

About UStrive.org

UStrive.org, a 501(c)(3) nonprofit organization, connects students with financial need with free, one-to-one college and career mentoring online. UStrive also operates the national I'm First! campaign to celebrate and support first-generation college students.

For more information or for permission to use material from this text or product, contact UStrive.org, Sobrato Center for Nonprofits, 556 Valley Way, Milpitas, CA 95035; or find us online at www.ustrive.org and www.imfirst.org.

For bulk sales to schools, organizations, colleges, and universities, please contact help@imfirst.org.

Editors: Gwyneth Sholar, Jen Fleisher, Danielle Andersen
Cover Design: Magnolia Rabbit Design, Co.
Interior Page Design and Layout: Cinda Debbink, Valerie Wilmot
Special thanks to Michael J. Carter, Christa Bennett, Cara Martin

Photo Credits: © Thinkstock, Shutterstock, iStock, Adobe Stock

Copyright © 2024 Strive for College Inc. dba UStrive.org
Strive for College Inc. dba UStrive.org has the exclusive rights to reproduce this work, to prepare derivative works from this work, to publicly distribute this work, to publicly perform this work, and to publicly display this work.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Contents

iv	A Message from the Editor
1	Unit 1: I'm College Bound
30	Unit 2: How Do I Find the Right Fit?
54	Unit 3: How Do I Apply to College?
85	Unit 4: How Will I Pay for College?
102	Unit 5: Making My College Dreams a Reality
114	Appendix
131	Unit Quiz Answers
133	For Parents & Mentors
147	Padres y Mentores en Español
165	College Profiles
287	Glossary

Why College?

With everything you need to do to get ready for college, you may wonder if it's all worth it. Here are four quick (but very important) things to consider:

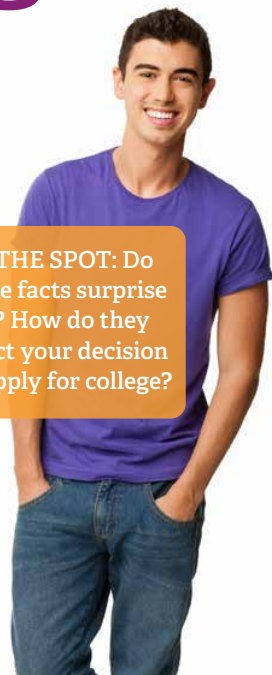
REASON 1 Every bit of education you get after high school increases the chances you'll earn good pay. Most college graduates earn a lot more money during their working years than people who stop their education at high school.

REASON 2 The more education you get, the more likely it is you will always have a job. According to one estimate, by the year 2028 there will be 19 million more jobs for educated workers than there are qualified people to fill them.

REASON 3 Continuing education after high school is much more important for your generation than it was for your parents' generation. Today most good jobs require more than a high school diploma. Businesses want to hire people who know how to think and solve problems.

REASON 4 Education beyond high school gives you a lot of other benefits, including meeting new people, taking part in new opportunities to explore your interests, and experiencing success.

ON THE SPOT: Do these facts surprise you? How do they affect your decision to apply for college?



LEARN MORE, EARN MORE Annual earnings

Doctoral degree	\$ 108,316
Professional degree	\$ 108,160
Master's degree	\$ 86,372
Bachelor's degree	\$ 74,464
Associate's degree	\$ 52,260
Some college, no degree	\$ 48,620
High School diploma	\$ 44,356
Less than a high school diploma	\$ 35,464

Source: www.bls.gov/careeroutlook/2023/data-on-display/education-pays.htm

Young people in all socio-economic groups have college aspirations. In fact, eight out of 10 expect to attain a bachelor's degree or higher, according to the U.S. Department of Education. But despite their aspirations, low-income students and those who are the first in their families to pursue higher education are severely underrepresented on college campuses. Studies show these students often lack the guidance they need to prepare for postsecondary education.

In order to turn these students' college dreams into action-oriented goals, the KnowHow2GO campaign was launched to encourage students to prepare for college using four simple steps.

Throughout the *I'm First! Guide to College*, you'll find pages with content and graphics printed with permission from KnowHow2GO.

KnowHow2GO

SPONSORED BY



Being the First

By Rachel Brody

First things first.

Everyone loves the first.

The first man on the moon, the first African-American president, and the first in flight.

First impressions, first place.

What is it about the first?

In many ways, it is easier for students who have siblings or parents who took on the big firsts. When it comes to college, students with parents who attended college have a better chance of attending college themselves.

So what does that mean for students who don't have a family history of higher education? These students who enroll in colleges and universities are called first-generation college students.

Yes, being the first can be lonely. Everything feels strange and different the first time. You might worry how your friends and family will see you: "He thinks he is so special because he is first."

But don't hold back on being first. The great thing about being the first one is that it doesn't mean that you will be the last one. By being the first in your family to graduate

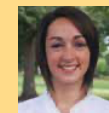
from college, you open the door for younger siblings, for your children, and their children. College will not be an intimidating unknown because you went first.

OK, maybe the betterment of your imaginary grandchildren isn't the most convincing reason to take on being the first in college. So, think of yourself. College is four years that are all about you. Your discoveries, your achievements, and your firsts. People who attend college live longer, make more money, and vote more often. You will have more opportunities in your lifetime if you go to college.

Although it can be daunting, being the first is an accomplishment. It will make you a stronger and happier person. And that is what really matters. ■

try it Now it's your turn to use what you've learned.
Turn to page 24

BIO Rachel Brody is a former adviser with the National College Advising Corps and past intern with Center for Student Opportunity (now UStrive).



continued from previous page

Dual Enrollment and Early College

Increasingly, high schools are partnering with colleges and universities to offer students the chance to take college courses while they are still in high school through dual enrollment programs, sometimes referred to as “early college.” In most cases, students who take these classes earn college credit, which may eventually be used towards their college degree.

Taking college courses in high school is a great idea because it shows colleges you are able to succeed in a postsecondary setting. It also helps you get used to learning in a college classroom and being on a college campus before you begin your first year. Many students participate in dual enrollment programs to save themselves money and time by accumulating college credit early.

Dual enrollment programs may be offered through your school, district, or state. Some states require students and their families to pay for dual enrollment courses, but other states offer dual enrollment for free or reduced prices. If your school does not offer dual enrollment, there may be special charter or Early College High Schools in your district that do.

Go Above and Beyond!

No matter what kind of advanced courses your school offers, take advantage! They will help your academic transition to college and can increase your chances of being admitted to a selective college. Remember to be respectful of your own limits. Taking five AP courses in one year might sound impressive, but will probably end up overwhelming you and taking time away from extracurricular activities and SAT/ACT study. ■

try it Now it's your turn to use what you've learned.

Turn to page 25

Required Courses

The chart below gives you a good overview of what courses you need to take in high school to meet standard college entrance requirements. Of course, every college has its own requirements—check with the ones you're interested in to see what they recommend.

SUBJECT	NUMBER OF YEARS	COURSES
English	four or more years	grammar, composition, literature, etc.
Mathematics	three or more years	algebra I and higher—does not include general math, business math, or consumer math
Natural Sciences	three or more years	earth science, biology, chemistry, physics, etc.
Social Sciences	three or more years	history, economics, geography, civics, psychology, etc.
Additional Courses (Some colleges and universities require other classes as prerequisites for admission)	two or more years	foreign language
	one or more years	visual arts, music, theater, drama, dance, computer science, etc.

