this area to look up your scores if you need them for your college applications.

- **Test Scores**

This is where all of your standardized test scores will be entered by the Registrar.

- **Portfolio**
All of your information will be collected by Naviance Student into this area
- **Documents Shared with Me**
- **Journal**
You can keep a Journal of everything that is important to you here

My Assessments

- Do What You Are
- MI Advantage
- Learning Style Inventory
- Strengths Explorer
- Career Interest Profiler
- Career Cluster Finder

My Surveys

This area tells you what surveys are in progress, completed and not started

Post Secondary Plans

COLLEGES

The Colleges Tab includes several sections: Colleges I'm Thinking About, Colleges I'm Applying to, Search Tools, Research Colleges, Apply to College, Scholarships and Money.

Colleges I am Thinking About

This is the list of colleges that you will create after you have begun your research. This list could be very large by the end of junior year. Once you have entered a college into this list, you can learn more about the college by clicking on the name of the college. This will then bring up all of the information that the college has given to Family Connection. In this area, you can click on several tabs—General Info, Admissions, Financial Aid, Majors and Degrees and Student Life. In each of these areas you will find details that are specific to that college. If you want to go to the college's website, you can click on Visit Website and you will automatically be connected. There is historical and comparative statistics (Overlap, School Stats, Graph) at the top of the page that will give you information about how you compare with past students who have applied to the college.

You should select the level of interest you have in each college by selecting the appropriate level in the dropdown by the college name. You can adjust this level as you research the college by clicking on Change Interest at the bottom of the list.

Colleges I am Applying To

In the fall of senior year, you will complete a form that will list all of the colleges that you have determined you will apply to. Your counselor will then enter these into your Applying To account in Naviance Student. This is also where you will match your Common Application account to your Naviance Student account. You need to do this so that your counselor can submit all of your documents electronically to the Common App schools to which you are applying.

□ SEARCH TOOLS

◆ **College Search**

This area allows you to enter different parameters into the program and based on your specific entries, the system will generate a list of colleges that match those requirements. You should start with the most important aspect of college for you and then you can narrow that list by adding more parameters. For example, if it is important that you go to a college with a major in landscape architecture, you would go to Advanced Search and click on majors and type in landscape architecture. This search will yield a list of colleges with that major. If you only want to go to colleges in a large city on the west coast, you would then click on location and select those features. A new list of colleges that meet those parameters will appear. In addition, with each new parameter you select, this list will narrow further. After you have narrowed the list, you can investigate each college individually.

◆ **College Lookup**

From this area, you can look up specific colleges. You can also see a list of colleges in a particular state. A family could use this area to develop a list of colleges they might want to visit if they are vacationing in a certain state.

◆ **SuperMatch™ College Search**

This is a Search engine that allows a student to enter different criteria as he researches colleges that may be a good fit for him. There are several tabs that you can select to begin narrowing down the options of colleges that fit your criteria. After you have entered information into all of the tabs, you will end up with a list of colleges that match the parameters you selected. You can then research, in depth, each of the colleges listed.

Big Future is another College Search website that is excellent. It is not part of Naviance Student so you will go to the following website to access it: <https://bigfuture.collegeboard.org> This is a great website that is very easy to navigate and is full of information about the entire college application process. I highly recommend using this website.

□ RESEARCH COLLEGES

◆ **College Visits**

Junior and Senior students can view and sign up for college visits in this section. Dr. Eulberg posts the complete list of the College Representative visits that are coming to O’Dea. She constantly revises this list as colleges call and schedule throughout the fall so students should check this list constantly. Calendars of the college visits are posted in the Contemporary Problems classes, in the junior math classes, on the bulletin board outside of Counseling and they are in the daily announcements. Students must submit a Teacher Permission form from the teacher whose class they will miss by the end of the school day the day prior to the scheduled visit. These forms are available on the table in the lobby of the Counseling Offices. **If a student does not sign up in Naviance Student and has not submitted the teacher permission form to Mrs. Eulberg by the end of school the day before the visit is schedule, he will not be allowed to attend**

When a student signs up for a college visit, we expect that he will attend that session. If he is unable to attend, he must go back into this area and cancel his registration. We will then be aware of exactly who we should expect at the meeting. It is important that we have an exact list of students before the actual meeting takes place so please come to all of the meetings for which you register. If there is a pattern of signing up and then not attending, you will no longer have the privilege of attending any college visits. Students should always know which meetings they have registered for because after a student signs up for a college visit, he will receive a reminder email about the visit.

