

# ASC Orientation

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# Yale ALUMNI SCHOOLS COMMITTEE

## Overview for Members

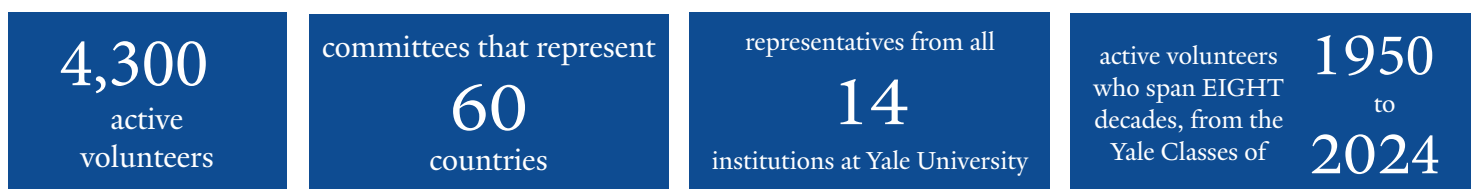
*This resource is intended to give ASC members a quick overview of the ASC Program to help get you started with the 2024-2025 application cycle. We encourage you to visit the [ASC Orientation](#) for in-depth coverage of the ASC Program and the interviewing cycle.*

### Overview of the ASC

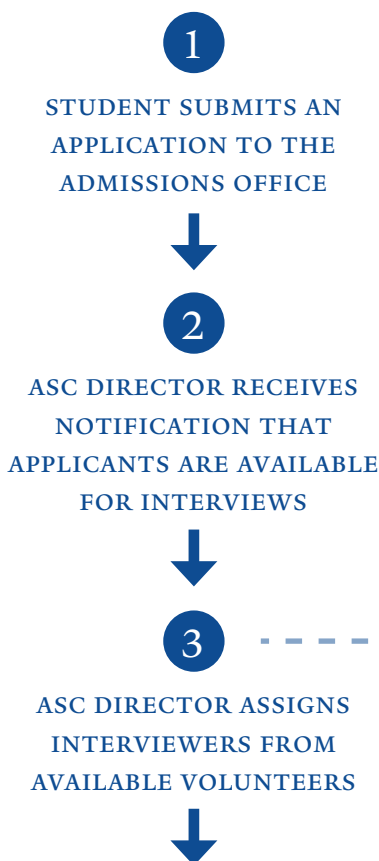
The ASC is a network of alumni volunteers who share a passion for Yale and conduct interviews on behalf of Undergraduate Admissions with the goals of:

1. Providing crucial information about applicants to Yale so that the admissions committee can make better decisions as it shapes the first-year class; and
2. Establishing a Yale presence that educates the local applicants and community about Yale's unique opportunities, values, and character.

The ASC consists of:



### The Interviewing Process



The process of completing an alumni interview involves several phases and action items. The following diagram outlines these phases, as well as key pieces of information that provide deeper guidance at each step of the process. We hope you enjoy conducting interviews for the ASC Program!

#### Why Your Work is Important

**Ambassadorship:** In many cases, the interview may be the only time the applicants have direct contact with a Yale community member. As a result, the interview can be an influential moment for the applicant, even beyond the application process. Your interaction with applicants can illuminate the University's strengths and ethos, and for admitted students, it may contribute significantly to their choosing us over other attractive options.

**Interviews:** Perceptive written impressions help the Admissions Committee envision the personal and intellectual qualities that may make some high-achieving students stand out among others. Additionally, your reports can lend important context for the applicant. The interview report remains one of the few documents that provides a window into a spontaneous interaction with the applicant. As a result, they are some of the most frequently viewed documents in our Admissions Committee.

**4**  
THE ASSIGNED VOLUNTEER  
RECEIVES NOTIFICATION  
OF AN INTERVIEW REQUEST  
VIA EMAIL AND CONFIRMS  
THE REQUEST



**5**  
THE VOLUNTEER  
SCHEDULES THE  
INTERVIEW AND MEETS  
THE APPLICANT



**6**  
THE VOLUNTEER WRITES  
THE INTERVIEW REPORT



**7**  
THE VOLUNTEER SUBMITS  
THE REPORT THROUGH  
THE ASC PORTAL

## Where/How To Conduct Interviews

Interviews tend to last between 30 minutes to 45 minutes. Anything shorter than that may miss out on important information; anything longer may feel exhausting. The ASC program will continue with a hybrid approach to interviewing, offering applicants the choice between interviewing in person or virtually. A variety of platforms are available, including:

- Zoom
- Skype
- FaceTime
- Google Hangouts

**Yale will NOT reimburse interviewers for phone calls made in service of the ASC program. Please reach out to our office, if you cannot reach the student through any other method.**

## Guidelines for Writing Interview Reports

The impressions you form through the interview may provide key insights as we shape the class. Below are a few examples of themes you may learn from the interviews:

- Intellectual strengths and energy
- Academic interests
- Flexibility in thinking, openness
- Expressive abilities
- Non-academic interests or talents
- Personal qualities
- Distinctive or unusual talents and/or circumstances

Yale interviews are meant to be conversations rather than interrogations, where applicants learn about Yale even as volunteers are learning about applicants. Expect applicants to ask about your own Yale experiences; they're just as curious as you are! Ultimately, we hope the interview is a meaningful interaction for both the student and the volunteer.

### Quick Tips

- We recommend completing your reports within 48-72 hours of the interview.
- If you have a problem completing an interview, let your ASC Director know right away. Please still submit a report if a student declines the interview or is unresponsive to your messages.
- Applicants may ask questions to which you do not know the answer. That's okay! Feel free to direct them to the admissions office for accurate information at [asc@yale.edu](mailto:asc@yale.edu).

