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COLLEGE ADVISING PHILOSOPHY

College Advising at Geneva School of Boerne starts with the understanding that every student is made in *imago dei* - created in the image of God. The purpose of the College Advising office is to partner with students and their families to help identify the students' God-given giftings and aspirations and to help match the students to the colleges that best fit their academic, career and spiritual goals.

Our process is guided by scripture, with an emphasis on Psalm 139. Through scripture, we know the following truths about God and His role over our process:

GOD'S DESIGN

God knit you together – Psalm 139:13

GOD'S SOVEREIGNTY

God ordains all your days – Psalm 139:16

God has prepared you to do good works – Ephesians 2:10

GOD'S PEACE

God knows your heart – Psalm 139:23

God's peace guards your heart and mind – Philippians 4:7

GOD'S GLORY

Not to you but to God's name be the glory – Psalm 115:1

You have been made for the good of others and to reflect God's glory. Your life is in His gracious and capable hands. Knowing this means you can approach the college admission process with the peace that passes all understanding and the joy of discovery because living for His purposes is deeply satisfying. Having confidence that God individually cares for you means resting in knowing He is perfectly leading and guiding you and has a place for you in your next stage of life. This should change how you handle the fear, pressure and anxiety normally associated with this process.

COLLEGE ADVISING SERVICES

The College Advising office at Geneva School of Boerne partners with parents to prayerfully guide each student through the college admissions process. The office provides the following services to our rhetoric school students and their families:

College Forums

Throughout students' time in the rhetoric school at Geneva School of Boerne, students and parents will be offered college forums. These night-time meetings are designed to educate students and parents on the various aspects of rhetoric school academics and the college admissions process. Forums are held once a year in the spring for 8th-10th grade, twice for juniors, and once for seniors.

College Handbook

At the end of sophomore year, students receive the Geneva School of Boerne College Handbook to help guide them through the college process. The handbook contains timelines, best practices and tools



to help guide students through the two-year process. Click the links below to view sample sections from the handbook.

- Senior Year
- Campus Visits
- College Essays

Individual Family Meetings

During the spring of junior year, each family has the opportunity to meet individually with the College Advisor to discuss the student's status and goals and to begin building a suitable college list for the student. The ideal list takes into consideration the student's spiritual and personal development, academic standing and major/career aspirations as well as the family's financial constraints.

College Events

The College Advising Office facilitates student interaction with colleges, including university representative visits to Geneva, our annual on-site College Fair and student visits to universities.

Scoir

Each rhetoric student at Geneva receives his or her own account for Scoir, our college and career readiness portal. Scoir offers extensive tools for personal assessment and for career and college matching. The College Advising Office will load each student's GPA and test scores into Scoir, which can be used for comparison to admissions data at colleges of interest.

STUDENT RESPONSIBILITIES

- Keep open, two-way communication with College Advisor
- Be personally invested in and own the college application process. This will manifest in the following ways:
 - Carefully read emails from the College Advisor and respond when asked
 - Complete assignments involving college awareness – campus visits, lunch sessions, individual and group advisory meetings & workshops
 - Allocate time for college research
- Be committed to working hard and doing his or her best, as God supplies strength, in all arenas
- Work to discover and develop his or her God-given gifts and abilities throughout high school
- Cultivate positive relationships with teachers and other adults
- Understand that cheating, expellable behaviors and irresponsible social media presence are cause for college admissions denial

PARENT RESPONSIBILITIES

- Take the passenger seat (with a role similar to teaching driving), recognizing that the student must own this process
- Carefully read all communiqués from the College Advisor as the college process is heavy with deadlines and details
- Help their child build a realistic list of colleges based on academic standing and financial constraints
- Monitor and wisely help their child when he/she needs it
- Help with college research and plan and take their child on college visits

Class of 2024 Junior Year



SPRING/SUMMER '22	FALL '22
<ul style="list-style-type: none"> <input type="checkbox"/> Attend Sophomore College Meeting <input type="checkbox"/> Summer Reading: Get to know your College Handbook! (Parents too!) <input type="checkbox"/> Set up tabs in your College Handbook for filing college and scholarship materials you receive <input type="checkbox"/> Make sure resume information is updated through end of sophomore year in SCOIR or otherwise(C) <input type="checkbox"/> Start Visiting Colleges (E) <input type="checkbox"/> Develop your testing plan based on diagnostic results (A) <input type="checkbox"/> Prepare for the Standardized Tests (Optional: go to CollegeBoard.org to practice based on last year's PSAT)(A) <input type="checkbox"/> Look at your calendar against available SAT/ACT test dates, select dates, and register (order score reports) (A) 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin Career Exploration – Becky Preble (F) <input type="checkbox"/> Select, and Register for AP Tests to match College Goals <input type="checkbox"/> Take the PSAT <input type="checkbox"/> Schedule Personalized College Campus Visits (E) <input type="checkbox"/> Attend College Fair <input type="checkbox"/> Meet Individually with Becky Preble (optional) (F) <input type="checkbox"/> Begin Researching Colleges/Programs(G) <input type="checkbox"/> Have a meeting with your parents and discuss your college/career goals <input type="checkbox"/> Prepare for SAT/ACT. See Mrs. Ward to make a plan – start 6-10 weeks prior to test <input type="checkbox"/> Optional: use a tutor or take a prep class) (A) <input type="checkbox"/> Take the SAT/ACT
WINTER '23	SPRING '23
<ul style="list-style-type: none"> <input type="checkbox"/> Review PSAT scores online, use Khan Academy for prescribed practice (A) <input type="checkbox"/> Identify and schedule additional SAT/ACT tests for the spring and register (order score reports)(A) <input type="checkbox"/> If taking the SAT, register for the school day SAT at Geneva <input type="checkbox"/> Research Colleges/Programs that offer your area of interest (C)(G) <input type="checkbox"/> Military Academies: Visit with a recruiter (T) 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet Individually with Mrs. Ward to formulate your college plan <input type="checkbox"/> Select Best Sr. Year Courses to Support College Goals & Register <input type="checkbox"/> Make sure resume information is updated (C) <input type="checkbox"/> Select resume format and create actual resume (I) <input type="checkbox"/> Identify Recommendation Writers and request letters in SCOIR (J) <input type="checkbox"/> Take AP Tests in May <input type="checkbox"/> Visit Colleges (E) <input type="checkbox"/> Military Academies: Begin Applications and make separate checklist (T)

Class of 2024

Senior Year



SUMMER '23	FALL '23
<ul style="list-style-type: none"> <input type="checkbox"/> Visit Campuses – complete comparison worksheet (E) <input type="checkbox"/> Consider Internships, Relevant Camps, Enrichment Programs <input type="checkbox"/> Complete College Comparison Worksheet (G) <input type="checkbox"/> Identify list of schools applying to and mark in SCOIR <input type="checkbox"/> Identify preferred applications for each <input type="checkbox"/> Write essays – complete before school starts <input type="checkbox"/> Work on applications – most open by August 1st <input type="checkbox"/> Finalize and submit electronic version of resume to Mrs. Ward <input type="checkbox"/> Request two to three letters of recommendation (J) <input type="checkbox"/> Prepare for and register for a fall SAT/ACT if needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete all applications by deadlines <input type="checkbox"/> Select, and Register for AP Tests to match College Goals <input type="checkbox"/> Begin working on scholarship applications (M) <input type="checkbox"/> Mark completed applications in SCOIR to request submission of transcript, letters and other documents <input type="checkbox"/> Submit test scores directly from SAT/ACT to complete each application <input type="checkbox"/> Set up portals as directed by each school and record login information (** Important! Different colleges list additional requirements on their portal!) <input type="checkbox"/> If applying for financial aid, Submit FAFSA (opens October 1) <input type="checkbox"/> Take SAT/ACT if still needed <input type="checkbox"/> Identify scholarship opportunities at each school and apply
WINTER '24	SPRING '24
<ul style="list-style-type: none"> <input type="checkbox"/> Schedule personalized college visits to specific programs for finalist schools <input type="checkbox"/> Research process and reserve housing for admitted schools still in consideration <input type="checkbox"/> Identify national/employer scholarships and apply <input type="checkbox"/> Notify Mrs. Ward of all admissions decisions by marking in SCOIR <input type="checkbox"/> Notify Mrs. Ward of all scholarships 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate and compare financial packages for each offer of admission <input type="checkbox"/> Identify local scholarships and apply <input type="checkbox"/> Make decision and accept offer by May 1st and mark as Enrolling in SCOIR <input type="checkbox"/> Decline remaining offers <input type="checkbox"/> Take AP tests
SUMMER '24	
<ul style="list-style-type: none"> <input type="checkbox"/> Finalize housing <input type="checkbox"/> Request final transcript sent to selected college <input type="checkbox"/> Dual Credit Students: Request transcript from UTSA to selected college 	<ul style="list-style-type: none"> <input type="checkbox"/> Verify all needed documents have been received <input type="checkbox"/> Submit relevant AP scores to selected college

2021-22 COLLEGE TESTING

Most colleges or universities accept either the SAT or the ACT test scores. **Geneva School of Boerne school code is 440731.**

You can register to take the **SAT** and/or the SAT Subject Tests at www.collegeboard.com.

SAT Test Date	Regular Deadline	Late Registration (Late Fee)
August 28, 2021	July 30, 2021	August 17, 2021
October 2, 2021	September 3, 2021	September 21, 2021
November 6, 2021	October 8, 2021	October 26, 2021
December 4, 2021	November 4, 2021	November 23, 2021
March 2, 2022	December 3, 2021	School Day @ Geneva, register @ Geneva in November
March 12, 2022	February 11, 2022	March 1, 2022
May 7, 2022	April 8, 2022	April 26, 2022
June 4, 2022	May 5, 2022	May 25, 2022

You can register to take the **ACT** Test at www.actstudent.org.

ACT Test Date	Regular Deadline	Late Registration (Late Fee)
October 23, 2021	September 17, 2021	October 1, 2021
December 11, 2021	November 5, 2021	November 19, 2021
February 12, 2022	January 7, 2022	January 21, 2022
April 2, 2022	February 25, 2022	March 11, 2022
June 11, 2022	May 6, 2026	May 20, 2026
July 16, 2022	June 17, 2022	June 24, 2022

SAT/ACT PRIVATE OR SMALL GROUP TUTORS

U-bound College Prep

Greg Flores/Patricia Davila (Geneva Parents)
210-286-5198

More Than A Teacher:

Matthew Tucker (512) 981-8585

SAT/ACT PREP CLASSES

More Than A Teacher:

Matthew Tucker (512) 981-8585
www.morethanateacher.com

Princeton Review (888)251-7737

www.princetonreview.com

Momentum: David Turpin (310)497-3688
www.momentumcamp.com

Huntington Learning Center (800)226-5327
www.huntingtonlearning.com

Geneva School of Boerne does not endorse any particular prep course or private tutor. All tutors have been recommended by members of the Geneva community.

STANDARDIZED TESTING

WHAT?

Colleges and universities require the SAT or ACT as part of the admissions process. Most colleges will accept either test. Geneva students who plan their testing, practice testing, and become familiar with the test formats are generally able to attain test scores reflective of their academic performance. While it is important to understand testing requirements and procedures, it is also important to have the proper perspective on testing. Four years of your academic work, activities, and personal growth are more important than one morning's testing, both in college admissions and in life.

The available standardized tests include:

PSAT

The PSAT was designed to serve as a practice for the SAT and is offered by the CollegeBoard. At Geneva, all Sophomores take the PSAT as a practice and all Juniors take the official PSAT. For Juniors, their PSAT scores are automatically considered for recognition by the National Merit Scholarship Program. National Merit Recognition can make a college application more competitive and result in scholarship awards. However, these scores are not directly reported to any colleges.

PSAT scores will be available online in December. If you have not already done so, go to www.collegeboard.org to set up your account. By entering your personal information and information about Geneva (School CEEB code: 440731), you should be able to link to your PSAT scores, detailed scores reports, and directed practice.

SAT

The SAT is one of the two main standardized tests accepted at most colleges for admission purposes and it is also administered by the CollegeBoard. The SAT consists of one verbal, one math and one optional writing section. The SAT includes two required sections: Evidence Based Reading and Writing (each for 400 points for a total possible scores of 800) and Math (total possible score of 800). The test is scored on a scale of 1600. There is also an optional Essay section (scored on a scale of 24). You will need to check with the schools to which you are applying in order to determine if completing the optional essay is necessary.

SAT SUBJECT TESTS

In addition to SAT scores, some more selective colleges or degree programs also require up to three SAT Subject Tests. The SAT Subject Tests are administered on the same dates as the SAT. Each Subject Test takes about one hour and you

may take up to three Subject Tests on one day. You cannot, however, take the regular SAT and SAT Subject Tests on the same day. Selecting which Subject Tests to take can be complicated since the choice depends on the courses you have taken, your academic strengths, and the particular requirements of each institution. Check the website for any school you are considering to verify their testing requirements. It is recommended to take Subject Tests as soon as you have completed the subject if that is in your junior year, but no later than November of your senior year. A quick visit with Mrs. Ward can also help you determine the best Subject Tests for you to take, if any, and when.

ACT

The ACT is the second major standardized test accepted by most colleges for admission purposes. The ACT contains sections for English, Math, Reading and Science, with an optional Essay section. Each section is scored on a scale of 1-36 with a composite score of 1-36 averaged from all sections. The exception to this scoring is the optional Essay section which is scored on a scale of 12. You will need to check with the schools to which you are applying to determine if this section is necessary.

SCORING

Many colleges “superscore” when considering your test scores, which means that they will take the best combination of your scores across sections. You will need to determine how the schools you are applying to handle super scoring and score reporting. Some schools require that all testing be reported and others allow you to choose which scores to submit.

WHEN?

It is important to note that the approach to testing can vary widely by student, depending on your goal and testing ability. The most important factor determining your testing schedule is your own personal calendar for both the Fall and Spring. Consider sports, extracurricular activities, vacations, the Junior Class Europe Trip and any other family commitments when choosing your test dates. It is very important that you show up to the test well rested and prepared with a positive attitude and your overall schedule can have a significant impact on this.

The following schedule is generally a good approach for the majority of students:

Timeframe	Testing Activity
Summer Before Junior Year	
May-June	<ul style="list-style-type: none"> • Set up account on CollegeBoard • Link to previous results from 10th grade practice PSAT • Use Khan Academy (SAT) directed practice to help prepare for

Timeframe	Testing Activity
	<p>the 11th grade PSAT</p> <ul style="list-style-type: none"> • If you are interested in pursuing National Merit Recognition, consider formally preparing for the PSAT and then schedule the SAT test in October/November of Junior year. The PSAT and SAT are virtually identical so preparing for one is preparing for both.
Jul-Aug	<ul style="list-style-type: none"> • Choose to pursue either ACT or SAT (see section on <i>Which One? (SAT vs. ACT)</i>) • Choose your test date(s) and work backwards 6-10 weeks to determine when you should begin preparation. See the <i>College Testing Schedule</i> (first page of this section) for available test dates. • Begin preparing (see section on <i>How to Prepare?</i>). Recommended tutors and test prep classes are listed on the first page of this section. Visit the advisor's office for help choosing the best approach for you.
Junior Year	
Aug-Dec	<ul style="list-style-type: none"> • Register for and take an official ACT/SAT based on your planned scheduled • Order the score report if available so you can go back and study the questions you missed
October	<ul style="list-style-type: none"> • Take the PSAT (administered at GSB on a regular school day)
Feb-Mar	<ul style="list-style-type: none"> • Review results from previous test • Register for test in April/May (order score report if available) • Continue test prep 6-10 weeks before next scheduled test
Apr-June	<ul style="list-style-type: none"> • Retake your selected test to coincide with the end of junior year • Based on your scores, decide whether or not you might need to test again in the Fall of Senior year. Visit the advisor's office to discuss.

HOW TO REGISTER?

It is your responsibility to register for SAT/ACT testing. The first time you register for the ACT, go to their website (www.act.org) and set up an account. To register for the SAT, go to the CollegeBoard site (www.collegeboard.org) and setup an account. However, if you have already set up an account to view your PSAT scores, you will use the same account. CollegeBoard sponsors the PSAT, SAT, and AP Tests and you can use the same account for all of these tests.

**GENEVA'S SCHOOL
CODE: 440731**

Note: Each time you register for a test and complete the applications, be sure to use the exact same version of your name, which should also match your transcript.

See the College Testing Schedule for this year on the first page of this section. It is important that you compare the testing schedule with your academic, extracurricular, and personal calendars to determine the best dates to register for testing. It is crucial that you attend testing in a well-rested, non-stressed state, so choose your testing dates wisely. The College Testing Schedule indicates not only the testing dates but the deadlines for regular registration, typically one month in advance. You can pay extra for late registration but it becomes more difficult to get a seat at a nearby location.

Plan your test dates when you can ensure that you will arrive well-rested, well-fed, and with a positive attitude!

When you register, be sure to include Geneva's CEEB School Code (**440731**). When registering online, you should be able to look up this code by our name, but it is always good to know the code and to be sure that your scores are being sent to the right location. Every time you register for a test, please enter our code so that we receive your scores. Geneva will never share your scores with colleges or anyone else without expressed written consent.

HINT: For some test dates, you will be given an option to order a score report. We highly recommend that you order this report which will send you a copy of the test questions, your answers, and the correct answers to the actual test that you took. These reports can be an invaluable tool in your preparation process.

SENDING SCORES

When you register, you will be given the opportunity to send your test scores to up to four colleges for free. Generally speaking, it is best to wait until after you receive your scores and then decide which scores to send. If you elect to wait, you can log in to your account any time after you receive your scores and send them to any colleges you desire for a minimal fee per school. More selective colleges may require that you send all of your scores, so again, it is best to be familiar with the requirement of the schools you are interested in so that you can make the best decisions.

WHICH ONE? (SAT VS ACT)

Most colleges will accept either test. Carefully check the admission guidelines for prospective colleges and universities to verify what tests/scores are required for admissions. You can find this information through *Naviance*, on the school's website,

or by visiting with admissions representatives. The end of this section includes a comparison chart and a detailed article on the differences between the SAT and ACT and how to choose the test that is best for you.

HOW TO PREPARE?

Once you have selected a specific test to focus on, it is important that you take the necessary steps to adequately prepare for the test. Generally speaking, it is a waste of your time to continue to take the tests over and over again without some type of preparation in between. Preparation can vary widely from student to student depending on your goals and confidence in testing. Below is a list of the general approaches you can take to test preparation. Typically, a different combination of approaches and tools work best for different students, so be thoughtful about which approach might work best for you.

- 1) Use the free resources available on the CollegeBoard website to study your PSAT results and use the free, directed practice to help prepare for the SAT.
- 2) Read through the free preparation booklets provided by ACT and SAT which go over the instructions and guidelines about how to take the test.
- 3) Both the ACT and CollegeBoard website provide practice tests and other study resources for free, including online, directed practice with Khan Academy (SAT) and ACT Academy.
- 4) Download a practice test, take it in a timed environment, and go over the results. This is something that you can organize with a few friends.
- 5) Enroll in a Test Prep Course (see options on the College Testing Schedule – first page of this section)
- 6) Hire a private tutor – this can be especially helpful if you are a good student but struggle in the testing environment and you need guidance on how to take the test. This can also be a good option if you have tested well but are looking to raise your score a few points. See recommended options on the College Testing Schedule – first page of this section.

Some approaches are more effective for different students than others, but the effectiveness of any test preparation approach, no matter the cost, depends largely upon your level of self-discipline and your individual learning style.

Do not let standardized testing be a source of undue stress in your life. While testing is important and you want to put forth your best effort, it is only one aspect of holistic college admissions processes. The person that you are in Christ and the way you live your life both in and out of school will speak loudly throughout the many different aspects of your application.

ARTICLE: WHICH TEST SHOULD I TAKE? SAT VS ACT

from The Green Test Prep System. <https://greentestprep.com>

Many students and parents begin the college prep process by comparing the ACT and SAT. Two of the most common questions they ask are:

- Is the ACT easier than the SAT?
- Do colleges prefer scores from the SAT or ACT?

The SAT and ACT generally test the same types of content, especially after the SAT was revamped in 2016. Both ACT and SAT scores are used for college admissions and merit-based scholarships. The biggest differences between the tests are that the ACT has a Science Test, and there's one SAT Math Section for which you cannot use a calculator. Colleges don't prefer one over the other, so explore both tests to decide which one is right for you.

	SAT	ACT
Why Take It	Colleges use SAT scores for admissions and merit-based scholarships.	Colleges use ACT scores for admissions and merit-based scholarships.
Test Structure	<ul style="list-style-type: none"> • Reading • Writing & Language • Math • Essay (Optional) 	<ul style="list-style-type: none"> • English • Math • Reading • Science Reasoning • Essay (Optional)
Length	<ul style="list-style-type: none"> • 3 hours (without essay) • 3 hours, 50 minutes (with essay) 	<ul style="list-style-type: none"> • 2 hours, 55 minutes (w/out essay) • 3 hours, 40 minutes (with essay)
Reading	5 reading passages	4 reading passages
Science	None	1 science section testing your critical thinking skills (not your specific science knowledge)
Math	Covers: <ul style="list-style-type: none"> • Arithmetic • Algebra I & II • Geometry, Trigonometry and Data Analysis 	Covers: <ul style="list-style-type: none"> • Arithmetic • Algebra I & II • Geometry and Trigonometry
Calculator Policy	Some math questions don't allow you to use a calculator.	You can use a calculator on all math questions.
Essays	Optional. The essay will test your comprehension of a source text.	Optional. The essay will test how well you evaluate and analyze complex issues.

	SAT	ACT
How It's Scored	Scored on a scale of 400–1600	Scored on a scale of 1–36

SAT OR ACT - WHICH ONE SHOULD YOU TAKE?

If you want a competitive college application, you need good test scores. In order to get your best score, you need to focus on the right test. Before we dive in, know this first:

You should focus your efforts on taking *one* test. Colleges use something called “the concordance table” to compare SAT and ACT scores. They don’t prefer one test to the other: they just like you to have the highest COMPARATIVE score possible. A 1600 on the New SAT is a 36 on the ACT – getting either score will give you the exact same quality application, and once you get one great score, you’re finished – there’s no point in getting two good scores! It’s like saying you’re 6 feet tall and ALSO 2 yards tall – they might be different numbers, but you’re saying the exact same thing.

Your job is to pick the test that will give you the best comparative score. It’s your job to pick the test that’ll give you the best score, focus all of your energy on it, and knock it out of the park.

With that in mind, the big question is: which one will get you the best comparative score?

THE DIFFERENCES BETWEEN THE SAT AND ACT

The New SAT, which launched on March 5th of 2016, is basically a carbon copy of the ACT – it was designed to be just that.

