

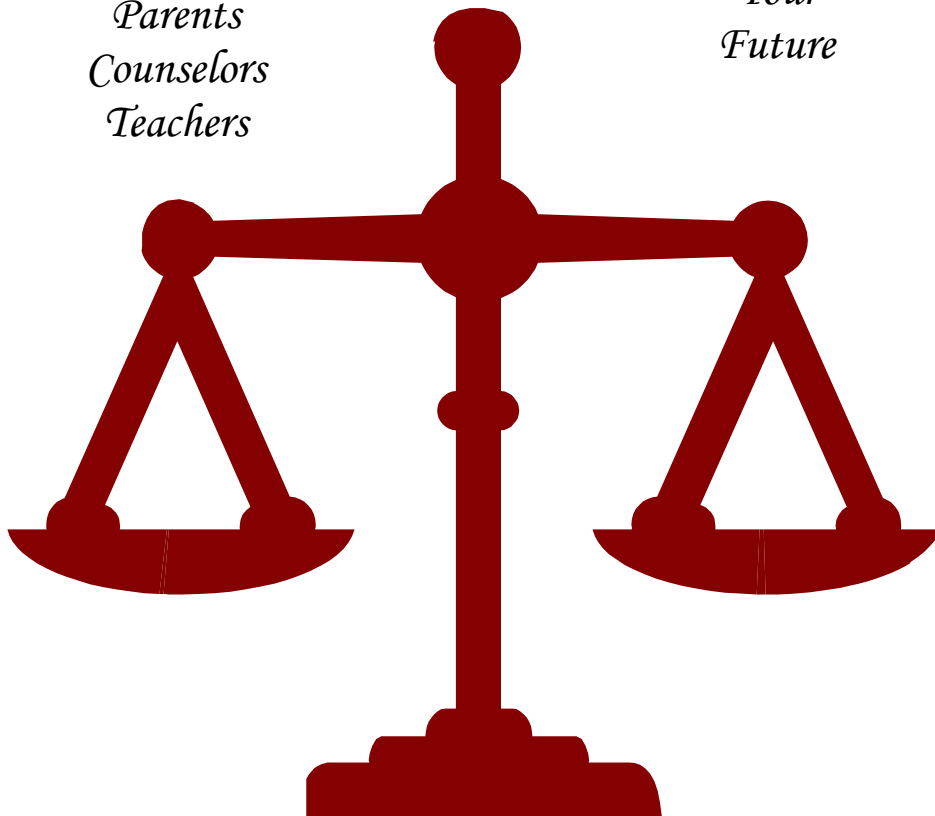
Oyster River High School

College and Career
Resource Handbook
2008-2009

*Working
Together*

*Students
Parents
Counselors
Teachers*

*To Balance
Your
Future*



Students:

You will soon be involved in exploring college, career and job opportunities, completing applications, and attending to admissions procedures, details and deadlines. This handbook is a publication to help you, the prospective graduate, with this process. We hope you and your family refer to this handbook frequently. Keep it up to date with information and use it as a resource.

College and career options are too many and complex to be chosen by chance. To make an intelligent decision you must consider the following:

- 1. Know yourself (strengths and weaknesses).*
- 2. Know your objectives and goals.*
- 3. Know the realistic options open to you.*

Make judgments carefully and seek advice from parents and members of the high school staff. Your best interest is our primary concern.

We look forward to working with you!

The ORHS Guidance Office Staff,

Heather Machanoff, Guidance Director

Lisa Emrich, Guidance Counselor

Laura Rainone, Guidance Counselor

Kim Seaman, Guidance Outreach Counselor

Emily Ricker, Guidance Secretary

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SENIOR GUIDANCE CALENDAR 2008-2009

- September** All seniors make appointment with your counselor
1 No School-Labor Day Holiday
9 Registration deadline for October SAT
18 Open House
25 College Essay Workshop 2:30 PM
25 College Fair – UNH – 7-9 PM (Thursday evening; ORHS student recommended to attend this evening session of the college fair)
26 College Fair – UNH – 9-11:00 AM (not an excused absence)
26 Registration deadline for November SAT
- October** 23 NH College & University Council College Fair 9:30 AM—Multi Purpose Rm.
1 NHHEAF College 101 Presentation - 6:30 PM - Library
4 SAT Testing*
10 No School
13 Columbus Day – No School
31 End of Quarter 1
- November** 1 SAT Testing*
3 UNH Early Notification Applications due in Guidance
4 No School – Presidential Election
5 Registration deadline for December SAT
11 Veteran’s Day – No School
19 NHHEAF Financial Aid Night Presentation – 6:30 PM – Library
27-28 Thanksgiving Break
- December** 6 SAT Testing*
24-Jan. 2 Holiday Recess
26 Registration deadline for January SAT
- January** 5 Regular UNH Admissions Applications due in Guidance
16, 17, 18 Midterm Exams
16 End of Second Qtr/End of Semester I
19 No School – Martin Luther King Day
20 No School –Teacher Professional Day
24 SAT Testing*
- February** 1 Deadline to send completed UNH Regular Admissions Applications
10 Registration deadline for March SAT (SAT I ONLY)
23-27 Winter Break
- March** 5 Local scholarship description list and applications available in Guidance
5-9 Sign up for AP Exams
14 SAT Testing*
20 No School – Teacher Professional Day
- April** 2 Local scholarship application deadline
3 End of Quarter 3
3 Registration deadline for May SAT
20-24 Spring Vacation
27 Registration deadline for June SAT
- May** 1 Update financial and college information on Local Scholarship Application
2 SAT Testing*
7-11 AP Examination Week
14-18 AP Examination Week

7 Bring in stamped, addressed envelope to Guidance so that final grades can be sent to college of your choice

25 No School – Memorial Day

30 Academic Awards – 7 PM – Auditorium

31 SST Certificate Ceremony

June

6 SAT Testing*

6-7 Senior Exams

8 Senior Grades Close

11 Senior Scholarship Night – 7 PM – Auditorium (tentative)

12 Graduation (tentative)

*SAT Testing dates are for testing at Exeter High School

Other dates and locations may be available, please check SAT booklet or visit their website at:

www.collegeboard.com

PLEASE NOTE: Dates are subject to change. Visit the Guidance website for up-to-date information at

<http://staff.orcsd.org/shared/hs-guidance/>

COLLEGE SELECTION PROCESS

There are many considerations in the selection of a particular college or university. The intention of this section is to make the student aware of both personal and academic factors that might play a part in his or her college decision. Not all factors listed are important to each graduate, so each should be weighed according to individual priorities. Through using a variety of resources, each student can decide which colleges meet his/her criteria. The guidance counselors at Oyster River High School meet with all students in the spring of each year to review course selection and standardized testing requirements, tailoring discussions based on a student's individual goals following high school graduation. Students who are completing Grade 11 are especially encouraged to work with the Guidance Office or on their own, to begin exploring potential college majors and subsequent schools that may be a good match

Personal Considerations

The following information attempts to focus on those non-academic considerations in choosing a college. Read them carefully and be fair to yourself when addressing those that pertain to you.

1. How important are existing friendships with peers going to other colleges? Will they influence your decision?
2. Family Traditions. Are they tied to a particular college, university or religion? Is that important to you?
3. What is the extent of campus facilities for your personal, social and academic needs?
4. What is the degree of personal discipline, independence and aggressiveness required of a student?
5. Area of the country in which school is located and proximity to home (travel to and from home).
6. Geographic considerations of climate and clothing needs, and whether the school is located in an urban, suburban or rural area. How does the cost of living vary in the cities or communities under consideration?
7. Is the school co-educational or exclusively male/female? What are the ratios?
8. What is the size of the school; small, medium, large?
9. What public transportation options are available near the campus? Are automobiles allowed for freshmen? Do you have a car? What are other available transportation sources (shuttle, bus service, and mass transit)?
10. Dorm availability or general living options. Are there dorms and what type--apartments, special freshman housing? What are the regulations concerning each? What is housing proximity to library, student union, and other campus activity centers? Is housing guaranteed for students, at least through freshman year?
11. What are the expenses to attend the college -- tuition, travel, room and board, books, student fees, miscellaneous?
12. What extracurricular activities are available? (athletics, fraternities, sororities, band, social groups, debate clubs, union activities, student government, etc.).
13. What religious organizations are active and what provisions are there for religious services?
14. Is military training or ROTC offered?
15. Are fraternities or sororities national or local? Can you transfer affiliation to another university? What are their room and board requirements and facilities? Are there time requirements of this affiliation and will they affect your scholastic plans?
16. Living Quarters: What do you have to furnish? Is there an adequate study facility within the dorm? How are roommates selected? What are facility rules and curfews?
17. Are cultural activities available locally that would be of interest to you (lectures, concerts, plays, etc.)?
18. What is the school's reputation (academic, social, or a good balance two)?
19. Have you talked to graduates or undergraduates of the college? What are the impressions given?
20. What percent graduate from college within four years?
21. Are there counselors on campus who are able to address student issues?
22. What is the participation of the student body in policy-making? Is it important to you?
23. Is part-time work available for students, and if so, how is it arranged? Is there a work-study program?
24. What is the campus security program like?