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## Important Dates and Additional Resources

Please keep the following dates and additional resources in mind during your work as an interviewer:

- **November 1st:** Early Action application deadline. While some interviews may happen before this date, this is the official kick-off of the interviewing season.
- **November 22nd:** Report due date for assignments made pre-November 11th.
- **December 2nd:** Report due date for assignments made post-November 12th.
- **January 24th:** Report due date for assignments made by January 10th.
- **February 14th:** Report due date for assignments made by January 24th.
- **March 6th:** Report due date for assignments made by February 14th.

The above dates serve as general deadlines for report submission. Area admissions officers will be in touch with ASC directors once their EA and RD committee dates have been set to determine when it would be most convenient to have interview reports on file.



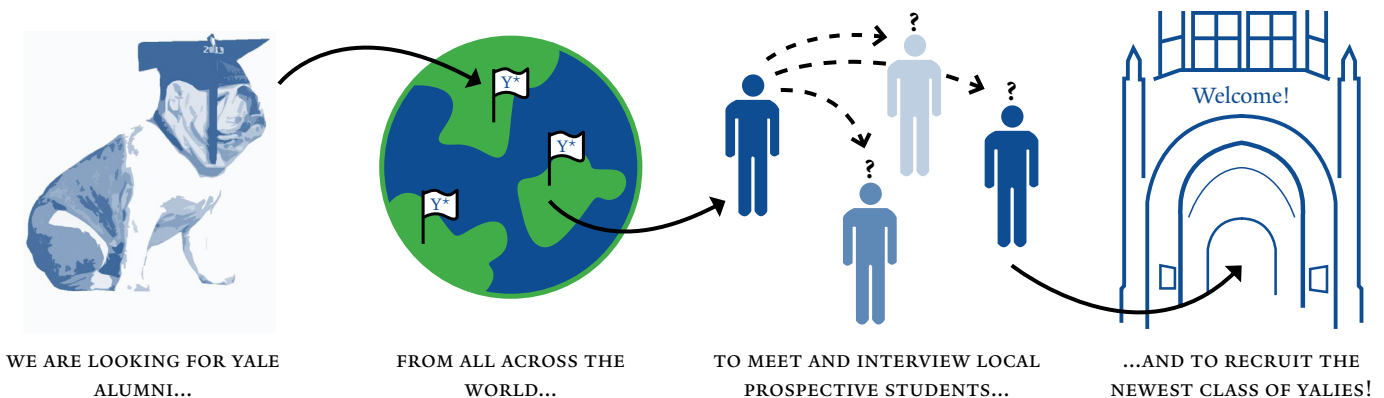
# ASC Orientation

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## What is the Alumni Schools Committee (ASC)?

The ASC is a network of alumni volunteers who share a passion for Yale and conduct interviews on behalf of Undergraduate Admissions with the goals of:

- Providing crucial information about applicants to Yale so that the admissions committee can make better decisions as it shapes the first-year class, and
- Establishing an ambassadorial presence that educates the local applicants and community about Yale's unique opportunities, values, and character.



## Why your work is important

**Ambassadorship:** As a member of the ASC, you play a substantial ambassadorial role on Yale's behalf. Your interaction with applicants can advance Yale's reputation in general, and for admitted students, it may contribute significantly to their choosing us over other attractive options. Through your interactions with prospective students and their families, you illuminate the University's strengths and ethos. In many cases, the interview may be the only time the applicants have direct contact with a Yale community member. As a result, the interview can be an influential moment for the applicant, even beyond the college application process.

**Interviews:** Your interviews and written summaries are more important than ever. With so many applicants – and many presenting similar academic and extracurricular profiles – the Admissions Committee appreciates perceptive, vivid written impressions to envision the personal and intellectual qualities that may make some high-achieving students stand out among others. Additionally, your reports can lend important context for the applicant. The interview report remains one of the few documents that provides a window into a spontaneous interaction with the applicant. As a result, they are some of the most frequently viewed documents in our Admissions Committee meetings, flashed up on a big screen so that all members of the committee can read them.

### Beyond the interview:

- Represent Yale at regional admitted student receptions
- Represent Yale at virtual "Send-Offs" for admitted students

