

# Dartmouth College

## Guide for Enrollment Volunteers

Issued by the Dartmouth College Office of Admissions in conjunction with the Alumni Council Committee on Enrollment and Admissions

This guide provides important information for Alumni/ae Interviewers and other enrollment volunteers. We hope that this manual will assist you in your efforts and help to make your interviewing experiences enjoyable and productive. If you have any further questions, please contact the Dartmouth Admissions Office at (603) 646-2875.

	<b>Page</b>
<b>Section 1 A Brief Guide for Alumni/ae Interviewers – Q&amp;A</b>	<b>2</b>
<b>Section 2 Interview Guidelines and Sample Reports</b>	<b>7</b>
2.1 General Interviewing Information	<b>7</b>
2.2 Interviewing Guidelines	<b>8</b>
2.3 Interviewing Worksheet	<b>9</b>
2.4 Sample Reports	<b>11</b>

Dartmouth College Office of Admissions • 6016 McNutt Hall • Hanover, NH 03755  
[Adm.Enrollment@Dartmouth.Edu](mailto:Adm.Enrollment@Dartmouth.Edu) • <http://www.dartmouth.edu/apply>  
Phone: (603) 646-2875 • Fax: (603)646-1216  
Enrollment Volunteer Website: <http://www.dartmouth.edu/apply/interviewers>

## **Section 1: A Brief Guide for Alumni/ae Interviewers**

Alumni/ae Interviewers are an integral part in the Dartmouth admissions process. Interviewing applicants is one of the most enjoyable ways in which you can serve the College, and at the same time, serve your community. This guide explains the fundamentals of the interviewing process. If you have any questions, please contact your District Enrollment Director or call the Admissions Office. Additional information is available at the Enrollment Volunteers website (<http://www.dartmouth.edu/~interviewers>).

### **What is the purpose of alumni/ae interviews?**

The alumni/ae interview is both informative and evaluative. It is an opportunity for an applicant to learn about Dartmouth from a graduate of the college and it provides the Admissions Office with an additional perspective from someone who has met with the candidate in person.

### **What is my role as an interviewer?**

Interviewers are valuable sources of information, providing a local contact to applicants and their families and serving as an invaluable resource for the Admissions Office. Interviewers often help put a candidate's achievements "into context" for the Admissions Committee.

### **Where are interviews held?**

Interviews are often conducted at an interviewer's office or home, if those locations are convenient for the applicant. Sometimes, interviewers and candidates will meet at a local coffee shop or library. If using a private home, please set aside an area for parents who may accompany their son/daughter to the interview. It is not common nor recommended that you travel to the candidates' homes. In rare cases you might ask a high school counselor for permission to conduct an interview at the school.

### **How do interviews get scheduled?**

When you login to I-Track, your assigned (by DED) applicants' information will appear. You should telephone or email the students to set up interviews. Students and their parents are usually delighted to hear from alumni, as many are aware of this part of the application process. Applicants to Dartmouth have very full schedules (just as you do), so flexibility in interview scheduling is helpful.

### **Where do I find the interview evaluation form (Form 6) and how do I submit it?**

Please visit <http://www.dartmouth.edu/~interviewers/interviewing/theform6.html> to download the Form 6. The most efficient way to submit the interview evaluation form is through I-Track, the Admissions Office's interview tracking tool for alumni interviewers, which you can access at <https://itrack.dartmouth.edu/home/login>. You may also email completed evaluation forms to [adm.enrollment@dartmouth.edu](mailto:adm.enrollment@dartmouth.edu), fax them to 603-646-1216, or mail them to 6016 McNutt Hall; Dartmouth College; Hanover, NH 03755.

### **How long should an interview be?**

Interviews are generally 45 minutes to one hour in length.

**Should interviews be done individually or with teams?**

If you feel inclined to interview in teams, please remember that a team should consist of no more than 2 individuals. Interviewing teams should be composed of graduates representing different classes, and different interests. In recent years, some districts have had difficulty finding enough interviewers, so individuals often conduct the interview by themselves. "One on one" interviews can be quite effective, but interviewers should be aware that parents and student may sometimes express concern over a student meeting alone with an alumna or alumnus. Teams larger than 2 are not recommended, as the candidates might feel overpowered.

**Are there any special procedures for interviewing students of color?**

We encourage you to include alumni/ae of color on your interviewing teams whenever possible, as it is important for all candidates to become aware of the variety of perspectives that compose the Dartmouth experience. Although this is especially helpful when interviewing students of color, please note that alumni/ae of color should not be limited to interviewing students of color and vice versa. The important thing is that students are exposed to alumni/ae with a range of experiences and backgrounds.

**What is discussed in a typical interview?**

Interviews typically cover academics, extracurricular activities, and personal qualities. The student's application provides the Admissions Office with test scores, transcripts, and lists of activities. The interview should provide insight into the student's intellectual curiosity and passion, motivation, commitment, leadership, character, initiative, integrity, and maturity. Please see the interviewing worksheet and sample interview reports in the last section of this guide for more suggestions.