Academic Considerations

Academic considerations should be the primary factors in college selection, yet we know that a balance of all requirements--academic, social, personal--is needed. Without an understanding of the academic atmosphere, a subjective decision is difficult. We urge you to read carefully these academic considerations and weigh their relative importance to you.

1. Are you interested in a traditional four-year college environment that may require freshmen students to live in a residence hall on campus? Might you be interested in exploring a Community College option, where commuting to classes from home could save a significant amount of money?
2. What are your personal study habits? Do they fit with the school attitude?
3. Do you know your degree direction? Does the school have adequate curriculum for it? Does it satisfy your specialized interests? Are you aware of job availability in possible career fields relating to those degree directions?
4. Is the school fully accredited? Does this matter for your future goals?
5. What are its colleges and graduate professional schools?
6. What are the admission standards? (most competitive, less competitive, non-competitive)
7. What is the extensiveness of course and program offerings? How soon can you get into courses in your degree plan program?
8. Are there advanced placements? What type are they: Credit by exam? AP? Summer school credits? Do they require or will they accept achievement tests for placement?
9. Are there special academic programs available? (i.e., accelerated programs, Plan II, honors, remedial)
10. Is there a study abroad program/partnership?
11. What scholarship programs are available?
12. How is the academic year divided - semester, quarter, block system, May term, January term? What is the normal course load and what provisions are required to take more or less?
13. What are faculty and class sizes? Is class format lecture or discussion? What is the ratio of students to professor? *Remember that published ratios are sometimes misleading, and may be averaged, particularly for first-year students.* Are labs required?
14. What is the attrition rate of the freshman class?
15. What is the diversity of students and faculty? (scholastic, geographic, graduates vs. undergraduates)
16. Are credits transferable to other schools you might consider for transfer? Are they applicable to your degree plan? (*Remember D's don't transfer.*)
17. Find out what percent of graduates, of those who apply, are admitted to professional schools.
18. Are there foreign language requirements for either high school graduation or college in meeting admission standards or degree requirements?
19. Is there a job placement service for graduates?

Types of Schools

Start your college search by recognizing the many different types of colleges. Students often do not consider this before submitting their applications. Although many students go to a four-year college or university, other alternatives should be considered. You may find that another type can best fit your needs. The Guidance Office maintains a collection of directories, reference sources, and computer software in the College & Career center where you can find information about all types of colleges, universities and other types of postgraduate schools. Some of these sources contain evaluative and comparative descriptions of various schools. From these sources, you can get a brief sketch of nearly any school and answers to many important questions to be considered in the screening process

Universities offer many degree programs and have many colleges within the university structure. Check the catalogue to decide what each college within the university offers and what the admission procedure is for each. You might find that you do not apply to the university but rather directly to that specific college that is part of the university. Specific undergraduate colleges within a university system may include: Engineering, Architecture, Business, Liberal Arts and Sciences, Agriculture, Pharmacy, Education, Nursing, etc.

Large universities offer both advantages and disadvantages. Their size generally enables them to offer a more comprehensive curriculum, a greater degree of flexibility and a choice of courses, and a greater research opportunity. They have large libraries and quite often more famous names on their faculties. However, for some students the size may be overwhelming, and often there is less opportunity for close association with professors. Generally, there is also greater competition for participation in many of the extracurricular activities as well.

Colleges are divided by departments and usually offer one or two degrees (Bachelor of Arts, Bachelor of Science) in many academic disciplines. This would include a major in Departments such as Math, English, Literature, Science, Foreign Language, Politics, History or Electrical Engineering. There are various types of colleges (liberal arts, technological, military, education) that have smaller enrollments than most universities and offer fewer degrees.

Small colleges say their professors devote more time to undergraduates, classes are more intimate, students get to know each other more easily, and the curriculum is not diluted by too many subjects. However, if you are concerned about the size of the classes because you feel that you may need help, you would be wise to find out from students at the college you have in mind just how helpful the teachers are. Even at small colleges, faculty members are often not accessible. Also, something to consider is whether you may find the limited number of degrees offered a disadvantage. More than 50 percent of students switch their majors at least once in college at least once.

Community Colleges offer two basic programs:

Associate Degree Programs are generally completed in two years. Some programs are designed to prepare graduates for direct transfer to a four-year college or university. Good academic standing enables the student to make this transfer without loss of credit. Other programs provide education and training for high-skill areas which require only an Associate Degree to be highly employable. These career areas include a wide array of career opportunities including: Nursing, Sports Management, Early Childhood Education, Radiologic Technology, Visual Arts, Automotive Technology, Business Management, Biotechnology, Electrical Engineering Technology, Criminal Justice, Fire Science, Landscape and Environmental Design, Surgical Technology, Travel and Tourism, and Building Construction Technology, to name a few. The New Hampshire Community Colleges offer over 100 Associate Degree

and Certificate programs in a wide range of areas. Check them out at www.ccsnh.edu, where you will also find links to the seven Community Colleges in New Hampshire.

Private Proprietary Technical schools specialize in one or more of the branches of engineering technology: aeronautics, air conditioning, heating and refrigeration, automotive diesel and steam technologies, construction, chemical technology, electronics, mechanics and metallurgy, tool designing, computer technology, and others. One of the greatest occupational demands in the years just ahead will be for technicians. Courses run from one to three years. Some schools offer work/study cooperative programs. Night courses are available at many schools, too. Most of the programs offered at private proprietary technical schools are also offered within the New Hampshire Community College system at significantly lower costs than one would pay at a private proprietary program.

College Admissions Criteria for Prospective Students

Colleges use some, if not all, of the following information about a student, but may place different weight on these components, depending on their individual criteria. For instance, one college may place more weight on standardized testing (SAT/ACT), where another college may not. It is important to ask each college's admission representative how the college weighs factors considered for admission. Larger colleges often have to rely more heavily on objective factors such as: test scores, grades and class rank, where smaller colleges may be in a position to look more carefully at subjective information supplied by the candidate. The components listed below are used by most admission committees to evaluate applicants, but it is commonly known that the most important factors and predictors of college success are the courses taken, level of difficulty, and grades throughout high school.

1. Grade Point Average
2. Quality of coursework
3. Class Rank
4. Standardized Test scores
5. Recommendations (teacher(s) and guidance counselor)
6. Extracurricular activities/awards/leadership
7. Essay
8. Interview
9. Demographic mix sought by the college

College Admissions Testing (SAT Reasoning Test / ACT)

The purpose of college entrance exams is to provide the college admissions staff with a common measure of ability in order to understand and compare applicants from varying educational backgrounds. (High schools, of course, have different grading practices and standards; within a high school, graduates have taken different courses.) The SAT Reasoning Test and the ACT test, in theory, provide a common measure of ability. College Admissions Committees will look at your SAT Reasoning Test or ACT scores with your high school grade point average (GPA) as two major predictors of academic success. Colleges strive to admit students who will most likely graduate.

We strongly recommend that you take either or both of these tests at the end of your junior year.

Registration information on these tests can be obtained from the Guidance Office. When registering for an exam, include the **ORHS school code—300150--** to ensure ORHS receives a copy of your test results. Each student is responsible for mailing his or her own registration or applying online at www.collegeboard.org for the SAT Reasoning Test or www.act.org for the ACT. These tests are given on Saturday mornings at many local high schools or colleges.

