



# US APPLICATIONS MASTERCLASS

UES Teacher Training, September 2022

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# UES

EXPERT ADMISSIONS



# OVERVIEW OF TODAY'S SESSION



- Understanding the challenge
- Case studies
- Fee status and financial aid
- Building capacity
- Goal-setting

# GOAL-SETTING



**School:** What do you want US/international application provision to look at your school in the next 2-3 years?

**Personal :** What skills and experience do you want to develop in the next 2-3 years?

**Students:** What international opportunities do you want students at your school to be seeking in the next 2-3 years?



# 1. THE CHALLENGE

# ROLE OF THE UNIVERSITY ADVISOR AT UK SCHOOLS



# WHAT ARE THE CHALLENGES WE FACE?

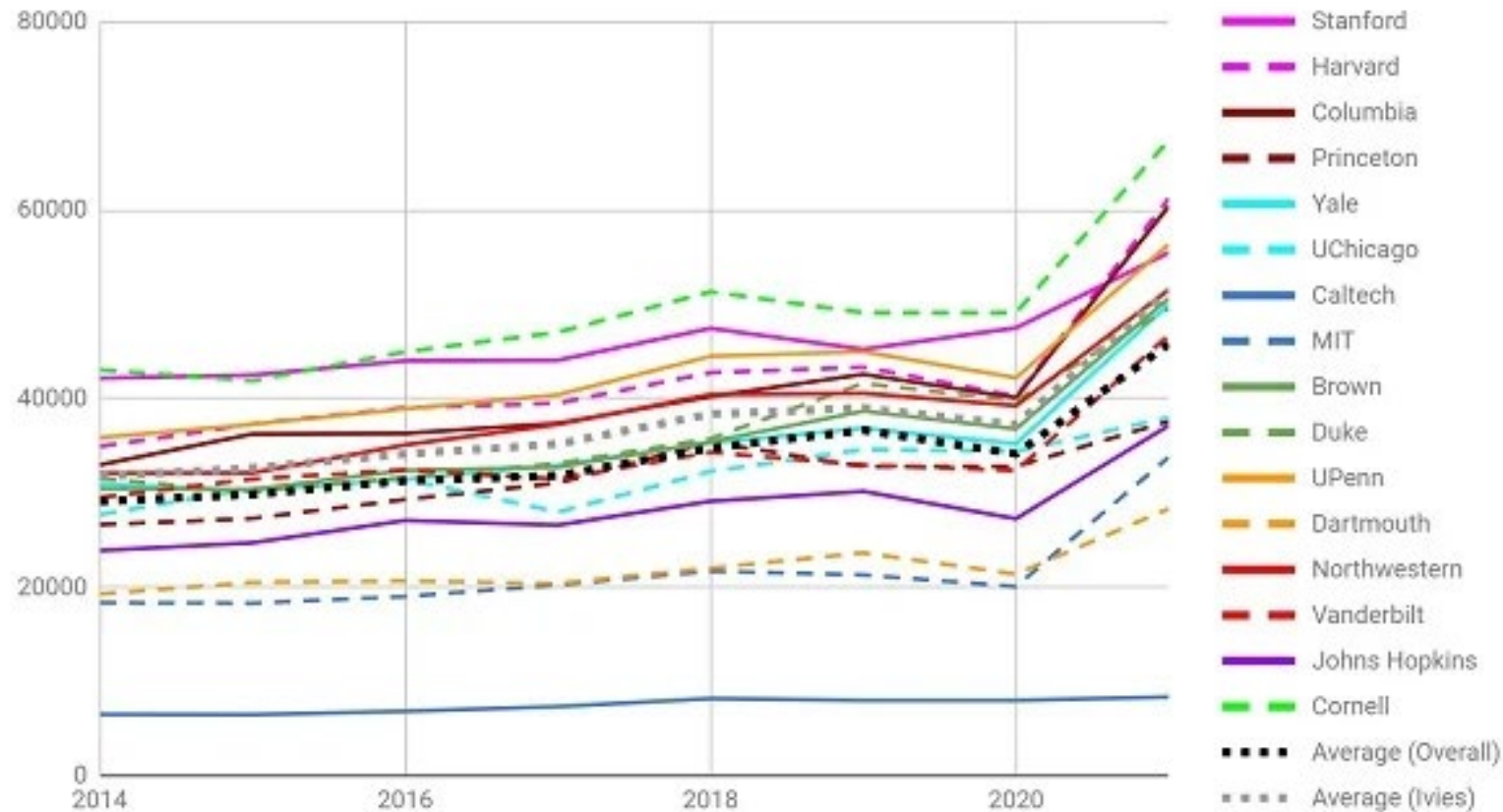


- Demands on time
- Parental expectations
- Students with unrealistic ambitions
- Low admit rates at highly rejective colleges
- Knowledge gap
- Lack of SLT understanding
- Need to get colleague “buy-in”