**Should I ask the candidate about SAT scores, GPA, and class rank?**

The Admissions Office already has this information. You should not ask about it early in the interview. If you wish, you can ask about it later to help you assess how this candidate compares with others.

**How important are SAT scores?**

SAT scores are just one of many components of each student's application. Median SAT 1 scores for students admitted to Dartmouth tend to fall between 720 and 730 on any one of the three components of the test (Critical Reading, Math and Writing). The Admissions Committee reviews each application carefully, regardless of test scores, and we consider testing in the context of the entire application. This is not to say that testing is not an important part of the application. Rather, the impact that testing may have on an admissions will depend on the strengths and weakness of the particular case under review.

**What are the most important qualities the Admissions Office is looking for?**

It's hard to do justice to this question in a short answer. However, the Admissions Committee reviews applications in the hopes of admitting bright and engaging young people who will take full advantage of what the College offers in and out of the classroom. Intellectually-engaged, open-minded, community-oriented students are drawn to the College and do well at Dartmouth. However, Dartmouth receives many times more qualified applicants than can be admitted, so the process is one of choosing from among many very qualified applicants. Admissions Officers spend a great deal of time reading every component of each candidate's application. Personal

information and essays are important. Admissions Officers also look for strong faculty recommendations and a high school transcript that shows consistently high achievement. Interviewers should realize that Dartmouth must turn down thousands of candidates who are fully qualified and would be excellent students at Dartmouth.

### **Can candidates submit supplementary material?**

Yes. Students who have outstanding talents may choose to send slides of original artwork, tapes or CDs of solo musical performances, or other evidence of specific accomplishment to the Admissions Office. In most cases, materials will be then sent to the appropriate department for evaluation.

### **What do the ratings mean?**

Most applicants to Dartmouth are among the top 5% of all high school students so nearly all of them are "outstanding" when compared to a typical high school student. In order for the ratings on the evaluation/Form 6 to be useful, interviewers need to make very fine distinctions. A significant majority of candidates should fall in the "Acceptable" and "Desirable" categories. The top two categories are for students with exceptional talents, accomplishments, and potential. As the form suggests, only about the top 1% of candidates should be rated "Outstanding".

### **What should I tell a candidate about probability of admission?**

Never tell a candidate that he or she is sure to be admitted, or even that there is a high probability. Compliment the student on his/her outstanding record and relay something encouraging like, "I really think you would love Dartmouth, and I hope you make it!" But you should also advise them that the competition is difficult and that approximately 15 percent of those who apply are admitted.

### **How should I handle candidates who are friends of mine?**

Be well advised to make it clear to the candidate or parent that interviewers do not have the power to get applicants admitted, but that interviewers certainly want to help applicants gain a better understanding of Dartmouth. Help applicants plan a visit, or advise them to contact Admissions to get specific information. When the time for the interview comes, you may conduct it yourself, but it might be wise to ask another interviewer—who does not know the candidate—to take part as well.

### **Can I do anything special for the really top candidates?**

Write a comprehensive interview report and feel free to send a note to the Admissions Office if you think there is additional information that is not covered in the application. Be careful not to make promises that are beyond your power to keep or to predict the outcome of the admissions decision. Once a candidate has been admitted, get in touch with the admitted student. Many districts have receptions or "admit parties" shortly after decisions are mailed out. Encourage accepted candidates to attend.

### **What is a "Likely Letter"?**

A likely letter informs the student that his/her application has been reviewed and the probability of acceptance in April is very high. Likely Letters are used by all Ivy institutions as a way to reassure highly recruited athletes of the likelihood of their admission when those students are facing pressure to commit to other colleges and universities. In addition, the Dartmouth

Admissions Office sends out letters each year to a small number of very strong candidates in February and/or early March. Candidates might call to ask if this letter is legitimate. It is, and you can safely offer your congratulations.

**What is a "Squeeze Play"?**

"Squeeze Play" is the colloquial term for what the Ivy League schools officially call Forced Commitments. Usually, but not always, Forced Commitments involve recruited athletes and scholarship awards. Candidates facing a deadline for a commitment may, through their guidance counselors, petition for an early review from the Dartmouth Admissions Office. Applicants involved in a Squeeze Play or seeking a likely letter must have already submitted a completed application to the College. If a likely letter is issued in response to a squeeze play, a copy will be directed to the appropriate DED. The topic of "Squeeze Plays" may certainly arise subsequent to or during interview situations. Questions concerning the desirability of scheduling or conducting alumni/ae interviews in cases of applicants involved in forced commitments should be directed to the Admissions Office.

**How will I find out about the Admissions Office decisions?**

Decisions are loaded directly into I-Track, and interviewers may view the decision for any applicant who has been assigned to them.

**What should I do if one of my best candidates is turned down?**

Unfortunately Dartmouth must turn down thousands of qualified applicants every year. Once the decisions are made applicants and their families may contact the Admissions Office. Due to the competitiveness of the admissions process, many qualified students are denied admission because of the selectivity of the process rather than because of weaknesses in their candidacies.