Other Important Tests

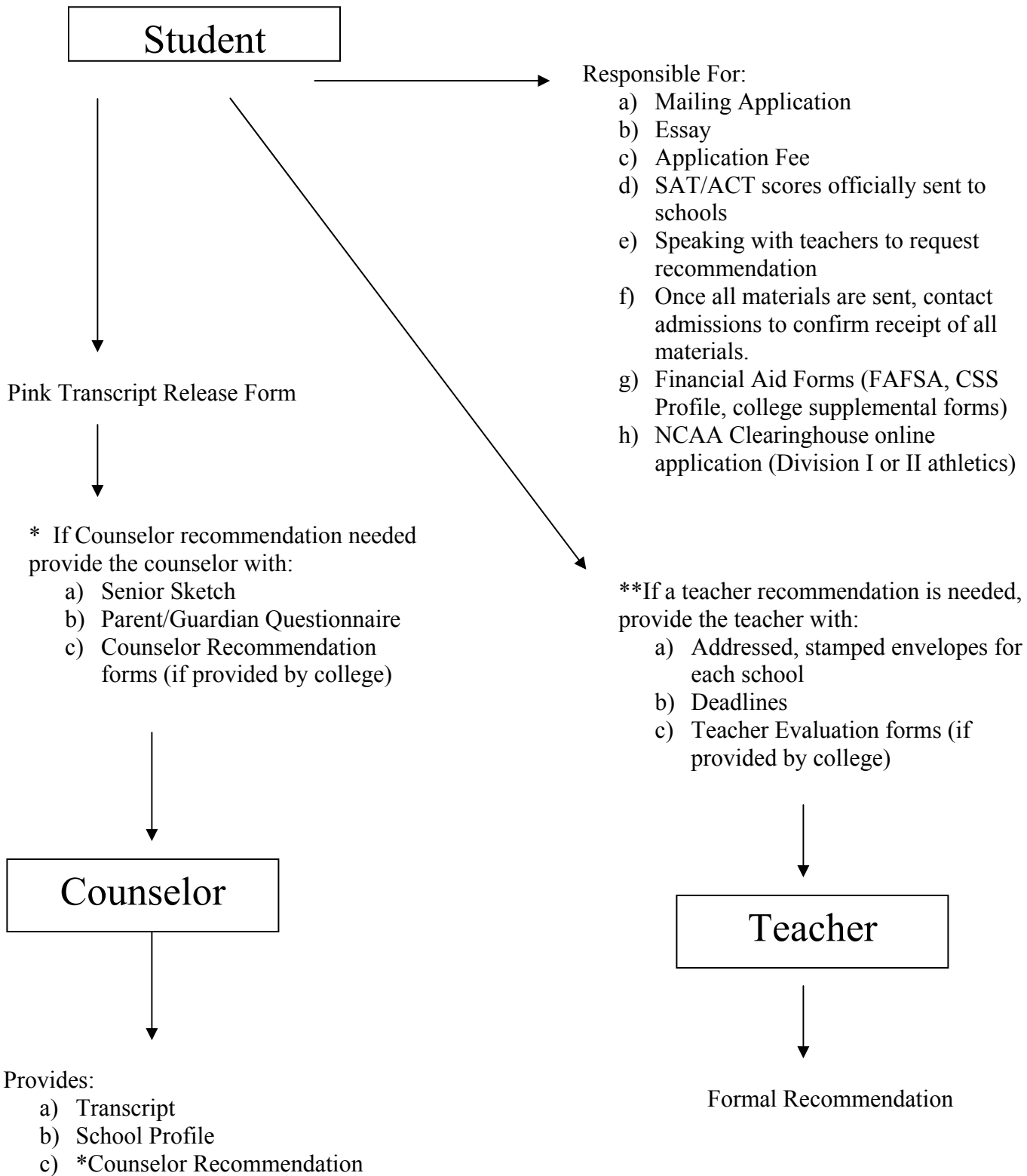
The SAT Subject tests are one-hour subject matter examinations offered by the College Board. These tests may be required for college admission or placement at more selective colleges and universities. For example, should you take beginning or intermediate Spanish? Some colleges award credit or exempt students from course requirements on the basis of these scores. Check the college catalogue for further guidelines. We recommend that students take SAT Subject tests as close to completion of the appropriate course as possible (i.e., if a student is taking Biology in school and is planning to take the SAT Subject Test in Biology, they should strongly consider taking the exam in June of the year they have taken the course).

College Level Examination Program (CLEP) is another means of receiving college credit for knowledge acquired before college enrollment. CLEP is given at a university test center once a month. Since college credit-by-examination policies **vary considerably**, you should wait until you have made your final college decision to see what testing is appropriate. Also, there are many possible positive and negative factors which must be considered.

Reporting Admissions Test Results

Although your high school transcript includes all of your SAT and ACT test scores, most colleges want an official report sent directly to them from the testing agency. **It is your responsibility, as an applicant, to complete the necessary paperwork directly with the testing agency to have your scores reported to the schools and colleges to which you are applying for admission.** Please see your guidance counselor for further assistance with this process.

College Application Flowchart



**Typically no more than two teacher recommendations are necessary in addition to the counselor letter

***If school requires that all materials be sent together, see counselor to make special arrangements

STEPS TO COMPLETING THE COLLEGE APPLICATION PROCESS AT OYSTER RIVER HIGH SCHOOL

1. Identify the criteria important to you in a college.

Size, location, major(s) offered, cost, etc. are just some of the factors important to consider.

2. Research colleges.

Gather information about each college through the Internet, resources in the guidance office, and by attending college tours and fairs.

3. Secure a list of colleges.

Each college should match your criteria and fall within the “Reach”, “Reasonable”, and “Safety” ranges.

4. Locate applications from all the colleges on your “list.”

Visit the college website to apply online or use the common application if applicable. Carefully review all information within the application as many colleges have specific forms that need to be completed by the guidance counselor and teacher(s). The following is a list of forms that a college may include within their application:

Counselor Recommendation Form: to the guidance counselor

Teacher Evaluation Form (Provided by college or common application): one to each teacher (If you have asked more than one teacher for a letter of recommendation, you will need to make additional copies to distribute to each teacher.)

Mid-Year School Report: to the counselor

5. Senior Sketch and Parent/Guardian Questionnaire

Complete a senior sketch and have a parent/guardian complete the Questionnaire for your counselor to learn more about you and incorporate some of the information into your counselor letter of recommendation. These forms should be submitted with your first transcript release form. Extra copies of these forms are available in the guidance office.

6. Transcript Release Form

A PINK transcript release form is available in the guidance office. You must complete one PINK form for each college to which you plan to apply. Your name, the name of the college, address of the college, application deadline and signature are required. Bring in \$1 with each PINK form you complete. This will cover all mailing costs for the college throughout the year. **Return the PINK form three weeks in advance of the deadline of each college.** You may return the PINK forms even before you begin to complete the application for that college.

7. Formal Teacher Recommendation Letter

Ask teachers who know you well to write you letters of recommendation. Be sure to inform them of the colleges you are applying to and their respective application deadlines. Typically, no more than 2 teacher letters are necessary. **Give the teachers at least three weeks notice prior to the earliest deadline to write the recommendation.** It is your responsibility to make arrangements with the teachers to send the recommendations to each college. You must provide teachers with stamped envelopes addressed to each college so they can mail their recommendations directly to the schools upon completion. Some colleges will have specific teacher evaluation forms included in the application that must accompany each teacher’s formal letter of recommendation. It is your responsibility to ensure that each teacher receives this form and mails it to the college. Colleges prefer to receive confidential letters; therefore, **do not mail your own letters.**

{If a school requires that all materials be sent together, please see your counselor to make special arrangements. }

Applying on-line

Most colleges strongly encourage students to apply on-line. *This is clearly the preferred method.* This technology allows students to spend more time on the selection process and less on the application process. On-line applications, available at many college websites, are increasing rapidly in popularity.

Students are strongly encouraged to keep hard copies for their own records. In addition, some schools and colleges waive the application fee if you apply online.

Common Application

In some instances students may complete a Common Application on-line (www.commonapp.org) that can then be forwarded to a variety of colleges throughout the country. The student fills out one application for a number of schools. Some schools have supplemental forms and these must be complete in addition to the application. Be sure to print out the School Report form, Teacher Evaluation form, and Mid-Year Report form which are required to complete the application.

NOTE: Be aware that there may be additional forms for teacher and/or counselor recommendations/evaluations that must be downloaded and given to the teachers and/or counselor at least **three weeks** prior to the application due date. This is a must if you are using the Common Application and for a number of institutional applications. The forms are called Teacher Recommendation Form, School Report Form, and Mid-Year Report Form. Students will be disadvantaged in the process if these are not given to teachers and counselors to be filled out and sent in with other supporting documents (official transcript, letter of recommendation, etc.)

ADMISSIONS PROCEDURES

Writing the College Essay

The most lengthy and stressful part of the college application process is often the writing of the college essay. Most colleges require at least one essay; some want more than one; and some don't require an essay at all. Some public colleges, for example, have admission formulas that are based solely on grade point averages and college entrance exam scores.

Colleges seek an essay for a number of reasons. They want to learn something about you that the rest of your application does not tell them. They want to hear from you in your own words. They want to gain insight into your thinking process and they want to assess your writing ability.

Some colleges assign a topic for the essay. Some offer a list of topics and let you choose. Most give you a general topic, such as "Describe an experience that has special meaning for you." Others may ask for a graded writing sample. NOTE: It is not the topic you pick, but how you write which truly interests a college. This is your opportunity to individualize your application. In order to answer general questions, think about something in your life that really stands out. It could be back in the fourth grade when you discovered the joy of solving math problems. It could be earlier this year when you were tinkering in the Physics lab. It could be bird watching, working at a hospital, or tutoring little kids. It could be a simple conversation with your grandmother. Why do you remember the event so well? Another general topic might be, "Discuss a current issue that concerns you." Think about something that stirs your emotions and passions. Examine why you feel so strongly about that issue.

Once you have the topic identified, try to organize your thoughts into sentences and paragraphs. As you write, remember the "why". Why do you feel strongly about an issue? Why do you care? Why did you identify that one specific event? Without the "why" the essay is incomplete.

