HUMANS FIRST
Adolescent Education in the Age of AI Conference
Marist School

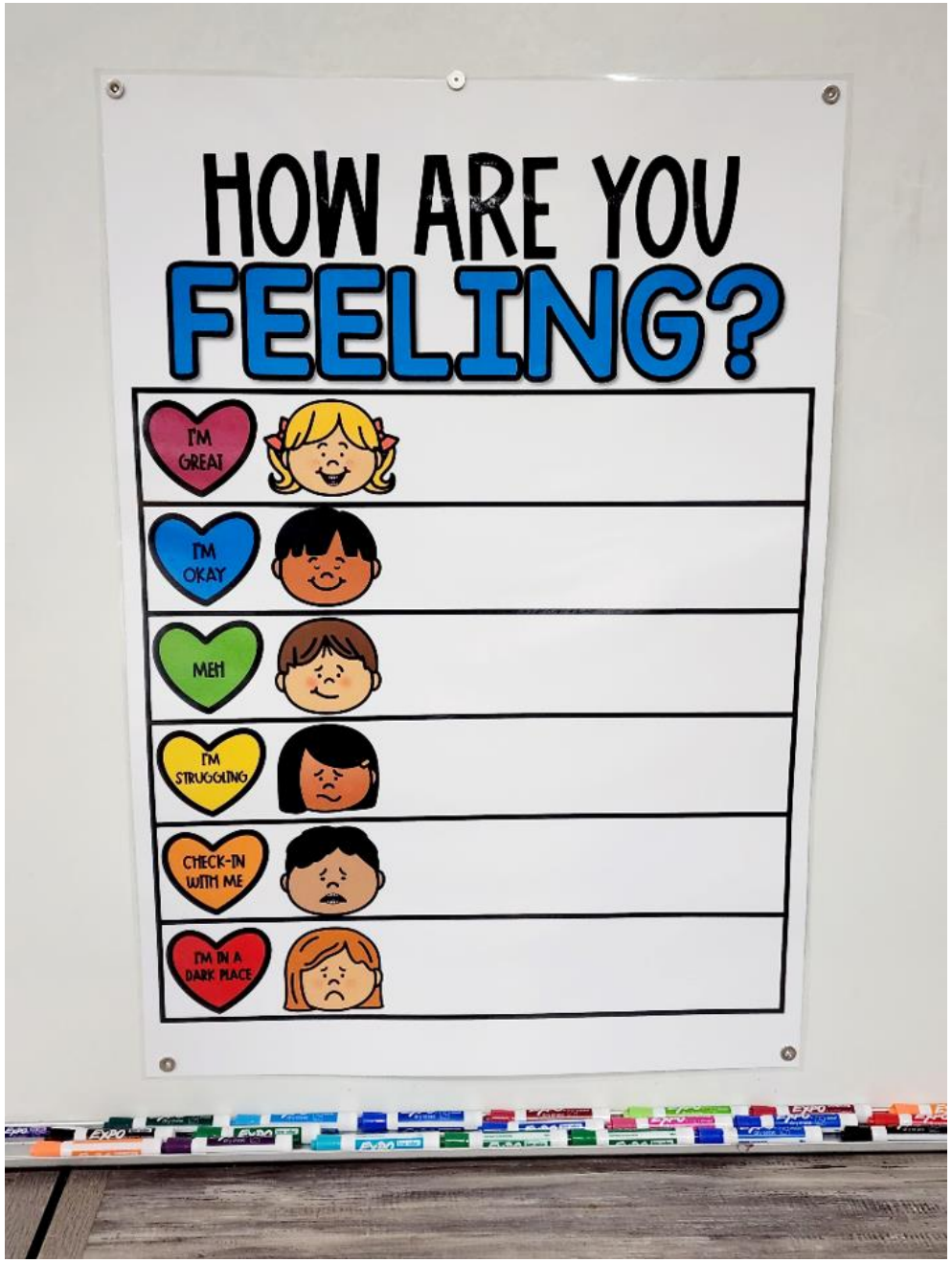
AI in College & College Admission

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Georgia Tech

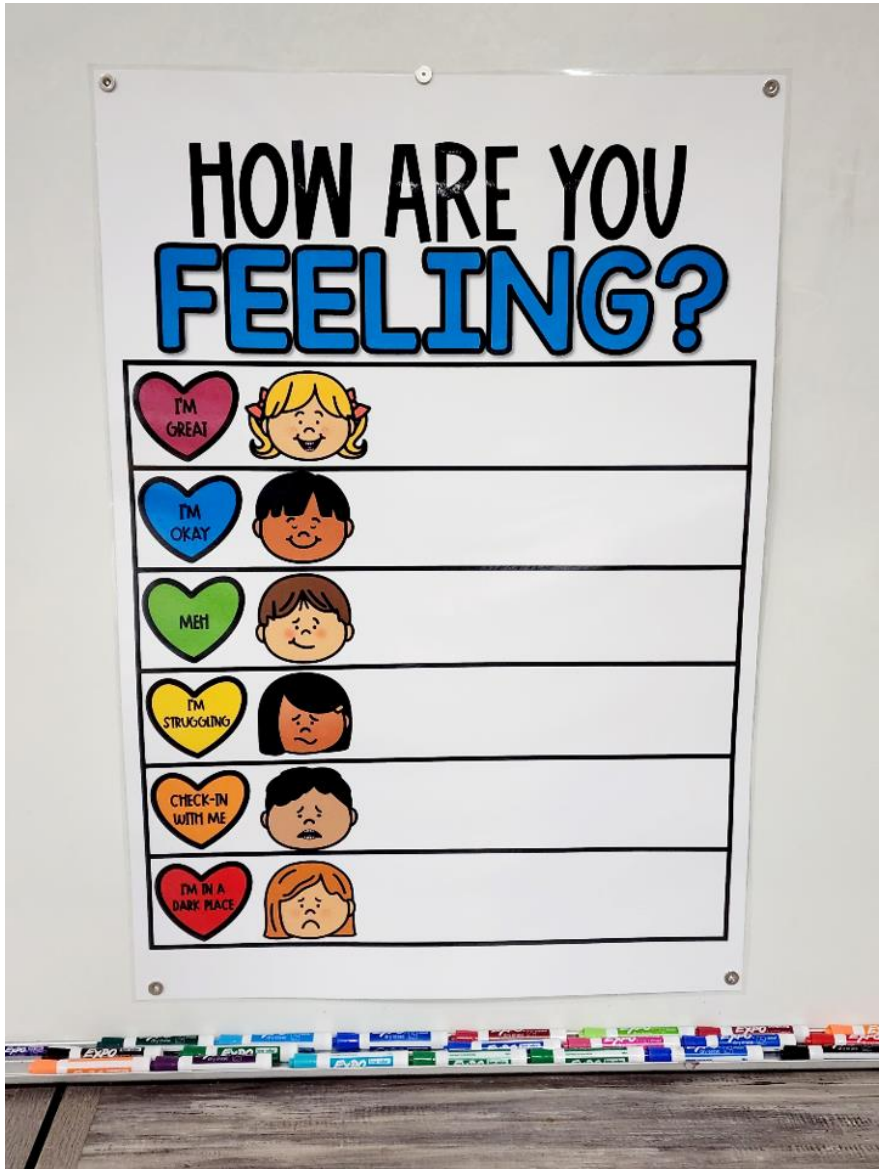

GRATITUDE

AI got me like....

