

ARCHBISHOP
WILLIAMS HIGH
SCHOOL
GUIDANCE
DEPARTMENT

COLLEGE
ADMISSIONS
MANUAL

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I. INTRODUCTION TO THE COLLEGE ADMISSIONS PROCESS

The college admissions process can be an exciting time for both students and parents, but it is not without its stresses. The following manual is meant to provide information that is intended to help navigate the journey that is the college admissions process. Know that with approximately 4,000 colleges and universities nationwide, there is more than just one school that would be a good fit for you. But how do you know what it is you want?

The first step in the college admissions process is to sit down and think about the kind of person and student you are, and what you want out of a college. You may even get a notebook for the college admissions process and begin by jotting down some of the things that are important to you. Some questions to think about are:

- Why do you want to go to college?
- What are some of the things that you would like to learn about college?
- What do you see yourself doing with your life in five or ten years?
- What are some of the things that you are good at and what are some of the things that you like to do?

Also,

- How far away from home do you want to go?
- What kind of setting would you prefer—urban, suburban, or rural?
- How large or small of a school would be a comfortable fit for you?
- How motivated are you as a student?
- How much money can your family contribute to your education?
- Will you need to apply for financial aid?

These are just some of the questions that you may ask yourself as you begin to think about college. Certainly you are at a point in your life that to know yourself---the type of person and the type of student that you are---will help with the many decisions that are before you.

As you begin to think about these things, know that you are not in this alone. There are family members, teachers, and counselors who are there to help you along the way. If you have a question or don't know what to do---speak up. There is always someone there to help.

Our junior students are assigned alphabetically to the following counselors:

Students-----**A through E**-----see Ms. McDonald

Students-----**F through McM**-----see Mr. Homer

Students-----**Mil through Z**----- see Mr. Larkin

II. TIMELINE FOR JUNIOR AND SENIOR YEAR

The following timeline gives parents and students an idea of what should be done and when. It also allows one to see and prepare for what is coming up.

SPRING OF JUNIOR YEAR

- Register for and prepare for the May SAT's.
- Meet with counselor and create a list of colleges to research.
- Make plans with parents to visit some colleges during the spring and summer.

SUMMER BETWEEN JUNIOR AND SENIOR YEAR

- Get information from colleges via their college websites, and the Naviance Program.
- Make appointments to visit some schools.
- Make a list in your notebook of your impressions of each college following your visit. (You might also choose to use the Journal section of the Naviance Program for this task.)
- Narrow down the list of colleges that you intend to apply to (four or five would be fine).

FALL OF SENIOR YEAR

- Register for and prepare for a fall SAT, ACT, or Subject Test (if needed).
- If you intend to apply Early Decision or Early Action---see your counselor EARLY.
- Request letters of recommendation from teachers.
- See your guidance counselor early and often. Review list of colleges.
- Work on your college essay, have English Teacher or Counselor review.
- Submit transcript request forms, \$3 each, to counselor by December 1st.
- Send applications with fees to your colleges before Christmas Vacation.
- Request SAT or ACT to send official scores to your colleges.
- Submit CSS Profile, if necessary, after October 1st.

WINTER OF SENIOR YEAR

- Submit FAFSA after January 1st.
- Request mid-year reports be sent to colleges, as needed. Some colleges require mid-year reports and some do not.

SPRING OF SENIOR YEAR

- Attend Open Houses for accepted freshmen
- Deposit at the college of your choice before May 1st
- Keep grades strong. Final transcript will be sent to college you will attend.

III. WHAT TO LOOK FOR IN A COLLEGE.

As you begin to visit schools and after you have given some thought to what kind of person and student you are, then you are able to get an idea of what to look for in a college. As you look for schools keep in mind that you are in the market for an educational institution which will meet your needs. You also have to find a school with which you would feel comfortable. That is one reason why visiting schools is so important. Other things to consider as you check out some colleges:

- Do the colleges have the majors/minors that interest you?
- Are the dorms clean and comfortable?
- Do you like the food in the dining hall?.
- What is the average size of a freshman class?
- Are courses taught by professors or graduate students?
- Are internships/study abroad programs available?
- How safe is the campus?
- Are there extra-curricular activities that interest you?
- Are freshman allowed cars on campus?
- Are there things to do on weekends, or does the campus empty out?
- Where is the health clinic?
- Is extra help/tutoring available?