It is very important to be yourself. Don't force your writing into a contrived style; it is how you normally write which genuinely interests a college. Don't pick a topic because you think it will appeal to the reader; pick it because you genuinely care about it. Don't try to portray a specific personality type. A college wants to know you, not the person you imagine would please them.

A sense of humor is certainly desirable. Let some of your real personality show through your writing. But don't overdue it by trying so hard to be funny that you lose your message.

Also, be sure to give yourself enough time. Writing a good essay is a long process; setting aside a few weeks is certainly appropriate. After you write your first draft, put it aside for a few days. Then come back and look at it with fresh eyes. Ask a parent, teacher and/or counselor to react and edit it for you. This is no time to be shy about seeking feedback.

Writing Tips

1. Make a good impression

- Word process your essay on pages separate from the application.
- Edit and re-edit the mechanics, spelling, grammar and punctuation.
- Be sure to keep to the assigned number of words.
- Have others edit your work again. Don't be shy about getting feedback it could hurt you if you have errors that go unchecked!

2. Make a lasting impression:

- Write in your own voice. Use your own words and phrases: don't rely on a dictionary or thesaurus to sound impressive. Test for this by asking yourself the following:

Am I answering the question being asked of me?

Am I saying this in plain English?

Are these words I normally use?

Am I saying what I know to be true, not what I think others want to hear?

- Allow time to concentrate on content, gain insights, think about your topic.
- Give yourself time to revise before editing. Examine structure, transition and language.
- Stay focused; don't digress from your topic.
- Remember that the best essays give honest insight into who you are and what you really think.

The College Visit and Interview

It is very important to visit the college at which you may spend four or more years of your life. Some colleges require an interview as part of the admissions process, but many do not. Most college admission offices see this as an exchange of information, so it is important to be prepared. The visit or interview will help you in your college search.

If you visit before you apply or before your school reports arrive, you are encouraged to bring an unofficial copy of your transcript. (An official transcript is available from the Guidance Office, with 24 hours notice.)

When making an appointment for a college visit, keep the following suggestions in mind:

- * If possible, plan time when college is in session and high school is not.
- * Request a definite date and time.
- * If you are unavoidably delayed, call the admissions office.
- * Give some advance thought to what you want to see and make your desires known when you make your appointment. This way if you have your heart set on touring the Physics lab, arrangements may be able to be made for you to do so.

Talk to as many different people as possible when you visit a campus: students, professors, admission officers, administrators, financial aid counselors, coaches, advisors other families and students who may also be visiting the school.

Make up a list of questions to ask in the interview or on the tour. You will definitely not make an impression if you do not say anything!

If it is at all possible, make arrangements to stay overnight in the dormitory. Eat in the college snack bar or cafeteria. Visit several classes. Be sure to make these arrangements in advance. Avoid unscheduled "drop-ins" to the admissions office whenever possible. If a last minute opportunity does present itself, it is sometimes possible to join a tour, and you may occasionally find an open interview time. In general, however, this is not a productive way to visit a college and the office may not be able to accommodate your particular requests.

Dress appropriately. This is an official visit to the college and you are not only representing yourself, but Oyster River High School as well.

Timetable for College Visits

- * Visit colleges starting as early as February vacation of your junior year.
- * Return in the fall to those colleges in which you are most interested to visit classes, stay overnight, and talk with students, etc. if possible.
- * Plan to visit no more than two schools a day.
- * Call as far in advance as you can. College interview and tour spots fill up quickly.

- * It is advisable to visit when a college is in session; however, if you must visit at off times, there is one advantage to visiting in the summer; the atmosphere tends to be more relaxed and you will likely have more time to tour at your own pace.
- * If you would like to speak with a coach or an individual faculty member, mention it when you call. Colleges will do the best they can to accommodate you.

The Interview Process

Learn as much as you can about the college before you interview. Be prepared to both answer and ask questions. The questions you ask should not be ones to which answers can be found in available literature and materials. It is appropriate to bring a list of questions with you.

- * Go alone rather than with a friend or group of friends. Parents may come along for the ride, but should not participate in the actual interview. They may be invited in for questions after the formal interview is over.
- * Arrive a few minutes early in order to relax and check out materials in the office.
- * Be yourself at all times --- honest, sincere, and interested. Be yourself, but your best self.
- * Be politely assertive. Ask questions - this is your time. Don't be afraid to go into the interview with a list of questions, which will give the impression that you have thought about this and you are prepared. Keep in mind it is better to have too many questions than none at all.
- * Be sure your questions are not regarding information about the college that is very well known. If a college is known for its business program, asking if the college has that as a major will infer that you have no idea why you're visiting this school.
- * Know your background and experience. Be prepared to present it in an organized manner. An opening question may be, "Tell me about yourself."
- * Be prepared to explain why you have chosen the particular college you are visiting and what you expect to get out of four years there.
- * Expect questions about SAT scores, rank in class, grades, and courses you have taken.
- * Smile. Speak clearly. Make eye contact with the interviewer.
- * Offer opinions only if asked. Do not be argumentative. If you don't know something, admit it. Don't try to bluff.
- * If there are any discrepancies in your application such as a low grade or quarter, illness in your family, absence from school, etc... this would be the time to clear up and explain any points of potential concern.
- * Dress neatly and attractively, as if it were a job interview; and remember, first impressions are important.
- * Relax. Interviews are meant to be informative to both parties. Try to learn as much as you can.
- * Thank the interviewer for his/her time and consideration. Make a note of his/her name.
- * After the interview write down your thoughts and impressions before you forget. Don't forget to hand-write a thank you note to your interviewer. Do not send a thank-you via email.

Some Questions You May Want to Ask

Is this interview informational or evaluative?

How many of your students receive financial aid?

Do you award athletic scholarships?

Merit scholarships?

What percentage of students goes on to graduate school following graduation?

What percentage goes on to work directly after graduation?

What services do you provide to help students with applications to graduate school and/or job placement?

What is your job placement rate after graduation?

What are some sample social activities?

How much importance is placed on social and extra-curricular activities?
What is the Greek system like? Does the school have one?
Are there varsity sports or intramurals? What NCAA Division does the school fall under?
Do students go home on weekends?
Are visitors allowed on campus for a weekend?
Are museums, concerts, theaters, lectures, etc. available in the local community?
What is the local community like?
How do I get to an airport, train station, or bus depot to get home?
What dormitory facilities exist?
What percentage of students are housed on campus?
Is housing guaranteed for four years?
How many to a room?
How are roommates selected?
What sort of dormitory supervision exists?
What are the rules?
What sort of security is available?
How safe is it after dark?
How adequate is the library for the number of students who use it?
Are students required to have a laptop?
What is the internet accessibility? Is it an extra cost?
What is the average class size?
Who teaches freshmen – instructors, graduate students, or full professors?
How many faculty have PhD's? Are they research faculty or member of the teaching faculty or both?
How many instructors are there in the department of my major area of study?
I know you have ____ major but what other majors are considered as strong?
Can you double major? Can a student create his/her own major?
What are some of the special services available such as tutoring, writing labs, counseling, career services?
What percentage of students graduate in four years?
Is there a study abroad program?
What is the male/female ratio?
Are there coed dorms?
How are these configured?
Are there internships, experiential learning or independent studies available?
How many freshmen come back for their sophomore year?
Do you have an honors program? If so, are there scholarships available for these programs?
Where do most of the students come from geographically? Do many students come from private or public schools?
Is there an academic advising system?
How do I know who my advisor is?
Can I contact my professors outside of class?
Is there an orientation for students before the semester starts?
What is the most unique aspect of this college and what makes this campus special?
What other schools are students applying to that are also interesting in this school?
I'm going to be visiting some other schools and I was hoping that you could you give me some feedback on how I did today?
What suggestions do you have for me for future interviews of this type?

Interview Follow-Up

Make notes on the interview and the college as soon as possible after the visit.

Record likes, dislikes, important points, and the name and title of your interviewer.

Write a "thank you" note. This will show thoughtfulness, maturity and courtesy, it will also reinforce the admissions officer's memory of you as an individual. Include a note of thanks to the coach, financial aid officer, or student who met with you.

NOTE: You may want to take a picture of the school before you leave. If you are visiting a number of schools it may get confusing – sometimes this helps!

EFFECTIVELY USING THE COLLEGE FAIR

College Fairs are a great way to meet many college representatives in a short amount of time. It can be like a shopping expedition or a chance to really talk with a number of admission professionals from schools that may be hard to visit. It is important to have a strategy when going to a college fair to maximize the time spent there.

1. BEFORE THE FAIR

Find out which colleges and universities will be attending.

Make a list of the schools from which you want information.

Prepare some questions to ask representatives.

What is the enrollment? How large is the campus?

What is the male/female ratio?

What is a typical class size?

Is the school in an urban, suburban, or rural setting?

What majors are available? Can I enter undeclared?

When do I have to choose a major?

What are the admission requirements?

Do I need a foreign language?

Do you require test scores?

Do you require SAT? Subject Tests?

How much are tuition, room and board?

