



2015

*College Planning
Handbook*

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**Education is the most powerful weapon which you can
use to change the world.” Nelson Mandela**

A note from Don and Ron -

The coaching staff of Orinda Aquatics could not be more proud of the tremendous academic history of our athletes. Not only have they embraced character as a dominant theme in their lives, but academics as well. They are true leaders as student-athletes and role models as individuals. Our swimmers have not only committed themselves to academics at the highest level, but they have achieved this while remaining dedicated and successful year-round athletes. It has been our ultimate goal that our graduating swimmers not only continue to be athletes at the collegiate level, but that they love the sport of swimming, continue to improve, become leaders on their collegiate teams, and are ultimately better people. What OA graduates have accomplished speaks for itself. For example, of the eighteen seniors graduating in the Class of 2015, it is expected that almost all of them will be intercollegiate athletes, and they have an average GPA in excess of 3.5. That is truly impressive both locally, and certainly on a national level.

And our swimmers have unquestionably made an impact in terms of character and leadership at the collegiate level. We are very proud of all of them. Because so many of our swimmers have enjoyed their experience at Orinda Aquatics, they want to continue to enjoy the competition, discipline, and the camaraderie at the college level. Swimming in college is possible for everyone as there are literally thousands of collegiate swimmers with varying levels of competition and commitment. No matter what level of swimmer you are, there is a potential collegiate program that can be an excellent fit for you. The key is finding a program that meets your own academic, athletic, and personal objectives. While swimming in college does require a serious commitment of time, often collegiate swimmers perform better academically than their peers because of their personal discipline and time management skills.

Our goal is to assist you throughout the process, year by year, as a student and as an athlete. It may seem like a daunting task at first, but if you break it down into steps, parents and swimmers can actually enjoy the process. Each year, swimmers come to us and are unsure where to begin. While starting late does not mean that you won't find a great program that "fits", it is a lot less stressful and more viable options may be available if you start the process early. The key to success is to first define for yourself an academic, athletic, and personal profile: Who are you and what are you looking for. The "College Info" tab of the OA website will provide you with additional valuable tools in helping you define your individual search with key links, lists of things to consider in your search, sample resumes, questions to ask coaches etc. We hope that this information will assist you in narrowing down the search and provide you with answers to many of the questions you may have along the way.

Again, as a part of the OA philosophy and long-term process, finding the right college and swim program go hand in hand with the time you have committed as an Orinda Aquatics swimmer. We wish all of you the very best on this journey and know that we will be with you every step of the way.

To the Orinda Aquatics Parent,

You and your child have embarked on a journey through four years of high school. It is an expedition full of twists and turns and if your final destination is college admissions, it is best to begin this journey knowing what to expect en route.

The college admission process doesn't start in the fall of your child's senior year. For many kids, it begins when they walk into class on the first day of school their freshman year. The classes they choose, the activities they participate in, the grades they receive, and their participation in sports will all be a part of their college application. Along the way, many factors may need to be considered. The ultimate decision should be a family decision made in conjunction with the coaches (if your child is swimming in college). Hopefully, this guide will help you and your child be more prepared for the admission's process when their senior year arrives.

This letter is addressed to you, the swimmer's parents, because you need to be a part of this process. Choosing a college will be one of the most important decisions of your child's young life and he/she will need your guidance. Not only will your child be choosing a college to attend, but they will also be selecting the city or area they will be living in for four to five years! In addition, this choice may have an affect on the job and career path that your child pursues after college. And when those applications start coming in with their Part I's and Part II's and letters from coaches, and essays and teacher recommendations, and various deadlines, (all this on top of intense school work, SAT's, ACT's, and the normal swim schedule), they will also need a secretary, a counselor, and a friend – YOU!

College application time is both exciting and stressful. You as parents can share in the excitement, and perhaps, help ease some of the stress. You must understand the big picture, your role (see "The Parents' Role"), your coaches' role, and the steps that need to be completed along the way.

Best of Luck!

Ron and Don

2015 College Planning Handbook



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Section 1



Planning

It's Like Buying a Car!

Choosing a College - Don't "drive" yourself crazy!

If we told you that when you graduated from high school you were going to get a brand new car (may already be true!) you would most likely be very excited. But which one to buy: an SUV, a sports car, a sedan, a convertible, an economy car? The ***only thing*** you have to do is first, a little soul-searching, and second, a little research. What is the best fit for you? Big, small, safe, inexpensive, great sound system, side air bags, two seats, four seats, storage, red, white, lime green, will you be going off-road? Since you will be driving this car for four to five years with no trade-ins, let's be sure we find the right one. So take some time and THINK! Ask friends, look around, go to websites, order information packets, talk to dealers – be an information sponge! Since there are so many to choose from let's come up with a list of about ten to twenty that meet your preferences and objectives. Next rank the cars in terms of best overall "package". What seems to have the best fit? What makes sense for you for the next four years?

Once you rank your cars, you need go from information mode to test-drive mode. It is time to get serious. Go to the lot. Take it for a spin. Talk to the salespeople. Ask A LOT of questions. Once you get to this level of understanding you may begin changing your list. You may find out that the SUV you had your heart set on gets only ten miles to the gallon (and doesn't fit the budget). And do not stop the process just because the first car you drive, you "fall in love with". More often than not, it won't be the car you end up driving.

Also, please remember, it is your parents that "taught" you how to "drive" and most likely will be paying for this "car". Seek their insight and guidance ***first***. While you may know a great deal, your parents have been driving a lot longer than you and have the objectivity that you may not have. They probably know you better than you know yourself and more than anyone want to see you in the right car.

Remember, not too many people that get a new car are unhappy! So it is with college, the vast majority are happy wherever they end up. So turn the stress and anxiety into an exciting adventure! Yes, it may be that your first choice is not available, but remember you have nine other cars on the list and hundreds on the lot. And any one of those is a lot better than no car at all! Best of luck and **drive safely!**

Don

What Role Should the Parent Play?

For the college bound student-athlete, the recruiting process on top of the regular college application process can be confusing, stressful and extremely time consuming. In many cases, it occurs before the normal application process and they feel pressured to make perceived “permanent” decisions before their friends have even started applying. Finding the right college, let alone one that has the right swim program, is an absolutely daunting challenge for high school students and the sheer number of opportunities is enough to make anyone jittery. Many of them will be ready to attend college the following September but they are not ready a full year before. Therefore, it is very common for many athletes to get “stuck” in the process, not knowing where to begin or where to go from there. There are many moments in the process where a parent’s guidance and assistance are invaluable.

The best thing you can do is to start. Start simple. Start early. Use the team approach to the college recruiting process. Tackle things upfront.

- Organize all the personal background information.
- Help them to develop a sports resume.
- Be your child’s Administrative Assistant (or offer to)
- Begin to visit colleges to get a feel for the process.
- Meet with a few coaches just to say hi and introduce yourself.

Get used to the process before you totally dive into it. Let your child know that you are their partner. The process is very similar to a job hunt, something that parents have experience doing but teenagers do not. Remind your child that the coaches know that they are dealing with high school students who are naturally nervous about the process.

While some students show tremendous initiative, for many others, it is the perfect time to procrastinate. They are fearful of making mistakes and could use their parents in their camp. We are firm believers that there are many ways parents can help their kids navigate this difficult and time consuming time. The swimmers need to maintain their focus on their academics, their testing and their training. At the same time, it is important to remember that this is your child’s journey and it is important that they take ownership of the process and of the decision. They will be the ones living and training with the team. While college coaches may recruit families as much as they recruit prospects they are generally hesitant to recruit athletes whose parents are over-involved. Make sure you are not perceived that way.

Helpful Things For Parents To Do:

- Abandon all preconceived ideas of where your child will attend college. Be open!
- Ask your child if they would like you to help them by being their personal assistant in the process.
- **It is important to Be Realistic** (academically, athletically, financially and socially) when establishing criteria and discussing potential colleges with your student.
- Focus on the fun and positive aspects of the college recruiting process.
- Help or do the Organization of Personal Files: transcripts, top times reports, standardized test scores, job descriptions, awards and honors, activities, community service, etc.
- Help your swimmer develop their sports resume and cover letter. Edit but not censor.
- Discuss college and team criteria with your swimmer (lists follow).

- Assist with the leg work. Print out conference and individual team results. Research majors and schools. Set up a filing system.
- Network with collegiate “swim parents”. Gather information.
- Help your child develop a list of at least ten schools that potentially fit academically and athletically.
- Become your child’s Administrative Assistant: fill out and submit questionnaires, develop a timeline for the college application process, tickle your child to write monthly updates to coaches
- Help your child formulate questions to ask college coaches during campus visits
- Visit college campuses with your student and ask insightful questions of them afterwards (but refrain from giving your own opinions!). Plan as many unofficial visits to a variety of different kinds of campuses (rural, urban, suburban, small, medium, large, etc) and programs (Division) as possible during your child’s sophomore and junior year in high school. This helps define their criteria both academically, socially and athletically
- Negotiate the whole arena of financial aid by requesting a preliminary read in admissions, filling out the forms in a timely manner and being realistic as to whether or not the school will be affordable given the financial aid package offered. Do not be offset by a private school’s “ticket price” as most provide packages/grants are commensurate with your current financial situation. Be forthright with your child in regards to any financial constraints you may have in regards to paying for a college education.
- **KEEP THINGS POSITIVE**

Things Parents Shouldn’t Do:

- Start the process too late as this greatly limits your swimmer’s options and opportunities to be invited on recruit trips (the best way to visit a team) and/or being recruited for a team. You will risk ending up making a rushed and perhaps uninformed decision
- When meeting with coaches, don’t answer the questions yourself
- Don’t respond to emails and calls left by college coaches, however, you should encourage your child to respond in a very timely manner. Email is used more than any other form of communication in recruiting. Although it is tempting to make sure that responses are “grammatically correct”, parents should encourage the final draft to come from their child and to sound like their child. Your child needs to be themselves.
- When coaches call your home, refrain from staying on the line. The coaches want to talk to the prospective recruits. Sometimes an assistant coach will just call to chat and get to know the swimmer as person. The coaches will call you if they want to talk to you.
- Don’t pressure your child to perform better (either athletically or academically) for college recruiting purposes. This is unhealthy and usually counterproductive.
- Parental calls and emails to coaches during the recruiting process should be kept to a minimum. The “tough” questions should be strategically timed. The first priority is for your child to develop relationships with teams and colleges. Cultivate these relationships first or you may jeopardize their chances.
- Overstate your child’s true athletic and academic ability

In summary, be your child’s teammate in this process and concentrate on what is right for your child. Listen to them. If he wants to explore lots of different activities in college, then perhaps Div 1 is not the right place to start. This can be a wonderful empowering opportunity for your child and a collaborative experience for all of you.