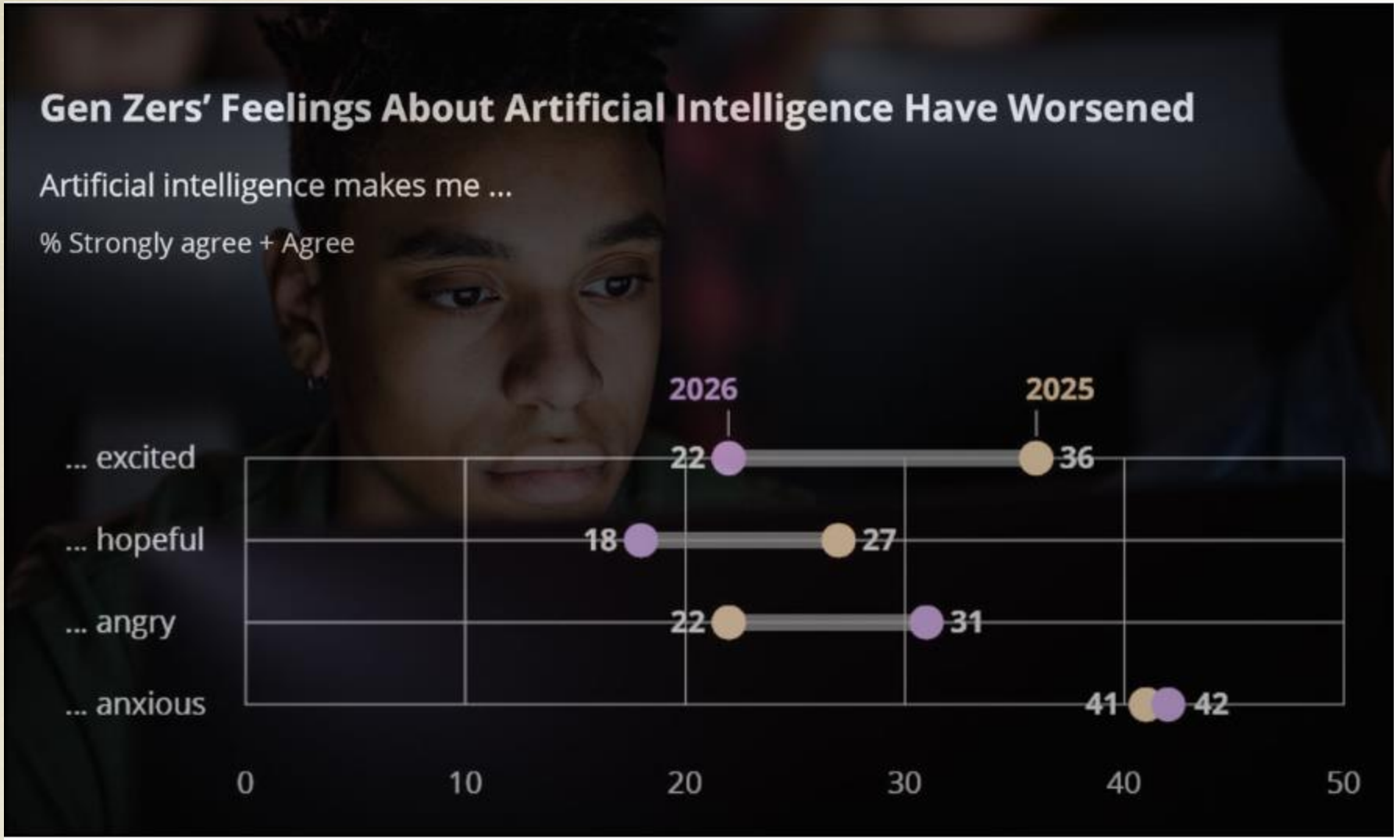


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AI got my students like….



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(Gallup)

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AI won't take your job, but someone who uses AI will take your job

JENSEN HUANG



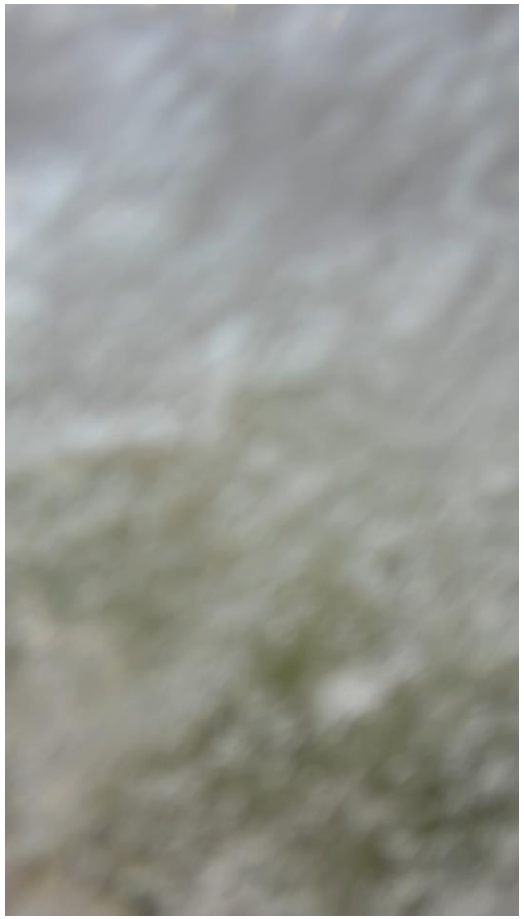


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College Guidance to Applicants

