

College Admissions System Project Documentation

Students and families often ask the internet to find advice on the college admissions process, leaving them in a sea of incorrect and contradictory advice that eliminates their chances of standing out in the admissions process. In fact, many websites on college include advice GIVEN by high school students, not experts in the field of admissions, so in most cases for those aspiring to get into selective schools, it truly is a case of the blind leading the blind. In this volume in *The Way There*, Keith Berman explains how to think about admissions so that you remain focused on 'what matters,' learning how to keep your own counsel in the admission process and succeed where others don't. Using the analytical framework employed with his private clientele at Options for College, where he has been a leader in providing private college advice since 2005, Mr. Berman gives you the benefit of how those who get this right think about how to get admitted. About the Author, Keith Berman, Ed.M., M.S.Ed. Keith Berman has been providing premium private college advice since 2005 when he founded Options for College in Harvard Square before moving to New York City in 2007. Mr. Berman has appeared on MSNBC, CNBC, CNN, PBS, Fox Business and Lifetime. Mr. Berman is quoted numerous times on issues related to school selection in US News & World Report's America's Best Colleges, the Boston Globe, Yale Daily News, Harvard Crimson, Boston Magazine, the Chicago Tribune and Columbia Spectator among many others. He was also quoted in "The Portable Guidance Counselor: Answers to the 284 Most Important Questions..." by the Princeton Review, and "Life's Little College Admissions Insights: Top Tips From the Country's Most Acclaimed Guidance Counselors." He has spoken at a number of venues, including Yale, Columbia, Harvard, MIT, Wesleyan, the Hong Kong University of Science & Technology, the Davidson Institute, the Yale Club of NYC, the NYU Center for Family Life, the Parents Network at Merrill Lynch, Ernst & Young Working Families Network and the Young Presidents Organization. Keith's entire career has been dedicated to knowing real students in real schools. He was the creator and instructor of Johns Hopkins University's CTY College Prep course. He has worked as the staff trainer in the Rochester City Public Schools (NY) and the staff trainer for The Princeton Review - India. His in-school guidance positions include running the college guidance departments at the Rudolf Steiner School and the Yeshiva University High School for Boys. He also was a New York City Teaching Fellow in the New York City Public Schools. His other professional activities have included consulting with the American Museum of Natural History and the NYC Department of Education. Mr. Berman has held several admissions positions at Ivy League institutions. He worked for Yale University as a Senior Interviewer, and a three-year member of the Undergraduate Recruitment Office. He also held an Interviewer position at the Harvard College Admissions Office, where he interviewed prospective students and participated in undergraduate admissions committee meetings. In his career, Mr. Berman has won awards from Harvard University, the Jack Kent Cooke Foundation, AmeriCorps, and the New York City Teaching Fellowship. Mr. Berman earned his B.A. as a double major (music, linguistics) at Yale University and his M.Ed. from Harvard Graduate School of Education. His other experiences include being a school teacher in the New York City public school system, earning an M.S.Ed. at Bank Street College, and being a researcher at a Washington, D.C. education think tank, developing a national testing project and working on technology and special education issues of national importance. Mr. Berman grew up in Irvington, NY (Westchester County), and has lived in Washington, DC, Cambridge, MA, and New Haven, CT. His office is in New York, NY.

In the 1950s, East Central Florida underwent a vast transformation with the creation of the American space program. The sleepy fishing communities stretching from Titusville to Melbourne became home to an army of engineers, rocket scientists, and technicians who would soon take Florida and the nation into the missile age. With no opportunities for advanced study nearby, a handful of determined men and women launched Brevard Engineering College in 1958. In 1966, Florida's secretary of state approved the college's petition to change its name to Florida Institute of Technology. In its short history, Florida Tech has overcome formidable hurdles and succeeded in winning a place in the top ranks of scientific and technological universities. A college on the rise, Florida Tech has not only a bright future, but a rich and colorful history that has been captured in striking photographs. The exciting story of "Countdown College"-from the lift-off of Bumper 8 in 1950, which launched the space program in Florida, to the most recent high-tech additions to campus facilities-is the subject of this captivating new pictorial history.