You Aren't in this Alone: The Coach's Role

As a member of Orinda Aquatics you have made a great commitment to swimming, to the team, and to the coaching staff. We, as coaches, have a great deal of respect and appreciation for what you are doing. We have always maintained that we care more for you as a person than as a swimmer. As such, the decision you are going to make is a very important one and we view it as a partnership between the student/athlete, the parents, and the coaches. We are concerned with your future and are committed to do anything possible to help you. Let's work together to put you on the best campus **for you!**

You must begin this process as early as possible. Ideally, we would like to have an initial exploratory meeting with you in your Junior Year to get your thoughts, desires, expectations, considerations, etc. From here, you will begin a process to find schools that make sense for you. By the end of your Junior Year, we ask that you have researched colleges and completed the "OA Grid" for us to review together at a scheduled meeting. The purpose of the meeting is to trim your list of college choices (or develop a greater list depending on your approach) and to discuss what you are looking for in your college experience. A meaningful list of 10-15 schools would be ideal at this point in the process. In preparation for the meeting, it is important to both fill out the OA College Grid and to review the Academic and Athletic Criteria lists on the OA website "College Info" tab. Think clearly about what you envision for **your** college experience.

Through the entire process the coaches will:

- Meet with you to discuss your "list" and provide feedback/input on the schools you are considering
- Meet with parents/family, if desired
- Write a letter of recommendation for you if you feel it will help you in the application process
- Respond to college coaches and act as an "agent" on your behalf. If needed, after discussion with the swimmer, we will place selective outbound calls
- Act as a sounding board

While grades and test scores are essential from an academic perspective, and times from a swimming perspective, most coaches want swimmers that can contribute to the program AND will work hard and be a positive influence.

Please stay in touch with your OA coaches throughout this ENTIRE process!

Ron and Don

What are YOU looking for in YOUR College Experience?

Academic and General College Criteria – what is important to YOU?

- Where do you want to fit in academically (after all it is SCHOOL)? Top 25%, bottom 25%. How does that translate to you as an athlete?
- Academic reputation of the college. Is that important to you? Be careful here as you shouldn't be focused on the best college you can get into but on the **BEST FIT for YOU**. How well you do in college is important for future internships, jobs, references and grad school (if that is your path).
- Classes and Curriculum: Ability to get desired classes and the ability to graduate in four years. Does the school offer majors you are interested in? Do you like the curriculum: liberal arts? Research? Open?
- Div 1, 2 or 3 (spectators perspective) – School spirit
- School size: small, medium or large (smaller, same or larger than your high school?)
- Class Size: What does that mean i.e. class discussion vs. lecture? Relationship with the professor? Teaching style? Are classes taught by professors or by graduate students/teachers assistants?
- Location: rural/suburban/urban
- Travel: proximity and convenience of airplanes/trains and time/cost required to travel home
- Do you like how the school feels? How does it look? Does it look like the students could be your friends? Do you fit in? Are the students happy?
- Surrounding Community: proximity to stores, restaurants, pharmacy? What else is there to do nearby?
- Weather: Can you be above the weather for four years?
- Acceptance rates: What are your chances of getting in?
- Housing: Is it available? For how many years? What are the dorms like? How is the food and what is its availability and cost?
- Social life: What do they do for fun? What is the school's reputation? Do they have a Greek system? Can athletes go Greek?
- Study Abroad: encouraged or not by school and by the coach?
- Internships: Are they available in the community or on campus?
- Strength of the alumni network for job contacts post graduation
- Financial Aid: Is it available and in what form (grants vs. loans)?
- Balance: Are you comfortable with the required balance of social and academic
- School philosophy
- Academic Support: what kind is available? What is the cost? Study Halls?
- What are the school traditions and is there school spirit? What is the school culture?
- is there an academic advisory system or academic counseling available?
- **Do you like it? Could you live there for four years?**

Athletic Criteria: What are your Goals for Swimming?

- **Training:** do you want to train harder, as hard or less than you currently train?
- **Training Regimen:** Is it flexible? Are all practices required? What is the schedule?
- **Academics:** Will you be able to compete academically if you are part of this team?
- **Composition:** Do you want a co-ed team or separate men's and women's teams?
- **Traditions:** What are the team traditions? Do they sound like fun?
- **Improvement:** Do you care about continued improvement or are you looking for a team to be part of? Is it the right level of competition for you?
- **Championships:** Is it important for you to be part of the League or NCAA Championship Squad? How would you feel if you were not included?
- **Team Performance:** Is it important how strong the team is relative to the competition?
- **Travel Team:** Will it matter to you whether or not you make the travel squad?
- **The Pool:** Is the quality of the facility important to you? You will be spending a lot of time there!
- **Coaches:** Do you like them? How do the swimmers describe them? What are the interactions coach to coach and coach to athlete? Do their swimmers improve in college? Where did they swim in college/ Where did they coach before this job? What did they coach before i.e. sprints, distance, stroke? What do they think are the strengths of this college's program?
- **Coach's Philosophy:** What type of team philosophy would mesh with you?
- **The Team:** What are your criteria? competitive? supportive? family feeling? business like? Do you fit in with the team culture and goals? Do they like each other?
Teammates: probably the most important criteria. You will laugh with them, cry with them, bond with them, live with them, advise with them, study with them, travel, be sick, etc. with them. They are very important.
- **Team Social:** Can you fit in socially with the team? What do they do for fun?
- **Position:** Who do you want to be on the team: superstar? hold team records? middle of the pack spurred on by the faster swimmers? slowest but want to be part of strong team?
- **Retention:** Are there many juniors and seniors on the team?
- **Scholarship Opportunities:** important or not?
- **Athletic Department Support:** Is the team an important part of the athletic department. Is continued funding an issue? How do they support their athletes?
- **Summer and Winter Break Training requirements:** What are they? Cost?
- **Athletic Support:** What kind of support, if any, is provided i.e. tutoring, priority registration, meals, trainers, laundry services, etc.
- **Reputation/success:** Have OA swimmers or swimmers you know been part of this program? What was their experience?
- **Other Activities:** Will the team support involvement in other activities i.e. clubs, internships, study abroad, Greek system, employment, etc?
- **Walk-ons:** Is there the potential to walk-on the team?

Where to Begin? Start Building "YOUR List"

You've trained for years, you've studied your whole life, you've taken standardized test after standardized test and now, college is the reality and the application process is just a few months away. But where do I begin the search? How do I narrow down all the schools to a manageable list? How will I know if I am a good fit both academically and athletically? Don't panic, Orinda Aquatics has a few tools to help you get started:

- "LookFort"
- Orinda Aquatics "Jumping Off Grid"
- Collegeswimming.com
- Collegeboard.org

Beginning a list is just that, a beginning. Expect your list to change and be refined over time as you visit different colleges, meet with different teams, narrow down your choice of majors, change your priorities etc. What is important, however, is to **begin!** The second most important thing is to put aside what you think you know and what you have dreamed of. Be open to the process by honing in on what your ideal college environment and experience would look like. Start with:

- GPA - cumulative
- Standardized Test Scores
- Fastest SCY times: 2-3 most competitive events

Step 1: "LookFort" (lookfort.com)

A relatively new website designed to ultimately be used as a tool for swimmers, club coaches and college swim coaches to find colleges/teams that are the right fit for both the swimmer and the college. As it is new, it isn't yet the industry standard but it can, very easily, make a first cut of college teams for which you are recruitable. The basic service is free and upon registering, LookFort will generate a list of collegiate swim teams for which there is a possibility **based on times alone** that you could swim. It will create a list of collegiate swim teams on your "dashboard" for which you would be ranked the current #1, #2 or #3 swimmer (or close). The drawbacks are that the list may have literally hundreds of options to consider, **it does not take academic level into consideration** and you may actually be too fast for many of the teams. By paying \$5 per month, LookFort provides a few other **personal preference options** to help you cull your list to a more manageable number ie limit the Divisions searched (D1, D2, D3, NAIA, etc), specify certain regions of the United States, eliminate schools where your time would be the fastest, etc. Remember that you only really need a list of 10-20 schools, so if there are schools on the list that you, your family or your coaches have never heard of, you may want to put them aside for now.

Step 2: Orinda Aquatics "Jumping off Grid": This grid was custom designed to help you start the recruiting process by providing snapshot information on more than 110 colleges which OA Alums have attended and/or colleges which are routinely considered by your academic peers in our local community. Armed with your first cut list from "LookFort", compare that list with those on the OA "Jumping Off Grid". This grid will help you to determine if a particular college could be a good academic fit. The goal is to find colleges that are **both** a good athletic fit and a good academic fit

(best if your test scores are at or above the high range of the median SAT scores for each specific college). Included with the “Jumping Off Grid” are a listing of the specific time standards used on the grid (Far Western, Sectional, Junior National, etc) along with an OA alum college list.

Step 3: Collegeswimming.com: This is an awesome tool to gain more information on a team: Which Division they swim in, which conference, meet results, size of the team, number of seniors vs freshman on the team, which swimmers are graduating, depth of each event, etc. While results for college teams are listed on their respective athletic websites, every team’s results are available and consolidated on the collegeswimming.com website (one stop shopping!). Using these tools, you can compare your top times to a team’s results to quickly determine if your fastest times are within the “recruitable range” (roughly defined as the top 1-4 times on a team roster). If the team is a “fit”, you may want to consider other teams in their conference. Note: see “Research 1A” in this handbook for details on navigating the collegeswimming.com website.

Step 4: CollegeBoard.org: Search for a particular university and then click on its link. Basic information will be given about the school: size, location, picture, cost, etc. Then go to the left hand column and click on “Applying”. The level of selectivity will indicate how hard it is to get into the school (support from a college coach may help here) but there are also buttons for Academics/GPA and another for SAT/ACT scores. The SAT/ACT button will show you the midrange of accepted students test scores. This will give you a general idea of whether or not it is an academic fit for you. A good benchmark for a “good fit” is being at the top of the range for that school. Too low and you may struggle academically at that school, too high and the school may not be the right fit. This website provides a quick and pretty painless way to narrow your list.

Step 5: Modify Your List: There are many ranking agencies and ways to rank colleges. You may want to cross check “your list” with the US News and World Report Top 100 Universities and Top 100 Private Colleges. You may use this list to consider adding more schools to your list. Narrow your list down based on your desired major, location, quality of pool, size of school or whatever your top parameters may be. You can do this by researching the college team’s general school website or through collegeboard.com (majors).

Step 6: Begin emailing your sports resume/submitting athletic questionnaires to schools for which you are a “fit” both academically and athletically. If you remain interested in a team, have recurring contact with the coaches updating them on not only your season but also test scores, academic achievements, etc! If a team is your first choice, tell the coach!

College Swim Team Research 1A: Collegesswimming.com

To quickly ascertain if a college swim team might be a fit for you, research their meet results on collegesswimming.com:

- Click on “Teams” on the website’s toolbar (an alphabetical listing of all college teams will pop up).
- Scroll to and then Click on the name of the team that you are interested in researching.
- A menu will appear in the left hand column. Click on “Times”
- Search the times of your most competitive events by gender and swim season. If you are researching during the months of October through March (Conference Meets are usually in February or early March; NCAAs are in March), the current season will be shown and you will not be sure if the times are mid-season times or shaved/tapered times and in many cases, it is a mix. To get an actual portrayal of recruiting times, it is best to compare your personal best times to a team’s top times from their most recent championship meet (may be the previous year).
- It varies school to school, but if your best time falls within that team’s range of top 3-4 times, it is probably a “fit” team (swimming perspective). Some schools may only recruit for the top 1-2 spots with the rest being walk-ons (range will be wide), while other schools will have tighter ranges and you will need to fall within those parameters. Keep in mind that once past the top 4-5 times per team, you are comparing yourself to “Off event” times for their team.
- If a college team appears to be a preliminary “fit”, you may want to research other teams in the conference as they may have similar recruiting times.
- Additional note: collegesswimming.com also ranks all the collegiate swimmers in the country and also ranks them by division: D1, D2, D3 showing results both current and historical. If you are interested in determining how your times might compete on a National level, click on “rankings” on the website’s tool bar and then input the gender, season and event that you would like to research.

