



LAKE FOREST  
COLLEGE

## Lake Forest College Applicant's Leading Indicators of Success

The goal of the Lake Forest College Admissions Office is to attract students who are most likely to thrive in our unique educational environment. The Admissions Office has a process for application assessment that prioritizes those students with the strongest profile for success. Lake Forest College developed the APPLIS to provide an objective means of rating each student's academic preparedness. All ratings are based on a five-point scale, with three being the average of incoming students. The ratings are intended to complement other demographic qualities of successful students. Accurately measuring fit includes the APPLIS ratings and other demographic qualities that are identified as important to retention. A profile of students who are most likely to persist and flourish will result from this combination of ratings and demographic qualities, which guide future admission policies and practices.

### Fundamentals of Application Review & APPLIS

The criteria used for admission to the College include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character, and personality, and activities both in and out of school. The Admissions Office places a value on each of the following criteria and assigns a rating for each on a five-point scale. This holistic assessment includes the set of leading indicators of success.

- A rigorous high school curriculum in combination with a strong academic performance is most strongly correlated to success at Lake Forest College. Advanced placement or honors courses are strongly encouraged. The senior year curriculum will be carefully reviewed and should include challenging courses. English, Math, non-English language study are given particular attention in the transcript review.
- Personally interviewing with an admissions counselor is highly recommended for all students, and required for those students applying for test-optional admission. A thoughtful review of an admissions file is enlightened by coming to know the student more fully and the interview provides a forum for the student to express their interest in and fit with the Lake Forest College community.
- Recommendations from a teacher/professor and a high school college counselor provide an evaluation of a student's work ethic, love of learning, and ability to work with others. Recommendations also give glimpses of student character.

- Academic writing is a central part of a Lake Forest education. A college essay, in addition to the required short answers, is the central assessment tool. Criteria for evaluation are determined by the director of the College's Writing Center annually.
- Community engagement assesses the student's level of involvement in a non-academic setting, such as school clubs, athletics, extra-curricular volunteer organizations, or self-initiated activities, e.g. starting a business or conducting independent research. Depth of commitment within a specific activity is particularly valued.
- Potential to benefit and contribute prioritizes those students who have a clear understanding of why they have applied to the College, whose needs are well-matched with the College, who are engaged in the admission process, and who will contribute to the College community. It also measures the student's educational values as related in the College's Mission Statement, including: a knowledge and understanding of the liberal arts, an appreciation for an interactive learning environment, an embracing attitude for differences and diversity, an appreciation of close relationships with faculty, a global perspective, and a civil character.
- Standardize test scores can reinforce past performance, rather than predict success. At Lake Forest, students have a choice on whether these are considered.

### Elements of the APPLIS:

- Academic program
- Senior curriculum
- Grade Point Average
- Adjusted Grade Point Average (AGPA)
- College placement (percentage of high school graduates attending 4-year colleges)
- Recommendations (one teacher and one high school college counselor)
- Community engagement
- Potential to benefit and contribute (interview)
- English initiative
- Writing evaluation
- Mathematical initiative
- Standardized test scores
- Level of non-English language study

### **Academic Program**

The student's curriculum is assessed by the honors, AP/IB or community college courses completed.

1. College prep program, but no honors
2. College prep program, including honors
3. One AP/IB/community college credit
4. Two to Three AP/IB/community college credits
5. Four or more AP/IB/community college credits

### **Senior Curriculum**

The number of core academic courses taken during the senior year is assessed. Accounting, business math, or health science are not counted as core courses.

1. Three core courses
2. Four core courses
3. Five core courses
4. Six core courses
5. Seven core courses

### **Grade Point Average**

Academic achievement as measured by the grade point average is the variable that best predicts success at Lake Forest College. The GPA is converted to a 4.0 Scale.

1.  $\leq 3.0$  GPA
2. 3.01 – 3.44 GPA
3. 3.45 – 3.54 GPA (average for the class)
4. 3.55– 3.94 GPA
5.  $\geq 3.95$  – 4.0 GPA

### **Adjusted Grade Point Average (AGPA)**

Admissions decisions will be based on an Adjusted GPA (AGPA). The AGPA weights the High School GPA based on the Academic Program score. A weak program penalizes a student, while a strong academic program enhances the GPA calculation. Of particular concern for admission are students who fall below a 3.0 AGPA.

A student with an Academic Program rating of:

1. .4 subtracted from the GPA
2. .2 subtracted from the GPA
3. no change to GPA
4. .2 added from the GPA
5. .4 added from the GPA

The AGPA is rated according to the 1 to 5 scale that is used for APPLIS scores using the following:

1.  $\leq 3.0$
2. 3.01 to 3.6
3. 3.61 to 4.0
4. 4.01 to 4.2
5.  $\geq 4.21$

### **College Placement**

A high school rating will be assigned to gauge a school's success in placing graduates in four-year colleges or universities.

1.  $<25\%$  attending four-year institutions
2. 26-45% attending four-year institutions
3. 46-60% attending four-year institutions
4. 61-80% attending four-year institutions
5. 81-100% attending four-year institutions

### **Recommendations**

A counselor recommendation will talk broadly about a student, while a teacher recommendation will talk to the depth of a student's academic work. Recommendations speak candidly of a student's personal struggles and success.

1. Below average
2. Average
3. Very good, above average
4. Excellent
5. One of the top encountered

### **Community Engagement**

The student's level of involvement in a non-academic setting, such as school clubs, athletics, extra-curricular volunteer organizations, or self-initiated activities, e.g. starting a business or conducting independent research is assessed.