The author feels that self-esteem can be both a predictor and a criterion of college success. The concept of self consists of self-conception, impressions which an individual attributes to himself, and self-consistency, the correspondence between the person's ideal picture of himself and the perception of his real self. In the process of the attainment of identity by means of choice, a person becomes more aware that his linkage of preference and group membership is actually embedded within the formation of his self-concept. Through modification of the self-concept, a person is made progressively aware of his own responsibility for choice. A successful experience for the college and the student exists when discontinuities inherent in the college experience become integrated into the student's personality without loss of self-esteem. The criterion of self-esteem in collegiate education should be measured in relation to the self-esteem which the student continues to manifest during his education. Suggestions for using the predictive qualities of self-esteem in college admissions are given. Elements of the transposition of self-esteem from the precollege discontinuity to the collegiate continuity are knowledge, preparation, learning capacity, motivation, and initiative. This paper was prepared for the symposium, "self-esteem--predictor or criterion of college success," American personnel and guidance association meetings (Dallas, March 21-23, 1967). (ps)

Used alongside the students' text, Higher National Computing 2nd edition, this pack offers a complete suite of lecturer resource material and photocopiable handouts for the compulsory core units of the new BTEC Higher Nationals in Computing and IT, including the four core units for HNC, the two additional core units required at HND, and the Core

Specialist Unit 'Quality Systems', common to both certificate and diploma level. The authors provide all the resources needed by a busy lecturer, as well as a bank of student-centred practical work and revision material, which will enable students to gain the skills, knowledge and understanding they require. Also available as a web download for adopters, this pack will save a course team many hours' work preparing handouts and assignments, and is freely photocopyable within the purchasing institution. The pack includes: * Exercises to support and develop work in the accompanying student text * Planned projects which will enable students to display a wide range of skills and use their own initiative * Assessment materials * Reference material for use as hand-outs * Background on running the new HNC / HND courses * Tutor's notes supporting activities in the students' book and resource pack

"360 schools with programs or services for students with ADHD, ASD, or learning differences"--Cover.

Education in East Asia is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of China, Hong Kong, Japan, Macao, Mongolia, North Korea, South Korea and Taiwan, covering local regional developments in each country as well as recent reforms and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook will be an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

Includes subject, agency, and budget indexes.

Meritocracy and Its Discontents investigates the wider social, political, religious, and economic dimensions of the Gaokao, China's national college entrance exam, as well as the complications that arise from its existence. Each year, some nine million high school seniors in China take the Gaokao, which determines college admission and provides a direct but difficult route to an urban lifestyle for China's hundreds of millions of rural residents. But with college graduates struggling to find good jobs, some are questioning the exam's legitimacy—and, by extension, the fairness of Chinese society. Chronicling the experiences of underprivileged youth, Zachary M. Howlett's research illuminates how people remain captivated by the exam because they regard it as fateful—an event both consequential and undetermined. He finds that the exam enables people both to rebel against the social hierarchy and to achieve recognition within it. In *Meritocracy and Its Discontents*, Howlett contends that the Gaokao serves as a pivotal rite of passage in which people strive to personify cultural virtues such as diligence, composure, filial devotion, and divine favor.