While researching a specific team on collegesswimming.com, you may click “About” on the left hand menu and a brief summary of the college will be provided including their conference, their division, whether there is both a men’s and a women’s team, size of the school, a list of majors (not including minors or certificate programs - you may have to research further) and the median range of standardized test scores. Collegeboard.com in addition to other handbooks like “The Princeton Review” will have more detailed information on each school. The best way to get a true flavor for a school is to review their own website. Social media websites such as collegeconfidential.com and collegeprowler.com will provide additional insights into schools. Just recognize that they are just that, social media sights.

What to Do and When? An Abbreviated Timeline

Junior Year:

- Decide on your “official name” and be consistent with your social security card (apply for one if you don’t already have one), transcript, college entrance tests, college applications and financial aid forms.
- **Research Teams:** Evaluate swim programs that might be of interest to you and for which you might be a good fit. Continue to research team and conference results. Develop a list of prospective colleges/swim teams
- Clean up your **Facebook/Social Networking** sites. Make sure the email address you will use for college applications and communications with coaches is “professional”
- Develop your **Sports Resume** and **Cover Letter (See Section 2)**
- **Submit** Sports Resumes and College on-line Athletic Questionnaires to prospective coaches
- **Meet with your OA coach** to preliminarily discuss your list of colleges
- **Send Follow up emails** to Coaches and update them monthly. Be aware of NCAA restrictions on college coaches. They may be able to respond to your calls but may not be allowed to initiate a call. Also, many coaches are “in season” through late March and are exceptionally busy. Most recently, July 1st was the date when college coaches could start placing direct recruiting calls and begin inviting summers to Fall Recruitment weekends.
- **College Tours:** Visit college campuses, take admissions tours and schedule on-campus meetings with coaches. Weekends, Winter Break and Spring Break are good times to do this (depending on your peak meets). Discuss your plans with your coaches beforehand.
- **Standardized Testing:** Take the SAT and/or ACT exams and SAT Subject Tests (as required by the colleges you might be applying to).
- Take **AP Exams** in May. Register earlier.
- Spring: Register with the **NCAA Eligibility Center** and send required documentation (official transcripts, standardized test scores, etc)
- Spring: line up two teachers who would be willing to write “excellent” **letters of recommendation** for you in the fall
- Note: Make sure you plan on getting a copy of your transcript from your high school as soon as grades are posted in June. You may need these documents during the summer months when many high school counseling offices are closed.

June/Summer Between Junior and Senior Year:

- **Obtain a copy of your Unofficial Transcript. Many high school offices are closed during the summer months. Plan accordingly.**
- Prepare all information needed to prepare counselors/teachers to write their **Letters of Recommendation** (some high schools require both student and parent “brag sheets”). This is easy to do over the slower summer months but could cause great delays in the Fall especially if you are considering applying Early Decision.
- Continue college visits. Write the admissions offices and request information. Many schools document the number of times you “touch” them i.e. taking virtual tours, requesting information, meeting with school representatives, etc.

- **Update Coaches.** Continue to email coaches with updates. If you are interested in going on a recruit trip to a specific school, let the coach know that their school is one of your top choices. Continue to reconfirm your interest in their program and your interest in a recruiting trip.
- Immediately respond to any correspondence from college coaches. If you do not receive initial responses to calls or resumes or submissions of on-line questionnaires, you may want to call or email the coach to make sure it was received.
- Coaches may begin contacting athletes directly beginning July 1st. Be prepared to talk to these coaches. Have a sheet of paper/pencil and questions available for these calls. Take notes and especially remember the name of who contacted you.
- Fine tune your list of **college criteria** and your list of **athletic criteria (Section 3)**
- Target 10-15 schools that are both an academic and an athletic fit
- Prepare the **OA Grid (list of target colleges/teams) and meet with your coach!**
- **Begin work on your college essay(s)!**

Orinda Aquatics College Grid: Example in Section 3

By the end of Junior Year or at the beginning of the summer, after researching and defining your **criteria for both your academic and your athletic careers (Section 3)**, schedule a meeting with your coach to review your completed OA College Grid. The grid will allow you and the coaches to directly compare your choices of schools based on size, location, academic standards and swimming results. They will have lots of insights into many of the collegiate swim programs and will help you to prioritize your list. After all, they have worked with you for four years either on your high school or club team. They will be able to point you towards programs where they believe you could be a success athletically. They are also familiar with many of the college coaches, training and philosophies as OA swimmers have participated in all levels of swimming throughout the country. They may also suggest that you consider adding some different schools to the list. In many cases, swimmers may even decide to apply to some schools to swim and other schools strictly for academics. The grid will help you to make what may be some difficult decisions and will give you a road map for the next 6 months.

Senior Year:

- Take **additional Standardized tests**, if needed
- Go on **recruit trips!**
- Follow-up with coaches immediately! Reconfirm your interest in their program.
- Follow up/double check to make sure that letters of recommendation, transcripts and applications are received in a timely manner (financial aid information too)
- Consider **Early Decision or Early Action** to college(s) as applicable. Discuss with your OA coach.
- Submit applications in a timely manner i.e. in advance of the deadlines. Make sure to keep track of any information the colleges may send you re: application ID numbers, student ID numbers, instructions for logging onto Admissions websites, passwords, financial aid, housing instructions, orientation information, etc. **Know how each college is going to communicate with you as THEY ARE ALL DIFFERENT.**
- January: File the Free Application for Federal Student (FAFSA). Your parents will need their tax information (or a good estimate) in order to fill out these forms. Make sure you are as accurate as possible when filling out these forms as it is difficult to make corrections. Many college teams have specific Financial Aid representatives available to athletic recruits. It may

be possible to get an early read from the FA officer. If their financial award estimate will not allow the college to be affordable, let the FA representative and/or the coach know.

- Check emails frequently for correspondence from each college.
- May 1st is the acceptance date for most schools. Many athletes will hear months in advance of that date. As soon as you have accepted a college admittance letter, withdraw your applications from all other colleges.
- Congratulations! **Buy college gear!**

NOTE: please refer to the OA website for more a more detailed Timeline

“Develop a passion for learning. If you do, you will never cease to grow.” Anthony J. D'Angelo

Section 2



Information/Data

Sample Sports Resume: Name

(ATTACH PHOTO)

Address: 1234 Main Street
Moraga, Ca 94556

Home Phone: (925) 376-1212

Email Address: djohnson@gmail.com

Current Age: 17

High School: Miramonte High School
750 Moraga Way
Orinda, Ca 94563

Current Status: Senior (Graduation: June 8, 2013)

Academics

Overall GPA: 3.83 (4.0 scale) Class Rank: Not available

Honors: Sophomore Class Treasurer
California State Scholarship Federation
National Merit Commendation
National French Award

Interests: Linguistics

Collegiate Goals: Advanced degree in Linguistics/French
Continue to Improve Times
Qualify for NCAA Championships

Extracurricular

Activities: Senior Boy Scout ('08-'12)
SwaziSwimming Swim A Thon ('11-'12)
Sea Serpents Special Olympics Coach ('10-'12)
Swim Coach (('10-'12)

Honors: Eagle Scout ('12)

Athletics

High School Swimming – Varsity ('09-'12, Captain – '12)

H.S. Swim Coach: Donnie Heidary
(925) 410-7946

USA Club: Orinda Aquatics – Captain '12

USA Swim Coach: Ronnie Heidary
(510) 508-7966

Honors: USA Swimming Academic All American
Scholastic All-American
North Coast Section Qualifier ('10-'12)
USA Swimming "Nationals" Qualifier ('12))

Best Events

50 Freestyle 22.03 (SCY)

100 Freestyle 49.37 (SCY)

400 Freestyle 4:00.37 (SCY)

Orinda Aquatics "Jumping Off Grid"

Dear Orinda Aquatics members,

We are very excited to add this unique spreadsheet to our College Information. This **"Jumping Off"** tool provides a list of approximately 110 colleges and universities and can be used as a "jumping off point" for researching schools and collegiate swim programs. It is designed *specifically* for Orinda Aquatics and its swimmers and is based on over twenty years of experience in assisting our swimmers in the college planning process.

While everyone is different, there are some **OA trends** which we have tried to capture for you. We recognize that getting started may be daunting for many and we hope that you will use this to initiate your efforts. Finding a "fit" does not necessarily mean that you will be recruited, but it is a place to start. It is to be used in tandem with the website and other resources as finding your "academic fit" should be the first priority.

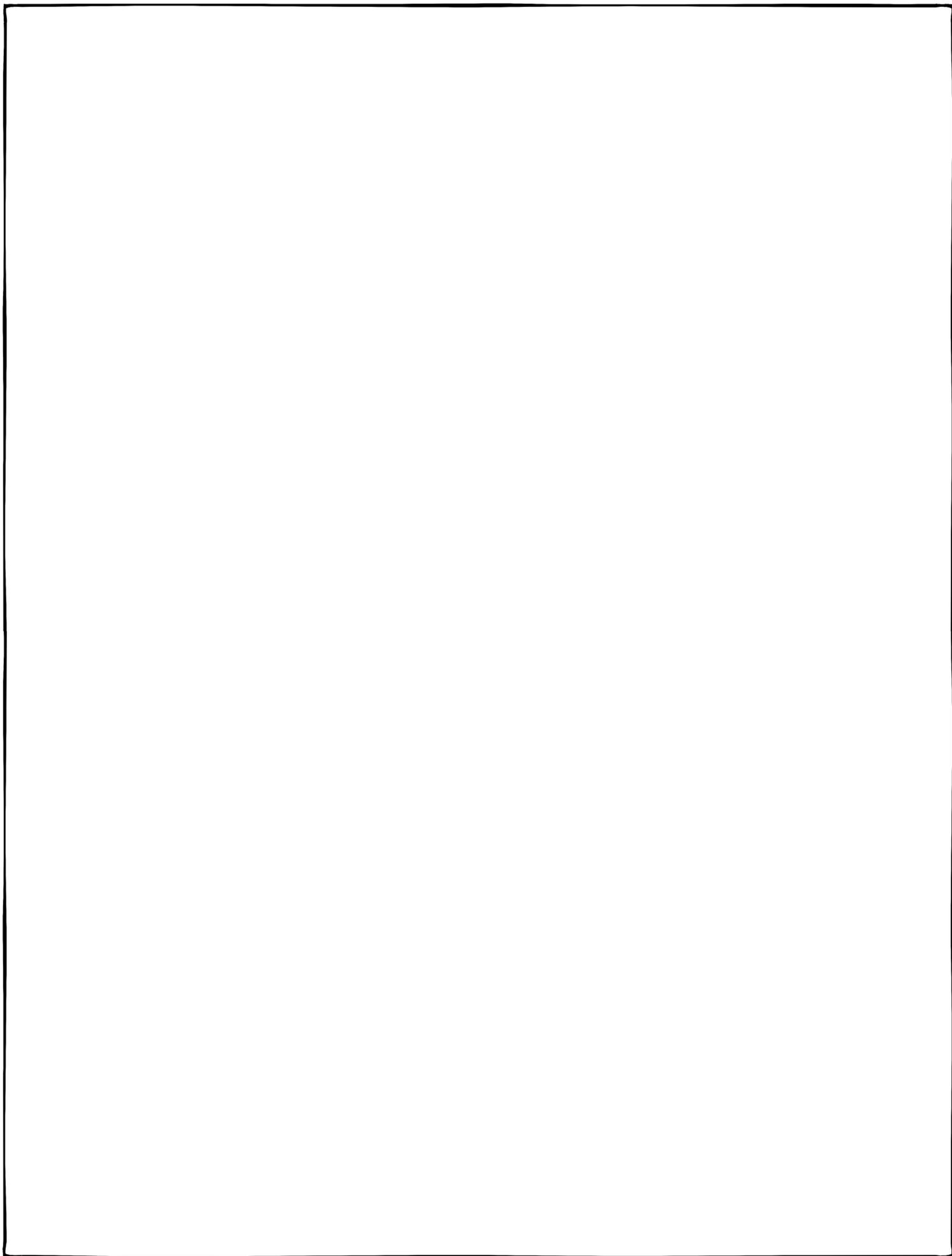
The **"Jumping Off"** list is comprised of many different colleges throughout the country with the aim of providing a cross section of schools based on many criteria including region, size, academics, division and swimming ability. By no means is the list complete but it does include a range of colleges from large to small, east coast to west coast, national times to far western times along with a wide range of academic achievements. Considerations for initial inclusion on the list were: OA's track record of placing swimmers on these specific collegiate teams (shaded), our community trends (the schools that kids from our area have historically applied to), and academics. The list is based on 2015 collegiate swim season final results. For recruiting purposes, it is recommended that you compare your best times in your top 2-3 events to the collegiate teams' top 4 times in that event. This is just a guideline as it does not take into account their graduating Seniors, the incoming freshman class or the ability to walk-on a team.