**What should I tell a parent or candidate who asks about reconsideration?**

The Admissions Office will not reconsider its decisions. If the Admissions Office decided to reconsider one application, they would, in fairness, have to reconsider thousands of others.

**Do you have any further questions?**

Call us at 603-646-3368 or email us at [Adm.Enrollment@Dartmouth.EDU](mailto:Adm.Enrollment@Dartmouth.EDU).

**Section 2: Interview Guidelines and Sample Reports**

## 2.1 General Interviewing Information

Before the first interview, please read over the guidelines and sample cases carefully. After several interviews and at the start of each interviewing season, a re-reading of the "suggestions" section will be helpful in keeping on track.

### Candidates from Boarding Schools

Interview reports for applicants in boarding schools will be sent to the District Enrollment Director for the area in which the candidate attends school over the entire interviewing season. Interviewers should be aware of the fact that applicants will normally leave their boarding schools for home addresses or vacations during the December holiday season. Do not send the Interview Reports to the Admissions Office, nor to another district, in the hope of an interview being scheduled during the holidays. These Interview Reports should simply be held until the applicants return to the boarding school addresses in January. Interviews should, therefore, be scheduled as early as possible for any Early Decision boarding school candidates and after December for the Regular Decision boarding school applicants who will have returned to school by that time.

### Decision Notification

The Admissions Office will notify candidates of early decisions by mid-December. The Admissions Office will notify candidates of regular decisions in the first week of April. Two days after each mailing, Interviewers will be able to see the admissions decisions for the students whom they interviewed by logging into I-Track.

### Submitting interview evaluations – the three methods.

#### 1) Web submission

The most efficient way to submit the interview evaluation form is through I-Track, the Admissions Office's interview tracking tool for alumni interviewers, which you can access at <https://itrack.dartmouth.edu/home/login>. You will be linked to the evaluation form (Form 6) and when you click "submit," your report will be sent to the Admissions Office in addition to copies to you and your DED.

#### 2) E-mail Transmission

Our e-mail address is [adm.enrollment@dartmouth.edu](mailto:adm.enrollment@dartmouth.edu). Please type "F6" and the candidate's name in the subject heading. The DED, as well as the individual interviewer(s), should receive a copy of the report.

#### 3) Facsimile Transmission

The Admission Office fax number is (603) 646-1216 and Form 6s may be faxed. When using FAX for this purpose, please note that you should add the candidate's name to page 2 of the Form 6 in the designated space. This will help prevent filing errors or problems with separated pages of the same report. If a Form 6 has been sent by fax to the office, the original or a follow up copy does **not** need to be mailed to the Admissions Office. Please be sure that the DED as well as the individual interviewer(s) has a copy of the report.

## 2.2 Interviewing Guidelines

Please arrange a meeting with your committee and the candidate at the earliest possible date. Select a location for the interview that is both convenient and appropriate. Remember accessibility and the candidate's familiarity with the location when making your decision. In most cases, conducting the interview at the candidate's home is not appropriate. If using a private home, the location of which might not be well known, make sure that the applicant has adequate directions, the street address is well lit at night, and the hour of the interview appointment is not so late as to give parents or the applicant concern. If interviewing candidates in a private home, please provide space for a parent to wait while the interview is taking place. A report of the alumni/ae interview is requested and this report will be an integral part of the candidate's application file.

Begin interviewing as soon as you receive a candidate's information. Evaluations should be completed and returned to the Admissions Office as rapidly as possible by whatever method upon which you and your DED have decided. All reports on regular decision candidates should be returned by mid-February to receive maximum consideration and have the greatest impact in the selection process. Reports that are late can be useful through the middle of March.

### **Suggested Tips for Interviewing and Completing the Form 6**

1. Keep the interview informal and low key; try to put the candidate at ease. The interview should last no more than 60 minutes. Interviewers should seek to obtain specific information and make fair evaluations of an applicant's promise as a prospective Dartmouth undergraduate. Interviewers serve as an important liaison between the College and the applicant. Strive to further the applicant's understanding of Dartmouth and to create a favorable public relations impact. Point out to the applicant that interviewers seek to be of service to candidates as well as to the Office of Admissions, and that you do not make a final decision in the selection process.
2. Attempt to get beyond College Board test scores, class standing, and other general information. Although that information is important in assessing a candidate's promise, interviewers should seek to gain greater insight as to why the applicant participates in certain activities or why he/she is particularly interested in specific subjects.
3. When interviewing with others, a composite assessment is more helpful than an individual assessment. The interview report's summary rating should reflect a consensus of the interviewing team. You should feel free, however, to discuss dissenting opinions in your summary statement.
4. The composition of your interviewing team (no more than 2 alums) is very important. Please make an effort to include interviewers from a variety of Dartmouth classes, representatives of minority groups, and both genders.
5. Dartmouth receives applications from individuals from a variety of backgrounds. While some students may be quite polished, others may come from non-college backgrounds and may not be accustomed to the interview situation. Please be aware of your own biases and be sensitive to the concerns all applicants.
6. Keep in mind that the Admissions Committee is only able to admit less than 1 of every 5 candidates. Evaluations should reflect the intensity of that competition. Try to be as specific and

concrete as possible. Reports that are vague and deal in generalities are not as helpful as those supported by particulars.

