

# Hampshire Admissions Associate Program

A Guide for Alumni Volunteers

2016 - 2017

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**Other Departments**

Alumni and Family Relations	413.559.6638
Bookstore	413.559.6000
Career Options	413.559.5445
College Advancement	413.559.5574
Communications	413.559.5482
Dean of Faculty	413.559.5378
Financial Aid	413.559.5484
Outdoors Programs/Recreational Athletics	413.559.5470
President's Office	413.559.5521
School of Cognitive Science	413.559.5502
School of Humanities, Arts and Cultural Studies	413.559.5361
School of Interdisciplinary Arts	413.559.5824
School of Natural Science	413.559.5371
School of Critical Social Inquiry	413.559.5409
Student Life	413.559.5412

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Dear HAAP Volunteer,

Thank you for volunteering your time and energy to assist the Admissions Office in its effort to recruit students to Hampshire College! Whether you have been a volunteer for many years, or just answered our recent call for volunteers, we deeply appreciate your willingness to give back to Hampshire by working with prospective students and their families.

This updated manual contains information that I hope you will find helpful in your role as an Admissions Associate. Some of the information is about the various activities in which you might engage. Other information outlines recent changes to the Hampshire academic structure. Please pay particular attention to some minor revisions to financial aid. Also, please note that the Schools were reorganized in 1998 and Division I was overhauled in 2002 and then again for Fall 2011. We would appreciate it if you could familiarize yourself with the current structures.

The work you do for Admissions is extremely important. Your efforts make a huge difference!

Sincerely,

Devon Cruz  
Former Associate Dean of Admissions  
Former HAAP Director

## Welcome to HAAP!

HAAP is vital to the Hampshire College admissions efforts. Through the work of a worldwide network, alumni have been recruiting students for the past 27 years. In 2012, over 350 graduates were involved in HAAP activities.

Throughout the year, alum volunteers complete many interviews, attend college fairs and receptions, serve as program panelists, and write to and speak with countless prospective students and parents. To many of these students, graduates **are** Hampshire College, and are the only direct contact with the College before students matriculate.

Alumni who volunteer for Admissions are called “Admissions Associates.” Our expectations for the Program and the ways you can serve the College are probably best conveyed by the following job description:

- To have a current understanding of Hampshire (including admissions and HAAP procedures) by reading this guide and admissions literature;
- To be able to effectively communicate with prospective students and parents about Hampshire by answering questions and addressing concerns appropriately and accurately, and;
- To show prospective students what Hampshire has to offer.

There are primarily five activities in which HAAP volunteers can be involved:

- Interviewing
- Attending college fairs
- Outreach to prospective and accepted students via e-mail, phone, and welcome cards; Receiving e-mails and phone calls directly from students
- Participating in recruitment information sessions
- Participating in yield events

We won't always need interviewers in every geographic area—some volunteers might be matched for an interview every year, while another might not ever receive a match due to a number of factors (i.e. few requests coming from their area, admissions counselors conducting interviews during travel to the area, etc.). We ensure that all volunteers have the opportunity to get involved annually through outreach in the form of e-mails to accepted students or welcome notecards to the new incoming class. All of the volunteer activities are equally important to the admissions efforts.

This guide is designed to give you an introduction to the work of an Admissions Associate and serve as a reference for your contact with prospective students. If you ever should have questions please feel free to contact the Admissions Office.

## **Interviews**

Our experience tells us that interviews, whether with a current student, alum, or admissions counselor, are a highly effective recruitment tool. We try to get as many applicants as possible to have an interview, which is why it is important to have a number of options for them in terms of where and by whom the interview can be conducted.

Interviews conducted by Admissions Associates are considered equivalent to on-campus interviews and generally take place between September and March. The interview is a valuable tool in evaluating prospective students for admission. During interviews, we try to uncover the human elements that may not appear in the written materials of the application. The interview is also an opportunity to convey the distinctive qualities of a Hampshire education to the prospective student. As an Admissions Associate, your enthusiasm and expertise as a veteran of Hampshire's innovative academic structure combined with current information about Hampshire will help identify and attract the best candidates for admission. Your experiences as a graduate will greatly influence the ideas that prospective students and their parents have about the value of a Hampshire education.

Although an interview is not required, it is strongly recommended for all prospective students. Most of the students you will interview are first year candidates. The Reference Section contains information on transfer and international students, as well as students with learning disabilities. Unfortunately, since the majority of interviews are requested and occur before a student applies, we have no way of judging a student's seriousness about applying to Hampshire.

### ***The Interview Match Process***

In previous years, the Admissions Office would match students after receiving a request for a field interview via phone call, email, or web form. Once a match was made, we would send to the student the name, email address and telephone number of the HAAP volunteer with instructions to contact him or her to arrange the interview. At the same time, we would send the HAAP volunteer a notice indicating that a match had been made; this notice would include the student's name, email address, phone number, and an interview evaluation form.

As of Fall 2016, the process for applying for HAAP in addition to requesting, matching, and evaluating an interview is all online in what we call the 'HAAP Portal'. The Portal uses the same type of interface that all students working with Hampshire's Admissions office now use to request campus visits, apply, and request any other interview – so it makes sense that we created a similar Portal for our Alumni Volunteers.

As a result of removing the paperwork, the process from interview request to evaluation submission is much more streamlined. While the Admissions Office is still involved to facilitate the program, the Portal allows Volunteers to decide based on their own availability when an interview may work for them.

