

ALUMNI ADMISSIONS PROGRAM

Georgetown
UNIVERSITY



Handbook for Interviewers

Revised August 2008

Alumni Admissions Program

History and Purpose

Although Georgetown alumni were involved in interviewing applicants to the university for many years, the Alumni Admissions Committee Program as it is organized today was established in 1963. In that year, 37 alumni interviewing committees were established throughout the nation with nearly 400 alumni as members. In the first years of the program, the primary purpose was for alumni to meet with applicants in order to provide more information to assist the Admissions Committee in the selection process. In the first seven years of the program, the AAP Committees interviewed 55% of the applicants assigned to their committees, representing 32% of the total applicant pool.

In 1970 a major effort was undertaken to expand the Alumni Admissions Program. It became evident that an important element for the future success of Georgetown admissions was a well organized, informed, effective and enthusiastic alumni admissions organization. The responsibilities of AAP were expanded to assist the Admissions Office in recruitment efforts. The network of alumni was expanded nationally and internationally as a part of an effort to broaden the interest in the University and to establish greater recognition of the opportunities available at Georgetown. In addition to interviewing, members of the Alumni Admissions Program represented Georgetown at college nights and gave greater attention to contacting students immediately after they were offered admission to encourage their enrollment. Later some AAP committees organized fall meetings to encourage the interest of prospective students and Spring Receptions for accepted students to encourage enrollment. Members of the Alumni Admission Program have worked with members of the admissions staff to help identify potential applicants.

Today, nearly 5,000 alumni are involved in the AAP Program. The number of interviewing committees is now over 200 and more than 90% of the students applying for admission can be assigned for an interview through the AAP network. The Admissions Office relies on alumni interviewers for the personal interview with applicants. The personal contact with prospective students and applicants by alumni interviewers and the recruitment of accepted students have become increasingly widespread. Georgetown's Alumni Admissions Program is one of the largest and most effective programs in the nation.

Board of Advisors

The growing work of alumni in the admissions effort resulted in the increasing need to discuss the capabilities of alumni committees and benefit from the insights of leaders in the Alumni Admissions Committee Program. It was for this reason that the Alumni Admissions Program Board of Advisors was founded in 1979. The objectives of the board are to advise the Admissions Office regarding the effectiveness and functioning of the AAP Program, to consider new initiatives, to consult with University officials regarding admissions efforts and needs, and to help organize other alumni in support of admissions efforts.

The Board of Advisors is composed of Alumni Admissions Program chairmen selected from small and large committees in different regions in order that a broad perspective can be brought to bear on the deliberations of this body.

The Board instituted an annual meeting on campus of all AAP chairmen and strongly encouraged conducting annual business meetings of local AAP committees, particularly when members of the Admissions staff visited in the area. Greater attention was given to training and to informing interviewers, increasing the quality of the interview and the interview report. They recommended that AAP Committees be organized into groups of less than 20 interviewers in order that better communication could occur between interviewers and the committee chairmen.

The Board of Advisors has worked with the Admissions staff in considering new activities. They have encouraged the expansion of the number of Spring Receptions for accepted students and attendance at these receptions by current Georgetown students. The Board of Advisors also was originally responsible for instituting the Alumni Admissions Program Scholarship to increase Georgetown's ability to compete effectively for first choice candidates. This has become the University's John Carroll Scholarship Program, which is continuing to evolve today.

Organization of the Alumni Admissions Program

Alumni who work with the admissions office are organized into local or regional committees. Each Alumni Admissions Committee is directed by a chairman.

The chairman and members of the committee work with the Admissions staff to develop effective ways to recruit and to enroll the most compelling candidates from their area. Almost all students applying to the University are assigned to a local Alumni Admissions Committee for an individual interview. Alumni interviewer activities are directed by the chairman of the AAP Committee in consultation with the Admissions staff.

In order to maintain good communications and an enhanced ability to work closely with alumni interviewers and high school counselors, the Admissions Office is organized to work closely with specific geographic regions. Each state is coordinated by a member of the Admissions staff. Alumni Admissions Program chairmen and members should address correspondence, problems and requests to the Admissions Officer working with their region so that these matters can be handled with a minimum of delay. Alumni work with these regional coordinators in developing the most effective and appropriate strategy for providing a good understanding of the University in their area and for working with prospective students.

ALUMNI ADMISSIONS PROGRAM CHAIRPERSON

The role of the AAP chairman is critical to the success of the Alumni Admissions Committee. It is the chairman of the local committee that works most closely with the Admissions staff, directs the activities of the local committee and insures the quality of the efforts on behalf of the University in the local area. The chairmen's responsibilities were officially defined by the AAP Board of Advisors in January, 1988.

Duties and Responsibilities

1. Actively solicit new committee members through the Admissions Office.
2. Before assigning applicants, orient new committee members and see that they understand the purpose, process and use of the alumni interview in the admissions decision.
3. Conduct an annual meeting to orient, train and update new and existing committee members. Stress the importance of the meeting in the notice to committee members. Follow-up with members who do not attend, passing along information and determining readiness to interview. Utilize appropriately any training materials made available by the Admissions Office.