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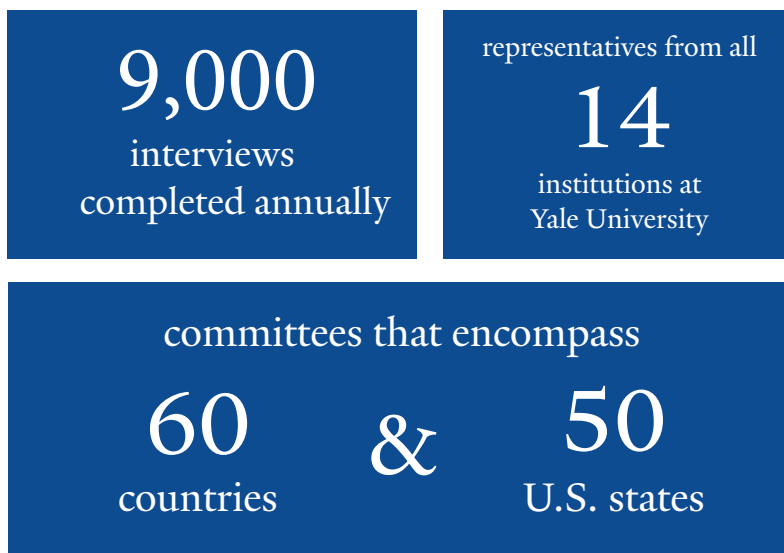
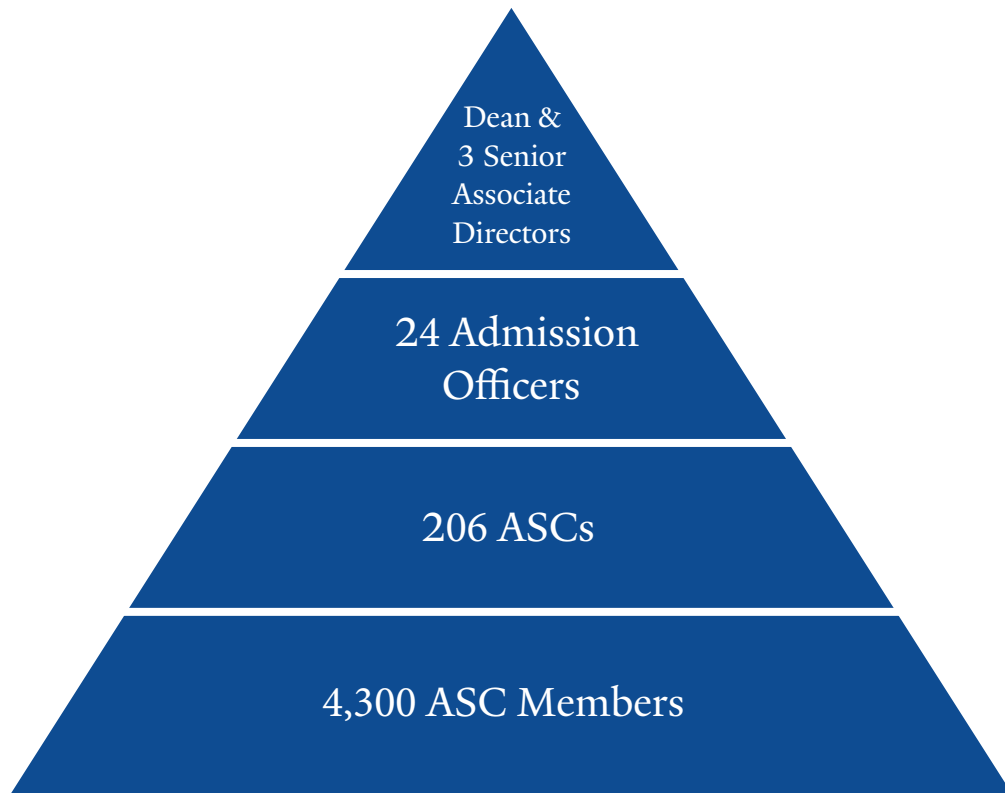
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## Who is eligible to join the ASC?

Any Yale College or Yale graduate or professional school alumni can join the ASC. Please review our sections on [Ethical Considerations](#) and [eligibility as established by Ivy+ Best Practices](#) for additional details.

## Yale Undergraduate Admissions & ASC structure



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## Rewards and ambassadorship

### Why is the ASC rewarding?

ASC members universally say that the biggest rewards of volunteering come from the one-on-one conversations with Yale hopefuls. Many of them are impressive because of their accomplishments or their engaging personalities. But even when you meet students with less dazzling attributes, the encounters can be endearingly memorable – in fact, your reports may help illuminate qualities that otherwise would not have emerged in their applications.

### A few words about ambassadorship

For many applicants, alumni interviews are the first contact with the colleges they are exploring. You may be the face of Yale University for many applicants you meet, so your role is significant, perhaps momentous for a student who discovers the best of Yale through you. We often hear from students who say their interviewer was a key influence in their decision to enroll. We like to think that even those who decide to enroll elsewhere, or who are not admitted, nevertheless have very positive feelings about Yale because of their interviewer.

The heart of the ASC Program lies in our ability to be ambassadors for Yale. While we must be realistic about the admission rate, we can contribute to students' positive feelings about Yale. In fact, your ambassadorship on the University's behalf may ultimately contribute more significantly to Yale than your assessment of any single applicant. A student might find his meeting with you to be so comfortable, so engaging, and so sincere that he sees Yale's tangible and intangible strengths through you. And we never underestimate the positive ripple effect that can result from a good interview experience – even if the student isn't admitted. When applicants tell their families, counselors, and classmates about their engaging Yale interviewer, those impressions influence the thinking of other candidates and their supporters.

## Interview workflow

### How do students apply?

In order to be eligible for an interview, freshmen applicants must complete the [Common Application](#), the [Coalition Application](#), or the [QuestBridge National College Match Application](#), all available online.

### *Application Rounds:*

#### Single-Choice Early Action (EA)

**Deadline:** November 1st

**Decision Release:** mid-December

The plan is non-binding, meaning that candidates who are admitted early need not respond to the offer of admission until May 1, and may apply to other schools during Regular Decision.

#### Regular Decision (RD)

**Deadline:** January 2nd

**Decision Release:** late-March

The decision release date is set by the Ivy League admissions deans as the Ivies release their decisions simultaneously. Students will have until May 1 to notify Yale of their matriculation.

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## How are interviews assigned to me?

