

SESSION IV: THE APPLICATION PROCESS (PART I)

ACTIVITY #2: THE APPLICATION

Opening Discussion:

Completing an application can be daunting, but when looked at piece by piece, it can become a manageable process. It is important for students to be in charge of their college applications: making decisions and doing the work, but knowing who to turn to for help.

Activity/Handout:

Parts of a College Application

Common Application or the Universal College Application Secondary Report Form and Mid-Year Report Forms from the Common Application and the School Report Form and the Midyear Report from the Universal College Application

Instructions:

- 1. Give each student The Common Application or the Universal College Application and the *Parts of a College Application* Worksheet.
- 2. Emphasize the **Important Things to Remember** bullets at the beginning of the worksheet.
- 3. Using the worksheet and the sample application, go through the application, section by section. Most likely, there will not be time for students to complete the application at this time, but respond to any questions they might have so they can do so later, at home. *Emphasize that it is valuable to do a draft application before submitting a "real" one.*
- 4. Ask students to look at the activities section. Point out that when they completed the "College Counseling Résumé" in Session I, they compiled most of the information necessary for this section. Students will need to put that information in the format required by each individual application. Emphasize that there are no "good" or "bad" activities—this section provides an opportunity to demonstrate how they have spent their time outside of class. Note: Some applications allow students to send a resume or additional list of activities as a supplement to this section.
- 5. Ask students to look at the **Secondary School Report Form or the School Report Form.** Explain that this is the type of form that someone at the school, probably their counselor, will complete and send with the transcript. Ask them what surprises them about this form. Again, ask students about their relationship with their counselor. What is the policy at their school for requesting counselor recommendations?
- 6. Ask students to look at the **Mid-Year Report Form.** Explain that this is sent after the fall semester of their senior year. Explain to them that changes in their senior year curriculum must be reported to colleges. **SENIOR YEAR MATTERS!**

PARTS OF A COLLEGE APPLICATION

Pat Walters, MEd, CEP, Retired Counselor, Texas

IMPORTANT THINGS TO REMEMBER:

- This list includes everything that could be required, but you might not be asked to submit everything on this list to every college. For example, there are many colleges that do not require students to write essays. There also are many colleges that do not require standardized test scores.
- You, the student, are responsible for following your school's policy for submitting applications and requesting transcripts and letters of recommendations. KNOW WHAT YOU ARE EXPECTED TO DO!

WHAT IS INCLUDED IN A COLLEGE APPLICATION?

- A. **Official Transcript:** This is normally sent directly from your high school to the college or it is sent electronically through a third party vendor. Your transcript is the record of all the courses you have taken for high school credit, your grades, and credits earned. Other information that might be included: GPA, class rank, standardized test scores, courses in progress. If it is possible to do so at your school, request an unofficial copy of your transcript and make sure that it is accurate.
- B. Standardized Test Scores: If required by your college, you will request from College Board (www.collegeboard.com) and/or ACT (www.actstudent.org) that your official test scores (SAT, ACT, SAT Subject Tests) be sent directly to the college admission office. Even though you might be asked for your scores in the application and even though they might appear on your transcript, MOST COL-LEGES REQUIRE THAT THEY COME DIRECTLY FROM THE TESTING SERVICE TO THE COLLEGE.
- C. The Application Form: The student is responsible for requesting an application form, completing it, and submitting it by the college deadline (by mail or online). You might be asked for the following information in the paper or online application:
 - Personal and Educational Data (i.e., name, address, phone number, email, citizenship and residency information, high schools you have attended, college credits you have earned, parental information, senior year schedule, standardized test scores)
 - Honors and Awards
 - Extracurricular, Personal and Volunteer Activities
 - Employment, Internships, and Summer Activities (Some colleges allow you to submit a résumé in addition to the activity section of their application.)

- Essays, both short answer and a longer personal essay
- Disciplinary information
- Application Fee
- Signature
- For certain majors, students might be required to audition or asked to submit a portfolio of artistic work.
- D. Secondary School Report Form or Counselor Recommendation Form: This is not required by all colleges. If it is required, the high school is responsible for submitting this form to the college. However, you will need to request that it be sent. It is important to know and follow the school's procedures.

TIP: The person at your school (usually your counselor) who is completing this form asks for information from students and parents ahead of time. If possible, meet with this person before he or she writes a letter of recommendation.

- E. Mid-Year Report Form: This form is not required by all colleges. If it is required, it will be submitted by your high school. However, you must request that it be sent. The purpose of the form is for the college to see your grades from the first semester of your senior year.
- F. **Teacher/Instructor Recommendation Form: This form is not required by all colleges.** If it is, follow your school's policy for requesting and sending recommendations.