FACT




ACT found that students who are more academically prepared for college have a greater chance of staying in college and completing their degrees.*

*ACT, “Readiness Matters: The Impact of College Readiness on College Persistence and Degree Completion.” (ACT, Inc., 2013).

Printed with permission from KnowHow2GO.

GETTING INVOLVED

When it comes time to apply for college, you should be able to show that you've been involved with activities outside of your regular school day. This way, a college can see what you can add to their campus outside of the classroom. Don't wait until senior year to get started—colleges will become suspicious that you simply got involved to make your applications stronger. And remember, choose depth over breadth. Admission officers are more likely to consider an applicant who is deeply committed to one or only a few activities, rather than loosely involved in many activities.

Activity	How to Get Involved	What it Shows About You
COMMUNITY SERVICE 	<ul style="list-style-type: none"> Join your school's community service club. Get involved with service work at your place of worship. Find a cause you're committed to (like ending animal cruelty) and Google ways to get involved. 	Service work shows colleges that you feel a duty to give back to your community. It shows that you care about leaving your world a better place than you found it.
INTERNSHIPS/ JOBS 	<ul style="list-style-type: none"> Ask your school counselor (or career counselor) for information on internships or jobs that suit your interests. Draft a résumé and take it to local businesses. Search the web and ask friends and family for recommendations of businesses that hire teens. 	Holding down a job shows colleges that you are consistent, mature, and responsible, particularly if the money from your job goes to help support your family. Securing an internship in an area of interest to you will show colleges you are dedicated to reaching your career goals.
BECOME A LEADER OF A CLUB/TEAM 	<ul style="list-style-type: none"> Pay attention to your school building. Lots of times, clubs and teams post flyers about try-outs and meetings, but if you don't keep your eyes peeled, you'll miss them. Ask your teachers, coaches, and counselors about available clubs. If you don't see a club you want to join, ask a teacher to sponsor you in founding a new club. 	Joining clubs and teams early in high school gives you time to make your mark and work your way up to leadership/captain positions by junior or senior year. Holding a leadership position shows that you are responsible, you get along well with your peers, and you are committed. Founding and growing a club shows initiative, dedication, and perseverance.
DEVELOP A TALENT YOU'RE GOOD AT 	<ul style="list-style-type: none"> Ask your school counselor for summer enrichment opportunities in a certain skill area. See if there are groups at your school devoted to developing your specific skill. 	If you are a budding author or a first-rate flute player, don't keep these skills to yourself. Finding groups in your community to join and participating in a summer enrichment program will show schools you are serious and passionate about developing your talents.

TRANSFORM THE TRAJECTORY OF YOUR LIFE

SUMMER EXPERIENCES CAN PROPEL YOU TO COLLEGE

By Nicol Gaffney

Every summer, our seniors meet with their mentor and post-secondary advisor to reflect on their two and a half years participating in Summer Search, a year-round mentoring program that partners with students to define their purpose and access opportunities like life-changing summer experiences, post-secondary advising, and a lasting support network. This year over ninety percent of seniors intend to enroll in college, and their courage and willingness to take this step is emboldened by the new experiences they had on their summer trips.

Summer experiential programs contribute to student success by providing an opportunity to take healthy risks and experience unfamiliar settings. Ideally, these experiences can broaden

students' view of themselves while providing the opportunity to learn from their triumphs and setbacks in partnership with their peers, Summer Search mentor, and family. All this serves to develop strengths, self-knowledge, and further define their interests.

In reflecting on the role summer experiences play in our students' journey, a Summer Search mentor said the experiences "catalyze growth that is immediately recognizable," providing opportunities to further develop strengths over time. "The experiences equip students with agency to manage realities and relationships they wouldn't normally encounter in their day-to-day. It also gives them a chance to see themselves and the world in a different light — they may learn that they love an area of

learning they have never explored or realize that they are happier without their phones! Students open up socially, intellectually, emotionally, and spiritually, and they have the chance to cultivate themselves in all these areas."

Combined with ongoing reflection to discover more about their desired purpose and aspirations, summer experiences offer students opportunities to practice for challenges similar to those they will face in whatever post-secondary path they choose. In doing so, students can further their resilience in new areas that embolden them to realize the person they aspire to be in every area of their lives. ■



TIPS

for Finding a Summer Experience

Summer Search runs offices in Boston, New York City, North San Francisco Bay, Philadelphia, San Francisco, Seattle, and Silicon Valley. If you're a student in one of these cities, visit www.summersearch.org for more information.

If not, here are a few tips for researching and finding the best summer program for you:

- 1. Start early.** Many programs require an application and have a limited number of spaces available, so the earlier you start the more options you'll have.
- 2. Check local colleges and universities.** Many schools offer pre-college initiatives over the summer that give you a chance to preview the school while exploring your academic interests.
- 3. Ask your counselor or mentor.** Counselors, community leaders, or mentors may be able to point you to local programs tailored specifically to high school students.
- 4. Search online.** Tailor your search to the type of program you are interested in, and the geographic location where you are looking to spend your summer.
- 5. Ask for financial aid.** Summer experiential programs cost money, but many will offer financial assistance and scholarships to those who need it. Just ask!

SUMMER
SEARCH

www.summersearch.org

BIO Nicol Gaffney is the Summer Experiences Coordinator at Summer Search Bay Area.



CHANGE YOUR LIFE IN ONE SUMMER



Lysa Vola
College: Williams College
Hometown: Jensen Beach, FL

You've just made it through a year of high school.

So, what are your plans for this summer? What about going to college? Every summer there are programs held on college campuses across the country. They range by various interests, activities, and academic areas. Some are science programs, while others enhance artistic ability or musicality, but all of them are right at your fingertips.

So, now you might be thinking, how can I afford to go to a summer program if I don't have the money? Many summer programs such as MITES (Minority Introduction to Engineering and Science) and QuestBridge affiliated summer programs offer full scholarships for all students accepted into their programs. You could attend a program the summer following your junior or even sophomore year of high school for free!

ON THE SPOT:
What are your plans for the summer?
Summer jobs, internships, volunteer experiences, and academic programs can boost your college application.

While these programs may not sound like the most exciting thing to do over your summer, let me share my experience with you.

As a high school junior, I applied to the MITES program on the campus of Massachusetts Institute of

Technology (MIT). It is a seven week program in Science and Engineering that is aimed towards helping disadvantaged minorities and/or students from low-income backgrounds excel in the field of science. While at MIT, I was given the chance to complete research in genomics at the Broad Institute of MIT and Harvard. My research team dealt with Single Nucleotide Polymorphisms in genetic disorders such as Cystic Fibrosis and early onset Breast Cancer. Prior to the summer, I had no idea what that even meant!

Besides doing work and taking courses, I also explored the city of Boston on weekends, went to theme parks, dances, and dinners. I spent that summer at MIT living on my own and learned how to balance my time. I got a chance to experience what college might be like before actually getting into college.

My point is not that all of you should apply to the MITES program, but rather that you should consider finding out more information about summer programs like MITES. Summer programs provide you with opportunities to discover what it's like to be in a college setting prior to actually applying to or attending college. Summer programs also offer high school students an edge in the college admissions process. They are looked highly upon, because many of them are a lot of work, and prove your dedication and skill. Completing a program successfully makes you stand out from amongst thousands of high school college applicants who didn't take the opportunity to explore, learn, or take their summer seriously. Most are only a few weeks long, so you will still have time to be home and relax with friends before school starts!