IV. WHAT ARE THE COLLEGES LOOKING FOR?

Colleges want to make sure that a student is also a good fit for their school. When they accept and enroll a student it is with the intention that the student will graduate from the school. The first criteria will be the academic readiness for a student to succeed in their academic program. Often a school receives more applications from qualified students than a school can accept. Tough decisions have to be made. Generally speaking, colleges will look at the following criteria for admissions:

- How successful is the applicant in his/her high school coursework?
- How demanding has the student's course of studies been?
- What are the standardized test scores (if required)?
- How well written is the student's essay?
- What do the teacher and counselor recommendations say about a student?
- What is the student involved in? Any leadership positions?
- How motivated is the student?
- Does the student have any special talents?

V. DECISIONS, DECISIONS, DECISIONS...

As students begin to apply to their colleges, they should be familiar with the following terms. In addition, each year an increasing number of students are applying to their colleges online through the Common Application. This recommended process can save time and minimize errors.

Students may apply under the guidelines of one of the following:

- **REGULAR DECISION**

Colleges will publish their own regular decision deadline. It is very important for students to be aware of the deadlines of the colleges to which they will be applying. These deadlines may differ from school to school. It is important for a student to plan ahead of time to make sure all of the necessary documents are complete, done well, and sent prior to the respective deadline. For regular decision deadlines the guidance office asks that the applications be sent prior to leaving for the Christmas Vacation.

- **EARLY DECISION**

Sometimes a college will offer an Early Decision Program. This means that a student's application deadline will be early (November 1st is a typical early deadline, but check your individual schools to verify). From an Early Decision application, a student would receive a decision on the application around the Christmas Holidays. Three things can happen from an Early Decision application. A student can be accepted, denied or deferred. A student whose application is deferred means that the application will be reviewed again in the regular decision pool. A student applies under the Early Decision Program with the agreement that if accepted, he/she will attend. An Early Decision acceptance is binding. If a student is accepted through an Early Decision Program he/she must withdraw all applications made to other schools.

- **EARLY ACTION**

A college may also offer an Early Action Program. This means (like Early Decision) that a student would apply early (again typically around November 1st). They would then receive a reply from the college around the Christmas Holidays. A student can be accepted, denied or deferred from the Early Action Program. The main difference between Early Decision and Early Action is that Early Action is non-binding. That means that a student who is accepted under the Early Action Program is not under any obligation to attend that school. A student can apply to many Early Action colleges and he/she does not need to commit to a school until May 1st.

- **ROLLING ADMISSION**

Some colleges do not have a specific application deadline. Instead, they will offer a Rolling Admissions Program. In essence this means that an application is read shortly after it is completed and received. Notification is sent after a decision is made. It is helpful to apply early to a Rolling Admissions school because when the spaces are full then the admissions may close to that particular major.

Remember that May 1st is the commonly accepted reply date by which you must deposit at a college to secure your seat for the next academic year. It is considered unethical to tell more than one college about your intent to attend. Therefore, depositing at more than one college is strongly discouraged. A note to all of the colleges that you did not accept thanking them for considering your application is in order.

VI. STANDARDIZED TESTING INFORMATION

In most colleges and universities, standardized test scores still play a major role in college admission decisions. All of our ninth grade students are given the Explore test during the school day, which is a practice test of the ACT (American College Test). Our sophomore and junior students are given the PSAT during the school day, which is a practice of the SAT. Our juniors are walked through the registration process for the SAT, and are encouraged to take it twice, once as a junior and again as a senior. Registration can be done either by paper or online at www.collegeboard.com. Both juniors and seniors also have the opportunity to take the ACT in addition to, or instead of, the SAT. AWHHS is a SAT test site for the November and May administrations. In addition, we are a test site for the October administration of the ACT.

We strongly encourage all of our students to do some sort of preparation for the SAT/ACT. Preparation can include doing practice tests from a book, getting individual tutoring, or taking a class. Students will receive information regarding these options, but any questions can be directed to the student's counselor.

And finally, it is important to know that each student is responsible to be aware of the standardized test requirements of the colleges to which they are applying. The students must then request the respective test scores be sent directly from the SAT or ACT to the appropriate colleges.

Below, please find a more detailed explanation of each test.

EXPLORE: This test is a practice ACT. It contains two sections; one academic and the other a career interest inventory. The academic portion contains English, Math, Reading and Science sections. It is scored from 1-25. It is given to our ninth grade students. More information can be found at www.act.org/explore.

PSAT: This test is a practice of the SAT. It contains math, verbal, and writing sections. Each section is scored 20-80, which is roughly equivalent to the scoring on the SAT of 200-800. It is given to both tenth and eleventh-grade students.

