Developing Systems to Monitor College Applications

Contents

Purpose

One of the pillars of the Network for College Success postsecondary approach is using data-based practice. Data should be used continually for improvement, not just for summative evaluation after the fact. The tools in Tool Set C describe practical techniques for using real-time operational data in order to shape strategy and guide practice.

How & When to Use

The methods and approaches described in the following presentation and video series can be used when schools have technical systems in place for tracking college application data and want to begin leveraging that data to inform everyday college counseling practice.

Understanding Research & Applying Data

NETWORK FOR COLLEGE SUCCESS

Integrating the Multi-Tiered Systems of Support (MTSS) Approach

This Network for College Success presentation showcases effective data-driven strategies to reach students through tiered interventions in the college application process. The accompanying video describes this theory of action at a high level in order to set the context for the more detailed instructional videos later in Tool Set C.

To view the presentation and the video, **click here >>**

Calculating College Access Video

In order to develop an effective multi-tiered systems of support approach, Counselors and other educators must make informed estimates on how likely each student is to be admitted to his or her most selective college choice. This video describes some practical steps to calculating college access at the student level, including an examination of a research-based framework that makes this possible.

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Understanding Research & Applying Data

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Calculating Application Match Video

Keeping track of each student's various college applications is an important but challenging task. Not only must a Counselor or College & Career Coach track a large number of applications, but this data changes quickly, and each application comes with its own set of deadlines and follow-up work in order to move forward. This video describes a practical approach Counselors and other educators can use with application data to identify the students who need Tier II application supports. The video further offers ways to be strategic about seeking out the students who will most benefit from extra help.

Click here to view >>

College Access Progress (CAP) Report: Video and Sample

Creating an effective multi-tiered system of supports starts with establishing strong universal practices that benefit all students. One way to create schoolwide Tier I college application practices is to ensure that students are informed about their own college access level and which specific colleges are good academic matches for them. The sample CAP Report is a one-page college access summary that Counselors can give directly to students. The video describes the technical steps—using standard Microsoft Office software programs—to create reports like this quickly for a large number of students.

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College Access Progress (CAP) Report

Senior Student: 43334158

Cumulative GPA: 4.0 unweighted | Highest ACT: 24 | College Access Level: Very Selective

Financial Information

Expected Family Contribution (EFC): $0.00 | FAFSA Status: Submitted | PELL Estimate: $5,815.00
MAP Eligible: No | Stafford Estimate: $5,500.00

Application Summary

of Applications Submitted: 9

Selectivity Level of Applications Submitted

Too Safe	Safety	Match	Reach	Too Selective
3	4	2	0	0

Institution	Match Level	Status	Result	Institutional Graduation Rate (six-year)
Stanford University	Match	Pending	Unknown	92
University of Chicago	Match	Initial Docs	Unknown	92
DePaul University	Safety	Initial Docs	Unknown	68
Franklin College of Indiana	Too Safe	Initial Docs	Unknown	60
University of Illinois at Chicago	Too Safe	Initial Docs	Unknown	58
Loyola University Chicago	Safety	Initial Docs	Unknown	70
Roosevelt University	Safety	Initial Docs	Unknown	42
Saint Louis University	Too Safe	Initial Docs	Unknown	70
The Ohio State University	Safety	Initial Docs	Unknown	82

**Understanding Research
& Applying Data**

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Course Schedule and Grades

Course	Teacher	Period	Avg.	Letter
HS1 PE-Personal Fitness	Smith	1	93	A
AS1 AP Biology Extended	Mendoza	2	71	C
AS1 AP Calculus AB	Johnson	3	95	A
HS1 English IV	Baer	4	97	A
AS1 AP Psychology	Bird	5	93	A
HS1 Human Geography	Wallace	6	98	A
HS1 Biomedical Innovation	LaSalle	7	100	A

Current GPA: 3.714 GPA | Difference (Cumulative to Current): -0.286