1

STUDENT SUBMITS AN APPLICATION TO THE ADMISSIONS OFFICE

2

ASC DIRECTOR RECEIVES NOTIFICATION THAT APPLICANTS ARE AVAILABLE FOR INTERVIEWS

3

ASC DIRECTOR ASSIGNS INTERVIEWERS FROM AVAILABLE VOLUNTEERS

4

THE ASSIGNED VOLUNTEER RECEIVES NOTIFICATION OF AN INTERVIEW REQUEST VIA EMAIL AND CONFIRMS THE REQUEST

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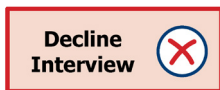
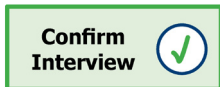
THE VOLUNTEER SCHEDULES THE INTERVIEW AND MEETS THE APPLICANT

6

THE VOLUNTEER WRITES THE INTERVIEW REPORT

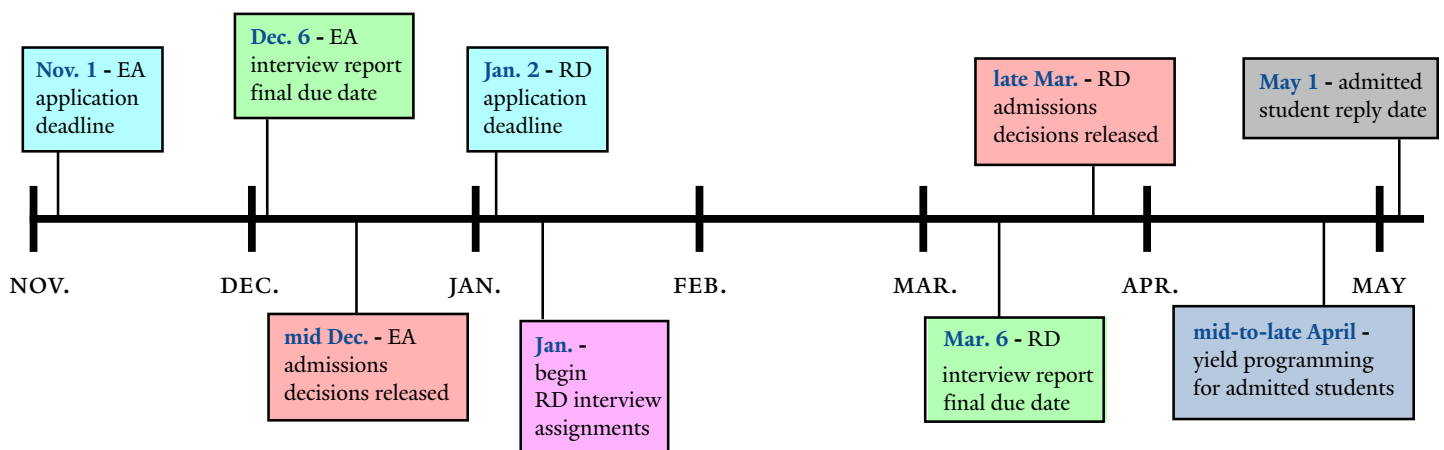
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THE VOLUNTEER SUBMITS THE REPORT THROUGH THE ASC PORTAL



After you are assigned an interview, please be sure to confirm the interview as soon as possible via the notification email. If you are no longer able to conduct the interview, please be sure to decline the interview so that your Director can assign the student to a new volunteer.

## ASC calendar



For a more in-depth look at the ASC calendar, please [visit our section on the Detailed ASC Calendar](#).

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## The interview

### Contacting the applicant:

Friendly, inviting first contacts by email or phone can put applicants at ease. Let them know from the outset that you're looking forward to a good conversation rather than a formal interrogation.

Once you have accepted your assignments, you will be able to access the phone numbers and email addresses for all of your interviewees through the [ASC portal](#). We recommend that you cover all bases by using email, and then if needed, the phone. After two or three attempts to reach an applicant, you should not feel obliged to pursue the interview any further. *In such instances, please submit the interview report and indicate that the student could not be reached after multiple attempts.*

### Scheduling the interview:

Please take into account time of day. Schedule interviews during *non-school hours*. *It is inappropriate to ask students to skip class for an alumni interview.*

Give several choices of date and time. Indicate that interview will take approximately 30 minutes but no more than 45 minutes.

Occasionally applicants will decline interview invitations, typically because they have been admitted early to their first-choice colleges or for other reasons. *If a student declines an interview invitation, please submit the interview report and indicate the student's reason for declining the interview.*

### The venue:

The ASC program will continue with a hybrid approach to interviewing, offering applicants the choice between interviewing in person or virtually. If interviewing virtually, please choose a space with a neutral background and as little ambient noise as possible, such as a home office. If interviewing in person, please offer a neutral location. *It is inappropriate to invite applicants to your home or your place of business after hours.*

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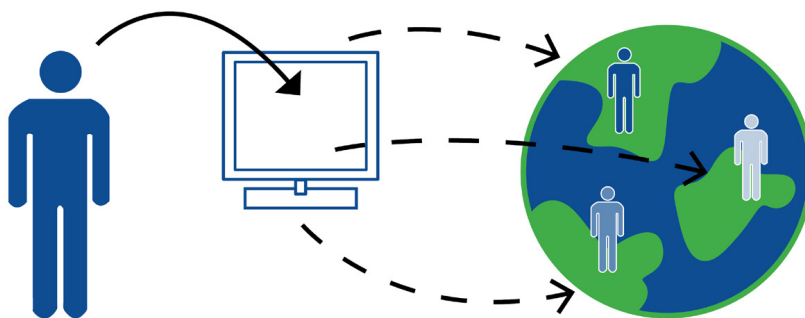
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## Interviewing with technology:

The biggest benefit of online communication is that we can now reach students who live in remote locations or who are otherwise difficult to see in person. In the past, many volunteers have found that interviews via teleconferencing are perfectly reasonable substitutes for in-person interviews.