Is financial aid available?

What types of scholarships are available?

What percentage of students receive financial aid?

Do you require interviews?

What types of visitation programs are available?

Can I stay overnight or attend classes?

What is the campus life like?

Does everyone go home on the weekends?

What percentage of freshmen graduate from your institution?

2. AT THE FAIR

Ask questions! Take advantage of having the college representatives at your disposal. They are there to help you. Get the representatives e-mail address so you may contact them in the future.

Fill out a reply card if available. This gives you access to more information and helps the college get to know you better. A way to do this efficiently is to have return address/phone labels with you.

Investigate a school you've never heard of. This is a perfect opportunity to explore new options.

Evening programs tend to be more useful because they are less crowded.

3. AFTER THE FAIR

Try to organize everything you've collected.

List the representatives to whom you have spoken and make notes on what you learned.

Try to note which schools or representatives you particularly enjoyed.

Schedule visits for Open Houses, tours or interviews at appropriate schools.

E-mail or call representatives if you have further questions

NOTE: You're in charge! You have control over the process. Use your time at fairs wisely and take advantage of all available resources.

There are a number of college fairs in the spring and fall that students and parents are encouraged to attend. Please check our website with dates and times of upcoming college fair opportunities.

YOUR COLLEGE RESEARCH, VISITS AND INTERVIEWS ARE OVER!!

You should now use your knowledge to narrow your choices down to about five to seven specific colleges (average). You may want to select two "reach" schools, two to three "target" schools, and one to two schools for which you closely match or exceed their admissions requirements. All of your choices should be schools you would be happy to attend. It is best to narrow down your final college selections in late summer, before entering into your senior year. The next step is obtaining applications by phone, mail or email. You may also download applications from college websites.

Financial Aid Information

- Don't wait to receive your notice of admission to apply for Financial Aid!

THE FORMS

FAFSA (Free Application for Federal Student Aid)

- The FAFSA cannot be filed until after January 1st
- You can file online, however this requires a PIN number
- To apply for a PIN number visit www.fafsa.ed.gov and follow the links. It may take 2-4 weeks to receive the PIN, so make sure you process your request well in advance

CSS PROFILE (College Scholarship Service)

- This form is required by many private schools
- The form can be obtained in the Guidance Office, by visiting www.collegeboard.com or by calling 1-800-778-6888

ADDITIONAL FINANCIAL AID FORMS

- In addition to the previously mentioned forms, some schools may have supplemental Financial Aid forms included with their application

FINANCIAL AID SUPPORT

NHHEAF (New Hampshire Higher Education Assistance Foundation)

- NHHEAF is a non-profit agency that can assist you with all aspects of the college process including Financial Aid
- NHHEAF is located in Concord and can be reached at 1-800-525-2577 ext. 119 or online at www.nhheaf.org

FINANCIAL AID OFFICE

- The Office of Financial Aid at the schools to which you are applying can be of assistance should you have any questions

Scholarships

The Guidance office distributes information on available scholarships on a regular basis. Scholarships are usually based on one or more of the following criteria: high grade point average, enrollment in a specific university, plans to major in a specific field, financial need, high SAT or ACT scores, ethnic background, residence, letters of recommendation, community service, demonstrated leadership potential, special talents - i.e. athletics, music, etc. or essay writing ability.

Your Guidance Office is your most valuable source for scholarship opportunities. It is wise to discuss periodically the latest scholarship opportunities with your counselor. In addition, scholarship information is available on the Internet and is updated daily.

Do not contract with private agencies to do your scholarship searches. Do not pay for information that you can obtain for free.

It is important for you to be **diligent** in your efforts to exhaust all possible sources of scholarship moneys for which you feel you qualify.

Financial Aid Finders and Scholarship Companies

For a price, many independent scholarship companies and financial aid services are available to you and your parents. Many services boast of the billions of dollars not claimed each year because of parents being unaware of how to "tap into" such resources. Students and parents need to be aware of what these companies are promising. In fact, an individual may find many of the same sources of scholarships by doing some research. Approximately 95 percent of financial aid goes through colleges, and the remaining five percent could be through churches, the high school, and/or community groups.

The best way to find money for college is not to pay someone a lot of money to do the research for you. It is beneficial to look around for local and regional scholarships on your own. This is a research project and takes a lot of time and investigation. Although scholarships are a great way to help pay for college, their effect on the student's financial aid package may not be what the family expected. Many colleges reduce the amount of their aid in proportion to the amount of scholarship money received. In other words, the scholarship goes toward reducing either the amount of loans or of the college's grant, not toward reducing the amount of money the family must pay. Many local scholarships however, are awarded directly to the student and will not affect the financial aid package a student receives. Even if the extra money does not go directly to the student, the honor of receiving the scholarship does.

SURVIVAL SKILLS FOR THE COLLEGE PROCESS

The following are helpful hints in completing your college planning:

1. All college acceptances are conditional on your successful completion of the second semester of your senior year. **Keep your grades up!**
2. The published "average SAT or ACT scores" are just that -- **AVERAGES**. If you feel your academic record is solid, do not let fear or rejection stop you from applying to the school of your choice. Go for it!
3. Thoughtlessly applying to schools just to see if you will be accepted when you have no intention of attending is unfair because it eliminates opportunities for serious candidates.
4. If you are not satisfied with your SAT or ACT score, discuss options with your counselor.
5. As soon as you know you will not be accepting an offer of enrollment, notify the college and thank them for considering you. All such letters are placed in a file--you never know when you might be transferring.
6. Investigate the possibility of attending community colleges as a preliminary step to your education career. Keep in mind, grades of D's normally do not transfer from one college to another.
7. If you intend to seek sorority or fraternity affiliation, know in advance the cost and how much time you will be expected to devote to non-academic requirements.
8. Before going off to college, consider the following:
 - Medical Insurance -- Are you still covered on family policy? If you are a part-time student, are you covered?
 - Should you take your car to school; if so, is your insurance in effect?
 - Should items of value be stolen from your dorm, are you covered on a personal property insurance?
9. Remember, do not expect **anyone** to do your college applications work for you. Double-check on transcripts to be sent, extracurricular activities recorded, teacher recommendations filed, or any other work that needs to be submitted.
10. Credits are counted by semester hours. Most English, Math and History courses are three-semester-hour courses. Students taking a three-semester-hour course meet in class for one hour, three times a week for one semester. Many science courses are four- semester- hour courses because one day a week is spent in a two-hour lab.
12. You are considered a full time student if you take 12 or more hours. Most freshmen take five courses and physical education (16 hours).
13. Most undergraduate degrees require at least 120 semester hours. Completion of an undergraduate degree usually takes a minimum of four years, if a student carries an average of 15 semester hours per semester.
14. You don't have to write Mom and Dad every night, but an occasional note home is most appreciated -- especially at times when you're not asking for money!

College Survival Skills

Getting into college is important, but **staying** in college is even more important. In all likelihood, you will have the potential to do the work of your selected college or you would not have been admitted. Lack of ability is not the reason for most failures.

To survive in college, you should begin to master the following **skills** while in high school:

1. You should be able to read most materials of average difficulty at a rapid rate--that is, read, understand, and retain what you have read.
2. You should be able to write easily, clearly, fluently, and correctly.
3. You should be able to express yourself verbally in a clear, effective manner.
4. You should be able to handle abstract concepts, interpret facts and ideas, and find implications in what you read.
5. You should be able to do reasoning involving skills used in solving math problems, even though you may not take more than the required college math courses.
6. You should be able to use the library facilities effectively, including an atlas, the reader's guide, maps, almanacs, the Internet and other reference materials, and be familiar with the way a library is organized.

7. You should be able to be competent in using all the work and study skills such as note-taking, outlining, reviewing, and memorizing.

The courses that you take in high school are **academic preparation** for college. The stronger your high school preparation, the more varied your career options will be, and the more likely your college success will be. **Taking a full academic course load during your senior year is particularly important in preparing for college.**

APPLYING FOR AN ACADEMY APPOINTMENT

Each applicant should start the application process during the spring semester of his/her junior year. The first step is to contact any academy you are interested in attending at the following addresses:

U.S. Air Force Academy
Admissions Office (RRS)
2304 Cadet Drive Suite. 200
Colorado Springs, CO 80840-5025
(800) 443-9266
www.usafa.af.mil

U.S. Merchant Marine Academy
Admissions Office
300 Steamboat Road Wiley Hall
Kings Point, NY 11024-1699
(800) 732-6267
www.usmma.edu

U.S. Military Academy
Director of Admissions
606 Thayer Road
West Point, NY 10996-1797
(914) 938-4041
www.usma.edu

U.S. Naval Academy
Candidate Guidance Office
117 Decatur Rd.
Annapolis, MD 21402-5018
(410) 293-4361
www.usna.edu

The United State Coast Guard Academy tenders appointments solely on the basis of an annual nationwide competition and no longer requires a nomination. Interested applicants should contact:

United States Coast Guard Academy
Director of Admissions
31 Mohegan Avenue
New London, CT 06320-8103
(800) 883-8724
www.ega.edu

Once the academies have received your requests, they will send you a Pre-Candidate Questionnaire, which you must complete and return. The information you provide will be evaluated to determine your qualifications. If you qualify, you will be sent useful information, including an Official Candidate's Packet, which outlines the procedures for contacting your congressmen and liaison officer.