The two tests have far more commonalities than differences, so let’s list the few things that set them apart:

- The SAT doesn’t have a science section. The “science” section of the ACT is easy to master, and has nothing to do with science. But if you hate it, then the SAT is your savior.
- The essays are different. Both tests come with optional essays. The ACT essay asks you to come up with your own argument and support it – the SAT essay asks you to evaluate an argument that someone else has already written for you. Neither is easier or harder – it’s just an issue of personal preference.
- The SAT has a few fill-in-the-blank math problems, and half of the math problems don’t allow calculator use. The ACT lets you use a calculator on all its math problems, and all the answers are multiple choice. The SAT has a “with calculator”

and “without calculator” section, and 13 of its problems force you to fill in your own answer. The “without calculator” problems aren’t difficult because they don’t require any difficult arithmetic, so it’s not that much of an issue.

- The SAT is far less “time intensive.” This is the big issue that really separates the two exams. The SAT gives you far more time per problem, so it’s a much less intense testing experience. Alternatively, the ACT makes you go at a blisteringly fast pace. So if you need some more time to consider your answers, the SAT is going to be your friend. If you can plow through questions and are super focused, then the ACT should be your exam of choice.

Aside from those differences, the tests are practically identical. The material tested is the same. The formatting is basically the same. They both test your knowledge of math, English grammar, and reading comprehension. They both take 3-4 hours to complete.

Because the SAT lacks a science section and is less time intensive, it might seem like an obvious choice. But there’s something to keep in mind: the nature of competition.

PICK THE TEST THAT GIVES YOU THE BIGGEST EDGE

Overall, the SAT is objectively easier than the ACT. You have more time to deal with each question and fewer sections to master. But before you dive right into the SAT, you need to know the following:

- College applications are about COMPARISON, and not about absolute value. You’re not evaluated based on how good you are – you’re judged on how good you are *compared to all the other applicants*.
- These tests are graded on a curve. Your performance is scaled, and your final score is based on how you did *compared to everyone else*.
- This means that you should take the test that gives you the biggest competitive edge. The might be “easier,” but it’s easier for *everyone who takes it*. The ACT might be “harder,” but it’s also just as hard for all the students who are taking it alongside you. The scale will come into play – if you can use that scale to your advantage, you’ll end up with the best college application possible.

The short version: if you’re awesome at fast-paced assignments and can stay focused for long periods of time, you have a *huge* competitive edge on the ACT. You can use those skills to blow the other students taking the ACT out of the water.

If you’re not so good at fast-paced assignments (if you prefer to take your time and think things through, or if you usually don’t finish your tests in school), the ACT will be a total nightmare. You should probably take the SAT instead.

THE REALLY SIMPLE WAY TO DECIDE

If you take the following steps, you'll be able to make the right decision and begin focusing on the correct test. This will only take an afternoon, and it's the best possible investment you can make in your future test success:

1. Grab a copy of both tests. You can either buy the Official College Board Manual and The Official ACT Prep Guide, or you can find a free copies of the SAT and a free copy of the ACT online.
2. Spend an hour looking at each test (including its rules for each section, its format, and its problems) and see which one you like best. I've never had a student that was neutral on this issue. Most students love the SAT and hate the ACT or vice versa.
3. Start prepping and focus on the test you like the most.

Did you expect it to be more complicated? Fortunately, it's not! These tests are remarkably similar – so if you think you'll have an edge on the ACT and you like the way it looks, take the ACT. If you think the ACT's time restraints are insanely challenging, or you really don't like the look of the science section, take the SAT.

If you want to get more in-depth, there's a "varsity step" that you can take:

4. Take a full-length, timed, graded, realistic practice exam of both tests and then compare your scores using the concordance table.

This will take about eight hours over the course of two weekends. The College Board book and Real ACT book will show you exactly how to grade your exams. If you want a truly "scientific" comparison of your performance, this is doable. But there are two things to keep in mind:

- You need to take BOTH tests under REALISTIC conditions. If you take one test on a weekend, after a full night's sleep, with a proper meal in your belly, in a quiet room, and you take the other test in the afternoon, in a busy library, on 4 hours of sleep, you're obviously going to do better on the former. There's no point in doing this unless you do it right.
- The result you expect is usually the result you'll get. I've had numerous students go through this exercise. In *every* case, the test that the student *thought* he or she was going to do best on was the test that ended up giving him or her the best comparative score. So I don't have my students do this anymore – it's overkill.

That's really all there is to it! If you know what both tests look like, figure out which one will give you the biggest edge based on your own preferences and testing style, and then focus on that one, you're making the best possible test prep decisions.

ONE LAST THING: START EARLY

People think test prep is a horrendous, stressful process. It's not – **if you start early**. If you start studying a month before your test, it's going to be stressful, and you won't be able to leverage your brain's preference for absorbing information over the long-term. If you start months in advance, you can put in 20-40 minutes a day (split into small sessions of 10-20 minutes each) and get *way* higher scores.

Once you've picked your test, you already know what to expect. So start studying as soon as you can! You'll get a much higher score *and* the entire process will be way easier. As a bonus, you won't need to derail any of your other activities – even if you're in the debate club, on varsity soccer, and dealing with a challenging course load, you can easily find the time to study for 15 minutes in the morning and another 15 minutes in the afternoon. Why wouldn't you?

Deciding between the SAT and the ACT is essential, but it's far from difficult. Take care of this as soon as you can and you'll be on your way to testing success in no time!



U-BOUND offers customized college prep services for high school students who are University-Bound, including:

- Face-to-Face Tutoring for high school juniors and seniors for PSAT, SAT and ACT exams
- Standardized Testing Primer Course for high school sophomores
- College Application Coaching for high school seniors

Conveniently located in Boerne, U-BOUND has successfully tutored and guided high school students from Geneva School of Boerne, Boerne High School, Champion High School, Clark High School, and the surrounding area.

Face-to-Face Tutoring

Tutoring for the PSAT, SAT or ACT prepares high school students for the standardized test of their choice. Differentiated instruction is provided in person over 10 weeks, and includes:

- 20 hours of instruction (one hour, twice/week) and completion of up to 10 practice exams
- Two proctored practice exams in a classroom setting (four hours each)
- Customized instruction focused on strengths and weaknesses of each individual student
- Customized strategies for each test section
- Introduction to college application planning

"U-BOUND helped our son raise his ACT section scores by as many as 5 points. He earned automatic admission to Texas A&M, and will be one of only 85 freshmen to attend the Mays Business Honors Program in the Fall of 2018."

- Ashley and Bobby Langenbahn,
Geneva School of Boerne Parents

Sophomore Primer Course

The U-BOUND Primer Course for high school sophomores is designed to help students get ready for SAT/ACT prep courses. The Primer is focused on reviewing the basic math, reading and grammar skills needed to be successful on standardized tests. The 8-week review is conducted in classes of six students and includes:

- 12 hours of review (1.5 hours, once/week)
- Overview of Standardized Tests
- SAT vs ACT Comparison and Evaluation
- Math, Reading and Grammar Skills Review

"After helping our daughter raise her ACT section scores by as many as 5 points, U-BOUND helped her draft and finalize her college application essays. She achieved her college application goals and is now headed to Baylor University"

- Anna and Kenneth Floyd,
Boerne High School Parents

College Application Coaching

The college application process can be stressful. U-BOUND offers customized services to help students build a competitive college application to universities around Texas and the US.

- Building a Competitive Resume
- Identifying Priority College Characteristics
- Building a College List
- Reviewing College Application and Scholarship Essay Drafts

"U-BOUND's PSAT and SAT tutoring helped our son achieve National Merit Recognition. Now we are getting help from U-BOUND through every step of the college application process."

- Tiffany and Jason Cone,
Geneva School of Boerne Parents

Which Test Should I Take?

A student should focus on preparing for and obtaining a competitive score on ONE of these tests. Colleges DO NOT require both tests for admission.

Study the differences and assess which test is better suited to you. For example, if you cannot finish on time, the SAT may be better. If you are fast and accurate, the ACT may be a better option.

If you are still uncertain, take a practice test on your own to determine your preferences. Be sure to take both tests under similar conditions for an accurate assessment.

ACT	SAT
215 Total Questions in 2 hours:55 minutes 1 Optional Essay in 40 minutes	154 Total Questions in 3 hours 1 Optional Essay in 50 minutes
Math	Math
60 Questions; 60secs/question Calculator <i>allowed on all</i> questions Emphasis on Algebra <i>More</i> Geometry and Trigonometry <i>Some</i> Logs, Graphs of Trig Functions, & Matrices Key formulas <i>not</i> provided Questions require <i>less</i> reasoning, <i>more</i> speed	20 Questions <i>No Calculator</i> ; 75 secs/question 38 Questions with Calculator; 86 secs/question Emphasis on Algebra <i>Less</i> Geometry and Trigonometry <i>No</i> Logs, Graphs of Trig Functions, or Matrices Key formulas <i>are</i> provided Questions require <i>more</i> reasoning, <i>less</i> speed
English	Writing
75 Questions; 36 secs/question <i>More</i> Grammar, Punctuation, Sentence Structure <i>Less</i> focus on Writing Style <i>Less</i> Vocabulary	44 Questions; 48 secs/question <i>Less</i> Grammar, Punctuation, Sentence Structure <i>More</i> focus on Writing Style <i>More</i> Vocabulary
Reading	Reading
40 Questions; 53 secs/question Questions <i>seldom</i> include references to specific lines in the Passage Questions <i>do not</i> appear in chronological order	52 Questions; 75 secs/question Questions <i>frequently</i> include references to specific lines in the Passage Questions <i>do</i> appear in chronological order Charts, Tables, and Graphs used in <i>some</i> Passages
Science	N/A
40 Questions; 53 secs/question Charts, Tables & Graphs used <i>heavily</i> in Passages Comfort with Scientific Terminology helps	0 Questions Reading section includes scientific passages
Essay (Optional)	Essay (Optional)
40 minutes for 1 Essay that asks for the student's <i>opinion</i>	50 minutes for 1 Essay that asks for the student's <i>analysis</i>

U-BOUND was founded by Patricia Davila and Greg Flores. Patricia is an attorney and graduate of Texas A&M University and the University of Texas at Austin School of Law. Greg is a business owner and graduate of Harvard University and the LBJ School of Public Affairs at the University of Texas at Austin. Together, they are raising three daughters: one who attends the University of Texas at Austin Plan II Program and two who attend Geneva School of Boerne.

SAT and ACT

How School Counselors Can Help Their Students Tackle the SAT and ACT

By Evan Wessler



When it comes to the SAT and ACT, school counselors are often the main drivers of student awareness and test registration. Even in districts in which most students and parents take the initiative on their own, school counselors are uniquely positioned to make sure that their students are well informed about the tests, and to ensure that these students take them at the right time. Both aspects are crucial to success on standardized college admissions exams: students who head into the SAT or ACT having planned their prep and test-taking timeline are far more likely to achieve their potential than are students who haphazardly decide when to test and how to get ready. By taking advantage of their capacity as advisers to students and their families, school counselors can serve as integral contributors to student success on the SAT and ACT while significantly reducing student stress during junior and senior year.

The SAT and ACT: Not Your Average Tests

If you know the SAT and ACT, you know they are predictable exams: each time they are administered, both present questions whose style and content are characteristic of their respective tests. Predictability, though, is just one side of the coin: in order to take advantage of this predictability, students must prepare for it.

Many students and parents are unaware that prep for the SAT and ACT doesn't resemble prep for in-school exams. This is because standardized college admissions tests are fundamentally different evaluations. Whereas in-school exams usually test

only a few topics at a time, the SAT and ACT test years of knowledge and ability in a single sitting; whereas in-school exams are typically written to allow students to work through them at a comfortable pace, the SAT and ACT conform to pressure-inducing time restrictions; whereas in-school test questions are likely to resemble homework and in-class problems, SAT and ACT questions are often "dressed up" so that students must unearth the proper approach or perspective for answering the question. A lack of awareness of these differences is often the culprit in the case of incredulous parents, who can't believe it when their academically successful students struggle on the SAT or ACT.

Thus, SAT and ACT prep ought to be handled differently. Whichever mode of prep students pursue—self-studying, a web-based course, an in-person class, tutoring—should take place over an extended period on the scale of eight to twelve weeks, and perhaps more if necessary. This prep should involve working with real passages and questions from individual test sections, and should incorporate taking full-length, timed, official practice tests (i.e., ones released by the testing organizations themselves). Students should seek out strategies rather than solely focus on straight content review, because part of doing well on the test is knowing the "giveaways" that expose tricky question types.

What's clear is that when students treat the SAT or ACT as an afterthought, they don't give themselves the time to take advantage of the exams' predictability, and thus do not score as high as they could. To avoid this scenario, we need two things: awareness building, and a well-conceived test prep

timeline. This is where you, the counselors, can make a massive difference.

Making an Impact

Awareness is the first step. With respect to the SAT and ACT, students and parents exhibit a great number of knowledge gaps or misconceptions that must be addressed. Even small initiatives, like a counselor-led push to conspicuously post the dates on which the exams are offered, can get all students—from the hyper-prepared to the disengaged—thinking about the tests. And there's so much more. In conversations I've had with school counseling department chairs, I've learned of in-class counselor-led presentations during which counselors visit all classes and give a 10- or 15-minute information session on the SAT and ACT, covering everything from registration to available prep materials to timeline. In other schools, the counseling department invites juniors (and sometimes sophomores) to a fall "College-Bound Information Night", during which a segment of the evening's presentations is devoted to the SAT and ACT. Still other schools take the step of meeting with sophomores individually or in small groups toward the end of the school year to discuss the junior-year outlook—a perfect setting to discuss the SAT and ACT. Many factors, which include the number of students at your school, the size of the counseling department, and the current state of student awareness, will determine whether these solutions are bound to be either perfect or non-starters. What is clear, though, is that in schools where counselors find ways to communicate the basic facts behind the SAT and ACT, students become collectively more prepared.

And what about that test-taking timeline? We all know that teenage students have a narrow con-



ception of time: even to a rising junior, standardized admission tests, college applications, and acceptance letters can seem a lifetime away. But as adults who have been through it themselves, counselors can provide the perspective necessary for getting students to plan ahead and to understand that these things really aren't that far off. For example, a great thing to focus on is how hectic and test-saturated junior year can be. Students who are taking multiple honors and AP classes may not consider in the fall that come the spring, AP exams, SAT Subject tests, and finals will all happen within about a one-month window, and that waiting until this time to take the SAT or ACT might cause undue stress and difficulty. Even for students who are not on an advanced track, waiting until the spring can mean taking the test again in the fall of senior year, when schoolwork, extracurriculars, and college applications all come to a head. Adding the SAT and ACT to the mix can spell trouble for many of these students.

For students to get the right perspective, they must be encouraged to sit down with a calendar, consider the test dates, and work backwards to map out their prep plans. In some states, the test date might already be determined, as it has become increasingly popular for states to adopt either the SAT or ACT as a mandatory statewide exam. If your school is in one such state, the imperative for establishing a prep timeline is even greater: everyone knows exactly when they will take the test, so why not make a plan to be very prepared?

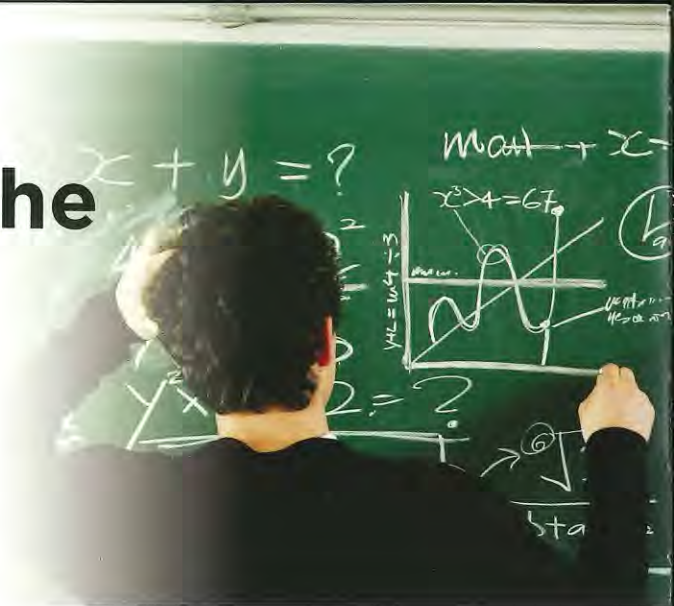
Being Proactive

Perhaps this article could have been summarized in a single line: students benefit from staying ahead of the standardized college admissions testing curve; school counselors can help them do so. By providing timely and focused information about the SAT and ACT, and through emphasizing thoughtful planning in the context of their students' high school years, counselors can have a profoundly positive effect on their students' score outcomes and college admissions prospects.

Evan Wessler is the VP of Education at Method Test Prep. He can answer any questions you have about the SAT or ACT by e-mailing him at evan@methodtestprep.com or visiting the Method Test Prep website at www.methodtestprep.com.

Myths about the ACT and SAT

By Vicki Wood



Myths about the ACT and SAT are widespread and deep-seated. These untruths are most commonly attributed to students and their parents, but you can't really blame them: their first foray into the world of standardized testing is usually uncharted and fleeting, where inexperience (or perhaps decades-old experience) along with recurrent test changes make it difficult for anyone but seasoned experts to separate fact from fiction. In this environment of high stakes and rare consensus it's little wonder that legends persist and propagate.

However, while most falsehoods can be traced back to high schoolers' homes and hallways, even the best-intentioned college counselors can get it wrong, too. In May, a TV station in Cleveland ran a story about the "easiest" ACT test administration dates based on the recommendations of an independent college advisor. Luckily, college admissions consultants quickly contacted the station and the story was changed, but we're left to wonder what other fictions are out there still doing damage. To protect you and your students, here are some of the most common—and most dangerous—myths that counselors have regrettably asserted:

Myth #1:

Certain test date administrations give students an advantage

Students are frequently told to take the ACT and the SAT at a certain time of year to gain an edge over fellow test takers. They may be advised to

take the test in the winter or early spring because fewer seniors take the exam during those times and thus the curve is more forgiving. Or, on the contrary, they are warned against these same winter and early spring dates because motivated, capable juniors make up the majority of the testing pool, and the curve is subsequently harsher. So which is it?

The reality is that specific test dates do not convey an advantage because each test is rigorously standardized, meaning they have been precisely equated to adjust for slight variances in difficulty from administration to administration. For example, a student who took the ACT in June of 2014 and answered 45, 46, or 47 English questions correctly received a scaled score of 20, while a student who took the test in June of 2016 only needed to answer 41 or 42 questions correctly to earn the same scaled score. The June administration was harder in 2016 than in 2014, so the test makers adjusted the scaled scores to reflect, and negate, that difference in difficulty.

The myth that certain test administrations are easier than others is generally attributed to teachers and counselors who are familiar with classroom bell curves, where a fixed number of each letter grade is distributed. The ACT and SAT, however, do not use the same sort of system when equating tests. Whereas a classroom teacher will compare the scores of the current students in her class, the ACT and SAT measure test takers based on a prior reference group in order to avoid the issues that can arise when large, disproportionate numbers of students with similar aptitudes take

the same test administration.

But the myth can also be ascribed to students who take multiple ACTs or SATs. They may feel like one test was easier than another because they enjoyed the Reading passages more on one or found the Math section did not contain as many complex fraction questions as another. But this is a subjective luck of the draw, as what one student finds easy another may find difficult; either way, the test makers will adjust for it on the whole when equating each test.

Myth #2:

The ACT is easier than the SAT

The success of the ACT (and the recent changes to the SAT) can be directly traced to the long-standing belief that the ACT is an easier exam. This myth, in large part a marketing ploy by the makers of the ACT itself, led to the ACT gaining in popularity until it finally overtook the SAT in 2012, causing a mass scramble by the College Board to repackage their test and regain market share. But in reality, it's difficult to qualify one test as easier than the other, especially now that their formats and assessed content so closely resemble each other. For instance, two of the most notable differences between the exams disadvantage ACT test takers: it allows less time per question and, unlike the SAT, has a dedicated Science section. These "drawbacks," however, are countered by the SAT's own hurdles: it has more words to process per question and random "science" questions are littered throughout the Reading, Writing & Language, and Math sections.

Rather than choose a test based on perceived difficulty, students should instead choose based on format preference and practice test results. After taking a practice ACT and a practice SAT under timed conditions, they will likely feel more comfortable with one format and will hopefully perform better on that same format when using published concordance tables to compare their results. That is the test on which they should focus. At first, anyway....

It has recently come to light that a few colleges have enacted a policy that college admissions counselors have dubbed "super duper scoring," which is the process of taking the best section

score from either the ACT or the SAT. So a student's super duper score might be a 580 on the Reading, a 26 on the Writing, a 620 on the Math and a 24 on the Science. Most of the colleges using this method of score analysis are advertising it as traditional "super scoring" though, so you must call the admissions department to determine the type of super scoring taking place at each institution. But if you find that prospective colleges are using super duper scoring, your students would be at a disadvantage by only taking one test, so it may be wise to advise your charges to concentrate on one test in the beginning, but to be prepared to eventually take the other test based on a college's scoring policies.

Myth #3:

Colleges—especially highly selective colleges—prefer the SAT

While this myth is based on what was once hard fact, it is no longer true. There was a time when geography dictated which test a college or university preferred, but with the growth of the ACT over the last two decades all colleges now regard the ACT and SAT equally. This is hard for some parents to believe given the staunch preferences in their own time, but in a 2007 article in *The New York Times*, the director of admissions at Harvard stated, "Either is fine with us." This attitude prevails throughout college admissions offices ten years later, so students should select the test that best showcases their aptitude rather than one they believe is valued more by an institution.

With standardized tests and college policies changing frequently, it's easy to mistakenly perpetuate old myths and outdated insights. The online college counseling groups erupted this past spring with the revelation of "super duper scoring," as most of us—myself included—had recently told students that taking only one standardized test was ideal (and it still may be, depending on how prospective schools analyze test results). Luckily we have each other—and a large, helpful online community—to keep us current with new college policies and test updates, so we can combat persistent falsehoods one myth at a time.

Vicki Wood is with Powerscore Test Preparation. She can answer any questions you have about the SAT or ACT by e-mailing her at vwood@powerscore.com.

GPA/TRANSCRIPT

As part of the college application process, all colleges require a copy of your official high school transcript. As outlined in the Geneva School of Boerne Rhetoric School Handbook, your transcript reflects all of the courses you took and grades you earned during high school.

Most colleges require that a 6 Semester Transcript (through the end of junior year) is submitted with your application and a Final 8 Semester Transcript (after graduation) is submitted before you can enroll in classes. Some more selective schools will also require what is commonly referred to as a Mid-Year Report. This is simply a 7 Semester Transcript (through the end of senior year fall semester) which is used to verify that you are taking your senior year seriously. While you can request an unofficial copy of your transcript at any time, all official transcripts must be sent directly from Geneva to the college admissions office. You can request a transcript through SCOIR by indicating that you have applied to a college or by contacting the College Advising Office.

Your transcript also reports your current cumulative GPA, which is a very important factor considered in the admissions process. Due to the size of our graduating classes and the rigor of our curriculum, Geneva does not rank the graduating class, except to report the top 10%. Our transcript clearly states that we do not rank, which together with our school profile (see the last page of this section) helps admissions offices to accurately place our students in their ranking process. Students who are in the top 10% at the end of junior year will be notified and their ranking will be printed on their official transcript. Students may report this ranking on college applications. At the conclusion of the senior year fall semester, final class rankings for valedictorian, and salutatorian will be calculated and students will be notified.

