

## Counseling Services – Mrs. Rya Carpenter

### **COLLEGES VISITING SANTA BARBARA:**

Monday, October 7 at 7:50am:

#### **Amherst College**

- College and Career Center
- Open to students and parents

Tuesday, October 8 at 7:50am:

#### **Washington University in St. Louis**

- College and Career Center
- Open to students and parents

Friday, October 11 at 12:33pm:

#### **Thomas Aquinas College & Emmanuel College**

- Quad at Lunch

Friday, October 11 during 5<sup>th</sup> period (2:22pm):

#### **Gonzaga University**

- College and Career Center
- Permission slip required

### **Parents of 9th Graders:**

On October 16, your student is to report to the Main Gym by 8:20 a.m. and will stay with us until 11:45am for a day packed with academic, college and career exploration.

### **Parents of 10<sup>th</sup> & 11th Graders:**

Your student will take the PSAT on October 16, with a start time of 8:20am SHARP and a release time of 11:45am.

### **Parents of 12th Graders:**

Mrs. Carpenter will host a series of college application workshops that students are encouraged to attend. Parents are also welcome to join us. We will have access to computers for these workshops. Students are welcome to bring their laptops if preferred.

### **Saturday, October 5 from 4:00pm-6:00pm (drop-in)**

*General College Application Workshop* in Room 202

Bring your questions, or just come get started on any application...Common, UC, CSU, whatever!

**Wednesday, October 23 during Cardinal Time (11:17am – 11:40am)**

Common Application Workshop

College & Career Center

**Thursday, October 24 during Cardinal Time (11:10am – 11:40am)**

California State University (CSU) Application Workshop

**Thursday, November 7 during Cardinal Time (11:10am – 11:40am)**

University of California (UC) Application Workshop

<b>College/Scholarship App Deadline</b>	<b>Deadline to Request a Letter of Recommendation</b>
November 1	October 18
November 15	November 1
December 1	November 11
December 15	December 3
January 1	December 3
January 15	January 1

**Scholarship Opportunity:**

University of Puget Sound offers a \$23,000 per year, Dean's Scholarship, to admitted students with a 3.6 unweighted GPA. For more information, visit: [pugetsound.edu/admission](http://pugetsound.edu/admission)

The University of Dayton offers up to \$112,000 in total scholarships for students that have a passion for personal development and a commitment to service. Seniors who would like to be nominated, please contact Mrs. Carpenter by October 15.

## Summer College Tour:

Spencer Barr, from Santa Barbara High School, is coordinating a Mid-Atlantic College Tour from June 14 – 19, 2020. Spencer has opened this trip to interested Bishop students. The price includes: airfare, hotel, breakfast & dinner, campus visits of:

- George Washington University,
- American University,
- University of Maryland,
- Johns Hopkins University,
- Goucher College,
- University of Pennsylvania,
- Drexel University,
- and Temple University.

Also included is a Phillies baseball game, walking tours of DC and Philadelphia, chaperones, and a full time tour director. Total Cost: \$2,149.00. For more information, contact:[sbarr@sbunified.org](mailto:sbarr@sbunified.org) or register at <https://tri.ps.BkNXR>.

## College Exploration:

We, on the school counseling side and those on the college admissions side of the table have noticed an uptick in the number of students struggling with anxiety, depression and substance use. Certainly, there are many contributing factors, but one that has been on my mind is related to college admissions. As a society, we have bought in to the value of a higher education, which I fully embrace. Unfortunately though, the quest to find the perfect college can sometimes lead to poor decision-making, like what took place with the Varsity Blues scandal, and worse yet...unnecessary pressure on our children. While the College Counseling Program at Bishop strives to provide broad resources and information for students, including those aiming for hyper-selective admission; my mission is to help students understand that developing meaningful relationships and finding one's purpose are key to a fulfilling **life journey**. Where you attend college does not define you, nor does it guarantee success and happiness.

Further, as a Catholic school, we foster the mindset that one should engage in activities that improve circumstances for individuals, the community, and our natural environment. Bishop's Counseling Program strives to provide academic, career and social/emotional

counseling services with this perspective in mind. With this said, I would like to share information from a book called Colleges of Distinction, by Wes Creel, Tyson Schritter, Nathan Wilgeroth and Erin Pettus. While the schools highlighted in this book may not be for everyone, I would like to celebrate the **way** the authors are analyzing colleges.

“A number of widely read guidebooks make an attempt at comparing schools. *US News and World Report’s* annual “Best Colleges” uses a statistical approach that considers many different factors, all of which they claim contribute to the overall quality of a college. Among the factors *U.S. News* plugs into their statistical formula are:

- The college’s overall faculty-to-student ratio
- The number of faculty members with PhDs
- The size of the college’s financial endowment
- Faculty salaries
- SAT/ACT scores of incoming students
- Percentage of entering students in the top 10% of their high school class
- Level of alumni giving
- Percentage of applicants rejected
- Student retention and graduation rates

*But can you really find the “best” school—especially, the best for you—from statistics alone?*

For example, selectivity is fairly easy to measure: divide the number of applicants by the number of applicants rejected. But if a school is hard to get into, does that necessarily mean it is a better place to learn, live, and grow? Would it be the best place for you?

*And exactly what does “high selectivity” mean, anyway?*

Some schools—in the Northeast, especially—receive so many applications just because of the location. Schools in other parts of the country may have equally as tough entrance requirements, but because fewer students choose to apply to them, they appear—statistically—less selective.

**When guidebook editors decide which characteristics to measure, they are making value judgments that greatly affect the results—and they don’t necessarily value the same things you do.**

For example, if ethnic diversity is important to you, does the guidebook use it as one of its statistical criteria? What about safety on campus? Federal law requires that this information be available in the Campus Safety Office, but it is often not included in the college's marketing materials or in a college guidebook.