7. Applicants may ask your assessment of their chances of admission. This may be an appropriate time to discuss with them the competitive nature of the Dartmouth admissions process. A concrete answer may unintentionally mislead a candidate. In essence, it is impossible to estimate such a probability without reviewing all the application materials and obtaining a more comprehensive understanding of the entire applicant pool. Interviewers may want to assure candidates that their applications will be read thoroughly and thoughtfully by a number of Admissions Officers who will make the final decisions.

8. If for any reason the applicant does not keep a confirmed appointment, the Admissions Office would like to know why. It is assumed that the interviewer(s) will, in cases with extenuating circumstances, re-schedule unfilled appointments. Otherwise, the Form 6 should be returned to Hanover as soon as possible.

## 2.3 Interviewing Worksheet

The following is a version of the Form 6. Listed under each category are some suggested topics and questions that you may want to keep in mind while conducting the interview.

### **Intellectual Engagement and Curiosity**

*Please comment on the candidate's demonstrated intellectual engagement: i.e. curiosity, academic experiences that have impacted his/her thinking, love of learning, creativity, depth of thought, breadth of awareness, and articulateness in idea expression. Also, please cite specific examples from your conversation (other than rank-in-class, grade-point-average, SAT/ACT scores, etc.) to support your observations.*

- How has the candidate challenged him/herself intellectually?
- How does the candidate demonstrate even greater potential for growth?
- What are the distinguishing features of the candidate's academic accomplishments?
- What has the candidate learned through his/her academic endeavors?

### **Commitment and Personal Motivation in Activities**

*Dartmouth seeks candidates who have demonstrated talent, tenacity, commitment, leadership, and the potential to make a positive, significant contribution to the College community. In this light, please comment on the candidate's one or two most significant extracurricular activities or other involvements to which s/he has been devoted, and note any outstanding achievements.*

- How does the candidate use his/her free time?
- What is the quality of the candidate's activities?
- How has the candidate distinguished him/herself in his/her extracurricular activities?
- What motivates the candidate to participate in these activities?
- What has the candidate learned through these extracurricular endeavors?
- How could the candidate contribute to the Dartmouth community?

### **Character**

*Please provide your impressions of the candidate in relation to such qualities as initiative, responsibility, tolerance, resilience, integrity, independence, and maturity. We welcome especially an example or two of any specific events, unusual circumstances, or life experiences shared by the candidate which provide insight into relative strengths and weaknesses.*

- What personal qualities distinguish this candidate from others?
- How does the candidate perceive himself/herself or others?
- Are there any extenuating circumstances of which the Admissions Office should be aware?

### **Summary Analysis**

*This statement should support your overall assessment of the candidate. In the context of other candidates you have known, how does this student compare as a potential Dartmouth undergraduate? What transpired during your meeting that most justifies your summary rating?*

- Overall assessment - does the candidate have potential to be a contributor in the Dartmouth community? In what ways?

- Overall rating:

**Outstanding** - A rare individual; superior; truly distinctive within a strong applicant pool.

**Highly Desirable** - A very appealing candidate with notable academic and personal strengths. One who possesses special talent in one or more areas and who will contribute significantly to the College.

**Desirable** - A generally strong candidate who likely would be a positive addition to the student body and who should contribute to the life of the College.

**Acceptable** - Shows promise of academic success and personal development with no significant weaknesses. Like many others.

**Recommended with Reservations** - Shows some strengths and potential as a Dartmouth candidate but with reservations noted above.

**Not Recommended** - Does not present the overall academic promise or personal strengths expected of a Dartmouth student for the reasons expressed above.

## **2.4 Sample Reports**

The completed Form 6s that follow are samples that should give you, especially those of you who are new to the interview process, an idea as to what sort of information can be helpful to the Admissions Office. All of the samples are composites of actual Form 6s, but specific identifiers have been deleted/changed.

### **A Strong, Positive Interview**

The interview report for "Hillary Kiline" is succinct, thorough, and clearly presented. The interviewers support their statements with particular anecdotes and examples rather than vague generalities. Reflecting the interviewers' comprehensive assessment of the candidate, the summary statement goes beyond the material already discussed to support their recommendation to admit the student. Hillary's Form 6 was very useful in the final positive decision.

### **An Unhelpful Report**

"Sawyer Walsh" also provides us with a report carrying a high overall rating. However, the report does not go beyond the material that the Admissions Office will have when reviewing the student's application. The report is sparse and lacking specifics. It provides little insight into the candidate and why he may be considered "outstanding" in our applicant pool or how he could contribute to Dartmouth.