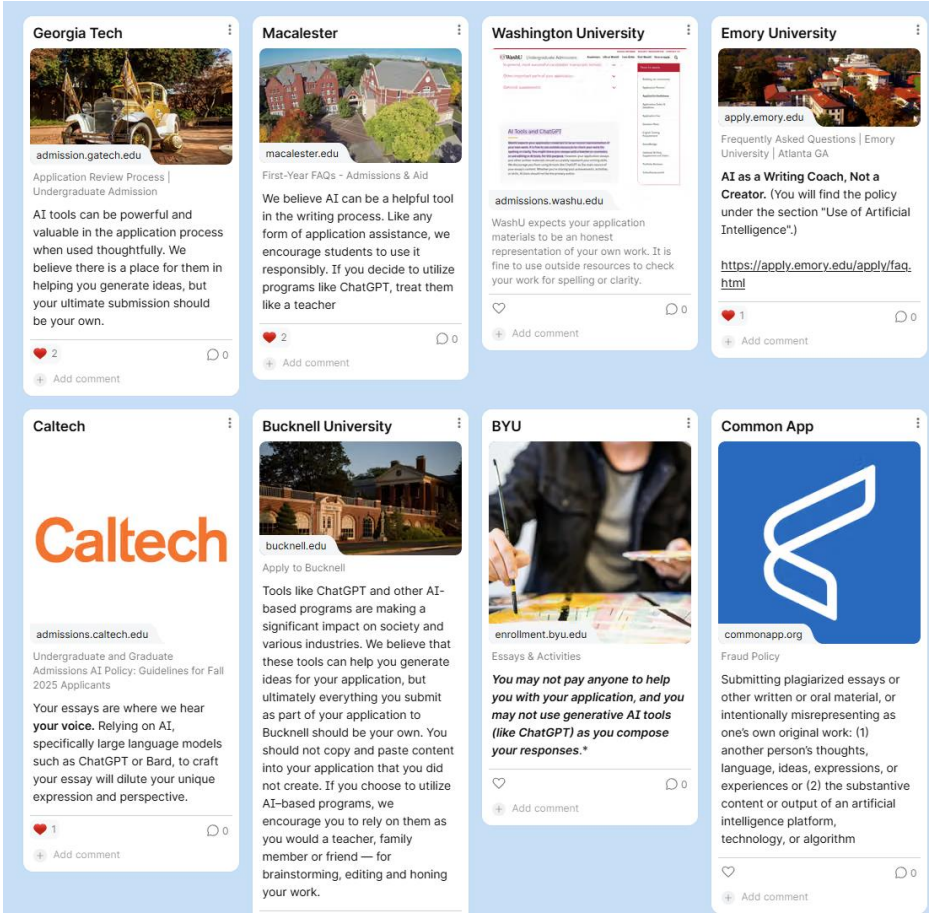


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AI in Admissions-- a brief history



College Guidance to Applicants



https://www.edhub.ai/

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Guidance for Ethical AI Use in College Applications

Helping Institutions Create Clear, Responsible Guidance for Applicants

*This resource is intended as a guide to help institutions begin developing their own AI policies for the college admission process.**

1. Opening Statement: Set the Institutional Tone +
2. Permitted Uses: Encourage Thoughtful Support +
3. Prohibited Uses: Draw the Line Clearly +
4. Guiding Principles +
5. Why It Matters: Tie Back to Mission +
6. Broader Scope: Applies to More Than Just Essays +
7. Acknowledging Equity and Access +
8. Transparency Statement (Optional but Powerful) +

Best Practice Sources: Modeled on effective AI guidance from Georgia Tech, Bucknell University, and Washington and Lee University. Refer to our growing padlet of AI policies related to college admission.

Tip: Avoid vague policies that treat all AI use as cheating. Clear, supportive guidance fosters honesty, equity, and student learning.

This resource is intended as a starting point, not a substitute for institutional policy, legal review, or official guidance. It reflects best practice suggestions from the AI in College Admission Special Interest Group (SIG) and represents the views of the author (Emily Pacheco), not those of NACAC or its affiliated Guide to Ethical Practice in College Admission. Before adopting or sharing any public-facing AI guidance for applicants, schools and universities should consult with relevant campus representatives, including legal counsel, communications teams, and academic leadership. Each institution's context, values, and policies may differ, and any adaptation or adoption of any portion of this template should be carefully reviewed and approved through internal processes. If you have questions or comments, please reach out to info@edhub.ai

3. Prohibited Uses: Draw the Line Clearly

The writing and ideas you submit should represent your voice and perspective.

You should not use AI tools to: - Write full paragraphs or essays for you - Create your central message, argument, or story - Replace your tone or change your personal voice

4. Guiding Principles

(Option 1) Guiding Principles for Responsible AI Use in Your Application:

- If your writing doesn't sound like something you'd say aloud or explain in your own words, it probably isn't yours—and shouldn't be submitted.
- If your writing suddenly sounds more advanced or polished than anything you've written before, take a moment to ask if it still sounds like *you*.
- If you're copying and pasting large portions of AI-generated text without major edits or rewriting in your own voice, you've likely gone too far.
- If you feel uncomfortable taking full credit for what's written, trust that instinct. Your application should reflect your authentic effort.

(Option 2) A Few Quick Self-Checks

Before you submit, ask yourself:

- Does this sound like something I'd say out loud or explain in my own words?
- Does the tone or polish feel consistent with how I usually write?
- Did I rely on AI to write this for me, rather than help me express *my* ideas?
- Would I feel fully comfortable putting my name next to this?

https://www.edhub.ai/policy-guidance

Best Practices: Turn/ Pair/ Share

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Application
Matriculation
Waitlist
Early Action
Transcript
Standardized
Financial Aid
Affordability

Institutional
Residential
Extracurricular
Admission
Advising
Authenticity
Academics
Athletics

AI is a part of all of these facets of our work.

Application
Matriculation
Waitlist
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Institutional
Residential
Extracurricular
Admission
Advising
Authenticity
Academics
Athletics

Literally.

