

Admit-Waitlist-Deny Activity

College admissions may sometimes seem confusing. Students will learn about systems and rules in place to help with student selection for colleges and universities. While not every institution is the same, they each have an important decision to make about how they recruit and select students. It's time to take a step in an admissions counselor's shoes...

Instructions for Facilitator:

Have the whole class review the colleges created in the [Build A College Activity](#) and make the class vote on 1 to use for this activity. Divide students into teams and tell them that they are the senior admissions team at the college or university they all just selected (which will be used to help make their admissions decisions). Their job is to admit 3 students, waitlist 2, and deny 2.

Things to ask the "admissions committees" and discuss as a group".

- Is the school looking for first-gen students
- Financially 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.?

Give them the list of student applicant profiles (page 2) and the selection chart (page 3). This should take about 15- 20 minutes for them to discuss each applicant.

When everyone has 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 the waitlist and deny.

This gives you the opportunity to discuss admissions decisions.

The different groups will discuss as a class their points and each student applicant will be voted on by everyone. You as the facilitator will keep track of who is admitted, waitlisted, and denied.

Always fire the admissions team that denies or waitlists Teddy Ruggles.

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.



WOODWARD HINES EDUCATION FOUNDATION

	Admit	Waitlist	Deny
	Admit: 3, Waitlist: 2, Deny: 2		
Jill			
Jackie			
William			
Luke			
Jasmine			
Teddy			
Lamont			