### **A Balanced and Critical Assessment**

"Ramesh Gupta, Jr." is another example of a solid report with helpful information. The interviewers do a fine job in expressing their reservations about a seemingly accomplished and worthy candidate who lacks a certain spark. They support their assessment with concrete examples and compose a summary statement that is both thoughtful and critical.

### **A Balanced Report that made the Difference**

"Alicia Reyes" provides us with an example of a well-written report that proved to be extremely helpful in the decision making process. Although the interviewer assigns the candidate an overall rating of "desirable," the content of the report perfectly illustrates the student's strengths and how the student could contribute at Dartmouth. It provides a critical, yet positive, assessment of a candidate who may not be overwhelmingly outstanding, but would be a tremendous asset to the Dartmouth community.

Dartmouth College Admissions  
6016 McNutt Hall  
Hanover, NH 03755  
603-646-2875 • fax 603-646-1216  
[adm.enrollment@dartmouth.edu](mailto:adm.enrollment@dartmouth.edu)  
[www.dartmouth.edu/apply/interviewers](http://www.dartmouth.edu/apply/interviewers)

# Form 6

**Candidate's Name:** *Hillary Kiline*                      **Early / Regular Decision**  
**Address:**

**High School:** Springfield High School  
**Date of Birth:**

If the candidate cannot be interviewed, please indicate reason and return form to DED immediately.

Reason: \_\_\_\_\_

## **1. Intellectual Engagement and Curiosity**

*Please comment on the candidate's demonstrated intellectual engagement: i.e. curiosity, academic experiences that have impacted his/her thinking, love of learning, creativity, depth of thought, breadth of awareness, and articulateness in idea expression. Also, please cite specific examples from your conversation (other than rank-in-class, grade-point-average, SAT/ACT scores, etc.) to support your observations.*

Hillary Kiline is a superb candidate. She is intellectually engaging and pursues a wide range of studies including AP classes in Calculus, English, government, and US History. She presently has a 4.6 GPA and is ranked among the top four students in her class of 100. She particularly enjoys creative writing and composes both poetry and short stories. Her perception and eye for detail are clear in her vibrant and incisive remarks about human nature. She loves theater. She has pursued her interest in drama and participates in High School and Community Theater. She has been a member of the cast of every production, theatrical or musical, during her four years at Springfield High School. During the summer she participates in Springfield Community productions. She hopes to continue her involvement in theater at Dartmouth.

## **2. Commitment and Personal Motivation in Activities**

*Dartmouth seeks candidates who have demonstrated talent, tenacity, commitment, leadership, and the potential to make a positive, significant contribution to the College community. In this light, please comment on the candidate's one or two most significant extracurricular activities or other involvements to which s/he has been devoted, and note any outstanding achievements.*

Hillary is a thoughtful and strongly optimistic young woman. She has been President of her class for four years and enjoys the responsibilities and opportunities afforded her as a class leader. She is captain of the soccer team for the second year in a row. Her team reached the third round of the state championship this year before being eliminated by the team that went on to win the championship. She was also a member of the 2002 all-star district team.

She recently played an integral role as part of a team applying for a Venture Capital Grant to benefit her high school. She, the principal, the Superintendent and a teacher were interviewed in the state competition. She noted that her school was the only one competing that included a student on its team. Their school also won the competition and the Grant. The money will be used to develop and support a mentoring program which she helped design.

### 3. Character

*Please provide your impressions of the candidate in relation to such qualities as initiative, responsibility, tolerance, resilience, integrity, independence, and maturity. We welcome especially an example or two of any specific events, unusual circumstances, or life experiences shared by the candidate which provide insight into relative strengths and weaknesses.*

Hillary is an extraordinarily mature young woman. Ben Geiger and I were extremely struck by her eloquence and poise. She comes from a very close family of three children. Her older brother is a freshman at Harvard. Her younger sister is also in High School.

She spoke with warmth and admiration for her parents and of their integrity. They have raised her in an atmosphere of trust, allowing her broad freedom to make her own decisions. The result is an engaging, intelligent, confident young woman who handles the challenges placed before her with aplomb.

### 4. Summary Analysis

*This statement should support your overall assessment of the candidate. In the context of other candidates you have known, how does this student compare as a potential Dartmouth undergraduate? What transpired during your meeting that most justifies your summary rating?*

Hillary is clearly an outstanding candidate. She thought carefully about her choice of Dartmouth. She hopes to participate in theater, choral groups, soccer, and to study languages. She is interested in the Theater Program abroad as well as the possibility of spending a term in Italy to study Italian. Most of all she looks forward to the intellectual opportunities. She envisions Dartmouth as a "world of opportunity, with an open intellectual atmosphere where people want to share ideas and engage in discussions."

She is a marvelous candidate and we strongly encourage you to offer her admission.