So before you turn away an application to spend your summer away studying, consider how it might change your life, the new adventures you might be able to take, and the people you may meet. Never turn down an opportunity, because they are just that, something that you either take or leave, but ultimately can never be replaced!



LYSA VOLA is an I'm First! scholarship winner. Lysa shares her college experiences and offers advice on the I'm First! student blog.

Visit www.ImFirst.org to follow the student blog and watch video testimonials from first-generation college students and graduates.

Ask People for Help!

By Dr. Tomika Ferguson

When I was younger, I had aspirations to attend the University of Virginia. Despite not having a strong college-going culture in my hometown, opportunities existed for me to accomplish my goals.

Every semester during high school, I signed up for classes that challenged me. I did not always get straight A's, but I did gain skills that prepared me for college. I was not the valedictorian of my high school class, but I was a risk taker.

My parents and I did not understand all of the specifics about applying to college since I was first in our family to do so. I took a personal risk and asked people for advice about the college application process. Asking for help wasn't a sign of weakness, but rather the most important step in following my dream of being accepted at the University of Virginia.

Here are a few people who helped me throughout my college journey.

- **My English teacher** was the best writer I knew, and she helped me to organize my thoughts. I felt very confident in the essays I submitted with my college applications.
- **An older cousin** helped me craft a résumé, and it paid off big time! High school activities demonstrated my capacity for leadership and interests beyond academics.
- **My parents** didn't understand how to fill out the Free Application for Federal Student Aid (FAFSA) but with the help of **my school counselor**, we completed it well before the deadline.

As a high school student, you are surrounded by teachers, college counselors, family members, and friends who want you to become

successful. They will do everything they can to help you reach your goals.

It is hard to admit when you need help, but you have to be brave and take the first step to find people who have the answers you need. Without asking for help, I never would have accomplished my goal of graduating from the University of Virginia. ■

try it Now it's your turn to use what you've learned.
Turn to page 29

BIO Dr. Tomika Ferguson is an Assistant Professor at Virginia Commonwealth University in the School of Education. Previously, she was an adviser with the National College Advising Corp and an intern with Center for Student Opportunity (now UStrive).



advice

Find advice from real first-generation college students who blog about their college experiences on www.ImFirst.org

SOS: SEEK OUT SUPPORT



Angelica Robinson
College: Dillard University
Hometown: New Orleans, LA

"Being a first-generation college student, it is imperative that I seek guidance and branch out to grasp what I need to succeed in my environment. I've realized that it is true that everyone needs someone in their corner."

"ASK, ASK, ASK! Don't be afraid to ask questions! You may think that you'll look dumb because your classmates seem to know what they're doing or where they're headed. But, you'll only hurt yourself by not getting the information you need."

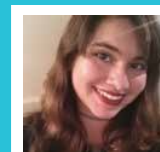


Abigail Macias
College: Dartmouth College
Hometown: Sparks, NV

"I give thanks to my Spanish Teacher, Mrs. Martinez, who has supported me academically/socially for half my life, and of course, my dear and lovely college bound adviser, Ms. Marano, who is the main reason why I even went to college. Each person, event, club, team, and aspect of my life has given me the power and confidence to challenge myself and try new things."



Gina Bolanos
College: University of Rochester
Hometown: Dallas, TX



Raquel Diaz
College: Reed College
Hometown: Monterey Park, CA

"College can feel like a maze riddled with trap doors. A mentor is somebody who has traversed the maze, found the exit, and walked back into the maze with a flashlight to help others who have entered the maze."



Jesse Sanchez
College: Harvard University
Hometown: San Diego, CA

"Not having a mentor can leave you without a sense of direction—you need someone there to go to for advice, to keep you motivated, and to help you out in times of need. It is very important to find this person in your life early on so they can help you make the right decisions from the beginning."



Visit www.ImFirst.org to follow the student blog and watch video testimonials from first-generation college students and graduates

HOW TO Use Your High School Counselor

By Mary Lee Hoganson



School counselors are one of the best sources of support for college-bound students. Whatever grade you are in, now is the time to start helping your counselor get to know you and your college dreams.

Introduce yourself and state clearly that it is your definite goal to attend college. Let your counselor know that, regardless of your test scores or grades to date, you are highly motivated.

Also, make sure to tell your counselor about yourself: your interests, activities, college and career goals, and family background — including what your parents do and whether or not anyone in your family has attended college. With this initial meeting as a starting point, your counselor can help you plot a successful course for college.

Top 10 items to cover with your counselor:

- 1) Plan classes that will prepare you for college.
- 2) Review your academic record and suggest areas that need improvement.
- 3) Identify the questions you should be asking, like: Do I want to stay near home? Does the college have my major? How important is size?
- 4) Get information about specific colleges and universities.
- 5) Identify opportunities like college fairs, weekend or summer programs on college campuses (often free for first-generation or low-income students), internships, or community college classes open to high school students.
- 6) Register for college admission tests and get fee waivers if your family can't afford to pay for tests.
- 7) Write a letter of recommendation to colleges or universities.
- 8) Complete and submit college applications carefully and on time and ask colleges to waive application fees.
- 9) Figure out how to pay for college.
- 10) Compare offers of admission and financial aid from all of your colleges.

There are a few other very important things to remember about working with your school counselor:

- Most school counselors have many, many students who they want to help. So make appointments early, show up on time, and submit forms that require counselor completion well in advance of due dates.
- Make backup copies of everything you mail or give to your counselor.
- Make sure that you keep your counselor "in the loop" in terms of what you are hearing from colleges. If there are any problems which arise, your counselor can act as your direct advocate with colleges.
- If you think it would be helpful, try to schedule a meeting with your counselor AND your parent(s). There are parts of the college process that will require additional assistance, such as completing the financial aid applications.
- Be sure to thank your counselor for assistance given. When you have made it successfully through the college selection and admission process, send your counselor a handwritten note (along with any teachers who helped).

BIO Mary Lee Hoganson has over 35 years experience as a high school counselor, 25 of those years focused on college counseling. She served as President of the National Association for College Admission Counseling in 2007.



High School Timelines

The college planning process can be daunting for everyone. It's best to plan ahead and allow plenty of time. It also helps if you have a plan to follow from your freshman year through your senior year—and here it is.

FRESHMAN YEAR TIMELINE

FALL

- ❑ Make sure you **enroll in geometry or algebra**. Colleges require that you take rigorous math courses in high school.
- ❑ Create a college information folder that you can take with you through high school. Create a file of important documents and notes.
- ❑ Start the school year off right by **getting organized** and practicing **good study habits**.
- ❑ Sign up for **extracurricular activities** to meet new people and try new things!
- ❑ Explore careers on the Web on your home computer or at the library.
- ❑ Find **job shadowing** opportunities in the community, where you can spend a day shadowing someone at work and watching what he or she does.

SPRING

- ❑ Start to plan your sophomore year.
- ❑ Talk with your parents and counselor about summer vacation. **Explore summer programs or camps** to attend at local colleges and universities. Look for volunteer or service opportunities in the community. Some may be sponsored by a local church, synagogue or mosque.