Find below an excerpt from the RS Handbook detailing the calculation of GPA and the transcript requirements for graduation from the Geneva School of Boerne.

GRADE POINT AVERAGE OR GPA

For the purpose of calculating your overall Grade Point Average (GPA), the following 4.0-point scale is used:

Range	Letter	GPA Value	AP Value ¹	Adv Value ²
95-100	A	4.0	4.3	4.15
90-94	A-	3.7	4.0	3.85
87-89	B+	3.4	3.7	3.55
83-86	B	3.1	3.4	3.25
80-82	B-	2.8	3.1	2.95
76-79	C+	2.4	2.7	2.55
70-75	C	2.0	2.3	2.15
65-69 ³	D	1.0	1.3	1.15
Below 65	F	0.0	0.0	0.0

¹ Effective starting with the Class of 2024 and going forward: AP Microeconomics and AP US Government and Politics will only receive .5 credit hours for the year (.25 per semester). Your GPA resulting from these courses will still be calculated using the AP Value (above), but it will carry less weight in your overall GPA than other AP courses. This is in keeping with the College Board's recommendation that both courses can be conducted in only one semester.

² Effective starting with the Class of 2024 and going forward: Advanced courses that receive a GPA bump will still earn a full credit but will be calculated using the Advanced Value scale above.

³ Although any grade below a 70 is considered failing for the purposes of earning credit for the class, a student earns grade points for grades above 65 for the purposes of GPA. In other words, at Geneva, you always want to earn at least a 70 if you want to earn credit.

GPA CALCULATION AND STUDENT TRANSCRIPTS

Grade Point Average (GPA) is calculated at the end of each quarter and semester for students in Rhetoric School. The quarterly GPA is used for determining eligibility for the Headmaster's List and is recorded on the report card.

For students in Rhetoric School, an overall GPA is calculated at the end of each semester and recorded on the college transcript. The overall GPA is a useful calculation for determining the valedictorian (highest overall GPA of a graduating senior as determined at the conclusion of the first semester in the senior year) and the salutatorian (second highest overall GPA as determined at the conclusion of the first semester in the senior year). The overall GPA is also required for consideration for admission to most colleges and universities. Due to the school's smaller grade sizes, Geneva School does not rank its students according to GPA.

In Rhetoric School, all courses except athletics are included in GPA calculation on the report card as well as the college transcript. In Rhetoric School, students passing an athletics offering are awarded credit (.5). The grade is recorded as "PASS" on the report card and college transcript but is not included in the calculation of the GPA or overall GPA.

Physics (8th grade), Algebra I (8th grade), Latin IA (7th grade) and Latin IB (8th grade) are also recorded on the college transcript. Physics and Algebra I are included as they are recognized as a high school level classes by most colleges and universities. Physics I and Algebra I are required courses for graduation and so are credited on the transcript. Latin IA and IB are also included as, together, they equal a year of high school level Latin and fulfill Geneva's graduation requirement for one year of high school level Latin. As they apply toward the school's graduation requirements, they are credited on the college transcript. However, as these courses (Physics, Algebra I, Latin IA, Latin IB) are not taken at the high school level, they are not included in the overall GPA calculation on the college transcript.

GPA is calculated by multiplying the GPA values of the grades earned in the class by the appropriate weighted credits for the course, adding the calculated values and dividing by the sum of the weighted credits. The following is an example of the calculation of GPA at the end of a semester:

COURSE	COURSE CREDIT	GRADE	GPA VALUE		WEIGHTED CREDIT	CALCULATED VALUE	GPA
Algebra 2	1	95	4.0	x	.5	2.0	11.725 ÷ 3.25 = 3.61
Band	.5	98	4.0	x	.25	1.0	
Literature	1	87	3.4	x	.5	1.7	
History	1	84	3.1	x	.5	1.65	
Rhetoric	.5	92	3.7	x	.25	.925	
Yearbook	.5	97	4.0	x	.25	1.0	
Chemistry	1	89	3.4	x	.5	1.7	
Latin 3	1	93	3.7	x	.5	1.85	
					TOTAL 3.25	TOTAL 11.725	

The overall GPA is calculated by adding all of the calculated values at the end of each semester for courses taken in Rhetoric School at Geneva (except athletics) and dividing by the total of the weighted credits for the courses (again, excepting athletics). On the Geneva RS transcript, credits are earned on a semester basis, and thus, overall GPA is calculated from semester grades.

Transfer credits are recorded on the college transcript and designated with the letter “T” but are not used in calculating the overall GPA. Only classes taken at Geneva are used in calculating the overall GPA. In addition, students must have a minimum of 12 credits of classes taken at Geneva to be considered for valedictorian or salutatorian.



GENEVA SCHOOL of BOERNE

2021 | 2022 Academic Profile

Geneva School of Boerne exists to provide a classical education from a biblical worldview, to equip students for a lifetime of learning, service and leadership to the glory of Jesus Christ.

SCHOOL AND COMMUNITY

Geneva School of Boerne is a classical and Christian private school serving approximately 700 students in grades K-12. Located on 51 beautiful acres in Boerne, just north of San Antonio in the Texas Hill Country, we provide a place for all students to be known, foster a small-town roll-up-your-sleeves style of family volunteerism to get things done and cultivate an outward-focused community that actively loves our neighbors both inside and outside the school. Geneva is a welcoming, tight-knit community of people who trust and invest in each other with grace and grit.

The school was formed in 1998 and began offering classes in 1999 to 13 students in kindergarten, first and third grades. The first senior class of 19 students graduated in May 2011 and we celebrated the eleventh graduating senior class in May 2021.

Admission to Geneva School of Boerne is selective. Decisions of admittance to the school are based on the candidate's academic record, teacher recommendations, standardized test scores, pre-admission assessments and student and family interviews. Geneva School of Boerne admits students of any race, color, physical ability, national or ethnic origin to all rights, privileges, programs and activities, generally accorded or made available to students at the school.

Of the faculty members serving in the Rhetoric School, 60 percent have advanced degrees. The average class size is 18 students.

ACCREDITATION AND AFFILIATION

Geneva School is accredited with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), an accreditation division of AdvancED. Geneva School is also a member of the Association of Classical and Christian Schools (ACCS), the Society for Classical Learning (SCL) and the Southern Association of Schools and Colleges (SACS).



Dr. David Corbin

Head of School

Dirk Russell

Rhetoric School Headmaster

Shelly Ward

College and Academic Advisor

College Advising Office

830.755.6101 ext. 305

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113 Cascade Caverns Road
Boerne, Texas 78015

GENEVASCHOOLTX.ORG

CLASSICAL AND CHRISTIAN

Our educators are dedicated to a Christ-centered worldview and to the Geneva mission, locking arms with parents to provide a rigorous and time-tested education. Our award-winning and accredited academics, athletics and arts programs uphold the classical ideal by teaching students to recognize what is good, true and beautiful in every endeavor. We teach from a Christ-centered worldview—everything students learn and do is evaluated according to the standard of God's word. Geneva graduates enter the world well-spoken and uniquely equipped to lead as servants, scholars, athletes and artists in their individual contexts.

THE GENEVA DISTINCTIVES

- Distinctly Christian
- Classical Ideals of Truth, Beauty and Goodness
- Deeply Invested Teachers
- Engaged Culture
- Committed to Excellence

STUDENT LIFE

Geneva School competes in the Texas Association of Private and Parochial Schools. The school has won the Henderson Cup, awarded to the overall state champion, nine out of the last 10 years. In 13 years of varsity level competition, the school has celebrated 29 state championships in athletics (cross country, football, volleyball, basketball, golf, tennis, cheer and track and field), and 10 state championships in academics and fine arts (instrumental music, orchestra, vocal music and art). Additionally, Geneva students have earned TAPPS Athlete or Fine Arts Student of the Year 10 times.

Students in grades 9-12 are assigned to one of four houses during their tenure at Geneva. The houses are Chaucer, Lewis, Milton and Sayers.



ACADEMIC PROGRAM

Given the high value placed on academics and the ability of the students, all core courses are taught at an Honors Level. Certain Advanced Level courses are given an additional point value weight and are indicated as such on the transcript.

Due to selective admissions, Geneva School does not rank its students. The school reports rank of the top 10 percent for the purpose of admission to Texas public universities.

Geneva School offers AP Biology, AP Chemistry, AP Physics 1, AP Calculus AB, AP Statistics, AP Music Theory, AP Spanish Language and Culture, AP Latin, AP Microeconomics, AP United States Government and Politics and AP Computer Science Principles. These courses are not available to students until their junior or senior years. The Geneva Scholars Program also offers Dual Credit English Courses in partnership with The University of Texas at San Antonio.

GRADUATION REQUIREMENTS

Humanities (<i>History and Literature</i>)	8 credits
Math (<i>Algebra I, Geometry, Algebra II, Pre-Calculus</i>)	4 credits
Science (<i>Physics*, Biology, Chemistry, 1 elective</i>)	4 credits
Foreign Language (<i>Latin I*, Latin or Spanish</i>)	3 credits
Liberal Arts (<i>Rhetoric I, Rhetoric II, Worldview, Thesis</i>)	2 credits
Theology (<i>Bible Interpretation, Philosophy of Religion and Ethics, Historical Theology, Christian Apologetics</i>)	2 credits
Fine Arts	1 credit
Athletics	1 credit
Electives	2 credits
TOTAL	27 credits

*Credit earned in 8th grade

GRADING SCALE

Designated Advanced Level Courses are weighted with an additional .3 to the traditional 4.0 scale:

Range	Letter Value	Point Value	Advanced
95-100	A	4.0	4.3
90-94.99	A-	3.7	4.0
87-89.99	B+	3.4	3.7
83-86.99	B	3.1	3.4
80-82.99	B-	2.8	3.1
76-79.99	C+	2.4	2.7
70-75.99	C	2.0	2.3
65-69.99	D	1.0	1.3
Below 65	F	0.0	0.0

SENIOR THESIS

In addition to fulfilling credit requirements, all Geneva seniors must also successfully complete their senior thesis in order to graduate. Briefly, what this entails is researching and writing a documented essay on a defensible scholarly thesis claim. Similar to a Master of Arts presentation and defense, this must also be memorized and delivered orally before an audience of faculty, students, parents and invited panelists. Upon completion of the oral presentation, the panelists question the presenter upon points that have been raised, whereupon the presenter demonstrates competency in fielding the questions by “thinking on his or her feet.”

The G.K. Chesterton Award is given to the student with the best overall senior thesis presentation each year.



CORE CLASSES

9TH GRADE

HON History | *Ancient and Classical*
 HON Literature | *Ancient and Classical*
 HON Geometry
 HON Biology
 HON Classical Rhetoric I
 HON Bible Interpretation

10TH GRADE

HON History | *Medieval to Early Renaissance*
 HON Literature | *Medieval to Early Renaissance*
 HON Algebra II
 HON Chemistry
 HON Classical Rhetoric II
 HON Philosophy of Religion and Ethics

11TH GRADE

HON History | *Renaissance to Early Modern*
 HON Literature | *Renaissance to Early Modern*
 HON Pre-Calculus
 HON Worldview Analysis
 HON Historical Theology

12TH GRADE

HON History | *United States*
 HON Literature | *United States*
 HON Senior Thesis
 HON Christian Apologetics

2021-2022 ELECTIVES

A | Indicates a course receiving additional point value weight, typically in the junior or senior year.

Foreign Language Electives

AP Latin (A)
 AP Spanish Language and Culture (A)
 HON Latin 2, 3
 HON Spanish 1, 2, 3
 Koine Greek

Science Electives

AP Biology (A)
 AP Chemistry (A)
 AP Physics 1 (A)
 Anatomy and Physiology
 Applied Anatomy and Physiology
 Earth and Space Science

Math Electives

AP Calculus AB (A)
 AP Statistics (A)

Fine Arts Electives

AP Music Theory (A)
 Art
 Band
 Guitar
 Jazz Ensemble
 Music Theory
 Praise Ensemble
 Songwriting
 Theatre Performance

Theatre Tech

Theatre Competition

Vocal Music

General Electives

AP Computer Science Principles (A)
 AP Human Geography (A)
 AP Microeconomics (A)
 AP United States Government and Politics (A)
 Audio Engineering
 Basic Economics
 Cinematography
 Culture Analysis and Current Events
 Advanced Cinematography (A)
 Creative Writing
 Dual Credit English - UTSA (A)
 Humanities Lab: Issues and Events
 Intro and Competitive Debate
 Advanced Competitive Debate (A)
 Intro and Competitive Speech
 Intro to Computer Science
 Advanced Competitive Speech (A)
 Advanced Journalism (A)
 Journalism: Yearbook
 Journalism: Magazine
 Journalism: Staff Photographer
 Modern Literature
 Political Economics
 Tolkien and Lewis



SAT PROFILE

Graduating Classes 2013-2017 (163 tested)

Section	Mid 50%	Mean
Critical Reading	540-670	605
Math	550-630	585
Writing	520-670	600
Composite	1620-1960	1790

New SAT – Graduating Classes 2018-2021 (111 tested)

Section	Mid 50%	Mean
Critical Reading	570-680	623
Math	540-650	600
Composite	1120-1310	1227

ACT PROFILE

Graduating Classes 2017-2021 (179 tested)

Section	Mid 50%	Mean
Composite	23-29	26

NATIONAL MERIT

Class of 2017 (58) students 1 Finalist, 2 Commended Scholars, 1 National Hispanic Scholar
Class of 2018 (39) students 2 Commended Scholars
Class of 2019 (55) students 1 Finalist, 2 Commended Scholars, 1 National Hispanic Scholar
Class of 2020 (58) students 2 Commended Scholars, 1 National Hispanic Scholar
Class of 2021 (54) students 1 Commended Scholar, 1 National Hispanic Scholar, 4 Rural/Small Town Scholars

GRADE POINT AVERAGES (Upon Graduation)

Class of	Top GPA	Median GPA
2017	4.06	3.74
2018	4.04	3.64
2019	4.04	3.78
2020	4.09	3.74
2021	4.10	3.84
2022*	4.05	3.87

*Through the end of the junior year



2011 - 2021 PARTIAL COLLEGE ACCEPTANCES AND MATRICULATIONS*

Abilene Christian University*	Marion Military Institute*	Tulane University
Angelo State University*	Marquette University	United States Air Force Academy
Appalachian State University	Marshall University*	United States Military Academy – West Point
Arizona State University	Marymount Manhattan College	University of Aberdeen
Asbury University*	McMurry University	University of Alabama
Auburn University*	McNally Smith College of Music*	University of Alabama Birmingham
Austin College*	Mercyhurst University*	University of Arizona
Azusa Pacific University	Messiah College*	University of Arkansas*
Baylor University*	Miami University of Ohio	University of Chicago
Belhaven University	Middlesex University London	University of Colorado Boulder
Belmont University*	Midwestern State University	University of Dallas
Berklee College of Music	Millikin University	University of Denver*
Berry College	Mississippi State University	University of Edinburgh
Biola University	Montana State University	University of Florida
Boston College	National University of Ireland-Galway*	University of Georgia
Boston University	New College of Florida*	University of Glasgow
Butler University	New Mexico State University	University of Houston*
California Baptist University	New York University*	University of Idaho
California Polytechnic State University	Northern Arizona University	University of Iowa
California State University-Monterey Bay	Northeastern University*	University of Louisville
Calvin University*	Northwestern Oklahoma State University	University of Kansas
Case Western Reserve University	Oakwood University	University of Kentucky
City University of New York	Oklahoma Baptist University	University of Mary Hardin-Baylor*
Clemson University	Oklahoma Christian University	University of Massachusetts Amherst
College of Charleston*	Oklahoma State University*	University of Michigan
College of the Holy Cross	Oral Roberts University*	University of Mississippi*
College of William and Mary*	Oregon State University	University of Missouri
Colorado Christian University*	Ouachita Baptist University*	University of Montana
Colorado School of Mines *	Pace University*	University of Montana Western
Colorado State University	Paris College of Art	University of Nebraska
Concordia University Chicago	Pepperdine University*	University of New Hampshire
Concordia College (Minnesota)*	Point Loma Nazarene University	University of New Mexico
Concordia University (Texas)*	Pratt Institute	University of North Carolina
Corban University*	Purdue University*	University of North Dakota
Cornell University	Regent University	University of North Texas
Cornerstone University	Regis University	University of Northampton
Culinary Institute of America*	Rensselaer Polytechnic Institute	University of Northern Colorado
Dallas Baptist University*	Rhodes College	University of Notre Dame*
Dartmouth College	Rochester University	University of Oklahoma*
Drexel University	Rose-Hulman Institute of Technology	University of Oregon *
Duquesne University	Rice University*	University of Oxford, Wycliffe Hall*
Elon University	Sam Houston State University*	University of Pennsylvania*
Embry-Riddle Aeronautical University	Samford University*	University of Portland
Embry-Riddle Aeronautical University-Prescott	Santa Fe University of Art and Design	University of San Diego
Emory University	Savannah College of Art and Design*	University of San Francisco*
Florida College*	Schreiner University*	University of South Carolina
Furman University	Seattle Pacific University	University of St Andrews – Scotland*
George Washington University	Seattle University*	University of Tennessee Knoxville*
Georgia Institute of Technology	Sewanee-The University of the South*	University of Texas at Arlington*
Gonzaga University	Sonoma State University	University of Texas at Austin*
Gordon College*	South Dakota School of Mines and Technology	University of Texas at Dallas
Grove City College	Southern Adventist University*	University of Texas at San Antonio*
Hallmark University*	Southern Methodist University*	University of Texas at Tyler*
Hardin-Simmons University	Southwestern University*	University of Texas of the Permian Basin
Harding University*	St. Edward's University*	University of the Incarnate Word*
Harvard University	St. Mary's University (San Antonio)*	University of Tulsa
Hawaii Pacific University	Stephen F. Austin State University*	University of Utah
Hendrix College	Stony Brook University*	University of the Virgin Islands
High Point University*	Sul Ross State University*	University of Virginia*
Hillsdale College*	Syracuse University*	University of Wisconsin-Madison
Houston Baptist University	Tarleton State University *	University of Wyoming*
Howard Payne University*	Texas A&M University*	University of York – England
Indiana State University	Texas A&M University Commerce	Valparaiso University*
Illinois Institute of Technology	Texas A&M University Corpus Christi	Vanderbilt University*
Iowa State University	Texas A&M University Galveston	Vanguard University*
Istituto Marangoni, Milan*	Texas A&M University Kingsville	Villanova University
Ithaca College	Texas A&M University San Antonio	Virginia Commonwealth University
John Brown University*	Texas A&M University Texarkana	Virginia Military Institute
Juniata College	Texas Christian University*	Virginia Tech State University
Kansas State University	Texas Lutheran University	Wake Forest University
Lamar University*	Texas Southern University	Washington and Lee University*
LeTourneau University*	Texas State University*	Washington State University
Liberty University	Texas Tech University*	Wayland Baptist University
Long Island University Brooklyn	The Citadel*	West Virginia University
Louisiana State University*	The King's College (New York City) *	Western State Colorado University
Louisiana Tech University*	The Ohio State University*	Westminster College (Missouri)
Macalester College	The Young Americans College of the Performing Arts*	Westmont College*
Marietta College	Trinity University (San Antonio) *	Wheaton College*

SCOIR

All Geneva Rhetoric School students have access to SCOIR - a mobile-friendly, comprehensive website that you and your student can use to make plans about colleges and careers. SCOIR is a service that we use in our office to track and analyze data about college and career plans, so it provides up-to-date information that's specific to Geneva. SCOIR also serves as the main point of communication between students and the College and Academic Advising office throughout the application process.

SCOIR allows you to:

- **Get involved in the planning and advising process** – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers
- **Research colleges** – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- **Research careers** – Take career assessments and research hundreds of careers
- **Request Letters of Recommendations**
- **Communicate Application Status**

You will receive an invitation via email to set up your account in SCOIR. From the email, select Register My Account! and follow the prompts to set up your password. The invitation only stays active for 24 hours, so if your invitation has expired, contact the College and Academic Advising office to have a new invitation sent to you. To log in to SCOIR, go to www.scoir.com, select Login, and enter your email and the password you set up.

There are some great tools available in Scoir. You can use the College Search function to search for colleges based on multiple different criteria. You can then add colleges of interest to your **My Colleges** tab where you can follow them. Use the **My Profile** tab to collect information for your resume and to take career assessments.

Go to my College Resources page on Geneva's website (www.genevaschooltx.org/college-resources) to watch short tutorials from me on how to access and use additional features including:

- **Setting up Your SCOIR Account**
- **Virtual Campus Visits with YouVisit** – SCOIR has teamed up with YouVisit and provides access to fully guided virtual tours of many college campuses. This is a great place to start since in person visits can be limited.
- **YouScience** – SCOIR has also teamed up with YouScience to offer a full set of assessments to help you explore careers.
- **Requesting Recommendation Letters**

Choose **Support** from the menu to access help and articles on a variety of topics.

Make the most of SCOIR!



This guide provides tips and tools so you can make the most of Scoir during this time of virtual learning. Scoir will help you to stay connected with your counselor, continue exploring colleges that fit you, and keep up with the latest in admissions and financial aid best practices.

Stay Informed

Download Scoir's mobile app in the App Store or in Google Play, and enable Push Notifications to receive important alerts and messages from your counselor.



Start Building Your Resume

Add activities, achievements, and a personal bio to your profile and start to see your [resume](#) come together. This may help you establish an approach to your college applications, remind you what sets you apart from others, and make it easier to transfer this information over to your college application. Don't know where to start? If you've taken YouScience, you can incorporate words and phrases from the "Describing You" section! (<https://scoir.helpdocs.io/article/thrcjtnpj9-create-a-resume>)

Explore Colleges

Complete a Preference and Advanced Search, and start following schools that you like! Take advantage of the College Wall and [virtual tours](#) to gain insight into each campus. (<https://www.scoir.com/blog/youvisit-partnership>)



Compare Colleges





[Compare](#) up to 4 colleges side-by-side to get a high-level overview of admissions, student life, academics, and cost statistics. You can quickly add and remove colleges to your comparison list, rearrange their order, and even add them directly to your My Colleges list from a comparison.

College List Management

Are you a Sophomore or Junior who is starting to think about applying to colleges? Keep track of colleges that interest you by following them and adding them to your [My Colleges](#) list. You can quickly access this list at any time and keep track of Counselor and Parent suggestions.

Learn about What's Important to You

Hear from some of our experts and familiarize yourselves with things such as financial aid, being on a waitlist, and writing a college essay.

-  [Financial Aid Webinar: Who Gets What and Why?](#)
-  [How to Read a Financial Aid Letter](#)
-  [The Reality of Being on a College's Wait List](#)
-  [How to Write a College Essay](#)

Check out the [Scoir Blog](#) to keep up to date with all things related to college admissions.