This report was commissioned jointly by the British Columbia Council on Admissions and Transfer (BCCAT) and the British Columbia Registrar's Association (BCRA) to create a background document to further dialogue among stakeholders regarding any proposed changes to the secondary school graduation program in BC. The scope of the report includes only the admission processes for direct-entry applicants for the post-secondary members of the BC Transfer system. Guided by a project advisory committee of BCRA representatives, the authors researched the different types of admission models and admission practices used by post-secondary institutions in BC and obtained feedback and other input from 2 focus groups of members from the British Columbia Associate Registrars and Managers Association (BCARMA). The report concludes that further dialogue is needed among the various stakeholders to address the implications, challenges and issues raised earlier. Key stakeholders in such further dialogue will be the post-secondary institutions, including faculty, registrars, and academic administrators. The authors recommend that BCCAT continue to show leadership in assisting the post-secondary system in BC to participate in further dialogue, to identify and help ameliorate the barriers that students face when transitioning into post-secondary, to document the correlation between secondary school grades and success in post-secondary studies, and to provide advice and support to post-secondary institutions in how best to handle the new changes to secondary school graduation when these are implemented. In addition, BCCAT should encourage the post-secondary articulation committees to invite participation by representatives of secondary school teachers in their articulation meetings in English, mathematics, sciences and modern languages. Furthermore, the report recommends that the Ministry of Education should include representatives from the post-secondary system in the work teams that develop the proposed new secondary school assessment methods, graduation requirements, and student progress reports identified in the "BC Education Plan." Two appendices are included: (1) Models of Admission for Direct Entry into Post-Secondary Education in BC; and (2) Typical Schedule for Annual Admission Process into Post-Secondary.

Motivational book for all athletes.

Secondary Education : School admissions, fourth report of session 2003-04, Vol. 2: Oral and written Evidence

Although more and more students have the test scores and transcripts to get into college, far too many are struggling once they get there. These students are surprised to find that college coursework demands so much more of them than high school. For the first time, they are asked to think deeply, write extensively, document assertions, solve non-routine problems, apply concepts, and accept unvarnished critiques of their work. *College Knowledge* confronts this problem by looking at the disconnect between what high schools do and what colleges expect and proposes a solution by identifying what students need to know and be able to do in order to succeed. The book is based on an extensive three-year project sponsored by the Association of American Universities in partnership with The Pew Charitable Trusts. This landmark research identified what it takes to succeed in entry-level university courses. Based on the project's findings - and interviews with students, faculty, and staff - this groundbreaking book delineates the cognitive skills and subject area knowledge that college-bound students need to master in order to succeed in today's colleges and universities. These Standards for Success cover the major subject areas of English, mathematics, natural sciences, social sciences, second languages, and the arts.

"Literary and political life in Chicago." Cf. Hanna, A. Mirror for the nation.

The vast majority of high school students write the wrong college admissions essay the wrong way in their respective applications. In fact, many admissions officers use the number 90% to describe how often applicants fail to write an essay that makes an impact in the admission process. Keith Berman, in this strategic piece in his *The Way There* series, explains why college applicants start on the wrong foot. He then provides straight-forward direction on how to avoid the pitfalls that plague other applicants, ultimately resulting in better admission results. Mr. Berman's essentially peels back the curtain on the first conversation he has with his private clientele at Options for College, where has been a leader in providing private college advice since 2005. About the Author, Keith Berman, Ed.M., M.S.Ed. Keith Berman has been providing premium private college advice since 2005 when he founded Options for College in Harvard Square before moving to New York City in 2007. Mr. Berman has appeared on MSNBC, CNBC, CNN, PBS, Fox Business and Lifetime. Mr. Berman is quoted numerous times on issues related to school selection in US News & World Report's America's Best Colleges, the Boston Globe, Yale Daily News, Harvard Crimson, Boston Magazine, the Chicago Tribune and Columbia Spectator among many others. He was also quoted in "The Portable Guidance Counselor: Answers to the 284 Most Important Questions..." by the Princeton Review, and "Life's Little College Admissions Insights: Top Tips From the Country's Most Acclaimed Guidance Counselors." He has spoken at a number of venues, including Yale, Columbia, Harvard, MIT, Wesleyan, the Hong Kong University of Science & Technology, the Davidson Institute, the Yale Club of NYC, the NYU Center for Family Life, the Parents Network at Merrill Lynch, Ernst & Young Working Families Network and the Young Presidents Organization. Keith's entire career has been dedicated to knowing real students in real schools. He was the creator and instructor of Johns Hopkins University's CTY College Prep course. He has worked as the staff trainer in the Rochester City Public Schools (NY) and the staff trainer for The Princeton Review - India. His in-school guidance positions include running the college guidance departments at the Rudolf Steiner School and the Yeshiva University High School for Boys. He also was a New York City Teaching Fellow in the New York City Public Schools. His other professional activities have included consulting with the American Museum of Natural History and the NYC Department of Education. Mr. Berman has held several admissions positions at Ivy League institutions. He worked for Yale University as a Senior Interviewer, and a three-year member of the Undergraduate Recruitment Office. He also held an Interviewer position at the Harvard College Admissions Office, where he interviewed prospective students and participated in undergraduate admissions committee meetings. In his career, Mr. Berman has won awards from Harvard University, the Jack Kent Cooke Foundation, AmeriCorps, and the New York City Teaching Fellowship. Mr. Berman earned his B.A. as a double major (music, linguistics) at Yale University and his M.Ed. from Harvard Graduate School of Education. His other experiences include being a school teacher in the New York City public school system, earning an M.S.Ed. at Bank Street College, and being a researcher at a Washington, D.C. education think tank, developing a national testing project and working on technology and special education issues of national importance. Mr. Berman grew up in Irvington, NY (Westchester County), and has lived in Washington, DC, Cambridge, MA, and New Haven, CT. His office is in New York, NY.