SAT: This test is a measure of a student's aptitude and is used as one of the primary admission criteria at most colleges and universities. It contains a math, verbal, and writing section. Each section is scored 200-800, with a maximum score of 2400. If the SAT is taken more than once, colleges will take the highest scores in each section, even if they are from different administrations. The Collegeboard now offers the Score Choice option. Students who use Score Choice can choose which scores to release to their colleges. Scores can be withheld or released by test date, not by individual section.

SAT Subject Tests: These are individual subject tests given in a range of subjects from math to Spanish to history lasting one hour each. They are only required at certain schools. It is the student's responsibility to find out which tests are required of them. More information concerning the PSAT, SAT, and SAT subject tests can be found at www.collegeboard.com.

ACT: This test has four sections; math, English, reading, and science. It is shorter in length than the SAT and is scored from 1-36. There is an optional writing section that may be required at certain colleges. Colleges that require standardized test scores will accept either the SAT or ACT.

VII. FINANCIAL AID INFORMATION

College is extremely expensive, and who wouldn't like some help paying those tuition bills? There are a few forms that you should become familiar with in order to request aid; the FAFSA, the PROFILE, and the college's own institutional form.

FAFSA: (Free Application for Federal Student Aid) This form is available on line at www.fafsa.ed.gov. Parents and students must complete this form after January 1st of each year the student will be attending college. The first time it is submitted will be after January 1st of your child's senior year of high school. It is important to fill out this form as soon as possible, even if you have not received your W-2s in the mail as aid is given out as people apply. The longer you wait, the less money there is available. The FAFSA is the form the government uses to tell the colleges how much they think a family is able to contribute to a student's education. The information provided through the FAFSA will determine your Expected Family Contribution (EFC). All families should submit a FAFSA since submission of this form allows participation in all subsidized loan programs.

The Profile: This form is only required at certain colleges. This form is found on www.collegeboard.com. The Profile can be submitted anytime after October 1st of your child's senior year of high school. There is \$25 registration fee for the application and one college. There is a \$16 fee for each additional college to which you apply. It is the student's responsibility to find out which schools require the profile.

Colleges/universities may also have their own institutional financial aid forms. This information is available on the website of each college or may be obtained by calling the financial aid office at the individual institution. It is important to remember that all forms have deadlines and the sooner you turn in your information, the better.

Scholarships: At AWHs a scholarship list is generated each year through the Guidance Department. This list, which contains websites for scholarships, is updated frequently and is posted in the student's Family Connection area of Naviance. If a student is interested in a particular scholarship, it is his or her responsibility to apply for it in a timely manner so as to allow proper processing of the application. Some applications can be found in the scholarship folder in the Guidance Office, while others are available online. In all cases transcripts will be sent from the Guidance Office to the sponsoring organization. No transcript or recommendations will be given to the students for scholarship applications.

The Financial Aid Package: A typical college or university financial aid package may include **grant, loan, scholarship,** and **work-study** components. Grants and scholarships are free money that does not need to be paid back. Loans will need to be repaid. Work-study is money that the student can earn through an on campus job. This money is paid directly to the student and varies depending on the amount of hours he or she works. Most likely, this money will not go towards the tuition, but rather incidentals along the way such as movies and pizza.

VIII. COLLEGE ATHLETICS

The governing body of college athletics is known as the NCAA (National Collegiate Athletic Association). The NCAA oversees all aspects of inter-collegiate athletic competition. This includes the certification of the academic eligibility of a student athlete. Students who are interested in participating on an athletic team for a Division One or Division Two college, must register with the NCAA Clearinghouse in order to establish their eligibility for participation. Students who are interested in participating on an athletic team at the Division Three level are not required to register with the Clearinghouse.

For Division One or Division Two participation, an athlete must register with the NCAA Clearinghouse through the website---www.ncaaclearinghouse.net. Students are responsible to have their SAT or ACT scores sent to the clearinghouse directly from the Collegeboard or ACT center. Once registered the student must follow the procedures and checklist outlined on the student's personal account. This includes sending an official transcript to the NCAA Clearinghouse. The student should see his/her Guidance Counselor to request that the transcript be sent.

Unfortunately a student may be deemed eligible to participate athletically from the NCAA's eligibility standards, but may not meet the same college's admissions standards and therefore, not be accepted to the college. For additional information about rules, athletics, and eligibility please refer to the www.ncaa.org website.