### 5. Overall Rating:

**Outstanding:** A rare individual; superior; truly distinctive within a strong applicant pool.

**Highly Desirable:** A very appealing candidate with notable academic and personal strengths. One who possesses special talent in one or more areas and who will contribute significantly to the College.

**Desirable:** A generally strong candidate who likely would be a positive addition to the student body and who should contribute to the life of the College.

**Acceptable:** Shows promise of academic success and personal development with no significant weaknesses. Like many others.

**Acceptable with reservations:** Shows some strengths and potential as a Dartmouth candidate but with reservations noted above.

**Not Recommended:** Does not present the overall academic promise or personal strengths expected of a Dartmouth student for the reasons expressed above.

Report prepared by:

Name

Class

Date: \_\_\_\_\_

Additional committee members:

Location:

**Please E-MAIL, FAX, OR MAIL this form to Admissions and your DED.**

In order to e-mail this form, please copy & paste the entire form into the text of an e-mail message. Often, we are unable to open "enclosed" documents.

Dartmouth College Admissions  
6016 McNutt Hall  
Hanover, NH 03755  
603-646-2875 • fax 603-646-1216  
[adm.enrollment@dartmouth.edu](mailto:adm.enrollment@dartmouth.edu)  
[www.dartmouth.edu/apply/interviewers](http://www.dartmouth.edu/apply/interviewers)

# Form 6

**Candidate's Name:** *Sawyer Walsh*                      *Early / Regular Decision*  
**Address:**

**High School:** Greensburg Country Day School  
**Date of Birth:**

If the candidate cannot be interviewed, please indicate reason and return form to DED immediately.

Reason: \_\_\_\_\_

## **1. Intellectual Engagement and Curiosity**

*Please comment on the candidate's demonstrated intellectual engagement: i.e. curiosity, academic experiences that have impacted his/her thinking, love of learning, creativity, depth of thought, breadth of awareness, and articulateness in idea expression. Also, please cite specific examples from your conversation (other than rank-in-class, grade-point-average, SAT/ACT scores, etc.) to support your observations.*

Sawyer scored 1410 on his SAT exams and is in the top 10% of the most academically competitive school in Greensburg. He plans to follow a career in engineering/computer-science, but on his own initiative reads Shakespeare and quality Sci-Fi. He is also a finalist for the University of North Carolina's Morehead Scholarship- the highest award North Carolina can give a high schools student.

## **2. Commitment and Personal Motivation in Activities**

*Dartmouth seeks candidates who have demonstrated talent, tenacity, commitment, leadership, and the potential to make a positive, significant contribution to the College community. In this light, please comment on the candidate's one or two most significant extracurricular activities or other involvements to which s/he has been devoted, and note any outstanding achievements.*

Sawyer swims for his high School and also finds time to work every Saturday afternoon at The Greensburg Medical Center as a volunteer. He currently teaches computer science at local King's College to "gifted and talented" high school students in the area. As the Student Body President, Sawyer was awarded the school's Junior Leadership Award. By far the most impressive and unusual achievement of this candidate is the operation and ownership of a financially successful computer business. He is paid to program, consult, and teach for small businesses in Greensburg!

### 3. Character

Please provide your impressions of the candidate in relation to such qualities as initiative, responsibility, tolerance, resilience, integrity, independence, and maturity. We welcome especially an example or two of any specific events, unusual circumstances, or life experiences shared by the candidate which provide insight into relative strengths and weaknesses.

During the interview, we were all in agreement regarding Sawyer's honesty, humor, imagination (he is convinced that whatever he will be doing 15 years from now has not even been thought of at this time), and real humility.

### 4. Summary Analysis

This statement should support your overall assessment of the candidate. In the context of other candidates you have known, how does this student compare as a potential Dartmouth undergraduate? What transpired during your meeting that most justifies your summary rating?

This candidate deserves our highest recommendation- "Outstanding". He truly appears to be "one-in-a-hundred". Dartmouth should go all out to get this student – perhaps even a call from the Office of Admissions inviting him for a campus visit. He could contribute in many ways to the Dartmouth Life and there is little doubt of his future success.

### 5. Overall Rating:

- Outstanding:** A rare individual; superior; truly distinctive within a strong applicant pool.
- Highly Desirable:** A very appealing candidate with notable academic and personal strengths. One who possesses special talent in one or more areas and who will contribute significantly to the College.
- Desirable:** A generally strong candidate who likely would be a positive addition to the student body and who should contribute to the life of the College.
- Acceptable:** Shows promise of academic success and personal development with no significant weaknesses. Like many others.
- Acceptable with reservations:** Shows some strengths and potential as a Dartmouth candidate but with reservations noted above.
- Not Recommended:** Does not present the overall academic promise or personal strengths expected of a Dartmouth student for the reasons expressed above.

Report prepared by:

Name

Class

Date:

Additional committee members:

Location:

**Please E-MAIL, FAX, OR MAIL this form to Admissions and your DED.**

In order to e-mail this form, please copy & paste the entire form into the text of an e-mail message. Often, we are unable to open "enclosed" documents.