**When guidebook editors decide what to measure, they shy away from the hard-to-quantify intangibles**—quality of life, actual classroom experience, friendliness of the campus—that are vitally important to each student's college experience.

**Rankings-based guidebooks provide important information. But, as a smart consumer, you should be aware of their limitations.** As you thumb through the rankings, we suggest you ask:

- Is “the best college” really the best college for you?
- What facts and figures make it “the best”? Are these criteria you value highly?
- Do you value something that can't be measured by statistics? Are spiritual identity, classroom excitement, and active residence life programs important to you?
- As a student at this particular college, will you be able to participate in all the activities in which you have an interest? For example, do you need to be a theatre major in order to audition for a role in a play, or are auditions open to all students? Are all interested athletes welcome to try out for the college's teams?
- How much learning actually goes on at the college you're considering? Who actually does the teaching? Are students excited about what goes on in the classroom and lab?

**WHAT ARE THE COLLEGES OF DISTINCTION? THERE MUST BE A BETTER WAY!**

*“Rather than wondering, ‘What will I do with my college education?’ the more important question to ask as you consider college is, ‘Who will I be? What kind of person do I want to become? What kind of qualities do I want to nurture? What kind of contribution do I want to make to the world?’” – Ronald R. Thomas, Former President, University of Puget Sound*

### **Why Do We Call Them Colleges of Distinction?**

They may be modest about it, but these schools have just as much history and heritage as the better-known, brand name colleges. What's more, they have a proven record in four key areas:

1. *Engaged Students:* GPAs and standardized test scores are important, but Colleges of Distinction look for students who will be engaged *outside* the classroom as well as inside it. These students compete in sports, do volunteer work, conduct independent research, and study abroad. They are not just thinkers; they are doers.
2. *Great Teaching:* Professors who teach at Colleges of Distinction know students by name and are committed to seeing them succeed. They're experts in their fields who are dedicated to teaching. Their students learn to analyze problems, think creatively, work in teams, and communicate effectively.
3. *Vibrant Communities:* Colleges of Distinction provide a rich, exciting living-and learning environment, both on and off campus. They offer a variety of residential options, clubs, and organizations to satisfy every interest; plenty of cultural and social opportunities; and avenues for leadership, character, and spiritual development. Whether they are in rural or urban settings, they provide ways for students to be involved in the life of the surrounding community.
4. *Successful Outcomes:* Colleges of Distinction have a long record of graduating satisfied, productive alumni who go on to make their mark in business, medicine, law, education, public service, and other fields. In terms of the return they offer on investment, these schools are outstanding educational values.

### **How Did We Choose Them?**

First, we asked people "in the know" about higher ed. We polled high school guidance counselors from across the country, asking them to tell us which schools belonged on our list and which ones did not. We also solicited recommendations from heads of admissions at different colleges. Informally, we sought even more feedback by talking through our list with parents, students, and professors at a variety of institutions around the country. From this diverse community, common opinions began to emerge; some schools came up again and again.

Having thoroughly polled the available opinions, we then began our own investigation of the institutions that remained on our list. We visited campuses, interviewed a cross-section of the campus community, and sat in on classes. We dug into school records and spoke frankly with admissions directors. We then sifted through this rather large list looking for

characteristics that honor our *“Four Distinctions.”* The result is a book with colleges that we’re convinced are terrific places to learn. Measured by both quantitative and qualitative data, these schools come out ahead. While we can’t guarantee that you’ll have heard of every one of the Colleges of Distinction, chances are you’ll find a number that interest and intrigue you.”

Whittier College came to visit Bishop this past week. Here is what Colleges of Distinction has to say about Whittier College in California.

“The essential heart of Whittier College was formed at its founding by Quakers in 1887. Those roots are distinct among California colleges, even though Whittier hasn’t been religiously affiliated since the 1930s. What hasn’t changed, however, is a mission based on the core belief that no one is inherently superior to anyone else; that everyone has unique gifts that should be respected, developed, and shared. One illustration of this is that Whittier has always welcomed students irrespective of gender, race, religion, or social status. Few Whittier students fit stereotypes; even fewer want to.

**OUT-OF-THE-BOX LEARNING:** Whittier’s innovative curriculum is undeniably rooted in the liberal arts tradition and fit for real-world application. Its interdisciplinary approach fosters amazing collaboration among professors from disparate disciplines. And, of course, more and more fields are themselves interdisciplinary, such as Global Studies and Environmental Studies. Each can straddle several disciplines, ranging from biochemistry and economics to sociology and politics.

**RESEARCH AND FIELDWORK:** Whittier students work in close collaboration with world-class thinkers and doers. Their professors have the powerful credentials that are found at mega-universities, but they are uniquely dedicated teachers who actually enjoy working with undergraduates. They regularly act as advisors and assist students who may be breaking new ground on their own research.

“Because I was so involved on campus while I was at Whittier, I learned how to be very resourceful. I loved putting on events, so connecting with organizations and people all over campus helped me learn how to collaborate and make things happen.” – *Cassey Ho ‘09*

*(Named by "Time" magazine one of the 25 most influential people on the Internet)*[www.whittier.edu](http://www.whittier.edu)

### **STUDENT PROFILE**

1,614 undergraduates students  
98% of undergrad students are full time  
57% female — 43% male  
20% of students are from out of state  
76% freshman retention rate

### **FACULTY PROFILE**

11 to 1 student/faculty ratio

### **ADMISSIONS**

Selectivity: 69%  
SAT Ranges: E 460-570,  
M 460-560  
ACT Ranges: C 20-26"

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