If in doubt, consult your counselor or call the college admission office to confirm application requirements.

2012-13 FIRST-YEAR APPLICATION For Spring 2013 or Fall 2013 Enrollment

AP	PLICANT			
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Preferred name, if not first name (only one)		ame(s)		
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Preferred Telephone O Home O Cell Home ()				
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E-mail Address	IM Address			<u>-</u>
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City/Town County or Pa		State/Province	Country	ZIP/Postal Code
If different from above, please give your current mailing address for all	admission correspon	dence.	(from	_ to) (mm/dd/yyyy)
Current mailing address			Apartment #	
NUMBER & Street			Apartment #	
City/Town County or Pa	rish	State/Province	Country	ZIP/Postal Code
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		gnest degree you intend		
DEM	OGRAPHICS			
Citizenship Status	1. Are you His	spanic/Latino?		
Non-US Citizenship(s)	○ Yes, Hispar	nic or Latino (including Sp	ain) O No If yes, please de	escribe your background.
Distribulação		s of your answer to the pri Check one or more and de		
Birthplace City/Town State/Province Country	O American li	ndian or Alaska Native (incl	uding all Original Peoples o	of the Americas)
Years lived in the US? Years lived outside the US?	Are you Enrol	lled? ○ Yes ○ No If yes, plea	se enter Tribal Enrollment Num	ber
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 \bigcirc Native Hawaiian or Other Pacific Islander (Original Peoples)

 $\bigcirc\,$ White (including Middle Eastern)

US Armed Services veteran status • 2012 The Common Application, Inc.

Religious Preference

provide will be used in a discriminatory manner.

THE COMMON APPLICATION

AP-1/2012-13

 $\label{eq:constraint} \begin{array}{c} \textbf{Optional} \ \textbf{The items with a gray background are optional. No information you} \end{array}$

	F	AMILY		
Please list both parents below, even if one or more is dec purposes even if you are an adult or an emancipated min below as well. If you wish, you may list step-parents and/ Household Parents' marital status (relative to each other): O Never M	or. If you are a minor wi or other adults with who	th a legal guardian (an individual or gove om you reside, or who otherwise care fo	ernment entity), then please lis r you, in the Additional Informa	st that information ation section.
With whom do you make your permanent home? O P	arent 1 O Parent 2	○ Both ○ Legal Guardian ○ W	ard of the Court/State 🛛 O	ther <i>mm/yyyy</i>
Parent 1 ○ Mother ○ Father ○ Unknown Is Parent 1 living? ○ Yes ○ No (Date Deceased	mm/yyyy	Parent 2 ○ Mother ○ Father ○ Unł _) Is Parent 2 living? ○ Yes ○ M		mm/yyyy
Last/Family/Sur First/Given Former last name(s) Country of birth		Last/Family/Sur Former last name(s) Country of birth		
Home address if different from yours		Home address if different from		
Preferred Telephone: O Home O Cell O Work (ntry/City Code	Preferred Telephone: 〇 Home 〇 E-mail	Area/Country/Cl	ity Code
Occupation				
Employer		Employer		
College (if any)	CEEB	College (if any)		CEEB
Degree	Year	Degree		Year
Graduate School (if any)				CEEB
Degree	Year	Degree		Year
Legal Guardian (if other than a parent)		Siblings		
Relationship to you		 Please give names and ages of your grades K-12 (or international equit attended or are currently attending) 	ivalent), list their grade levels. Ig college, give the names of t	If they have he undergraduate
Last/Family/Sur First/Given Country of birth	Middle	institution, degree earned, and ap three siblings, please list them in		
Home address if different from yours		Name	Age & Grade	Relationshi
		College Attended		CEEB
Preferred Telephone: O Home O Cell O Work (_)	Degree earned or expected		n/yyyy — mm/yyyy
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List all othe				ce 9 th grade, includi	-					-	•
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If your educ	ation was or w	ill be interru	pted, please indi	icate so here and pr	ovide details in t	he Addition	nal Information	section:			
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Grade level or post-graduate (PG)	Honor	Highest Level o Recognition S S/R N I
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EXTRACURRICULAR ACTIVITIES & WORK EXPERIENCE

Extracurricular Please list your **principal** extracurricular, volunteer, and work activities **in their order of importance to you**. Feel free to group your activities and paid work experience separately if you prefer. Use the space available to provide details of your activities and accomplishments (specific events, varsity letter, musical instrument, employer, etc.). To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.