4. Complete assignments and notify applicants, interviewers, and the Admissions Office in as timely a fashion as possible, at least within the Admissions Office-supplied time frame.
5. Monitor the quality of interviewer's reports by reading each as it is received, notifying interviewers of suggestions to improve quality, and assigning applicants only to qualified interviewers. Work through the Admissions Office in extreme cases where poor performance may warrant removal from the Committee.
6. Maintain up-to-date records of committee member's addresses, phone numbers and assignments.
7. Coordinate with Admissions and GAAP a follow-up calling effort to accepted students after decisions have been sent in April.
8. Organize and "host" a spring reception at an appropriate site for accepted students, their parents, and committee members.
9. Establish and maintain positive public relations with applicants, their families, and local high school counselors and teachers. Arrange for coverage at college nights, coordinate and attend Admissions Office student/parent presentations as appropriate. Respond to student and parent inquiries in a professional and timely manner.
10. Attend the annual AAP meeting at Georgetown, and report back to committee members on meeting topics and actions.
11. Cooperate with and be responsive to Admissions Office staff, their requests and suggestions for improving the overall quality of the AAP.
12. Keep current on Georgetown policies, activities and trends through the AAP Newsletter, attendance at the annual meeting, and any other means available.

THE ALUMNI INTERVIEW

Purpose of The Interview

All interviews of applicants are conducted by members of the Alumni Admissions Program. Over 90% of students applying for admission to the University can be assigned through the AAP for a personal interview. First-year candidates are

required to have an interview (if they reside in an area where it is available), while transfers may elect the option. The quality of information coming from alumni interviewers and the personal attention provided by alumni has made it possible to handle all personal interviews through the AAP network.

Once a student's application is received in the Admissions Office, the chairman of the AAP Committee responsible for the local area is notified that the student has applied. The chairman sends an assignment form to the alumni interviewer and a notice to the applicant. If a student does not contact the interviewer within one week to arrange an interview, the interviewer should call the student to arrange an appointment.

The interview plays an important role in personalizing the Admissions process for the applicant. It may increase the interest of a compelling candidate in eventually enrolling at the University if offered a place in the class. Therefore, an effective interview should be a pleasant conversation between interviewer and student which results in a more informed understanding of the candidate and a better appreciation of the university. The interview report provides an understanding of the applicant's background, achievements and interests. As the competition for admission has grown, the insights provided by alumni interviewers have been invaluable in assisting the admissions committees in differentiating among many highly qualified candidates.

Interviewers must renew their membership in the AAP every year. By renewing their membership, interviewers are agreeing to the confidentiality of the process. Any information about a student received from our office, including name, contact information, high school and limited academic information is confidential.

Location of the Interview

The interview may take place at any location mutually convenient to the applicant and the interviewer. Ideally, interviews should be held in places that will be conducive to discussion and comfortable for the student. A private office, a classroom at the student's school, a quiet coffee shop, or the student's home if they are comfortable with it all fit that description. The Admissions Office advises against conducting interviews in the home of the interviewer.

Conducting the Interview

If alumni interviewers will follow this format, the interview will provide the most productive input. An effective interview can be divided into six parts.

Student and Family Background

A good beginning for an interview is to allow the students to talk about a subject with which they are most comfortable and familiar: themselves and their family. Asking information such

as where the student has grown up, the parents' occupations or interests, information about brothers and sisters and colleges attended by family members will help put the applicant at ease.

Academic Background

Information describing the courses that the student has pursued and achievement in those courses will be available from a secondary school transcript. The interview should focus on the academic program available at the student's secondary school and why the applicant has selected the academic program pursued. Have honors or advanced placement courses been selected if available? Has the student taken a heavier course load than usual? An understanding of how a candidate's academic interests have developed and the courses which have special interest is helpful. Realizing that most applicants are very good students, are the academic interests and achievements of the student being interviewed unusual? If the applicant is a transfer, a brief review of high school background is sufficient. The college experience is a more important topic for discussion.

Extracurricular Involvement

The admissions application will require candidates to list their activities, travel and work experience. The information which will be of most assistance to the Admissions Committees will not be a listing of activities but an understanding of the significance of a student's extracurricular involvement and the level of interest a student has had in these activities. The interviewer may gain a better understanding of the energy of an applicant and the impact and contribution that the student has made on the school or community. Have the student's activities or achievements been above average or attracted local or national recognition?

When discussing a student's activities, it will be important to ascertain the specific roles a student has had within the activity. Has the student been editor-in-chief of an award-winning newspaper published each week or been one of four editors on a one-page newspaper published three times during the year? For transfers, high school and college level activities may be of interest.

Academic Interest

A student need not have a clear commitment to an area of study or vocation at the first-year level. It is important that students understand Georgetown's commitment to a classic educational philosophy which requires a broad educational background. While it is necessary for a student to make application to a specific school at Georgetown, students frequently will make mid-course adjustments to other majors than they may have originally selected or transfer from one Georgetown school to another.

At the time of the interview, it will be helpful to learn what academic or career interests a student has and how these interests developed. Also helpful is a knowledge of the level of exposure a student has had to their academic interests or vocational choices and how long a student has held these interests. Are these interests grounded on a good understanding of the field or vocation or on careful research?

Transfers should have a much more specific interest in an academic area. The interview should cover the reasons for and development of interest in their major.