MAJOR/CAREER SEARCH

Part of preparing to apply to college is identifying the major that you would like to pursue. More and more colleges require that you declare a major, or at least a college, when you apply. While closely related, your career interests and your major selection are not exactly the same thing. Some careers require a very specific major, but many jobs can be acquired with various degrees. This question can be approached from more than one angle. If you are able to identify a specific career that you want to pursue, you can go backwards to determine which majors will qualify you for that type of job. However, if you are not attached to a specific occupation, but more of a general area, you can choose the major and then look at the career options that are available for that major.

HOW MAJORS WORK

At the university level, each major resides within a department, which resides within a college. Think of colleges much like our house system, but arranged around disciplines. Each college has its own dean and its own course requirements and houses a series of related majors in a discipline area. These majors can be grouped differently at different universities. For example, typically Marketing is in the College of Business, History is in the College of Liberal Arts and Chemical Engineering is in the College of Engineering. However, these groupings can vary by school, so as you evaluate a given major across different universities, be sure that you understand in which college the major resides.

This is important for several reasons. First of all, the choice of your major and/or college within a university can change the requirements for admission, including application deadlines, required test scores, prerequisites in certain subjects, and whether or not additional testing is required (SAT Subject Tests, etc). In addition, the college in which your major resides can affect the core courses that you are required to take.

At most colleges, there is a core curriculum (dictated by the state for Texas universities), but colleges have leeway to define which classes at their school satisfy the requirements. In addition to these university-wide requirements, each college will have additional requirements and then each major will have specific requirements.

For example, a degree in Graphic design might be in the Communication Department which resides in the College of Liberal Arts. This would mean that in addition to the university core courses, you would be required to take Liberal Arts requirements, which typically include 12 hours of a foreign language. On the other hand, at a different university, Graphic Design might be located in the Marketing Department within the College of Business. In this case, you would be subject to the College of Business requirements which would mean you would not take any language courses, but instead would be required to take a foundational business course from each of the business disciplines (Accounting, Finance, etc.). These two paths would create a very different experience and provide exposure to a completely different set of classes. For

this reason, it is important to understand all of the degree requirements at each individual school before deciding which one to pursue.

Choosing to apply to Honors can also affect your course of study. At most schools, there is an Honors College where you can obtain an interdisciplinary degree. You can also apply to Honors within most colleges and departments which generally requires the same classes as a standard degree but at an honors level. As you narrow down your choices, make sure you understand how this works at each university you are considering.

IDENTIFYING YOUR MAJOR/CAREER

There are many different tools available to help you identify your potential major. Use as many of the resources as you need to start identifying a theme that can drive your selection of a major.

- 1) **Get-A-Direction** with Mrs. Becky Preble during the fall of junior year. See Tab F
- 2) **Career Profile** on the My Profile Tab in SCOIR
SCOIR has partnered with YouScience to provide a full set of assessments used to identify potential career matches. YouScience provides the following:
 - Insights about your innate strengths and abilities
 - Personalized career matching
 - In-depth career information
 - Majors related to your saved careers to guide your college search

These assessments are proven in the marketplace and are typically available for a fee. Because Geneva subscribes to SCOIR, we are able to provide these assessments at no additional cost to you.

- 3) **Get Exposure!**
Once you have identified an area or areas of career interest, the best thing you can do is get exposure to that career area to see if it feels like a good fit. If you try something out and you don't like it, that's great! It means you can mark that one off and continue on your search. If you try something out and you do like it, then you can continue to look for opportunities for exposure to that area and you can begin to search for colleges that offer the right types of majors for that field. Here are some of the approaches you can try to get to know more about a particular career field.

Internships/Shadowing

If you have a specific career in mind, it is a great idea to pursue job shadowing or an unpaid internship in that area. Many businesses or professionals will allow students to shadow for a few days to let you see what a day in the life is really like. During the summer, some businesses or professionals may even allow you to participate in an unpaid internship over the course of several weeks. Once you have participated in this type of activity, it might be possible to parlay that experience into a summer job in the future. Talk to your parents and see if they

know anyone in the field of interest—it could be a friend but it could also be a business that you frequent. This type of first-hand experience is invaluable as you evaluate potential careers going forward.

Summer Enrichment Camps

Many universities offer camps and enrichment programs in various fields of study. You can find offerings in everything from veterinary medicine to animation. You can stop by the counseling office at Geneva for help locating enrichment opportunities in a specific area.

Course Choices

As you begin to narrow down fields that may be of interest to you, this can drive your course selection for your junior and senior years in high school. Between Geneva's various AP course offerings, electives, and fine arts courses, you can make choices that will start building the knowledge and skills needed to pursue a particular degree or career.

RESOURCES

The next pages contain the following resources:

- 1) Career Resources/Articles
- 2) What Do I Want to Be? by ACT

ONLINE RESOURCES

COLLEGEBOARD

Browse major and career profiles using major or career categories.

<https://bigfuture.collegeboard.org/majors-careers>

CAREERONESTOP

Source for career exploration, training, and jobs. Includes an interest assessment.

<https://www.careeronestop.org>

LIVECAREER

This page is for all students and prospective students (high school, college, graduate school), where you will find some expert free resources and tools for furthering your education.

<https://www.livecareer.com/quintessential/student-gateway>

CAREER BRIEFS

This site provides information on a long list of careers including job descriptions, employment facts, education requirements, and earning potential.

<https://www.thebalance.com/career-briefs-525860>

O*NET ONLINE

Detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!

<https://www.onetonline.org/>

THE OCCUPATIONAL OUTLOOK HANDBOOK

Helps you find career information on duties, education and training, pay, and outlook for hundreds of occupations.

<https://www.bls.gov/ooh/>

BOOK

You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education, by George Anders.

ARTICLES

These articles are included on the next two pages.

Career-Oriented Majors vs. Liberal Arts Majors

<https://bigfuture.collegeboard.org/explore-careers/college-majors/2-paths-to-a-degree-and-a-career>

Be Flexible about Career Plans

<https://bigfuture.collegeboard.org/explore-careers/careers/5-reasons-to-be-flexible-about-your-career-plans>

5 Reasons to Be Flexible About Your Career Plans

You may feel pressured to plan out your whole life before you start applying to colleges. That's not necessarily the best approach. Though some people have well-focused career goals early in life, other's don't — and they still find their way to the right job.

Staying flexible when it comes to thinking about your future may be the right choice for you. Here are five reasons why.

People change.

While a certain career may seem like a good fit for you now, think about how different you may be in five, ten or twenty years. As you get older, have more experiences and learn new things, your feelings about what you want to do may change.

The world changes.

Webmasters didn't exist a generation ago. The world changes so fast that new careers appear all the time, while others become less common. Pay attention both to the changes in your interests and to developments in the career world.

There's no one perfect career.

When choosing a career, you'll try to match your skills and interests with work in certain areas. There won't be one perfect match — even jobs that sound ideal will probably involve some things you dislike. But many jobs will suit you and allow you to use your talents.

You can only plan so far ahead.

Did you ever hear someone say something like, "I fell into my career"? That's because as important as planning and research are, chance still plays a role. Keep an open mind, learn to tolerate some degree of uncertainty and watch for opportunity.

Many jobs will suit you
and allow you to use
your talents.

Satisfaction is key.

Many people feel pulled to a job that's familiar, popular or profitable. In the long run, however, people are generally happier and more successful if they choose a career that matches their interests and strengths. Take the time to develop your interests and then look for a career that will satisfy and fulfill you.

2 Paths to a Degree and a Career

Liberal Arts Majors and Career-Oriented Majors

Some college majors focus on preparing students for very specific careers. For example, a nursing major gives you the technical skills and knowledge you need to work as a nurse, and prepares you to pass the licensing exam for that career. We can call majors like these *career-oriented majors*.

Another road to a career is a *liberal arts major*. *The liberal arts* is an umbrella term for many subjects of study including literature, philosophy, history and languages. Students who major in these subjects don't build technical skills for a specific profession, but they still learn valuable career skills: for example, the ability to communicate effectively and solve problems creatively.

Liberal Arts Majors

Range of subject matter. If you choose a major in the liberal arts, you'll probably take classes in a wide variety of subject areas, which can include English literature, history, sociology, economics and philosophy.

Course requirements. Your eventual major within the liberal arts curriculum will be the subject area you take the most classes in and eventually earn a degree in. For example, you may major in — and earn a bachelor's degree in — history or English literature.

Career planning. Some liberal arts majors don't have a specific career in mind when they choose their major, but some do. Many future lawyers, for example, study the liberal arts as undergraduates — majoring in subjects such as political science or English — and then go to law school for advanced study.

Career-Oriented Majors

Range of subject matter. If you choose a career-oriented major, you'll probably take the majority of your courses in your major. That's because you'll have to take a lot of required courses.

Course requirements. Career-oriented majors have more course requirements than liberal arts majors. For example, an engineering major would probably have to take a lot of math, physics, chemistry and other lab science courses from freshman year on.

Career planning. Once you choose a career-oriented major, your career path is well mapped out. Note that some careers, like engineering, require so much specific knowledge that students often start preparing for them in high school.

Career Options

Both types of majors can prepare you for a variety of careers.

Here are a handful of popular liberal arts majors and a few careers they can lead to:

- English: editor, marketing executive, writer
- History: archivist, museum curator
- Foreign languages: foreign service officer, translator and interpreter
- Political science: community organizer or activist, lawyer, policy analyst
- Psychology: market researcher, social worker

Some career-oriented majors include:

- Radio and television broadcasting
- Culinary arts
- Paralegal studies
- Mechanical engineering
- Commercial art
- Dental hygiene

Both types of majors prepare students for careers.

CAMPUS VISITS

There is no better way to learn about a college than through a campus visit while school is in session. Campus visits provide you the opportunity to evaluate the quality of the faculty, programs, facilities, spirit, opportunities for engagement, and campus atmosphere. While there are many factors that must be considered, a campus visit can quickly move a school to the top of your list or help you rule it out altogether. It is better to see a college through your own eyes rather than rely on the words of friends or slick marketing materials.

WHY VISIT?

- Campus visits make it more likely that you will choose a college that actually fits your needs.
- You will have the opportunity to observe the students – what they wear, how they live, etc.
- You will be able to see where you will eat, sleep, study, attend classes, and take part in campus activities.
- Your college experience will be more positive and you will be more productive in an environment that fits with your personal and academic goals and your value system.

PREPARING FOR A VISIT:

- Arrange your visit in advance – avoid “dropping in”.
- Plan your visits to coincide with days off at Geneva or with special high school visits days offered by most colleges. Check the college’s website to find out about these days that are designed to introduce you to the campus.
- Allow sufficient time for your visit. Plan to stay overnight and build in some time to hang out on campus, especially if you know any current students who can give you the informal tour.
- Familiarize yourself with the college and any programs you are interested in before you visit so that you can ask pertinent questions while you are there.
- Be prepared to talk about your areas of interest.
- Carry a copy of your resume, transcript, and school profile (Tab B) in case someone asks questions about your academic background.
- Give careful attention to your appearance, grooming, and conduct during your visit. First impressions matter!
- If possible, visit with at least one of your parents. Believe it or not, they may think of some good questions that you would not have.

DURING THE VISIT:

- Carry a notebook or portfolio where you can collect materials you receive and write down important information – especially contact information for people you meet!

- Schedule an appointment with the admissions office, including a campus tour, if available. For many schools, you can make appointments online or you can call the admissions office. Ask about:
 - Average class size
 - Financial aid and scholarships
 - School calendar and fee schedule
- Try to schedule an appointment with an advisor from the major, course of study, or program that you want to pursue. Ask about:
 - Pre-requisites, especially in Math, Science and Language – this will help you make informed course selections for your senior year
 - Any program specific admission criteria
 - Study abroad opportunities
- Talk to students on campus, especially former Geneva graduates, and ask them about the academic, social, and spiritual climate on campus.
- Check out as many of the following as possible:
 - Student residence halls and dining facilities
 - The library
 - Transportation/parking options
 - Career Center
 - Recreation Center
 - Student Services

AFTER THE VISIT:

- Complete a College Comparison Worksheet for the school (see the last page in this section).
- Write a thank-you note to the staff or faculty member who assisted you.
- Stop by the Geneva Counselor's office if the visit generated any questions.
- Begin ranking the schools you are considering and narrow them to a manageable few.

RESOURCE:

The next pages contain a campus visit guide provided by ACT.

GET A DIRECTION BECKY PREBLE

College & Career Guidance
117 Highland | Suite 101 | Boerne, TX 78006
info@getadirection.com
Phone: 830.481.4616 | Fax 832.476.9655
www.getadirection.com

Becky is the developer of a unique system for high school and college students specifically designed to lead them through a step-by-step process that equips them to confidently choose a college major. The How To Pick a College Major © system is available only at the **Get A Direction College & Career Guidance Center**.

Becky is also the author of Discover Your Child's Natural Talents (Understanding Your Child's Unique Design from Kindergarten through High School). She is the developer of the Natural Talents Questionnaire, a tool used by individuals, churches and various organizations to help people uncover and understand their unique design. Becky also developed and wrote Heading In the Right Direction, a career/life planning program for high school students that was published by Lifeway Christian Resources, Nashville, TN in 1999.

Becky has written for a variety of magazines and has been interviewed on several radio programs. She speaks at parent and teacher conferences throughout the United States on how to discover and understand natural talents and on various college and career planning issues. She recently spoke in Israel at a women's conference about how to identify and understand your natural talents and incorporate your unique strengths, abilities and interests into your own business.

Becky is a certified career counselor and has a Bachelor's degree in Sociology from Texas A&M University. Immediately after her graduation from college in 1980, Becky worked for 5 years in Human Resources Management before making her own career transition into college and career counseling. Becky and her husband, Skipper, live in the Texas hill country and they have two grown daughters.

Contact Becky Preble to reserve a private session with her.



COLLEGE RESEARCH

An important step in your journey to college is researching the many available college offerings and finding a college and program that is a great match for you. There are many different types of resources available to research colleges and you will be best served by utilizing multiple resources.

SCOIR

SCOIR should be your number one stop for all things college research. SCOIR allows you to search by various criteria and then provides you a detailed view of any college of interest along with direct access to the school's website. On **College Search Tab** in SCOIR, check out the following:

- **Preference Search** – Allows you to search by specifying Must Have, Nice to Have and No Thanks criteria.
- **Advanced Search** – Recommends matches for you based on multiple different criteria.

When you identify colleges of interest, you can bookmark them to add them to your list of My Colleges. You can also mark colleges for comparison to one another and then view the comparison. Click on any college to go to its individual page where you have access to the following:

- **Virtual Tours** – If available for that school, you can take a virtual tour provided in conjunction with YouVisit.
- **Overview** – View admissions requirements and standards as well as overviews of student life, academics, cost & financial aid, and location & transportation.
- **Wall** – Browse all the content SCOIR has curated for a college and click to explore various clubs, activities, and athletics at that college.
- **Analysis (Scattergrams)** – Using your GPA and test scores, plots a graph of you alongside all Geneva students who applied to a selected college and their results.
- **College Sessions** – If a college has sessions available, you will see a Sessions tab next to the Analysis section. Here, you can see any upcoming events, webinars, and information sessions for this college.

INTERNET RESOURCES

In addition to the SCOIR, there are many websites that provide various college search tools. Here are a few sites that might prove useful in your search:

- www.collegeboard.org/college-search
- www.unigo.com
- www.petersons.com
- <https://admitted.ly>
- www.niche.com
- www.learnhowtobecome.org

GENEVA GRADUATES

One of the most valuable available resources for getting the inside track on a specific college or program is talking to current students or recent graduates from that college. As the number of Geneva graduates continues to grow, so does the list of colleges that a Geneva graduate has attended. Stop by the LR Admin to see our wall map that shows where Geneva graduates have been accepted and have attended. The advising office can help you identify names of Geneva grads who have attended colleges on your list or pursued your degree of interest. Reach out to these students – they know how a Geneva graduate fits in to the school and they know the details of how the school really operates. Here are some questions to ask:

- In what ways did Geneva prepare you for this college?
- In what ways is this school a match for you? In what ways is it not?
- What do you wish you would have known about the college?
- In what ways has your degree program lived up to your expectations? In what ways has it not?
- Would you make different decision about which classes you took in high school?
- What general advice do you have?

RANKINGS

A warning about rankings and “best school” lists: Magazines and online articles are full of ranking lists and “best of” school lists based on all different sorts of criteria. One of the most well-known is the *US News and World Report* “Best Colleges” issue. While these lists can be interesting and somewhat informative, they can also be very misleading. These lists are based on controversial criteria that are not always completely evident and they typically group together remarkably dissimilar schools. Despite the best efforts of statisticians to quantify the quality of higher education, there is no substitute for your own personal research for finding your best match. While you can use these lists to identify potential schools to research, do not let a school’s presence or absence on a list decide whether or not the school is a fit for you.

GENEVA CAMPUS VISITS

During the fall semesters, college representatives from across Texas and beyond visit our campus and set up a table during lunch. These visits are great opportunities to learn more about each college by asking specific questions. For juniors and seniors, these visits also serve as an opportunity to speak face-to-face with your admissions representative who may also be reading your application in the spring. A meaningful conversation with your representative can give them insight to you and your personality which cannot be gleaned from paper. Every time there is a college rep on campus, you should stop by for a brief visit, learn more about the school, and practice building your conversation skills. Before long, you will be a pro!

See the last page of this section for a list of suggested questions that you can ask college representatives.

GENEVA COLLEGE FAIR

Geneva hosts our annual College Fair at the end of October or beginning of November each year. Our College Fair is sponsored by TACROA (Texas Association for College Registrars and Admissions Officers). They assign us a date for our fair and publish our details so that colleges can find out about our fair and request to attend. You will be notified when our fair is approaching and a final list of colleges that will be participating will be sent out one week prior to the event.

Geneva's College Fair offers you an important opportunity to visit with admissions representatives from over 60 colleges across Texas and the nation. This forum allows you access to representative so that you can ask specific questions about schools you are interested in and potentially identify new schools that may be a fit for you.

The week before the fair, you will receive a list of schools attending our College Fair for that year. I encourage you to print out the list, discuss it with your parents, and select 5-10 schools that you would like to target during the fair. To be better prepared, you can do some research on those schools either through SCOIR or directly on each school's website before you attend the fair.

The last page of this section contains a list of questions you can ask when visiting with college representatives. Do not only seek out schools that you know about and are interested in, but do some exploration and see what new schools you can find that might be a match for you. This is a great opportunity to broaden your exposure and also to practice speaking with the representatives.

COLLEGE PUBLICATIONS

Colleges spend significant amounts of money developing marketing plans and materials that are designed to target you! They will inundate you with slick brochures and online videos that are often impressive and informative, but you need to look deeper to find out if a school is right for you. Although college websites can be cumbersome and offer seemingly unlimited information, if you dig deep, they are also a very informative source of the nuts and bolts of how the college actually operates. Look for the following information:

- Degree plans for specific majors that interest you (the plan for a degree with the same title can vary from school to school)
- Course catalogs which provide detailed course descriptions that can be very insightful – look for both breadth and depth of course offerings in departments that interest you
- Admission criteria
- Graduation requirements
- Policies on double majors and minors
- Housing, parking and meal plan requirements (especially for freshmen, which tend to be different than those for upper classmen)

FACTORS TO CONSIDER

There are many different factors to consider when selecting colleges for your list. Identifying the factors that are most important to you can help you compare different colleges and determine which ones are a better fit. Think through the following categories and use the criteria to compare the schools on your list.

INTELLECTUAL ATMOSPHERE

Each college has a unique intellectual atmosphere that can be difficult to discern. However, it is important that the intellectual tone of the college you attend matches your style. This is something that can best be discovered through campus visits, visiting with current students, and studying the makeup of student body. While the word 'diversity' gets thrown around a lot these days, make sure you understand the geographic, economic, social, academic, religious, and ethnic composition of the schools on your final list.

ACADEMIC ATMOSPHERE

A college's academic atmosphere is slightly different than their intellectual atmosphere, focusing on more quantifiable aspects and logistics for how the college functions.

Areas of Study

If you have narrowed down to a specific area of study or degree, it is very important to compare the offerings across colleges. The best place to research this is using each college's resources including course catalogs, degree plans, admission representatives, department-specific advisors, and department faculty.

If you are intending to pursue Liberal Arts, whether or not you have narrowed down to a specific major, you can research specific information that can play into your decision. Look on the school website or ask questions about science labs, research facilities, technology labs, art studios, and other facilities. Ask about the size of different departments. Ask about the specialty courses or degrees in different departments. These kinds of questions will help to ensure that you are finding a good match and may even illuminate an area of study that you had not previously considered.

Selectivity

Selectivity is the ability of a college to build their freshman class from a pool that has more qualified students than can be accommodated. This does not necessarily match with the admission rate, as some students apply that are truly not qualified. Most people equate selectivity with quality and while this is partially true, it is just as true that selectivity is linked to the reputation of the school. A nationally known school with a good reputation is likely to get many more strong applicants than a lesser known school, but this is more a result of marketing than actual selectivity. When creating your list of schools, it is important to consider selectivity in that you should apply to schools with varying levels.

Study Abroad

Most colleges provide various types of study abroad opportunities. Make sure that you understand the options that are available and whether or not there are any study abroad requirements for each college or any specific programs you might be considering.

Calendar

While most colleges work on a two-semester schedule, much like Geneva, there can be variations. It is worthwhile to understand how the calendar functions at each school including summer semesters and special terms, often available in January or May.

ENVIRONMENT

The physical environment of a college is also an important factor to consider that often has a big impact on the final college decision.

Size

Colleges vary widely in size and can range from a few hundred to over 45,000 undergrad students. This is a very large range that can result in very different college experiences. Each size has advantages and disadvantages, but these are largely relevant to each individual student. Generally, smaller colleges are able to offer more individualized attention, but some large universities offer small, specialized programs that can be the most personal of all. Larger colleges offer more degree and course options, but that does not matter if what you are looking for is offered at a small college. Here are some areas to consider; whether they are pros or cons depend on you:

- Typical class size (more important than faculty to student ratio which can be misleading)
- Number of degree/course offerings including how many times offered
- Physical campus size
- Academic, residential and recreational facilities
- Leadership opportunities
- Social and extra-curricular activities

Location

For many students, location is a very important factor. It is true that when you choose a college, you are choosing the city you will live in for the next four years or more (only for grad school!), so location is worth your consideration. Here are some things to consider about location:

- Weather and the wardrobe needed survive it
- Size of the town/city (college town vs. not)
- Distance to a big city
- Distance from home
- Distance to performing arts and museums
- Nearby available recreation

- Scenery, air quality
- Parking availability (are you allowed to have a car?)

Facilities

Campus facilities can vary widely and present one of the best reasons for a campus visit. When you visit a campus, be sure to take a tour and actually go in as many of the buildings as possible. Look for freshman dorms, the library, labs, freshman classrooms, and available recreational facilities. Also be sure that you understand housing requirements for freshmen.

Refer to the **Campus Visits** tab in this handbook for guidelines about planning your campus visits.