Grade level or post-graduate (PG)		ximate spent	When did yo in the a		Positions held, honors won, letters earned, or employer	lf applicable, do you plan
9 10 11 12 PG	Hours per week	Weeks per year	School year			to participate in college?
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WRITING

Please briefly elaborate on one of your extracurricular activities or work experiences in the space below.

Please write an essay of 250 – 500 words on a topic of your choice or on one of the options listed below, and attach it to your application before submission. **Please** indicate your topic by checking the appropriate box. This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself. *NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplement form.*

- ① Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- O Discuss some issue of personal, local, national, or international concern and its importance to you.
- () 3 Indicate a person who has had a significant influence on you, and describe that influence.
- O Bescribe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an
 - experience that illustrates what you would bring to the diversity in a college community or an encounter that demonstrated the importance of diversity to you. Topic of your choice.

Additional Information Please attach a separate sheet if you wish to provide details of circumstances or qualifications not reflected in the application.

Disciplinary History

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- ① Have you ever been found responsible for a disciplinary violation at any educational institution you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in a disciplinary action? These actions could include, but are not limited to: probation, suspension, removal, dismissal, or expulsion from the institution. O Yes O No
- ② Have you ever been adjudicated guilty or convicted of a misdemeanor, felony, or other crime? Yes No
- [Note that you are not required to answer "yes" to this question, or provide an explanation, if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.]

If you answered "yes" to either or both questions, please attach a separate sheet of paper that gives the approximate date of each incident, explains the circumstances, and reflects on what you learned from the experience.

Note: Applicants are expected to immediately notify the institutions to which they are applying should there be any changes to the information requested in this application, including disciplinary history.

SIGNATURE

Application Fee Payment If this college requires an application fee, how will you be paying it?

○ Online Payment ○ Will Mail Payment ○ Online Fee Waiver Request ○ Will Mail Fee Waiver Request

Required Signature

- I certify that all information submitted in the admission process—including the application, the personal essay, any supplements, and any other supporting materials—is my own work, factually true, and honestly presented, and that these documents will become the property of the institutions to which I am applying and will not be returned to me. I understand that I may be subject to a range of possible disciplinary actions, including admission revocation, expulsion, or revocation of course credit, grades, and degree, should the information I have certified be false.
- I acknowledge that I have reviewed the application instructions for each college receiving this application. I understand that all offers of admission are conditional, pending receipt of final transcripts showing work comparable in quality to that upon which the offer was based, as well as honorable dismissal from the school.
- I affirm that I will send an enrollment deposit (or equivalent) to only one institution; sending multiple deposits (or equivalent) may result in the withdrawal of my admission offers from all institutions. [Note: Students may send an enrollment deposit (or equivalent) to a second institution where they have been admitted from the waitlist, provided that they inform the first institution that they will no longer be enrolling.]

Signature 🦄

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Date

Common Application member institution admission offices do not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, sex, age, marital status, parental status, physical disability, learning disability, political affiliation, veteran status, or sexual orientation.

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AP-5/2012-13

For Undergraduate College Admission		For Spring 2013 or Fal	l 2013 Enrollment		
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Background Information

Class Dank		Covering a new	ind from	to				offer
JIASS RAITK	Class Size	Covering a peri		l0 n/yyyy) (mm	/yyyy)	How many courses AP IB		
The rank is \bigcirc	weighted \bigcirc unweighted. How many a	additional student	ts share this ra	ank?		If school policy limits a given year, please I		
How do you repo	ort class rank? quartile	quintile	(decile		AP IB	Hor	ors
Cumulative GPA:	c on a scale, co	overing a period f	from	yy) to	/yyyy)	Is the applicant an IB Are classes taken of In comparison with o	n a block schedu	e? \bigcirc Yes \bigcirc No
This GPA is \bigcirc w	veighted \bigcirc unweighted. The school's p	bassing mark is _			·	at your school, the a		
Highest GPA in c	class	G	raduation Date	(mm/dd/yyy	v)	 most demanding very demanding 	1	
Percentage of gra	aduating class immediately attending:	fo	our-year			 demanding average below average 		
How long have ye	ou known this student and in what cont	text?						
What are the first	t words that come to your mind to desc	ribe this student	?					
Potingo Como	and to other students in his or her slee	o voor bow do w	ou voto thio otu	dant in tarma of				
tatings Compa	pared to other students in his or her clas	s year, now do yo	ou rate this stu	dent in terms of:	Very go	od		One of the top few I've encoun-
No basis		Below average	Average	Good (above average)	(well ab averag	ove Excellent	Outstanding (top 5%)	tered (top 1%)
110 00313	Academic achievement	average	Average	average)	averag	e) (top 1070)	(top 570)	(100 170)
	Extracurricular accomplishments							
							-	
	Personal qualities and character							1 1
his student. Alterr nd encourage you The applicant's Relevant conte or other circun	OVERALL ease provide comments that will help us di natively, you may attach a reference writte bu to consider describing or addressing: 's academic, extracurricular, and personal ext for the applicant's performance and inv mstances, either positive or negative.	en by another scho characteristics. volvement, such as	ool official who c s particularities	an better describe of family situation	e the studer or respons	nt. We especially welco ibilities, after-school v	ome a broad-base	d assessment
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THE COMMON APPLICATION