This handout may be used as both a reference and sorting tool. It is easy to prioritize your parameters by sorting the document.

Note: Many colleges may also have walk-on opportunities. Additionally, the list does not include Junior Colleges throughout the country of which many have very competitive swim teams. Many of those teams' results are listed on collegeswimming.com (NJCAA and CCCAA).

One side note, while the information on the OA website has been made public, this list will not be as it is specifically tailored for Orinda Aquatics. If you need a copy and/or more thorough instructions as to how to use this tool, please contact myself, Ronnie, or Margot Woodward, the list's creator. Additionally, if you have any questions, feel free to contact Margot at margot.e.woodward@gmail.com. I realize there are numerous website and college filters, but I am not aware of one so selective and swimming specific.

Donnie



Orinda Aquatics "Jumping Off Grid": sample

College	Region	City	Enroll	Div	Acad	Crit	Crit	Crit
Cal	West	Berkeley	25,900	1				
Cal Poly	West	San Luis Obispo	17,700	1				
Claremont McKenna	West	Claremont, Ca	1,300	3				
Lewis and Clark	West	Portland, Or	2,100	3				
Loyola Marymount	West	Los Angeles	6,000	1				
Pomona (Pitzer)	West	Claremont, Ca	1,600	3				
San Diego State	West	San Diego	26,400	1				
Stanford	West	Palo Alto	7,000	1				
UCSB	West	Santa Barbara	18,600	1				
UCSD	West	San Diego	23,000	2				
Univ of Puget Sound	West	Tacoma, Wa	2,600	3				
University of Hawaii	West	Honolulu	14,400	1				
University of Pacific	West	Stockton, Ca	3,900	1				
Univ of So California	West	Los Angeles	17,400	1				
Washington State	West	Pullman, Wa	22,700	1				
Boston College	East	Chestnut Hill, Ma	9,100	1				
Brown University	East	Providence, RI	6,400	1				
Columbia	East	NYC, NY	27,700	1				
Fordham	East	Bronx, NY	8,400	1				
Franklin & Marshall	East	Lancaster, Pa	2,400	3				
Georgetown	East	Washington DC	7,600	1				
Harvard	East	Cambridge, Ma	19,230	1				
James Madison	East	Harrisburg, Va	17,900	1				
Johns Hopkins	East	Baltimore, Md	5,100	3				
Middlebury	East	Middlebury, Vt	2,500	3				
Princeton University	East	Princeton, NJ	5,250	1				
Tufts	East	Medford, Ma	5,200	3				
Williams	East	Williamstown, Ma	2,050	3				
Duke	Southern	Raleigh Durham, NC	6,700	1				
Emory	Southern	Atlanta, Ga	5,500	3				
Texas A & M	Southern	College Station, Tx	40,000	1				
Texas Christian	Southern	Fort Worth, Tx	8,200	1				
University of Miami	Southern	Coral Gables, Fl	10,500	1				
Univ of Richmond	Southern	Richmond, Va	3,000	1				
William and Mary	Southern	Williamsburg, Va	6,100	1				
Carleton	Central	Northfield, Mn	2,000	3				
Denison	Central	Granville, Oh	2,300	3				
Grinnell College	Central	Grinnell, Ia	1,700	3				
Miami University Ohio	Central	Oxford, Oh	14,900	1				
University of Michigan	Central	Ann Arbor, Mi	27,400	1				

NOTE: The above grid is an example. The actual OA "Jumping Off Grid" is proprietary to Orinda Aquatics and is available to OA families upon request. We feel it is the single best tool to start the recruiting process.

OA Detailed Recruiting Information: This grid illustrates specific information on recent OA graduates/seniors and their college recruiting success. Each row represents an individual swimmer listing their top two events and times, the college team's top five times in that event (previous season) and where the OA swimmer would have ranked as a member of that team. It does not consider the college's incoming freshman recruits nor their graduating swimmers. The mid-range SAT scores (collegeboard.com) from the specific college are listed.

OA TEAM: DATA:									
Top D1	Event 1		College Team's Top 5 Range	Rank	Event 2		College Team's Top 5 Range	Rank	Support
550-650 SAT	46.22	100 Fr	42.90-46.54	5	9:38.30	1000 Fr	9:19.99-10:10.43	3	Yes
670-770 SAT	9:39.95	1000 Fr	9:39.21-9:51.66	2					Yes
640-750 SAT	57.78	100 Bk	52.88 - 56.08	9	55.98	100 Fl	54.12 - 55.58	7	Yes
Other D1	Event 1		Team Top 5	Rank	Event 2		Team Top 5	Rank	Support
450-600 SAT	1:05.79	100 Br	1:00.29-1:06.94	3	2:19.28	200 Br	2:12.69-2:26.75	3	Yes
560-660 SAT	57.73	100 Fl	56.75 - 59.11	2	58.61	100 Bk	54.21 - 1:01.62	3	Yes
550-650 SAT	58.15	100 Br	55.24 - 59.64	4	2:07.14	200 Br	1:59.60 - 2:07.17	4	Yes
Top D3	Event 1		Team Top 5	Rank	Event 2		Team Top 5	Rank	Support
650-750 SAT	1:06.43	100 Br	1:01.81 - 1:06.28	6					Yes
660-760 SAT	57.32	100 Fl	53.42 - 1:00.91	2	25.43	50 Fr	24.18 - 25.56	5	Yes
Other D3	Event 1		Team Top 5	Rank	Event 2		Team Top 5	Rank	Support
680-760 SAT	59.39	100 Bk	1:00.39 - 1:07.63	1	53.51	100 Fr	52.97 - 59.57	2	Yes
640-740 SAT	1:00.80	100 Bk	56.11 - 59.85	6	26.21	50 Fr	23.87 - 25.15	6	Yes
600-700 SAT	2:33.66	200 Br	2:32.18 - 2:47.00	2	2:17.11	200 IM	2:10.03 - 2:19.70	3	Yes

**OA "Jumping Off Grid"
2015 Recruiting Range Time Standards
Examples (SCY):**

Women	National	Jr National	Sectional
50 Fr	22.89	23.49	24.59
100 Fr	49.89	50.99	53.49
200 Fr	1:47.79	1:49.79	1:55.29
500 Fr	4:49.09	4:52.09	5:08.79
100 Bk	54.69	56.59	58.49
200 Bk	1:58.09	2:01.29	2:06.19
100 Br	1:03.09	1:04.29	1:07:39
200 Br	2:15.89	2:19.79	2:25.09
100 Fly	54.19	55.99	57.99
200 Fly	1:59.59	2:03.29	2:07.49
200 IM	2:00.99	2:03.79	2:09.19
400 IM	4:15.59	4:23.69	4:32.39
Men	National	Jr National	Sectional
50 Fr	20.59	20.99	22.09
100 Fr	44.59	45.79	47.49
200 Fr	1:38.79	1:40.29	1:45.59
500 Fr	4:29.29	4:32.69	4:46.59
100 Bk	49.89	50.99	53.49
200 Bk	1:48.39	1:50.69	1:55.89
100 Br	55.99	57.69	59.89
100 Br	2:01.59	2:05.89	2:09.89
100 Fly	49.19	50.09	52.69
200 Fly	1:48.29	1:51.59	1:55.79
200 IM	1:49.29	1:52.49	1:56.89
400 IM	3:53.49	4:00.19	4:09.09

Orinda Aquatics' Collegiate Swimmers

Congratulations on our 2015 College Commitments:

Mary Ashby	Columbia University – Swimming
Mackenzie Flath	University of Southern California – Water Polo
Ryan Birdsall	Colgate – Swimming
Paul Cane	Georgetown
Matthew Cohen	Brandeis - Swimming
Collin English	Johns Hopkins – Swimming
Katie Erickson	Harvey Mudd – Swimming
Lucy Faust	Bates – Swimming
Will Gittings	Occidental – Swimming
Kylie Hahn	Wesleyan – Swimming
Will Inman	University of Puget Sound - Swimming
Katie Lee	Indiana University – Swimming
Matt Lennon	Williams College – Swimming
Jack Madigan	Fordham – Swimming
Gunnar Davison	US Naval Academy
Margaret Hunger	Washington University
Maddy Spiering	Santa Clara University
Arrianna Von Ehrenkrok	San Diego State – Nursing
Erica Wolfman	Cal Poly

Orinda Aquatics Alumni Currently in College

Class of 2014:

Talbot Jacobs	Brown University – Swimming
Jordan Owyong	University of California, Davis – Swimming
Gabe Ostler	Notre Dame – Swimming
Annie Larsen	University of California, Santa Barbara – Swimming
Hannah Grubbs	University of California, Los Angeles – Swimming
Allison Stevens	University of California, Santa Barbara – Swimming
Cassidy Fuller	Washington and Lee – Swimming
Erin Schoenfeld	University of California, San Diego – Swimming
Paige Matherson	University of Alabama - Swimming
Mitchell Carlson	University of Puget Sound – Swimming
Megan Schussman	MIT – Swimming
Lucia Brammer	Lewis and Clark – Swimming
Elise Goetzl	Cal Poly – Swimming
Alex Shieman	Drury – Swimming
Anya Nugent	Hamilton - Swimming
Annika Jensen	University of Southern California – Water Polo
Samantha Mladjal	University of California Santa Barbara – Water Polo
Miles Kalbus	University of California Irvine – Water Polo