◆ **College Maps**

There are many different listings of maps that are available in this area. Some examples include Jesuit Colleges, US Catholic colleges, Common Application colleges and many more.

◆ **Scattergrams**

Scattergrams will graph the acceptance of O’Dea students at particular colleges

◆ **College Match**

At this location, you can see what colleges accepted former students from O’Dea with similar qualifications to yours.

◆ **College Compare**

This section allows you to select several colleges and compare the averages from students from O’Dea that have been accepted to that particular college.

◆ **Acceptance History**

This section reflects the history of O’Dea students who have been accepted to a particular college.

◆ **Enrichment Programs**

The Counseling Department receives notifications about different summer activities and then lists them in this section of Family Connection. These activities can include academic experiences on a college campus, camps, employment and volunteer opportunities. All of the students are encouraged to check this area frequently as we update it constantly.

□ **SCHOLARSHIPS & MONEY**

Most of the scholarship information will be used during Senior year but there are some scholarships that are available for juniors.

◆ **Scholarship Match**

This is an area that will scan the requirements for scholarships listed in the Scholarship List and determine if you meet them.

◆ **Scholarship List**

This is a list of all of the scholarship information that Mrs. Eulberg receives. You can click on the name of the scholarship to get complete information. The hard copies of some of the scholarships are in the file cabinet in the lobby of counseling.

◆ **Scholarship Search**

This is a national search engine available through Family Connections that will have you enter specific information. It will then scan to find scholarships for which you may be a match. You can then determine if you want to complete the applications for the scholarships.

CAREERS

□ CAREERS

Careers I 'm Thinking About

□ EXPLORE CAREERS

This section has a wealth of information about many different careers that you may be interested in pursuing. Each career will have a description along with a video and much information about the required areas of study.

□ WHAT ARE MY INTERESTS

In this section, you will be asked a series of questions about your interests and then you will be given a list of careers that might match those interests. You can then go to the Explore Careers section and investigate some of these suggestions.

□ ROAD TRIP NATION

This section includes interviews with 687 leaders from many different fields.

USEFUL WEBSITES

COLLEGE APPLICATION PROCESS

ACT	www.act.org
College Board	www.collegeboard.com
Common Application	www.commonapp.org
HBCU	www.edonline.com/cq/hbcu/
HBCU Common Application	http://www.eduinonline.com
NACAC (National Assoc. of College Admissions Counselors)	www.nacacnet.org

STANDARDIZED TESTING

College Board	www.collegeboard.com
ACT	www.act.org
Mazor Test Prep	www.mazor.org

FINANCIAL AID

FAFSA	www.fafsa.ed.gov
FSA ID	https://studentaid.ed.gov/sa/fafsa/filling-out/fsaid
Student Help with FAFSA	www.studentaid.ed.gov/completefafsa
Student Aid Info	www.studentaid.ed.gov
Air Force ROTC	www.afrotc.com
Army ROTC	http://www.goarmy.com/rotc/scholarships.html
Navy ROTC	http://www.navy.com/careers/nrotc
United Negro College Fund	www.uncf.org
Scholarship Search for Washington Residents	www.washboard.org
Scholarship Search	www.fastweb.com
Scholarship Search	www.finaid.org

ATHLETIC RECRUITING

NCAA Sports	www.ncaa.com
NCAA Eligibility Center	https://web3.ncaa.org/ecwr3/

NAIA Sports

<http://www.naia.org/>

NAIA Eligibility Center

<http://www.playnaia.org/>

GLOSSARY

ACCREDITATION: Recognition of a college or university by any of the regional or national accrediting bodies, indicating that the institution as a whole has been judged to be meeting its objectives.

ACT (AMERICAN COLLEGE TESTING): A standardized test administered by ACT (American College Testing) and required or recommended by most colleges as part of the admission process. The tests measure educational development in English, mathematics, reading, and science.

ADMISSION INDEX (AI): Some universities in Washington state use an index scale based on a student's cumulative GPA and standardized test scores to make admissions decisions.

ADVANCED PLACEMENT: Granting of credit and/or assignment to an advanced course on the basis of evidence that the student has mastered the equivalent of an introductory course.

APPLICATION DEADLINE: Most colleges have a specific date by which applications must be filed. In some cases the colleges will state that the application must be postmarked by that date. For some colleges the application must be received by the due date. Check your applications carefully and be sure you know the specifics concerning the due dates for each college.

CANDIDATE'S REPLY DATE: A policy among subscribing institutions that permits students to wait until May 1st to choose, without penalty, among offers of admission/financial aid.