Dartmouth College Admissions  
6016 McNutt Hall  
Hanover, NH 03755  
603-646-2875 • fax 603-646-1216  
[adm.enrollment@dartmouth.edu](mailto:adm.enrollment@dartmouth.edu)  
[www.dartmouth.edu/apply/interviewers](http://www.dartmouth.edu/apply/interviewers)

# Form 6

**Candidate's Name:** *Ramesh Gupta, Jr.*

**Early / Regular Decision**

**Address:**

**High School:** Greensburg Country Day School

**Date of Birth:**

If the candidate cannot be interviewed, please indicate reason and return form to DED immediately.

Reason: \_\_\_\_\_

## **1. Intellectual Engagement and Curiosity**

*Please comment on the candidate's demonstrated intellectual engagement: i.e. curiosity, academic experiences that have impacted his/her thinking, love of learning, creativity, depth of thought, breadth of awareness, and articulateness in idea expression. Also, please cite specific examples from your conversation (other than rank-in-class, grade-point-average, SAT/ACT scores, etc.) to support your observations.*

RJ's ability to handle difficult academic courses is well demonstrated by his achievements at school. His SAT 1 and SAT II scores were outstanding – he has taken as many A.P. courses as he could fit into his schedule - and he has maintained a 95 average. Getting high grades and scoring well seem to be a natural talent for RJ.

## **2. Commitment and Personal Motivation in Activities**

*Dartmouth seeks candidates who have demonstrated talent, tenacity, commitment, leadership, and the potential to make a positive, significant contribution to the College community. In this light, please comment on the candidate's one or two most significant extracurricular activities or other involvements to which s/he has been devoted, and note any outstanding achievements.*

Much of RJ's interests center around his success in the classroom – he is captain of the Mock Trial Club (he loves a good argument), Co-Editor of the school's literary magazine (he loves to write), and he is a member of the Texaco Academic Club (he loves to be quizzed on challenging math problems). For someone who refers to himself as a "computer nerd," he also played varsity soccer, skiing, and tennis. He enjoys team sports as much as he enjoys discussing a calculus problem. Finally, for his required community service hours, he uses his natural academic talent to tutor other students in his school.

### 3. Character

*Please provide your impressions of the candidate in relation to such qualities as initiative, responsibility, tolerance, resilience, integrity, independence, and maturity. We welcome especially an example or two of any specific events, unusual circumstances, or life experiences shared by the candidate which provide insight into relative strengths and weaknesses.*

It was difficult to draw RJ out and get a sense of his personality. He is confident of himself but his academic accomplishments have been almost too easy for him. He has worked the past 3 summers but without a focus (tennis attendant one year; ice cream scooper the next) in an area of interest. He is good at what he does but because it has been easy, he has almost under achieved mainly because he does not seem to have used his talent to really excel.

### 4. Summary Analysis

*This statement should support your overall assessment of the candidate. In the context of other candidates you have known, how does this student compare as a potential Dartmouth undergraduate? What transpired during your meeting that most justifies your summary rating?*

RJ is obviously a very accomplished student. Good grades come naturally to him, seemingly with little effort. Our rating reflects a feeling of lack of curiosity to pursue his academic accomplishments to a higher level. There is not the enthusiasm to excel that we had expected from a student who is among the most gifted that we have interviewed in some time. Further, while he is involved in several activities (heading two clubs), it has not been a continuous commitment (soccer in 9, 10, 11, but not 12). RJ would certainly excel academically at Dartmouth, but we were not sure that the good grades were his whole personality.

### 5. Overall Rating:

- Outstanding:** A rare individual; superior; truly distinctive within a strong applicant pool.
- Highly Desirable:** A very appealing candidate with notable academic and personal strengths. One who possesses special talent in one or more areas and who will contribute significantly to the College.
- Desirable:** A generally strong candidate who likely would be a positive addition to the student body and who should contribute to the life of the College.
- Acceptable:** Shows promise of academic success and personal development with no significant weaknesses. Like many others.
- Acceptable with reservations:** Shows some strengths and potential as a Dartmouth candidate but with reservations noted above.
- Not Recommended:** Does not present the overall academic promise or personal strengths expected of a Dartmouth student for the reasons expressed above.

Report prepared by:

Name

Class

Date:

Additional committee members:

Location:

**Please E-MAIL, FAX, OR MAIL this form to Admissions and your DED.**

In order to e-mail this form, please copy & paste the entire form into the text of an e-mail message.  
Often, we are unable to open "enclosed" documents.

Dartmouth College Admissions  
6016 McNutt Hall  
Hanover, NH 03755  
603-646-2875 • fax 603-646-1216  
[adm.enrollment@dartmouth.edu](mailto:adm.enrollment@dartmouth.edu)  
[www.dartmouth.edu/apply/interviewers](http://www.dartmouth.edu/apply/interviewers)

# Form 6

**Candidate's Name:** *Alicia Reyes*      *Early / Regular Decision*  
**Address:**

**High School:** St. Mark's Academy  
**Date of Birth:**

If the candidate cannot be interviewed, please indicate reason and return form to DED immediately.