College Choice

It is not necessary to query a candidate about other colleges or universities they are considering or how Georgetown rates among their college choices (their level of interest in Georgetown may change as a result of their contact with you and with the University.) However, it is helpful to have an understanding of how the candidate is selecting a college or university. What criteria are important to a student in evaluating a college or university? Who is assisting the student in the selection process? What expectations does the applicant have of a university?

Transfer students should be asked about their reasons for leaving their current institution and what differences they hope to find at Georgetown.

Exposure to Georgetown

How has the student's interest in Georgetown developed? Does the applicant know current students or is an alumni child or sibling? Exploring these questions with an applicant often leads to a better understanding of an applicant's perspective of the university.

Submitting the Report

Once the interview has taken place and the report has been completed, it is of great importance that it be submitted to the Admissions Office as soon as possible so that it can be considered as part of the student's file.

There are several ways in which reports may be submitted, but the most direct and effective method is use the AAP Online. The website is

<https://heprod.georgetown.edu>.

To access the AAP website, use your NET ID and password. After submitting the online form, you will be able to view it. Your Chairman will also have automatic access to the reports submitted through the online form.

Other methods for submitting reports, if you are unable to use the online program, include a word document template available on the website, which once filled out can then be emailed as an attachment to the AAP address of aapnws@georgetown.edu. Reports can also be submitted either via mail or fax. The admissions office fax number is (202) 687-5084, and the address is:

Office of Undergraduate Admissions
Georgetown University
Washington, DC 20057

Writing the Interview Report

Please write a thorough, well documented evaluation of the candidate. A report which follows the guidelines for conducting the interview will be easier for the Admissions Committee to follow and will insure that each of the areas in the interview is reported.

Please recognize the information routinely received about each candidate from the application, the secondary school report, the high school and/or college transcript and test score reports from College Board and the American College Testing Program. This information need not be repeated in your report. Rather, the report should focus on the significance of the student's academic experiences, non-academic experiences, academic and career interests and expectations for college as they are expressed to you.

In the brief period of an interview it is not possible to know a student with certainty. Your report will be kept in perspective and joined with other information being received about the candidate. Frequently your perspective will confirm other information received about a student and may add new information about their experiences and achievements. Your report will be kept confidential and will not be available for review by the student at any time during or after the application process. Please be candid in your report but support your opinions and conclusions using examples where possible.

When rating an applicant you have interviewed, it is important to remember the strenuousness of the competition for admission. In 2006-2007 only 20% of the students applying for admission were offered a place in the first-year class. Even students with very strong academic records may not be successful in the selection process. Please recognize the attention that Admissions Committees give to personal strengths and diversifying influences that may make a student stand out among many highly qualified applicants. Your report may help to draw special attention to candidates who will make a significant contribution to the Georgetown community.

Ultimately, you will be asked to rate a candidate on a scale of 1-9, with 1 indicating a weak candidate and 9 being one of the best you have ever interviewed. These ratings allow the admissions committee some context for your opinions, but ultimately it is the prose content of the report which will be most influential, and that content must support the rating in order for the report to have the greatest impact. For additional suggestions on writing a strong report, please take a look at the sample reports included in this package.

AAP INTERVIEWER ACTIVITIES

Members of the Alumni Admissions Program may be involved in the admissions effort in a variety of ways. They assist the Admissions Office in attracting to Georgetown an increasingly larger share of students considering study at the university, providing to the University's Admissions Committees a better understanding of the ability, achievement and personal characteristics of applicants and increasing the percentage of the first choice candidates who enroll at Georgetown. They personalize the admissions process for applicants.

Alumni Admissions Program Annual Meeting

The rapidity with which changes have occurred at the University have made it important that members of the AAP Committees meet each fall to discuss the goals of the admissions effort and the strategy for the work in the local area during the coming year. Members of the Admissions staff visit most parts of the country and in many locations abroad. The Fall Business Meeting is typically scheduled during these visits.

It is important that every effort is made by committee members to attend these important meetings. Please note that new interviewers are required to participate in these meetings before activities can be assigned to them. These meetings also provide AAP Committee members with a better opportunity to become acquainted with the Admissions staff and other members of the local committee in order that they may work more effectively together.

Fall Student/Parent Meetings

In various cities around the country the Admissions Office together with our travel partners from Duke University, Harvard University, University of Pennsylvania, and Stanford University, host Student/Parent Meetings to encourage greater interest in and understanding of the five institutions. These programs are called Exploring College Options. Prospective students, parents and guidance counselors are invited to meet for an evening with Admissions Officers each University and alumni interviewers to learn more about the University and the admissions process.

Students who have previously contacted the Admissions Office are sent personal invitations to these meetings. Students and parents have traveled as far as 100 miles to attend. These programs have become effective, efficient means of contact with interested students. Since time permits Admissions Officers to visit only a small percentage of secondary schools in the area, Student/Parent Meetings are an opportunity for all interested students and parents to meet with Admissions staff and local alumni representatives.

It is important that members of the local Alumni Admissions Committees attend the Student/Parent Meetings. Alumni participation is a necessary part of making these meetings successful for the University. The Student/Parent Meetings are also a good way for keeping AAP members informed about the latest admissions and campus developments at Georgetown.