IX. THE APPLICATION PROCESS

Everyone has a stake

Since the selection of and application to a college or university is an important step toward a student's future, there are many people who have a stake in this process. The key players are: the student, the counselor, and the parents or guardians. There are also several others who participate in this process including teachers, coaches, college admissions personnel, and a host of well-meaning friends, relatives and acquaintances.

In an effort to streamline the process, and maximize each student's potential for success, the Archbishop Williams Guidance Office makes several recommendations.

Know who is responsible for what.

Everyone has a job to do and it is the responsibility of the student to understand each portion and see that it has been completed. Once the student has made the decision to apply to a certain school, there are several steps to follow. The Archbishop Williams Guidance Office will prepare official transcripts to send to colleges at the request of the student. In addition to the transcript, we will also send a profile of our school, a copy of the first term senior year report card, a Secondary School Report Form, and the counselor's recommendation. The office will also supply, when requested to do so by the college and through the request of the student, a Mid-Year Report when grades for term two are available. Since many, but not all colleges require this report, students must check requirements and make the necessary request to the guidance department.

Most all colleges require teacher recommendations and the responsibility to obtain these recommendations lies with the student. Since teachers are especially busy in the fall, and since many teachers are asked to write many letters, common courtesy always prevails. Students should request letters from teachers who know them best, people with whom they have a good relationship. When requesting a letter, it is often helpful to provide the teacher with a prepared resume which reviews the student's accomplishments. This can and should be done through the Resume section in the Naviance System. In addition, it is requested that your college essay be posted on the Journal page in Naviance for review by your counselor and the teachers who will be writing your recommendations. Students receive instructions for this procedure in their Junior Guidance class. Above all, when requesting a letter, follow the teacher's requests and be sure to give the writer ample time to prepare the letter. Teachers will submit their letters of recommendation to the guidance office through the Naviance Program for submission to the college and therefore, students will not see these letters. Some teachers do, upon request, allow a student to read the recommendation. The decision to share the letter is entirely the decision of the teacher. Common courtesy would suggest that students write a formal note of thanks to those teachers who have written letters.

The actual application is prepared by the student and mailed or sent electronically to the college or university. The Common Application, which is accepted by many colleges, is available online. And a link to the Common Application website is provided on this guidance website. Many colleges encourage online submission and have their own applications handy as downloads on their websites. It is important to remember that most all colleges have an application fee and an application is not complete without the submission of that fee.

Parents play a major role in the application process and that role has been an ongoing one throughout the student's educational career. In the spring of Junior year, parents receive a letter containing several suggested colleges for investigation. That list is created through the joint efforts of the counselor and the student. It should be viewed as a starting point only. Visits to colleges taken in the spring and summer of Junior year are a must and can be a key component in helping a student decide on which college is the best fit. Parents are also the key players in financing their student's education. The Guidance Department publishes the scholarship information it receives and updates that information on the Naviance site regularly. In addition, other websites mentioned in this booklet and in the guidance section of the school's website are great sources of information for scholarship aid.

X. THE ACTUAL APPLICATION

Throughout junior year and the summer before senior year, students should spend a good deal of time investigating and narrowing choices in the college search. It is assumed that seniors will meet several times with their counselor to discuss progress and to talk over the appropriateness of the choices. Such meetings and meetings with parents are encouraged. Students should have a final list of possible choices by early in the fall as deadlines vary from school to school. The final list of schools should contain the following: at least one “Reach School”, a school that would be an academic challenge but that offers the candidate a chance to succeed, an opportunity to “stretch.” The list also contains two or more “Ball Park” schools whose profiles suggest that the student falls within the mid range of the applicants. (SAT’s, ACT’s, GPA fall within the 50% of those accepted for admission.) The majority of schools should fall in this category. A student’s final list should also contain at least one “Safety School”, a school where the student’s credentials are stronger than the majority of those accepted. (SAT’s etc. are higher than the mid 50% accepted)

Once the final list has been established, the student begins the actual process of applying. The submission of the application and fee for each school is the responsibility of the student. The student is also responsible to have SAT or ACT scores submitted directly to the college. Such scores are not and will not be included on the official transcript. Student transcripts, counselor letters and, in most cases, teacher recommendations are sent from the guidance office along with an Archbishop Williams School Profile, and the Secondary School Report. The student requests these items to be sent by submitting a Transcript Request Form (a sample of which appears later in this manual). Transcripts and accompanying forms are sent from the AWHG Guidance Office to the requested colleges by the individual college’s posted application deadline provided that the student has made the request in a timely manner. Students must submit requests 10 working days prior to the due date. We ask that applications be sent to a student’s colleges for regular admissions prior to the Christmas vacation. Any transcript request with a January 1 deadline must be made by December 1st. Some students will be applying Early Decision or Early Action and therefore may have an earlier deadline. It is up to the student to be aware of the deadline and be sure to make the transcript request in a timely fashion.