CEEB (COLLEGE ENTRANCE EXAMINATION BOARD) CODE: Identification number for individual high school and colleges. **O'Dea High School's CEEB code is: 481-130**

COLLEGE BOARD: The company that provides many different services in the college search process. Most notably, they provide college entrance testing (SAT Reasoning Test, SAT Subject Tests, PSAT, AP Tests) through their testing division, ETS (Educational Testing Service).

CSS (COLLEGE SCHOLARSHIP SERVICE) PROFILE: Financial aid form used by many colleges and universities to help them award non-federal student aid funds.

DEFERRED ADMISSION: The practice of some colleges to allow an accepted student to postpone enrollment for one year.

EARLY ACTION (EA): An application process that permits students to make application to colleges of preference and receive decisions in December, well before the normal response dates in the spring. The candidate is not committed to enroll at these particular colleges. The student may apply to more than one college using the Early Action process.

EARLY DECISION (ED): An application process in which the student makes a commitment to the institution that, if admitted, the student would enroll. Students who can make a deliberate and well-reasoned final decision are the only ones who should consider applying Early Decision because this is considered a binding contract.

FINANCIAL NEED: The difference between the cost of education and the expected family contribution (EFC).

FINANCIAL AID PACKAGE: A combination of aid (possibly including a scholarship, grant, loan and work) determined by a college financial aid office.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA): The application required for students to be considered for federal student financial aid. The FAFSA is processed free of charge and most state agencies and colleges use its data.

FRESHMAN ADMISSION REVIEW: Some of the state universities use an admissions index scale to make an admission decision. The freshman review is a process by which applicants who were not admitted solely on the basis of their admission index number are reviewed in greater depth. Academic and personal qualities are considered, and the personal essay becomes influential in determining the admission decision.

GRANTS: Scholarships or awards based on financial need that do not require repayment. Grants are available through the federal government, state agencies and educational institutions.

HBCU: Historically Black Colleges and Universities

HONORS PROGRAM: Any program offering the opportunity for superior students to enrich their educational experience through independent, advanced or accelerated study.

LD: Learning Disability

MAJOR: The subject of study in which the student chooses to specialize in a series of related courses, usually taken in the junior and senior years of college.

MID-YEAR GRADE REPORT FORM: Some colleges require applicants to submit their grades through the first semester of their senior year. Admissions committees use these grades to ascertain students' potential for "slacking off." This form will be returned to colleges in early February. Mrs. Eulberg will explain the procedure for these forms after first semester grades have been posted.

NAVIANCE: The company that developed the web-based program for managing the college application process.

NAVIANCE STUDENT: The web-based program that O'Dea students and their parents use to navigate the college application process.

OPEN ADMISSIONS: The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications.

PROFILE: see CSS Profile.

REGULAR ADMISSION: An admission procedure whereby admissions committees do not begin to review applications until after the due date. All applicants are then notified by mail at the same time, usually around April 1.

RESTRICTIVE EARLY ACTION An application process that permits students to make application to a college of preference and receive a decision in December, well before the normal response dates in the spring. The candidate is not committed to enroll at that particular college. The student may apply to only one college using the Restrictive Early Action process.

ROLLING ADMISSION: An admission procedure by which the college considers each application as soon as all required materials have been received. The college then notifies each applicant of acceptance or rejection as soon as possible.

SAT REASONING TEST (formerly SAT I): A test of critical reading, writing and mathematical abilities given by the College Board, which is required or recommended by many colleges as part of the admission process.

SAT SUBJECT TESTS (formerly SAT II): Tests on numerous specific subjects given by the College Board, any two to three of which may be required by some highly competitive colleges.

SCHOLARSHIPS: Monetary awards to students based on athletic ability, merit, and/or need. These awards do not need to be repaid.

SCHOOL CODE: The specific number used for identification of each individual high school. **O’Dea’s High School Code is: 481-130**

SECONDARY SCHOOL REPORT (SSR): This form is part of the application packet that is completed by the counselors and often requires information such as: GPA, transcript, letter of recommendation.

TRANSCRIPT: The official record of high school or college course grades, generally required as part of the college application.

WAIT LIST: A term used by colleges to describe a process in which they delay offering admission. Colleges may offer admission to wait list candidates if insufficient numbers of regularly admitted candidates accept their offers of admission.

WASHBOARD.ORG The Washington Scholarship Coalition (WSC) is a public/private partnership that includes nine organizations committed to increasing access to scholarships and financial aid for Washington students.

WORK-STUDY PROGRAMS: Jobs that allow students to earn money toward their education while they are enrolled in school.