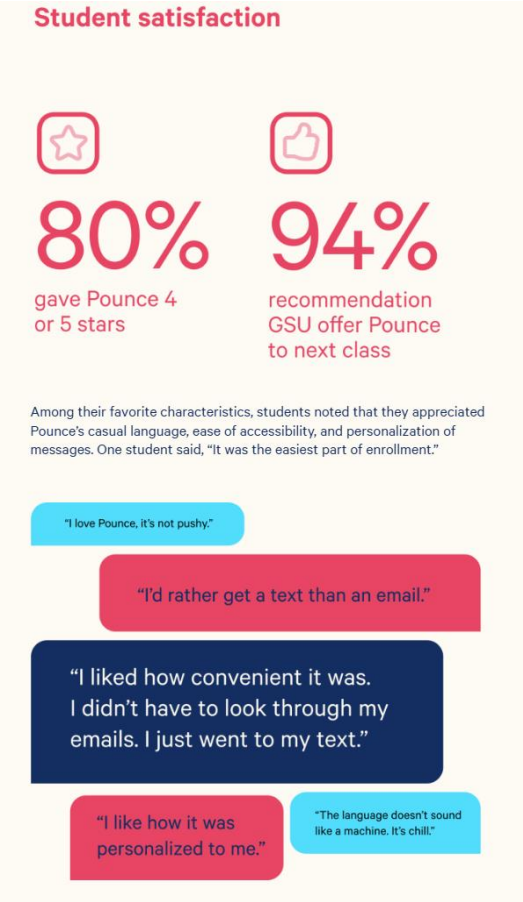
AI in Admissions/ Enrollment Management



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Communications/ Inbound & Outbound

- Chatbots
- “Phonebots”
- Automated Campaigns
- Learnings from interactions into CRM



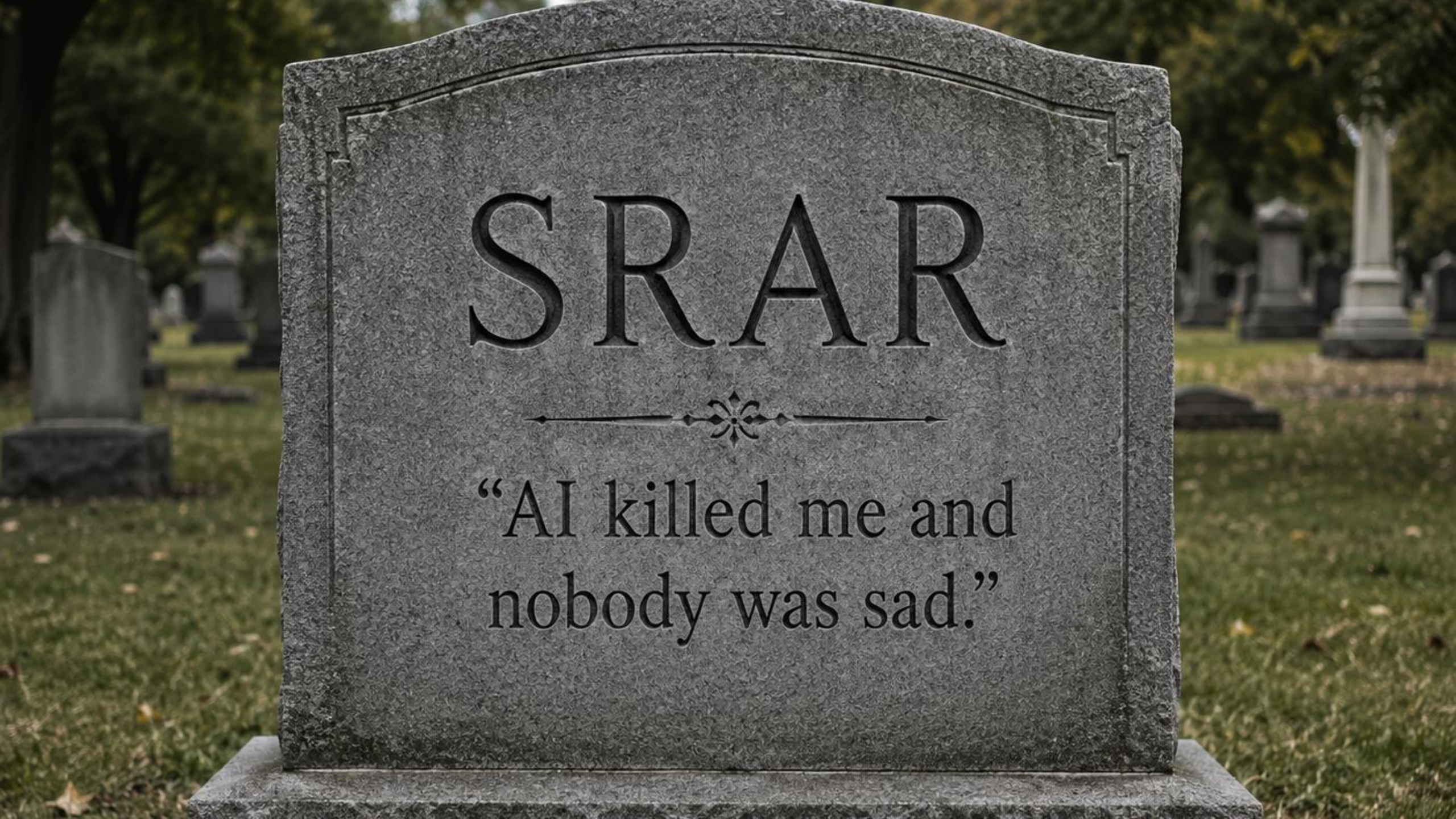
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Transcript Processing

- GPA calculations
- Rigor counts/ranges
- Grade trends
- Data verification
- Course credit



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SRAR
“AI killed me and nobody was sad.”

VIRGINIA TECH | THE CHALLENGE

Essay Reading Process & Challenges

~35K → 58K

Applicants in 7 years

Nearly 60% growth

275K → 500K

Essay scores needed

Per application cycle

16,000+

Hours to score essays

At 2 minutes per essay

Traditionally, two human evaluators scored each essay — several hundred volunteers recruited and trained annually to review and score with consistency. As applicant volume surged, the system faced serious capacity constraints.

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VIRGINIA TECH | THE SOLUTION

Introduction of AI Tool

Human-in-the-Loop: AI supports the process — it does not replace human judgment.

The approach

Virginia Tech transitioned to using one human rater and one LLM rating — given promising results of LLMs in grading student essays.

Humans remain central

Humans provide one of the two essay scores and supply additional ratings when the human and LLM scores differ beyond a defined threshold.

Higher bar

The new system uses a more stringent agreement threshold than the previous human-only system — LLMs serve as a confirmatory tool, with human scores as guiderails.

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VIRGINIA TECH | HOW IT WORKS

Essay Scoring Framework

The essays

4 questions, each limited to 120 words. Designed to capture personal qualities not reflected in GPA or test scores — tied to Virginia Tech's university motto.