All counselors write a letter of recommendation for each student assigned to them. It is the responsibility of the student to request recommendations from teachers and to do so with consideration for the teacher. Although it is difficult to put a timeline on such a request, it is certainly understood that asking for a letter without allowing sufficient time to write one would not be in the best interest of the student. Ask early.

An important part of the application at many schools is the personal interview. Students must check the requirements from school to school to see if the interview is required or suggested. In either case, the interview should be seen as an opportunity rather than an obstacle. Most all schools see the interview as an opportunity to share information. Students may have questions about a school and the interviewers have the opportunity to put a face with a name. The interview is an opportunity for a dialogue. A student can

best prepare for an interview by doing the “homework” of reading the website of the school.

Applying to the school and applying for financial aid are two separate processes and both processes need careful attention. Watch deadlines for financial aid as they differ from school to school. A financial aid night is held for Archbishop Williams parents each year. Parents will be notified in a timely manner and are encouraged to attend this important presentation.

Students are well aware of the importance of the “College Essay.” This is the student’s opportunity to demonstrate writing and thinking skills. No one wants to read an essay created by a committee but on the other hand, no one should submit an essay which has not been carefully prepared and proofread. This college essay can indeed be the opportunity for a student to showcase personal attributes and talents that can help admissions counselors understand the student more fully.

Once more: the Common Application can be an effective and expedient way to reach many colleges. It was designed to be used and is readily accepted by a host of schools. When a student uses the online Common Application, the guidance office can and will submit the school documentation online as well.

XI. THE INTERVIEW

What many students and parents fret about can actually be an enjoyable and rewarding experience. Not all colleges require an interview but when they are available to a prospective student, the prudent applicant will take advantage of the admissions interview. When planning a visit to a college campus, call the admissions office well in advance and schedule an interview with someone from the admissions staff. Just as retail outlets invite prospective buyers into their showrooms or stores, colleges and universities invite and encourage prospective students to visit and get to know the school, its campus, and its programs. Although they differ in format, all interviews have a core purpose and that purpose is to share information. In addition, how you present yourself makes an impression. Dress code should be “casual professional”.

The on-campus and individual interview takes place between a prospective candidate and an admissions staff member.

The group interview takes a somewhat different form and yet allows for much the same opportunities: the sharing of information and answering of questions. This format is usually informational but be sure to be an active participant as you make an impression either as an individual or as a member of a group. You will be noticed.

Sometimes interviews are conducted off campus. These are generally conducted by alumni of the college and often replace the on-campus interview if the school is a good distance from the student’s home. Such interviews are documented and a letter is generally sent to the college by the interviewer.

Whatever the format of the interview, they all allow for questions and answers on the part of the admissions person and the student. Be prepared to talk. Read up on the school

before the visit and think about questions you'd like to ask. Do your homework. Some examples of possible questions are:

- Who stays on campus for the weekend?
- What types of activities are available to those who are on campus?
- What percent of students graduate in four years?
- What is the placement rate of students in a particular major?
- Is there an Honor Code and how does it work?
- Am I eligible for the Honors Program?
- What percent go on to graduate school?
- In my particular major?

Remember that the interviewer will probably have questions for you as well. Those questions will undoubtedly focus on such things as why you are interested in their school, and what you have to offer. He or she will be interested in hearing about what you did in high school and what you consider to be your personal strengths. Remember that you do have personal strengths. Think about who you are and where you would like to be in five to ten years. What are your goals? How are you working toward those goals even now? You will make a good impression if you are an active participant. This is a time to be yourself, and to let the interviewer know that you have much to offer. Be sure to take the interviewer's business card and write a thank you note to send to him or her upon your return home. Thank the interviewer for taking the time to meet with you and for giving you more insight into the institution that they represent.

