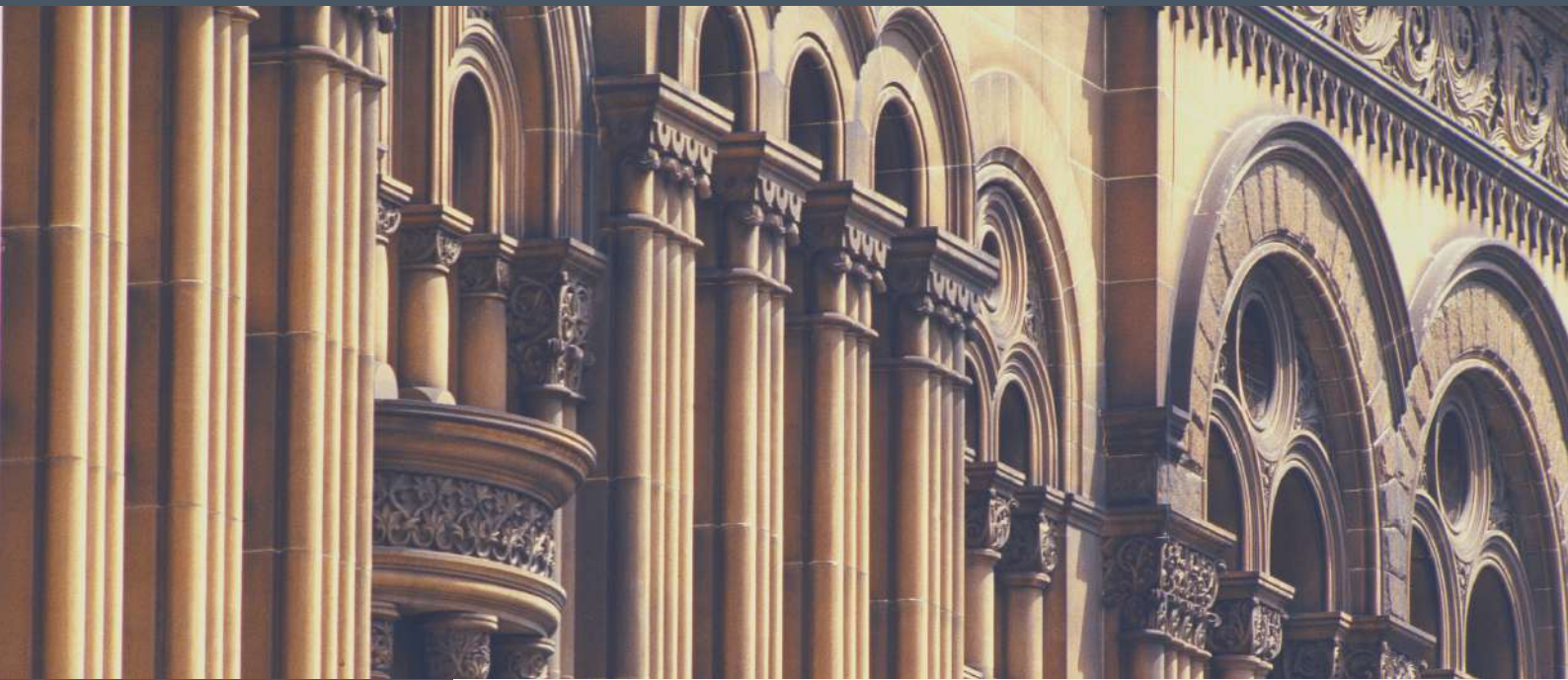


# *NOVEMBER NEWSLETTER*

FROM LAMEIRE COLLEGE CONSULTING



## *UNDERSTANDING THE COLLEGE INTERVIEW*

BY SHIRLEY YOUNG

In this month's continuation of the discussion on college applications, we will address a less well-known aspect of the application process: college interviews. There are two kinds of interviews that are offered: an admissions interview and an alumni interview. Admissions interviews are conducted by an admissions officer on-campus, while alumni interviews are conducted in students' hometowns, when available. It is important to note that not all colleges will offer either of these options. For those that do, this is an opportunity to add an additional dimension to a student's profile.