The scoring scale

Each essay scored 0–3 by a trained rater using a detailed rubric. Total possible range: 0–12 points across all four essays.

The final score

The average of two ratings becomes the final score in the admission portfolio. When scores differ by more than 4 points, a third human reader is brought in.

The AI threshold

In the human-in-the-loop system, a higher standard applies: a difference of more than 2 points triggers a second human reviewer — a more stringent bar than before.

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VIRGINIA TECH | THE TECHNOLOGY

Model Selection & Training

Majority voting ensemble

Three LLMs working together — a majority vote determines the final AI score, reducing the risk of any single model's bias or error.

No third-party data sharing

All LLMs are open source and run within Virginia Tech's own IT infrastructure. No applicant data is sent to external vendors.

Seven cycles of training data

Models were trained on data from the last seven application cycles, with rigorous train/validation/test splits including held-out novel questions.

Models used: Llama 3.3 70b Instruct (base + fine-tuned via LoRA) | Qwen 3 32b

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VIRGINIA TECH | RESULTS

Better Agreement

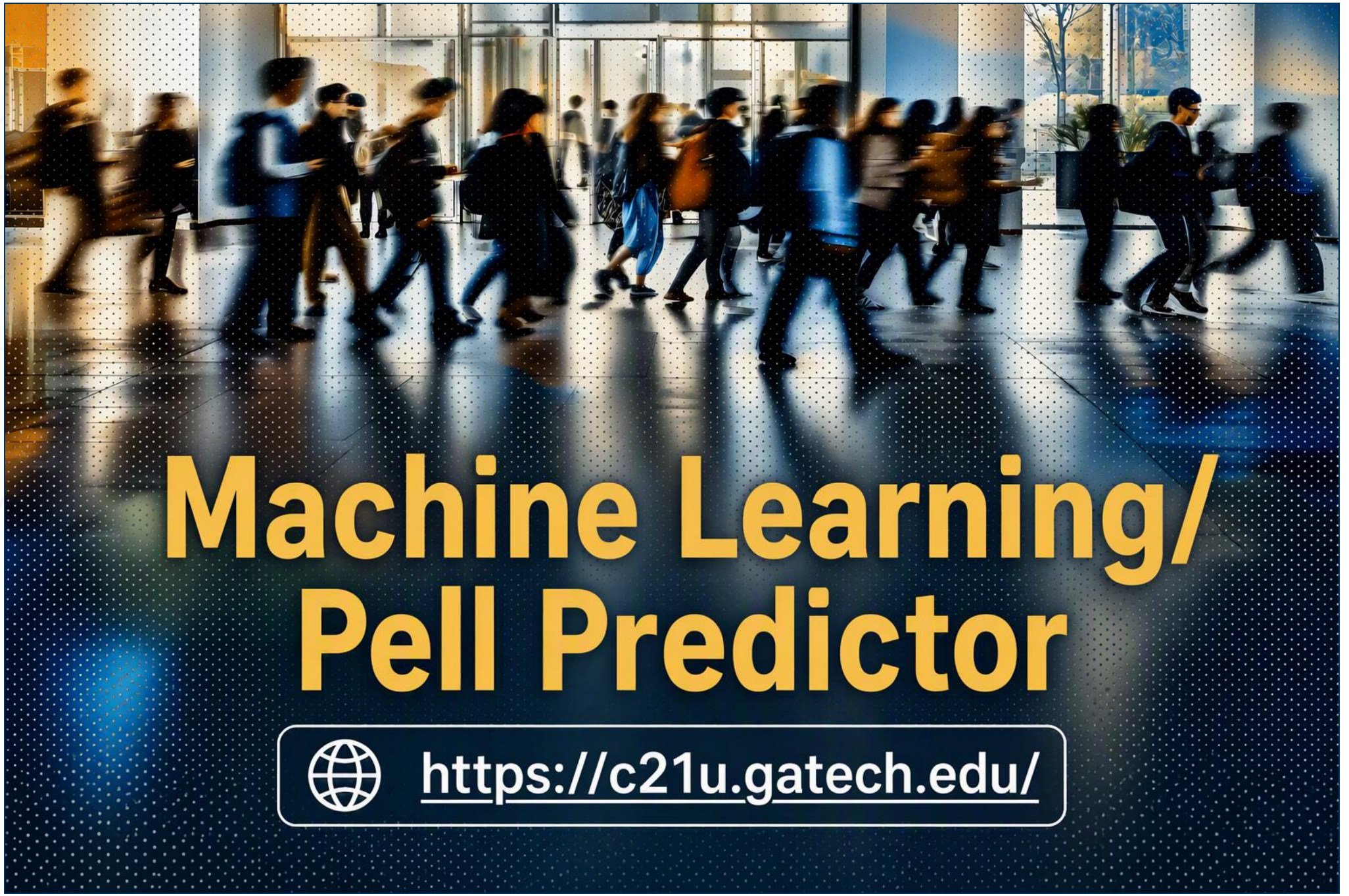
Lower levels of disagreement between human and AI than between two human raters

4–5 Weeks Earlier

Admission decisions released weeks ahead of the previous timeline

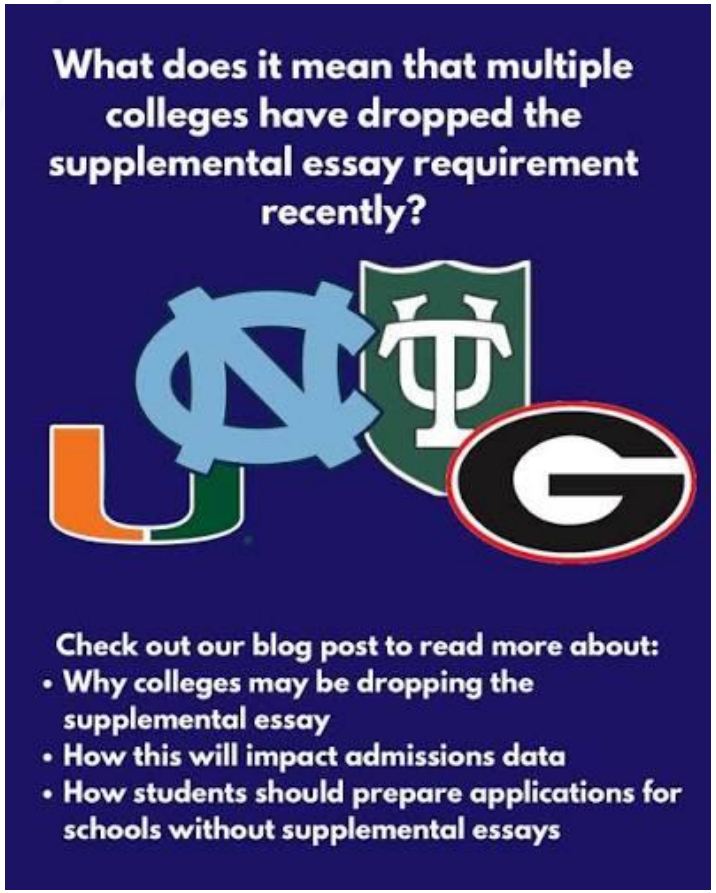
Human-in-the-loop AI: more consistent, more efficient, still human.