Brian Liao
Christine Lum

Cal State – Pomona
University of California, Berkeley

Class of 2013:

Steven Stumph	University of Southern California - Swimming
Sven Campbell	University of California, Berkeley - Swimming
Albert Miao	University of California, Santa Barbara - Swimming
Megan Howard	United States Naval Academy – Swimming/Triathlon
Meghan Bicomong	University of California, Santa Barbara - Swimming
Erica Muller	Pacific Lutheran University - Swimming
JD Ratchford	University of California, Berkeley - Water Polo
Megan Liang	Franklin and Marshall - Swimming
Megan Giambastini	University of Indianapolis - Swimming
Emily Giambastini	University of New Hampshire - Swimming
Conor Sullivan	University of Puget Sound - Swimming
Megan Fuqua	Boston College – Swimming
Mollie Larsen	Cal Poly - Swimming
Cameron Hoyh	Rider University – Swimming
Colleen O’Brien	Hamilton College – Swimming
Dominic Baldwin	Diablo Valley College - Swimming
Sam Flower	UC Santa Barbara – water polo

Class of 2012:

Shannon Herman	San Diego State University - Swimming
Jenna Haufler	Pomona College - Swimming
Robbie Ashby	University of Pacific – Swimming
Megan Freeman	Emory University – Swimming
Nikki Jackson	University of Nevada Reno – Swimming
Devon Kennedy	Pitzer College – Swimming
Samantha Swinton	Tufts University – Swimming
Grace Linderholm	New York University – Swimming
Alexandra Spencer-Wong	Middlebury College – Swimming
Tor Jensen	UC Santa Barbara – Water Polo
Sophia Hoai	University of Michigan - Club Swimming
Riley Kalbus	Parsons School of Design (photography)
Dominic Patterson	Diablo Valley College - Swimming
Elise Legallet	University of California, San Diego
Allie Light	University of California, Los Angeles
Kelly Noah	University of California, Santa Barbara

Class of 2011:

Courtney Whyte:	Notre Dame - Swimming
Jordan Tomimatsu:	Fordham - Swimming
Chris Leon:	UC Santa Barbara - Swimming
Sloan Caldwell:	Claremont McKenna - Swimming
Padon Sivesind:	Cal Poly - Swimming

Clay Sanders:	Duke University - Swimming
Jeffrey Strausser:	Brown University - Swimming
Eva Erickson:	TCU
Caitlin Hamilton:	UC Davis
Steph Wraith:	William and Mary (club swimming)
Callie Roberts:	Duke University (undecided)

Class of 2010: Recent Alumni

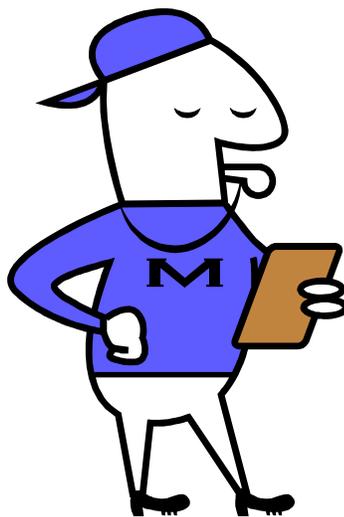
Brooke Woodward:	Emory University - Swimming
Andrea Ward:	UC Santa Barbara - Swimming
Jill Jones:	Cal Poly - Swimming
Jenny Hu:	Tufts-Swimming
Christy Tormey:	Duke University
Amanda Schlenker:	University of the Pacific - Swimming
Rachel Cleak:	Cal Poly - Swimming
Aly Levine:	Williams College - Swimming
Hayley Russell:	University of Texas
Ben Smith:	Chapman - Swimming (club only)
Katy Yeh!:	Lewis & Clark - Swimming
Micaela Hahn:	Carleton - Swimming
Delia Salomon:	Grinnell College - Swimming
Lauren McGill:	Cal Poly
Stephen Kingery:	Johns Hopkins - Water Polo
Lindsey Mascheroni:	Loyola Marymount - Swimming
Alanna Hulburd:	Georgetown- Swimming
Lizzie Peiros:	Stanford - Water Polo

Conversations: Ten Common Questions Asked of Coaches

As the recruiting process progresses, most coaches research beyond the Athletic Resume and the USA Swimming website. They review the club team's website, the swimmer's facebook page and usually touch

bases with the swimmer's coach. Their questions of a swimmer's current coach, typically revolve around:

- Times: Would the swimmer's times help the college team at conference/NCAAs?
- Grades/academics: Will admissions accept this swimmer? Can they handle the academics work load while juggling swimming?
- Swimming background: HS, Club experience (year round vs. recreational swimmer)
- Time progression: Is this swimmer developing or plateauing?
- Versatility: In how many events is this swimmer competitive?
- Training ability: What is their current training and how do they handle it? Are they are a strong workout swimmer? Have they done weight training?
- Injuries: history and severity
- Swim Goals: What is this swimmer looking for in swimming?
- College Goals: What is this swimmer considering when looking at colleges?
- Value: How can this swimmer add value to the team?
- Team Components: How does this swimmer interact in a team environment and with teammates?
- Character: What is this swimmer's character? Any discipline problems?



Recruiting LOOKING FOR THE RIGHT FIT

BY MICHAEL J. STOTT

There are many resources available to high school recruits as they try to decide which college is best for them.

Editor's Note: This is the first of a two-part series on recruiting. While most of the following article deals with the coaches' perspective, next month's article will feature testimonials from four highly touted recruits.

For 100 years, the Boy Scouts of America have gotten it right: "Be prepared." The same readiness is required for college prospects looking to swim.

When recruits come calling, Jon Howell, coach of Emory's NCAA Division III national champion women's swimming team, has already done his homework. He hopes prospects have done so as well.

"Simply put, I'm looking for a fit," he says. "And a fit for us is complicated. Recruits must qualify academically, want our academic environment and connect with the team. We want a certain level in the pool and athletes who can contribute to and develop in the program," he says.

The NCAA has strict recruiting guidelines from initial contact to official visits and beyond. For starters, any prospect with athletic aspirations would do well to check out USA Swimming resources, register with the NCAA Initial-Eligibility Clearing House (www.ncaa-clearinghouse.net) and absorb the information on www.ncaa.org. ASCA has a "Swimming in College Directory" that gives specifics on college programs.



[PHOTO PROVIDED BY EMORY UNIVERSITY]

ABOVE » "Simply put, I'm looking for a fit. Recruits must qualify academically, want our academic environment and connect with the team." —Jon Howell, head coach, Emory University

Athletes are allowed five "official" visits for which host institutions foot the bill. These tend to be second visits (by invitation) occurring during the senior year. For the recruit, it is an ideal opportunity to spend time with prospective teammates. For the college coach, "the goal is to come out of the weekend with nothing more to say or show the recruit," says Howell. "It's all on the table so that prospects can make good, informed decisions.

"My advice is to start the process early, preferably second semester, sophomore year," he says. "By your junior year, you have to be on campuses talking to coaches and getting a feel for things. Before the senior year, you want to clearly define what you are looking for and decide what constitutes a good fit. Be realistic academically, athletically and financially early on. If you are a 23.1 male (50-yard) freestyler your junior year, are you realistically an Auburn prospect? Going into the process with open eyes will make your invested time much more valuable," Howell says.

NCAA regulations limit official visits to 48 hours on campus. A typical weekend might be Thursday arrival and the night in a hotel with other recruits, a Friday full of class visits, campus tours and an evening team activity. Saturday sessions are devoted to time with coaches, the team and often attendance at a sporting event followed by a Sunday departure. Some coaches send advance itineraries, allow time for training with local club teams (never with the college team) and, perhaps, some down time.

To be sure, the investigative process is a two-way street.

"What recruits sometimes don't understand is that we are evaluating them as much as they are evaluating us," says Howell. "There's a vetting process. I always ask my team for feedback. If we host someone they don't think is a good fit, I'm going to hear about it."

More and more college coaches—especially those who are recruiting women—are looking for commitments by the November signing period. Next month, *Swimming World* will feature testimonials from Rachel Naurath (NOVA of Virginia/University of Virginia), Felicia Lee (North Baltimore Aquatic Club/Stanford), Elizabeth Beisel (Bluefish/University of Florida) and Kyle Whitaker (Duneland/University of Michigan) on the whole grueling exercise.

BEEN THERE, DOING THAT

Annie Chandler, NCAA 100 yard breaststroke champion (58.06) and University of Arizona senior captain, well remembers high school recruiting: "It was intimidating. If you are taking trips to schools where some of your heroes go, you're going to be a little nervous. But hosting can be equally nerve-wracking," she says. "We want to be able to show a recruit how great our program is, but it is hard to squeeze everything into a weekend. All the coaches and swimmers

— continued on 26

can do is leave a good first impression and try to give a snapshot of life as a student-athlete. It's an exhausting process for both the recruit and the recruiter."

She recalls some of the irrelevant questions she asked, such as the quality of the rec center at schools. "If the pool is not inside the rec center, does it really matter? I have been to the UA rec center once—by force. One question I would ask is what the improvement rate is at schools. To see a high percentage of people dropping time in college is promising. And if getting better in college is important to you, flat-out ask how the program is going to make you a better swimmer," she says.

"When the coach isn't around, ask what the team does on weekends. Is the coach a hothead? How are the coaches at meets? Who is the coach in whom they confide the most?"

"For me, team culture was important because the culture you are committing to is already instilled in the current team members. When I signed, I had a good feel for the culture, and I knew other incoming freshmen were committed to becoming

“What recruits sometimes don't understand is that we are evaluating them as much as they are evaluating us. There's a vetting process. I always ask my team for feedback. If we host someone they don't think is a good fit, I'm going to hear about it.”

**—Jon Howell, Head Coach,
Emory University**

part of that culture with me.

"Current team members are probably the biggest selling point, but be aware that your first impressions can be so wrong. I remember thinking I would just avoid a

couple of the girls I didn't think I'd like on my trip, but they turned out to be some of my closest friends," she says.

"It's a turnoff if you are made to feel like an intruder, if there are visible team cliques, or if team members are negative about practice or swimming in general. For us, as team members, it is a turnoff when a recruit is only concerned solely with what's happening Saturday night. Sometimes, recruits seem to miss the point of the trip—that is, to get to know the campus, the classes and the team. Recruiting trips can be thrilling, but the thrills should not be the main focus of the trip.

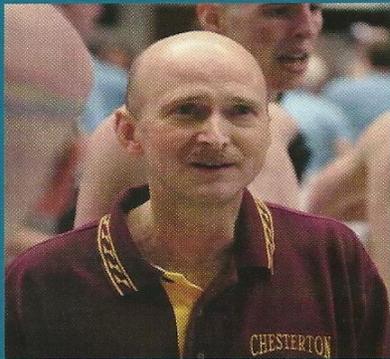
"As a team member, we look for people wanting to hone their skills by training with and competing with the best. Collegiate swimming can make you great by giving you a team for which to compete," she says.

"We have team meetings after the recruiting trips when we voice our opinions, and the feedback is usually very positive. The coaches work hard to get to know the recruits and bring in kids who would fit in on the team. Frank (Busch) always says he looks for good people who happen to be good swimmers," says Chandler.