• New York Times bestseller • The 100 most substantive solutions to reverse global warming, based on meticulous research by leading scientists and policymakers around the world "At this point in time, the Drawdown book is exactly what is needed; a credible, conservative solution-by-solution narrative that we can do it. Reading it is an effective inoculation against the widespread perception of doom that humanity cannot and will not solve the climate crisis. Reported by-effects include increased determination and a sense of grounded hope." —Per Espen Stoknes, Author, *What We Think About When We Try Not To Think About Global Warming* "There's been no real way for ordinary people to get an understanding of what they can do and what impact it can have. There remains no single, comprehensive, reliable compendium of carbon-reduction solutions across sectors. At least until now. . . . The public is hungry for this kind of practical wisdom." —David Roberts, *Vox* "This is the ideal environmental sciences textbook—only it is too interesting and inspiring to be called a textbook." —Peter Kareiva, Director of the Institute of the Environment and Sustainability, UCLA In the face of widespread fear and apathy, an international coalition of researchers, professionals, and scientists have come together to offer a set of realistic and bold solutions to climate change. One hundred techniques and practices are described here—some are well known; some you may have never heard of. They range from clean energy to educating girls in lower-income countries to land use practices that pull carbon out of the air. The solutions exist, are economically viable, and communities throughout the world are currently enacting them with skill and determination. If deployed collectively on a global scale over the next thirty years, they represent a credible path forward, not just to slow the earth's warming but to reach drawdown, that point in time when greenhouse gases in the atmosphere peak and begin to decline. These measures promise cascading benefits to human health, security, prosperity, and well-being—giving us every reason to see this planetary crisis as an opportunity to create a just and livable world.

The best-selling author of *How Children Succeed* returns with a powerful, mind-changing inquiry into higher education in the United States Does college still work? Is the system designed just to protect the privileged and leave everyone else behind? Or can a college education today provide real opportunity to young Americans seeking to improve their station in life? *The Years That Matter Most* tells the stories of students trying to find their way, with hope, joy, and frustration, through the application process and into college. Drawing on new research, the book reveals how the landscape of higher education has shifted in recent decades and exposes the hidden truths of how the system works and whom it works for. And it introduces us to the people who really make higher education go: admissions directors trying to balance the class and balance the budget, College Board officials scrambling to defend the SAT in the face of mounting evidence that it favors the wealthy, researchers working to unlock the mysteries of the college-student brain, and educators trying to transform potential dropouts into successful graduates. With insight, humor, and passion, Paul Tough takes readers on a journey from Ivy League

seminar rooms to community college welding shops, from giant public flagship universities to tiny experimental storefront colleges. Whether you are facing your own decision about college or simply care about the American promise of social mobility, *The Years That Matter Most* will change the way you think--not just about higher education, but about the nation itself.