**START HERE
FRESHMEN**

SOPHOMORE YEAR TIMELINE

FALL

- ❑ Polish your study skills. **If you need to improve in some subjects, this is the time to do it.** Colleges and future employers look at high school transcripts and are impressed with regular attendance and improving grades.
- ❑ Have you taken a **career interest inventory**? Ask your counselor or guidance office to give you one. These tests help assess your strengths and weaknesses and can help guide your college search and long-term career plans.
- ❑ Take the **Preliminary Scholastic Aptitude test PSAT**—the preliminary version of the SAT—or the **PLAN**, the preliminary version of the ACT. Taking the PSAT now is practice for the PSAT test in junior year which allows you to be considered for a National Merit Scholarship. Find dates and more information about the PSAT from your high school's guidance office.
- ❑ Surf the Web to **check out** colleges, technical schools, and apprenticeship opportunities.
- ❑ Consider job shadowing to get some work experience and **test possible careers**.

SPRING

- ❑ Begin exploring financial aid and scholarships options.
- ❑ Use the Internet to explore different careers.
- ❑ **Select five to ten colleges** to contact for brochures and applications.
- ❑ Visit your school or community Career Center.
- ❑ Plan a **productive summer**. The summer before 11th grade is a good time to have a part-time job to prepare for a future career.
- ❑ Choose a **summer camp or find a volunteer service program** to jumpstart your skills.
- ❑ Sign up for **challenging classes** for next year and consider registering for **AP courses**.

**SOPHOMORE
TIMELINE**

Stay on track
**FOLLOW THE
TIMELINES**

Printed with permission from KnowHow2GO.

Setting Goals: Planning Backwards to Set Short-Term Goals

You just read about the importance of setting goals, and how setting short-term goals can lead to achieving long-term goals. Now it's time to think about your short- and long-term goals and how they relate. Answer the questions below. As you write, think about how your short-term goals are setting you up for success in your long-term goals.

1. What career goal do you hope to achieve in the next ten years?

2. What goals will you set for yourself to achieve in the next five years?

a)

b)

c)

d)

TIP:

Keep your goal-setting document with you as the year goes on.

Make sure to monitor your progress.

Are you on track to meeting your goals? If not, why?

What can you do to ensure you meet them in the future?

continues on next page

continued from previous page

3. What goals will you set for yourself to achieve by the end of the year?

a)

b)

c)

d)

4. What goals will you set for yourself to achieve every week of this school year?

a)

b)

c)

d)

5. What goals will you set for yourself to achieve every day of this school year?

a)

b)

c)

d)

Unit 1 Quiz

answers on page 131

Multiple Choice, circle your answer

- Most colleges require high school students to take at least how many years of Math, Natural Science, and Social Science?
 - two years
 - three years
 - four years
 - most colleges don't have standard entrance requirements
- My school counselor can and should help me with all of the following except:
 - writing a letter of recommendation for college
 - helping me to choose what colleges to apply to
 - completing my college applications
 - sending my high school transcript to colleges
- Goal-setting is most effective when I:
 - write down my goals
 - revisit my goals often and check my progress
 - create short-term goals which build toward long-term goals
 - all of the above
- When planning my high school schedule, I should do all of the following except:
 - sign up for rigorous courses, including honors and/or AP classes
 - choose courses that allow me to explore academic fields that interest me
 - balance my schedule to ensure that I have time for extracurricular activities
 - choose easy elective courses to boost my GPA
- When deciding whether to admit a student, colleges generally consider all of the following except:
 - the rigor of my course load
 - my counselor's and teachers' opinions of me
 - my middle school grades
 - whether or not my grades have improved over time

True or False, circle your answer

- Most college graduates earn a lot more money during their working years than people who stop their education in high school.
T F
- Going to college was more important for my parents' generation than it is for mine.
T F
- Colleges care more about how good my grades are than how rigorous my classes are.
T F
- Involving myself in extracurricular activities can increase my chances of getting into college.
T F
- If I performed poorly in freshmen and sophomore years, I probably won't get accepted to college.
T F

Fill in the Blank

- What are the two free web-based resources offered by UStrive to assist in my college journey?
_____.
- Most colleges require one to three _____ written on my behalf by my high school counselor and teachers.
- The things I do outside of school, such as clubs, sports, community service, or working, are all _____.
- When setting goals, it is important to set both _____ and _____ goals.
- A _____ student is a student whose parents have not gone to or graduated from college.

continues on next page

continued from previous page

Open Answer



- What are some obstacles you expect to face in your journey to college?

What supports can you use to overcome these obstacles?

- What characteristics of a college-bound student do you already have?

What do you need to improve on before applying to college?

- List people that may be able to help and support you through your college journey:

Unit 2

CONTENTS

- 2.1 Types of Schools
- 2.2 Identifying Priority Factors
- 2.3 Using the College Profile
- 2.4 Finding Out More
- 2.5 Narrowing Down My List
- 2.6 Student Workbook
- 2.7 Unit Quiz

How Do I Find the Right Fit?

I'm First!

"Ultimately, finding the right college fit is also about taking time to think about why you want a college education and what you hope to do with your life."

Objectives

By the end of this unit, I will...

- know the various types of two- and four-year postsecondary institutions.
- evaluate my priorities in order to develop a list of the most important factors in the college search and narrow down a college list.
- understand and integrate information from the various elements of a college profile.
- identify additional ways to obtain information about a college beyond the college profile.

Types of Colleges

LOOK IT UP:
GLOSSARY
PAGE 287

There are thousands of colleges and universities in the United States, and each of them is unique. Generally speaking however, these schools can be broken into two basic categories: Four-Year Schools and Community Colleges.

Four-Year Schools

There are many types of four-year institutions offering Bachelor's degrees: public universities, which are funded by the state; private colleges which are funded privately; or Institutes of Art or Technology, which provide various types of specialized degrees. When it comes to deciding what kind of four-year school to attend, however, most students find themselves choosing between a liberal arts college and a university.

If you're looking for a school with small class sizes where you can try out classes in many different subjects, a liberal arts college might be the place for you. If you're confident in your future career and want to join a fraternity or sorority, you may want to focus your search on universities. Check out the chart for more details.

LIBERAL ARTS COLLEGE	UNIVERSITY
<ul style="list-style-type: none">• Has a small student body (usually under 5,000)• Usually offers small class sizes and accessible professors• Only offers undergraduate education (no associated graduate schools)• Encourages students to try courses in many areas of study, including math, science, humanities, foreign language, and the arts• Usually privately funded	<ul style="list-style-type: none">• Usually has a large student body (sometimes over 10,000!)• Larger class sizes, with some classes being taught by teaching assistants rather than professors• Generally includes graduate schools and professional programs as well as undergraduate education• Offers career-specific fields of study for students to focus on and major in• Some funded privately, some publicly

Community Colleges

Two-year colleges, more commonly known as community colleges or junior colleges, offer their students the chance to earn an Associate's degree. Community colleges are generally publicly-funded institutions designed to serve local students of all ages and academic abilities. Almost half of all college students in America attend community colleges. Many are drawn by the affordable prices, others by the open-admissions policy. Most community colleges also offer

career-specific training programs for students looking to transition quickly into the workforce.

Many community college students attend community college with the intention of eventually transferring into a four-year institution as college

Almost half of all college students in America attend community colleges.

juniors. This can be a good idea for students, especially those who might need some extra support before transitioning into a four-year school, and those who have a weak academic record in high school. However, most community college students do not actually transfer into four-year institutions. If you plan to attend community college and transfer, make sure to speak with an advisor during your first semester so you can make sure you are taking the right courses and are on track to meet the transfer requirements.