In addition to the Exploring College Options programs, Georgetown will in some cases hold programs on its own. These Georgetown specific programs are hosted by the Admissions Office and AAP Committees. AAP Chairmen or members of the committee may be asked to recommend a site for the meeting to the regional coordinator on the Admissions staff. Homes, corporate conference rooms, theaters or private clubs are preferable because they are often less expensive than hotels and provide a good image and more personal environment and to notify all members of the AAP Committee and strongly encourage their attendance.

Receptions for Accepted Students

In many areas, members of the Alumni Admissions Program Committees are encouraged to organize receptions for accepted students and their parents. Most often these receptions are held during April, at least one week prior to the May 1 candidate's reply date and are frequently attended by members of the University administration, faculty, current Georgetown students and members of the Admissions staff. University representatives join members of the local AAP Committee in recognizing the ability and talents of accepted students and encouraging the interest in enrolling at the University. In many instances, students attending these receptions have already decided to enroll and the reception will serve to reassure the students and their parents of their decision to attend Georgetown. For other students, who are in the final stages of deciding where they will enroll, the information and the interest demonstrated at these gatherings will assist them in determining if Georgetown is an appropriate choice.

The procedure for arranging the reception is that the local AAP Committee members locate a site for the reception. Homes or private clubs are preferred, as they are more attractive and personal settings. Members of the AAP Committee also arrange for refreshments and notify all members of the Committee to strongly encourage their attendance and assistance in welcoming accepted students and their parents.

College Information Programs

Each year Georgetown receives several hundred invitations to participate in "College Night" programs held by high

schools around the country to introduce their students to a variety of colleges and universities. Georgetown is represented at these programs by members of the Alumni Admissions Program.

Our goal is to attend programs which allow Georgetown representatives to meet with realistic and genuinely interested prospective students and their parents. The expectation is that members of the AAP committees will expend a great deal of energy and effort in order to represent the University well. We ask that alumni attend programs where there are significant ties between Georgetown and the high school sponsoring the program, where AAP members in the area feel strongly about attending the program and have reported that past programs have been very successful, and programs in areas with small interest in Georgetown and AAP members are willing to help build interest in the University.

When the College Night Coordinator in the Admissions Office receives an invitation for Georgetown University to have a representative at a college night program, the information available is viewed to determine if Georgetown should participate. In most instances, Georgetown does not participate in programs which require a fee, feeling that our alumni are providing a service to students and parents. In instances where interest in the University is likely to be significant, Georgetown only participates in programs which offer classroom settings and the opportunity to do formal presentations where a clear understanding of the University can be provided, rather than in an "arena" setting.

Once a decision is made to participate in a college night program, the College Night Coordinator in the Admissions Office will contact the chairman of the AAP committee in the area and ask that the chairman or a member of the committee arrange attendance at the program. In some committees, an alumni college night coordinator has been identified and a core of alumni who are effective in representing the University have been trained to make presentations. The school is notified of the name of the Georgetown representative who will be attending. A copy of all details about the college night program is sent to the alumni representative.

A small package of brochures describing the University is sent to alumni representatives for distribution to those students who demonstrate the greatest level of interest in the University. A supply of cards is sent for use by genuinely interested students to obtain applications and materials describing the University.

Admission to Georgetown is controlled by committees for each of the four undergraduate schools. These committees are composed of members of the faculty of the school, a student of the school recommended by the dean, and a member of the Admissions staff. An Assistant Dean from the school also joins the committee in its deliberations. The Dean of Admissions or the Associate Dean serves as chairman on each of the admissions committees. It is important to note that decisions on candidates for admission are the result of a community process and not the decision of a single person or the Admissions staff alone.

The Review Process

The Admissions Committees confront a difficult task in the selection process. Most applicants for admission have clearly indicated an ability to be successful at Georgetown academically and have compelling personal characteristics which would add positively to the student community. Only a very small proportion of these qualified candidates can be offered admission. Each year the Admissions Committees consider the goals and objectives for selecting an entering class. Attention is given not only to academic achievement and ability but to extracurricular interests, achievements and personal strength. Committees recognize other goals affecting the diversity of students brought together at the University. The strong record of ability and achievements of applicants, complexity of the goals and objectives for the admissions process and the very limited spaces available in the class have made it virtually impossible to predict which students will be offered admission.

Early in January the Admissions Committees complete a preliminary analysis of applicants. They review the depth of the applicant group by objective characteristics which describe academic achievement and ability. They also review the diversity of applicants and the academic interests and goals of students applying. After determining the number of students who can be offered admission to the class, the Committee is able to identify those candidates whose credentials are clearly superior for spaces available. Each student's application is reviewed a minimum of two times and frequently will be identified for additional reviews. A small number of the most outstanding candidates can be confirmed for admission based on guidelines established by the Admissions Committees. The remainder of these candidates are referred to the Admissions Committees for further review along with applicants who are identified after multiple reviews for their strong supporting personal characteristics. Candidates whose academic credentials are not superior or who are not identified as having strong supporting personal characteristics may be denied based upon Admissions Committee guidelines. The Admissions Committees concentrate their greatest attention on students who offer great potential for the class and among whom it is most difficult to differentiate.

