“WHAT I LIKE ABOUT YOU”

The College Selection Process
ACADEMIC BACKGROUND/ACADEMIC PERFORMANCE

▪ The transcript is by far the most important document in the application.
  ▪ Greatest weight is given to a student’s academic preparation and achievement.
  ▪ Challenge of program (IB, AP, honors, college prep courses, etc.).
  ▪ High school profile – ascertaining the level and variety of courses available.
LETTERS OF REFERENCE

▪ The guidance counselor recommendation puts the student in the context of the school.
▪ The teacher recommendation puts the student in the context of the classroom.
THE ESSAY

▪ Provides a sense of who she is – beyond the statistics – and how she thinks.
▪ Provides evidence of a student’s ability to express herself in writing.
  ▪ Can the student put together a sentence & a paragraph?
  ▪ Can the student form a thesis, provide detail & prove her point?
  ▪ Can the student write with nuance and creativity and a distinctive voice?
STANDARDIZED TESTING

▪ Testing is an imperfect tool for selecting a class.
▪ The more national and competitive the institution, the more important the scores.
▪ 800+ colleges are test optional, including a number of selective colleges (Smith, Bowdoin, Holy Cross, Hamilton & Wake Forest).
▪ Most colleges don’t employ “cutoffs.”
OTHER FACTORS

- Interview.
  - Extracurricular activities are important – value quality of involvement over quantity.
  - Athletics, legacy, art/music/dance, etc.
  - Demonstrated interest (Smith does not use demonstrated interest.)
SMITH COLLEGE’S READING AND SELECTION PROCESS

▪ Holistic review.
▪ Admission officers read in tandem and read geographically.
▪ Shaping the class.
OUTCOMES
ALUMNAE SURVEYS

- Annual cohort survey since 2009
- Classes 2, 5, and 10 years out
- 41% response rate
- Employment, graduate education, careers
- Smith preparation
- Reflection on Smith experiences
Alumnae Survey - Overall Satisfaction with Undergraduate Education
10 Years Out

% Generally or Very Satisfied

2011 2012 2013 2014 2015

95% 96%

TOGETHER for SMITH
Alumnae Survey (2012-2015) - Top Graduate Schools
10 Years Out

- Columbia University: 25
- New York University: 20
- Harvard: 18
- Smith College: 17
- UMass Amherst: 16
- University of Washington: 15
- Boston University: 13
- Simmons College: 12
- University of Michigan: 12
- Yale: 11
- Tufts: 10
- U.C. Berkeley: 9
- Boston College: 8
- George Washington University: 8
- UCLA: 7
- University of Chicago: 7
- University of Minnesota: 7
- University of Pennsylvania: 7
- University of Southern California: 7
- University of Wisconsin - Madison: 7
Alumnae Survey - Preparation for Current Career

- 2011: 66% (2 years out), 63% (5 years out), 67% (10 years out)
- 2012: 67% (2 years out), 65% (5 years out), 67% (10 years out)
- 2013: 65% (2 years out), 65% (5 years out), 67% (10 years out)
- 2014: 65% (2 years out), 65% (5 years out), 65% (10 years out)
- 2015: 63% (2 years out), 63% (5 years out), 62% (10 years out)

% More than Adequately or Very Will
Top Employers: Smith Alumnae 10 Years Out

- Self Employed: 15
- Smith College: 7
- New York City Department of Education: 6
- U.S. Department of State: 4
- University of Wisconsin - Madison: 4
- Amazon: 3
- Harvard University: 3
- Kaiser Permanente: 3
- Massachusetts General Hospital: 3
- Massachusetts Institute of Technology: 3
- Princeton University: 3
- United States Army: 3
- University of Minnesota: 3
Alumnae Survey - Top 5 and Bottom 5 Capacities
10 Years Out (2011-2015)

- Think critically: 91%
- Ability to learn on your own: 87%
- Write clearly and effectively: 87%
- Function independently, without supervision: 85%
- Synthesize and integrate ideas and information: 84%
- Develop career- or work-related knowledge and skills: 51%
- Understand and use quantitative reasoning and methods: 50%
- Understand the process of science and experimentation: 44%
- Maintain a healthy lifestyle: 43%
- Read or speak a foreign language: 36%
When you were at Smith, did you have a faculty member who cared about you, made you excited to learn, and encouraged you to follow your dreams?

- 2 years out: 91%
- 5 years out: 88%
- 10 years out: 85%
TWO YEARS OUT

“I left Smith with various international experiences, a Fulbright fellowship (which allowed me to live and work abroad for two years after graduating), and a wide range of knowledge in various subjects which has helped me adapt to new projects and work environments. I find that I have more international experience and experience with different cultures than many people my age. I also hold myself to very high standards at work and in my personal life - I'm sure part of that comes from my experience of trying to keep up surrounded by a campus full of brilliant people.”
“Smith prepared me by demanding excellent work with very concrete deadlines and also to think critically. I entered the field of politics when I first graduated which demanded that I write well and also be able to interpret social and policy issues which I felt equipped to do. As a young woman in a field dominated by men, it was also helpful to have had the experience of cultivating my voice and confidence in order to establish myself professionally.”
“Having the support to tackle a thesis project was the single most important outcome for me personally. It was a huge project and it wasn't always easy. But, I was encouraged to do and supported throughout. In the end, I completed a huge undertaking and I will forever be proud of that. Aside from that, the closest friendship I've ever had is with another [housemate] I met my first year.”
“My most important outcome was the job I had right after graduating. I found this job at the CDO. It was working for [a large urban parks department]. I got this job through my experiences at Smith, including the horticulture and architecture classes I took and being [in a related leadership position]. My education and extracurricular activities at Smith helped me get that first job which was the platform from which my career in landscape architecture began.”
TWENTY YEARS OUT

“Smith taught me to be a leader by showing that women's minds matter and we should speak up, not be quiet.”