[PHOTO BY LUC ADAMS]

ABOVE » "All the coaches and swimmers can do is leave a good first impression and try to give a snapshot of life as a student-athlete. It's an exhausting process for both the recruit and the recruiter." —Annie Chandler, senior team captain, University of Arizona



ABOVE » "I try to find schools (for my swimmers) that have what prospects need both educationally and athletically. Once they narrow that down, we search swim programs that fit their training the best. The fit is critical." —Kevin Kinel, head coach, Chesterton High School and Duneland Swim Club (Ind.)

AND NOW, A WORD...

Club and high school coaches can be invaluable if swimmers choose to use them. KC Blazer coach Peter Malone has sent hundreds of athletes (Janie Wagstaff, Catherine Fox, Bobby Bollier, et al.) to high-level college programs. To help get them there, he has utilized a very structured counseling approach.

"I start meeting with parents and swimmers as a group at the end of the sophomore year and offer meetings every October and April after practice to promote the process," he says.

Malone goes well beyond meetings. His handouts are thorough. Among the contents are an NCAA Recruiting Rules summary and a four-page outline of critical considerations (great for any college-bound student, not just swimmers). On the Blazer team website (www.kcblazers.com) are various links on recruiting, including College Recruiting Timeline, Swimming Recruiting Info, NCAA Eligibility and Recruiting Guidelines, NCAA Eligibility Center and NCAA Programs Database.

"It is easy for a coach to get drawn in. I try to provide swimmers with specific information on a process that can lead them to informed decisions. I see myself as an enabler rather than a driver," says Malone.

Kevin Kinel is Kyle Whitaker's coach at Chesterton High (Ind.) and Duneland Swim Club. While Whitaker did much of his own homework, not all prospects are as proactive. "I let kids know that I would be happy to help. Some kids don't want any help, but many of them are lost," says Kinel.

"I try to find schools that have what prospects need both educationally and athletically. Once they narrow that down, we

search swim programs that fit their training the best. Some schools are big on yardage, some on sprinting, some are into free weights and some are more dryland-based. The fit is critical," he says.

When swimmer choice and coach preference don't jibe, "I just explain my logic," says Kinel. "I talk to parents and give reasons why another school may be a better fit. In the end, it is ultimately a family decision."

Stanford-bound Felicia Lee made full use of her available counsel. "I was surrounded with coaches during my decision process," she says. "Bob Bowman and Scott

Armstrong gave me what to look for at home, I explained what I liked. I even wrote available to discuss things helped me to pick the right school."

For parents, picking the ultimate goal. Speaking for all coaches, "Part of my role is to help them define a choice. Some of them define a choice as a hard process, and some as they go through

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US News and World Report – 2015

Top National Universities

1. Princeton
2. Harvard
3. Yale
4. Columbia
5. Stanford
6. University of Chicago
7. MIT
8. Duke
9. Penn
10. Cal Tech Pasadena
11. Dartmouth
12. Johns Hopkins
13. Northwestern
14. Washington University
15. Cornell
16. Brown
17. Notre Dame
18. Vanderbilt
19. Rice
20. Cal
21. Emory
22. Georgetown
23. UCLA
24. University of Virginia
25. Carnegie Mellon
26. USC
27. Tufts
28. Wake Forest
29. Michigan
30. Univ of North Carolina
31. Boston College
32. NYU
33. College of William and Mary
34. University of Rochester
35. Brandeis
36. Georgia Tech
37. UCSD
38. Case Western
39. Davis
40. Lehigh
41. UCSB
42. Boston University
43. Northeastern
44. Rensselaer
45. UC Irvine
46. University of Illinois
47. University of Wisconsin
48. Penn State
49. University of Florida
50. University of Miami
51. University of Washington
52. Yeshiva
53. University of Texas
54. George Washington
55. Ohio State
56. Pepperdine
57. Tulane
58. Fordham
59. SMU
60. Syracuse
61. University of Connecticut
62. Brigham Young
63. Clemson
64. Purdue
65. University of Georgia
66. University of Maryland
67. University of Pittsburgh
68. Texas A&M
69. Worcester Polytechnic
70. Rutgers
71. American University
72. Baylor
73. University of Iowa
74. University of Minnesota
75. Virginia Tech
76. Clark
77. Indiana University
78. Marquette
79. Miami University (Ohio)
80. Stevens Institute
81. SUNY: Environmental
82. Texas Christian
83. University of Delaware
84. University of Massachusetts
85. Michigan State
86. UC Santa Cruz
87. University of Vermont
88. SUNY Binghamton
89. Colorado School of Mines
90. SUNY Stony Brook
91. University of Alabama
92. University of Colorado
93. University of Denver
94. University of Tulsa
95. Drexel University
96. Florida State
97. North Carolina State
98. University of San Diego

US News and World Report – 2015 Top National Liberal Arts Colleges

1. Williams
2. Amherst
3. Swarthmore
4. Wellesley
5. Bowdoin
6. Pomona
7. Middlebury
8. Carleton
9. Claremont McKenna
10. Haverford
11. Davidson
12. Vassar
13. US Naval Academy
14. Washington and Lee
15. Colby
16. Hamilton
17. Harvey Mudd
18. Wesleyan
19. Bates
20. Grinnell
21. Smith
22. Colgate
23. Oberlin
24. Macalester
25. Scripps
26. US Military Academy
27. Bryn Mawr
28. Colorado College
29. US Air Force
30. Kenyon
31. University of Richmond
32. Barnard
33. Bucknell
34. College of Holy Cross
35. Lafayette
36. Pitzer
37. Dickinson
38. Franklin and Marshall
39. Skidmore
40. Whitman
41. Mount Holyoke
42. Soka University
43. Union College
44. Occidental
45. Bard
46. Centre
47. Connecticut College
48. Sewanee
49. Trinity College
50. Gettysburg
51. Denison
52. DePauw
53. Furman
54. Rhodes
55. St Olaf
56. St Johns
57. St Lawrence
58. Wheaton
59. Lawrence University
60. Sarah Lawrence
61. Beloit College
62. Hobart and William Smith
63. Wabash
64. Gustavus Adolphus
65. Kalamazoo
66. Muhlenberg
67. Virginia Military
68. Willamette
69. Berea College
70. College of Wooster
71. Hillsdale
72. Wheaton (Ma)
73. Agnes Scott
74. Earlham
75. Illinois Wesleyan
76. St John's
77. Lewis & Clark
78. Reed
79. Thomas Aquinas
80. Wofford
81. Allegheny
82. Hendrix
83. Knox
84. Spelman
85. Transylvania
86. University of Puget Sound
87. New College of Florida
88. Southwestern University
89. Austin
90. Bennington
91. College of St Benedict
92. Luther
93. Millsaps
94. St Johns (NM)
95. St. Mary's (MD)
96. St Mary's (IN)

USA Swimming On-line Coaches Clinics
August 3, 2011: Excerpts from On-Line Clinic

“D3 Swimming – One of the Best-Kept Secrets in the NCAA”

Greg Parini – Head Coach, Denison University Swim and Dive Team

- Greg Parini has been involved in D3 swimming for 30 years, first as a swimmer at Kenyon and subsequently as a D3 coach.

One of the biggest advantages of D3 Swimming is that the student-athlete is able to attend and receive an education at a D3 school. Period. Why D3 is NOT chosen largely comes down to several misperceptions. **Big IS NOT better nor is BIG best.** Our strength actually lies in our size as smaller colleges. In fact, 14 out of the top 50 universities in the country are D3 and 40 out of the top 50 colleges in the country (US News and World Report 2011) are D3 schools. This ratio extends to the top 100 of both categories.

Upper level D3 Swimming (Emory, Kenyon, Denison, MIT, Williams as examples) can effectively compete with almost all but the most competitive D1 schools. Most D3 teams can compete with midlevel D1 schools. However, status and ego get involved when picking schools. If a swimmer is not a bona fide world class level swimmer, it is very, very hard to be competitive at top D1 schools. A swimmer must be world-class. There are not scholarships available at those top level schools unless you are top 50 in the world. These dollars will go overseas to find the athletes. One needs to stop and take a look as D3 swimming is super competitive. You will be pleasantly surprised as the highest level D3 swimmers have gone on to the Olympics, Olympic Trials, World Games, Pan Pacific, Nationals and certainly Jr Nationals. This is a testimony that good swimming is going on at the D3 level. Additionally, most swimmers actually get a chance to both participate on the team and to compete. **For many D1 swimmers, they don't actually get the chance to compete but instead just attend practices.** It can be a very different team experience.

D3 Swimming provides an integrated approach towards the student-athlete (academics and athletics).

- Kids are swimming for “love of the sport” which creates a much healthier team environment (not competing against each other for scholarships). The team is there because they want to be and not because they have to be.
- The whole team has the opportunity to compete. D1 travel squads are often fairly skeletal. This is not the case with most D3 programs. Most D1 swimmers never travel nor attend a Championship meet so there is actually little opportunity to compete
- Traveling with the team creates meaning to their swimming
- Swimming as a sport isn't competing with revenue producing sports (football for instance) and in many cases the spotlight may actually be on the pool/them

The advantages of D3 swimming include a strong sense of school community, smaller class sizes, stronger relationships at all levels, plus a sense of belonging is fostered. Swimmers are known on campus as individuals and by the professors, students, alumni, trustees, president of the university, and coaches. The student-athlete is truly known as a person. D3 schools place a

premium on academics and co-curricular successes/programs. Thus an athlete is able to effectively compete both athletically and academically (which is much less the case than at D1 schools).

There is a qualitative difference in the teaching methods (Parini has taught at both D1 and D3 schools). Essentially the material is the same as at D1 schools, but with smaller class sizes, the curriculum and discussions may be tailored to the specific dynamics of the classroom. Hence the context is different. There is way more discussion at D3. At D1, only the top 10% and the bottom 10% of the students in a class are known by the professor. In a class of 14, the course can be geared towards the strengths and weaknesses of the specific group. Professors get to know the students personally. The learning environment is great. It is not enough to just be one dimensional. The goal of the education is to set the student up for long term success (including their job). Hence, one of the biggest advantages is the environment which includes the types of people they encounter and the relationships they form.

At a big D1 school, it is very, very difficult to be competitive in the pool and to also be able to compete in the classroom especially at schools where the athletic competition is at a high level and the competition is so great academically (Stanford, Cal, UCLA, Michigan as examples). Additionally, a D3 athlete is much more likely to be attend NCAAs.

How do you measure the Success of an undergraduate education?

There are two critical areas.

1. Critical and creative thinking skills
2. The ability to communicate effectively both in writing and in speech.

These two components will not change; they will transcend any changes in technology, etc. People need to be able to adapt. The world will change. The world will get smaller and smaller. No matter how it changes, people need to be able to adapt or they will go the way of the dinosaur. So, the hallmark of a great undergraduate education is teaching the students these skills. This is best done with smaller class sizes and at a smaller environment where there are more interaction/relationships at all levels. The same goes with swimming. The most adaptable swimmers, those that can make changes even without immediate results, are the ones that succeed.

Perception: What kind of swimming is going on at D3? Many think that it is the kids that couldn't get scholarships at the D1 level. However, many of the D3 swimmers turned down scholarships elsewhere because they valued the education and the environment/culture that they find at D3 in terms of such things as classroom size, interaction with professors, internships and team culture and overall team experience.

