

College Applicants: Who gets in? Admit 3 – Waitlist 2 – Deny 2

Jill has a 3.1 grade point average and an 18 on the ACT. She is very active in the community, including starting a mentoring group for troubled teenagers. Jill has taken all Advanced Placement and Honors classes at a large, public high school in Texas. She scored a 14 in math on the ACT but wants to be a music major.

Jackie is the daughter of John Jenkins, a multi-million dollar businessman. She has a 2.5 grade point average and a 20 ACT. She has visited the campus on numerous occasions and has stated that she will come to school if admitted. Money is not an issue, but her recommendations indicate that she is not very motivated in class. Jackie mentioned she wants to receive a general studies degree.

William is the number one athletic recruit in the country. He scored a 16 on his ACT and a 2.0 grade point average. He is being heavily recruited by all of your rival institutions. The alumni from your school have been calling your office asking what they need to do to help sign him. If admitted, William will need remedial help. A. William wants to play professional sports after college.

Luke has a 3.8 grade point average and a 32 ACT. He has been nationally recognized for his research in biological sciences. Science Research Weekly voted him “One of the Top 20 under 20” in his field. He is planning to attend law school and then medical school after graduation. He aspires to be Attorney General one day. One of his teachers claims, “Luke is the most arrogant student at our school. He does not get along with anyone, and loves to brag about his intelligence.”

Jasmine is a first generation student from Miami, FL. She has a 25 ACT and a 3.4 grade point average. Her parents came to the United States from overseas two years ago. They want to help her achieve an education that they never received. She does not have the money to attend your school and will need a full scholarship if admitted. All of her recommendations say she is a student who loves to learn and a very hard worker and wants to major in Pharmacy.

Teddy (Theodore) is the great-grandson of Geoffrey Ruggles, III, a member of the Board of Trustees and the namesake for your campus library. Teddy has a 2.1 grade point average and a 17 ACT score. Your school is his first choice and his parents are also strong financial supporters of your institution. Teddy loves music and art and wants to be a college professor someday.

Lamont is the second of four children in a single parent household. He has a 3.9 grade point average and a 21 on the ACT. Lamont is very gifted, but only took easy courses to keep his grade point average high. Lamont is president of his senior class and ranked #4 overall in a class of 325 students. Lamont loves to travel and wants to study abroad while in college. He is interested in Business and wants to pursue an International Business major.

Academic | Service | Financial Need | Leadership

INSTRUCTIONS

Divide students into teams and tell them that they are the senior admissions team at a college or university. This is a good exercise with and without a sample school. Their job is to admit 3 students, waitlist 2 and deny 2.

When everyone is completed their tasks, tell them that you are the Dean of the college and want to know of their decisions and how/why they made their decisions. Go around the room and ask who did you admit and have each group tell you why they admitted each student. Continue with waitlist and deny.

It gives you the opportunity to discuss admissions decisions. Is the school looking for first gen students, rich students (to help the discount rate and/or to afford lower income students), top athletes, business or music majors, geographic diversity (students from other states), economic diversity (students from lower income families), ethnic diversity, etc.?

The different groups will argue their points. I always fire the admissions team that denies or waitlists Teddy Ruggles.