XII. REQUESTING A TRANSCRIPT

As has been mentioned, students are responsible for filing the actual college application and for submitting the application fee. The role of the Guidance Office is to send official records and reports to the college to complete a student's application file. The official documents sent from Archbishop Williams High School include the transcript which is a list of all courses, grades, and credits accumulated by the student while attending high school. In addition to the transcript, the school also sends a profile of Archbishop Williams High School, which contains descriptive information about the school and its grading system, and also a list the colleges which have accepted our students. The counselor and teacher recommendations, along with the Secondary School Report Form, generated by the Guidance Office, complete the package. For students who apply to college using the Common Application, we will submit their school documents electronically via Naviance and the Common Application. For those students who have not used the Common Application, we will mail the noted materials along with a stamped return postcard to the requested college prior to the college's application deadline. The student will need to file a Transcript Request Form (see the sample shown) at least ten working days prior to the application deadline to insure that his school documents are sent in a timely manner. It is important for a student to note the method of application because that information effects how the school documents are sent.

TRANSCRIPT REQUEST

STUDENT'S NAME _____

TO: _____

Name of College
Zip

Street

City, State

Method of application will be: ONLINE W/COMM APP _____ ONLINE W/SCHOOL APP _____ MAIL _____ **SUBMITTED: Y** _____ **N** _____

FEE \$3.00 EACH

DATE THIS FORM IS SUBMITTED TO GUIDANCE _____

PAID: YES _____

COLLEGE DEADLINE (REGULAR DECISION) _____

NO _____

EARLY DECISION/EARLY ACTION: Y _____ **N** _____ **EARLY DEADLINE** _____

RECOMMENDATIONS

OFFICE USE

COUNSELOR: _____

TEACHERS: _____

I give permission to the Archbishop Williams Guidance Dept. to send all pertinent application materials to the school or scholarship organization listed above. _____

Student Signature

Date

Once the Transcript Request Form is submitted to the counselor, it is logged into the Naviance System. Naviance affords a way of tracking the progress of the application process and at the same time, allows us to facilitate the best match between our students and their college choices. The data collected through the Naviance System will help to fine tune choices for the student. Students and their parents have the use of the Naviance System and its extensive connection to colleges as a search engine and an almost limitless source of information for colleges and links to financial aid information. A student can use the Naviance System to keep in touch with his or her counselor and to journal experiences such as college visits and then to share that information with the counselor.

*** The next few pages are instructions or forms used by the Guidance Office, and teachers to facilitate the writing of letters of recommendation. Students should complete a resume. There is an easy format to follow in the Naviance System. It would also be helpful if parents could complete the Parent Information Sheet and send it to the respective guidance counselor.

**** And finally, throughout this entire process, when there are questions or concerns of any kind, please do not hesitate to contact your student's guidance counselor.

APPENDIX A

RESUME BUILDING IN NAVIANCE

- Go to your Naviance account and click on "About Me" tab.
- Click on "Resume".
- This will bring you to the "Build Your Resume" section.
- Locate the "Add New Entry" dropdown menu.
- Click on the dropdown menu and select the categories (one at a time) that are appropriate for you.
- For Example:
Select--- "Add Objective"
- Then type your objective in the blank box---
"Admission to College"
- Then click on the button---"Add to Resume"
- From here, add as many categories as you can from the dropdown menu, and fill in the specific information in the accompanying screen. Then "add to resume".
- When you have added all of the categories that you can, then at the top of the page click on the "Customize your Printable Resumes" tab.
- Then click on the blue "Create a new Print Format" tab.
- Type your name in the appropriate box.
- Then check off all of the blank boxes in the resume outline below.
- Click on the "Save and Close" button at the bottom right.
- Finally, to view your resume, click on your name at the top of the page.
- To edit your resume, go back to the "Build your Resume" button and click on the pencil icon to the right.

Remember, as you change, your resume' changes. Be mindful of your activities and accomplishments of who you are. Keep track of your accomplishments and important happenings in your life. And then, update your resume as needed.

APPENDIX B

Jack Doe

80 Independence Ave.

Braintree, MA 02184

(781) 843-3636

Objective

College Admissions

Work Experience

May 07 - Present

Cashier

Quincy, Ma.

Stop and Shop

Grades 10,11,12

15 Hrs/Week

Extracurricular Activities

Drama/Theatre

Grades 9,10,11,12

I participated in the Spring Musicals.

Language Club

Grades 11,12

I was chosen to be Vice-President. I helped to arrange field trips during my junior year.

Awards/Certificates

National Honor Society

Grades 11,12

I coordinated the school's recycling program.

Spanish National Honor Society

Grades 11,12

I was elected Treasurer junior year.

Athletic Achievement

Baseball

Grades 10,11,12

I was the starting third baseman on the varsity.

Basketball

Grades 9,10,11,12

I was the starting point guard junior and senior year. I was elected co-captain for senior year.