THE SELECTION PROCESS

The Admissions Committees

The Admissions Officers review all of the candidates applying for admission to the University from the geographic region with which they are working. They are able to provide to the Admissions Committees important background information regarding the geographic region, the schools or individual candidates. They also are able to put candidates from a particular geographic region in perspective with other students from the same area.

Academic Criteria

Competition for admission to Georgetown requires a careful review of a variety of factors in consideration of candidates. Academic criteria include transcripts of the student's grades, rank in class (if available), Scholastic Assessment Tests (SAT I) or American College Testing (ACT) scores, SAT Subject Test results and other information. Grades are carefully reviewed by the Admissions Committee on a course by course basis to identify the development of trends in positive or negative directions. Attention is given to the level of competition which a student confronts in the academic program selected within the high school. Committees are particularly impressed by the seriousness of purpose of the student when a strong schedule, including Advanced Placement, International Baccalaureate, or honors courses, has been selected. Lower grades in such a schedule may not necessarily penalize a student. The committee is concerned about the quality of the student's program, the level of academic curiosity and motivation as well as the grades achieved.

Scholastic Assessment Test results and other tests are examined as an indication of a student's potential and are compared with grades as a measure of the degree to which students are realizing their potential. Either the SAT or the ACT is required, and three (3) SAT Subject Tests of the students choosing are requested. High testing does not secure a student admission, and moderate testing does not mean that a student will be denied. Test results are helpful among many factors in considering a candidate and are not as significant as a student's academic achievement. Class rank and objective test results of students not admitted are frequently as high or higher than those of students who are offered a place. The distribution of objective data describing applicants to the University demonstrates not only the level of competition for admission but the fact that admission is not determined solely by objective data.

Personal Criteria

Consider is given to students' extracurricular achievements, interests, energy and experiences. Attention is given to the level and significance of applicants' activities and the extent to which a student has made a difference in the local, regional or national level.

The Admissions Committees look for the ways in which a student may contribute to student life at Georgetown.

A student submits several essays responding to questions concerning his or her interests and achievements, including the most important school and community activities as well as employment experiences. A thorough evaluation by the student's school counselor as well as an evaluation from a teacher about the student's progress in a particular course help provide an accurate assessment of abilities and achievements as well as a better understanding of the academic program of the school.

The student's meeting with an Alumni Admissions Program interviewer offers another understanding of the applicant's background, interests and achievements. Applicants also are welcome to submit additional letters of reference which might be helpful to the Admissions Committee.

Most applicants to the University are relatively similar in academic ability and achievement. The personal characteristics are very important in differentiating among the many highly qualified candidates for the limited spaces. It is these characteristics that help to build the character and diversity of the class.

Special Considerations

The University community is advantaged by giving special attention to alumni children, multi-cultural applicants, international students, athletes, and others. The two most significant groups given special consideration are alumni relatives and multi-cultural students. It is important to be aware of these considerations when interviewing multi-cultural students, international candidates and alumni relatives.

Alumni Relatives

The University recognizes and seeks to continue strong family ties at Georgetown. Alumni relatives are first considered in the regular review process. Those who are not accepted are considered again for spaces that are equal to 10% of the entering class. Special attention is given to those families who have established the closest and longest ties to Georgetown. Although this policy gives considerable attention to alumni relatives, there are many more alumni relative candidates than can be admitted.

Minority Students

Since its founding, Georgetown University has sought a student population that is pluralistic and diverse. In 1969 the Admissions Committee encouraged greater attention to the recruitment and enrollment of a larger number of multi-cultural students (African American, Asian American, Latino, Native American) in the undergraduate schools at Georgetown. Georgetown currently enrolls just under 25% of its new students from minority groups.

The number of African-American students applying to Georgetown runs counter to the trend that is being experienced by most of the highly selective institutions. The increase in the number of Asian candidates is a similar trend to that experienced in recent years by selective institutions.

The concern in reviewing minority student application trends is that the number of students from Mexican American backgrounds in the applicant pool is not as significant as it should be at Georgetown. It is hoped that alumni will assist in identifying Mexican American candidates and bring them to the attention of the Admissions staff.

Some candidates may come from weaker educational systems and may have gaps in their preparation. Recognizing this, special programs have been designed to assist such students in their transition to the University during the summer preceding the first-year and during the regular academic year. Georgetown has been highly successful in working with such students. More than 90% of these students succeed.

In reviewing multi-cultural candidates, the committees place emphasis on the motivation the student has demonstrated in academic pursuits. Committees rely heavily upon recommendations and interviews in selecting candidates. It is important for alumni interviewers to be sensitive to this special population.

International Students

Georgetown has long been advantaged by a strong international representation on the university campus. Georgetown's location in an international city and the seat of government and as a university with strong emphasis on international and inter-cultural education creates a natural affinity to students from all parts of the world. Students living overseas, whether citizens of other countries or citizens of the United States with residences outside the country, are the equivalent of the fifth largest state represented in the entering class. Many of these candidates apply to the university and enroll directly from their home country. Other international candidates spend part or all of their secondary school years in the United States.

The Admissions Committee gives attention to the educational system in which the international student is studying. Frequently the educational background of international students cannot be compared easily to students from the American educational system. An understanding of the context from which the student is applying is important to accurately assess the significance of the educational credentials.