# US COLLEGES: NUMBERS OF APPLICANTS 2014-21



Ivy League Plus Applicants, 2014-2021



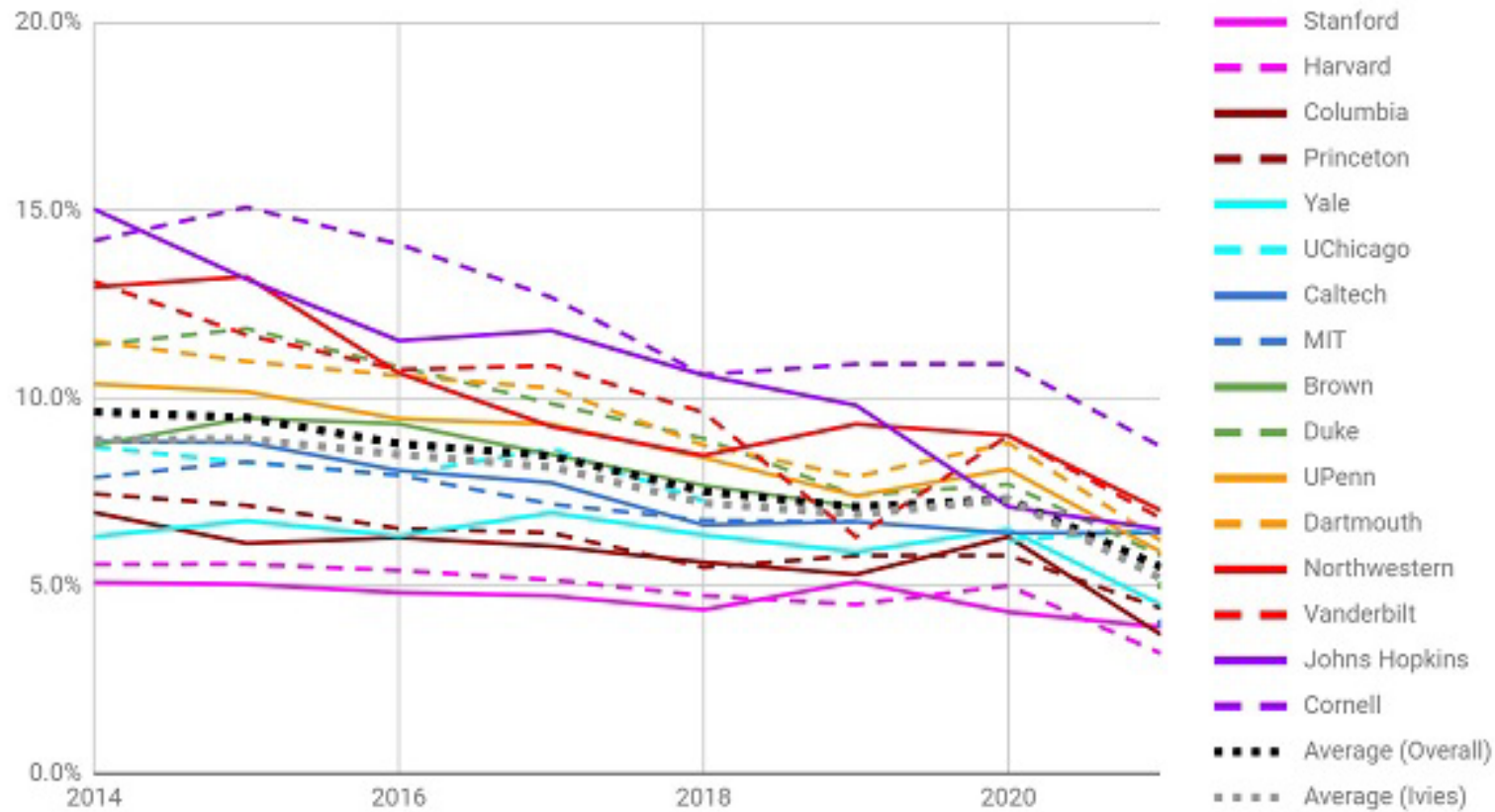
Source: Prep Scholar



# US COLLEGES: ADMIT RATES 2014-21



Ivy League Plus Acceptance Rates, 2014-2021



Source: Prep Scholar



# SOBERING STATISTICS...



- Applications to highly selective US colleges have increased by ~25% in two years
- Over 60 US colleges are lower admit rates than Oxbridge
- Most highly selective US colleges will admit no more than 25-30 students from the UK each year

# COMPLEX ADMISSIONS REQUIREMENTS



Examples:

- **USA:** recommendation letters, graded essay, SAT/ACT
- **Canada:** UToronto – Chemistry requirement for Engineering; maths requirement for Psychology
- **Switzerland:** EPFL: Maths, Physics English A Level; ETH Zurich: A Levels in Maths, Science, and English or a foreign language
- **Netherlands:** 3 A Levels; University Colleges often require A\*-B and Maths AS or A Level or OMPT
- **Ireland:** A/AS Levels automatically uploaded to CAO; Pre-U and EPQ evidence need to be sent to Ireland



## **2. CASE STUDIES**

# EXAMPLE STUDENT PROFILE 1



- Student with high need: \$0 EFC
- Four 9s, two 8s, four 7s, two A\*s at GCSE
- Predicted grades of A\*A\*A in Politics, Economics, History, plus A in EPQ
- Lead debator within school; coaches debate to younger students in national competitions
- Volunteers for homeless at local church
- Member of Youth Parliament
- Polish and British dual national
- Interested in major in Political Science

## Draft College List:

- Harvard
- Georgetown