These interviews are arranged and conducted in the usual way, but you and the applicant will need to have the appropriate platforms available on your computers/phones. We recommend Skype, Zoom, Google Hangouts, or Facetime as potential options.

Of course, there may be situations where even online interviews aren't possible, but where a conversation with the applicant is highly desirable. In such cases, we'll have to rely on the telephone. That means yet another dimension of the conversation is removed, but it's preferable to having no conversation at all. As with any interview, you may need to lead the way toward putting the applicant at ease.

## Length:

There is no prescribed length for interviews, but we recommend 30 to 45 minutes. This length of time tends to strike a balance between "rushed" and "overwhelming."

## Notes:

You may be tempted to write notes during the conversation. We suggest waiting to make notes until after you've wished the applicants well and concluded the interview, as to prevent them from feeling self-conscious.

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## What do we want to know?

We will have the applicants' academic records, teacher recommendations, list of extracurricular activities, and other evidence of their abilities. But you may be able to detect some of the characteristics that will help us assess their promise for success at Yale.

By focusing your questions on students' interests, inspirations, and sources of pride or satisfaction, you can help dispel the notion that raw academic data points alone are used to categorize applicants. Even in the admissions office, we never look at grades and scores without placing them in the context shaped by a number of other factors which are known to us. Students may volunteer their credentials without your asking, which is perfectly fine; we just ask you not to attempt to forecast their chances for admission based on that information.

Sample  
Questions

It is perfectly okay to accept such items, but it's generally best to set them aside and go right into the interview. Toward the close of the conversation, you may wish to mention that interviewers cannot submit documents on behalf of applicants, and that you assume the student has provided the admissions office with the same information.

Please do not consider what follows to be a script or a checklist. We just want to summarize what we hope to learn from you about the applicants, including these main categories:

***Intellectual strengths, energy:*** What is your impression of the applicant's general thinking skills? Does he seem comfortable with complex ideas? Were his answers to your questions thoughtful, full? Did he display insight, originality, ability to support ideas with examples? Can you envision him taking an active part in classroom discussions or in lively conversations over meals in the dining hall?

***Academic interests:*** Was the applicant able to identify some areas of particular academic interest? Does she enjoy learning in other academic areas? Is she likely to take advantage of a liberal arts education? Has she begun to form ideas about specific majors or Programs? Is she aware of Yale-specific academic offerings? Does she have career aspirations? How well-reasoned do those aspirations seem to be?

While we do not admit students to fill certain academic departments or vocational roles, it does help us to have a sense of how much thought students have given to how they might use their Yale academic experience, and whether they have especially well-defined areas of scholarly focus.

***Flexibility in thinking, openness:*** Did the applicant show signs that he can entertain different points of view and can offer opinions with grace? Did he discuss any experiences in which conflict or disagreement arose? If so, how did he handle himself? Did he reveal any strongly held beliefs or attitudes that could be considered strengths in the context of a university community? Or liabilities?

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Students naturally carry their own set of convictions and perspectives. We especially appreciate those whose minds are agile enough to have convictions and perspectives tested through healthy exchanges and experiences.

***Expressive abilities:*** How skillfully and confidently did the applicant express herself? Is she an easy conversationalist? Did she offer full, articulate responses to reflective questions? Did she ask thoughtful questions? What strengths did she display in using the English language?

Expressive abilities tend to be closely linked with intellectual strengths, but sometimes students are better thinkers than talkers, and vice versa. Our best candidates will usually be strong in both realms!

***Nonacademic interests or talents:*** What are the applicant's favorite outside interests? How did she become involved? What is her level of commitment in terms of time and energy? Is she likely to pursue similar interests while in college? Does she seem to be striking a healthy balance between extracurricular activity and school work?

Keep in mind that we will already have an extensive list of an applicant's activities, as well as commentary from her school about her extracurricular accomplishments. We are interested in your impressions of how nonacademic pursuits fit into her life and what role they may play in her experience at Yale.

***Personal qualities:*** What about the applicant's demeanor stood out for you? What kind of classmate and/or roommate is she likely to be? What character traits are you able to detect? Do her personal traits set her apart in a positive way? In a less than positive way?

Since many of our applicants will not have extensive interviewing experience, we ask you to try to see the person beyond the anxious or eager interviewee. What is this applicant like, in all probability, in her daily life?

***Distinctive or unusual talents and/or circumstances:*** Did the applicant mention rare pursuits or accomplishments? Did you learn anything about his background or life experiences that may be significant?

Applicants or their recommenders tend to tell us about achievements or talents they consider to be noteworthy, so don't bother listing common awards or activities. But please note anything that seems to be truly special or unusual. The same goes for background circumstances. In most cases, though, we're interested less in what was achieved or what the circumstances are than what impact the talent or background has on the student's life.

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## Some things to consider:

**Guardians:** It is perfectly generous and appropriate to chat with guardians and to answer questions they may have, after the interview, if you have the time, and if the circumstances are comfortable. But you are not obligated to devote extra time and energy to a full-scale session with family members, especially if you detect efforts to cajole or pressure you.

**Difficult Topics or Circumstances:** As a rule of thumb, it is better to let students themselves, if they wish, introduce topics that are deeply personal or sensitive. We've found that applicants have become increasingly open and forthright in their application essays, and you may meet a candidate who will mention personal struggles, family issues, and the like. You would not want to probe such areas, but you should be ready to let students talk about things they believe are relevant in conveying "who they are." We also advise against asking leading questions such as those concerning the students' or guardians' political leanings, religious beliefs, or financial situations. And should interviewees raise delicate subjects themselves, it's wise to employ diplomatic instincts in determining how to keep the conversation within the bounds of a college interview.