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AI Impact and Shifts





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Multiple Mediums





"So maybe education includes an oral exam — where you actually know whether someone has learned it."

— Neil deGrasse Tyson

The Late Show with Stephen Colbert

initialview

VIVA

BURTON, MICAH

An Evaluation of Least-Squares as a Regression Technique



SUBMITTED PAPER

1. What inspired you to choose least squares regression as the focus of your research? 00:00
2. How did you determine the impact of outliers on least squares regression? 01:02
3. Can you explain why least squares might not be the best choice when data errors are not normally distributed? 01:57
4. What are the computational advantages of least squares compared to other regression techniques? 02:57
5. What was the most challenging aspect of your research on least squares regression? 03:41

- Students talk about a paper or project they've done off the cuff
- VIVA generates questions directly from what student submitted
- AI only enables assessment; humans do all evaluation
- Only takes a few minutes; can be done anywhere
- Captures an authentic look of student which most resembles academic environment

initialview

High School Utilization

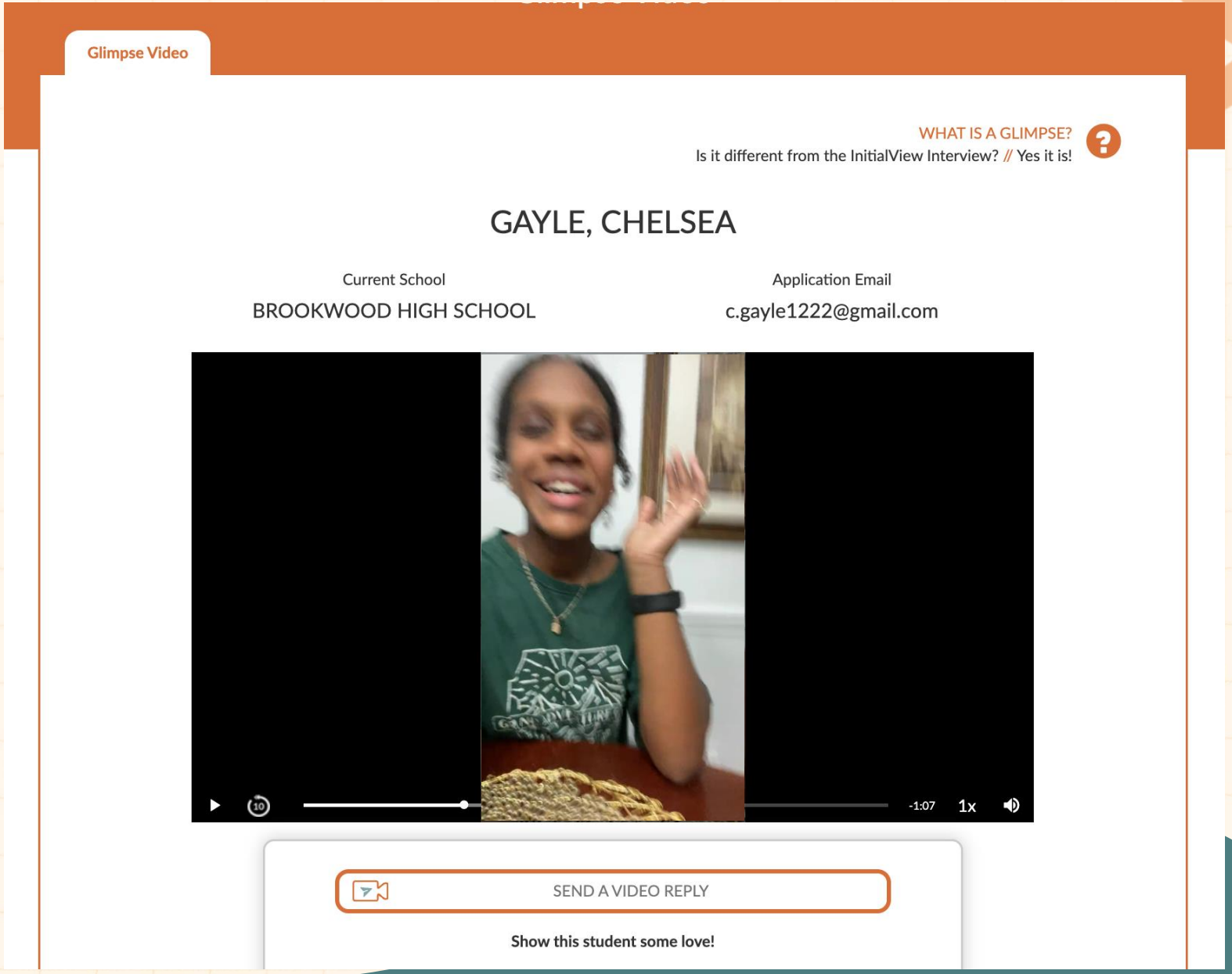
- Opportunity to confirm knowledge
- Conversational competency
- Practice with impromptu discussion of content
- Comfort in video medium



