EXAMINING THE APPLICANT'S FILE: SOME READING TIPS

An admission committee carefully reviews information provided by the student and the high school. Please read the admission cases and take notes on the candidate review form. This summary provides some questions for you to consider about each of the sections of the applications as you read them so that you can conduct a thorough review of each applicant. The three candidates will be discussed, and with your small group, you will recommend offers of Admission, Waitlist, or Denial for each candidate, based on the fit for Euphoria University.

PERSONAL INFORMATION

Is there anything about the student's background or family information that stands out in relation to the college to which the student is applying? Are there any special circumstances of which you should be aware when evaluating the more objective parts of the application?

TRANSCRIPT

Look at the high school profiles to get an overview of what is offered. What classes has the student taken in the context of what was available to them, and what is the student taking senior year - is their curriculum challenging or weak? What classes has the student taken that align with their intended major or curricular interests? Has the student taken honors, advanced, or college-level classes? What kind of grades has the student received over the years? Is there an upward or downward trend? If available, how does the student's academic achievements compare to other students at their school?

SAT/ACT/AP SCORES

Are the student's test scores provided? What are the student's scores? How do the scores fit the score ranges on the college's profile? Do the test scores correlate with the student's GPA? How do the student's test scores align with students in their high school (if available)? If the student has applied test optional, what other information in the student's application highlights their academic strengths?

ACTIVITIES

How does the student spend their time out of the classroom? How much time has the student committed to those activities? How much depth is presented (commitment over time, leadership roles, impact on the activity or their community)? How would you describe the student's skills and values as reflected in their extracurricular commitments? Do you feel that the student will be an active member in a college community?

ESSAY

Do you hear the student's voice in their writing? Does the essay tell you something about the student beyond the transcript? What qualities, talents, or values does the student reveal? Are the grammar, spelling and punctuation correct?

LETTERS OF RECOMMENDATION

What two or three things did you learn about the student through the recommendation? How do the recommendations help you better understand the student and their fit with Euphoria University?

ENGAGEMENT/LEVEL OF INTEREST IN EUPHORIA UNIVERSITY

What is your sense of the student's knowledge of Euphoria University? How has the student engaged with the university? What does the student say about why they want to attend Euphoria?