2012-13 MIDYEAR REPORT

MR

For Spring 2013 or Fall 2013 Enrollment

TO THE APPLICANT

.egal Name			Middle (complete)		○ Fema ○ Male
Birth Date	C/	AID (Common App ID)			
ddress					
Number & Street	Apartment #	City/Town	State/Province	Country	ZIP/Postal Co
chool you now attend		CEE	B/ACT Code		
IMPORTANT PRIVACY NOTE: In accordance with reflects your choice to waive or not waive your ri- including this one. You chose the following: O Yes, I do waive my right to access, and I unde O No, I do not waive my right to access, and I n on my behalf to the institution at which I'm e	ght of access to all recommend erstand I will never see this form hay someday choose to see this	ations and supporting or any other recomm form or any other rec	documents. That response a nendations submitted by me ommendations or supporting	applies to all subsec or on my behalf.	uent reports,
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STEP BY STEP: COLLEGE AWARENESS AND PLANNING: LATE HIGH SCHOOL

National Association for College Admission Counseling (NACAC)

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4

SESSION IV: THE APPLICATION PROCESS (PART I)

ACTIVITY $#_3$: Teacher Recommendations

Opening Discussion:

Students need to know they have some control over their teacher recommendations, depending on who they ask, how far ahead of time they ask, and the kinds of information they provide the teacher. The role play will provide practice that should help build the student's confidence in approaching a teacher.

Handouts:

Common Application Teacher Recommendation Form Teacher Recommendation Request Who Will Write Your Recommendation Worksheet

Instructions:

- 1. Give each student the three handouts.
- 2. Ask students what surprises them about the teacher recommendation form. Stress that, in essence, a teacher recommendation should answer: Why would a professor want to teach this student?
- 3. Ask students to identify at least two teachers whom they could confidently ask to write a recommendation—they should write the names on the worksheet.
- 4. Some schools have a specific procedure for requesting teacher recommendations. If theirs does not, the Teacher Recommendation Request form is something they could use. If a college does not ask for a teacher recommendation, it may be because they do not want additional information; however, if a student is deferred, a strong letter of recommendation could be sent.
- 5. IMPORTANT POINT: Students cannot ask to see teacher recommendations, but they are able to help shape them by giving the teacher good information.
- 6. Role-Play: Ask students to turn to the handout, "Who Will Write Your Recommendation?" and the "Teacher Recommendation Request Form." Allow a few minutes to read those handouts and then pair students and ask them to practice asking a teacher for a recommendation.

STEP BY STEP: COLLEGE AWARENESS AND PLANNING: LATE HIGH SCHOOL

National Association for College Admission Counseling (NACAC)

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Ratings Compared to other students in his or her class year, how do you rate this student in terms of:

No basis		Below average	Average	Good (above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few l've encoun- tered (top 1%)
	Academic achievement							
	Intellectual promise							
	Quality of writing							
	Creative, original thought							
	Productive class discussion							
	Respect accorded by faculty							
	Disciplined work habits							
	Maturity							
	Motivation							
	Leadership							
	Integrity							
	Reaction to setbacks							
	Concern for others							
	Self-confidence							
	Initiative, independence							
	OVERALL							

Evaluation Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

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TEACHER EVALUATION 1

TE-2/2012-13

WHO WILL WRITE YOUR TEACHER RECOMMENDATION? HOW DO YOU ASK FOR A RECOMMENDATION?

