

# USC

UNIVERSITY  
OF SOUTHERN  
CALIFORNIA

Send your  
students to USC  
this summer!

We've got 2, 3 and 4 week on-campus seminars for a wide spectrum of interests, and a weeklong science camp on Catalina Island. Spaces are going fast, but there are still some to be had! Call (213) 740-5679 or e-mail [summer@usc.edu](mailto:summer@usc.edu).

*Life is sweet  
at USC!*

2007 has brought two welcome "Sweet Sixteen" appearances: our men's basketball team made it to the quarterfinals of the NCAA tournament, and our Law School rose to the #16 spot in the US News & World Report rankings.

# Counselor News

*Quarterly Updates for Guidance Counselors Summer 2007*

## **Hands-On Learning at USC – Our Service Learning is the Real Deal**



*When USC was named Time Magazine's College of the Year in 2000, the University's commitment to its community was cited as the key factor that put USC in the running. The heart of USC's involvement resides in the Joint Educational Project – which recently celebrated its 35th year of successfully involving students in service learning in the surrounding community. We talked with Tammara Anderson, JEP's Executive Director, to find out more.*

### **Congratulations on reaching this milestone – does this make you one of the longest-running programs in the country?**

I'm not sure if we are officially the oldest, but we are certainly one of the most established and comprehensive service learning programs in the country. We started in 1972, but things really moved to a new level in the 1990's with the arrival of our current president, Dr. Sample. He recognized the power of this type of learning beyond the classroom and has really energized our commitment to getting actively engaged with our neighbors.

### **What do you think is behind your success?**

What's really unusual is for this amount of hands on work to be done at a major research university – to have our faculty acknowledge that direct experience is a powerful academic learning experience and to actively integrate it into their coursework. And the quality of the program is student-driven as well. Students come to USC expecting a first class education and demand that every part of it be excellent, which has created a high standard for their experience at JEP.

### **How is "service learning" different from "community service" that high school students often perform?**

When high school students perform community service, they typically choose an organization or cause that they want to help, and volunteer their time in whatever way the organization needs. Service-learning is the intentional use of community service to augment classroom learning. USC students are asked to make the connection between academic, theoretical learning and their community experience.

### **How does the Joint Educational Project work?**

Each semester our staff works with professors in the College of Letters Arts and Sciences to develop and run a hands-on learning component of their class curriculum. We review the possible organizations and projects that are most suitable to the subject matter being taught, and professors determine how much of the students' grades will be based on their community work – which can be up to 10-15%. Then, students sign up for the approved assignments and are placed with one of our community partners, where they will spend two hours per week for 8 weeks. The experience usually culminates with an analytical paper due at the end of the course.

### **How many professors and students take part in the program?**

This year, we have over 90 professors involved, teaching courses ranging from earth sciences to psychology, and a total of more than 2400 students. That's a sizable percent of a student body of just over 15,000 undergraduates.

*continued on page 2*

## Hands-On Learning at USC *continued*

### **What kinds of hands-on activities do students participate in?**

Many students work in one of our neighboring “family of schools” as mentors, teaching assistants, reading or math tutors; they can also form teams with other students to design and teach mini courses to K-12 students using material from a university course. In other settings, students work in shelters or foster care organizations with mothers and at risk youth, volunteer in community clinics or take on responsibilities with community programs such as the LA Peace Games.

### **Who are JEP’s community partners and how do they get selected?**

It’s one of the great advantages of being in Los Angeles – we currently have close to 50 community partners, and a long waiting list of organizations who want to be part of the program. Our partners include hospitals, clinics, schools, shelters, the Salvation Army, and more. To qualify, they must have a dedicated JEP coordinator at their site and an environment we feel is conducive to our students’ education. Most important, they are picked because they are doing great work that will inspire students.

### **What’s the experience like for students?**

Of course, every student brings their own background and personality to the assignment, but they do tend to go through a few common phases. At the very beginning there can be a fear of the unknown, then, after they’ve gotten a little experience, they realize it’s not as hard or scary as they thought, and by the end, a surprising number are saying things like, “this is the most amazing experience I’ve ever had – every student needs to do this!”

### **What impact does the program have on students?**

It can be anything from providing deeper understanding of the material covered in class to completely changing their life plans. For example, I recall one student who was set to declare a business major, but after a class where he was placed at a local elementary school, he went on to get his degree in education, followed that with a Masters at Harvard, and has now started a youth program for the City of Boston.