A comprehensive guide for college-bound teens and their parents shares step-by-step coverage of today's competitive admissions processes based on expert advice by 50 admissions deans from ivy-league universities, in a reference that outlines recommendations for the sophomore, junior and senior grades of high school. Original.

Each year, hundreds of thousands of high school seniors compete in a game they'll play only once, whose rules they do not fully understand, yet whose consequences are enormous. The game is college admissions, and applying early to an elite school is one way to win. But the early admissions process is enigmatic and flawed. It can easily lead students toward hasty or misinformed decisions. This book--based on the careful examination of more than 500,000 college applications to fourteen elite colleges, and hundreds of interviews with students, counselors, and admissions officers--provides an extraordinarily thorough analysis of early admissions. In clear language it details the advantages and pitfalls of applying early as it provides a map for students and parents to navigate the process. Unlike college admissions guides, *The Early Admissions Game* reveals the realities of early applications, how they work and what effects they have. The authors frankly assess early applications. Applying early is not for everyone, but it will improve--sometimes double, even triple--the chances of being admitted to a prestigious college. An early decision program can greatly enhance a college's reputation by skewing statistics, such as selectivity, average SAT scores, or percentage of admitted applicants who matriculate. But these gains come at the expense of distorting applicants' decisions and providing disparate treatment of students who apply early and regular admissions. The system, in short, is unfair, and the authors make recommendations for improvement. *The Early Admissions Game* is sure to be the definitive work on the subject. It is must reading for admissions officers, guidance counselors, and high school seniors and their parents.

Table of Contents: Introduction: Joining the Game 1. The History of Early Admissions 2. The State of the Game 3. Martian Blackjack: What Do Applicants Understand about Early Admissions? 4. The Innocents Abroad: The Admissions Voyage 5. The Truth about Early Applications 6. The Game Revealed: Strategies of Colleges, Counselors, and Applicants 7. Advice to Applicants Conclusion: The Essence of the Game and Some Possible Reforms Appendix A: Median SAT-1 Scores and Early Application Programs at Various Colleges Appendix B: Data Sources Appendix C: Interview Formats Acknowledgments Tables and Figures Index