Learn more on Page 33.

THE GREAT COLLEGE ESSAY TEST

Is your essay great? The criteria below will help you decide. And, as with all the resources on my website, these are not the only qualities of a great essay—these are just a few qualities that I have observed in essays that I find to be great. How might you use these criteria? Read your essay aloud, or have someone else read it aloud, then ask these questions:

1. Core Values (aka Information)

- Can you name at least 4-5 of the author's core values?
- Do you detect a variety of values, or do the values repeat?
 - * Examples of **NOT** varied values: hard work, determination, perseverance
 - * Examples of more varied values: autonomy, resourcefulness, healthy boundaries, diversity

2. Vulnerability

- Does the essay sound like it's mostly analytical or like it's coming from a deeper, more vulnerable place? Another way of asking this: Does it sound like the author wrote it using mostly his or her head (intellect) or his or her heart and gut?
- After reading the essay, do you know more about the author **AND** feel closer to him or her?

3. "So what" moments (aka Important & interesting connections)

- Can you identify at least 3-5 "so what" moments of insight in the essay?
- Are these moments kind of predictable, or are they truly illuminating?

4. Craft

- Do the ideas in the essay connect in a way that is logical, but not too obvious (aka boring)?
- Can you tell that the essay represents a series of carefully considered choices and that the author spent a lot of time revising the essay over the course of several drafts?
- Is it interesting and succinct throughout? If not, where do you lose interest? Where could words be cut or which part isn't revealing as much as it could be?

If you're feeling bold...

Give your essay to someone else and ask him or her to evaluate it based on these elements.

Want more college essay and application resources?

Check out my [College Application Hub](#) for the latest and greatest of my admissions resources.



College Essay Guy

help@collegeessayguy.com
www.collegeessayguy.com

advice

Find advice from real first-generation college students who blog about their college experiences on www.ImFirst.org

GETTING PERSONAL



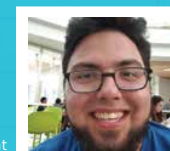
Padah Vang
College: Colorado College
Hometown: St. Paul, MN

"The best part about the college process was writing my essays. Instead of focusing on what I thought or believed colleges were looking for in a student, I simply wrote; I was simply me. I was invested in what I wrote, and many times was emotionally moved by my own writings. I discovered and uncovered many things about my thoughts, my goals, ambitions, and love for things and people. They were my written stories."



Megan Cooke
College: Whitman College
Hometown: Window Rock, AZ

"The stigma is to be this put together, well-organized, goal-driven student—so the essays tend to follow that thought process. Instead, consider the moments when you didn't feel like that or some time when you felt your emotions the strongest. In my statement, I wrote about my first encounter with fear about my culture. It sounds weird but let me explain: at my high school we had formal dinner four times a week. "Formal" meant dresses or slacks, nice shoes, combed hair, the whole get-up. But I had a very different notion of formal. To me, formal meant traditional. So, getting dressed was a snap. I put on my full Navajo regalia and stepped out somewhat nervous, I didn't know how to dress otherwise, but it didn't bother me. Until I saw the pack of freshmen girls in actual dresses. Dresses from Seventeen magazine or Teen Vogue. The sight stopped me dead in my tracks and I started to cry. I was terrified at how different I was. Terrified that my culture made me different."



Jorge Alvarez
College: Carnegie Mellon University
Hometown: Winter Haven, FL

"Saying that "I'm a student here to beat the odds" wasn't specific enough, but saying rather, "My parents, who moved to Central Florida from Mexico knew that they were sacrificing a secure life and immediacy from family, taught me that hard work involves sacrifice," was a much more detailed introduction to my essay.

Before my essays, I was ashamed of my struggles. I was ashamed of being poor; I was even ashamed of being a First-Generation student. But by devoting so much time to my story, to me, I felt validated. I felt cared about. I felt that someone believed in me and saw that I was already an impactful person. I didn't have to wait for college to be someone; I was already someone, me."

"I chose to write about how my mother, Tanya, abandoned me when I was ten because it was a unique story that very few people experienced. My personal statement was about how Tanya's failure as a mother fuels my ambition and inspires me to do better than her by going to college. I wanted to show college admission officers a side of me not revealed through my grades; I wanted to show them that a low-income African American student raised by a single father could not only overcome a major personal adversity but exceed every academic challenge set forth in high school."



Xavier Hucser
College: Boston College
Hometown: New York, NY



Visit www.ImFirst.org to follow the student blog and watch video testimonials from first-generation college students and graduates.

3.5 UNIT QUIZ

continued from previous page

Open Answer

1. What extracurricular activity you've been involved in has been the most important to you? Why?

2. Name the six most important elements colleges consider in a student. For each element, list one thing colleges are able to learn about you.

Unit 4

CONTENTS

- 4.1 Financial Aid Overview
- 4.2 FAFSA Form and CSS Profile
- 4.3 Scholarships
- 4.4 Loans
- 4.5 Reading My Award Letter
- 4.6 Student Workbook
- 4.7 Unit Quiz



"Pursuing scholarships and financial aid does not happen overnight. Rome was not built in a day, and only on very rare occasions will a student acquire all of the funds necessary to support a college education through one source."

How Will I Pay for College?

Objectives

By the end of this unit, I will...

- define and compare the various types of financial aid available to me.
- understand the importance of the FAFSA form and CSS Profiles and the steps I will need to take to complete them.
- search for and identify potential scholarships.
- know how to borrow for college responsibly.
- read and analyze a financial aid award letter.

Useful Web Sites

> **Federal Student Aid:** StudentAid.gov provides information about federal grants and loans. You also can complete the FAFSA form online.

> **FinAid!:** finaid.org/calculators has calculators you can use to estimate your college costs, compare your financial aid awards from different colleges, compare the cost of borrowing different types of loans, and determine how much to borrow.

> **Project on Student Debt:** ticas.org features advice to borrowers and a listing of colleges and universities that have decided to eliminate or limit loans from their financial aid award packages for many students.

> **Simple Tuition:** simpletuition.com allows users to compare student loans from over 90 sources. Remember, featured lenders may not necessarily fit your needs the best.

Important Student Loan Terms

- **APR (Annual Percentage Rate):** the total cost of a loan, including the interest rate and fees, expressed as the percentage of the amount borrowed that you have to pay each year. It is a good way to compare loans from different lenders.
- **Co-borrower or co-signer:** A person who agrees to pay the loan if the primary borrower can not or does not pay. Some lenders require students to get a co-borrower with good credit before they will make a loan.
- **Cost of Attendance:** The total cost of attending a college for a year, including tuition and fees, housing costs, food, books and supplies, transportation, and other necessary expenses. (Some schools include a computer and/or health insurance in this cost, but some schools do not—if you're not sure, ask!).
- **Credit:** Indicates a person's financial strength, which includes a history of having paid bills and the demonstrated ability to repay a future loan.
- **Discount:** A reduction in the interest rate or the fees charged on a loan.
- **Interest:** The money or price paid by the borrower to use the lender's funds. Interest is stated as a percentage of the original amount borrowed.
- **Master Promissory Note:** A legal contract a student signs with the US Department of Education that details the terms of a federal student loan including how and when it must be repaid.