ROTC SCHOLARSHIPS

A limited number of Reserve Officers Training Corps (ROTC) scholarships are awarded through various branches of the United States military to college bound students each year. These scholarships are very competitive in nature and fund a majority of the college education for students awarded them. In awarding ROTC scholarships, the various branches of the military are looking for college bound students who possess certain academic skills and students who will also be undertaking specific college majors. Most often, students must have a strong academic foundation in mathematics and science; and students need to complete precalculus by the end of their senior year. Potential candidates for ROTC scholarships must also have an above average grade point average and above average SAT I scores.

Students awarded the ROTC scholarships must, upon graduation from college, accept a commission as an officer in the specific branch of the military which awarded the students the ROTC scholarship. The student is required to serve a minimum number of years on active duty, and in some situations, when specialized training is provided for students, students may have to serve longer.

It is beneficial for college bound students who are planning to apply for the ROTC scholarship to begin the extensive application process as early as the spring of their junior year. It is beneficial to request assistance from your guidance counselor to complete these scholarship applications.

Two-year School Benefits

Lower Cost

Community college or business school is less expensive than a four-year school. On average, a four-year university or college costs four times more than a community college annually. Add on the price for living in a dorm or an apartment, and it's easy to see how costly education can be. Attending a two-year school allows students to save money if they intend to transfer to a four-year school where both tuition and living expenses increase.

Proximity to Home

Leaving home for the first time is tough. For most of us, it's hard to imagine leaving a place where we're surrounded with the creature comforts we've grown up with, plus the familiar faces of family and community. It's just smart to get used to the whole idea of college while living in a comfortable environment. Students can also continue to work at their jobs, which means socking more money away. Plus, studying at a two-year school allows students to see old friends on a regular basis.

Can I Handle College?

College can seem intimidating after high school. Everyone who plans to go on to higher education ask themselves: "Can I handle it?" A two-year school is a good testing ground for students to discover if they can take on the pressures of a larger college or university. It's also a place for students to build their confidence and develop valuable study skills. Since classes are smaller, students can take advantage of the extra attention from instructors. Best of all, going to a two-year school gives students time to consider a career plan. Many students at four-year schools spend the first two years taking basic requirement courses and deciding on a major. Non-traditional students can save money by doing that at a two-year school.

Individualized Attention and Flexible Scheduling

Community colleges are often less crowded than public universities. Classes seldom exceed 30 students, and even in an entry-level course, students can receive individualized attention. A low student-to-teacher ratio leads to more personalized teaching and hands-on activities or instruction. Classes are conveniently held during the day, at night and on weekends so those busy students can take course loads that fit their schedule.

Greater Focus on Instruction

Full-time community college professors are not required to conduct research and publish scholarly work in order to maintain tenure as they do in four-year institutions. Therefore, their attention can be more focused on their students and their courses. In fact, community college faculty members spend more hours in the classroom, on average, than faculty in any other sector of higher education. Most community college professors have a Master's degree or greater in their field and teach at two-year schools simply because they appreciate the smaller class sizes and engaging learning environment. You will not find teaching assistants conducting classes at community colleges when professors are absent or attending to their own research agenda.

Many Pathways to your Goal

Many students are unsure of a career path. A two-year school gives them the chance to look at different areas of study and gives them the chance to decide on a degree path before they enter a four-year college. All have different benefits, but depend on your needs and goals.

There are varying two-year school path options. You may be able to go:

- From high school to a two-year institution into the workforce.
- From high school to a two-year institution to a four-year college or university into the workforce.
- From high school to a four-year institution to a two-year program then into the workforce.

If you know you want to go to a four-year school eventually, but the cost is not within your budget, you can use a two-year school in conjunction with a 4-year school. The two-year school can be used to complete required classes, leaving your time at the 4-year school to solely concentrate on your major of study. The fewer classes taken at the four-year school reduces your total education cost.

Articulation Agreements

Articulation refers to institution or system policies or formal agreements by which transfer credits are accepted. In New Hampshire, *transfer articulation* is an initiative to create academic program agreements so that successful transfer can occur between community colleges and four-year institutions. The community colleges in our area have a continually growing list of articulation agreements.

Open Admissions Policies

Community colleges and many career and technical schools have an open admissions policy, which means they will accept any students with a H.S. diploma or GED. Most colleges have implemented testing to assess students' skills in mathematics, English composition, and reading, so that students who require assistance are able to take the additional classes they need to succeed in college. Some courses offered by these community colleges have prerequisites for admission and a few others programs, such as dental hygiene, are more competitive, so be sure to check for any eligibility requirements.

Opportunities For Student Athletes

Many two-year schools house athletic teams that can provide attractive benefits to the student athlete. They also offer students the chance to complete core curriculum classes, improve study skills, and mature as an athlete, thus serving as an excellent stepping-stone to a four-year institution.

Top 10 Reasons to choose NHCTC or NHTI

- **Students!**
NHCTC students are dedicated and committed to achieving their goals!
- **Affordable**
The lowest college tuition in New Hampshire!
- **Accessible**
Convenient locations — Manchester, Stratham, Pease International Tradeport, Derry and Concord!
- **Small Classrooms**
Low faculty-to-student ratios!
- **Flexible Schedules**
Day, evening and weekend classes!
- **Programs of Study**
Over 40 certificate or degree programs!
- **Hands-on Training**
Laboratory and clinical time!
- **Academic Support & Services**
Admissions counseling, tutoring, disability support services, English as a Second Language classes, and more!
- **Faculty**
Dedicated faculty that are available to assist students!
- **Transferable Credits**
A continually growing list of articulation agreements!

NHTI At a Glance

Location:

Concord, New Hampshire

Profile:

Faculty:

Full-time: 106

Adjunct: 170

Average class size: 15-25

Average age: 22

2378 day students

1548 evening and weekend credit and noncredit students

- Associate Degree Programs: 31
- Certificate Programs: 28
- Diploma Programs: 4

Facilities

- New 16,000 sq. ft. Student Center
- Library/Learning Center complex
- Child and Family Development Center (day care and educational programs)
- 4 academic classroom buildings
- 3 co-educational residence halls

Gap Year Options

The Gap Year is growing in popularity among American students. You may ask, “What is a Gap Year?” While some might refer to it as a year off, it is intended to be a year on; a chance to experience and/or explore an interest before heading off to school. While the general perception is that students are choosing not to attend college, the truth is that many are only deferring attendance for one year. Gap year opportunities can be focused on volunteer service, adventure and travel, or can be educationally related. The gap year can be helpful if a student is still exploring potential career paths. The options for the gap year are broad and include, but are not limited to, the following:

- AmeriCorps
- City-Year
- Earth Watch
- Habitat for Humanity
- Outward Bound

GAP-YEAR ADVICE

Gain Acceptance. Students should complete college applications in their senior year and defer enrollment for a year. Most colleges will gladly do that, but don't take it for granted. Find out first whether your chosen college defers enrollment.

Find Your Passion. Take the year to accomplish a goal, live out a dream, or really explore what you want to do.

Calculate Finances. Some students pursue their year off with an internship in order to earn money. For those who don't have to be as concerned with earning an income, volunteer opportunities are great ways to serve a community. (Keep in mind that some gap-year advisory programs charge a fee to match you with a program.)

Get Your Parents on Board. Most parents will at least consider the idea if you assure them you're going to do something, not just sit around watching TV or listening to music.

In fact, you might just be getting to know yourself and starting to make plans for the rest of your life.

Visit these websites to learn more about the gap year opportunities:

www.findagap.com
www.takingoff.net
www.overseastudy.com

www.takingtimeoff.com
www.studyabroad.com
www.fastweb.com

www.interimprograms.com

www.transitionsabroad.com

Please see your counselor for more information!

THE JOB OF GETTING A JOB

This section is to help you in your job search. A recent survey of employers reveals that many applicants are **rejected** based on the following:

- Little desire or poor reason for wanting the job.
- Inability to communicate during a job interview.
- Inappropriate attire.
- Poor manners.
- Sloppily completed application form.

Mastery of the job application process and the interview are essential to obtaining your chosen job.

Important First Steps in Finding the Right Job

1. Select the type of work that is in line with your aptitudes, abilities, and interests--something that you would be happy doing.
2. If possible, seek work in an expanding field--one that will provide an opportunity for advancement.
3. Prepare a resume. Include: Objective, Education, Experience, Employment, and have available at least three to five well-chosen references, if requested--make sure you have permission to use their names. (Obtain a guide for preparing attractive, comprehensive résumés.)
4. Get a certified copy of your birth certificate.
5. If you do not already have a Social Security card, apply for one at the nearest Social Security Administration office. You will need your birth certificate and another form of identification.