Reviews of this book: Applying to an elite college through an early-admissions program can improve students' chances of getting in by as much as 50 percent over their odds during the regular admissions cycle, a difference that is the equivalent of scoring 100 points higher on the SAT...Based on an analysis of admission data at top colleges, as well as interviews with over 400 college freshmen [*The Early Admissions Game*] challenges the official line of college admissions deans, who have long held that applying early does not give prospective students an advantage over regular applicants. But the research confirms what many high-school counselors already suspected, and it is likely to fuel debate over whether early-admissions programs favor wealthy and well-connected students and should be eliminated or reformed. --Jeffrey R. Young, *Chronicle of Higher Education* Reviews of this book: [This] important contribution to the college-admissions process should reduce the general anxiety that pervades today's transition to college and, in particular, help level the playing field for students who lack access to adequate college counseling. The book may also prompt needed reform of contemporary admissions practices...The authors' goal...deserves acclaim for helping inner-city and rural students and those in other understaffed districts to pursue admission on a much more even footing...There is a wealth of information in this well-organized, clearly-written book which will enable students to make better college choices. --William R. Fitzsimmons, *Harvard Magazine* Reviews of this book: Readers seeking solid information about elite colleges will find *The Early Admissions Game* refreshingly frank. Other readers concerned about restoring some equity to the process will also appreciate the book's generosity of spirit and suggestions for reform. The authors present a devastating portrait of elite college admissions--and early admissions in particular--as an elaborate and complicated "game"...[where the winners] tend to be privileged students who have access to highly skilled counselors with information pipelines to elite college admissions offices. --Peter Sacks, *The Nation* Reviews of this book: Avery and his colleagues describe college admissions as a casino on Mars: you have to guess the rules of the game you are playing, and the rules can change while you are playing it...[Their chief finding] is that applying early significantly increases the chances of acceptance...Colleges argue that the early-admissions pool is stronger than the regular pool...[but the authors] dispute that claim...*The Early Admissions Game* is intended as an exposé, for high-school students and their parents, of the realities of college admissions, but it is also a protest against the practice of early admissions. The authors believe that these programs benefit privileged students...[and] cheat disadvantaged students. --Louis Menand, *The New Yorker* Researching and applying to colleges is a demanding, confusing, and stressful time for both students and parents. This book provides context and guidance to admissions professionals, to college counselors, and to families as they confront today's highly competitive, and often controversial, college admissions scene. It offers an insightful and authoritative explanation of the strategic choices that await those seeking to enroll at the nation's leading colleges and universities. It can help a student decide whether, when and why to apply early. Most important, it can give applicants the confidence to focus less on the "game" and more on the truly critical factors in choosing a college: the level of intellectual challenge and vitality in the curriculum, the strength and accessibility of the faculty, and the student's individual sense of fit with a particular campus environment and culture. --Nancy Vickers, President, Bryn Mawr College *The Early Admissions Game* explains clearly and comprehensively the many forces that have made early applications a prominent - and much misunderstood - feature in the high-pressure arena of college admissions. The authors clear away the hype and speculation, then offer refreshingly sane, sensible guidance that will greatly help students make intelligent decisions about their

college applications. --William D. Wharton, Headmaster, Commonwealth School, Boston Avery, Fairbanks, and Zeckhauser offer clear and compelling evidence that the college admissions process needs repair. Their findings have already inspired steps toward reform. --Richard Levin, President, Yale University This is an exceptionally interesting and intelligent book-one with real 'news' to report. The authors present their important findings with great clarity. I expect that this volume will have a significant and favorable impact on policy discussion of early admission programs at elite colleges. --Michael McPherson, President, Macalester College Anyone involved in the college admissions process -- students and parents, counselors and admissions officers, top officials at high schools and at colleges -- should read this important book. It will help them achieve their objectives. The authors also present a number of suggestions for reforms in the admissions system that are worthy of debate across American higher education. --Lawrence H. Summers, President, Harvard University

Verbal Virtuoso: Guide To Improve Your Reading Comprehension (Grades 7-12/College Students/Graduate Students/Adults) is an innovative step-by-step program that will improve your reading comprehension for any standardized reading exam. This book will enhance just about any person's reading skills by offering a reading technique to locate key points quickly and effectively. This system was originally designed to help students score higher on the reading section of the MCAT(r) (Medical College Admission Test), one of the most difficult standardized exams administered in the United States. As this workbook has helped many students score higher on the MCAT since 2009, we have decided to offer this version of the workbook to any student and adult who wishes to improve their reading abilities or score higher on any reading exam. If you wish to improve your reading abilities or reading comprehension exam scores, then this workbook will help you. The Verbal Virtuoso technique provides you with an easy and efficient system to analyze every one of the author's arguments presented in any reading passage. By asking yourself two very important questions upon reading each statement in the passage, you will develop a thorough understanding of the author's views and biases, as these simple questions force you to analyze the author's purpose in writing each individual sentence. With clear insight into how the author presents his or her argument to the reader and defends these arguments, answering the passage questions correctly will be an easier and clear-cut task. By enhancing your speed to pinpoint these arguments, you will also learn to understand the author's key points in the passage quicker than other readers who read without a technique. Furthermore, we provide you with a systematic thinking technique that ensures you read each statement and THINK about the statement's meaning and purpose within the passage. If you have trouble focusing as you read complex material, this technique may help you maintain focus as long as you keep asking yourself our two questions. We understand it is difficult to read through dense and boring passages, so we do not teach our students to read for enjoyment. Rather, we teach you to systematically analyze every statement, searching for any sign of argument. This investigation of the passage will naturally help you answer the most time-consuming and thought-provoking questions presented on reading exams (i.e. "Which of the following answer choices would most weaken the author's views presented in the passage?" or "Which of the following choices would the author most likely criticize?") Thank you, and we hope you enjoy this educational experience!