ON THE SPOT:

There is much debate over whether or not it is worthwhile for students to take out large loans. Taking out loans can provide a student with access to a college education, but it can also be a long-term financial burden. What do you think about taking out loans?

BIO Ann Coles has been working on college readiness since the 1960s and currently serves as Senior Fellow at uAspire, an organization dedicated to ensuring that all young people have the financial information and resources necessary to find an affordable path to—and through—college.



Sample Financial Aid Letter

No two financial aid offer letters are alike, but here is an example of the information contained in a typical aid letter.

ON THE SPOT:
Will Miya's financial aid package and her family contribution combined be enough to meet the total cost of her first year? If not, what can she do to cover the difference?

Your Expected Family Contribution is the amount of money you and your parents should reasonably be able to put towards your education according to the information on your FAFSA.

Dear Miya,

The Financial Aid Office at Opportunity University is writing in response to your request for financial assistance in the upcoming school year. The amount of the aid offered is based on the information provided by your FAFSA form and financial aid applications, from which we have established your **Expected Family Contribution is \$2,500**.

Please see below, where the tuition, room and board, and approximate fees for the upcoming school year are listed. All financial aid you are awarded will be applied toward tuition and fees, room and board. Your aid package **may not be applied toward the cost of books and supplies or miscellaneous fees**.

Tuition & Academic Fees	\$41,230
Room & Board	\$12,900
Books & Supplies	\$1,500
Miscellaneous Fees	\$1,200
Total	\$56,830

Pay attention to what costs your awards can and cannot be used towards.

The total approximate value of your first year.

We are able to offer you a financial aid award with the following components:

Award Type	Fall	Spring	Total
Opportunity Merit-Based Scholarship	\$4,500	\$4,500	\$9,000
Opportunity Need-Based Scholarship	\$12,000	\$12,000	\$24,000
Estimated Federal Pell Grant	\$2,775	\$2,775	\$5,550
Federal S.E.O.G.	\$2,000	\$2,000	\$4,000
Federal Direct Subsidized Loan	\$3,200	\$3,200	\$6,400
Work-Study Program	\$1,500	\$1,500	\$3,000
	\$25,975	\$25,975	\$51,950

The total amount of money you will receive towards paying your first year of college. Subtract this number from the total cost of your first year to find out what you'll have to pay out of pocket.

Your Federal Direct Loan will be sent directly to the college and will be applied to your account.

Some of your scholarships may be based upon your academic performance and assumed full-time enrollment. Please consult the **Opportunity University Financial Aid Guide** in order to establish the criteria for which you are accountable upon accepting your aid package. Note that your financial aid package **may differ year-to-year**.

If you do not wish to **accept** any part of your offered aid package, **you must let the Financial Aid Office know within 30 days**. To discuss your aid package or **if you have any questions**, call the office at (555) 555-1000.

Best,

Opportunity University Financial Aid Office

What do you need to do to confirm that you accept your offer? Some schools assume acceptance unless told otherwise, while others require you to provide a written confirmation.

If you have questions about your aid offer or want to petition for more aid, the best place to help you is your school's financial aid office.

Most schools offer a financial aid guide book or website which you can use to understand what "strings" are attached to specific scholarships (e.g. you must keep a GPA of 2.5) and whether or not they are renewable.

By Barbara Sanders

WHO ARE YOU? AND WHAT HAVE YOU DONE WITH MY SON?

I am the mother of Jeremy Harris. May he rest in peace.

No, Jeremy did not die, but the former Jeremy has been replaced by someone who is a stranger to me. I guess that goes with the territory of going off to college.

In Jeremy's junior year, we realized that he needed a game plan or a goal for his life after high school. As a parent, you're excited and proud of your child and know that the sky is the limit for them. You realize that it's going to take hard work on your part as well to ensure that your student meets all of the graduation requirements, pays all the necessary fees, and narrows down their many options. It can be quite overwhelming.

I always tell new parents that being a parent is like having your heart outside of your body. On the move-in date for college, my tears were fierce. I didn't want to leave my son alone to face his new world without me; but I knew that I must.

In his first year of college, Jeremy learned what he needs to do to be successful, and I learned how to be a "hands-off" mom. While they're away, you try not to be too worried about how they're coping. I'll always be there as his safety net, but sometimes we have to step back and let our children experience life for themselves. I checked in periodically with Jeremy and was relieved to know that he was doing well without me.

I couldn't wait for the breaks. Over Thanksgiving break, Jeremy really seemed happy to be home. He missed me and the familiarity of home. Then Spring break came and Jeremy appeared to have broken away from his old self and became someone foreign to me. He was more mature and calm; he had a new set of friends. It was a pleasure to see his growth after a year of college.

As the old adage goes, "No one can prepare you for what heights you will soar until you spread your wings."



JEREMY HARRIS is an I'm First! scholarship winner. Jeremy shares his college experiences and offers advice on the I'm First! student blog.

Visit www.ImFirst.org to follow the student blog and watch video testimonials from first-generation college students and graduates.

PADRES Y MENTORES



- 148 "¿Para que ir la Universidad?"
- 149 Planificación para la Universidad: Diez Pasos
- 150 Como hablar con su adolescente
- 151 Costos Ayuda Financiera
- 152 Conocimientos básicos de asistencia financiera
- 153 Más información sobre préstamos
- 154 Mitos
- 156 Preguntas para su visita al campus
- 158 Pasos para la Universidad
- 162 Desafíos
- 163 ¿Que significa ser un estudiante indocumentado?

Ya sea usted padre, tutor, maestro, mentor u otro adulto afectuoso, es probable que en su vida haya un adolescente que desea ir a la universidad. Puede ayudarlo a triunfar si toma el tiempo para aprender sobre la planificación y el financiamiento de la educación superior. Juntos, usted y el adolescente por el que se interesa pueden compartir esta importante meta y alcanzarla.

“¿Para que ir la Universidad?”

¿Le ha hecho alguna vez el adolescente en su vida esta pregunta? Ya sea usted padre, tutor u otro adulto a cargo, necesita respuestas convincentes y prácticas para compartir con su adolescente. Aquí las tiene:

“Vas a lograr un mayor entendimiento y habilidades que te ayudarán a triunfar en este mundo complejo”.

La educación superior te permite:

- Ampliar tus conocimientos y habilidades.
- Expresar claramente tus pensamientos, en forma oral y escrita.
- Captar conceptos y teorías abstractas.
- Aumentar tu comprensión del mundo y de tu comunidad.
- Obtener más seguridad financiera.

“Vas a encontrar mayor variedad y cantidad de oportunidades de trabajo”.

En nuestro mundo cambiante, más y más trabajos requieren una educación posterior a la de la escuela secundaria. Los graduados de una institución de nivel superior tienen más trabajos para elegir que los que no continúan con su educación luego de la secundaria.

“Ganarás más dinero, mucho más”.

Según la información de la oficina de estadísticas de labor, los trabajadores que tienen una licenciatura ganan a la semana un promedio de \$1,432 en el año 2022, a comparación aquellos trabajadores que tienen un título de preparatoria, ganando un promedio de \$853 a la semana.



Printed with permission from KnowHow2GO.

Planificación para la Universidad: Diez Pasos

Paso Uno

Comience a ahorrar dinero lo más pronto posible para ayudar al pago de la educación de su adolescente.