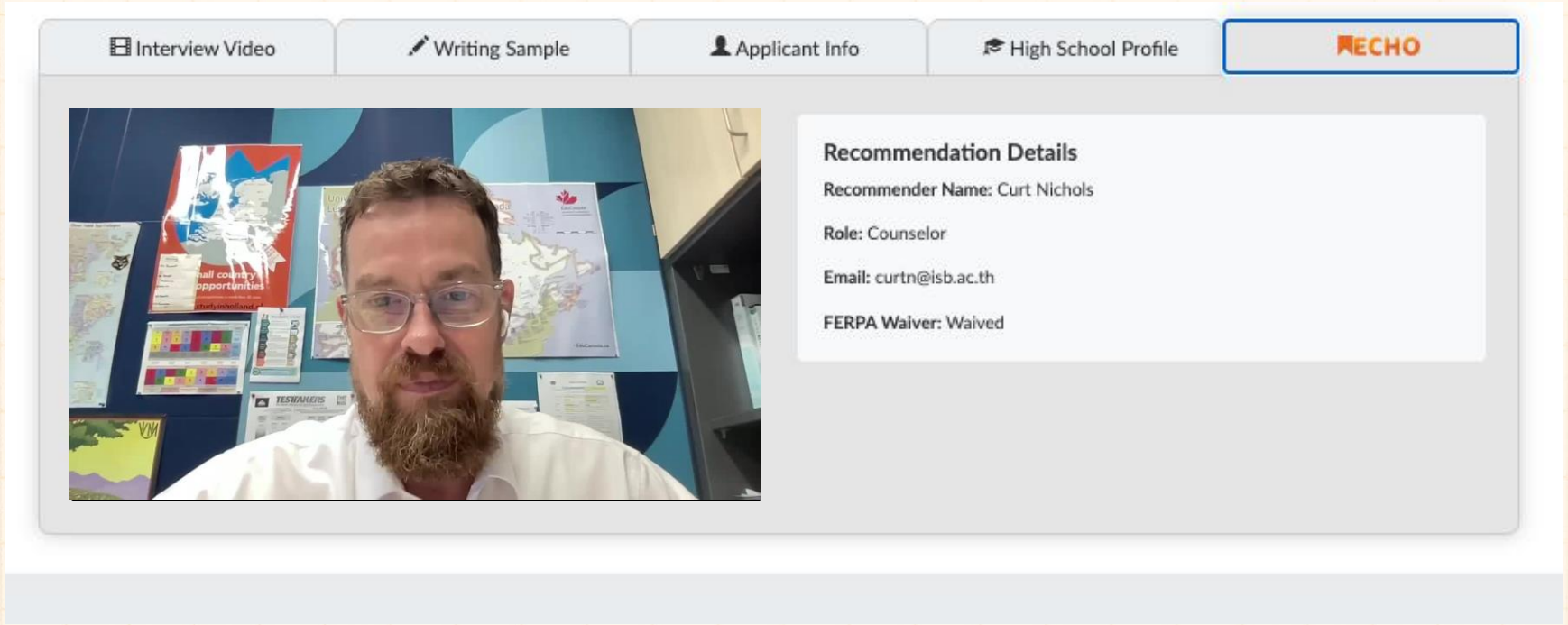
EA Junior Addi Thomas responds to her US History essay on 'The Era of Good Feelings' in *Viva*. You'll notice the questions generated on the right, derived solely from Addi's essay. In responding to question four, Addi reflected on her process and

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- Students record a 90-second, unedited video of themselves – no filters, no cuts, no production
- Not school-specific
- As essays become AI-polished and increasingly sound alike, an unedited video is a window into who the student is
- Brings back the 18-year-old voice and helps admissions offices imagine students on campus
- A response to AI's flattening effect on applications



ECHO



- An adult who knows the student well records a 60-second video recommendation – enough time to highlight an authentic story to help show how student will impact campus
- Brings advocacy and human voice into the application

initialview

AI Questions for Colleges

- Is AI literacy considered a core competency for all students, regardless of major?
- Beyond coursework, where can students experiment with AI through clubs, research, entrepreneurship, or campus initiatives?
- What proactive steps has your school taken to provide students with ethics and heuristics for AI utilization?
- Are you working with industry to understand their needs/ expectations and adjusting curriculum and co-curricular opportunities accordingly?

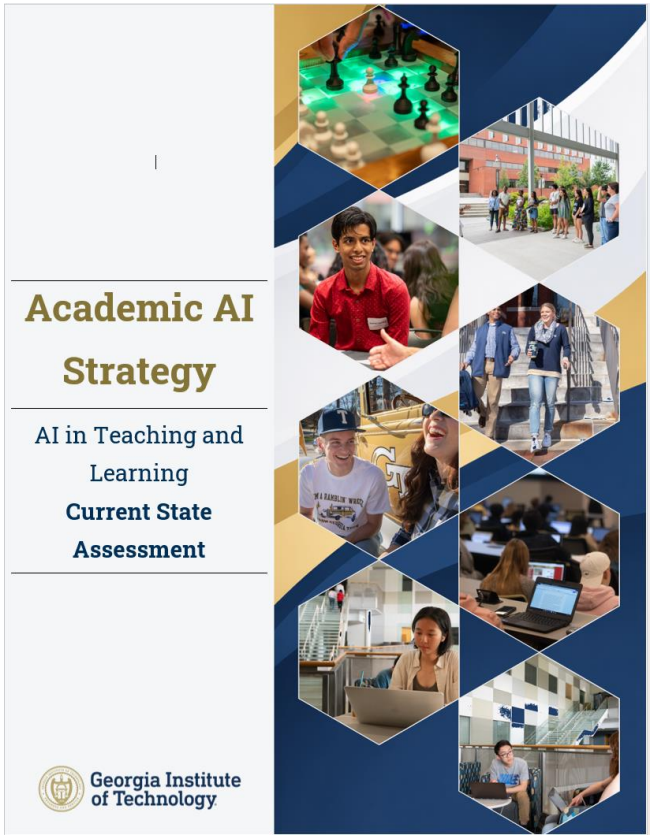
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AI Questions for Colleges

- How are you helping students understand which tasks in their field are likely to be augmented, automated, or transformed by AI?
- What AI-related internships, research opportunities, or project-based experiences are available to students?
- How are career services preparing students to showcase AI fluency to employers?
- What evidence do you have that your graduates are successfully entering an AI-enabled workforce?

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What does Georgia Tech Think?



Georgia Tech AI Playbook Initiative

130+ submissions from seven different colleges on different ways faculty are experimenting with AI in their classes

Dr. David Joyner

Vice Provost for AI in Education

Georgia Tech

Where are we now?

Using AI

Vibe-coding for programming

AI-assisted paper reading

Simulated professional practice

LLM-based tutoring

Automated feedback

Course preparation assistance

AI-supported data analysis

Avatar-based video production

Teaching AI

Using domain AI tools (AlphaFold for protein folding, Mirai botnet for malware analysis)

Critical analysis of AI output

Courses on AI in cybersecurity, nuclear engineering, business, etc.