### **What kind of supervision and support do students get?**

In addition to their professor, every student is assigned to one of our Program Assistants, who are USC students working part-time at JEP. A big part of the learning experience is the weekly reflection assignment they turn in to their PA, who has been trained in how to assess and respond to what they are experiencing. PAs have lived through the process themselves, and offer invaluable peer counseling. On site, students take responsibility for their own learning, but have fellow students and the site coordinator to provide guidance when needed.

### **Can students at USC continue to be involved in community work outside of their class assignments?**

Most definitely. Once students get involved, they often get very passionate and continue to volunteer throughout their career at USC. There are some terrific opportunities for them to do so, through programs like the Trojan Health Volunteers and USC ReadersPlus, which is USC’s version of the America Reads/America Counts Program, plus many more.

### **You’ve been here 25 years. What changes have you seen in the students who come through your doors?**

The biggest change I have seen is that students these days really want to make a difference – and they want that great job too. They are idealistic, but also very results-oriented. What’s most important to them is to see

that what they are doing really counts, and that there is tangible evidence of that. The hands on experience they get through JEP satisfies that need.

### **So, where do you go from here?**

Our goal is to take our program to the next step and do more community based research – where we can be a resource to nonprofits that don’t have the money or expertise to conduct the research that would help their programs. And we will continue to find ways to connect our USC students with the community and take their learning beyond the classroom. Students have to be ready for life, not just some description of life.

*I have never  
let my schooling  
interfere with  
my education.*

~ Mark Twain

*Leadership has  
many voices.*

You have to be yourself.

Twenty-first century  
leadership is all about  
being who you are and  
then empowering other  
people to lead.

~ Bill George, Harvard  
Professor and former  
Medtronic CEO

For more information about service learning  
at USC, go to <http://www.usc.edu/jep>

## A Word from Our Students: *Learning while doing*

**JEP, or the Joint Education Project, recently celebrated its 35th Anniversary at USC. Recognized as one of the oldest and most comprehensive collegiate “service learning” programs in the United States, JEP works with 50 community partners, including schools, hospitals, and other non-profits, to place students from a variety of courses into hands-on, class-credit positions helping the community. Students have the opportunity to address issues of social and economic justice while transforming their own educational institution in a positive way. These out-of-classroom experiences help JEP students to make meaning out of abstract theories and concepts learned in the classroom. To obtain insight into the benefits they gained, CQ spoke with three students who participated in JEP.**

**Landis Jaques, Senior,**  
from Wenham, MA

Major: French, Minor: Sociology

**JEP provided an entirely new experience for me.**

It’s certainly represented an important aspect of college life. Coming from Massachusetts all the way to Los Angeles, I wanted to get involved with community service and JEP gave me a good way to do that. And after my initial experience with JEP, I began to understand that there were also many personal rewards to be gained from participating. Certainly, it helped me break out of the “USC bubble,” so to speak. My involvement with JEP

covered three different classes, two as part of a mini-team and one on an individual basis. The mini-team experiences could be categorized as service-learning, but my individual experience represented more emphasis on project-based learning since I observed my students for an entire semester so that I could gather information for a final research paper on the sociology of childhood. Thanks to JEP, I developed the confidence to participate for eight months, during my junior year abroad in France, as a teaching assistant in a French elementary school. JEP also provided me with many social opportunities. I’ve made many friends through JEP and, in a way, it’s been like a second family to me, which is not something I ever expected to have in college. JEP also led to my taking a minor in sociology because I became eager to learn more about our society and my role in it. These experiences will serve me well, no matter what I end up choosing for a career.

**Briana Mitchell, Junior,**  
from Silver Spring, MD

Major: International Relations;  
Minor: Spanish

**I heard about JEP during my first day of classes at USC** when the Program Assistants came and made a presentation.

Since I’d always loved working with kids, I thought that JEP might be an interesting way to become involved at USC. JEP service-learning meant that you took themes from an academic course and derived lesson plans from them so you could teach them to students in the community.

Because of JEP, each week I sat down with a group of peers to develop interesting, effective, and creative ways to teach a lesson we’d learned to others. I particularly liked “Peace Games,” which is a nationally recognized program within JEP that promotes non-violence by teaching our students valuable skills of leadership, respect, and cooperation. At the end of the semester, you and your class decide on a project that will affect the community in a positive manner. I had several opportunities to volunteer through JEP and those experiences led to my working there as a Program Assistant. Not only has JEP helped me to understand the material from my own courses better, but it has provided me with a lot of hands-on teaching experience. And this experience has motivated me to apply to work with Teach for America after my graduation. JEP is really a phenomenal program, which exists on very few campuses around the country, and when people find out you’re part of it here, it gets you a lot of respect around campus.