Few decisions by a school district are more controversial than the decision to close a school. School staff, students and their families, and even the local community all bear a substantial burden once the decision is made to close a school. Since 2001, Chicago Public Schools (cps) has closed 44 schools for reasons of poor academic performance or underutilization. Despite the attention that school closings have received in the past few years, very little is known about how displaced students fare after their schools are closed. This report examines the impact that closing schools had on the students who attended these schools. The authors focus on regular elementary schools that were closed between 2001 and 2006 for underutilization or low performance and ask whether students who were forced to leave these schools and enroll elsewhere experienced any positive or negative effects from this type of school move. They look at a number of student outcomes, including reading and math achievement, special education referrals, retentions, summer school attendance, mobility, and high school performance. They also examine characteristics of the receiving schools and ask whether differences in these schools had any impact on the learning experiences of students who transferred into them. The authors report six major findings: (1) Most students who transferred out of closing schools reenrolled in schools that were academically weak; (2) The largest negative impact of school closings on students' reading and math achievement occurred in the year before the schools were closed; (3) Once students left schools slated for closing, on average the additional effects on their learning were neither negative nor positive; (4) Although the school closing policy had only a small overall effect on student test scores, it did affect summer school enrollment and subsequent school mobility; (5) When displaced students reached high school, their on-track rates to graduate were no different than the rates of students who attended schools similar to those that closed; and (6) The learning outcomes of displaced students depended on the characteristics of receiving schools. Overall, they found few effects, either positive or negative, of school closings on the achievement of displaced students. Appended are: (1) School Closings and New Openings; and (2) Data, Analytic Methods, and Variables Used. (Contains 5 tables, 12 figures and 53 endnotes.)[For the (What Works Clearinghouse (wwc) Quick Review of this report, see ed510790].

February issue includes Appendix entitled Directory of United States Government periodicals and subscription publications; September issue includes List of depository libraries; June and December issues include semiannual index

College Admissions and the Public InterestCollege BoardHigher National Computing Tutor Resource PackRoutledge

Bachelor Thesis from the year 2010 in the subject Computer Science - Miscellaneous, printed single-sided, grade: B, Kampala International University - Dar-es-salaam College (faculty of computer studies), course: information technology, language: English, comment: This piece of work was as a result of joint efforts of Alikira Richard, JAMES

MWIKWABE NYAMAHANGA and EMMANUEL CHARLES DOBSON. James and Charles were very very cooperative as we trailed our journey from the start to the end. Alikira Richard guided the two students till the end. This same project was submitted as a graduation project for the two students [James and Charles] We hope you find this work usefull, abstract: For many years students have been applying to colleges manually. The manual Application system has made the process difficult, leading to some of the students giving up and others applying late. The ineffectiveness of the manual Application system pushed the researchers to conduct this study so as to identify the weaknesses of manual students' Application system, identify possible solutions to the identified weaknesses. The study was carried out in Tanzania, and data was collected from four regions of Tanzania namely Dar es Salaam, Morogoro, Dodoma and Iringa. During data collection, several college students, secondary school students, registrars and parents were interviewed. It was found out that, the manual system wastes a lot of time especially when students are many. Other weaknesses included; lack of consistence, difficult in data retrieval among others. And an online Application system was seen as the only solution to the perceived problem. PHP and MySQL were used to develop an online Application system. The system can be accessed via the web by simply typing the address of the system server in the web browser. The major limitation of the study is that most villages have no access to the internet besides most people not being computer literate. Therefore the researcher recommends that

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