WELCOME
TENTH GRADE PARENTS
Mrs. Lisa Dubreuil and Mrs. Kyle Shaughnessy, College Counseling Team
Mrs. Kathleen Weems, Academic Dean

PLANNING AHEAD:
ACADEMICS AND COLLEGE

February 6, 2018
WHAT SHOULD A STUDENT BE DOING?

- **FRESHMAN YEAR**
  - Acclimate to high school life academically and personally
    - Get to know teachers; use them as resources, do your homework!
    - Play a sport, join clubs, try lots of activities, have fun!

- **SOPHOMORE YEAR**
  - Build on your foundation of academic and extracurricular talents
    - Do well in classes, hone in on academic strengths; sophomore final grades determine eligibility for rigorous courses in junior year
    - Focus on areas of extracurricular passion, have fun!
    - Plan for summer (standardized test preparation, a job, a program which builds on areas of academic or extracurricular passion)
JUNIOR YEAR COURSES

- Focus on Academic Strengths and Interests; Advanced Placement and Honors Courses are options but there are many excellent course choices
- To be eligible for AP English Language or AP United States History – must earn grade of B+ or stronger in tenth grade course (English 10/World History II)
- Comenius Projects; Opportunity to Pursue Independent Study Under the Mentorship of a Teacher
- Planning Sheet
WHAT SHOULD A STUDENT BE DOING?

- JUNIOR YEAR
  - Achieve at an optimum level academically in rigorous courses, be a leader in word and action
    - Work hard; cumulative GPA is average of 9th, 10th, 11th final grades
    - Take your extracurricular passions to the next level, have fun!
    - Take SAT/ACT/(Subject tests if needed)
    - Attend junior seminar twice per Comenius cycle

- SENIOR YEAR
  - Continue achieving and leading
    - Continue to perform academically; senior grades are sent to colleges
    - Have fun! Enjoy your activities, your friends, your senior year!
    - Attend senior seminar twice per Comenius cycle AND meet individually with college counselors for assistance with applications
SEMINAR PROGRAMS

- Freshman, Sophomore, Junior and Senior Seminars cover college process in developmentally appropriate manner - Journey of Self-Discovery
- Seminar program begins in earnest in Junior year and continues through senior year until the application process is complete
- Use of Naviance – College Counseling Tool – regular e-mails *(College Counseling News)*
- Organization of Activity Sheet
- College Search and Research
- Preparation for Individual Interview
- Campus Visits and Tours
- Individual Family Conference
- Application completion-finalizing college list, essay brainstorming and review, recommendations
WHAT COUNTS MOST FOR COLLEGE

- High School Transcript – Grades and Degree of Difficulty of Courses
- Standardized Testing
- Notable Talents or “Hooks”
- Contributions to School and Community Life
- Recommendations
The Landscape of Selective College Admission
The Landscape of Selective College Admission

Articles:

“Be Yourself, Everybody Else is Taken”

“How college admissions has turned into something akin to ‘The Hunger Games’
The Landscape of Selective College Admission

What are these articles telling us?

• Far more students are applying to ‘most selective’ institutions and acceptance rates are becoming unwieldy (akin to winning the lottery)

• Applying to most selective colleges has become like the ‘Hunger Games’ where students battle to survive in applicant pools seeming to demand perfection

• The perception that success in life is tied to your undergraduate alma mater unnecessarily raises anxiety and is just plain wrong
WHAT DO THESE COLLEGES HAVE IN COMMON?

- HENDRIX COLLEGE, AR (83% acceptance rate)
- GRINNELL COLLEGE, IA (25% acceptance rate)
- CARLETON COLLEGE, MN (21% acceptance rate)
- LAWRENCE UNIVERSITY, WI (68% acceptance rate)
- KALAMAZOO COLLEGE, MI (72% acceptance rate)
- EARLHAM COLLEGE, IN (62% acceptance rate)
- UNIVERSITY OF ROCHESTER, NY (34% acceptance rate)
- BATES COLLEGE, ME (22% acceptance rate)
- FRANKLIN AND MARSHALL COLLEGE, PA (32% accept rate)
- HARVARD UNIVERSITY, MA (5% acceptance rate)
WHAT DO THESE COLLEGES HAVE IN COMMON?

This list of schools are among the top 50 schools producing the most graduates going on to earn PhD’s in science and engineering.

Also, all but two of the schools on this list (Harvard and University of Rochester) are small liberal arts colleges.
How does one measure the quality of a college?

- Name Recognition?
- Selectivity?
- Academic Reputation? What does that mean?
- Rankings?
- Career/Graduate School Outcomes?
How does one measure the quality of a college?

FIT FOR THE INDIVIDUAL STUDENT
Sarah Rothman, MA ‘11, Franklin and Marshall College (32% acceptance rate) ‘15, summa cum laude, Phi Beta Kappa, B.A. in Environmental Science

- Studied abroad at the University of Otago in New Zealand
- Awarded a scholarship to study lion conservation in Zimbabwe with the African Lion Environmental Research Trust
- Independent research with the National Park Service. Worked on forest regeneration in Valley Forge National Park, and fawn surveying
- Worked for a year at Robson Forensic Inc. as a biomedical lab intern assisting with cases involving hip, knee and TVM implants
Successful Moravian Academy Alumni

- Shane Kenyon MA ’10, Rochester Institute of Technology (57% acceptance rate) ’14
- Angus Rittenberg MA ‘10, University of Victoria (74% acceptance rate) ’14
  - Both were Automotive Design Engineers for Tesla in Palo Alto, CA
Successful Moravian Academy Alumni

- Erin Kara MA ’07, Barnard College (20% acceptance rate) BS Physics ’11
  - Earned PhD in Astrophysics from University of Cambridge, England
  - Dissertation thesis was titled “X-Ray Reverberation around Accreting Black Holes”
  - Working in Astrophysics at Marshall Space Flight Center in Huntsville, AL. Working with the Gamma Ray Telescope
Successful Moravian Academy Alumni

- John Puleo MA’09, Bucknell University (25% acceptance rate) ’13
  - Works for a prestigious engineering firm in New York City
- Luisa Dodds MA ‘09, University of Delaware (63% acceptance rate) ’13
  - Is a buyer for Kate Spade in New York City
- Julien Caubel MA ‘08, Cooper Union (13% acceptance rate) ’12
  - Fulbright Scholar, sustainable energy inventor and researcher, PhD student at UC Berkeley
- Prachi Gupta MA ‘04, University of Pittsburgh (54% acceptance rate) ‘08
  - Writer for Cosmopolitan.com
CASE STUDIES

- Read the Profile of Brookfield University to understand the institutional priorities of the college

- You are the Admissions Committee

- There are three applications and you as an admissions committee must choose one student to admit, one to waitlist, and one to deny.
Let your children be high school students

Each student is different/unique and should be treated as such. Passions, strengths, personality, etc. Allow them to explore, make mistakes and learn from them, and find their passions!

Where they go to college is not the outcome. How they are prepared for success in the next step in their education at Moravian Academy and beyond should be the focus.