Our applicant pool naturally includes students with disabilities and a variety of special circumstances that may require accommodations for the interview setting or the way the interview is conducted. We rarely hear of situations that pose difficulties, though, and common sense adjustments, if needed, usually make the interview flow as smoothly as any others would.

It's hardly common, but students themselves may display unusual immaturity in one way or another, which tends to lead to an understandably somewhat abbreviated conversation. In extreme cases where, say, an applicant is disrespectful or combative, you have clear right to discontinue the interview and include in your report the circumstances that led you to do so. We try to be forgiving of candidates who are simply unpracticed in the art of interviewing, and may dress more casually (or formally) than expected, for instance, or may be less than precisely punctual or unsophisticated in other ways. But you may of course record your honest impressions in the interview write-up.

## The interview report:

### What to tell us:

You are free to write your report in any style that is comfortable to you. We see everything from elegant prose to crisp bullet points. We set no specific parameters for length, but extremely terse reports lack the descriptive texture that lends credibility to any conclusions drawn. Extremely long reports often include unnecessary details – even to the point of obscuring the gist of your impressions.

In general, we think it's wise for interviewers to complete write-ups as soon as possible after the conversation concludes while memories are still fresh.

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While the Admissions Committee already has the applicant's academic credentials and extracurricular resume, you can make observations about her expressive abilities or depth of thinking that aren't easily captured in SAT scores or grade averages. You may be able to gauge more accurately the authenticity of her enthusiasm for an academic subject or commitment to an activity through your in-person conversation.

The assessments you make about your interviewees are strengthened with any supporting details you can include. If the applicant seems to you like one who'd be a lively contributor to seminar discussions, tell us how he gave you that impression. If you think she would be a great roommate and member of her residential college, tell us about her demeanor or something she said that led you to that conclusion. You may find it helpful to include quotations – or at least paraphrased utterances – in your report.

## Ethical considerations

We hope you enjoy the privilege of and pride in representing Yale. That comes with some responsibilities which should be easy and natural to fulfill, mostly because they require only common sense and general thoughtfulness. Here are some of the key ideas; we trust you to adapt or extrapolate where appropriate.

### **Ivy+ Best Practices:**

The Ivy+ Colleges and Universities have agreed to abide by these general practices and principles. Individual institutions may tailor these practices to suit their individual programs.

#### 1. Institutional Priorities

- a. Subscribing institutions agree to have a statement of purpose defining the roles of alumni volunteers and their interactions with prospective students.
- b. Schools will provide training to alumni volunteers.
- c. Legitimate complaints will be investigated without prejudice to the applicant at any point in the admissions process in a timely manner. Institutions will provide a point of contact for counselors, parents, and students to contact the alumni admissions program with any such complaints.

#### 2. The Role of the Alumni Volunteer

- a. Alumni volunteers will abide by the non-discrimination policies established by the individual institution.
- b. Alumni volunteers will abide by the confidentiality policies of the program and the institution.
- c. Alumni volunteers will abide by [the best practices established by NACAC](#) and the NCAA.

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### 3. Eligibility

- a. Conflicts of interest, real or perceived, will inform the volunteer's eligibility, as determined by each individual institution. Such conflicts may include:
  - i. Admissions officer or a college counselor
  - ii. Secondary or post-secondary institution employee
  - iii. Immediate family member of current applicants to the individual institution
  - iv. Immediate family member of current college applicants
  - v. Independent college counselor
  - vi. For-profit college preparation consultant
- b. An alumni volunteer may not represent more than one undergraduate institution in the same admissions cycle.

### 4. Expectations for Alumni and Applicant Interactions

- a. Alumni volunteers will strive to create a mutually respectful environment and interaction.
- b. Alumni volunteers will treat all information provided by the institution or the applicant as confidential.
- c. Alumni volunteers will not request that applicants provide specific materials (e.g., transcript, application, essays, resume, questionnaire) to their interviewer.
- d. Alumni volunteers should not create any impressions or expectations, positive or negative, about the student's probability of admission.
- e. Alumni volunteers will ensure that interactions occur in a safe, accessible and neutral location; at a time that is agreed upon by **both** parties; and that respects the volunteer's and the student's commitments to school, work, activities, and family obligations.
- f. Alumni volunteers will not interview applicants with whom there is an existing personal, familial or professional connection.\*
- g. Alumni volunteers will not initiate conversation that may make a candidate uncomfortable or that is overly personal, whether with regard to the candidate or the volunteer.
- h. Alumni volunteers will use appropriate language.
- i. Alumni volunteers will not use disparaging comparisons of secondary or post-secondary institutions.
- j. Alumni volunteers will not ask the student where he or she is applying.

### **ASC eligibility:**

ASC members are not permitted to recruit or interview for another undergraduate college.

\*Alumni volunteers will not interview applicants with whom they have a connection that others could reasonably perceive as a conflict of interest. The term "connection" should be understood broadly and includes personal, familial, financial, and professional connections.

If an ASC member's child is in Yale's applicant pool during the current admissions cycle, he or she must step away from the ASC during that cycle and not conduct any interviews. We also ask that members take a year OFF from the ASC if a grandchild, sibling, or other close relative is applying to Yale.

Independent college counselors or individuals otherwise engaged in helping students prepare college applications (college admission officer, for-profit college preparation consultant, etc.) are not permitted to be ASC members.

