

ACM Summer Institute for Counselors

Finding Fit in Selective College Admissions

Wednesday, June 20, 2012

ACM Chicago Program, 177 N. State Street, Suite 700, Chicago, IL

Application Review at Selective Colleges

Admissions officers will lead a mock application review committee exercise, small group breakout sessions, and discussions about what admission officers at ACM colleges look for in applications, essays, and recommendations.

As part of this session, Summer Institute participants will be members of application review committees at Fairbrook University considering applications from three students: Kenneth Aldman, Mary Leavitt, and Christina Moore. The committees will be lead by members of the Institute admissions faculty. Each committee's task will be to admit one applicant, deny one, and waitlist one.

Homework

Prior to the Summer Institute, please download and read the mock admission files for the three applicants that the committees will consider. Make your notes about the applicants on the **Candidate Evaluation Form** and any additional pages you may need, and bring those notes with you. You are welcome to bring a copy of the admission files with you if you want to, but that is not necessary.

It is important that you thoroughly read all of the application materials in advance so that you arrive at the Summer Institute prepared to discuss the applicants – their credentials, strengths, and weaknesses – during the review committee exercise. **There will not be time at the Institute to do the homework.**

Note: Our thanks to Peak to Peak Charter School in Lafayette, Colorado, for the three mock applications used in this exercise.

Summary Sheet of the Applicants

Kenneth Aldman

FROM: St. Louis Priory School, Clayton, MO (Private, religious)

GPA: 3.385 unweighted

COURSEWORK INCLUDES: 3 AP, 4 Honors Class

SAT SCORES: Reading 620, Math 650, Writing 600 (ACT 27)

SAT SUBJECT TESTS: Japanese 520, Math IIC 620, Chemistry 590

ACTIVITIES INCLUDE: Sax player, (all star band and Jazz Club co-founder), Varsity baseball (10-12) and basketball (11-12), works 5 hrs/week as web page designer.

ESSAY: Growth and experiences as jazz musician

OTHER: Disciplinary history from high school (9th grade, explained in essay and counselor rec).

Mary Leavitt

FROM: Eleanor Roosevelt High School, Wilmington, DE (Large, public)

GPA: 3.51 Unweighted

COURSEWORK INCLUDES: 5 Honors/Advanced

SAT SCORES: Reading 650, Math 600, Writing 670 (ACT 29)

SAT SUBJECT TESTS: Math I 610

ACTIVITIES INCLUDE: Varsity soccer and volleyball, being recruited by Fairbrook soccer coach, volunteer youth soccer coach, works 10 hrs/week at YMCA, summer camp counselor

ESSAY: Ties growing up in single-parent family with soccer

OTHER: VP of Amnesty International Club at her high school

Christina Moore

FROM: Greenwich School for Girls, Greenwich, CT (Private, college prep)

GPA: 3.13, weighted

COURSEWORK INCLUDES: 3 AP, 21 core courses

SAT SCORES: Reading 600, Math 600, Writing 630 (ACT 26)

SAT SUBJECT TESTS: US History 630, Literature 600, Math II 570

ACTIVITIES INCLUDE: Students Against Drunk Driving co-founder, lacrosse team captain, volunteer at women's shelter 4 hrs/week, works 9 hrs/week for florist

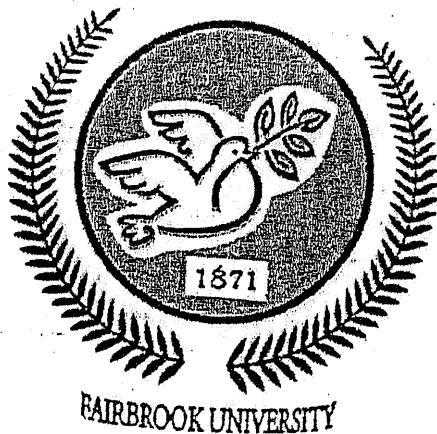
ESSAY: Ties Thanksgiving with growing up in multicultural family

OTHER: Visited campus twice, met with Associate Dean of Admissions

Candidate Evaluation Form

Use the form below or separate sheets to evaluate the candidates. Consider all of the information available for each of the three applicants. For example, in making your assessment, be sure to review teacher comments, the essay, contribution to the Fairbrook University community, etc. Make notes and comments in the space provided and on additional sheets, as needed. Bring these notes with you to the Summer Institute.

	Academic – grades, recs, test scores, essay	Extracurricular – application, recs	Personal Qualities – application, essay, recs
Kenneth Aldman			
Mary Leavitt			
Christina Moore			



La vérité est la libération.

Fairbrook University

Fairbrook, founded in 1871, is generally regarded as one of the finest liberal arts institutions in the country. The student body of 3,800 is made up of students from many states and foreign countries. Approximately 60% receive some form of financial aid. Particularly strong programs within the liberal arts include: the arts, both visual and performing, foreign languages, political science, anthropology, economics and creative writing. An exceptionally competitive engineering program is built within the structure of the liberal arts, and, with a new state-of-the-art science building, students also have opportunities for individual research. Another recent addition to the campus was an athletic complex which enables the college to compete more aggressively for student-athletes. Close student/faculty interaction is encouraged, both in the classroom and through the theme-oriented "residential colleges." Ninety percent of students live on campus.

Admission is very selective, with approximately 45% of applicants admitted. 60% of students are from public schools and 40% from independent or church-related schools. In making decisions, the committee seeks a talented and diverse student body, considering the application and the essay, grades, course of study, recommendations, interviews, the college's own needs and test scores. The following profile for admitted student is numerically-based only and does not take into consideration personal qualities and attributes which are inherent in the final decision.

<u>Rank in Class</u>	<u>Public Schools</u>	<u>Independent Schools</u>
1/5 th	69%	30%
2/5 th	14%	16%
3/5 th	2%	10%
4/5 th	0%	3%
5/5 th	0%	1%
Not available	15%	40%

SAT I Verbal range (middle 50%)

580 to 650

SAT I Math range (middle 50%)

600 to 720

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College Guide