Interviews typically consist of questions regarding a student's educational history, academic interests, leadership and extracurricular experiences, and so on. They also give students a chance to ask the interviewer questions about the schools that they might be curious about. Very rarely will an interview end up being the deciding factor in whether or not a student is admitted to a school. As mentioned above, this is simply an opportunity for the school to get to know students on a deeper level, and for students to ask questions about

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the schools from those with personal experience at the school.

Typically, there are two main ways in which a student receives a college interview. Most commonly, for the schools that do offer interviews, students first submit their applications, and then their information is sent to that school's alumni association. The alumni association will then take on the burden of connecting students with alumni in their hometown and, if there is someone available, the student will then receive an email or update in their application portal offering for them to meet with the interviewer. The other case is that students must reach out themselves in order to request an interview. More information on this will follow.

Below, please find a list of popular colleges separated into four sections: Required (if offered to student); Recommended; Optional; and Not Offered. In all cases, unless otherwise noted, students must wait for the school or the school's alumni association to contact the students regarding their interviews. There are a handful of schools that require students to reach out proactively to request an interview, and these have been noted as well.

***Required (if offered to student):***

A large percentage of students will be offered interviews at these schools, and are required to take them if so. Students not offered interviews at these schools need not worry, as this will not negatively impact their applications.

- Cornell U. (for the Department of Architecture and the School of Hotel Administration only)
- Harvard U.
- UPenn
- Georgetown U.

***Recommended:***

Columbia U.

Dartmouth College

Princeton U.

Yale U.

Carnegie Mellon U.

Duke U.

Emory U.

MIT (strongly recommended)

Brown U. - students opt in on the Common Application for an alumni interview or to submit a two-minute portfolio

Pomona College - students must request an interview

Harvey Mudd - students must request an interview

Claremont McKenna College - students must request an interview

(continued...)



**Optional:**

U. Chicago  
Northwestern U.  
Tufts U. - students must request an interview  
Vanderbilt U. - students must request an interview  
Washington U. in St. Louis  
Syracuse U. - students must request an interview  
McKenna College - students must request an interview

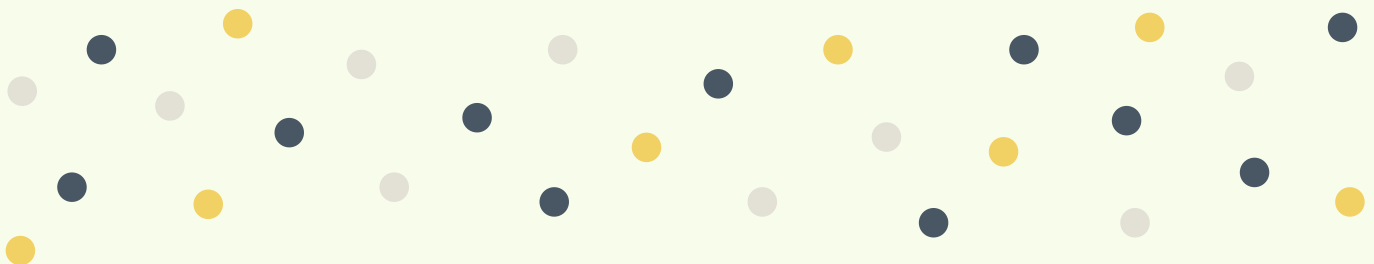


**Not Offered:**

UCs  
UIUC  
U. Texas - Austin  
U. Washington  
USC  
NYU  
U. Wisconsin  
Johns Hopkins U.  
Purdue U.  
Indiana U.  
Georgia Tech  
Northeastern U.  
U. Massachusetts - Amherst  
Boston College  
U. Oregon  
U. San Francisco  
Boston U.

Again, these lists encompass most of the more popular schools that our students apply to, but are not exhaustive. If there is a school you or your student plans to apply to that is not shown on this list, please make sure to check that school's particular policy regarding interviews.