Reason: \_\_\_\_\_

## **1. Intellectual Engagement and Curiosity**

*Please comment on the candidate's demonstrated intellectual engagement: i.e. curiosity, academic experiences that have impacted his/her thinking, love of learning, creativity, depth of thought, breadth of awareness, and articulateness in idea expression. Also, please cite specific examples from your conversation (other than rank-in-class, grade-point-average, SAT/ACT scores, etc.) to support your observations.*

Alicia is known to her friends as the "studious one." She both excels at and loves learning. She spends a great deal of her free time in the library. She is currently enrolled in AP calculus, Latin and Spanish Literature. Her favorite subjects over time however have been Latin and History. She loves the study of ancient history and other cultures. Her Latin classes have always focused on the scholars, so she does not think of it as a "dead language." Alicia's interest in history lies in the details of how cultures are so different than ours. She said she prefers conceptual classes for the most part, although she felt that both biology and physics were a wonderful way of understanding what was around her, and led to a better understanding of the issues and learning's of others in ancient times. Her least favorite class is calculus. She says that she is good at it, but she doesn't derive any satisfaction from just crunching out the correct answer or the correct formula, she wants to know the theory behind it!

## **2. Commitment and Personal Motivation in Activities**

*Dartmouth seeks candidates who have demonstrated talent, tenacity, commitment, leadership, and the potential to make a positive, significant contribution to the College community. In this light, please comment on the candidate's one or two most significant extracurricular activities or other involvements to which s/he has been devoted, and note any outstanding achievements.*

Alicia's favorite extracurricular activity is basketball. She is not a starter, however she has gained great satisfaction from being a part of the team both on the court (where they have beat the school record for number of wins) and off the court (where they spend a lot of time bonding).

When it is not basketball season she tutors one day a week at St. Peter's church. She talked about how clever you have to be to get the kids to work on the things they aren't good at, "they always want to show you they are smart." She enjoys working with the kids.

Alicia has played the French horn in the orchestra since the 4<sup>th</sup> grade. She enjoys both learning different kinds of music as well as performing.

### 3. Character

*Please provide your impressions of the candidate in relation to such qualities as initiative, responsibility, tolerance, resilience, integrity, independence, and maturity. We welcome especially an example or two of any specific events, unusual circumstances, or life experiences shared by the candidate which provide insight into relative strengths and weaknesses.*

I thought Alicia has several wonderful person qualities. She is very clear headed. She is one of those rare teenagers who actually enjoys being with people. Who are not exactly like herself. She said that her best friend has lots of traits she does not possess. Some she could live without and others she admires, but unlike most people her age, she really sees this person with both their strengths and weaknesses and likes them for it. I found her involvement with her basketball team even more impressive when I realized she was not a starter. She is a real team player. She is one of two minorities on the team, and she does not live in the same community as the rest of the players, but she feels that it is very important to do extracurricular activities with her teammates, even if it means she has to do a lot of extra planning to make it all happen. She expressed that while she was doing her tour guide duties (as a member of the Key Club she works in admissions and conducts tours) a few months ago an African-American couple asked her really good and sometimes tough questions about being a minority on campus. She said it made her feel really good to realized that she had wonderful friends who were both black and white and that she very much felt like a part of the St. Mark's community even though she did not live on the Maine Line. I feel that it shows great strength as well as an open mind to have been able to become a welcomed and active part of two very different communities.

### 4. Summary Analysis

*This statement should support your overall assessment of the candidate. In the context of other candidates you have known, how does this student compare as a potential Dartmouth undergraduate? What transpired during your meeting that most justifies your summary rating?*

I feel that Alicia is a desirable Dartmouth Candidate. She has the academic prowess to succeed as well as an open mind and experience to be a wonderful bridge to two, sometimes too separate, communities on the Dartmouth campus. I think that she would be a wonderful addition to the Dartmouth family.

### 5. Overall Rating:

**Outstanding:** A rare individual; superior; truly distinctive within a strong applicant pool.

**Highly Desirable:** A very appealing candidate with notable academic and personal strengths. One who possesses special talent in one or more areas and who will contribute significantly to the College.

**Desirable:** A generally strong candidate who likely would be a positive addition to the student body and who should contribute to the life of the College.

**Acceptable:** Shows promise of academic success and personal development with no significant weaknesses. Like many others.

**Acceptable with reservations:** Shows some strengths and potential as a Dartmouth candidate but with reservations noted above.

**Not Recommended:** Does not present the overall academic promise or personal strengths expected of a Dartmouth student for the reasons expressed above.

Report prepared by:

Name

Class

Date: \_\_\_\_\_

Additional committee members:

Location:

**Please E-MAIL, FAX, OR MAIL this form to Admissions and your DED.**

In order to e-mail this form, please copy & paste the entire form into the text of an e-mail message. Often, we are unable to open "enclosed" documents.