SOCIAL ATMOSPHERE

The social atmosphere can be hard to quantify but is one of the factors that will have the most impact on your college experience. Again, the best way to get a feel for this is... you guessed it...a college visit! Here are some aspects of the social atmosphere to consider:

Campus Life

Every college campus provides various opportunities for social involvement. When you enroll in college, it is important to get plugged in to some aspect of the student community. Consider which types of activities you might like to pursue and look for these when researching different schools. Some aspects of campus life to consider include:

- Clubs and organizations
- Fraternities and sororities
- Amount of school spirit
- Focus on school sports
- Drug and alcohol policies

Religious Atmosphere/Opportunities

There are two aspects of religious atmosphere that must be considered when selecting a college: the on-campus atmosphere and the local community atmosphere. Although many private institutions were founded with a religious affiliation (including their name) many of them have set aside their religious background in response to today's political climate. Even some who still proclaim Christianity may not live it out in the name of tolerance. It is important that you understand the religious position of the school, the freedom that faculty members have in their teaching (for or against), and the availability of Christian organizations on campus.

It is also very important to explore the community and understand what religious opportunities are available, including churches that fit your doctrinal worship preferences. It is a critical part of your continued growth as an adult that you find a church home where you can get plugged in.

Political Atmosphere

Geneva has equipped you with a Christian worldview and the ability to articulate your beliefs. Most likely, college will provide you exposure to a wide range of social and political issues which you are prepared to face. However, you will be best served if you are clear and purposeful in your decision to select a particular college. While the terms “liberal” and “conservative” can be defined in different ways, it is important to understand where your college stands. While you can always find individuals that fall on either side, it is important to understand the general stance of the university overall, which will govern what types of activities are allowed on campus.

COST

While cost should not be the only factor when developing your college list, it plays a very large role in your final decision. Before you start making your list, it is important to sit down with your family and have an honest discussion about finances and what is realistic for your family.

When analyzing the total cost for any college, but sure to include all the types of expenses you will incur, including tuition and fees, room and board, books, supplies, travel, and personal expenses. Do not forget to consider how long you will be in college. Check the published graduation rates to determine how committed each school is to helping students graduate in four years.

Once you determine the total price, often referred to as the Cost of Attendance, you also need to estimate scholarships for which you might qualify. Many colleges offer automatic merit scholarships based on your test scores and GPA. Often, private colleges can end up costing you less than public institutions once scholarships and aid are applied to the cost. You cannot know for sure what your total cost will be unless you apply, are accepted, and receive your financial offer. If you are on the fence about applying to a school only due to cost, you may want to apply so that you can see what would actually be the bottom line.

Refer to the FAFSA/Financial Aid, Student Loans, and Scholarships tabs in this handbook for more information on paying for college.

NARROWING THE LIST

The ultimate goal of the college research process is to build a reasonable list of schools to which you will apply. A great goal is to narrow your list to 4-6 schools. Keeping a smaller list allows you to really focus on each application, the required essays, and the available scholarship opportunities. In certain circumstances it is okay to apply to more schools, but discuss this with the college advising office in advance.

When building your list, you should consider the likelihood of acceptance at each school. While you are encouraged to apply to schools which are a reach (highly selective schools), it is also important that your list includes schools that are likely and at least one school that is very likely. Ideally, your list will include options from all three categories. You do not want a list of only selective schools, which could leave you with no admits come spring. Neither do you want a list that is not ambitious enough. Your goal should be to have options to choose from when it is time to make your final decision and a realistic list should provide viable options.

Make sure the following is true about each of the schools you apply to:

- You meet the admission criteria for the school and for any special programs you are pursuing
- You would be happy attending the school
- The school offers the program/degree that you plan to pursue

To help you compare the schools you are considering, use the **College Comparison Worksheet** on the next page. You can compare up to three colleges on each sheet for a side-by-side comparison. Make copies as needed.

COLLEGE COMPARISON WORKSHEET

COLLEGE NAME			
LOCATION <ul style="list-style-type: none"> • Distance from home • Climate 			
SIZE <ul style="list-style-type: none"> • Enrollment • Physical size of campus 			
ENVIRONMENT <ul style="list-style-type: none"> • Type of school (2 or 4 yr) • Setting (rural/urban) • Location/size of nearest city • Co-ed, male, female • Religious association 			
ADMISSION REQUIREMENTS <ul style="list-style-type: none"> • Application required (ApplyTexas, Common App) • Deadline • Tests required • Average Test Scores • GPA, rank requirements 			
ACADEMICS <ul style="list-style-type: none"> • Version of your major offered • Student-faculty ratio • Typical class size 			
COLLEGE EXPENSES <ul style="list-style-type: none"> • Tuition • Estimated COA (cost of attendance) • Application fee/deposits 			
FINANCIAL AID <ul style="list-style-type: none"> • Deadline • Required forms • % receiving aid • Scholarships 			
HOUSING <ul style="list-style-type: none"> • Residence hall requirement • Meal plan requirement 			
FACILITIES <ul style="list-style-type: none"> • Academic • Recreational 			
ACTIVITIES <ul style="list-style-type: none"> • Clubs, organizations • Greek life • Athletics/intramurals 			
CAMPUS VISITS <ul style="list-style-type: none"> • When available • Special opportunities 			

20 Questions to ask college representatives

Whether you meet them at a college fair or on a campus visit, college reps genuinely enjoy talking to high school students and answering questions about their college. The following questions will help start a good dialogue:

1. What makes your college unique?
2. What academic programs is your college most known for?
3. How would you describe the kids that go there? Where do most of them come from?
4. Where do kids hang out on campus?
5. What happens on weekends—are there things to do on campus or in town, or do most kids go home?
6. Are fraternities and sororities a big part of campus life?
7. What are the housing options for freshmen?
8. Do many students live off campus?
9. Is there a sports complex or fitness center?
10. What are the most popular clubs and activities?
11. What's the security like on campus?
12. What's the surrounding area like? Is it easy to get around?
13. What are the most popular majors?
14. How would you describe the academic pressure and workload?
15. What support services are available (academic advisers, tutors, etc.)?
16. Do I need to bring my own computer?
17. What's the faculty like? How accessible are they outside of class?
18. Are there opportunities for internships?
19. Is there job placement help for graduates?
20. Are any big changes in the works that I should know about?

Source: Get it Together for College 2nd ed. (College Board 2011).

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College Admission Fairs: Do They Matter?

Forbes.Com - Brennan Barnard , Contributor

The roar of voices in the cavernous convention hall is deafening and the combination of anxiety, excitement and body heat contribute to the thick air and complicated teenage odor. “A meat market” is how one student describes this ritual of a college admission fair--hundreds of tables set uniformly side-by-side, with vendors hawking their goods. To the casual observer, it is unclear how this exchange works. Colleges and universities are arranged alphabetically, dangling colorful banners, glossy brochures, free pens, broad smiles and inviting faces, to better entice the “customer.” Meanwhile, students and parents move nervously through the crowd, both gathering information and putting themselves on display—trying to impress admission officers. It is an interesting dance and one that is overwhelming for high school juniors beginning their college search. “Where do I start?” “What do I ask?” “Is it worth going?” “Does my mom have to come?” These are just some of the questions on the minds of future applicants who are more accustomed to virtual interaction than face-to-face communication. Is the college admission fair a fading paradigm or a worthwhile exercise for students and colleges?

Past

According to the historical records of the National Association of College Admission Counselors (NACAC), college fairs gained traction in the mid-1970’s both as a revenue generator for a financially unstable professional association, and as a means of creating opportunities for students who would not otherwise have access to college options. In the past forty years the availability of, and industry around, college fairs has only grown—in the fall and spring, fairs of all shapes and sizes can be found in every region of the country and world. From huge NACAC sponsored events with hundreds of colleges and universities on display to smaller school-based fairs with only a dozen institutions represented, there are many different models. Some fairs are targeted towards students in the arts or underrepresented minority applicants and others highlight international universities or schools specializing in the STEM fields. More recently online virtual fairs have developed as a means of exposing potential applicants to opportunities in higher education. Pre-internet, college fairs undeniably served a valuable role, allowing colleges and universities to market to a wide audience and encouraging applicants to expand their post-secondary horizons. For many high schoolers, the fair represented their first encounter with a college representative, the de facto starting gun of the admissions season. Is this still true?

Present

Today, students are initially skeptical that college fairs serve a purpose in an age of wide access to web content, virtual tours, videos, webinars and chat rooms. When coerced into attending a fair, however, most young people recognize the value. After a recent fair, one junior commented:

I learned about colleges I had never considered. For the schools I had planned to explore, speaking with the representative gave me a great sense of the vibe at the college and the types of students who are successful there.

Owen Bligh, Associate Dean of Admission at Providence College agrees. He says, "one of the most overlooked parts of college fairs, is that it is an opportunity to have a conversation with a member of a college community," adding, "though we may attend these programs with various brochures and literature, what is of greatest value to students are the stories and suggestions that the representative may share." Bligh explains,

Often times, students are meeting the person who will be reviewing their application, which I say not to instill worry that a student need to think of the interaction as evaluative, but rather to encourage students to ask detailed questions about how they may stand out in that given institution's process.

Nick Levine, an undergraduate admission counselor at Penn State University has a "love/hate relationship with college fairs." He says,

While I see the benefit of having 100+ Universities in one place to answer questions for students and parents, it's an intimidating process too. Students are either ready to lead the conversation (maybe around 20% of those I encounter), or like the mass majority, just want representatives to talk and lead the conversation because making yourself vulnerable for an institution you're trying to gain admission to is daunting.

He notes that "outgoing and charismatic students take the cake every time, usually leaving memorable impressions with their unique questions, stories or in the overall conversation." This begs the question, do fairs create an inequity for more introverted students who do not draw their energy from large crowds and brief interactions? Susan Cain, author of *"Quiet: The Power of Introverts in a World That Can't Stop Talking,"* warns against the admission process becoming a "giant networking party," which can be how college fairs feel to quieter students. These students might be more comfortable coming towards the end of the fair when crowds have dwindled and they can have more intimate conversations with admission representatives. Regardless of personality type, applicants should be intentional in their approach to make the best use of their time. To do so, consider this advice from seasoned professionals who have weathered hundreds of college fairs:

- **Before and after:** Students will make the most of a college fair if they plan ahead. Sue Willard, Associate Director of Admissions at Hobart and William Smith Colleges suggests, "do some homework on the schools attending and have a list of ten or so that you want to talk to. Cast a wide net with size, cost, location and academics." Paul Krsiak, Senior Associate Director of Admissions at Quinnipiac University recommends that students "write down questions beforehand that are pertinent to each college they're speaking with." He adds that it makes a lasting impact, "when a student takes notes about the conversation and follows up with a short thank you note after the college fair."
- **Tips for parents:** Instead of playing the leading role, Krsiak's advice to parents is "give your child the questions you were going to ask the college representatives." He says, "it's okay to also ask questions but we love speaking with students who take charge in this process." He also cautions, "don't ask about financial aid or scholarships at college fairs. We can only give general answers that in the end you probably won't find very helpful or accurate. You'll find much more detailed information on the financial aid websites and the net price

calculator, which is a better tool to estimate costs than asking for average merit-based or financial aid package amounts.”

- **Be curious:** Krsiak explains that, “the best questions asked are the ones students cannot easily find on a college’s website.” He says, “college fairs are such a great opportunity to ask questions that make us think, don’t be afraid to put us on the spot and ask us tough questions.” Penn State’s Levine adds, “let the college really understand who you are as a person, not just your test scores. Ask the questions that are going to help you understand exactly what a university or college stands for—their student culture, their mission as an institution, how the food is on campus—anything that is important in your life and you want to make sure the college has before planning a visit.”
- **Don’t be “that guy”:** Remember, your words and actions can make a lasting impression. Krsiak offers this story: “I once observed a student try to take the promotional mini mascot from a college fair table at another university. Little did the student know the college representative prepared for this very moment by clipping the mascot to the table. Moral of the story, colleges don’t give out mini-mascot stuffed animals at college fairs as promotional material.” Another admission counselor tells the story of a student who picked up a Marine Biology leaflet at a fair while exclaiming, “Great! I’ve always wanted to be a Marine!”

Future

Some educators, students and parents question whether the college fair is a dying beast due to the advent of social media, texting and other advances, which have streamlined college marketing and equipped students with endless resources for their college search. There is a case to be made, however, for maintaining these important touchpoints in a student’s admission experience. Jonathan Burdick, Vice Provost for Enrollment Initiatives and Dean of Admissions and Financial Aid at the University of Rochester says, “I still put a lot of faith in the 1:1 contacts that we can get.” After all, despite the increased access to data and technology, and changes in enrollment management, it is still a human experience that is built on relationships. Hopefully, fairs will not disappear anytime soon, as they provide valuable exposure for students and schools, as well an experience with direct interpersonal communication—life skills that will benefit applicants no matter where they enroll. So students, power down your devices, attend a college fair, make eye contact and shake some hands. You might be surprised by what you discover.

APPLICATION PROCESS

Prepare Supplemental Materials

- Resume - Tab I
- Essays – Tab K
- Recommendation Letters – Tab J

Create Final List of Schools

- Identify application due dates and type (Regular, Early Decision, Early Action).
- Identify preferred application (GoApplyTexas, Common App, school web sites).
- Prioritize list
- Create target schedule for submitting each application.
- SCOIR: Move or add each school to “Applying” column

Submit Application

- If possible, start and complete one application at a time.
- See guidelines in this section for completing and submitting applications.

Request Transcript Using SCOIR

- Move the college from the Applying column to the Applied column – this will prompt me to send your transcript and rec letters to that school.
- For Texas A&M University College Station, transcripts cannot be submitted automatically through SCOIR. You will receive an email with instructions to set up your portal. Follow the instructions and then request for me (sward@genevaschooltx.org) to submit documents on your behalf.

Submit Test Scores (**You have to do this yourself!** I cannot do it for you!)

- Submit official test scores directly to the school to which you are applying. To send your scores, log in to the testing site and pay to send the scores. (ACT – www.act.org, SAT – www.collegeboard.org)
- If a school offers test optional, you must indicate on the application whether or not you want your test scores to be considered. If you do not mark test optional and do not submit your scores, your application will be considered incomplete!

Set up/Access Portal

- After your application is received, most schools will email you with instructions to set up an account or portal – it is **imperative** that you log in to the portal immediately to complete the application, submit additional requirements, and complete important tasks like applying for scholarships and reserving housing.
- Record this log in information on your Application Checklist.
- If you need to contact admissions or other personnel, do it yourself! Do not allow your parents communicate with the school on your behalf!

Apply for Scholarships/Financial Aid (Optional)

- Complete FAFSA (Free Application for Federal Student Aid) – Tab M
- College-specific scholarships – Tab M
- General scholarships – Go to www.genevaschooltx.org/college-resources for up-to-date list

COLLEGE APPLICATION

It is critical that you take ownership of the college application process. Your parents will serve a critical role in the process and you will need their support along the way, but it is important that you are driving the process and taking responsibility for everything that needs to be done. Keep your parents informed and in the loop and go to them for advice on anything that you do not understand or for which you need their input. Many of the more selective colleges evaluate you based on your involvement in the process (vs. your parents), so this is critical.

GET ORGANIZED

Once you have narrowed down your list of prospective colleges to a manageable size, it is time to begin the application process. Use your College Handbook to help you stay organized throughout the process. By setting up a tab with an application checklist for each prospective school, you can easily keep track of admission requirements, application materials, and the items you receive from each college.

Evaluate your current email address. If your email address is not professional and does not contain some version of your name, you may want to consider setting up a new, more professional email address as you embark on the college journey. A new address also gives you a clean start and an easy way to keep your college emails separate from your personal emails.

Learn what's required early and make sure you're able to satisfy all requests for supplemental items like transcripts and letters of recommendation well in advance of when they are needed. Also, if you are applying for scholarships from the schools you plan to attend, you may also need to submit scholarship applications around the same time as your application for admission.

KNOW WHAT'S NEEDED

Each school has individualized application requirements and it is important to identify the requirements before you begin.

Preferred Application

While many schools accept multiple applications, it is important to determine the preferred application for each school. All Texas public institutions accept ApplyTexas (www.goapplytexas.org).

Many state university systems will have one application in common with all of their campuses, and many private colleges also use the Common Application (www.commonapp.org), a universal college application (with some schools requiring supplemental materials) that can save you the effort of filling out the same basic information for multiple schools. Other universities, though, have a separate

application process to complete. In some cases, this may also involve an on-campus interview or an additional application essay.

Note: Baylor University accepts all application types but prefers their specific application: Go Baylor (www.baylor.edu/gobaylor).

See the end of this section for step-by-step directions on how to complete both GoApplyTexas and the Common App.

Available Application Types

Regular Decision

The regular decision date is the standard deadline after which an institution no longer accepts application for the relevant term. All applications should be submitted well in advance of this date to allow for any mail or processing issues.

Early Decision (Binding)

The early decision option is a binding application that gives students who have selected a specific institution as their first choice a chance to show their interest in the school and express their commitment. Binding applications require that students withdraw all other applications if admitted by the university. Early decision applications are accepted as early as junior year at some institutions and as late as December of senior year at others. Notice of acceptance is usually received within a month of application.

Early Action (Non-Binding)

One of the best features of early action applications is the fact that they afford students a chance at priority consideration without requiring them to attend the university upon acceptance. While students should only submit one early decision application, they can submit early action applications to as many universities as they choose. Typically, students receive all the advantages of early decision without having to commit to one specific institution. For students who are anxious to find out their acceptance status, it is worth noting that early action applicants are not notified as quickly as early decision applicants.

Priority

While applications are still received after the priority deadline, schools often make a first round of decisions based solely on the pool of applications received before the deadline. Unless you are waiting for information (new test scores, possible honors, etc.), it is usually a good idea to submit before the priority deadline. Typically, you are guaranteed to hear back quick this way as well.

Rolling

Rolling admissions indicates that applications are reviewed upon receipt and a decision is made at that time. While rolling admissions typically indicates that you can continue to be accepted after the May 1 deadline, be warned that all scholarship and financial aid funds will be distributed before this date so it is always better to apply early.

KEEP EVERYTHING

Keeping track of deadlines and required materials is an obvious decision, but keeping other items on hand also makes sense. Viewbooks, literature you received on campus tours, correspondence with admission counselors, and information on the academic programs in which you're interested should be kept as long as you are still considering that school. File all electronic documents and correspondence in a specified folder and file all printed materials in your college handbook under the specified tab.

BE HONEST AND PROFESSIONAL

When completing your applications, it is important that you make every effort to complete a thorough, honest and professional application. Consider the following:

- Take your time
- Read all directions and questions carefully
- Fully answer each question
- Be consistent and accurate

While some will brag that they can game the system, in the end you will be best served by choosing a college based on fit, rather than on prestige. A college that suits you will maximize your prospects for success, both in school and beyond. So when you are applying, do not be afraid to let the college know who you are and what you will bring to the table. Be honest in reporting all of your activities, honors and leadership roles. Be thorough in answering all questions regarding any disciplinary or academic probation or suspension.

In addition, be aware that the college advisor's office is required to disclose the following to any schools to which you apply:

- GPA and official transcript
- Any school-related disciplinary action (suspensions, probations)
- Any school-related legal action

DEMONSTRATED INTEREST

In addition to your actual application, there are many opportunities for you to show what is commonly referred to as demonstrated interest. Demonstrated interest is a term colleges often use to quantify how much a student really wants to attend their institution. Consider the following activities as a way to demonstrate your interest and supplement your application:

- Visit with the admissions representative at a college fair or Geneva campus visit
- Schedule and take a campus tour
- Interview on campus or with an alum
- Send a thank-you note
- Contact an admissions counselor, coach or department of interest

APPLY TEXAS

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

All public colleges in the state of Texas accept the ApplyTexas application. The first time you use ApplyTexas, you will need to create an account. Write down your user id and password and keep it inside your college handbook.

- The first time you create an application, select to create a new application, complete the application when possible and submit the application. For all subsequent applications, when you select to create a new application, you will be asked if you would like to copy from an existing application. Select 'yes' to copy all of your answers from a previous application into the new application. When you use the copy option, be sure to go through each screen, double check that everything has copied correctly, and answer any additional school-specific questions.

When you first create an account, you will be asked to enter all of your profile information, which will be used for all of your applications. The main menu includes an option for Application Instructions which will walk you through the details of each part of the application. Here are a few pointers for some of the specific sections:

- Educational Background:
 - Indicate that you are applying as a freshman without previous coursework unless you are enrolled to take Dual Credit English. If you will be taking Dual Credit English, indicate that you will be receiving 6 credit hours.
 - Geneva School of Boerne: CollegeBoard code – 440731
- Educational Information
 - Provide the classes for which you are registered for senior year. Enter the courses for **both** fall and spring semesters. Indicate that all Geneva core courses (Humanities, Thesis, Bible) are Honors classes.
- Extracurricular, Personal and Volunteer Activities
 - Indicate that you will be separately mailing in your resume, which our office will include when we send in your transcript.
 - For each of the three categories, include the 10 most important items from your resume in order of priority.
 - Combine activities where possible and include leadership within the activity.
 - Use action words and be brief.
 - NHS is not an activity (it's an honor).
 - You can include NHS, Headmaster's List, and Faculty Commendations under honors.
 - Do not use acronyms that others may not understand.
 - It is okay if you cannot fill up all of the blanks.

- Custom Questions for this institution
 - Be sure to complete all questions. Even if items are marked as optional or available to completed at a later time, complete all items before you submit the application.
- Essays
 - Many colleges do not require the essays for a complete application. However, both UT and TAMU require Essay A. Follow the guidelines in Tab K and include the required essays when you submit the application.

SUBMITTING THE APPLICATION

After you pay the application fee and submit the application, you will receive an email from ApplyTexas with your ApplyTexas application number. Record this number on your Application Checklist and file the email in the appropriate folder.

Update the status of your application in SCOIR from Applying to Applied, which will notify the college advisor's office to submit your transcript and recommendation letters.

Note: For Texas A&M University College Station, transcripts cannot be submitted automatically through SCOIR. You will receive an email with instructions to set up your portal. Follow the instructions and then request for me (sward@genevaschooltx.org) to submit documents on your behalf.

Note: Some schools, including Texas A&M and Texas Tech require that you complete a Self-Reported Academic Record (SRAR) to provide your information from the transcript. See Mrs. Ward for details once you have submitted your application.

COMMON APPLICATION

www.commonapp.org

The first time you use the Common App, you will need to create an account. Write down your user id and password and keep it inside your college handbook. You will also be asked to enter your Common App ID (CAID) into SCOIR once you submit each application. This is important as it ensures that your transcript and recommendation letters are correctly matched with your application.

When you being an application, you will complete the following general information that will be included in all of your applications. For all questions, do not leave anything blank but instead write 'n/a' for any question that does not apply to you.

COMMON APP TAB

Profile

Enter this information. You know what to do.

Family

We're pretty sure you know this part as well.