Writing a Good Introductory Letter

You will need to exercise great care in writing a good introductory letter that accompanies your résumé. To achieve worthwhile and positive results, it must be personalized, effective, and show what a solid, sincere, and dependable person you are. This cover letter should be business-like and to the point, but should also show a warm friendly personality. In short, it must "sell" you.

1. In your letter introduce yourself, how you found out about the job, and why you are sending them your résumé.
2. Write to a specific person who is responsible for hiring in your area of interest.
3. Be as brief as possible! Limit your introduction to one page.
4. Reflect personal confidence in your qualifications.
5. State that you will call to make an appointment for an interview.
6. Make certain that the employer knows how and where he can get in contact with you.
7. Write several drafts of the letter before you decide upon a final one.
8. Make your letter as attractive as possible; arrange information in a logical order; write in a positive tone and express your ideas clearly. Make sure your letter is free of grammatical and spelling errors.
9. Keep a copy of your letter.

Prepare a resume

See page 32 for resume help.

Filling Out the Application

- Take an erasable ink pen with you and have an eraser handy.
- Take your social security card.
- Don't start filling out the application until you are sure what information is requested.
- Read the directions. Are you required to type, write or print?

- Check all details before starting to fill out the application. Check both sides of the form to make sure you answer all questions. Is some of the information asked repetitious? If so, make sure you give the same answer each time.
- Complete all questions and/or boxes on an application; you show that you are thorough and attentive to detail. Accuracy and neatness are very important.
- If you are in doubt about what to put in a box, ask questions.
- If there is information asked that does not apply to you, indicate by writing “Not applicable” or “N/A” in the box or space provided.
- Have a copy of your résumé with you so you can transfer requested information accurately. Don’t just attach your résumé and expect the employer to locate information.
- Let your application show any personal distinctions in judgment, experience, or training that set you apart from others.
- Be honest about your qualifications. Employers verify information on applications. Failure to answer honestly and completely can jeopardize continued employment.
- Don’t limit your chances by being too modest. Once you leave the employer’s office, your application is the only thing that remains to speak for you.

Things to Avoid in Preparing a Letter of Application

- Going into detail about your outstanding abilities
- Bragging about past personal experiences
- Inferring that the world owes you a job
- Sharing information about early childhood and schooling
- Revealing personal gripes or so-called secret ambitions
- Mentioning that you want the job because you need it
- Stating that you are not interested in money
- Criticizing a past employer -- be loyal even if it hurts
- Going into too much detail; be as brief and to the point as possible
- Using intellectual vocabulary; very few people are impressed with technique
- Sharing unrelated information, i.e., you were a billiards champion and you want a job as a mechanic
- Repeating information or “dragging out” a letter. Close tactfully and avoid using postscripts (PS) in correspondence

How to Ask for a Job Interview

1. If you ask for a job interview by letter:
 - a. Have it well prepared and properly written.
 - b. Type the letter unless a handwritten letter is requested.
 - c. Use short, concise sentences and do not go over one page in length.
2. If you ask for the interview by telephone:
 - a. Make your call businesslike and courteous.
 - b. Speak distinctly and with confidence.
 - c. Give your name clearly; spell it if necessary.
 - d. Know the name of the person who is to interview you.
 - e. Make a written reminder of the time, place, and name of the person who is to receive you.
 - f. As soon as the appointment is obtained, thank the person and conclude the conversation.

Preparing and “Selling Yourself” in the Interview

- Get good rest the night before. Be at your peak, mentally and physically.
- Be Prompt! Allow at least an extra thirty minutes for any unforeseen problems.

- Make a "dry run" to check out the company to find where to park, to get a look at the employees, and to get acquainted with the area.
- To make your most professional impression, dress conservatively, but in a more formal standard of the company's dress code. A navy blue or gray suit would be appropriate for either a man or woman.
- Grooming is important. Keep after shave, perfume, and makeup to a minimum.
- Be prepared -- practice interviews, including a firm handshake, smiles, making contact, and knowing the name of the person with whom you are interviewing.
- Be familiar with the company by reading about it through annual reports and various other means of written documentation.
- Be prepared for scrutinizing questions about your abilities, attitude and the kind of person you really are.
- Speak freely, distinctly, sincerely, positively, and to the point. Be enthusiastic!
- Focus attention on your strong points by using brief examples that describe you, your abilities and your accomplishments.
- Admit any limitations or weaknesses in the past tense and how you have overcome them.
- By the end of the interview, if salary has not been discussed, tactfully ask what the salary range is and what you are to receive if you are offered the position.
- Be certain that you understand whether you have been hired or if you are being considered or recommended.
- If interested, end the interview by asking for the job and restating your abilities. Thank the interviewer and leave courteously and with poise.

After the Interview

- Promptly thank interviewers, contacts and references for their help. This common courtesy can open many doors.
 - If you have not been notified that the job has been filled, call back. Your interest and concern may work in your favor.
 - If a job offer is made to you, notify the employer immediately of your acceptance. Confirm the time and place where you will report.
 - Notify other prospective employers that you are employed and are no longer available.
- Did you fail to get the job? Take time to think through your experience. Did you make a mistake you can improve on the next time? Did your application lack good references? Don't be discouraged. Determination and flexibility are needed in job-seeking. Make a serious "job" of it. Stick to your plan, and you will find the work you want.

Sources of Employment

1. **Informal Contacts** -- Friends, neighbors, relatives, school alumni, church, club and community groups, professional organizations, career centers and career counselors. People you know are often the first source of job opening information.
2. **New Hampshire Employment Services** - a good source.
3. **School Teachers, Principals, Counselors, Coordinators, and Career and Technology Teachers:** a good source because they tend to have recommendation power.
4. **Chamber of Commerce** - a good source especially if you are from out of town. They know who hires what type of employee.
5. **Job Placement** - A service offered by various colleges, and universities; a good source of all types of jobs (Usually open only to current students and alumni.)
6. **Classified ads** in newspaper, professional journals, and trade magazines provide a broad range of definite openings.
7. **Business News** - The local newspaper often discloses a new store expansion, a new industry moving to town, or someone's promotion.
8. **Bulletin Boards** - at churches, schools, governmental offices, private businesses, and others: good source but sometimes out of date.
9. **Look for help wanted signs:** They usually need someone immediately.
10. **Professional Organizations:** Engineers, teachers, accountants, computer programmers, etc.

11. **Yellow Pages** of telephone directory, city directory and industrial directories are a source of names of firms according to types of businesses/services.

12. **Private Employment Agencies** - are not geared to entry-level jobs and are often less than helpful for the beginner. Many are fee-paid by the companies. Some, you pay the fee.

13. **Service Clubs**, such as Rotary, Lions Club, Optimists, often have a job finding project for teenagers. The service clubs are listed in the telephone book and the offices can furnish this information.

14. **Business Organizations** - National Alliance of Businessmen, Employment Services and many others.

15. **Governmental Agencies**: JOB CORP, Goodwill Industries, Human Resource Development, Manpower Development Training, Work Incentive Programs, and many others.

16. **Others** - books, magazines, newsletters, job bulletins, etc.

WHAT IS A RESUME?

A resume is a summary of your experiences and skills relevant to the field of work or school you are entering. It highlights your accomplishments to show that you are qualified for the job you want or the school you wish to attend. It is not a biography of everything you have done. Its purpose is to get you an interview.

WHAT SHOULD BE INCLUDED IN YOUR RESUME?

The information to be included in your resume will be dependent upon your background and experiences, as well as the positions you seek. The following categories serve only as guidelines.

- IDENTIFICATION

Include your name, address, telephone number and e-mail address.

- OBJECTIVE

This is an optional component of your resume. State your academic or professional area of interest as clearly and specifically as you can. If you have more than one career interest, additional resumes with different objectives may be necessary.

- EDUCATION

Relevant information about your academic background should be included. List the high school attended, location, month & year of graduation, major, honors, and achievements. Emphasize positive aspects of your academic career. Optional: courses related to objective.

- WORK EXPERIENCE & COMMUNITY SERVICE (two separate categories)

List pertinent experience in reverse chronological order. These can be paid or unpaid. Be sure to include places of employment, city and state, job title, and dates employed. Your description should emphasize accomplishments and major responsibilities. Include statistical information and skill sets to strengthen descriptions. Format can be paragraph or bullets, but use action verbs to begin both.

- SKILLS

Usually refers to computer and language knowledge. List each on separate lines. Talk about your experience with both hardware and software types.

- INTERESTS

This section can act as a facilitator during an interview. List any interests or hobbies. If you include “travel” as an interest, give some explanation of where you have been.

DEVELOP YOUR RESUME

What kind of impression do you want to make? Your answer is what you need to communicate when you apply for a job. The first chance you have to do that is usually on paper — your resume. If you want your potential employer to see you for the organized, intelligent, hard-working person you are, you need to make that clear on paper. Here are some tips for preparing a resume:

DO...