- Yale
- Stanford
- UC Berkeley
- USC
- UCLA

# EXAMPLE STUDENT PROFILE 2



- Student with no financial need
- Six 9s, two 8s, two 7s at GCSE
- Predicted grades of A\*A\*AA in Maths, Further Maths, Physics, Chemistry
- Member of F1 in Schools and Founder of Engineering Club
- YYGS (Innovation in Science)
- Internship at Imperial College
- Dual British and Spanish citizen
- Interested in major in Aerospace Engineering

## Draft College List:

- MIT
- Caltech
- Princeton
- Yale
- Stanford
- Cornell
- Penn

# EXAMPLE STUDENT PROFILE 3



- Student with no financial need
- Four 7s, three 6s, two 5s and a 4 at GCSE
- Predicted grades of BBC in English, Business, and History of Art
- Peer mentor at school
- Grade 7 in singing; member of school choir
- Interested in majoring in Music Management

## Draft College List:

- Vassar College
- NYU
- Brown
- Wesleyan University
- Bowdoin College
- UCLA
- McGill

# THORNY SCENARIOS



1. A student has been admitted to UPenn via Early Decision. They are also waiting to hear about the outcome of an Oxford interview. The parent (a major donor to the school) writes to you asking if they can delay withdrawing from Oxford until decisions come out in January, cc'ing the Head. How do you respond?

2. It is Wednesday in October, the week before the half term holiday and three weeks before the November Early Decision deadline. A parent writes to you to complain that one of their daughter's predicted grades for A Level are too low for an ambitious Early Decision application to Johns Hopkins. How do you respond?



