

EXAMINING THE APPLICANT'S FILE: SOME READING TIPS

An admission committee carefully reviews information provided by the student and the high school. To help you read your files, here are a few questions on each section of the application. Please carefully read the admission cases and take notes on the candidate rating form. Our goal in this exercise is to complete a thorough review of each applicant (could take 20 minutes) and then to present each student to the entire committee. The candidates will be discussed, and based on their academic and extra curricula activities, offers of Admission, Wait-list and Denial will be made to each candidate, based on the right fit for Newport Shores University.

PERSONAL INFORMATION

Is there anything about the student's background or family information that stands out in relation to the college to which s/he is applying? Are there any special circumstances of which you should be aware when evaluating the more objective parts of the application? Has the student ever been suspended or received disciplinary action from his/her high school? Assess the applicant's life journey, is there anything about the journey that influenced their academic and/or personal achievements either positively or negatively.

Examples include but are not limited to students who have moved schools several times, illness while in high school, difficult home life, receiving a Rotary Exchange Scholarship to live abroad for a semester, connections they may have been afforded through their family lineage – how did they take advantage of these opportunities or rise to the challenge of meeting adversity.

SAT/ACT/SAT SUBJECT TESTS

What are the student's SAT or ACT scores? Are there areas that are significantly higher or lower? How do the scores fit the score ranges on the college's profile? Do the SAT/ACT scores correlate with the student's GPA? Is one significantly higher than the other? Does it make sense given the major or topic of interest they plan to pursue?

PERSONAL RECORD

Personal record, who is the student outside of the classroom, who are they becoming, and who do they want to be. We expect a student to be using the resources at their disposal to be learning, growing, and ultimately promoting a better atmosphere, culture, and/or family. We are seeking engagement, leadership, and action in the areas that are most significant to them.

ACTIVITIES

What has the student done outside the classroom, both connected to school and out of school? How much time has the student committed to those activities? How much depth is presented? Has the student pursued a leadership role in those activities? Would the student be able to engage in those activities at NSU?

ESSAY

Does the essay tell you something about the student beyond the transcript? What did you learn? What qualities or talents does the student reveal? Do you hear the student's voice? Do you get a sense of the student as a person? Does the student tell his/her story effectively? Are the grammar, spelling and punctuation correct?

TRANSCRIPT

What kind of grades has the student received over the years? Is there an upward or downward trend? Has the student taken honors, advanced, or college-level classes? Look at the high school profiles to get a brief sketch of what is offered. What kind of classes does the student plan to take in the senior year - is it challenging or weak? What are the student's curricular interests? If available, what is the student's rank in class?

LETTERS OF RECOMMENDATION

What two or three things have you learned about the student through the recommendation? What struck the recommender most about the student? How positive or enthusiastic is the recommendation? Is there more information that will help the admission committee determine how capable the student is in meeting the academic demands of the college?

CONTEXT

How has the student's environment played a factor in his/her choices? Were they afforded many opportunities by their school or community, or were their resources limited for some reason? Were they pushed by their peers at a competitive school, or did they just get by? The information contained in the Common Application is comprehensive of most everything a reader needs to know to better interpret everything else in the application. The ratings are designed to be as objective as possible so all applicants are benchmarked against the same set of standards. As we move into the write-up and voting phases, the reader needs to begin stacking the applicant's life journey and using all of the information she provided to determine what we believe she will gain from a CMC education and how we feel she will contribute to the collective achievements of our community. The reader needs to contextualize this applicant by highlighting points of concern, and anything that is compelling.