- Keep it short — one page, if possible.
- Be neat; print your resume on a quality desktop printer.
- Be concise and use action words and phrases when describing your experience.
- Ask someone you trust to check over your resume before submitting it.
- Ensure that the information provided is honest and accurate.
- Check grammar, spelling and syntax carefully.
- Emphasize accomplishments over duties.
- Quantify accomplishments when possible.
- Make sure it is focused and relevant to your objective.

DON'T...

- Overuse fancy typeface fonts, underlines or characters for effect.
- Misrepresent your experience or over-emphasize experience.
- Use I or Me.
- Use personal information.
- Use long sentences.
- Use abbreviations.
- Sell yourself short.

Be sure to include your name, address, phone number, e-mail address, education, and work experience. You may also want to include your job objective (which states what type of position you are seeking), awards and honors you've received, and contact information for three references.

Depending on the position, you might need to include a cover letter that states why your qualifications fit the position and why you want to work with the company. Follow up by phone a few days after the employer has your resume to make sure everything is in order.

Some positions also require job seekers to complete application forms. Be sure to meet the application requirements for the job you are seeking.

Christopher Jones
24 Mansfield Avenue
Durham, New Hampshire 03824
(603) 987-6543
Chris73118@hotmail.com

OBJECTIVE

To secure a challenging sales position with a major organization. Self-motivated and resourceful high school graduate. Qualities for the position include:

- Excellent communication, presentation, and negotiation skills
- Highly self-motivated
- Ability to work independently
- Ability to identify and attain goals and objectives that are set

EDUCATION

Oyster River High School

55 Coe Drive
Durham, New Hampshire 03824
(603) 868-2375

- Graduated June 2004 with a concentration in Marketing and a GPA of 2.8
- Successfully completed required and related course work such as Marketing and Economics
- Participated in school wide activities such as Chorus, Band, and various sports teams
- Volunteered for community service at various businesses in town

EXPERIENCE

Intern, Durham Community Center, Durham, NH *2003 - Present*

- Coordinated a local advertising drive that increased the number of elderly people coming to the center by 20%
- Organized games for afternoon participants
- Escorted some of the elderly people to and from the center

SKILLS

- Computer skills: Microsoft Word, Excel, PowerPoint
- Spanish: Two academic years

INTERESTS

- Baseball
- Weight lifting
- Skiing

AWARDS RECEIVED

- Attendance
- Vocational Honor Society
- Athletic Award for Baseball

REFERENCES AVAILABLE UPON REQUEST

Military Options.....

Military Services
(for Active Duty and Reserves)

Toll-Free Numbers

Web Sites

General Military Information

866.VIEWNOW

www.careersinthemilitary.com

www.myfuture.com

Army

800.USA.ARMY

www.goarmy.com

Marines

800.MARINES

www.marines.com

Navy

800.USA.NAVY

www.navy.com

Air Force

800.423.USAF

www.airforce.com

Coast Guard

877.NOW.USCG

www.gocoastguard.com

Army National Guard

800.GO.GUARD

www.1800goguard.com

Air National Guard

800.TO.GO.ANG

www.goang.com

U.S. Army Reserve

800.USA.ARMY, ext. 182

www.goarmyreserve.com

U.S. Naval Reserve

800.USA.USNR

www.navalreserve.com

U.S. Air Force Reserve

1.800.257.1212

www.afreserve.com

GLOSSARY OF COLLEGE ADMISSIONS TERMS

ACT – American College Testing Program, similar to the SAT program. The scores are used interchangeably with SAT scores by most colleges for admission.

AP – Advanced Placement. Courses offered through the College Board with a college level curriculum and a test. Considered the most advanced courses available in high school. Students who receive a score of 4 or high on the test have the possibility of obtaining college credit for the courses.

Carnegie Units – the basic units of study. English, History, Science, Math, Languages.

CEEB Code: The College Entrance Examination Board number for Oyster River is **300150**.

Common Application – this is an application that can be used to apply to many different colleges. Most of the colleges that subscribe to the Common Application are private, but UNH also accepts this application. Students are not at a disadvantage if they use the Common Application as colleges buy this service. However, many colleges have a supplemental form that must be filled out if a student is using this application. The supplement can be found on the Common Application website's tab for that particular college. When using this application, students must bring to their teachers and counselor the appropriate form for recommendations. Failure to do this may result in an incomplete application. This application can be done online or by paper and is considered one of the easiest ways to apply to the schools that use it.

CSS PROFILE – this form is used by private colleges only. This form is not used by all private colleges and is always used in conjunction with the FAFSA form. This form is an online form only and can be accessed through the College Board website only.

Defer – this term can be used in two ways. The first is when a student applies to a college's early program, one of three decisions can be made. The student is accepted, denied or *deferred*. This means that the student will be reviewed again with the group of students who applied by the deadline date not early. The second is used is when a student has been accepted to a college and wants to *defer* his or her admission to that school for a semester or up to a year in order to travel, work or have another type of experience. Students may do this but a deposit is due to the school by May 1st of the year they were accepted and the deferment must be approved by the college.

Early Action - this is a program that colleges offer students who would like to apply early and hear of their admission decisions earlier in the process. Students are able to apply to more than 1 school early action. If they are accepted, students have until May 1st to notify which college they plan to attend. This is not a binding contract.

Early Decision – this is a program that colleges offer students who would like to apply early and hear of their admission decisions earlier in the process. When students decide to apply to a school early decision, it is with the understanding that they can apply to only **one** school early decision and if they are accepted they will attend. This is a binding contract between the college and the student.

FAFSA – Free Application for Federal Student Aid. This is the federal form that must be filled out to receive any aid from any college in the U.S. It must be filled out every year the student is in college. This form is available both in paper and online and cannot be submitted until January 1st of the student's senior year.

Fee Waivers – waivers for fees attached to such items as applications, SAT, ACT, CSS PROFILE. These can be obtained through the guidance counselor for families in need of assistance.

Grants – money awarded by the government, private agencies or a college that is not required to be paid back.

Internship – the opportunity to go out to work in a job situation that is attached to the college major. These experiences may be paid or unpaid for credit or not. Each college will handle internships differently.

Loans – money from the federal government, bank or other agencies that must be paid back. Loans will always be part of any financial aid package from a college.

Midyear Report Form – the form found in college applications (especially the Common Application) that must be filled out by the high school counselor at the midyear mark and sent with the mid year grades.

NACAC - National Association of Admission Counseling. The governing body of college admission counseling.

NCAA Clearinghouse – the clearinghouse for any student who is interested in playing collegiate sports. This clearinghouse requires every athlete to submit a form before they are eligible to play.

NEACAC – New England Association of Admission Counseling and the regional affiliate of the national organization.

Non weighted – no weight given to any high school classes, grade point average or class rank.

Partially weighted – weight is given to only certain high school classes (honors/AP/Accelerated) therefore producing a partially weighted class rank and grade point average.

Rolling Admission – this is the admissions practice some colleges subscribe to where students may apply at any given date throughout the cycle and will receive a decision from the college once their applications are complete (usually within a 4-6 week time period). Students have until May 1st to notify the college of their choice.

SAT – the most common name for the Critical Reasoning Test offered by the College Board for college admission testing.

School Report Form – the form found in college applications (especially the Common Application) that must be filled out by the high school counselor.

Study Abroad – the opportunity for students studying in one country to take a semester or year to go to a college or university abroad.

Transcript Request Form – form used by the ORHS Guidance department to request to have information sent to colleges.

Weighted – this term is used for high school grade point averages, classes and class rank. A weighted system weighs classes as seen fit. An example would be all college preparatory classes are weighted any other course is not.

Work Study – this is a job program through the federal government that is part of the federal financial aid program. Students are awarded a certain dollar amount and must work at an on campus job to receive the money.

HELPFUL WEBSITES and RESOURCES

New Hampshire Higher Education Assistance Foundation

Information on colleges and how to fund your education

www.nhheaf.org

The College Board

Registration for all college testing. Registration for CSS PROFILE. General college and Financial Aid/scholarship information

www.collegeboard.com

ACT

American College Testing registration site and college information

www.act.org

National Association of College Admission Counseling

Information on college admission policies. General college and Financial Aid/scholarship information

www.nacac.com

FAFSA Information

Federal Financial Aid form information and application

www.fafsa.ed.gov

Financial Aid Information and Scholarship

www.fastweb.com

www.finaid.org

www.nhheaf.org

www.collegeboard.com

www.studentaid.ed.gov

www.nasfaa.org/ParentStudents

Common Application

www.commonapp.org

College/Career Search Information

www.petersons.com

www.collegeboard.com

www.barrons.com

<http://www.bls.gov/OCO/> Occupational Outlook Handbook

www.bridges.com Password needed—see your counselor

NCAA Clearinghouse

www.ncaaclearinghouse.net