Education

- Current or Most Recent School
 - Geneva School of Boerne (add additional schools if you did not attend Geneva for all four years of high school)
 - Counselor: Mrs. Shelly Ward, College & Academic Advisor, sward@genevaschooltx.org
- Grades:
 - Class Rank Reporting: School does not rank (unless in top 10 %)
 - Class Rank: n/a (unless in top 10 %)
 - Rank Weighting: n/a (weighted if top 10%)
 - Graduating Class Size: Verify with college advisor at time of application
 - Cumulative GPA: Provide GPA from 6-semester transcript (end of junior year)
 - GPA Scale: 4
 - GPA Weighting: Weighted
- Current Year Courses
 - Enter all courses for which you are registered for senior year.
 - All courses are full year courses.
 - If you are planning to drop any courses before school starts, do not include these courses – it is important that this list is accurate and honest.
- Tests Taken
 - If you are planning to submit scores, go ahead and include your SAT or ACT scores now. You will still need to send in your official test scores through the testing agencies in order to complete your file.
 - Include any AP or Subject Test scores that are favorable (optional).

- Activities
 - Include the 10 most important activities from your resume in order of priority.
 - Combine activities where possible and include leadership within the activity.
 - Use action words and be brief.
 - NHS is not an activity (it is an honor).
- Honors
 - You can include NHS, Headmaster's List, and Faculty Commendations here.
 - It is okay if you cannot fill up all of the blanks.
- Future Plans

At this point, move to the College Search Tab. Do not work on the Writing section until you are clear about the requirements for your particular colleges.

COLLEGE SEARCH TAB

Use this tab to search for and locate the schools to which you plan to apply. Once the school(s) is displayed in the results list, select the school and press the Add button to add the school to your Dashboard.

DASHBOARD TAB

Once you add colleges through the College Search, they will appear in the list on your Dashboard. The Dashboard is a table summary of the school you are applying to with deadlines and indicators to track when you submit each application and supplement.

Expand a particular school and then click on the **Writing Requirements** tab to learn:

- If the Common App Essay is required for this college
- If this college has additional questions for you to answer
- If this college has a writing supplement

MY COLLEGES TAB

Use the My Colleges tab to view and work on the specific requirements for each college. The following steps must be completed for each individual college to which you are applying:

- Answer any additional college-specific questions.
- Determine whether or not this college requires the Common App Essay. If this is the first college that requires the essay, return to the **Common App Tab** and click on the **Writing** section:
 - Indicate your selected prompt and paste in your essay (do not write it inside the application).
 - See Tab K for guidelines on selecting a prompt and writing your essay.
- Provide any college-specific writing supplements (Tab K).
- Recommenders and FERPA

- Complete the Federal Education Rights Privacy Act (FERPA) by granting release authorization. We recommend waiving your right to access your recommendations, which gives colleges confidence that your recommendations are honest assessments.
- Enter Mrs. Ward (sward@genevaschooltx.org) as your counselor but DO NOT request recommendations through Common App.
- When you mark your application as Applied in SCOIR, I will submit your transcript as well as your required recommendations through SCOIR.

SUBMITTING THE APPLICATION

The only way to preview your application is to begin the submission process. If you are not satisfied with the PDF, cancel the preview and make any desired changes.

Once you are satisfied with the preview, you can continue with the submission and you will be routed to the school's payment page. Once payment has been completed, you will be asked to sign, date, and officially submit the application.

Once the application is submitted, you will be allowed to submit any required writing supplements.

Warning: If a writing supplement is required, your application will not be considered complete and on time until the supplement is submitted.

COLLEGE APPLICATION CHECKLIST

SCHOOL NAME: _____

Preferred Application: _____

	Early Action	Program Deadline	Regular Deadline	
<input type="checkbox"/> Application Deadlines				
<input type="checkbox"/> Application Submitted with all essays, writing supplements, etc (Tab H)	Date Submitted	Application ID		
<input type="checkbox"/> Setup Portal (monitor regularly)	Website	User ID		Password
<input type="checkbox"/> Submit Transcript Request Form (Tab B) to Mrs. Ward	Date			
<input type="checkbox"/> Complete Separate Scholarship App (if applicable)	Needed?	Deadline		
<input type="checkbox"/> Housing Reservations/Deposit	Required?	Open Date/Deadline		Date Submitted
<input type="checkbox"/> Mid-Year Report	Required?	Date Requested		
<input type="checkbox"/> FAFSA	Needed?	Date Open	Submitted to College	
<input type="checkbox"/> Sent Test Scores Directly to College from SAT/ACT	SAT	ACT	SAT Subject Tests	
Other Required Documents	Date Submitted			
<input type="checkbox"/> _____				
<input type="checkbox"/> _____				
<input type="checkbox"/> Offered Admission (regular, conditional, wait list or decline)	Y/N	Date		
<input type="checkbox"/> Offered Financial Package				
<input type="checkbox"/> Accept or Decline Admit Offer				
<input type="checkbox"/> Start Final Choice Checklist for School Attending				

COLLEGE APPLICATION CHECKLIST

SCHOOL NAME: _____

Preferred Application: _____

	Early Action	Program Deadline	Regular Deadline
<input type="checkbox"/> Application Deadlines			
<input type="checkbox"/> Application Submitted with all essays, writing supplements, etc (Tab H)	Date Submitted	Application ID	
<input type="checkbox"/> Setup Portal (monitor regularly)	Website	User ID	Password
<input type="checkbox"/> Submit Transcript Request Form (Tab B) to Mrs. Ward	Date		
<input type="checkbox"/> Complete Separate Scholarship App (if applicable)	Needed?	Deadline	
<input type="checkbox"/> Housing Reservations/Deposit	Required?	Open Date/Deadline	Date Submitted
<input type="checkbox"/> Mid-Year Report	Required?	Date Requested	
<input type="checkbox"/> FAFSA	Needed?	Date Open	Submitted to College
<input type="checkbox"/> Sent Test Scores Directly to College from SAT/ACT	SAT	ACT	SAT Subject Tests
Other Required Documents	Date Submitted		
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> Offered Admission (regular, conditional, wait list or decline)	Y/N	Date	
<input type="checkbox"/> Offered Financial Package			
<input type="checkbox"/> Accept or Decline Admit Offer			
<input type="checkbox"/> Start Final Choice Checklist for School Attending			

COLLEGE APPLICATION CHECKLIST

SCHOOL NAME: _____

Preferred Application: _____

	Early Action	Program Deadline	Regular Deadline
<input type="checkbox"/> Application Deadlines			
<input type="checkbox"/> Application Submitted with all essays, writing supplements, etc (Tab H)	Date Submitted	Application ID	
<input type="checkbox"/> Setup Portal (monitor regularly)	Website	User ID	Password
<input type="checkbox"/> Submit Transcript Request Form (Tab B) to Mrs. Ward	Date		
<input type="checkbox"/> Complete Separate Scholarship App (if applicable)	Needed?	Deadline	
<input type="checkbox"/> Housing Reservations/Deposit	Required?	Open Date/Deadline	Date Submitted
<input type="checkbox"/> Mid-Year Report	Required?	Date Requested	
<input type="checkbox"/> FAFSA	Needed?	Date Open	Submitted to College
<input type="checkbox"/> Sent Test Scores Directly to College from SAT/ACT	SAT	ACT	SAT Subject Tests
Other Required Documents	Date Submitted		
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> _____			
<input type="checkbox"/> Offered Admission (regular, conditional, wait list or decline)	Y/N	Date	
<input type="checkbox"/> Offered Financial Package			
<input type="checkbox"/> Accept or Decline Admit Offer			
<input type="checkbox"/> Start Final Choice Checklist for School Attending			

FINAL CHOICE CHECKLIST

SCHOOL NAME: _____

<input type="checkbox"/> Accept Offer	Y/N		
Submit Final Items	Required	Date Submitted or	Date Requested
<input type="checkbox"/> Mid-Year Report			
<input type="checkbox"/> Final Transcript			
<input type="checkbox"/> Proof of Meningitis			
<input type="checkbox"/> Send in AP Scores			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/> Finalize Housing	Date Submitted		
<input type="checkbox"/> Accept Scholarships	Date		
<input type="checkbox"/> Accept/Decline Financial Aid	Date		
<input type="checkbox"/> Arrange Parking	Needed?	Deadline	
<input type="checkbox"/> Register for Orientation	Required?	Date	

RÉSUMÉS

WHAT'S A RÉSUMÉ?

A résumé is a document that sums up your skills, experiences and accomplishments so an admissions counselor can quickly see who you are apart from your GPA and test scores. Before you start applying for colleges, you will need to gather all of your high school activities and accomplishments and compile them into a professional résumé. A strong résumé provides an opportunity to communicate who you are beyond your grades and scores and can help you stand out from the crowd.

You will also send a copy of your résumé to the teachers who will be writing your letters of recommendation. They will use your résumé as a reference when speaking of your involvement at school and in outside activities.

WHAT DOES A RÉSUMÉ LOOK LIKE?

Résumés don't all look alike, but there are some general guidelines. Colleges generally prefer that they fit on two pages. However, the page length should not drive the process – if you can fit your accomplishments on one page, do not try to format or stretch out to two pages. In addition, some more selective colleges and programs prefer an expanded résumé which provides more detail, and therefore insight, to admission committees. Before beginning your résumé, check with the counselor's office to verify which type is right for you.

Résumés should always look professional, although a small amount of tasteful design can set your résumé apart. A series of résumé templates are included at the back of this section and are available electronically in your My Drive in SCOIR (My Profile Tab).

WHAT GOES ON A RÉSUMÉ?

A résumé usually has several sections. These can include the following:

- Name and contact information
- Profile or summary statement
- Education/Expected graduation date
- Volunteer and extracurricular experience
- Awards/Achievements
- Work experience
- Interests/Hobbies/Skills

PROVIDE YOUR CONTACT INFORMATION

List your full name and contact information at the top of the page, including address, email, and phone number. Use your own email and phone number, not your parents. This is a good time to evaluate your email address. Your email address should be simple and straightforward and should contain some version of your name. If you have been using a less professional address, now is a great time to change your email address before you start including it in all of your college applications. It also means that you must start checking your email inbox regularly (at least every other day).

INCLUDE A PROFILE OR GIVE A SUMMARY STATEMENT

After you list your name and contact information at the top of the page, you can briefly describe yourself with a well-crafted sentence or a list of descriptive adjectives. See the sample résumés at the end of this section for examples.

DESCRIBE YOUR EDUCATION

As you continue to study, the education portion of your résumé will grow. For now, you will list Geneva School of Boerne, our address, and your expected graduation date. You can also list any impressive standardized test or AP scores, but only if they make your résumé stronger. If you are taking any college-level courses (i.e. Dual Credit English), you can mention those too.

INCLUDE VOLUNTEER AND EXTRACURRICULAR EXPERIENCE

Including a detailed listing of your activities outside of school demonstrates that you invest your time in meaningful activities and that you know how to manage your time well. These activities show that you have qualities and experiences that admissions committees value. Volunteering experience proves you are hard-working and reliable. Being a student athlete or a member of an honor society or serving in a leadership position in a club demonstrates your commitment and leadership abilities. Give a description of each activity and the number of hours or hours per week to indicate magnitude.

DESCRIBE YOUR WORK EXPERIENCE

No matter the amount of work experience you have at this point, anything you have accomplished can show that you are reliable and responsible. You can include summer jobs, internships and even things like regular babysitting gigs. List the dates you held each position, regular weekly hours, and your job title and briefly describe your most important duties.

HIGHLIGHT YOUR SKILLS

Chances are you have valuable skills that set you apart from your peers. If you can use a computer, know any software programs well, or can program, say so in this section. Include any other relevant skills you possess, such as experience editing video or blogging.

WATCH YOUR WRITING

The way you write your résumé is important. Résumés generally feature clear, short descriptions. You don't have to use full sentences, but you have to be consistent with punctuation. Match verb tenses throughout, using active verbs like "developed," "performed," and "managed."

GET FEEDBACK

Once you've written a draft of your résumé, make sure to have it edited. A family member or the counselor's office can help proofread, make sure you have not omitted anything, and catch any mistakes. They may also be able to suggest other experiences or skills you might include.

FINAL TIPS

A few tips when finalizing your résumé:

- Print on nice résumé paper
- Check spelling and grammar – again!
- Be honest – do not exaggerate
- Step back and make sure it looks clean and professional

HELPFUL ARTICLE

[Writing a High School Resume That Works](https://hscw-collegeexplore.blogspot.com/2018/09/writing-high-school-resume-that-works.html) - (<https://hscw-collegeexplore.blogspot.com/2018/09/writing-high-school-resume-that-works.html>)

Sample 1

NAME

140 Your Street, Boerne, TX 78006
210-999-9999 • youremail@gmail.com

Profile Strengths

- Hard worker • Problem Solver • Leader • Motivator

Education

Geneva School of Boerne – 113 Cascade Caverns Rd, Boerne, TX 78015

A selective K-12 Classical Christian School with a rigorous curriculum focused on Western Civilization, Latin, grammar, logic, and rhetoric.

Expected graduation date – May 2017

Travel Experience

International: England, New Brunswick, Nova Scotia, Italy/Greece

Domestic: AL, AR, CO, CT, D.C., FL, GA, HI, LA, MA, MD, ME, MS, NV, NY, TN

Academic Achievements

- Cumulative Grade Point: 3.94
- National Honor Society, 11th, 12th
- Headmaster's List
 - Summa Cum Laude (GPA \geq 3.9) 9th-12th grade, 8 quarters
 - Magna Cum Laude (GPA \geq 3.75) 9th-12th grade, 4 quarters
- Faculty Commendation, 9th-12th grades
 - Awarded by faculty for maximizing academic potential while demonstrating exemplary attitude and respect.
- TAPPS 2A Academic All-State – Cross Country – 11th
- Daughters of the American Revolution Good Citizenship Award - 2010
- National Latin Exam: 9th Latin II-Maxima Cum Laude, 10th Latin III-Maxima Cum Laude
- AP Physics – 11th, AP Statistics – 12th, Dual Credit Honors English – 12th

Leadership

- Honor Council at Geneva School of Boerne – 12th
- President – National Honor Society – 12th
- Varsity Cross Country Team Captain – 10th, 11th
- Varsity Basketball Team Captain – 10th, 12th

School Activities and Honors

- Varsity Cross Country - 9th-11th
 - 9th – TAPPS 4A Team State Championship, Individual All-State (7th overall)
 - 10th – TAPPS 4A Team State Runner-up, Individual All-State (3rd overall)
 - 11th – TAPPS 4A Team Regional Finalists, Individual All-State (5th overall)
- Varsity Basketball – 9th-12th
 - 9th TAPPS 4A State Runner Up Team, 2nd Team All-District
 - 10th TAPPS 4A District Champions, 2nd Team All-District
 - 11th TAPPS 4A Area Champions, 2nd Team All-District
 - 12th TAPPS 4A State Runner Up, 1st Team All-District
- Varsity Track and Field – 9th-11th
 - 9th – TAPPS 4A 2nd Team All-State, 1600m
 - 10th – TAPPS 4A State Honorable mention, Triple Jump
 - 11th – TAPPS 4A 2nd Team All-State – Boys 1600 meter relay
- Student Congressional Debate – District Qualifier – 10th

- Geneva Rhetoric Band – 10th, 11th, 12th
 - TAPPS 4A State Runner-Up Concert Band – 10th
 - TAPPS 4A State Champions – Instrumental
 - TAPPS 4A Percussion Ensemble – Superior Rating – 11th

Community Volunteer Service

- Summary total of 591 hours
- Member of Young Life Work Crew – 12th (12 hrs. day/3 wks. – 252 hrs.)
- Hill Country Daily Bread - 10th (5 hrs. wk. /10 wks. – 50 hrs.)
 - Planning committee for the Stand By Me Summer Academy
 - Inaugural year for program
 - Coordinated work schedules for all student volunteers
- Teacher Kids' Camp - 10th (8 hrs.)
 - Assisted and coordinated activities for Teachers' Kids Camp in the summer
- A.I.M Student Program – 10th-11th (½ hr. /35 wks. plus events/3 yrs-90 hrs.)
 - Tutored and participated in activities with grade school children on a weekly basis through the A.I.M (Adopt, Integrate, Mentor) program
- Summer volunteer to improve school campus – 9th (20 hrs. /4 wks. – 80 hrs.)
 - Painting, furniture construction, technical setup for computer network
- National Honor Society Service – 11th, 12th (1hr/wk./15 wks. plus events – 90 hrs.)
 - Service activities including campus service, weekly tutoring, community benefits, working at and participating in various charity events

Work Experience

- Coffee Cup – coffee shop (20 hrs/wk) – barista – June 2019 – present
- Stand By Me Summer Academy – Summer 2012
 - Hill Country Daily Bread Ministry
 - Tutoring and mentoring at risk students
- Summer job in construction, maintenance – June 2018-August 2018

Extra-Curricular Activities

- Point Guard College – 2011, 2012
 - Basketball strategy camp
 - Selected as 1 of 15 team captains from 200 players based on leadership
- Young Life 10th, 11th, 12th
 - Weekly Christian outreach group
 - Young Life Camp 2012
 - Grade planning representative
- Upstream, Student Ministries Youth Group – 10th, 11th
 - Currey Creek Church, Boerne, TX – Stuart Head, Youth Minister

Interests

- Piano • Writing poetry • Reading • Photography • Poetry
 - Published in the 2019 and 2020 Editions of Geneva's *Calliope* – Literary Publication

Sample 2

YOUR NAME

Your Address, Boerne, TX 78015
youremail@gmail.com; 210-999-9999

SCHOOL

GENEVA SCHOOL OF BOERNE, BOERNE, TX

Graduation: May 20XX

A selective K-12 Classical Christian School with a rigorous curriculum focused on Western Civilization, Latin, grammar, logic, and rhetoric.

ACADEMICS

SUPERIOR ACADEMIC RECORD

- Cumulative GPA of 4.044
- Summa Cum Laude (3.9 or higher GPA) all three years.
- Took rigorous course load in high school including: two years of Advanced Competitive Debate, AP Latin, AP Biology, and Koine Greek
- Earned honors on the National Latin Exam, freshman, sophomore and junior years
- Will present a memorized senior thesis in May 2019 before a panel of judges addressing **thesis topic here**
- Participated in a historical overview of the antiquities through the Renaissance, in the cities of Florence, Rome, Athens, Delphi and Mycenae- March 2019

DISTINCTIONS

NATIONALLY RECOGNIZED COMMUNICATOR

- Received a bid to the prestigious Tournament of Champions (TOC) junior year in Public Forum Debate at the Stanford University Invitational
- Awarded National Speech and Debate Academic All American based on competition win-loss record during high school and classroom and testing achievement
- Qualified for Texas State Tournament each year of high school- Finishing in the top 32 in 2018
- Consistently ranked highly as individual speaker
- Four year letterman on the Varsity Public Forum Debate Team competing 2-3 weekends a month throughout high school career
- Placed 2nd in high school Rhetoric competition freshman year

ENGAGED LEADER

- Selected by faculty as class representative to the Honor Council freshman, sophomore, junior years; serving as liaison between administration and student body in matters related to the school Honor Code.
- Selected Debate Co-Captain for the 2016-17 season, with primary responsibility to advise and mentor novice debaters in the structure and execution of argumentation
- Chosen by employer from pool of employees as a leader and instructor in group swim lessons
- Selected by peers as Homecoming Court representative junior year representing commitment and enthusiasm for the school and its programs

ENTHUSIASTIC MUSICIAN

- Active member of high school choir and musical theater for all four years performing in *Beauty and the Beast* and *The Pirates of Penzance*
- Competed at State competition all 3 years earning a 1 (Superior distinction) in either solo, sacred or pop ensemble each year.
- Led the alto section in sight-reading junior year and received a 1 (Superior distinction)
- Ten year student of the piano. Current piano projects: Chopin's Op. 64, No. 2 and Josh Groban's *You Raise Me Up*

COMMITTED TEAMMATE

- Lettered in Varsity Swimming in freshman and junior years, qualifying for the TAPPS State Swim Meet both years
- Medalist at the TAPPS Southern Regional Swim Meet junior year.

YOUR NAME

HARD WORKING COMMUNITY SERVANT

- Participated in local community service projects through the National Honor Society including, but not limited to:
 - Bell-Ringing for Salvation Army
 - Volunteering for Hill Country Family Services- working at a fun-fair for children in need in the community
 - Serving the ministry of Hill Country Daily Bread- A ministry to the underserved families in Kendall, Bexar and Kerr Counties
 - Volunteering at the Hill Country Pregnancy Care Center with clerical help and service at their annual fundraiser
- Served my church community by leading congregational hymns as a part of a small group of vocal leaders (ongoing)
- Volunteered to provide home bound individuals with Thanksgiving Dinner as a part of the Raul Jimenez Thanksgiving Ministry for two years, 8 hrs/yr, 11th-12th
- Volunteered for Geneva School of Boerne Summer Academy, teaching sewing to young students during the summer, 40 hrs, 11th

First Middle Last

123 Your Street
Boerne, TX 78006

youremail@gmail.com

Home: (830) 999 9999
Cell: (210) 999 9999

Profile:

A critical and analytical thinker focused on striving for excellence in and out of the classroom characterized by consistency, creativity, and a unique leadership ability.

Education

Geneva School of Boerne, Boerne, Texas: Graduation in May 2021

A selective K-12 Classical Christian School with a rigorous curriculum focused on Western Civilization, Latin, grammar, logic, and rhetoric.

Headmaster's List

Summa Cum Laude (GPA>3.9) – 3 quarters

Magna Cum Laude (GPA >3.75) – 9 quarters

Certifications/Proficiencies: CPR, First Aid, AED, Microsoft Word and Publisher

Domestic Travel: Pacific Northwest, Georgia, North and South Carolina, Virginia

International Travel: Canada, Mexico, Costa Rica (Spanish Immersion)

Work Experience

Camp La Junta Counselor: Hunt, Texas – 40 hrs/week, Summer 2019

Work description here

Landscaping and Home Care: Boerne, Texas – 20 hrs/month, 2018 to Present

Work description

Leadership/Achievements

Boy Scouts of America Star Scout: (10th); Eagle Scout expected August 2020

Student Senate Treasurer (9th–10th)

- Helped coordinate school house system and protect honor code
- Coordinated research and purchase of school vending machines

Student Senate Officer (12th)

Sayers House Officer (10th)

Sayers House Captain (12th)

Children of American Revolution Chapter Vice President (Present)

Recipient of Hugh O'Brian Youth Leadership Award (10th)

National Honor Society (11th)

Magna cum Laude (11th)

Faculty Commendation (11th)

Extra-curricular activities

Varsity Basketball (9th–10th)

TAPPS 4A State Finalist (10th)

American Athletic Union Basketball Team (9th)

Varsity Tennis (9th–11th)

TAPPS 4A State Finalist (10th)

TAPPS 4A State Champion (11th)

Varsity Cross-Country (11th)

TAPPS 4A State Finalist (11th)

National Forensics League (10th–11th)

First Middle Last

page 2

Sports Editor of Geneva School Newspaper (9th)
St. Helena's Episcopal Church Oikos Planning Committee (10th-11th)

Community Service

Church Affiliated – 243 hours

Church Camps: 52 hours

Mission Trip: 168 hours

Acolyte: 23 hours

School Affiliated – 172 hours

Assist Inspire Mentor program: 60 hours

Theatre Technician: 62 hours

Capital Campaign Volunteer: 50 hours

Interests/Hobbies

Hiking, camping, international relations and current events

FIRST MIDDLE LAST

Home: 830-999-9999/ Cell: 830-999-9999/ E-mail: youremail@gmail.com

PROFILE STRENGTHS

Honorable, Creative, Leader, Diligent, Motivated, Pragmatic, Intuitive, Dependable, Innovative

EDUCATION

Geneva School of Boerne: Diploma – May 2022, *magna cum laude*

A selective K-12 Classical Christian School with a rigorous curriculum focused on Western Civilization, Latin, grammar, logic, and rhetoric.