Paso Dos

Aliente a su adolescente a darle importancia a la escuela secundaria, preparándose desde el punto de vista académico para la educación superior.

Paso Tres

Analice con su adolescente sus aptitudes e intereses, sus opciones de carreras e instituciones educativas a las que le interesa asistir.

Paso Cuatro

Reúnase con el consejero de orientación de la escuela secundaria para determinar qué instituciones se ajustan a las capacidades académicas de su adolescente.

Paso Cinco

Recopile información sobre aquellas a las que su adolescente tiene interés en asistir, incluso información sobre asistencia financiera.

Paso Seis

Lleve a su adolescente a visitar un campus y formule las preguntas adecuadas.

Paso Siete

Ayúdelo a solicitar la admisión. Para solicitar asistencia financiera, ayude a su hijo a completar la Solicitud Gratuita de Ayuda Financiera (Free Application for Federal Student Aid, FAFSA).

Paso Ocho

Considere becas, subsidios y programas de estudio-trabajo. Complete todas las solicitudes o formularios necesarios y preséntelos antes de la fecha límite.

Paso Nueve

Considere programas de préstamos disponibles para usted y su hijo.

Paso Diez

Obtenga más información sobre créditos fiscales, deducciones y otros factores para gastos de educación.

Printed with permission from KnowHow2GO.

College Profile List by Name

COLLEGE NAME	STATE	PAGE
--------------	-------	------

A

Allegheny College.....	Pennsylvania	255
Alvernia University.....	Pennsylvania	256
American University.....	District of Columbia	192
Amherst College.....	Massachusetts.....	207
Azusa Pacific University	California	174

B

Babson College	Massachusetts.....	208
Barnard College.....	New York	233
Bates College	Maine.....	204
Bentley University.....	Massachusetts.....	209
Boston University.....	Massachusetts.....	210
Brown University.....	Rhode Island	266
Bryn Mawr College	Pennsylvania	257

C

Caldwell University	New Jersey.....	228
Carnegie Mellon University.....	Pennsylvania	258
The Catholic University of America.....	District of Columbia	193
Central Connecticut State University...	Connecticut.....	184
Chatham University	Pennsylvania	259
Christopher Newport University.....	Virginia.....	280
Claremont McKenna College.....	California	175
Clarkson University.....	New York	234
Coastal Carolina University	South Carolina.....	267
Colgate University	New York	235
Colorado College.....	Colorado	183
Columbia College	Missouri	224
Columbia College Chicago.....	Illinois.....	197
Columbia University in the City of New York	New York	236
Concordia University Texas	Texas	271
Cornell University	New York	237

D

Dartmouth College.....	New Hampshire.....	227
Davenport University	Michigan	218
Davis & Elkins College	West Virginia	286
Dickinson College.....	Pennsylvania	260

E

Eastern Connecticut State University	Connecticut.....	185
Elmhurst University.....	Illinois.....	198

F

Fashion Institute of Technology	New York	238
Florida International University	Florida.....	194
Fordham University	New York	239

G

Georgia State University.....	Georgia.....	196
Gettysburg College.....	Pennsylvania	261
Grand Valley State University.....	Michigan	219
Gustavus Adolphus College	Minnesota	221

H

Harvard University	Massachusetts.....	211
Holy Cross College.....	Indiana	203
Holy Names University	California	176
Horry-Georgetown Technical College	South Carolina.....	268
Huston-Tillotson University	Texas	272

L

Lasell University	Massachusetts.....	212
Lincoln Memorial University.....	Tennessee	269

M

Macalester College.....	Minnesota	222
Middlebury College.....	Vermont	279
Montclair State University.....	New Jersey.....	229
Mount Holyoke College	Massachusetts.....	213

N

Northeastern University	Massachusetts.....	214
Northwestern University	Illinois.....	199

O

Olin College of Engineering.....	Massachusetts.....	215
Otis College of Art and Design	California	177

P

Pomona College	California	178
Princeton University.....	New Jersey.....	230

Q

Quinnipiac University.....	Connecticut.....	186
----------------------------	------------------	-----

R

Reed College.....	Oregon.....	253
Regis College	Massachusetts.....	216
Rensselaer Polytechnic Institute	New York	240
Rochester Institute of Technology	New York	241
Rutgers University–New Brunswick....	New Jersey.....	231

College Profile List by *Name*

COLLEGE NAME	STATE	PAGE
--------------	-------	------

S

Sacramento State.....	California	179
Saint Xavier University	Illinois.....	200
Sarah Lawrence College	New York	244
Siena College	New York	245
Skidmore College	New York	246
Smith College	Massachusetts.....	217
Southern Illinois University	Illinois.....	201
Stanford University	California	180
St. Edward’s University.....	Texas	273
St. Francis College	New York	242
St. John Fisher University.....	New York	243
St. John’s College.....	Maryland	205
St. John’s College.....	New Mexico	232
St. Mary’s College of Maryland.....	Maryland	206
St. Olaf College	Minnesota	223
Susquehanna University.....	Pennsylvania	262
Syracuse University.....	New York	247

T

Temple University	Pennsylvania	263
Texas A&M University–Commerce	Texas	274
Texas State University	Texas	275
Texas Tech University.....	Texas	276
Texas Woman’s University	Texas	277
Trinity College.....	Connecticut.....	187

U

University of Arizona.....	Arizona	172
University of Arkansas–Fort Smith	Arkansas.....	173
University of Delaware.....	Delaware	191
University of Florida.....	Florida.....	195
University of Houston	Texas	278
University of Illinois Springfield	Illinois.....	202
University of Michigan	Michigan	220
University of North Carolina at Asheville	North Carolina	250
University of North Carolina Wilmington.....	North Carolina	251
University of Oregon.....	Oregon.....	254
University of Pennsylvania	Pennsylvania	264
University of Providence.....	Montana.....	226
University of Redlands.....	California	181

University of Richmond.....	Virginia.....	281
University of Rochester	New York	248
University of San Diego.....	California	182

V

Vanderbilt University.....	Tennessee	270
Virginia Commonwealth University.....	Virginia.....	282
Virginia Polytechnic Institute and State University	Virginia.....	283

W

Washington and Lee University	Virginia.....	284
Washington University in St. Louis	Missouri	225
Webb Institute.....	New York	249
Wesleyan University	Connecticut.....	188
West Chester University of Pennsylvania	Pennsylvania	265
Western Connecticut State University	Connecticut.....	189
William & Mary.....	Virginia.....	285
Wittenberg University	Ohio	252

Y

Yale University.....	Connecticut.....	190
----------------------	------------------	-----

University of Providence



University of Providence (UP) is a private, Roman Catholic liberal arts institution, located in Great Falls, Montana, founded by the Sisters of Providence. UP is a university for ALL students, with a mission to make higher education a reality for students from all different backgrounds. UP bridges academic programs with workforce needs to intentionally connect successful student outcomes with our commitment to serving our community. We welcome all faith traditions and offer a tight-knit community where students can build lasting relationships with faculty, staff, and each other. Within UP are two schools: the School of Liberal Arts and Sciences and the School of Health Professions. Both schools serve the same mission: provide a liberal education for living and for making a living. UP students are uplifted through education, inspired by faith, and energized through community. UP creates engaged citizens who discover their whole selves, find their passion, and share it all with the world.

