Phase I - Self-Evaluation

We devote January and February to getting to know each student and to helping him or her develop the key criteria that will inform the search for a college or university. The hundreds of students with whom we have worked have taught us that the most successful college applicants are academically qualified students who can explain in an application why the college or university to which they are applying is the right next step. Sound simple? In some ways it is. Writing this effective application, however, requires for a student to have, at the very least, considered:

- his or her strengths and weaknesses as a student
- his or her academic interests and aspirations
- the various professional opportunities he or she might pursue and the skills necessary to do so
- the type and size of the educational environment that he or she would most enjoy
- the type and size of the educational environment in which he or she would be most successful
- the characteristics, community values, and school culture that he or she would most appreciate, seek out and enjoy
- the kinds of co-curricular activities that he or she would be likely to pursue in college
- the distance from home he or she seeks to go

These key considerations are not always easy for students to sift through, and we certainly have neither the goal nor the expectation that each student will develop clear career objectives during his or her junior and senior years at Nobles. What we do expect, however, is that each student will:

- come to see the college process as a chance to explore potential intellectual, social and professional opportunities and aspirations
- realize that it is his or her responsibility to determine which of the many opportunities available are most worthy of pursuit in the coming years