**William (Billy) Lundergan, Senior,**  
from Pacifica, CA, Major:  
Health and Humanities, Pre-Medicine

**I’ve volunteered five times** as a mentor or teaching assistant through JEP. Because of JEP, I’ve also volunteered as a teaching assistant outside of JEP, not connected to any particular class. In addition to spending part of five semesters working in classrooms through JEP, I’ve also volunteered through another JEP program called Trojan Health Volunteers (THV)

designed to provide pre-health majors with an opportunity to gain experience serving others in local hospitals and clinics. I’ve volunteered through THV for six semesters and for the past year I’ve been Director of the program. Through THV, students gain experience working in the ER at L.A. County Hospital or by shadowing physicians at Cedars-Sinai. There are eight different healthcare sites with which THV works. Being able to take concepts I learned in class and apply them to real world situations through any of these JEP programs has been an invaluable experience for me. Also, I found the faculty from my classes really involved with helping us get the most from these situations. They supplied supporting materials that we could share with the young students. I think that this kind of involvement helps college students forge a strong relationship with the faculty and I also feel much more connected to USC’s surrounding community. I’ll see a student I’ve taught at the supermarket with his parents and say “Hi” to them and get a “Hi” back. And I definitely think that my participation helped me get accepted at USC’s Keck School of Medicine for next year because my passion for community service was obvious. For students new to USC, I recommend becoming involved with JEP immediately because it’s a great way to make friends and develop an identity with a particular program. Finally, there’s the lasting value of having children interact with college students, which brings home the idea that you definitely can go to college if you put your mind to it.

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## Go Surfing this Summer at [www.usc.edu](http://www.usc.edu)

**USC is constantly updating its website with new information and helpful resources. So we invite you to spend a little time exploring the site and discovering interesting and useful things. As you navigate your way, here are a few spots we recommend for you and your students to click on.**

The place to start, of course, is Undergraduate Admission at <http://www.usc.edu/admission/undergraduate/>

The main tabs cover the major topics of interest: *Why USC, Admission, Paying for USC, Apply, Academic Life, and Visit USC*. Under those tabs is the “for counselors” link that takes you to your own home page with an assortment of resources.

The Academic Life tab  
<http://www.usc.edu/admission/undergraduate/academic/>

contains the indepth information most students are looking for regarding majors, programs, faculty etc. On that site the “Just for Freshman” page gives an especially good overview of what USC does to make the first year a terrific experience for incoming freshmen.

<http://www.usc.edu/admission/undergraduate/academic/freshmen/>

Finally, for the all around look at what it means to live life as a Trojan, the latest on campus cultural and recreational events, careers, student services and online issues of the Daily Trojan can be found on the Student Life site: [http://www.usc.edu/student\\_life/](http://www.usc.edu/student_life/)

You can even find out more about USC’s surrounding community by going to <http://www.usc.edu/dept/CCR/theme/figuacor.html>

Wherever you look on [www.usc.edu](http://www.usc.edu), we think you’ll find confirmation that we offer an exciting range of programs, options and innovations.

*Can freshmen really get to know their professors at a major research university?*

## USC's First Contact Initiative Links Freshmen and Faculty

**Making a personal connection with faculty members can add immeasurably to the quality of a student's college experience.** That was the impetus behind USC's new "first contact initiative." Launched in Fall of 2006, the program aimed to get students and faculty together in a variety of ways outside the typical classroom – starting the first week that students arrive on campus. Now at the end of its first year, David Glasgow, Director of Undergraduate Programs, declares the program a rousing success that "has exceeded all of our expectations."

### Highlights of this year's activities included:

During Welcome Week (the week before Fall classes start)

■ **"Micro seminars"** – 4 hour events conducted by faculty all on the same day, in a small group discussion format. There were over 30 seminars to choose from, and more than 700 freshmen participated.

■ **In a new "SCitizen" program**, faculty members led day-long immersion experiences off campus, taking small groups of students to explore a social, cultural or ethnic communities. The day's format generally included an introduction to social justice issues and service opportunities, a visit to a neighborhood center, lunch at a local restaurant and where possible, an off-campus service project.