Senior Thesis Topic: Thesis topic here

Domestic Travel: AL, AZ, CA, CO, DC, FL, GA, ID, NV, NM, NY, NC, OR, SC, TN, UT, WA

International Travel: Greece, Italy, Spain, Portugal, England, Canada, Mexico, Costa Rica

ACADEMIC HONORS

Cumulative GPA: 3.87

National Honor Society [10, 11, 12]

Headmaster's List:

summa cum laude – GPA>3.9 [9, 10, 11];

magna cum laude – GPA>3.75 [9, 10]

Faculty commendations [9, 10, 11]

Awarded by faculty for maximizing academic potential while demonstrating exemplary attitude and respect.

Academic All-State Varsity Volleyball Player [11]

LEADERSHIP

Senior Class President 2021-227 [12]

Chief Design Editor – *The Geneva Quarterly* magazine [12]

Sayers House Class Representative [9, 10]

Senate Member [9, 10]

Treasurer [10]

ATHLETIC ACHIEVEMENTS

Varsity [10, 11, 12] & Junior Varsity [9] Volleyball

Varsity Team Captain [12]

Junior Varsity Team Captain [9]

Varsity Second Team All District [11]

Varsity Honorable Mention All-District [10]

Varsity State Semifinalist [10, 11]

Ignite Club Volleyball [9]

Varsity Track & Field [9, 10, 11, 12]

Varsity Team Captain [11]

Varsity Girls State Champions [10, 11]

Events: Long jump, 200m dash, 100m dash, 4 X 200m relay, 4 X 100m relay

Varsity Cheerleader [9]

Most Athletic Award Recipient; Pep Rally Leader

PROGRAMS, CLUBS, & ASSOCIATIONS

Savannah College of Art and Design

Two week seminar on graphic design, fashion illustration, acting, and mixed media painting [2018]

Texas A&M/Balfour High School Communications Workshop Awards

Outstanding News Magazine Package, Outstanding Redesign and Staff Recognition [12]

Geneva Astronomical Society [11]

Photography Club [11]

Volleyball Camps: TCU (Outstanding Achievement Award), Schreiner, Trinity
National Society of the Children of the American Revolution Texas Chapter [9, 10, 11, 12]

FINE ARTS

Varsity Choir, 1st Soprano [9, 10, 11]
 TAPPS State Championship [9, 10, 11]
 TAPPS Solo competitor [9, 10]
 TAPPS Quartet competitor [10]
 TAPPS Women's Choir competitor [9, 10, 11]
 TAPPS Men and Women's Choir competitor [9, 10, 11]
 Choir sight reading competition [11]
 Christmas Program performer [9-11]
 Benefit fundraiser performer [9]
 Madrigal Dinner performer [9]
 Musical Theater: *Pirates of Penzance* cast [10]
Geneva Exalt Praise Band [10, 11]
 TAPPS competition [10, 11]
 Chamber of Commerce Performer [10]
Piano: Student & Recitalist [3 years]

WORK EXPERIENCE

The Geneva Quarterly Journalism Staff [10, 11,12]
 Executive Editor of Design
 Designer & Writer
 Adobe InDesign Software proficient
 3rd Place Personal Column, University Interscholastic League of Texas
 Layout named "Best Design" by Executive Editors [11]
Carpool Driver [2019-current]
Childcare Provider [2018-current]
Yard Management & Plant Nurturer [2019]
Neighborhood Dog Sitter [2018]

VOLUNTEER & COMMUNITY SERVICE

Hill Country Daily Bread Nonprofit Organization [9, 10, 11, 12]
Meadowland: Volleyball Mentor coaching at-risk adolescents [10, 11]
Walking Tree Travel: Costa Rican Community service project [9]
Kendall County Animal Shelter [12]
St. Helena's Episcopal Church: Seasonal volunteer [9]
Hill Country Services: Christmas childcare volunteer face painter [11]
Geneva School Community Service:
 AIM Youth Mentoring Program [11]
 Volleyball Referee [9, 10, 11, 12]
 Cheer Camp mentor [9]
National Honor Society: Just Between Friends volunteer [11]; Boerne Performing Arts assistant [11]

PASSIONS & HOBBIES

Christianity, Travel, Athletics, Graphic Design, Nature, Mixed Media Art, Writing, Photography, Piano, Water Skiing

Sample 5

FIRST MIDDLE LAST

1234 Your Street, Fair Oaks Ranch, TX 78006 | 210-999-9999 | youremail@gmail.com

EDUCATION

Geneva School of Boerne – 113 Cascade Caverns Rd, Boerne, TX 78015

A selective K-12 Classical Christian School with a rigorous curriculum focused on Western Civilization, Latin, grammar, logic, and rhetoric.

Expected graduation date – May 2022

STRENGTHS

- Creative
- Diligent
- Trustworthy
- Compassionate

TRAVEL EXPERIENCE

International: England, New Brunswick, Nova Scotia, Italy, Greece

Domestic: AL, AR, CO, CT, D.C., FL, GA, HI, LA, MA, MD, ME, MS, NV, NY, TN

ACADEMIC AWARDS/HONORS

Member, National Honor Society – 10, 11, 12

Headmaster's List Summa Cum Laude – 9, 10, 11

Faculty Commendation – 9, 10, 11

Awarded by faculty for maximizing academic potential while demonstrating exemplary attitude and respect.

Vice-President, Latin Club – 9

Congressional Debate Finalist – 9

TAPPS 4A Ready Writing: State Finalist – 9, District Finalist – 10

TAPPS 4A Art Color Drawing: 1st place – 10, 11

San Antonio Stock Show and Rodeo, Art Competition Top 50 – 10, 11

COMMUNITY SERVICE

Total Summary Hours: 214

Currey Creek Church VBS: 3hrs/4days – 9

Currey Creek Church Serving at Banquet: 3 hrs – 9

San Antonio Library Assistant: Organizing: 14 hrs – 9

Geneva School of Boerne:

Provided tutoring for grammar school students: 2 hrs/30 wks – 10, 11

Volunteer worker at Geneva Summer Academy: 20 hrs – 11

Mentor Grammar Students: 1 hr/32 wks – 11

EXTRACURRICULAR ACTIVITIES

Varsity Track & Field

TAPPS 4A Individual State Qualifier in Pole Vault – 9, 10

TAPPS 4A Team 4th in State – 10

TAPPS 4A State Champions – 11

Varsity Basketball

TAPPS 4A State Runner Up Team, 2nd Team All-District

TAPPS 4A District Champs, 1st Team All-District

TAPPS 4A District Champs

WORK HISTORY

Geneva Summer Academy – 9, 10, 11 (Summers)

Planned and conducted craft and baking camps for elementary students

Photography Assistant – June 2014 – present

Photo management, product design with PhotoShop, photo shoot assistant

INTERESTS

Reading, Current Events, Photography, Poetry

FIRST MIDDLE LAST

123 Your Rd, Boerne, Tx, 78006

EMAILADDRESS@GVTC.COM; 830-999-9999

PROFILE

A critical and analytical thinker focused on striving for excellence in and out of the classroom characterized by consistency, creativity, and a unique leadership ability

- Analytical and critical, driven to develop processes and systems to improve efficiency and effectiveness
- Thinks logistically, developing strategies and processes that lead to tangible and measurable results
- Coaches, leads and encourages others by striving for excellence in a way that will inspire teammates and peers to do the same
- Possesses a unique ability to use design and illustrations as a means for informing and instructing others

HIGH SCHOOL

GENEVA SCHOOL OF BOERNE; BOERNE, TX

- Expected to graduate Magna Cum Laude June 2017.
- Classical and Christian School of 680 students located just outside San Antonio, Texas. Member of 7th graduating class.

KEY ATTRIBUTES

EXCELLENT ACADEMIC RECORD

In the pursuit of excellence, has remained an impressive student in a highly competitive class with outstanding grades. All school classes taught at honors level with very few AP classes offered and corresponding GPA “bumps”:

- Cumulative GPA: 3.89
- Chose a rigorous curriculum in which to participate, including AP Biology (11th), AP Calculus and AP Chemistry (12th)
- Member of National Honors Society (11th)
- Headmaster’s List - Magna or Summa Cum Laude (GPA>3.75), all quarters
- Received Faculty Commendations – all quarters
Awarded by faculty for maximizing academic potential while demonstrating exemplary attitude and respect.

GIFTED IN THE FIELDS OF SCIENCE AND MATH

A uniquely well rounded intellectual, thriving in both concrete and conceptual subjects and finding ways to relate them.

- Selected to take and thrives in subjects that require contrasting forms and processes of thought
- Received high grades in conceptual subjects such as Worldview Analysis and Rhetoric as well as succeeding in concrete subjects such as Algebra, Calculus, AP Biology, and Chemistry

POSSESSES A UNIQUE LEADERSHIP ABILITY

Thrives as a leader at a competitive level on and off the court by leading teammates and peers by example in pursuit of excellence as a way to glorify God

- Elected as team captain on the Varsity Volleyball team in each year of high school
- Team Captain of a nationally competitive, extracurricular volleyball team freshman and sophomore year.
- Thrives under pressure and able to serve as a calming and consistent influence in stressful situations on and off the court

FIRST MIDDLE LAST

POSSESSES A DEEP PASSION FOR VOLLEYBALL AND TRACK

Avidly seeks competitive arenas, specifically through a passion for volleyball, but also in a variety of other sports:

Varsity Volleyball

- TAPPS 4A Volleyball State Runner Up team member (9th)
- TAPPS 4A Volleyball State Semifinalist (10th-11th).
- Play at this level of competition requires at least 25 hours each week throughout the fall season
- First Team All-District and District MVP volleyball player (9th-11th)
- First Team All-State volleyball (9th-11th)
- State All-Tournament Team (9th-11th)
- Academic All-State (11th)
- Selected to participate in the TAPPS All Star games for volleyball (9th-11th)
- Selected to San Antonio Express News Private School All-Area Team (10th-11th)
- Competitive, national volleyball player outside of school (9th-11th). Each year required an average commitment of 5-25 hours a week of playing and 4-12 hours a week of traveling for six months at a time.

Varsity Track

Competed at the Junior Olympics during club season of junior year

- TAPPS 4A State Runner-up track (9th-10th)
- TAPPS 4A Individual state runner up in discus (9th)
- TAPPS 4A Individual state champion in (10th)

CLUBS AND EXTRACURRICULARS

Varsity Band (9th-10th)

- TAPPS 3A state champion
- Instrumental ensemble 9th-10th

National Honor Society – 11th-12th

Astronomy club (12th)

Culinary club (12th)

Sample 7

FIRST LAST

123 Your Street, Boerne, TX 78006 || C:830-388-1783 || youremail@yahoo.com

Profile Strengths

Ambitious, Respectful, Understanding, Bright, Diligent, Trustworthy

Education

Geneva School of Boerne, 113 Cascade Caverns Rd., Boerne, TX 78015

A selective K-12 Classical Christian School with a rigorous curriculum focused on Western Civilization, Latin, grammar, logic, and rhetoric.

Expected Graduation - May 2022

Cumulative GPA: 3.73

AP Coursework Completed: Biology

AP Coursework in Progress: Calculus

Leadership

Summer Celebration Group Leader, St. John's Lutheran Church-9, 10

Swim Instructor-10, 11, 12

Vacation Bible School Group Leader, St. John's Lutheran Church-9

Awards and Honors

Varsity Track and Field Captain-11, 12

Member, National Honor Society-10, 11, 12

Honor Roll-9, 10, 11

Faculty Commendation-9, 10, 11

Awarded by faculty for maximizing academic potential while demonstrating exemplary attitude and respect.

Headmaster's List-9, 10, 11

TAPPS 4A State Track and Field Champions-9,10, 11

- 4x100-9 (6th place), 10 (6th place)
- 4x200-9 (5th place), 10 (5th place), 11 (3rd place)
- 200m-10 (7th place)
- 100m-11 (8th place)

TAPPS 4A Regional Track and Field Champions-10, 11

TAPPS 4A District Track and Field Champions-10, 11

Texas Relay Qualifier

- 4x100-11

TAPPS 4A State Swimming-9

TAPPS 4A Area Soccer Champions-10

TAPPS 4A State Band and Orchestra-9, 10, 11

Extracurricular Activities

Varsity Volleyball-12, JV Volleyball -9,10
Varsity Swimming-9
Varsity Track-9, 10, 11
Varsity Soccer-10
Ignite Volleyball-9
National Honor Society-10, 11, 12
Geneva Quarterly Magazine-9, 11
Milton House Activities Committee-9, 10, 11
One Act Play-10

Community Volunteer Service

Summary of hours (120)
Taking it to the Streets-10 hours-10, 12
Summer Celebration-28 hours-9, 10
A.I.M Student Program – 11th (½ hr. /36 wks. 18 hrs.)
– Tutored and participated in activities with grade school children on a weekly basis through the A.I.M (Adopt, Integrate, Mentor) program
Hill Country Pregnancy Care Center-6 hours-10
Vacation Bible School-12 hours-9
Developed Community Garden, St. John’s Lutheran Church-1hour-10
Play Violin for Church, Lund Lutheran Church- 10 hours-10
Sell Snacks at Geneva’s Play, Geneva School of Boerne-3 hours-10
GAP Family Dinner-2.5 hours-11
Concessions at Acrobats Meet, Geneva School of Boerne-2.5 hours-11
Geneva Shootout-6 hours-11
Hill Country Daily Bread Ministry-2 hours-11
The Salvation Army, The Dienger-2 hours-11
Organized Science Rooms, Geneva School of Boerne-5 hours-11
Confirmation Teacher Assistant, St. John’s Lutheran Church-30 hours-11

Work Experience

Lifeguard-10, 11, 12
Summers, 24hrs/week
Teach Swim Lessons-10, 11, 12
Summers 4hrs/week

Fine Arts

Varsity Band-9, 10
TAPPS 4A State Runner-Up – 9
TAPPS 4A Trumpet Solo, Superior Rating – 9
Varsity Orchestra – 9, 10, 11
TAPPS 4A String Quartet, Superior Rating – 10, 11

Interests

Child Care, Sports, Outdoor Activities, Animals, Reading, Teaching

RECOMMENDATION LETTERS

Many colleges and scholarship organizations require recommendation letters as part of the application process. These letters are an important component of the college application as they can capture your intangible qualities and speak to your character and experiences. These letters are important because they come from someone besides you (or your parents) and paint a more personal picture of you.

CHOOSING WRITERS

We recommend that you ask three different people to write you a letter of recommendation. The goal would be that each of the letter writers interacts with you in a different way and understands a different aspect of you. The three letters together should help present a well-rounded view of you. Consider the following when deciding from whom you will request your letters:

- Ask people who know you well, who have a good relationship with you, and who can speak to your strengths, abilities and character.
- Choose at least one teacher from a core academic subject. Teachers from your junior year are preferred since you have interacted with them most recently.
- Consider asking a teacher from your fine art or other extracurricular area of interest (debate, magazine, yearbook, etc.).
- Consider asking an adult outside of Geneva such as a youth pastor or employer who has worked with you or supervised you in an activity.
- Take into consideration the type of programs or colleges to which you are applying. For example, if you want to be an engineer, ask a math or science teacher.
- Choose people whom you believe will write a well-written, thoughtful letter.

WHEN TO REQUEST

- Ask well in advance of the deadline. Give notice of at least two weeks, keeping in mind that teachers may be unavailable during the summer months.
- Think through your application timeline when requesting letters, giving plenty of time to get the letters back in advance of your target date.
- When asking teachers, consider the school calendar and the teacher's workload (finals, teacher in-service, AP tests, etc.).

HOW TO REQUEST

- **Make the request.** Ask each recommender face-to-face if they would be willing to write a recommendation letter for you. Watch for a good opportunity when you can speak to the prospective writer one-on-one (i.e. not during class).
- **Take responsibility** for managing the process.
- **Help equip** - If you are asking someone who is not from Geneva or someone who has not written recommendation letters before, provide them with a copy

of *Guidelines for Writing Recommendation Letters* located at the end of this section.

- **Set Due Date** - Identify a preferable due date (in advance of when you actually need it) and ask if this date will work for your letter writer. If not, work to identify a date that will work for both of you.
- **Communicate** - Inform your letter writer that you will follow-up with an email to confirm and provide a copy of your resume (make sure you have their email address). In your email, mention any specific programs to which you are applying or any specific goals that you would like them to consider when writing the letter. Request that the letter writer send an electronic copy of their letter to sward@genevaschooltx.org.
- **Send resume** - Send an email thanking them for their willingness to write the letter, stating the agreed upon due date and providing a copy of your resume (a draft or list of your activities will suffice).
- **Notify advisor** - Inform the college advisor's office that you have requested the letter and the agreed upon deadline. The college advising office will notify you when a letter has been received.
- **Follow up** - If you have not heard back by the agreed upon date, check with the college advising office. If your letter has not been received, follow up with a friendly email reminder to the letter writer.
- **Request help** - If you still do not receive the letter, notify the college advisor's office for assistance.

The college advisor's office will print the letters on Geneva letterhead (if appropriate) and will have multiple copies signed and filed for inclusion in your future college applications.

FOLLOW-UP

Once you have been notified that your letter has been received, write a thank you note to the writer. Let them know how much you appreciate their impact in your life (after all, you did choose them to write a letter!) and thank them for taking the time to write the letter.

ADDITIONAL REQUESTS AND FORMS

If you apply using the Common App, you will be asked to invite recommenders to upload your recommendation letters. See the Common App section of Tab H – Applications for specific directions.

Some schools (TCU, Trinity, etc.) require an additional recommendation form be completed by both the college advisor and one of your letter writers. Print out these forms and bring them to the college advisor's office for further instructions.

GUIDELINES FOR WRITING RECOMMENDATION LETTERS

Thank you for agreeing to write a recommendation for a Geneva School of Boerne student. Your recommendation serves as an important component for the student's application. Follow the general guidelines when writing your letter.

Writing the Letter

- **Collect information.** Ask the student for a copy of his or her resume, so that you can speak to the person's experience.
- **Write formally.** Open the letter with "To Whom It May Concern:" Use the student's first and last name at both the beginning and conclusion of the letter. Write in a professional, business style using strong, specific language. The letter should be 2/3-3/4 of a page, 12pt. Times New Roman, single spaced.
- **Tell how you know the student.** At the beginning of the letter explain how you know the student and for how long.
- **Include specific examples.** Provide specific stories, anecdotes, or examples to provide support for any assertions in your letter. Examples should reflect your first-hand experience with the student.
- **Express a vote of support.** State that you think this person is a strong candidate for the school. You might say something like you "recommend this person without reservation." Emphasize this at the beginning and end of the letter.
- **Defend clichés and descriptions.** When using (sparingly) vague phrases like "hard worker" and "diligent student," back up these phrases with specific evidence of how you have seen this in action.
- **Share your contact information.** Provide a way for the school to contact you if they have further questions. Include your email address, telephone number, or both, at the end of the letter (unless provided on your letterhead).

SUBMITTING THE LETTER

External to Geneva:

- Sign the letter and print it on letterhead from your business or organization if appropriate. Provide multiple copies if possible (3-5).
- Email an electronic copy of your letter to Geneva (sward@genevaschooltx.org).
- It is your prerogative whether or not you want to provide the letter directly to the student. You can provide the copies to the student in a sealed envelope or mail directly to the college advisor's office:

Office of Academic and College Advising
Geneva School of Boerne
113 Cascade Caverns Rd.
Boerne, TX 78015

Internal to Geneva:

- Submit an electronic version of your resume to the college advisor's office.
- The college advisor's office will format your letter, print on Geneva letterhead, and leave in your box for signature. Sign and return.
- If you are asked to complete a Common App recommendation for this student, request a scanned version of the signed letter from the college advisor's office and you can upload the file to your online recommendation.

COLLEGE ESSAY GUIDELINES

After test scores and grade transcripts, the essays are easily the next most important part of the college application. Assuming that there's more to you than just test scores and grades, essays provide the most insightful component of your application; they enable you to use your own voice to fill in the rest of the picture of who you are as an applicant.

When you write your required essays, have them edited by one or two adults (no more than that) whom you trust. You can start writing your essays before the applications open. Essays are your chance to tell the admission committee who you are, your personal story, and things about you that cannot be captured by numbers. **Decide what you want to tell about yourself first, and then figure out how to use the essay prompts to accomplish this goal.** At 500 words or less, these essays need to be concise and specific about you. Consider these guidelines when planning your essays:

1. Be yourself. Who are you and what makes you unique and a good fit to the college that you're applying to? You'll need to make sure this theme comes out in your essays.
2. Be natural. Write in first person as if you are talking to the person who is reading the essay.
3. Be specific. These essays are all about you; they need to include specific examples/stories/anecdotes from your life experiences. If you step back and think the essay could apply to anyone, start rewriting.
4. Be creative. Admissions officers are going to be reading thousands of essays in a short time span. Just as you would with a first, in-person meeting, you need to make a positive, memorable impression.

Generally speaking, essays should be between 350-500 words (1-1½ pages double-spaced). For more information, read through these essay writing guidelines from the CollegeBoard: <https://bigfuture.collegeboard.org/get-in/essays>.

The following pages contain writing guidelines as well as the essay prompts for Apply Texas and the Common App and some specific Texas school essay requirements.

WRITING COLLEGE ESSAYS

General Guidelines

- Create and save in Word and then copy and paste into actual applications.
- Conform to length guidelines. Generally, essays should be 350-500 words (1-1½ pages double-spaced).
- Write directly from your own experience and write in first person.
- Use your own voice – informal, conversational, not stilted.
- Do not let anyone else (especially Mom or Dad) write your essay!
- Have essays reviewed and edited for spelling and grammar – this is important!
- Limit editors to 1 or 2 – don't allow others to edit your voice out of the essay.
- Do not repeat lists of activities or information already included in your application.
- Do not write about writing, SATs, or the college process.
- Accentuate the positive, even in a painful experience.
- Do not write a traditional introductory paragraph.
- The first few sentences are critical and must engage the reader.
- The five-paragraph essay format is too repetitive and there is no room for a classical argument.

Goals of the Essay

- To help the reader get to know you—regard the essay as a window to your personality, values and goals
- To illustrate your uniqueness
- To enable the reader to evaluate your writing
- To help the reader create a fuller picture of you

How to Write:

- Decide on your message first, and then choose the essay prompt that best helps you communicate your message.
- Carefully read the essay question and make sure that you answer it specifically.
- If you write about an activity or experience, focus not on how good you are or what you've accomplished, but on what it means to you.
- Be specific in your examples and stories and avoid generalities and clichés.
- Don't ask yourself (or anyone else) "What should I write about?" The appropriate question is, "What should I tell them about me?"
- Test your essay's success by asking someone else to read it and then asking NOT "Do you like it?" but rather "What do you think it says about me?"