School-based counselors and teachers may interview, but they should not interview students who attend the schools in which they work.

\*Alumni volunteers are not permitted to interview if they have been convicted of a criminal or felony charge.

### **Interview conduct:**

Please conduct interviews in English.

We strongly prefer that interviews be one-on-one conversations. For even the most poised of applicants the college interview can be stressful, and facing more than one interviewer, no matter how warm and approachable they are, may be intimidating.

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Only interview students with whom you have no prior association or connection – refrain from interviewing friends, friends of friends, children of friends, etc. We trust you to be unbiased, but in the high-anxiety climate of college admissions, we think it’s better for everyone if we avoid even appearances of a conflict of interest. If your ASC Director happens to assign you a student who fits in the “I should recuse myself” category, simply decline the assignment.

Avoid anything in the conversation that implies you or the University prefer students of certain political persuasions, religious beliefs, or other personal points of view or backgrounds. Do not ask where else an applicant is applying, and do not denigrate other colleges or high schools, and, of course, do not discuss other candidates during the interview.

Do not create any impressions or expectations, positive or negative, about the student’s probability of admission. Do not ask to see test scores, grades, or a resume, and if the student happens to hand you this information, accept it graciously but then put it aside.

Anything you learn about a student should be treated with utmost respect for privacy. You may find it helpful to discuss an interviewing experience with your ASC Director or with the appropriate admissions staff member, especially if there is a delicate concern or if general feedback would be useful to you. In the extremely rare case where a student might reveal directly or indirectly a potentially dangerous physical or psychological situation, it may be prudent to consult with a parent or school official, but only when safety is at stake and after seeking advice from the ASC Director and admissions staff.

## Detailed ASC calendar:

### September-October:

- Admissions office recruitment travel, including local information sessions and school visits
- ASC gatherings

Early autumn sees the heaviest recruitment travel in the US and throughout the world. Public information sessions may be offered in your area, and you are cordially invited to attend. It is often very helpful to have ASC members on hand to meet and answer questions from students and parents.

Your Director may also invite you to attend an ASC gathering, giving you the chance to meet fellow members, give and receive tips on interviewing Yale applicants, and otherwise kick off the academic year and admissions season with fellow volunteers and ambassadors for Yale.

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## November:

- November 1 - EA applications due
- EA Interviewing begins

November is a busy month for interviews, given that the EA application deadline is November 1st, and Admissions Committee meetings begin later in the month. You will receive interview requests from your ASC Director via email notification. We urge you to confirm or decline an assignment immediately and then contact students promptly. Try to schedule the interviews during the first half of the month if possible. (Keep in mind that the U.S. Thanksgiving holiday may affect scheduling options later in the month.) By preparing and submitting your interview reports by late November, you will help admissions officers enormously as we prepare for committee meetings. In any case, we ask that you submit your reports no later than December 6th.

## December:

- December 6 - EA interview reports due
- Admissions decisions released
- Congratulatory contacts with admitted students

After several weeks of intensive committee meetings, EA admissions decisions are posted online, usually by mid-December. You will be able to view the decisions for the applicants you interviewed in the [ASC portal](#) following the notification date. *The decisions must not be made public or discussed outside the ranks of the ASC membership. We are obligated to maintain the strictest standards of privacy and confidentiality with respect to our applicants, whether admitted, denied, or deferred.*

It is customary for interviewers to contact admitted students to express words of congratulations and willingness to stay in touch if questions about Yale arise. (Remember, students admitted early do not have to make a commitment to attend until May 1st, and continued interest and support on the part of volunteers goes a long way to assuring that the response will be “yes.”) We do not encourage initiating contact with applicants who have been denied admission or whose applications have been deferred for consideration anew in the RD process.

## January:

- January 2 - RD applications due
- RD interviewing begins

The RD interviewing season is less compact than the EA period, but the volume of applications is higher. With admissions committee meetings starting in February, the need for prompt action remains – as does the appreciation for your efforts! Please submit your reports no later than March 6th.

## February:

- Interviews continue

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## March:

- Admissions decisions released
- March 6th - RD interview reports due

By agreement, all eight Ivy schools release admissions decisions online on the same day, usually at the end of March. You will be able to view the decisions for the applicants you interviewed in the [ASC portal](#) following the notification date. *The decisions must not be made public or discussed outside the ranks of the ASC membership. We are obligated to maintain the strictest standards of privacy and confidentiality with respect to our applicants, whether admitted, denied, or placed on the wait list.*

## April:

- Spring yield programs (Bulldog Days, Bulldog Saturday)
- Congratulatory contacts with admitted students
- Admitted student gatherings
- Financial aid and wait list questions

From the moment they receive the decision through the early days of April, admitted students will be soaking up the happy feelings. While many students will have already chosen Yale, a good many will allow themselves to be tempted by a barrage of hopeful solicitations from competing institutions and their alumni and student recruiters. Fortunately, the warmth and sincerity of our volunteer efforts tend to win out over even the fiercest of competition.

But taking nothing for granted, we do all we can to make our prospective Yalies feel welcomed into the community, and we know from experience that they not only appreciate the congratulatory messages, the celebratory events, and offers to answer questions and make connections, but they weigh that caring attention in their decisions to accept Yale's offer.

Our April yield programming can be another turning point for undecided students, so we hope you will urge them to visit campus if possible.

While this is an important month for admitted students, it is a significant and often anxious time for the hundreds of students offered places on our wait list. Some students may contact you with questions. Please refer them to the area admissions officer.