■ **In a series of Faculty Panels** professors interacted informally with students, triggering conversations that helped them think about the bigger picture of their education and what they want to get out of their years at USC.

**Throughout the year, a series of signature events were introduced to bring faculty and students together in unique ways, including:**

■ **Breaking Bread** – a popular new program where faculty members can host their students, inviting them to dine at their homes, or at one their favorite restaurants.

■ **Student Speakers Bureau** – a free 5-week course intended to

help students become more articulate public speakers, pairing students were with professors for weekly sessions to fine tune their skills on a topic of the student's choosing. The program culminates in a formal dinner at the University Club, where students deliver their talks in front of members and and guests.

■ **Faculty-Student research opportunities** – at a Student Senate sponsored event high profile faculty members reviewed research opportunities that are available to undergraduates as early as sophomore year, and walked them through the process of how to apply.

According to Dr. Glasgow, the program will continue to evolve so that students receive the most excellent education and richest academic experience possible. And as he points out, "We think this is something that really sets USC apart from other research universities."

## USC Announces an Advance in Student Advisement

What if an academic advisor could instantly tell a student which of the hundreds of classes being offered across the different academic units on campus – from the schools of business, architecture, engineering, communications, music, etc. to the college of letters, arts and sciences – will satisfy the requirements for their major or minor? It's now a reality, thanks to our newly minted Academic Advisement Database. That means that our advisors, who meet with each student at least once a semester, can be even more proactive in helping coordinate between departments so that students get the classes and majors that are right for them, and also help ensure they graduate on schedule. We think we can hear their parents cheering already!

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## Standardized Test Prep – Is It Necessary?

At USC, we use a comprehensive review process that takes into account many pieces of information about students who are applying for admission; however, there is no denying that strong test scores on either the SAT or ACT can provide a definite boost. But, signing up for expensive test prep courses is not always the most effective route to take, and there are a few much simpler things to try first when preparing to do one's best.

First, while it may seem obvious, many people (and especially parents) overlook the fact that it's a good idea to take the PSAT or an actual SAT or ACT test once before making any decisions. If a student is satisfied with his or her score, then there's no need to take a test a second time, or to sign up for a test prep course.

Another good step is to obtain and review sample questions.

Both these test websites provide questions free of charge:

[http://www.collegeboard.com/student/testing/sat/lc\\_two.html](http://www.collegeboard.com/student/testing/sat/lc_two.html) and <http://www.actstudent.org/sampletest/>

Also on its website, the SAT offers a list of approaches on how to do one's best when taking the test. For example, it urges students to become familiar with the organization of as well as the directions for the tests. It also suggests strategies such as skipping too-hard questions until later in a test section.

And of course, the absolute best preparation is for students to take challenging pre-college coursework in high school, and read as much as possible. It's this effort that genuinely increases knowledge and understanding, not only for tests, but for success in college.

# Have a terrific summer!

It's been another banner year at USC – with freshmen admitted from 49 states and more than 75 countries, who we can't wait to welcome to our campus. It is clearly a tribute to the work you have done in helping prepare them, and we send you our deepest thanks for being partners with us in the essential venture of educating our young people.

We wish you a relaxing and rejuvenating summer – and if you're passing through LA, stop in and see us!

## As your Juniors leave for summer...

**Yes, their last summer of high school is about to begin, but how to fill it?** Should they consider it the last opportunity to pile up impressive community service, take on demanding jobs, extra classes or one more grueling test prep course? Or take advantage of their last chance to hang out with friends, have fun and take a break from everyone's expectations? As seasoned veterans of reading about how students spend their summer vacations, the one thing we can say with confidence is that there is no guaranteed formula that leads to university acceptance. Instead, what really matters is how and why each student has made their choice, and what they have gained from the experience.

**So if any summer vacation-bound Juniors ask your advice,** please encourage them to look for opportunities to challenge themselves, learn about themselves, and explore the personal passions that will shape their future lives – all of which can also be a great source of fun and enjoyment. What makes the difference is not what they do but that they select their activities with clear

intentions, and take time to reflect thoughtfully about them afterwards. In the words of the great statesman, Dag Hammarskjöld: *"It is the attention given to the last steps before the summit that determine the worth of all those that went before."*

**That said, for students who might be interested in USC, there are a few things we would also suggest, including**

■ If they are planning to apply to our architecture, fine arts, music, theater or cinema schools, summer is a great time to prepare portfolios, audition tapes, etc. For details see:

[http://www.usc.edu/admission/undergraduate/admission/selected\\_majors/](http://www.usc.edu/admission/undergraduate/admission/selected_majors/)

■ If they (or you!) are going to be anywhere in the LA area, come to our campus for a visit. It's a beautiful place located close to many of LA's most exciting museums, entertainment, and dining spots. Just call or write us at the numbers listed below to schedule a time. You can also find the admissions counselor currently assigned to your area at

[http://www.usc.edu/admissions/undergraduate/counselors/admission\\_counselor/](http://www.usc.edu/admissions/undergraduate/counselors/admission_counselor/)

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## USC Office of Admission

Office of Admission and Financial Aid Counseling Center *phone* (213) 740-1111 *fax* (213) 821-0200

Campus Visits *for scheduling campus tours or information sessions, visit* <http://www.usc.edu/visitusc>

## USC Undergraduate Programs Directory

USC College . . . . .	(213) 740-5930	<a href="http://college.usc.edu/admission/">http://college.usc.edu/admission/</a>
School of Architecture . . . . .	(800) 281-8616	<a href="http://arch.usc.edu">http://arch.usc.edu</a>
Marshall School of Business . . . . .	(213) 740-8885, (800) 352-5719 outside of CA	<a href="http://marshall.usc.edu">http://marshall.usc.edu</a>
School of Cinematic Arts . . . . .	(213) 740-8358	<a href="http://usc.edu/cntv">http://usc.edu/cntv</a>
Annenberg School for Communication . . . . .	(213) 821-0770	<a href="http://annenberg.usc.edu">http://annenberg.usc.edu</a>
School of Dentistry . . . . .	(213) 740-2841	<a href="http://usc.edu/dental">http://usc.edu/dental</a>
Viterbi School of Engineering . . . . .	(800) 526-3347	<a href="http://viterbi.usc.edu/admission">http://viterbi.usc.edu/admission</a>
Roski School of Fine Arts . . . . .	(213) 740-2787	<a href="http://roski.usc.edu">http://roski.usc.edu</a>
Davis School of Gerontology . . . . .	(213) 740-6060	<a href="http://usc.edu/gerontology">http://usc.edu/gerontology</a>
Health Promotion and Disease Prevention . . . . .	(213) 740-1060	<a href="http://usc.edu/medicine/hp">http://usc.edu/medicine/hp</a>
Thornton School of Music . . . . .	(213) 740-8986	<a href="http://usc.edu/music">http://usc.edu/music</a>
School of Policy, Planning, and Development . . . . .	(213) 740-0550	<a href="http://www.usc.edu/schools/sppd/">http://www.usc.edu/schools/sppd/</a>
School of Theatre . . . . .	(213) 740-1286	<a href="http://theatre.usc.edu">http://theatre.usc.edu</a>

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### Use these ID codes for USC:

**CEEB Code: 4852** *Used for PROFILE Application and SAT scores*

**ACT Code: 0470** *Used for sending ACT scores*

**Federal School Code: 001328** *Used for FAFSA application*

# Counselor News

*Quarterly News for Guidance Counselors Summer 2007*

Do we have your correct information?  
If not, please e-mail us at [scounsel@usc.edu](mailto:scounsel@usc.edu)

The University of Southern California admits students of any race, color, national origin, ancestry, religion, gender, sexual orientation, age, physical disability or mental disability.

## Counselor News *Quarterly Updates for Guidance Counselors*



### *Admission Reflections 2007*

**We asked Tim Brunold, Director of Admission, to reflect on the admission process this year. Here's what he told us:**

**I am pleased to write that this year's admission cycle has been the most successful in USC's history.** Although we didn't set a record for application volume (we received approximately 33,750 freshman applications – about 200 shy of last year's total), our admitted class is definitely the most accomplished we've ever selected. This year's 25% admission rate – our lowest ever – resulted from our desire to enroll fewer freshmen in the fall.

**I am writing this a few days before May 1; although we haven't yet received our entire group of commitments, early indications suggest that our enrolled class will be quite impressive!** I will share a complete student profile in the next edition of *Counselor News*.

*Now it's time to start thinking about the incoming class of fall 2008...*

## Important Dates

**May 11**  
Class of 2007 Commencement

**June 7 - July 24**  
On campus Freshman Student and Parent Orientation Sessions

**July 8**  
High school summer programs begin

**August 22**  
Welcome Week begins/ Move in Day

**August 27**  
Fall classes begin

*A college  
isn't a trophy –  
it's a match.*