Ethics of AI usage in specific domains and fields

AI in professional practice

AI literacy for non-technical audiences

Reacting to AI

Shifting to live assessment

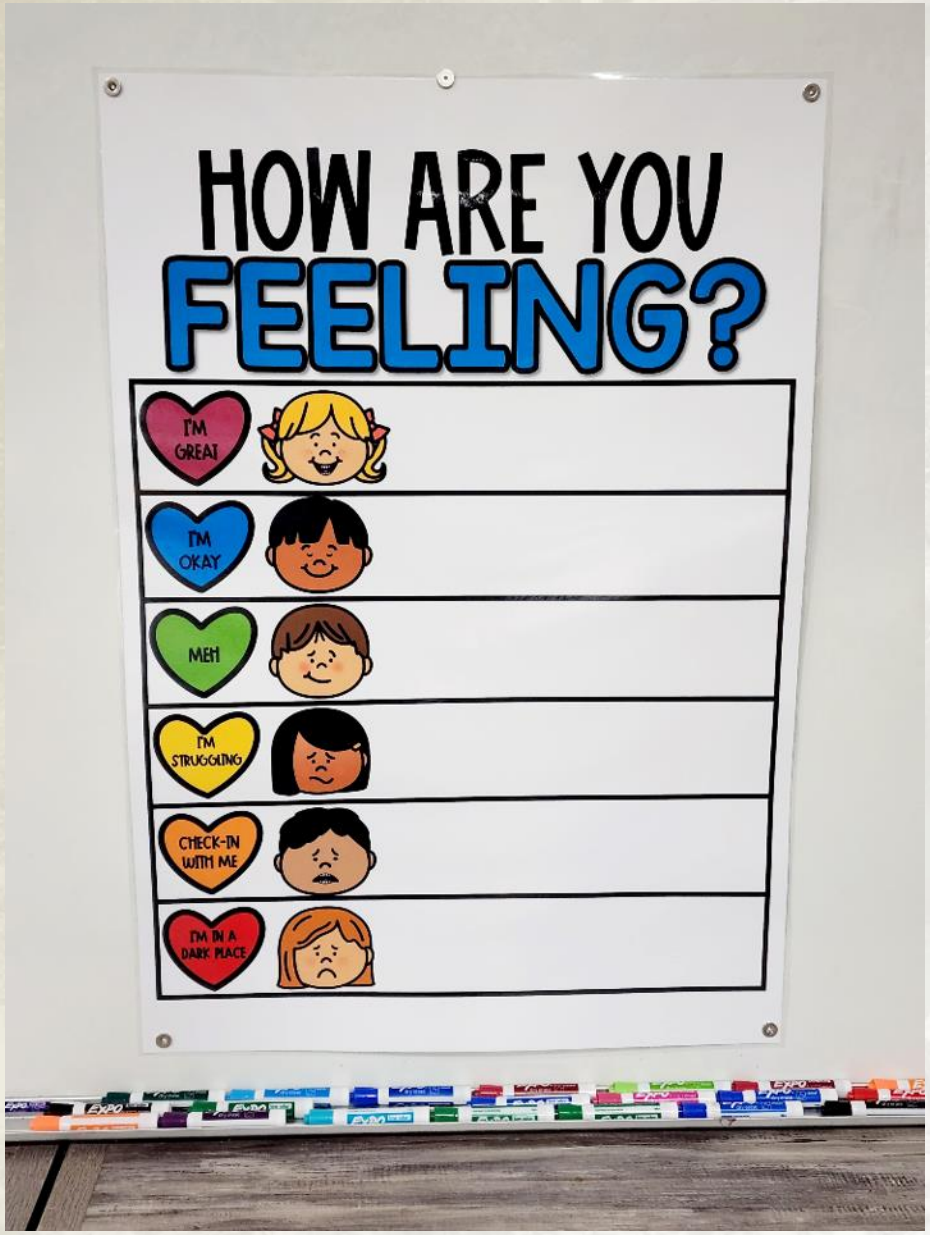
Shifting to process-based assessment

Incorporating AI use policies and transparency requirements

Implementing AI detection measures

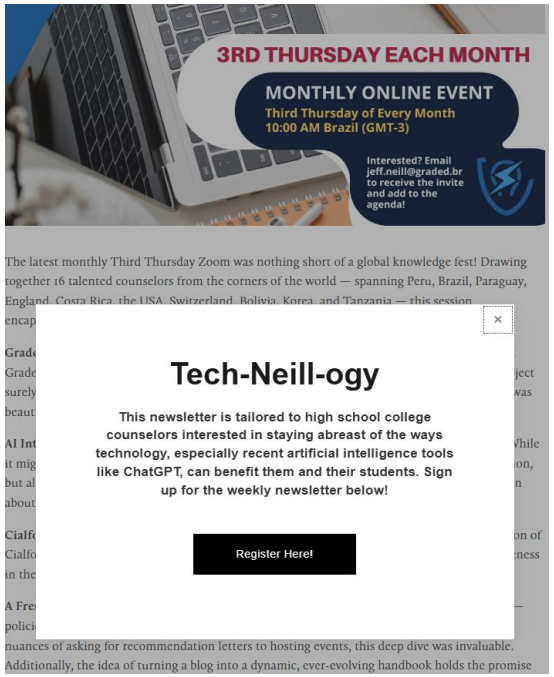
Fundamentally redesigning class pedagogy

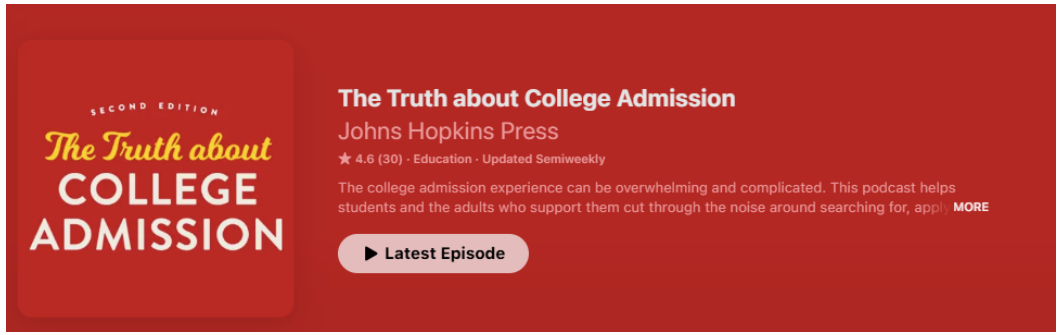
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HOW ARE YOU
FEELING?
I'M GREAT
I'M OKAY
MEH
I'M STRUGGLING
CHECK-IN WITH ME
I'M IN A DARK PLACE

Resources

College Guidance Network







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