Look at the D3 National records. These are very fast swims. Most of them have been set in the last 10 years (D3 is getting more and more competitive). They are quality swims that will stand up against mid-D1 teams. They have also been achieved without the aid of the technical suits of a few years ago. In many cases, you will find that D3 schools can be more affordable and will provide a better education. There is great quality of coaching, athletes and events. Very few D1 schools would turn these D3 swims down as they would be attractive to all but D1 schools at the highest

level. Therefore, the D3 product is good on all fronts: the coaches, the athletes, the programs and also the facilities. In the last 25 years, the facilities at D3 schools have vastly improved. The NCAA

Invitational times are not super high but they are fast and they are appropriate. The quality of the meet keeps improving. The kids are now surpassing the blip of the technical suits.

Big Factor/Big Misperception. D3 schools often are disqualified immediately as being more expensive. There is “sticker shock” as many have a list price at over \$50,000. This is a real question and it needs to be addressed. Most schools make it affordable. One would be really surprised to find out how much money is actually out there as most are equipped with aggressive financial aid packages. In many, many cases, a D3 education is the same if not less expensive than D1.

D3 Financial Aid comes in two ways:

- **Need-Based** – based on income, assets and debt (FAFSA form)
- **Academic/Merit (leadership record) Based**– this is usually reserved for the most “deserving” students. In D3, athletes are not allowed scholarships but the reality is that every school values certain aspects of their specific culture and for many D3 schools, swimming is part of the culture and they will help finance it. Leadership/sport is important. Athletes are considered “leaders” at many schools.

Forms of Financial Aid: loans, scholarships/grants, work-study.

Value of this type of aid (as opposed to athletic scholarships) is that: receiving the aid is NOT tied to swimming. The kids are participating in the sport because they love it and they want to be there. Secondly, the swimmers want to get better and not because they have to swim to finance their way through school and thirdly, the student-athletes are able to take a full load, graduate in 4 years without summer school. It may end up less expensive than many public schools.

In D3 swimming, there is something for virtually everyone at every level as there is a very wide range of abilities from the highly competitive to participation based. D3 offers 243 women’s programs and 204 men’s programs.

Net net...D3 swimming is really fun!

2015 Division I Men's Swimming and Diving Qualifying Standards

MEN'S SWIMMING STANDARDS

25-Yard Course			
EVENT	A	B	2015
	Standard	Standard	Selection
50 Freestyle	19:25	20.19	19.52
100 Freestyle	42.51	44:29	42.94
200 Freestyle	1:33.62	1:37.99	1:34.54
500 Freestyle	4:14.59	4:24:99	4:17.15
1,650 Freestyle	14:46.26	15:30.39	14:59.20
100 Butterfly	45.91	:48.29	46.38
200 Butterfly	1:42.85	1:47.99	1:43.74
100 Backstroke	45.62	48.49	46.46
200 Backstroke	1:49.88	1:46.39	1:42.04
100 Breaststroke	52.29	55.39	52.97
200 Breaststroke	1:53.68	1:59.79	1:55.04
200 Individual Medley	1:42.76	1:49.09	1:44.58
400 Individual Medley	3:42.40	3:54.49	3:45.34

2015 Division I Women's Swimming and Diving Qualifying Standards

WOMEN'S SWIMMING STANDARDS

25-Yard Course			
EVENT	A	B	2015
	Standard	Standard	Selection
50 Freestyle	21.90	22.99	22.40
100 Freestyle	47.85	49.99	48.89
200 Freestyle	1:43.90	1:47.99	1:45.95
500 Freestyle	4:36.45	4:47.79	4:43.01
1,650 Freestyle	15:56.18	16:30.59	16:17.36
100 Butterfly	51.70	54.49	52.79
200 Butterfly	1:54.45	1:59.59	1:56.97
100 Backstroke	51.63	55.09	52.97
200 Backstroke	1:52.52	1:59.19	1:54.66
100 Breaststroke	59:12	1:02.49	1:00.74
200 Breaststroke	2:07.70	2:15.99	2:11.23
200 Individual Medley	1:55.35	2:01.59	1:58.13
400 Individual Medley	4:05.37	4:19.39	4:12.31

2015 Division III Men's Swimming and Diving Qualifying Standards
MEN'S SWIMMING
STANDARDS

25-Yard Course

EVENT	A Standard	B Standard	2015 Selection
50 Freestyle	19.80	20.84	20.50
100 Freestyle	43.66	45.70	45.23
200 Freestyle	1:37.23	1:41.04	1:39.60
500 Freestyle	4:23.23	4:36.96	4:30.71
1,650 Freestyle	15:06.98	16:16.65	15:51.30
100 Butterfly	47.75	49.98	49.03
200 Butterfly	1:45.81	1:53.27	1:50.08
100 Backstroke	48.00	51.34	49.65
200 Backstroke	1:45.38	1:53.27	1:48.74
100 Breaststroke	54.46	57.81	55.85
200 Breaststroke	1:58.55	2:06.63	2:02.60
200 Individual Medley	1:47.41	1:53.24	1:51.30
400 Individual Medley	3:50.57	4:07.40	3:58.77

2015 Division III Women's Swimming and Diving Qualifying Standards
WOMEN'S SWIMMING
STANDARDS

25-Yard Course

EVENT	A Standard	B Standard	2015 Selection
50 Freestyle	22.89	23.89	23.60
100 Freestyle	49.86	52.14	51.54
200 Freestyle	1:47.86	1:53.25	1:51.58
500 Freestyle	4:45.33	5:02.50	4:58.16
1,650 Freestyle	16:34.40	17:33.72	17:14.43
100 Butterfly	52.92	57.31	56.28
200 Butterfly	1:56.90	2:08.59	2:04.34
100 Backstroke	54.36	57.59	56.72
200 Backstroke	1:58.18	2:05.47	2:02.78
100 Breaststroke	1:01.80	1:05.49	1:04.48
200 Breaststroke	2:14.88	2:24.39	2:20.58
200 Individual Medley	2:00.51	2:07.80	2:05.63
400 Individual Medley	4:13.77	4:36.69	4:28.04

2015 NCAA Swimming and Diving Championship Results

Division 1 - Men

- | | |
|------------------------|----------------------|
| 1. Texas | 21. Wisconsin |
| 2. California | 22. Univ of Utah |
| 3. Michigan | 23. Brigham Young |
| 4. Southern California | 24. Penn State |
| 5. Florida | 25. Minnesota |
| 6. Stanford | 26. UNLV |
| 7. Georgia | 27. Florida State |
| 8. NC State | 28. Georgia Tech |
| 9. Auburn | 29. Western Kentucky |
| 10. Alabama | 30. Northwestern |
| 11. Missouri | 31. Virginia Tech |
| 12. Indiana | 32. Denver |
| 13. Arizona | 33. Notre Dame |
| 14. Tennessee | 34. Virginia |
| 15. Louisville | 35. Iowa |
| 16. Ohio State | 36. Penn |
| 17. Purdue | 37. Hawaii |
| 18. North Carolina | 38. Texas A&M |
| 19. South Carolina | 39. SMU |
| 20. Miami | 40. Yale |

2015 NCAA Swimming and Diving Championship Results

Division 1 - Women

- | | |
|------------------------|-------------------------|
| 1. California | 21. Notre Dame |
| 2. Georgia | 22. Michigan |
| 3. Stanford | 23. UCLA |
| 4. Texas A&M | 24. Florida State |
| 5. Virginia | 25. University of Miami |
| 6. Louisville | 26. Florida Gulf Coast |
| 7. Texas | 27. Virginia Tech |
| 8. Southern California | 28. Denver |
| 9. Florida | 29. Alabama |
| 10. Indiana | 30. Purdue |
| 11. Tennessee | 31. Southern Methodist |
| 12. Minnesota | 32. Miami University |
| 13. Wisconsin | 33. Nevada |
| 14. Missouri | 34. Arizona St |
| 15. Arizona | 35. LSU |
| 16. Kentucky | 36. Illinois State |
| 17. NC State | 37. Oregon State |
| 18. Auburn | 38. Iowa |
| 19. UNC | 39. San Diego State |
| 20. Penn State | 40. Ohio State |

2015 NCAA Swimming and Diving Championship Results

Division III - Men

- | | |
|---------------------------|-------------------|
| 1. Kenyon | 22. Rowan |
| 2. Denison | 23. BSC |
| 3. Williams | 24. Tufts |
| 4. Emory | 25. St Thomas |
| 5. Claremont/Mudd/Scripps | 26. Ithaca |
| 6. Wash U | 27. Suny Fredonia |
| 7. The College of NJ | 28. Occidental |
| 8. John Hopkins | 29. Calvin |
| 9. NYU | 30. W & L |
| 10. MIT | 31. Kalamazoo |
| 11. DePauw | 32. York |
| 12. Gettysburg | 33. Whitworth |
| 13. Amherst | 34. Behrend |
| 14. Chicago | 35. Widener |
| 15. Whitman | 36. Pomona Pitzer |
| 16. Keene | 37. Bates |
| 17. Trinity | 38. Union |
| 18. Mary Washington | 39. Middlebury |
| 19. Conn College | 40. Westminster |
| 20. USMMA | 41. Stevens |
| 21. Redlands | 42. UW-L |

2015 NCAA Swimming and Diving Championship Results

Division III - Women

- | | |
|----------------------------|---------------------|
| 1. Emory | 22. Luther |
| 2. Denison | 23. Suny Fredonia |
| 3. Williams | 24. Hope |
| 4. Kenyon | 25. Trinity |
| 5. Johns Hopkins | 26. Centre |
| 6. Amherst | 27. La Verne |
| 7. MIT | 28. Rochester |
| 8. Wash University | 29. Suny Genesco |
| 9. NYU | 30. Lake Forest |
| 10. Gustavus | 31. Springfield |
| 11. Bates | 32. Ithaca |
| 12. Wheaton | 33. Keene |
| 13. Chicago | 34. IWU |
| 14. DePauw | 35. Rensselaer |
| 15. St Thomas | 36. Rose-Hulman |
| 16. Claremont/Mudd/Scripps | 37. Vassar |
| 17. Stevens | 38. Mt Holyoke |
| 18. UWEC | 39. Kalamazoo |
| 19. Middlebury | 40. Conn College |
| 20. Wellesley | 41. Carnegie Mellon |
| 21. UW-Whitewater | 42. Pomona-Pitzer |

Section 3



More info

More on College Recruiting: orindaaquatics.org

This College Planning Handbook was specifically developed to assist the OA swimmer in beginning the College Recruiting process. By waiting to begin the process, you are limiting the opportunities to look at some fabulous teams located both in California and beyond and limiting the number of spots that may be open on a team when you ultimately contact them. Many teams finalize their recruit trips and recruiting class during the summer months. We understand that the process can be daunting and intimidating at times but it can also be one of the most fun and rewarding experiences you will ever go through. In order to not just find a school but find a school that might be the best fit for the swimmer, it is important to begin this process earlier rather than later. This may mean that you have an incomplete set of standardized test scores or that you haven't yet achieved your "best time. However, updates are a great reason to contact the college coach again! Due to shrinking recruiting budgets, it is rare for the coaches to find you, therefore, you must find them, keeping in mind that they want swimmers who **want** to be part of **their** team and who fit both the culture of the team and the academic profile of the college or university. They want each swimmer to be able to succeed academically at their institution. This doesn't necessarily mean that if you start late, you won't be able to visit but it does mean you will miss meeting the other recruits and not be part of the organized recruiting weekend where the team is showcased. It will be more difficult to assess each team.