1. No noted involvement
2. Cites membership in club/sport/community group(s), but no key role and no evidence of commitment; inconsistent involvement or newly established interest in organizations
3. Belongs to club/sport/community group(s); committed, but no key role; consistent involvement in organizations for three or more years
4. Belongs to club/sport/community group(s) and held leadership position or pursued an independent project or individual activity demanding significant time or commitment

5. Started club/sport/community group or has done service above and beyond simply participating or pursued an independent project or individual activity demanding significant time or commitment and/or received local, state or national recognition

### Potential to Benefit and Contribute

The interview rating prioritizes students who have a clear understanding of why they have applied to the College; whose needs are well-matched with the College; who are engaged in the admission process; and who will positively contribute to the College community.

1. Did not interview
2. No clear rationale for applying to the College; academic and extra-curricular interests do not match College; no expressed interest in Chicago connections; minimal engagement in admissions process; immature personality
3. Clear rationale for applying to the College; academic and extra-curricular interests match College; engaged in admissions process; mature personality; likely to fulfill College mission statement; average for our applicant pool
4. Clear rationale for applying to the College; academic and extra-curricular interests match College; clear interest in Chicago; engaged in the admissions process; strong mature personality; strong potential to fulfill College mission statement; above average for our applicant pool
5. Clear rationale for applying to the College; academic and extra-curricular interests match College; clear interest in Chicago; strongly engaged in the admissions process; strong mature personality; one of the “best” in the applicant pool; clearly matches College mission statement

The interview is not scripted; rather four major themes are to be touched upon during the conversation:

- Academic Values
- Personal Values
- Community Values
- Appreciation of Opportunities

#### Academic Values

- Liberal Arts
- Overall rigor of high school curriculum
- Senior program
- GPA
- College major
- Student/teacher relationships

- Small classroom experience

#### Community Values

- Extracurricular activities in high school
- Depth of involvement/leadership
- Extracurricular activities in college
- Athletics
- Community service
- Part-time job(s)
- Alumni or other connections

#### Personal Values

- Why Lake Forest?
- Appreciation for diversity
- Life goals
- Challenges (school and life)
- Unique qualities
- Summer activities
- Personal travel
- Maturity

#### Appreciation of Opportunities

- Chicago – (55 minute train ride)
- Research
- Independent study
- Off-campus study
- Internships
- Study abroad

### English Initiative

English Initiative is an indicator of overall all level of English course work and performance.

1. Four years of English below an average “B” GPA
2. Four or more years of English at or above an average of “B” GPA
3. Four or more years of English, including 1 year at the honors level at or above an average of “B” GPA
4. Four or more years of English, including AP Composition OR AP Literature at or above an average “B” GPA
5. Four or more years of English, including AP Composition AND AP Literature, or Community College English Courses at or above an average “B” GPA

### Writing Evaluation

The College believes that strong analytical writing skills are one of the cornerstones of a liberal arts education. The following rating scale is used to evaluate the writing sample:

1. Weak Analysis and Weak Sentence Structure and Grammar. The paper exhibits issues that would make placement in English 100 essential to the student's success. Such writing may have the following traits: lack of thesis statement; simplistic and repetitive sentences; a failure to develop ideas; lack of analysis; weak organization; grammar issues; and/or poor idiom or usage.
2. Weak Analysis or Weak Sentence Structure and Grammar. The paper exhibits issues that would make placement in English 100 essential to the student's success. A number of traits seen in a paper scored as "1," but not as many. There is potential in the sample. Ideas may be strong, but structure is weak. Conversely, ideas are weak, but solid grammar and structure.
3. Pretty Good Analysis and Pretty Good Sentence Structure and Grammar. This student most likely will not require English 100. The paper is a solid writing sample, evidencing in the writing significant college preparatory work; the writing demonstrates a clear thesis, the ability to organize thoughts, write cohesively, and reason well. There is complexity of thought. Errors do not fundamentally interfere with understanding.
4. Good Analysis and Good Sentence Structure and Grammar. Comp 100 or AP English level. This paper demonstrates good analytical and creative thinking skills, complex style, and minimal errors; it represents writing in the top 20% of the entering class.
5. Excellent Analysis and Excellent Sentence Structure and Grammar: This paper demonstrates strong voice and excellent analytical and thinking skills, sophisticated style, and flawless grammar. It demonstrates writing in the top 10% of the entering class.

### **Mathematical Initiative**

Applied mathematics courses, such as Accounting and Business Math, do not meet our math requirement. The cumulative grade point average of the math courses is also a component in the assigned rating. Students who do not achieve a "B" average in math cannot receive a rating higher than a "2" regardless of the level of math course completed. Also, only AP Calculus is applied to a rating of "5." A student who chooses AP Statistics and not calculus can, at best, be rated a "3."

1. Three or fewer years of mathematics
2. Four or more years of mathematics; below an average "B" GPA
3. Four or more years of mathematics; at or above an average "B" GPA

4. Four or more years of mathematics through Calculus; at or above an average "B" GPA
5. Four or more years of mathematics through Calculus, including Honors, AP, or Community College Calculus; at or above an average "B" GPA

### **Standardized Test Scores**

Approximately 85 percent of applicants will submit test scores for consideration of admission.

1.  $\leq 22$  ACT ( $\leq 1030$  SAT)
2. 23 – 24 ACT (1040 – 1130 SAT)
3. 25 – 27 ACT (1140 SAT – 1220 SAT)
4. 28 – 29 ACT (1230 – 1300 SAT)
5. 30 – 36 ACT (1310 – 1600 SAT)

### **Level of non-English language study**

Our average student enrolls with at least 2 years of non-English language study. For students who are bi-lingual, it is expected that they have studied a third language. International students are evaluated on English ability through standardized testing. For admissions evaluation and as well as placement by the Modern Languages department, we have scored students' high school progress in language.

1. One year of language study
2. Two years of language study
3. Three years of language study
4. Four years of language study
5. AP/IB language study