



Personal Interview Report

This form is merely a guideline for you to conduct and summarize the interview. If you submit online and need more room, the text space will expand to accommodate your response. If you submit a paper report, feel free to add an additional page, but please do not feel compelled to do so. Prompt submission of your interview report is much more valuable than extensive prose.

APPLICANT INFORMATION:

Applicant's Name _____ School _____
City _____ State _____ Telephone _____
Country _____ Freshman ___ Transfer ___
Email _____

PERSONAL QUALITIES: Please use the numerical ratings directly below to enter a number in the box on the left. You may use pluses and minuses, (2+ is stronger than 2-).

[Empty box for numerical rating]

- 1. Rare personal appeal and character.
2. Strong personal appeal and character.
3. Above average personal appeal and character.
4. Somewhat neutral or slightly negative impression.
5. Distinctly poor impression.

Additionally, please mark the boxes below to rate this student on the following scale:

(1 = truly unusual, 2 = outstanding, 3 = good, 4 = fair, 5 = poor, 6 = no rating.)

Table with 6 columns (1-6) and 3 rows: Openness to new ideas and new people, Potential contribution to college life, What kind of roommate would this student be?

Please list descriptors you would use in regards to this student's personal qualities and character:

Please explain why you chose the personal qualities and other ratings above, using specific examples, e.g., maturity, character, leadership, self-confidence, warmth of personality, sense of humor, energy, concern for others, grace under pressure. Are there unusual factors or challenges the student has faced that might have affected the rating?

Answer:

EXTRACURRICULAR, ATHLETIC, COMMUNITY, EMPLOYMENT, FAMILY COMMITMENTS:

Please use the numerical ratings directly below to enter a number in the box on the left. You may use pluses and minuses, (2+ is stronger than 2-).

Please note that the Admissions Committee will have reviewed the student's list of extracurricular involvements and is more interested in your impressions of the depth of their interests and potential contributions to life at Harvard.

1. National or international recognition; professional potential. Truly unusual achievement.
2. Substantial school-wide, regional or state recognition; major obligations, impact, or leadership in a community outside of school.
3. Solid participation or involvement in and/or outside of school.
4. Little or no participation.

Please explain below why you chose the rating above, using specific examples. Does the person appear to have a genuine commitment or does the participation appear to be perfunctory or "for the resume?" In what way has the student had an impact in the communities s/he chose to join? Which activities seemed to bring the student the most joy? Where might you imagine the student being involved while at Harvard College?

Answer:

Are there extenuating circumstances that might have affected the student's ability to participate in extracurricular activities? i.e. substantial activity outside of conventional extracurriculars such as major family responsibility, term-time work expectations, or health problems that would limit involvement outside of school? If so, your above rating should take into account the student's potential and enthusiasm for involvement if there were fewer constraints on his/her time.

ACADEMIC: Please use the numerical ratings directly below to enter a number in the box on the left. You may use pluses and minuses, (2+ is stronger than 2-).

Please be aware that the Admissions Committee has access to the student's academic credentials and is more interested in your impressions of intellectual qualities not easily measured by tests or grades.

While many of us in Cambridge inquire in the interview about test scores and grades in general terms, you are not required to do so or to report them to us. If you ask about this information, please do so with sensitivity and care.

1. Truly uncommon intellectual ability and curiosity. Likely to make significant academic contributions. Potential Harvard faculty member.
2. Excellent student. Terrific fit for a liberal arts education. Would make substantial contributions to an academic community. Often has low to mid 700 scores (33+ ACT).
3. Solid, successful student. Academically fit for Harvard College. Respectable but perhaps not uncommon performance in school. Often has mid-600 to low-700 scores (29 to 32 ACT).
4. Adequate preparation. Respectable grades and low-to mid-600 scores (26 to 29) ACT).
5. Questionable fit for Harvard College.

Additionally, please mark the boxes below to rate this student on the following scale:

(1 = truly unusual, 2 = outstanding, 3 = good, 4 = fair, 5 = poor, 6 = no rating.)

	1	2	3	4	5	6
Love of learning	<input type="checkbox"/>					
Intellectual curiosity	<input type="checkbox"/>					
Intellectual originality	<input type="checkbox"/>					

Please use space below to explain why you chose the academic and other ratings above, using specific examples as appropriate. Does the student seem broadly curious across academic disciplines or is s/he focused on a specific field? Is the student a good fit for a liberal arts education? Are there unusual factors such as language or economic opportunity that might have affected the rating? Is there evidence of (or interest in pursuing) original work such as writing, poetry, mathematical or scientific research?

Answer:

Are you familiar with the student's school or neighborhood? If so, is there anything you feel might have affected the student's opportunities that the Admissions Committee should know?

OVERALL RATING: Please use the numerical ratings directly below to enter a number in the box on the left. You may use pluses and minuses, (2+ is stronger than 2-).

1. Absolutely superior for admissions; truly unusual in your interactions with students
2. Extremely appealing candidate, one of this year's best whom you hope we have room to admit
3. Strong candidate. (3+: Admissible candidate worth discussion / 3-: Perfectly qualified but not unusual for the applicant pool).
4. Marginal qualifications or otherwise not well-suited for Harvard College.

Does the overall rating capture the full extent of the student's strength as a candidate for admission to Harvard? Might your impressions of the student be affected by any unusual circumstances?

Answer:

If not previously discussed, are there any extenuating or unusual circumstances you feel might have impacted the student's life, candidacy, or opportunities?

Check all of the following that might apply to this interview:

- | | | |
|---|--|---|
| <input type="checkbox"/> Rare and rewarding exchange of ideas | <input type="checkbox"/> A rehearsed presentation, lacking spontaneity | <input type="checkbox"/> Raises concern about suitability for Harvard |
| <input type="checkbox"/> Easy flow of conversation | <input type="checkbox"/> Mostly question and answer | <input type="checkbox"/> Other (please explain) |
| <input type="checkbox"/> Diamond in the rough | <input type="checkbox"/> Difficult to sustain a conversation | |

INTERVIEWER

Name (signed or printed) _____ Interview Date _____

City _____ State _____ Zip _____

Interview Location: _____ Email Address _____ Phone _____

Club/Group _____ Degree _____ Class _____ Years Interviewing _____

Co-Interviewer _____ Degree _____ Class _____ Email _____ Phone _____