> Scholarship & Financial Aid Argo Advantage

The Argo Advantage sets the University of Providence apart from other schools with our exceptional commitment to affordability, value, and student success. It ensures that University of Providence students graduate on time and are career-ready as skilled and ethical leaders prepared to help shape a better world.

> First-Year Experience & Transition Academic Success Center

The mission of the Academic Student Support Department is to provide individualized and holistic support to the students of the University of Providence. Staff work with students to guide them through this time of growth and opportunity by assisting them with challenges, promoting self-advocacy, connecting them to campus and community resources, and empowering them to create their own success as a student and graduate of UP.

> Career Services Career Counseling

The University of Providence Career Services is committed to preparing students for life after college by supporting their growth throughout their enrollment and beyond. From the first convocation through commencement and into a thriving career, UP is there to support our students. Students leave the University of Providence as life-long learners with the confidence to reach their personal and professional goals.

> Academic Courses & Service Learning Faith and Service

Campus Ministry at the University of Providence provides students with opportunities to experience the Provident love of God and to share this love with others through worship, retreats, faith sharing, and other opportunities for spiritual growth. At the Sister Providencia Center for Service Engagement, we firmly believe that every act of service is an exchange. The individuals we serve have many things to teach us. We help students seek out these learnings from their sacred encounters and apply them to their lives.



University of Providence
Great Falls, MT
www.uprovidence.edu
Private • City • Small

Fast Facts

CAMPUS DIVERSITY	
Undergraduate Students	660
Acceptance Rate	100%
Students Receiving Federal Pell Grant	38%

STUDENT FACULTY RATIO	8:1
-----------------------	-----

RACE/ETHNICITY	
American Indian/Alaska Native	3%
Asian	4%
Black	6%
Hispanic	4%
International/non-resident	3%
Native Hawaiian/Pacific Islander	2%
Two or more races	0%
Unknown	4%
White	73%

TEST SCORES (MIDDLE 50%)	
Test-Optional	
SAT Critical Reading	590-630
SAT Math	550-650
ACT	17-23

GRADUATION & RETENTION	
Students Who Return After Their First Year	59%
Graduation Rate	55%

TOP FIELDS OF STUDY
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing; Allied Health and Medical Assisting Services; Business Administration, Management and Operations; Health and Physical Education/Fitness; Biology, General

COSTS	
Average Annual Cost	\$23,473
By Family Income	
\$0-\$30,000	\$21,090
\$30,001-\$48,000	\$23,398
\$48,001-\$75,000	\$22,530
\$75,001-\$110,000	\$25,101
\$110,001+	\$22,120

Calculate Your Personal Net Price
http://www.uprovidence.edu/become-a-student/financial-aid/

FINANCIAL AID & DEBT	
Students Receiving Federal Loans	69%
Median Total Debt After Graduation	\$18,750
Typical Monthly Loan Payment	\$199/mo

EARNINGS AFTER SCHOOL	
Median Earnings	\$43,180

Data is from the U.S. Department of Education's College Scorecard (last updated April 25, 2023), unless the college has supplied more recent figures. For more details see page 39.



Dartmouth College



Dartmouth College
Hanover, NH
www.dartmouth.edu
Private • Town • Medium

CAMPUS DIVERSITY	
Undergraduate Students	4,458
Acceptance Rate	6%
Students Receiving Federal Pell Grant	15%

STUDENT FACULTY RATIO	7:1
-----------------------	-----

RACE/ETHNICITY	
American Indian/Alaska Native	1%
Asian	14%
Black	6%
Hispanic	10%
International/non-resident	14%
Native Hawaiian/Pacific Islander	0%
Two or more races	7%
Unknown	2%
White	47%

TEST SCORES (MIDDLE 50%)	
Test-Optional	
SAT Critical Reading	710-770
SAT Math	730-790
ACT	32-35

GRADUATION & RETENTION	
Students Who Return After Their First Year	98%
Graduation Rate	96%

TOP FIELDS OF STUDY
Economics; Government; Computer Science; Engineering Science; Psychological & Brain Sciences

COSTS	
Average Annual Cost	\$17,058
By Family Income	
\$0-\$30,000	\$3,000
\$30,001-\$48,000	\$3,000
\$48,001-\$75,000	\$5,346
\$75,001-\$110,000	\$12,872
\$110,001+	\$32,933

Calculate Your Personal Net Price
http://admissions.dartmouth.edu/afford/estimate-your-cost

FINANCIAL AID & DEBT	
Students Receiving Federal Loans	18.1%
Median Total Debt After Graduation	\$14,959
Typical Monthly Loan Payment	\$158/mo

EARNINGS AFTER SCHOOL	
Median Earnings	\$95,540



Dartmouth students and faculty are filled with an adventuresome spirit, embracing opportunities and challenges with curiosity, courage, and tenacity. Dartmouth is a unique fusion of a renowned liberal arts college and leading research university where scholars at the forefront of their fields work closely with undergraduates to take on the world's greatest challenges through in-class teaching or collaboration on independent study and research. Dartmouth's setting in the college town of Hanover, New Hampshire encompasses extraordinary natural beauty and fosters a profound sense of place that encourages deep academic engagement. The College's holistic admissions process is designed to identify students who will thrive in this environment of curiosity and creativity. There is no 'typical' Dartmouth student, but our students all share a passion for intellectual inquiry, a willingness to embrace adventure, and a desire to build a close-knit community.

> Open House, Fly-In, Visit Dartmouth Bound: Summer Program

This program is designed to provide talented, college-bound rising high school seniors from historically underrepresented backgrounds and communities the chance to preview college with an immersive visit to Dartmouth. Participants will live in a Dartmouth residence hall, attend classes to learn about the academic programs offered, enjoy meaningful conversations with current students and staff about social engagement and campus life, and complete workshops on the admissions and financial aid processes.

> Open House, Fly-In, Visit Indigenous Fly-In

This is an opportunity for some of the most promising and talented students in the country with an interest in Dartmouth's Native community and/or Native American and Indigenous Studies. The program provides full funding for students to visit campus and learn more about academic programs and student life at Dartmouth, as well as the admissions and financial aid processes.

> Scholarship & Financial Aid Full-Funding Financial Aid

Dartmouth's need-based financial aid program is among the most generous in the country. Dartmouth guarantees to meet 100 percent of demonstrated financial need for all admitted students, including guaranteed full tuition scholarship for students who come from families with annual incomes below \$125,000 and with typical assets. Dartmouth will not include loans as part of the financial aid offer created to meet a student's demonstrated need, regardless of income or citizenship. Student financial aid offers provide a combination of scholarships and grants. Lastly, Dartmouth is need-blind for all students, regardless of citizenship.

> First-Year Experience & Transition First Year Student Enrichment Program

The First Year Student Enrichment Program (FYSEP) empowers first-generation students at Dartmouth to thrive academically and in the greater college community. Through a four week pre-orientation program and ongoing support throughout their first year, FYSEP students gain a broad array of skills designed to help them make the most of their experiences both inside and outside of the classroom. FYSEP works with students throughout their time at Dartmouth through advising, activities, and workshops to continue to highlight and provide access to resources at the College.

> Student Life & Support First Generation Office

Dartmouth provides dedicated staff advisors for the broader first-generation and/or low-income community through the First Generation Office (FGO). Through mentorship, guidance, and targeted programming to connect students with resources and support systems throughout the College, the FGO helps students build strong networks and community.