Finally, we would like to introduce a member of our team, Diana Dorell. Diana is a Northwestern alumni interviewer, and is an expert on helping students train for their admissions interviews. She is on-hand and ready to help prepare any student who receives an interview invitation.



# *SAT ADVERSITY SCORE*

BY CLAIRE SCHADLER

Trying to keep up with the current status of the College Board's Adversity Score could make your head spin. You may remember that just half a year ago, in May of this year, the College Board announced the roll out of an Adversity Score or Adversity Index, which would be a number provided to colleges to give them insight into a student's school and community environment.

There was an immediate and dramatic backlash to this score and debates about the impact it would have on admissions as well as what it said about the fairness of standardized tests ensued.

Then, a few months later, headlines came out saying the Adversity Score had been abandoned. The New York Times announced, "SAT 'Adversity Score' Is Abandoned in Wake of Criticism," and similar headlines could be found in the LA Times, CNN, and the Stanford Daily.

However, if you look more closely at what the College Board has "abandoned," you will see that not that much has changed. In terms of the Adversity Index, they originally planned to take a number of factors into consideration in order to come up with one number about the student's school environment and another number about their home life. They then would average those two numbers to get a single score: the Adversity Index. Now, instead of giving one composite number, they will be providing the two numbers separately.

In addition to these numbers, schools will have access to other data about the student's background. Part of what the College Board originally said they would be providing was something called an Environmental Context Dashboard (ECD), which had information about 15 different factors about the student's social, economic, and family background. There will be two changes made to the ECD. First, they changed the name. It is now called Landscape, and they have reduced the number of factors that will be included in the Landscape data.

So, while they haven't boiled a student's entire lived experiences down to a single number, they aren't entirely abandoning their plan or their intention, and they will still be providing schools with data on the background of each student. Whether these changes are significant enough to quell the concerns of the critics of the Adversity Score is yet to be decided.

# CHANGES FOR THE ACT IN 2020

BY KARA SMITH

Just last month, ACT announced that they will undergo some pretty significant changes in September 2020 that are geared towards giving students more options when reporting their standardized test scores. Here, I will give you a recap of all of the significant changes, and how that might benefit students in the future.

**Single Section Retesting** - Once students have taken the full ACT at least one time, they will be given the option of retaking individual tests to improve their overall test score. Let's say a student takes the ACT for the first time, but they don't do very well in Math. In the past, students would likely take the ACT again in the hopes that their Math score would improve. When the student received the results of their second ACT test, they might find that their Math score had improved but their other individual scores were actually lower. In that case, when the student was reporting their ACT scores for college applications they would likely report that they had taken the ACT twice so that they could include the higher Math score along with the others. With the new system of single section retesting, students would only need to report one score, as they could take the full test one time and any individual tests that they decided to take would be added to their overall score. According to the ACT, this has been done in order to get a more accurate idea of the student's skills, as opposed to their test-taking abilities from one particular day.

**Online Testing** - Although ACT has traditionally been done on paper, starting next year all students will actually be able to take the test online. ACT has been testing this aspect for a few years now, as some schools have offered this option since 2016, and it has been offered as an option for international students since 2018. There will now be designated testing centers across the nation so that all students will have the option to take the test online. One major benefit of online testing is that students will be able to receive their test results within two business days after they have completed the exam, as opposed to the current-average wait time of two weeks. In previous years, if a student was taking the ACT during the October testing period and they were applying for colleges in November, they would typically have to guess as to how they thought they did on the exam and decide if they would like to report that particular ACT to colleges before they had even received the score. This expedited process will help students to make a more informed decision about the scores that they will be reporting.

**Report Your Superscore** - First off, superscoring is when a student reports grades from multiple tests, but the highest test score from each subject is what is used. This results in the highest possible composite score, as it reflects the average of the four best subject scores from all of their attempts. Although some colleges have already allowed superscoring, it will now become common practice. Since it is common for students to take the ACT more than one time, being able to superscore will hopefully alleviate some of the stress that students have when they are taking the exam.

Overall, ACT is making all of these changes so that students will have more flexibility and ultimately be able to strengthen their overall test results. Needless to say, the ACT process in the fall of next year will bring with it a lot of new changes!