Standardized tests are viewed by the Admissions Committee as less important than academic credentials and motivation. Generally students whose native language is not English have some difficulty with the verbal testing section of the SAT. This section often may be overlooked by the Admissions

Committee if the remaining academic credentials are strong. International students studying in non-English academic programs are required to take the Test of English as a Foreign Language (TOEFL).

The cultural richness brought by the diverse international student group at Georgetown is felt to be a significant asset for the University community. It is for this reason that special attention is given to international students in the selection process.

Athletes

Athletics at Georgetown plays an important role on the University campus. Nearly two-thirds of the students entering the University have been involved in one or more varsity sports during their secondary school years. The athletic programs on the University campus allow students a wide range of opportunities for participation. Intercollegiate sports are available at different levels of competition. Some of the intercollegiate teams compete at the national level, some at the regional level and some at the local level.

The Admissions Committees have given additional consideration to students who have strong athletic abilities and an interest and capability for contributing to athletic teams at Georgetown. Coaches of the individual sports identify those student-athletes who are capable of assisting the athletic program. Although special attention is given to a very small number of student-athletes, this attention is another way in which a University community is enriched.

Other Special Interest Cases

There are a number of other candidates who for a variety of reasons have some special attachment with the University. These candidates also may be accorded a second review. Included among such candidates are children of University faculty and staff, other relatives of members of the university community and candidates with unusually strong ties to the university. While it is not possible for all of these special interest cases to be recognized, the Admissions Committees do give special attention to a very small number of candidates where the ties to the university have been unusually close.

FINANCIAL AID INFORMATION

Common Questions Regarding Financial Aid

As the cost of post secondary education annually continues to rise, families are increasingly concerned with finding ways to finance their child's education. Georgetown offers a need based financial aid policy for families who do not have sufficient financial resources to afford the cost of tuition. Since 1978, Georgetown has dramatically increased its ability to assist families in need of financial assistance. It is

important that alumni interviewers have familiarity with Georgetown's effort to provide aid to enrolling students.

Tuition increases at an approximate rate of 5% annually. During the 2006-2007 academic year the total cost to attend Georgetown is approximately \$48,040. This includes tuition, fees, room and board, books, supplies and incidental expenses.

2008-2009 Tuition Costs	
Tuition and Fees	\$ 37,530
Room and Board	\$ 12,150
Other Expenses (books, supplies, travel)	\$ 3,320
Total Cost	\$ 53,000

How do you apply for Financial Aid?

In order to be considered for financial aid, families must file a Financial Aid Form (FAF) and Free Application for Federal Student Assistance (FAFSA) with the College Scholarship Service (CSS) as soon as possible following January 1 of the year aid is needed. The College Scholarship Service analyzes the family's financial need based upon these forms and forwards a copy of that analysis to Georgetown if the student requests it. The Office of Student Financial Services at Georgetown completes a review of this information and, if need is indicated, a financial aid award is made to students offered admission.

Does Georgetown offer "Academic" Scholarships?

The competition for admission to Georgetown makes the University one of the most selective institutions in the country. Although the practice of enticing students to enroll by offering financial stipends is growing, Georgetown, like most highly selective institutions, offers financial assistance only where there is need. Since any student offered a place at Georgetown might deserve consideration for academic merit, we feel that financial need is the highest priority.

Does applying for financial assistance affect an applicant's chances of being admitted?

Applying for financial assistance does not diminish an applicant's chances of being offered admission to the University. Students are considered first by the Admissions Committee. Once it has been determined that a student will be admitted to Georgetown and that student demonstrates need, a financial aid award is prepared by the Office of Student Financial Services.

When do students learn what financial aid they will receive?

Financial aid award letters are sent to students in April at the same time they are notified regarding admission to the University.

Are there work opportunities for students who do not demonstrate financial need?

The Office of Student Financial Services at Georgetown has made a special effort to assist all students in obtaining employment opportunities. An Employment Referral Service has been established in the Student Financial Services Office and lists a wide variety of part time jobs available to students. Nearly \$1 million is earned by students referred to jobs through the Employment Referral Service.

Are ROTC scholarships available?

Army ROTC scholarships are available at Georgetown. Georgetown University students may also participate in the Air Force ROTC program located at Howard University or the Navy ROTC program at George Washington University. These programs offer generous financial assistance.

Who receives financial aid at Georgetown?

The University meets the demonstrated financial need of all students applying for aid, except for students who are not U.S. citizens or permanent residents. The first part of each student's financial assistance will come in low-cost, long-term loans and work-study employment. Students also are expected to save from summer employment. University grant funds provide the difference between need met by loan and employment and the total demonstrated financial need. Utilizing these resources, the University meets the full need of each student. Approximately 55% of enrolling freshmen have demonstrated financial need and were awarded financial assistance equal to their need.

OTHER QUESTIONS

As you interview students, it is highly likely they will ask you questions about the university and your experiences. Occasionally, they will ask you about programs or aspects of the university outside of your area of knowledge. For those questions, please do not hesitate to contact your admissions representative in the office. If you do not know who that representative is, please call (202) 687-3600.