# THORNY SCENARIOS



3. A student has a late diagnosis of a learning difference of OCD in Year 12/Grade 11 and there are some pastoral concerns at home, both of which affected academic performance in Year 11 at GCSE level. For cultural reasons, the family feels that there is a stigma around learning differences. How would you respond?

4. Discussion – what kind of challenges have you faced as a school advisor? How did you respond?



## **3. FINANCE**

# FEE STATUS IN DIFFERENT COUNTRIES



- In some universities, fee status depends on students' passport; in others, on their residence or tax status
- Ireland: UK students treated as EU nationals for fee status purposes
- France – could be dependent on tax residency e.g. Sciences Po, even if French passport holder
- Canada: French/Belgian nationals get Canadian rates in Quebec
- US: in-state/out-of-state
- Netherlands: EU/non-EU citizenship



# MAJOR ENTRANCE SCHOLARSHIPS



- Morehead-Cain Scholarship at University of North Carolina at Chapel Hill
- Robertson Scholarship at Duke / UNC Chapel Hill
- Jefferson Scholarship at University of Virginia
- Belk Scholarship at Davidson College
- Trustee Scholarship at Boston University
- King-Morgridge Scholarship at University of Wisconsin-Madison (for poverty alleviation)
- Lester B. Pearson Scholarship at University of Toronto
- Emile Boutmy Scholarship at Sciences Po

# US COLLEGES: NEED BLIND



- Need blind = financial circumstances not considered in admissions process
- 105 US colleges are need blind for US citizens
- Only around 50 are need blind and meet full need
- Only 12 are “no loan” institutions
- Only 7 colleges fully need blind and meet full COA for international students: Harvard, Princeton, Yale, MIT, Amherst, Dartmouth, Bowdoin (most recent)
- MIT only admitted 123 students from international 9,165 applicants to Class of 2025
- Strategy needs to include colleges outside seven colleges

# US COLLEGES: NEED AWARE



- Students will need to be at the top of the cohort (top 25%) to be competitive for funding
- Use SAT/ACT mid range as benchmark to see whether student is competitive
- Financial fit is most important factor list changes based on whether student needs e.g. 50%, 75%, 100% aid
- Lots of colleges meet full COA even if need aware
- Use Big J List to identify most generous colleges -% and \$
- Liberal arts colleges are a good place to start e.g. Skidmore, Washington & Lee, Middlebury



## **4. BUILDING CAPACITY**



# EXPANDING YOUR CURRENT PROVISION



- Make the business case - understand the school's priorities
- What keeps your SLT awake at night? Oxbridge numbers? Losing talented students to rival schools? Fundraising?
- All of these can be opportunity to make case for expansion of international provision
- Find a champion on the SLT – speak to them regularly and invite them to events
- Recommendation – min. 1 day of timetable allocation per 10 international applicants
- Evaluate student and parent body – get data
- Spell out the demands of the role
- Reference peer institutions
- Pitch it as a long-term investment rather than a short-term capacity issue

# DEVELOP YOUR KNOWLEDGE AND NETWORK



- Join professional associations: International ACAC, NACAC, CIS
- Facebook groups: UK & Ireland based International University Advisers, Dutch Higher Education Counseling and Admissions Group
- Webinars and other online events
- Counselor fly-ins (free)
- Attending conferences (Europe/USA)
- CPD events
- Visits to peer institutions
- UCLA Extension Certificate in College Counseling

# WHAT REWARDS COULD LIE AHEAD?



- Varied, fulfilling work
- Doors opened for students to amazing international experiences
- A global network of like-minded colleagues
- Professional development and advancement
- SLT support and colleague buy-in
- Developing a skillset that could take your career international

# GOAL-SETTING EXERCISE



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**Students:** What international opportunities do you want students at your school to be seeking in the next 2-3 years?



**THANK YOU FOR PARTICIPATING!**

**Stay in touch:**

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