It's less common for students who have been denied admission to contact you with "why didn't I get in?" laments, but it can happen. Again, you should always feel free to refer disappointed students to your area's admissions officer.

## May:

- May 1 - Admitted students make decisions by common reply date
- Wait list deliberations begin (if necessary)

Both EA and RD admitted students must record their decisions by May 1st. The Common Reply Date is, by agreement, the same throughout the Ivy League.

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Once we have heard from all admitted students, we know how many (if any) candidates we can admit from the wait list. We begin another round of committee meetings to decide which students to admit. There is no specific notification date for wait list decisions. We do our very best to release the decisions as promptly as possible, and we specifically aim to notify all students by the end of June at the latest. The timing depends almost entirely on the number of spaces available, which affects the length of our committee deliberations.

## June-August:

- “Send-off” gatherings for new freshmen and returning students

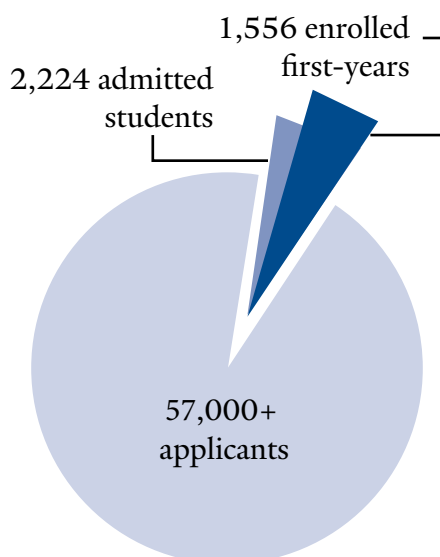
The admitted student gatherings in April tend to be celebratory events, but the “send-off” parties for new and returning Yalies allows for unbridled happiness and shared pride. It’s not only a memorable occasion for the students and their families, but it can be a shining moment for you and fellow volunteers as well. After all, you have played a key role in making Yale a part of the students’ lives, and it should be savored.

## Undergraduate Admissions:

### Highly selective admissions:

You undoubtedly know that the size and talent of the applicant pool compared to the number of places available in the first-year class severely limit the number of students who will receive good news when admissions decisions are released. Sometimes the news is as disappointing to interviewers as it is to applicants. You are likely to find at some point that your favorite interviewee has applied unsuccessfully – in spite of your enthusiastic masterpiece of an interview report. Your conversation with students might well have a positive impact on them, even if they don’t land at Yale. And, as we often say, applicants’ positive interactions with alumni volunteers brings additional glow to the University’s world-wide reputation.

[Click here to view the full Yale Class of 2028 Profile »](#)



You may be familiar with statistics about our applicant pool. But though they are typically the most quoted figures in guide books and news articles, they don’t come close to describing the variety of talents and backgrounds represented in the cohort of Yale hopefuls, and they tend to suggest that gaining admission to places like Yale is really a contest to see who can present the highest grades and scores, and the most items and awards on their resumes.

It takes months of careful deliberation to assemble a class of approximately 1,556 individuals who bring to the University the range of backgrounds and experiences, depth of abilities and accomplishments, and community-minded human qualities that have enriched Yale year after year. We know that each year our decisions disappoint

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a great many applicants and their admirers – often including ASC members. We regularly see comments from teachers, counselors, and interviewers along the lines of “This student is extraordinary” or “The best I’ve ever seen” or “A must admit for Yale.” Alas, if we were to take all the applicants who received “best ever” level praise, we would have to add at least fourteen more residential colleges to accommodate them all. And were we to simply admit as many of the “most impressive” individual applicants we could fit into a first-year class, we would be sacrificing much of the variety of interests, backgrounds, points of view – all manner of diversity – that creates broader and deeper learning experiences for all.

Thanks to your collaboration with us, we not only attract a superb applicant pool, but we enroll classes that only a few peer institutions might match. Your impressions help us see the promise of individual candidates, and your ambassadorial efforts help us assemble the singular and wonderful community that is Yale.

While the interview report can provide helpful information about the applicant, it is but one part of the application process. As previously mentioned, Yale receives far more qualified applications than the number of spots available in the first-year class. Not every student you interview will be admitted, including the strongest, as everyone competes within the national pool. That said, be as open and honest as possible in your reports. If a student is truly a standout, be sure to document how and why. If you had a less-than-favorable impression of the student, be open and honest about that. We are always looking for the “how” and “why” from your reports.

## **Financial aid:**

Yale is one of the most affordable colleges in the country for families with under \$200,000 in annual income – significantly less expensive on average than attending a top public university, even for in-state students. Families who have annual incomes below \$ 75,000 and typical household assets are not asked to pay anything toward the cost of a Yale education. Yale meets 100% of every admitted student’s financial need, with an aid package that does not require taking out loans.

To apply for financial aid, applicants should submit:

- The Free Application for Federal Student Aid (FAFSA) - [fafsa.ed.gov](https://fafsa.ed.gov)
- The CSS Profile - [student.collegeboard.org/css-financial-aid-profile](https://student.collegeboard.org/css-financial-aid-profile)
- A signed copy of the family’s most recent tax returns
- Additional financial documentation, depending on family’s particular financial circumstances

Students also make a modest financial contribution from summer and term-time job earnings. [Yale’s Net Price Calculator](#) and [Quick Cost Estimator](#), available at [admissions.yale.edu/financial-aid](https://admissions.yale.edu/financial-aid), allow families to receive an estimate of their cost of attendance. More information, including Yale’s criteria for granting Common Application fee waivers, can be found on the [financial aid page of the admissions website](#).

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