The admissions office will also do our best to alert you of major changes and developments both in the world of admissions and at the university as they impact current and prospective students. Frequent AAP Newsletters will be good sources for that type of information.

Sample Interview Reports

The following reports are examples of what types of reports can be most helpful to the admissions committee, as well as some examples to what is not helpful. There is not set format, but interview reports should be typically be around a page long and cover the topics set for th in the handbook, then conclude with a rating that is well explained by the report. For your reference, the circled number on the report corresponds with the explanations below.

- 1 This report is an excellent example of a positive report, and it provides the admissions committee with what they are looking for when they read the interview. It touches on all of the topics suggested for an interview report and gives a clear impression of why she would be a strong candidate for admissions.
- 2 Transfer interviews can be particularly enlightening to the committee in revealing an applicant's past accomplishments as well as their future plans. This example is precisely what the admissions office hopes to receive, and it effectively explains the overall evaluation of "4".
- 3 This particular report is too minimal to be of any use to the admissions committee, yet it is not uncommon for us to see such reports.
- 4 This interview report strongly indicates the interviews dislike for the candidate, but negativity expressed is extreme and not supported well. Ultimately, the report should include your honest insight into the applicants's ability so succeed at Georgetown, but should avoid being hypercritical and unfounded. Also, it is not important to determine whether a student has Georgetown as their first choice, and it is not proper to adjust their rating on that basis.

Sample Interview Report 1

AAP Interview Report
Office of Undergraduate Admissions

CONFIDENTIAL

Student Name:

Committee Interviewer

GU Student ID #:

Interviewer:

SSN:

High School:

Home Town:

Date of Interview:

School Applying to:

(NAME) struck me as an excellent candidate with a genuine enthusiasm for and interest in Georgetown. Her father went to GU Law School and she has visited the undergraduate campus many times. She was even a "guest cheerleader" in the past when the Georgetown basketball team came to play in Boise. She is eager to live in Washington and, in fact, has already lined up an internship with her Congressman should she be accepted to Georgetown. She is a sixth generation Idahoan and hopes to be involved in Idaho or national politics someday.

I was very impressed by the range and depth of (NAME)'s involvement in extracurricular activities. She takes athletics very seriously – she has been captain of her high school golf team for 4 years, has qualified individually for the state tournament and has placed at numerous other tournaments. She spends approximately 20 hours a week playing or practicing golf. In addition, she has played for 4 years on a club soccer team that has won the state championship for 6 straight years. Her soccer team travels 2 or 3 times a month – she regularly plays against teams in Hawaii, California, Utah, Nevada, etc. As a result of her athletic involvement, (NAME) has a grueling schedule, waking up at 4:30 every morning for hours of training before school, followed by four hours of practice and training after school. (NAME) has already met with Georgetown coaches and, if admitted to Georgetown, she plans to join either the golf or the soccer team.

(NAME) has managed to maintain significant other extracurricular involvement in addition to her athletic regimen. She is in Leadership Boise, a group that meets once a month with various leaders in the community to learn about their week. She is very active in Youth Court, a program in which youth offenders plead guilty and agree to be represented by student advocates in the sentencing phase in exchange for the offense not appearing on their permanent record. (NAME) is the student coordinator of the Youth Court as well as "ace attorney" – she told me that she is very aggressive in the courtroom. She has served as defense and as prosecution counsel, but prefers prosecuting. Besides politics, (NAME) is very interested in a career in the law.

Prior to this year, when sports required too much of a time commitment, (NAME) was on her high school debating team. She won the Southern Idaho debate conference as well as the Meridian tournament, and placed in the top 25 at the Stanford International Debate Tournament.

(NAME) is also active in community service. She is a member of "Healthy Community Healthy You," an organization of students that takes on various public service projects. (NAME) has recently been soliciting donations from area businesses to coordinate school supply shipments to schools in Ghana. And, to round out her packed schedule, she works on weekends and holidays as a hostess at a local breakfast bistro.

I would very highly recommend (NAME). She has exceptional drive and seeks out interesting challenges whenever possible. She has loaded her schedule at school with every AP course she could and fills every minute of her days with athletic and other activities. Personally, she was charming and likeable, and I think she would be a great addition to the Georgetown community.

Because this is the first interview I've conducted, I'm hesitant to give a score of 9", but I think she is an exceptionally strong candidate. I hope we get more like her.

Please summarize your overall evaluation and circle the corresponding rating below:

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Sample Interview Report 2

AAP Interview Report
Office of Undergraduate Admissions

CONFIDENTIAL

Student Name:

Committee Interviewer

GU Student ID #:

Interviewer:

SSN:

High School:

Home Town:

Date of Interview:

School Applying to:

Ms. (NAME) was born and raised in (CITY). Her father, a stockbroker, came to California from New York and her mother is a native of California. She has one older brother who is currently a student at U.C.S.B. and is pursuing a career in law enforcement. (NAME) has lived her entire life in Los Angeles. She does have family in Spain who enjoys visiting.

During high school, (NAME)'s primary academic interest was in history, and more specifically, in art history. Attending a very challenging and competitive school, (NAME) pursued some of the broad range of AP and honors courses offered; including AP Art History, AP U.S. History and AP English (exam). According to her, she found the level of motivation and the level of the curriculum very challenging. While she did not receive the grades of which she felt she was capable, (NAME) does believe the challenges she met during school helped her develop a keen intellectual capacity and a strong and motivated work ethic.