- The first step is to make sure that your colleges require teacher recommendations. You do this by carefully reading the applications.
- If recommendations are required, make sure that you have the forms the colleges require and that you know the deadline dates. Address and stamp an envelope for each college that requires a paper version of the teacher recommendation. Make sure you know the email address or URL if it is being submitted electronically.
- Find out if your school has a specific policy regarding teacher recommendations. If there is a policy, follow it. If not, you can use the information in this handout.
- The next step is deciding what teacher (or teachers, if your colleges require more than one) to ask.
- Think of the high school teachers who knows you best and would be enthusiastic about writing a recommendation for you.
 - o These teachers should be from academic subjects, preferably from junior or senior year.
 - o Teachers whom you have had for more than one class are often good choices.
 - o List the teachers to ask: _
- Approach the teacher at least three or four weeks before the deadline date. You can say something like this: I am applying to College XYZ, and that college requires a teacher recommendation. I think you know a lot about my strengths as a student. Would you be able to write a recommendation for me?
- If the teacher agrees, give them all the required college forms, stamped envelopes, and information about yourself as soon as possible. Again, they need at least three weeks notice! TIP: Use the TEACHER RECOMMENDATION REQUEST form in your handouts to provide personal information.
- If the teacher is not sure or says no, don't push it. Ask a different teacher. YOU WANT SOMEONE WHO WANTS TO WRITE THE LETTER!
- WRITE A THANK YOU NOTE TO THE TEACHERS WHO WRITE RECOMMENDATIONS FOR YOU.

TEACHER RECOMMENDATION REQUEST

Student's Name	Today's Date:
Student's DOB:	
Email Address / Phone # (in case of questions)	
Teacher's Name:	
Course(s) with This Teacher (i.e., English 3):	

Thank you so much for agreeing to write this letter of recommendation for me. I asked you because I think you are a teacher who knows me well and who can accurately evaluate my potential for academic success in college. This information may be helpful to you as you write the recommendation.

1.	I think my academic strengths are	
	a	
	b	
	C	
2.	I think my personal strengths are	
	a	
	b	
	C	
3.	I am considering the following college majors because	
	a	
	b	
	C	
4.	Some of the things I want the college admission and/or scholarship committee to know about me.	
	a	
	b	
	C	
	d	

- 5. The specific things I hope you discuss in this letter...
 - a. ______ b. ______ c. _____
- 6. What I remember most about your class...
- Additional information that might be helpful...
 (Students: You may attach a résumé to this form if you wish. But remember that the teacher recommendation will focus on you as a student in this teacher's classroom.)

These are the schools I am applying to. I have attached any teacher recommendation forms they require, as well as stamped and addressed envelopes.

Name and Address of School or email address of admssion office	

Again, thank you. I know this is a big time commitment, and I appreciate your help.

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SESSION IV: THE APPLICATION PROCESS (PART I)

ACTIVITY #4: Interviews

Opening Discussion:

Interviews are seldom required. Exceptions include a few highly-selective institutions, as well as some scholarship programs. However, a student should take advantage of the opportunity to interview on or off campus if possible. Students should know that meeting an admission representative "face-to-face," whether in an informal interview or at a meeting at their school or a college fair, can be helpful in the admission process. Students with "special needs" or with complicated family situations should be encouraged to make personal contact with an admission officer from the colleges to which they plan to apply. Making a good first-impression is important. In this session, students find that role-playing allows them to make and correct mistakes in a "practice" situation.

Activity/Handouts:

Typical College Interview Questions Materials: Flip Chart or blackboard

Instructions:

- 1. Give the students a copy of "Typical College Interview Questions."
- 2. Ask students to circle at least two questions they are prepared to answer.
- 3. Demonstrate an introduction: Firm handshake, good eye contact, introducing yourself.
- 4. Ask students to work with a partner. One is the interviewer, one the student. The student should introduce himself or herself. Then the interviewer should ask a question (one of the ones his partner circled), to which the student responds.
- 5. Instruct students to switch roles.
- 6. Ask the students to make comments about what was effective in the interview exercise and write them on the flip chart or board.

TYPICAL COLLEGE INTERVIEW QUESTIONS

If you have the opportunity for an interview with a college admission representative, take advantage of it. This is a chance for you to answer questions about yourself—your interests and accomplishments, your future goals, your reasons for applying to College XYZ, etc. It is also a great opportunity for you to ask questions. Remember, you are trying to decide if this college is a good match for you.

Some typical questions you might be asked:

- Tell us about yourself. What are your favorite classes? What do you want to study in college?
- What are the extracurricular activities you have been most involved with during high school? What were your contributions?
- What do you see as your strengths and weaknesses? Your greatest accomplishments? How would your friends describe you?
- Why are you considering our college? What special programs are you interested in?
- What characteristics are you looking for in the college you will attend?
- Is there anything else you want us to know about you?
- DO YOU HAVE ANY QUESTIONS?

This last question is important—be prepared. Get specific information about the things that interest you most AND show the interviewer you have done your research.

Some topics to consider asking about:

- The admission process at that school
- Specific majors you are interested in
- Special programs, such as freshman seminars, study abroad, etc.
- Social life—clubs and organizations, sororities and fraternities
- Dorm Life—types of housing, food
- Participation in activities such as music, drama, athletics, community service—who participates? How?
- School traditions?

BE YOURSELF!