2020-2021 ESSAY PROMPTS

APPLY TEXAS ESSAY PROMPTS

Different schools require different combinations of prompts, so check on which ones are required for each school to which you apply. (Specific prompts for Baylor, TAMU, and UT requirements listed below.)

Essay A:

Tell us your story. What unique opportunities or challenges have you experienced throughout your high school career that have shaped who you are today?

Essay B:

Most students have an identity, an interest, or a talent that defines them in an essential way. Tell us about yourself.

Essay C:

You've got a ticket in your hand - Where will you go? What will you do? What will happen when you get there?

2020-2021 COMMON APPLICATION ESSAY PROMPTS

For your main application, you pick the one essay prompt you want to answer. In addition, many schools require a writing supplement, which varies by school. You can find out the detailed requirements for each school from your Common App account.

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

BAYLOR UNIVERSITY 2020-21 PROMPTS

Short Answer Response Questions (answer all three)

1. What are you looking for in a university?
2. Why do you want to attend Baylor?
3. How do you see yourself contributing to the Baylor community?

TEXAS A&M UNIVERSITY 2020-21 PROMPTS

Apply Texas Essay Topics

Topic A – required (See Above)

UNIVERSITY OF TEXAS 2020-21 PROMPTS

Apply Texas Essay Topics

Topic A – required (See Above)

Short Answer Prompts

Short Answer 1: Career Plans

If you could have any career, what would it be? Why? Describe any activities you are involved in, life experiences you've had, or even classes you've taken that have helped you identify this professional path.

Tips to consider: This is an opportunity to describe your academic and future professional interests. You may not yet be 100% certain about what you want to do, but is there a particular field that you think you want to work in, or a certain path you want to pursue after college? How have your interests and experiences influenced your choice of majors or your plans to explore in college?

Short Answer 2: Academics

Do you believe your academic record (transcript information and test scores) provide an accurate representation of you as a student? Why or why not?

Tips to consider: Feel free to address anything you want the Office of Admissions to know about your academic record so that we can consider this information when we review your application. You can discuss your academic work, class rank, GPA, individual course grades, test scores, and/or the classes that you took or the classes that were available to you. You can also describe how special circumstances and/or your school, community, and family environments impacted your high school performance.

Short Answer 3: Leadership

How do you show leadership in your life? How do you see yourself being a leader at UT Austin?

Tips to consider: Leadership can be demonstrated by positions you hold as an officer in a club or organization, but other types of leadership are important too. Leaders can emerge in various situations at any given time, including outside of the school experience. Please share a brief description of the type of leadership qualities you possess, from school and non-school related experiences, including demonstrations of leadership in your job, your community, or within your family responsibilities, and then share how you hope to demonstrate leadership as a member of our campus community.

Short Answer 4: Contribution to Learning Environment

At UT Austin, we value, embrace, and encourage a wide range of diverse experiences, perspectives, backgrounds, and talents. This diversity strengthens our university and supports an open and supportive educational environment in which ideas are freely exchanged alongside thoughtful consideration of our differences.

As you consider attending our University that values a learning environment enhanced by the diverse contributions, perspectives, and experiences of our students, please share how you believe you might contribute to our community of scholars.

Short Answer: Art and Art History Applicants only

In 500 words or less, please tell us about a meaningful way in which an artwork, or artist, has changed your life. How has this prompted your ambitions for a life in the arts?

Short Answer: Nursing Applicants only

- Discuss the factors that have influenced your desire to pursue a career in Nursing; and
- How have your academic and extracurricular activities prepared you to pursue a degree in Nursing?

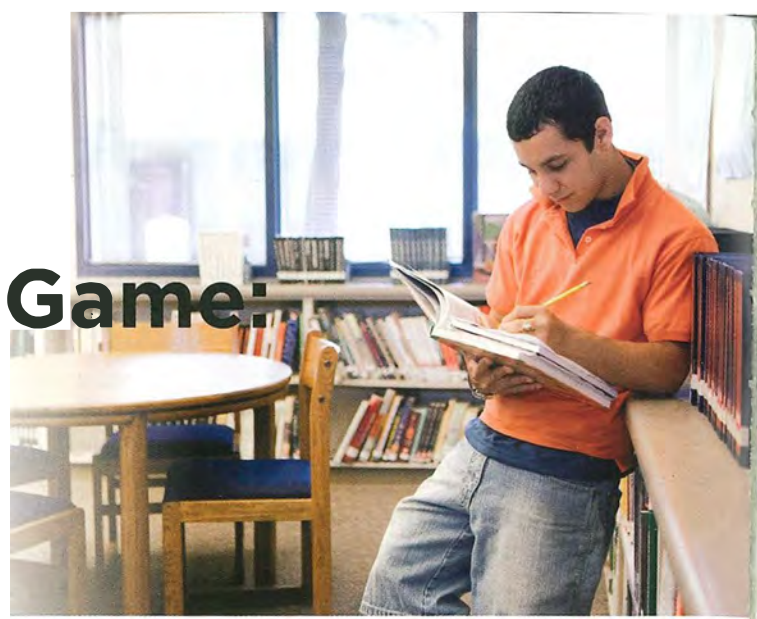
Short Answer: Social Work Applicants only

Discuss the reasons you chose social work as your first-choice major and how a social work degree from UT Austin will prepare you for the future.

The College Admissions Game:

Is Your Essay a Golden Ticket?

By Anja Young and Judy Young



College counselors face numerous obstacles in helping students navigate the college admissions experience. It's a rigorous process, at the end of which the rewards can be tremendous, but the chances of reaping those rewards can be dauntingly slim. And as with most competitions where the outcome seems about as probable as winning the lottery, myths of how to earn that winning ticket are bound to emerge along the way.

In the case of the college admissions process, this myth is what you might call the Golden Checklist. It suggests that somewhere in every college admissions office is a list of attributes — the GPA, extracurricular activities, thoughts and dreams — of the ideal candidate. The myth goes that the closer a student gets to emulating this list, the higher their chances of admission. So, every year, a new crop of rising seniors set out on their journey to decipher as many elements as possible of the list — asking older siblings and friends who got into their dream schools about their experiences, and their application process, all in the hopes that one of them will unveil a clue as to what is actually required to get in. And every year, a group of “perfect” students with the perfect GPA, perfectly crafted extracurriculars and the time-management skills of extremely adept 30-year-olds are left without the golden ticket they were promised to the school of their choice.

So what happened? *How is it possible that students with such clearly remarkable potential aren't chosen while other students who seem equally or less qualified are welcomed with open arms?*

Talk to any college admissions counselor and you'll

find the answer is quite simple: they want students, not checklists, attending their schools. No matter how selective the institution, the goal remains — to build a class of curious minds capable of forging friendships and conversations, and creating new ideas that are going to continue to drive the campus forward. Perfect students afraid to question or change the world around them, no matter how high their GPA or how extensive their experiences, won't generate progress. Only those willing to risk imperfection to explore their passions become the students admissions officers want to select. And only those of them brave enough to tell their stories ultimately gain admission.

So, what does the ideal college essay look like?

It looks and sounds like the student writing it. A helpful piece of advice I've heard in a few different places is, “you'll know you've written the right essay if someone who knows you well can read your essay with no name and know it was written by you.” The information students fill the boxes of their application with is only the bare bones of who they are; it's up to the essay to breathe life into that narrative and answer that critical question — *who are you?*

Answering that question is easier said than done. I spent several months training with Susan Knopow, CEO of Wow Writing Workshop, before I fully understood what it meant to help someone find his or her voice in a college application process. For many students, writing a college application is one of their first times conveying a message that isn't being written for an assignment and that

doesn't have a right or wrong answer. The college essay is one of the few places where writing isn't about grammatical correctness or the ability to create vivid imagery for the reader to enjoy. Its sole purpose is to provide a space for the student to use their voice to share their experience and tell the admissions counselor why they will add a unique perspective to the campus of their choice.

But helping students build a voice of their own is more than a simple writing exercise — it's a process of self-discovery. Often, the factor that makes a student unique isn't the fact they chose basketball over baseball or chess over debate. It's the lessons their decisions and experiences taught them and the perspectives they distilled that are at the heart of their story, and that are ultimately what admissions counselors want to hear.

The college admissions application process is an art of self-discovery, not a science of perfectly crafted attributes. Hard work goes a long way, but what separates the student who is selected and the one who isn't is not a GPA or a particular set of extracurriculars. It's the story they choose to tell, and how well they tell that story to the college admis-

sions counselors reading it. It takes commitment to demonstrate over the course of your high school career that you have the skills to perform academically at the college of your choice, and it takes passion to get to know a school well enough to illustrate that you understand its culture and history well enough to benefit from its unique opportunities. But it takes courage to share your story honestly with a group of strangers; it's the students who are guided down that latter path who ultimately come across as potential future leaders who will coalesce with their class to make a difference in the world.

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WRITING THE COLLEGE ESSAY

John C. Conkright, Dean of Admissions, Randolph-Macon College

INTRODUCTION

If you are like most students, you see the college essay as another hurdle that you must jump on the way to being accepted at the college of your choice. In fact, the essay is not a hurdle but a rare opportunity; it is a chance for you to "talk" directly to the college's admissions committee and to help them "see" you as a thinking and feeling person, rather than simply a set of impersonal statistics. Except for the interview, it is your only chance to share your thoughts, insights, and opinions; to highlight your accomplishments; and to convey your maturity and outlook on life. If you see the college essay in this way--as an opportunity--then it is clearly worth the effort to put some extra time, thought, and energy into writing it.

PURPOSE OF THE ESSAY

The college essay is extremely important for two major reasons:

1. It enables the college admissions office to evaluate your communication skills. Through your essay they can assess the clarity of your thinking and your ability to convey your thoughts in written form.
2. It enables the admissions office to learn more about you as a person, beyond what grades and SAT scores can convey. A well-written essay can speak worlds about your attitudes, feelings, personal qualities, imagination, and creativity. For the admissions staff, it adds another important piece to the puzzle because it distinguishes you as an individual, different from any other student who is applying.

CHOOSING A TOPIC

Colleges and universities will either give you a topic to write about or present several rather specific topics from which you must choose. Other colleges may simply "suggest" broad general topics or give you total freedom to write about something that interests or concerns you. Regardless of whether you must respond to a prescribed topic or come up with one of your own, here are a few general hints about the most effective way to approach your topic:

- Narrow your topic and try to be as specific and illustrative as possible.
- The easiest topic to write about is yourself. No one knows more about you than you. Since one important purpose of the essay is self-revelation, it is no place to be shy or modest, although you should not exaggerate. If you choose to write about yourself remember that little incidents and facts are often the most revealing of character and outlook.
- Do not be afraid to write about something you think is a little different. A unique topic or approach is often refreshing to a college admissions officer who has been reading applications all day. Further, an unusual or offbeat essay is an excellent way to show your creativity.

PREPARING TO WRITE

Before actually sitting down to write a first draft of your essay, spend some time organizing your thoughts. Develop a framework for your essay so it will have a smooth and logical progression from one idea or incident to the next. Consider your purpose in writing, what you want to convey, and the tone that you think is most appropriate for the topic. Decide on a style that is comfortable for you, not one that you think the college admissions committee prefers. Finally, remember that organizing your thoughts and deciding on a framework does not mean you must be overly rigid at the start; leave room for flexibility and creativity as you actually begin writing.

WRITING THE ESSAY

You do not have to get it right the first time! Instead, write the first draft of your essay with the main focus on content; communicating your thoughts. Then set it aside for a day or two, reread it with a fresh perspective, and make any necessary changes. This is also the point at which you should consider matters of organization, style, grammar, spelling, and tone. Once you have rewritten your first draft, you may wish to try it out on your family, friends, English teacher, or college counselor. While the final product and final "voice" should be yours, they may be able to offer helpful suggestions for technical or other improvements. Within this general outline for actually writing the essay, there are some "do's" and "don'ts" which I would like to highlight:

DO'S

- Do think "small" and write about something that you know about.
- Do reveal yourself in your writing.
- Do show rather than tell. By giving examples and illustrating your topic, you help bring it to life.
- Do write in your own "voice" and style.

DON'TS

- Don't write what you think others want to read.
- Don't exaggerate or write to impress.
- Don't use a flowery, inflated, or pretentious style.
- Don't neglect the technical part of your essay (grammar, spelling, sentence structure).
- Don't ramble; say what you have to say and conclude.

Your college essay, along with your high school record, standardized test scores, and extracurricular involvement, will provide the basis upon which the college makes its admissions decision. A thoughtful, well-written essay can affect in a very positive way that final decision. Keep this in mind and take full advantage of the opportunity, which the college essay affords you.

COLLEGE INTERVIEWS

College interviews are often offered by more selective schools as a way to gauge your level of interest in their institution. Interviews also help the college gather further information about your suitability as a candidate and help you determine if this college is a good match. Some schools require interviews while others make the interview optional. Even when optional, do not pass up this opportunity to learn more about the school and to let them learn things about you that cannot be conveyed through resumes, transcripts and test scores.

Interviews may be offered on campus, but often times, interviews are offered in your hometown by an alumnus from the college. In this case, the interviewer will typically contact you to arrange a mutually agreeable location, such as a coffee shop, resulting in a more casual setting.

BEFORE THE INTERVIEW

- Research the college in general as well as your specific program of interest before you attend the interview. Develop some thoughtful questions in advance that will demonstrate your interest in the college.
- Dress professionally which is respectful and indicates that you are taking the interview seriously.
- Arrive to the interview early – make sure you plan for anything that could cause delay.

INTERVIEW ETIQUETTE

- Shake hands with the interviewer; look the interviewer directly in the eye; know the interviewer's name-ask him or her to repeat it if you did not hear it the first time; introduce your parents, if they are with you, and then invite them to leave.
- Be yourself and have a conversation with your interviewer. Don't answer questions with yes-or-no responses.
- Shake hands firmly but not aggressively, both at the beginning and the end of the interview.
- Sit up straight without folding your arms. Look the interviewer in the eye. Lean forward to show interest, and don't fidget.

DURING THE INTERVIEW

You can expect the interview to last up to an hour. While questions can be about anything, they will generally fall into the following categories:

- Personal Background – facts about you and your family
- Academic Background – information about Geneva and about your specific course choices (be sure that you are ready to describe what makes a classical Christian school unique)
- Extracurricular – your involvement, leadership and accomplishments across your extracurricular activities

- Academic Goals – why you have chosen your degree and how you plan to use it
- College Criteria – what you are looking for in a school (your criteria)
- Why this school – what makes this school a good fit for you

Let the facilitator lead the discussion, but be prepared to ask questions when given the chance. Ask questions that will help you determine what the college has to offer you and how good of fit it is for you. You can also ask the interviewer why they chose this college and how it met up to his or her expectations.

AFTER THE INTERVIEW

- Ask for a business card at the end of the interview. As a follow-up, send the interviewer a thank-you note. Mention something that you learned in the interview and confirm your interest in the school.
- Thank the interviewer, shake hands, say good bye.

SAMPLE INTERVIEW QUESTIONS

Tell me about some of your extracurricular activities. In which activity do you spend the most time?

What are some of your favorite classes? Why?

What did you do last summer? Why did you choose that?

What is the accomplishment for which you are the most proud?

What personal qualities do you want us to know about?

If I were a prospective student at Geneva, what would you tell me about it?

What is on your wish list for the perfect college? How does our college fit with this list?

If you had an entire free day with no responsibilities, how would you spend it?

If you could take one friend on a trip any place in the world, who would you take, where would you go, and why?

If you could have a conversation with any three people from the present or from history, who would you choose and why?

Tell me about your high school – what kind of culture does it have?

What has been the most difficult course you have taken during high school?

Is there a specific teacher or course that has really caught your interest? Can you explain why?

What has been the most exciting academic project you done in high school? What has been your most significant academic accomplishment?

Tell me what you have read outside of school lately.

How would you use your talents at our university?

What has been the most significant personal challenge you have ever faced?

If I were to visit your school and talk with some of your friends, how would they describe you to me?

What are your plans for after college?

What specific questions can I help you with?

PAYING FOR COLLEGE

First, take a deep breath. It is important to daily remind yourself (parents and students) that God is sovereign over the entire college process – including the money portion! God is writing your story and you can trust that it is for your good and His glory. Nevertheless, planning for how to pay for college is an important part of the college process. A clear understanding of college costs, your financial position, and your eligibility for aid should guide your decisions about where to apply and eventually where to attend.

The **Cost of Attendance** (COA) includes all expenses associated with attending a given college for one year, both direct educational costs (tuition, fees, and books) and personal living expenses (room and board, personal expenses, and travel). **Aid** is anything besides personal resources that helps you meet this cost. Broadly, there are two kinds of financial aid available: **need-based aid**, as determined by the Free Application for Federal Student Aid (FAFSA), the College Scholarship Service (CSS) Profile, federal guidelines, or institutional policies; and **merit-based aid or scholarships** awarded for academic excellence, athletics, artistic talent, leadership, or other criteria.

TYPES OF FUNDING

When planning how to pay for college, there are three main types of funding: personal funds, free aid, and loans. **Personal funding** includes any money from savings or current income that can be applied to your bill. **Financial Aid** comes in many shapes and forms and can come from federal, state, institutional, or private sources. **Loans**, which should be taken as a last resort, are typically offered through the colleges and can be taken out by students and/or parents.

NEED-BASED AID

Colleges determine financial aid packages based upon the information provided by you on several forms: the Free Application for Federal Student Aid (FAFSA), the College Scholarship Service (CSS) PROFILE, and the college's own institutional forms. These forms will help the financial aid office determine the **Estimated Family Contribution (EFC)** to the student's educational costs.

All students and parents applying for aid at any public college or university will need to complete the Free Application for Federal Student Aid (FAFSA) which comes from the Department of Education. **The FAFSA can be filed as early as October 1** of the senior year of high school. It will call for figures from your tax return from the year before last (use graduation year as a reference), referred to as prior-prior. In addition, some schools also require the CSS Profile. Be sure to check your list of potential schools against these requirements so that you will know what you need to complete.

The difference between the cost of attending the college and the EFC is the **Financial Need**. Each individual college will put together a financial aid “package” designed to meet that need. Net Price Calculators on college web sites can help you anticipate college costs (see resource list below).

Many families applying to private colleges will have to also file the **CSS PROFILE**, a customized financial aid form produced by the College Scholarship Service through the College Board. The PROFILE is tailored to reflect the specific requirements of the various colleges to which the student is applying and from which aid is being sought. There is a fee for the preliminary registration form (\$25) in addition to a charge for each institution listed in a student’s PROFILE (\$16/each). You must check the college’s application materials to see if the PROFILE is required and when it must be submitted. Each college has its own deadline.

In addition to these standardized forms, some colleges still require short forms of their own, and some will request a certified copy of the most recent 1040 form. Again, each college has its own deadline. Make sure you know the requirements and deadlines for each school to which you are applying.

Shortly after you submit your FAFSA, you will receive a Student Aid Report (SAR) indicating your EFC. The colleges that you designate will receive this information as well. They will use this information in combination with the data they collect from the PROFILE and/or their own forms to come up with a financial aid package. If you feel that any package is inappropriate, it is best to contact the financial aid administrator at the colleges directly. They will be interested in any supplemental data you may wish to provide. Letters explaining any unusual or special circumstances affecting the family’s financial situation are welcomed by financial aid offices and should be sent directly to financial aid offices of the individual institutions.

MERIT-AID/SCHOLARSHIPS

Scholarships are available in many varieties and magnitudes. Think of scholarship opportunities as concentric circles. The most likely opportunities are those that are smaller and closer to you, meaning that you are uniquely qualified and the applicant pool is smaller. Consider these scholarship sources, in this order:

1. Institutional Scholarships

- These scholarships are granted directly from a university to the students who are attending that institution.
- Make certain that you have completed the scholarship application at each school to which you apply. Some schools include the optional scholarship application as part of the admission application (do not skip this portion – not even with the intent to follow-up later). Others provide access through their student portal once they have received your application.

- Continue to apply for institutional scholarships each year you attend. New opportunities open up each year depending on your involvement. Keep an eye out for department and major-specific scholarships and special programs scholarships such as honors or study abroad.
2. Hand-selected Scholarship List from Advising Office
 - Periodically during the school year, the Advising Office will release a list of current scholarship opportunities. Make sure to read this list thoroughly and determine if you meet the specific criteria for each and then make a plan to apply for appropriate scholarships in advance of the indicated due date.
 3. Scholarship Searches (see list below)

When using any type of search engine or website, look for the following:

 - Scholarships with a good fit and narrow restrictions
 - Local scholarships
 - Scholarships with natural connections, including family members' employers and civic organizations.
 4. Tips for Scholarship Applications:
 - Do your research – make sure you meet the criteria.
 - Don't underestimate the power of the essay.
 - Pay attention to deadlines and details. **Submit early!**
 - Gather application materials early – don't wait to the last minute to submit.
 - Keep an updated, ongoing resume of activities and achievements.
 - Choose wisely when selecting recommendation sources.
 - Keep a copy of everything you submit.
 - Avoid scams – you should never pay to apply.
 - **PROOFREAD, PROOFREAD, PROOFREAD!**

LOANS

When financial aid packages are offered, they typically include loan offers. The loans are counted as helping to meet the demonstrated financial need. The following types of loans may be offered:

- Stafford Direct Loans – student borrower
 - Subsidized – 4.45% interest; need-based; government pays interest while in school; yearly limits: \$3500 freshman, \$4500 soph., \$5500 jr./sr.
 - Unsubsidized – 4.45% interest; non need-based; student pays interest while in school; \$2000 additional above subsidized limits
- PLUS Loans – parent borrower
 - May borrow up to cost of attendance, per year
 - 7% interest plus 4% origination fee

While Stafford and PLUS loans are offered as part of the package, outside loan sources are available. Be wary of private loans which will typically carry a higher interest rate and require a cosigner. The Federal loan limit for an undergrad degree is \$27,000 and

additional loans are not advised. When deciding whether or not to take out additional loans, the following rule-of-thumb should apply:

- Total debt upon graduation should not exceed the average first-year salary in the career field.
- Monthly student loan payments should not exceed 10-15% of monthly starting salary.

Additional options to consider include home equity loans and penalty-free withdrawals from retirement.

RESOURCES

General:

- College Board: www.collegeboard.com
- Texas Specific: www.collegeforalltexans.com

Financial aid:

- Smart Student Guide to Financial Aid: www.finaid.org
- Federal Student Aid: <http://studentaid.ed.gov>
- Free Application for Federal Student Aid (FAFSA): www.fafsa.ed.gov
- FAFSA4caster: www.fafsa4caster.edu.gov
- CCS PROFILE: <https://profileonline.collegeboard.com>

Scholarships:

- FastWeb: www.fastweb.com
- FindTuition: www.findtuition.com
- Sallie Mae: www.salliemae.com
- GoodCall - www.goodcall.com
- Minnie Steven Piper Foundation – Compendium (available from Mrs. Ward)