

SAMPLE ALUMNI INTERVIEW FORM

UNION

Admissions Office
Grant Hall
Union College
Schenectady, NY 12308

ALUMNI ADMISSIONS INTERVIEW REPORT

CONFIDENTIAL

Jane Doe
(Student's Name)

October 1, 2005
(Date of Interview)

1 Union Street
(Address)

John Blank '82
(Interviewer's Name & Class year)

New York City, NY 12345
(City) (State) (Zip)

1 Times Square Plaza
(Address)

(212) 555-1234
(Phone)

New York City, NY 12345
(City) (State) (Zip)

New York City High School
(High School)

(212) 555-0000
(Phone during day)

UNION COLLEGE recommends an interview of all applicants for admission. You, the interviewer, play an important role in helping us assess the possible match between the student and the College. Please comment on each of the following areas; feel free to attach additional sheets if necessary:

- 1. Student's college search process, is it progressing well? What are they looking for in a school? How did the student learn of Union (i.e., student search, alumni contact, college fair, guidance counselor, etc.)? If student mentions other college options, please list them.**

Jane is applying to 10 colleges (among them Dartmouth, Bates, Boston College, Middlebury, Holy Cross, Wheaton, Clark, Colgate and Union). Asked for her top choices, she indicated Dartmouth and Union. She did not apply early decision anywhere, because she did not feel strongly enough about any one of these fine schools. Union was one of the stops on a whirlwind college tour with her parents earlier this year. She was impressed by her tour guide (who spoke highly of a 5-year program leading to a teaching degree), by Jackson's Garden, and by the "large circular building in the middle of the campus."

- 2. Please elaborate on the caliber of the student's curriculum (i.e., Honors, Advanced or Advanced Placement courses, passion for or avoidance of any particular subjects, etc.).**

Jane is very proud of her school and with good reason. It is one of the best public high schools in Manhattan. This is reflected in her coursework. She enjoys, but is currently struggling with an unstructured Art History course ("there is no assigned homework, we watch slides for 75 minutes") and relishes English Literature. She has recently read Plato's Republic, Shakespeare (Sonnets and King Lear), Tristan and Iseult (her favorite) and Dante's Inferno. She thrives on writing, is a good essay writer, and recently chose to contrast the Feminist Movements of the 1920's and 1960's. She asked about advanced placement credit at Union, and was interested in what scores on the SATII would help her cause at Union. She does not enjoy mathematics. She speaks French tres bien, and has had exposure to German and Spanish. Naturally she asked good questions about Union's terms abroad. She had been on a three week exchange in France in 1995, and this past summer hosted her French counterpart. She asked if Union's language programs were "total immersion" because this is how her school teaches language. She would not tell me her SAT scores, but I mentioned mid-1200's as about the average and she was happy to hear this. I suspect she is more than well qualified to jump right into Union's Humanities curriculum.

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3. Student's extracurricular activities, both in and out of school (part-time job, community service, expertise in an unusual area, etc.).

In terms of extracurricular activities, Jane plays the trumpet in both her school band and church youth group. She also plays guitar and has participated in "battle of the bands" concerts at local schools. Jane is trying to be proactive in terms of taking responsibilities in her school's theatre group. She did some backstage work on Guys & Dolls and also played her trumpet in other shows. In the future, she plans on seeking a speaking role.

For the most part, Jane's work experience has been rather sparse. She spent some time this summer as an employee of a Conference Facility wait staff. Here, she set-up conference rooms, "bussed" tables, and assisted with the buffet.

4. Did the student share anything interesting about themselves and/or their family background that you feel would be important to the Admissions Committee or useful in evaluating their candidacy?

Jane is an only child. Her mother is a nurse at a hospital in the area and attended St. Francis School of Nursing. Her father is a self-employed engineering consultant who attended the University of Hartford. She is very close to her grandmother who lives with her. She described her grandmother as part sister, mother, grandmother and friend. They live in a very nice home in the city.

5. Any characteristics which impressed you, either positively or negatively (i.e., energy, maturity, sincerity, sense of humor, warmth, etc.):

Jane is a very confident, opinionated young woman who knows what she wants, and is very aggressive in pursuing her goals. She professed a lifelong desire to be a teacher, her strong concerns about the "group mentality" imposed by the Greek system ("I am a very independent person!") She mentioned her travels to France (3 weeks in the summer by herself) and Quebec City, and impressed me by disagreeing with the usual stereotypes, which Americans usually assign those cultures. Cerebral, articulate, analytical, serious are the words I would use to describe Jane. I would hesitate to describe her as warm or humorous.

6. Additional comments and observations:

N/A

Please summarize your impressions of this student by circling a letter in each of the following categories:

| | Superior Candidate | Very Strong Candidate | Average Candidate | Below Average Candidate | Not Recommended |
|--------------|--------------------|-----------------------|-------------------|-------------------------|-----------------|
| Academically | A | <u>B</u> | C | D | E |
| Personally | A | B | <u>C</u> | D | E |
| Overall | A | <u>B</u> | C | D | E |

Please return in the enclosed envelope to: Helen Lecce, Union College, Alumni Admissions Office, Grant Hall, Schenectady, NY 12308