WUE (Western Undergraduate Exchange) PROGRAM: Tuition agreement program between states whereby participating colleges/universities agree to charge qualified out-of-state students tuition at a rate of 1.5 that of their in-state students.

BIBLIOGRAPHY

ACT Online, www.act.org.

Antonoff, Steven, The College Finder, New York, New York, Fawcett Books, 1999.

Antonoff, Steven, and Marie A. Friedemann, College Match, Alexandria, Virginia, Octameron Associates, 2003.

Avery, Christopher, Andrew Fairbanks, and Richard Zeckhauser, The Early Admission Game, Cambridge, Massachusetts, Harvard Press, 2003.

CollegeBoard Online, www.collegeboard.com.

Everett, Carole J., The Performing Arts Major's College Guide, 3rd Edition, Thomson Arco Publishing, Lawrenceville, New Jersey, 1998.

Fiske, Edward B., and Bruce G. Hammond, Getting into The Right College, Naperville, Illinois, Sourcebooks Publishing, 2002.

Greene, Howard R. and Matthew W. Greene, The Hidden Ivies, New York, New York, HarperCollins Publishing, 2000.

Greene, Howard R. and Matthew W. Greene, Inside the Top Colleges, New York, New York, HarperCollins Publishing, 2000.

Greene, Howard R. and Matthew W. Greene, Making it into A Top College, New York, New York, HarperCollins Publishing, 2000.

Greene, Howard R. and Matthew W. Greene, The Public Ivies, New York, New York, HarperCollins Publishing, 2000.

Greene, Howard R. and Matthew W. Greene, Presenting Yourself Successfully to Colleges, New York, New York, HarperCollins Publishing, 2000.

Griffith, Susan, Taking a Gap Year, Guilford, Connecticut, The Globe Pequot Press, 2005.

Haigler, Karl and Rae Nelson, The Gap Year Advantage, New York, New York, St. Martins Griffin, 2005.

Hall, Colin and Ron Lieber, Taking Time Off, New York, New York, Random House, 2003.

Koehler, Kate, "Stepping Out, A Student's Guide to Education Beyond the Classroom," www.steppingoutthesis.com, 2006.

Kravets, Marybeth and Imy F. Wax, The K & W Guide to Colleges for Students with Learning Disabilities or Attention Deficit, 7th Edition, Random House, New York 2003.

Mathews, Jay, Harvard Schmarvard, New York, New York, Three River Press, 2003.

Mayher, Bill, The College Admissions Mystique, New York, New York, Farrar, Strauss and Giroux Publishing, 1998.

Mitchell, Joyce Slayton, Winning the Heart of the College Admissions Dean, Berkeley, California, Ten Speed Press, 2001.

National Association for College Admission Counseling, Fundamentals of College Admission Counseling Manual, www.nacac.com , 2015.

Paul, Bill, Getting In, Reading, Massachusetts, Addison Wesley Publishing, 1995.

Peterson's, Colleges for Students with Learning Disabilities or ADD, 7th Edition, Thomson-Peterson's Publishing, Lawrenceville, New Jersey, 2000.

Peterson's, Get A Jump!, Lawrenceville, New Jersey, Thomson-Peterson's Publishing, 2006.

Peterson's, Professional Degree Programs in the Visual and Performing Arts, Thomson-Peterson's Publishing, Lawrenceville, New Jersey, 2006.

Pope, Loren, Colleges that Change Lives, New York, New York, Penguin Books, 2000.

Pope, Loren, Looking Beyond the Ivy League, New York, New York, Penguin Books, 1995.

Schneider, Zola Dincin, Campus Visits & College Interviews, New York, New York, The College Board, 2002.

Steinberg, Jacques, The Gatekeepers, New York, New York, Viking Press, 2002.

Toor, Rachel, Admissions Confidential, New York, New York, St. Martin Press, 2001.

U.S. Department of Education, Counselors and Mentors Handbook on Financial Aid, Washington DC, US Government Printing Office, 2009-2010.

U.S. Department of Education, "White House Initiative on Historically Black Colleges and Universities, www.ed.gov/about/list/whhbcu/edlite-index.html, 2006

U.S. Department of the Interior, HR Office of Educational Partnerships, "What are Historically Black Colleges and Universities (HBCU)?", www.doi.gov/hrm/black.html, 2006.

University of California, Berkeley, The Personal Statement, <http://students.berkeley.edu/apa/personalstatement/index.html>, Berkeley, California.

Wilson, Erlene B., The 100 Best Colleges for African-American Students, New York, New York, Plume Publishers, 1998.