Outside the classroom during high school, (NAME) volunteered and actively participated in athletics. Her two favorite sports, which she pursues for both pleasure and personal challenge, are soccer and volleyball. She was a member of the school volleyball team for two years, after which she participated on a local private team, of which she was captain. (NAME), who has been playing soccer since she was four, played on the school team her freshmen and senior years. She also played for a local club with which she traveled to many tournaments. Also, (NAME) had some limited volunteer work tutoring children. While in high school, (NAME) also was employed as an administrative assistant at her father's brokerage firm and has extensive babysitting experience. Finally, (NAME) has found time to travel to England and Spain and extensively in the western U.S.

During her time in college, (NAME) has continued to pursue her interest in art history. Through course work in the subject, she has found that she enjoys the challenging nature of the material, as well as the pleasure of visiting D.C.'s numerous galleries. In addition, (NAME) has found her English classes in Victorian and journey literature to be extremely stimulating. Through these courses, and other general education courses she is currently pursuing, she feels she has further developed her writing and analytical skills. Equipped with the skills and work ethic she obtained from her rigorous high school education, (NAME) seem determined to fulfill her potential in college.

Outside the classroom, (NAME) continues to pursue her love of athletics. She currently is part of two intramural volleyball teams and one soccer team. Outside these activities, (NAME) reveals that she spends most of her time concentrating on her studies. She also enjoys reading and visiting museums.

In applying as a transfer candidate to Georgetown, (NAME) hopes to become part of a more ambitious and intellectual student body. While she has a great deal of respect for her current institution and enjoys many of her classes and professors, (NAME) feels her current situation is not ideally suited to her needs and interests. She believes that the strength of the liberal arts program and the academic motivation of the student body at Georgetown would benefit her greatly. In sum, she sees the strengths of a Georgetown education as factors which would further encourage her efforts to fulfill her intellectual pursuits. Currently, (NAME) has no definitive plans for the future beyond college, but is considering law school or a graduate program in English as potential paths.

In my opinion, (NAME) presented herself as an intelligent and motivated candidate. I do maintain some reservations about her ability to succeed academically at Georgetown. However, she does seem committed to surpassing her academic performance in high school and enthusiastic to face the challenges of a rigorous college curriculum. Furthermore, her extracurricular and volunteer activities seem to be a bit lacking beyond the athletics. In the case of a well-rounded individual, certain shortcomings in the academic arena, for example, can be slightly overlooked when supplemented by strong participation and leadership in another. In (NAME)'s case, though, she doesn't appear to possess the experience and ability gained from such involvement. Overall, I respect the determination and motivation (NAME) displays and the work ethic she has developed with regard to academics, but question her leadership abilities and her devotion to activities outside of the classroom.

Please summarize your overall evaluation and circle the corresponding rating below:

1 2 3 4 5 6 7 8 9

Sample Interview Report 3

AAP Interview Report
Office of Undergraduate Admissions

CONFIDENTIAL

Student Name:

Committee Interviewer

GU Student ID #:

Interviewer:

SSN:

High School:

Home Town:

Date of Interview:

School Applying to:

Very excellent academic record at outstanding educational institution. Very mature and pleasant individual.

Please summarize your overall evaluation and circle the corresponding rating below:

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Sample Interview Report 4

AAP Interview Report
Office of Undergraduate Admissions

CONFIDENTIAL

Student Name:

Committee Interviewer

GU Student ID #:

Interviewer:

SSN:

High School:

Home Town:

Date of Interview:

School Applying to:

(NAME) is quite possibly the least-likable Admissions candidate that I have interviewed so far. His view of the world is so misshapen and negative that I would not recommend him for admission to a prison camp, much less my beloved Alma Mater.

(NAME) is a very bright young man, with accomplishments in Choir and the Academic Decathlon. He has a wide range of interests, but no particular direction. He mentioned interest in foreign studies, computers, debate, Arabic, Middle-Eastern politics, Scottish history, literature, and writing screenplays – only his exposure to literature consists of Stephen King and Tom Clancy novels, and his source of the study of the Scottish history is that he “saw Braveheart six times.” He wanted to major in Computer Science, but expressed interest in obtaining a law degree as well. Not coincidentally, he has just begun participating on his debate team, and has begun working at CompUSA. If he had worked at McDonald’s, I expect that he would want to go into restaurant management.

Finally, (NAME)’s skills in human relationships have not adequately developed. Whether or not he likes a particular class seems to be determined by whether or not he likes the teacher, and expressed frustration at teachers who discouraged “free thinking” and “didn’t know what they were talking about.” He doesn’t seem to get along with many of his classmates, with the exception of his elitist, free-think friends who, not surprisingly, seem to change every year or so. Even his hometown is oppressing him by closing down his favorite hangout for lack of business.

(NAME) has a very exalted view of himself, and I believe that a rejection letter from Georgetown might do him some good. Then again, maybe not. I think he would rather go to (UNIVERSITY) anyway.

Please summarize your overall evaluation and circle the corresponding rating below:

1	2	3	4	5	6	7	8	9
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