This Packet is only a summary of the OA Website "College Info" tab. Here are some of the things included on the website:

- How to Organize your College Search (actually, really important!)
- Detailed Timeline for Recruiting and Applying to Colleges
- Sports Resumes
- How to Correspond with Coaches
- All about Recruiting Trips
- College Interviews: Guidelines and Tips
- Ideas of Academic and Athletic Criteria when considering teams and colleges
- Tips re: Recruiting (from current college swimmers)
- Detailed information on OA Alums' Success on Collegiate Teams
- What the Coaches are Looking for in their Recruits
- Letters of Recommendation
- Articles
- The College Essay
- Financial Aid Information
- Links to Key Recruiting and College Websites to help in your search
- Much, much more!

If you have any questions, please contact margot-woodward@sbcglobal.net

OA COLLEGIATE CHECKLIST:

To: Class of 2015 OA Swimmers

Perhaps you have already started touring colleges or perhaps you haven't started yet, but by Spring Junior Year, we hope that you will be actively considering your college choices. During the Spring and Summer months, we will meet with you (and your families) to discuss your list of colleges/teams. To prepare for that meeting and ensure its productivity, we ask that you spend some time in advance on the internet. There are many resources available to you to help you with your search, the most important being the College Info tab on the OA website and secondly, the collegeswimming.com website.

Checklist:

- Read Introductory Letters by Ronnie and Donnie including "It's Like Buying a Car"
- Read NorCal Presentation to Orinda Aquatics
- Fill out the top part of the OA College
- Register with LookForIt and create starting list of teams. Rerun list with preferences (requires \$5/month additional fee)
- Refine your list by comparing to Orinda Aquatics "Jumping Off Grid" in light of your academic and athletic abilities. The grid should give you some ideas of schools to research that might be a fit for you.
- Using the **[collegeswimming.com website](http://collegeswimming.com)**, develop a list of realistic options for teams/schools that might be a fit both athletically and academically (10 to 20 colleges based on both athletics and academics). To do so, go to:

"Collegeswimming.com"

Click on "Teams"

Click on the name of the Specific College to research

To research athletic fit at that school:

Click on "Times" on the left hand column

Click event, gender and 2012-13 season (if after April 1, 2013)

Note how your best time stacks up with the team's results: to increase your chances of being a "fit" and to use swimming as recruitment tool, your time should be one of the top 3-4 times

Repeat for your two other best events.

To research general academic fit at that school:

Under the specific Team, click on "About". The Division, Conference, enrollment level, general location, midrange standardized test results for enrollees and a list of majors offered will appear. This will give you snapshot of the school and a first impression as to whether it is an academic fit.

How Exactly do I do “Being a Freshman”?

And now, you are a new freshman settling into the dorms and starting classes. Now what? How are you going to be successful and figure this all out? Here is some advice on transitioning to a new routine (less class), a new team and new housing.

1. Academics are your TOP priority!

Go to class and sit in the front of the room and make yourself noticeable. Chances are that you will have to miss some classes and make up exams so make sure the professor knows you. Introduce yourself at office hours and let the professor know that you want to do well in their class (even invite them to a meet). As soon as you have it, provide them with your competition schedule. Dress respectably – avoid wearing all those new sweatshirts and team t-shirts you just got. Yes, you are proud to be an athlete but your job for the next four years is STUDENT-athlete. Study! Putting yourself in a hole first semester is incredibly hard to climb out of. Rather than play catch up, give yourself some wiggle room.

Make a positive impression on the academic staff, not all are supportive of athletics!

2. Get organized.

Give yourself time to move in and get things set up like you want them. Take a dry run and walk across campus to find your classrooms before the first day of class. Make sure you have all your books and supplies that are required.

3. Roommate bliss requires some compromise by BOTH of you.

No matter how much you believe you and your roomie are going to stand up in each other's wedding, this usually doesn't happen. You will have your differences and probably vocalize them loudly at some point. You will have to work together to communicate effectively with one another. I think being mindful and respectful of each other's needs and difference's is paramount. Also, don't be afraid to plan in some alone time, for each of you, in the room. If you are teammates with your roommate, you will likely spend 2/3 of your day together! Many roommates make contracts for certain key things ie quiet hours, visiting hours, etc. Be a respectful roommate and don't harbor feelings. Express them tactfully before letting them fester.

4. Communicate.

No one can read your mind so you have to verbalize your thoughts/needs. Unlike your mom, dad, siblings, coach and teammates that you've grown up with, these NEW teammates, coaches and roomies are just learning who you are and what makes you tick (or explode!). You have to engage in the communication process by expressing yourself. Be prepared for these relationships, especially with your coach, to be different than the ones you had with your club coach and teammates...different is just different..not necessarily bad.

5. Make good choices.

Know who you are and be confident in it. You may have the opportunity to make choices you might not even have been faced with before: drinking, drugs, sex, skipping class...remember who you are and don't feel pressured to do anything you don't want. There is a good chance some of your other freshman teammates are worrying about making those same choices! Be smart and safe. A good measuring stick is..."Would my mom and dad be proud of me right now?" Good choices also apply to RECOVERY! Recovery includes sleep and fueling. Eat nutritiously – if you have the opportunity to meet with a nutritionist DO IT! Start learning about how to fuel your body best. Your body needs sleep to recover so close your Facebook page, twitter account and even the books at a reasonable hour and get some straight sleep.

6. Set and maintain good habits.

Schedule yourself for study time, practice time, fun time, sleep time and even the times spent at meals as one can tend to linger for a long time in the cafeteria...try to get in a good routine and then stick to it as best as possible. If it is written down, it is more likely to happen. Don't procrastinate.

7. Ask for advice.

If you are confused, lost, worried, overwhelmed...ask for help! There are so many people on a college campus that can help you navigate...you really aren't ever alone and can start with your captains, mentors, RAs, coaches. But learn to problem solve yourself too.

8. Take pride in problem solving.

Things are going to go wrong. For example, you will most likely get sick at some point. Try to take a deep breath and figure out how to best solve it. It is perfectly fine to confide in someone and ask for advice but YOU need to learn/practice solving your own problems. Avoid calling your parents to get you out of a bind – try to solve it first and then fill them in. No coach or professor wants to hear from your parents about a problem you are having and how they should fix it...they much more receptive to hearing from you though. That is a start to relationship building.

9. Don't be afraid to be the hardest worker.

Each year is a new year and you have the ability to re-invent yourself or step things up to a new level both academically and athletically.

Some freshmen are afraid to be the best in workout and may hold back as they were afraid of what the older kids would think. Don't worry about that – they will learn to respect your work ethic, value your abilities (and points you score) and may even be motivated by your attitude.

10. Ditch the t-shirts from other schools.

You now are a part of a new family...own it! Represent your "family" with pride, loyalty and enthusiasm!

Keith M. Parsons

How this Place Called College Works – Message to my Freshmen Students

For the first time in many years I am teaching a freshman course, Introduction to Philosophy. The experience has been mostly good. I had been told that my freshman students would be apathetic, incurious, inattentive, unresponsive and frequently absent, and that they would exude an insufferable sense of entitlement. I am happy to say that this characterization was not true of most students. Still, some students are often absent, and others, even when present, are distracted or disengaged. Some have had to be cautioned that class is not their social hour and others reminded not to send text messages in class. I have had to tell these students that, unlike high school, they will not be sent to detention if they are found in the hall without a pass, and that they are free to leave if they are not interested. Actually, I doubt that the differences between high school and university have ever been adequately explained to them, so, on the first class day of next term, I will address my new freshmen as follows:

Welcome to higher education! If you want to be successful here you need to know a few things about how this place works. One of the main things you need to know is the difference between the instructors you will have here and those you had before. Let me take a few minutes to explain this to you.

First, I am your professor, not your teacher. There is a difference. Up to now your instruction has been in the hands of teachers, and a teacher's job is to make sure that you learn. Teachers are evaluated on the basis of learning outcomes, generally as measured by standardized tests. If you don't learn, then your teacher is blamed. However, things are very different for a university professor. It is no part of my job to make you learn. At university, learning is your job -- and yours alone. My job is to lead you to the fountain of knowledge. Whether you drink deeply or only gargle is entirely up to you.

Your teachers were held responsible if you failed, and expected to show that they had tried hard to avoid that dreaded result. I am not held responsible for your failures. On the contrary, I get paid the same whether you get an "F" or an "A." My dean will not call me in and ask how many conferences I had with your parents about your progress. Indeed, since you are now an adult, providing such information to your parents would be an illegal breach of privacy. Neither will I have to document how often I offered you tutoring or extra credit assignments. I have no obligation whatsoever to make sure that you pass or make any particular grade at all.

Secondly, universities are ancient and tend to do things the old-fashioned way. In high school your education was basically a test-preparation service. Your teachers were not allowed to teach, but were required to focus on preparing you for those all-important standardized tests. Though it galls ideologues, we university professors still enjoy a large degree of academic freedom. That means that the content and format of your courses is still mostly under your professor's control, and the format will probably include a good bit of lecture, some discussion and little or no test preparation.

Lecture has come under attack recently. "Flipped learning" is the current buzz term among higher-education reformers. We old-fashioned chalk-and-talk professors are told that we need to stop being the "sage on the stage," but should become the "guide on the side," helping students

develop their problem-solving skills. Lecture, we are told, is an ineffective strategy for reaching today's young people, whose attention span is measured in nanoseconds. We should not foolishly expect them to listen to us, but instead cater to their conditioned craving for constant stimulation.

Hogwash. You need to learn to listen. The kind of listening you need to learn is not passive absorption, like watching TV; it is critical listening. Critical listening means that you are not just hearing but thinking about what you are hearing. Critical listening questions and evaluates what is being said and seeks key concepts and unifying themes. Your high school curriculum would have served you better had it focused more on developing your listening skills rather than drilling you on test-taking.

Finally, when you go to a university, you are in a sense going to another country, one with a different culture and different values. I have come to realize that the biggest gap between you and me is a cultural difference. I have absorbed deeply the norms and values of an ancient academic culture and they are now a part of me. You, on the other hand, come to my classes fresh from a culture with different values, one that finds academic ways strange and hard to understand.

Take the issue of documentation. For an academic, there is something sacred about a citation. The proper citation of a source is a small tribute to the hard work, diligence, intelligence and integrity of someone dedicated enough to make a contribution to knowledge. For you, citations and bibliographies are pointless hoops to jump through and you often treat these requirements carelessly. Further, our differences on the issue of giving or taking proper credit accounts for the fact that you so seldom take plagiarism as seriously as I do.

If you want to know the biggest difference between you and your professor, it is probably this: You see university as a place where you get a credential. For your professor, a university is not primarily about credentialing. Your professor still harbors the traditional view that universities are about education. If your aim is to get a credential, then for you courses will be obstacles in your path. For your professor, a course is an opportunity for you to make your world richer and yourself stronger.

The Happiest Life is that which constantly exercises and educates what is best in us. Hamertom

**We wish you the very best
on your new journey!**



**Margot Woodward
Don & Ron Heidary**