As such, when a student requests an interview through the Portal, the HAAP volunteers who are close-by will all get a “ping” email letting them know. If a volunteer is interested, they would be able to log into the Portal and see when the student is interested in interviewing, what the Student is interested in, and where the student is based. If the interview seems like it would be mutually agreeable, the volunteer would be able to “claim” the student through the Portal to see more contact information and get in touch to set up the interview. If things don’t work out, we request that you get in contact with Admissions and let us know, in addition to “un-claim” the student.

Keep in mind when looking at a student’s requested times that interviews should last roughly 45 minutes. While longer interviews may happen, we strongly encourage our interviewers to try to keep to that length – we want to make sure that the student feels that they’ve had a conversation worthwhile, and we’re sure you feel the same!

### **After Contact is Made**

After the HAAP volunteer and student connect, one of the below happens:

- An interview is decided against by both the alum and the student (distance is too great, student just wanted to ask questions, etc.); the student should notify admissions of this.
- An interview is arranged and the student fails to show up; **please do not try to reschedule an interview if this happens without notice. Instead, the HAAP volunteer should note this on the evaluation form and submit it with the lowest rating.**
- A time and place for the interview is arranged, preferably within two weeks of assignment, and the interview proceeds as normal.

If you are unable to meet with the student, **do not offer to conduct a phone interview.** Under no circumstances should students be given the impression that your phone conversation is equivalent to a face-to-face interview. You are encouraged to discuss Hampshire with students over the telephone, but the conversation should be only informational in nature.

Interviews will be assigned between September and January (with a few until late-March for transfer students). It is crucial that these interviews happen in a timely manner. Generally speaking, the process should take no longer than three weeks from the time the match happens to the time the evaluation is received. Ideally, contact is made within 48 hours of claiming a student, the interview happens within two weeks, and the evaluation is written by the alum and submitted within a couple of days. Because most students apply by Regular Decision with a January 1 deadline for receipt of all admissions materials, interview assignments will usually not be made after January 1. If an interview evaluation is received after a file has been read, it will not be considered. Therefore, please conduct

the interview and return your evaluation as soon as possible so we may take your thoughts and recommendation into account when we consider the applicant for admission.

### **The Interview Setting**

All interviews should occur in a neutral public location, such as a library or coffee shop. **Interviews in an alum's home or a student's home are not permitted.** It's usually a good idea to go with a location you are familiar with, or to call ahead of time to ensure that the music level is conducive to conducting an interview and that there won't be any unexpected events scheduled at the same time. It is the student's responsibility to travel if need be, so feel comfortable arranging a location that is convenient for you, but please provide the student with detailed directions. Some of our students will be arriving on public transportation so consider choosing a location that can be accessed by a person without a car.

### **Parents**

In many cases, parents will accompany a student to the interview and may have questions of their own. Be prepared to be as helpful as possible—after the interview. Conduct the interview apart from the candidate's family. You might offer them a selection of Hampshire literature to read while they wait. Parents are an increasingly important part of the admissions process. With the present cost of higher education, choosing a college is no longer a decision that parents are willing to leave solely to their children. So when parents accompany a student, please use the opportunity to discuss Hampshire with them. If a parent has additional questions you feel unsure about, definitely don't hesitate to recommend they speak with the student's Admissions Counselor or the Financial Aid office.

### **Starting the Interview**

Interviewees are likely to be nervous. A brief introduction followed by a non-threatening question like "How did you learn about Hampshire?" can make a good start (and we really do want to know how they learned about Hampshire). A description of what you hope to accomplish in the 45 or so minutes that you'll be together sets up a good framework for both of you. Explain that the interview is an opportunity for the College to learn a little more about the person behind the application, and that for the candidate, it is an opportunity to learn more about the College from a person who has experienced what is described in the Hampshire literature.

Asking about a student's high school (name of school, public or private, size, favorite classes or teachers) is a good way to get oriented to a candidate's background and begin an inquiry into his/her character. Remember that a student will be coming into this conversation with all kinds of baggage: problems with parents, friends, school, etc. Be supportive. Make frequent eye contact and above all, listen. Being attentive and relying on your own experience and curiosity will often be the best guide for the direction of the interview.

## ***Your Questions***

An interview is not an inquisition! The purpose is not to intimidate or try to catch the candidate off guard. What we want you to do is engage in a conversation with the candidate in order to learn about their educational background, preparedness for Hampshire, ability to speak articulately, curiosity, accomplishments and experiences. These conversations will go in many different directions and will be about many different topics depending on the particular candidate. In some way, all the above themes should be covered.

Still, remember that an interview is also not a therapy session! You may find out very personal things about the student you are interviewing, but it is not your job to pry for such things. However, if the student brings up an issue like drug abuse or learning disabilities, by all means continue the conversation. This can lead to very important information, i.e., is the topic being discussed relevant to the student's ability to work well at Hampshire? Then allow the conversation to flow.

Some interviewees are clearly not a fit for Hampshire for a variety of reasons. If you feel that the student is not appropriate for Hampshire, **please stay neutral and objective in your demeanor**. Share your concerns in your interview evaluation, and definitely follow up with the HAAP Ambassador and the student's Admissions Counselor about the particulars. The purpose of the interview is to engage in a conversation about Hampshire; it is not to inform a student of his or her probability of admission – at the end of the day the Admissions Office will be the ones best equipped for your feedback because they'll make the final decision.

## **Possible Interview Questions**

Below are general question suggestions that can prove helpful if the conversation lags.

- What are the strengths and weaknesses of your present school? If you could change one thing in your school, what would that be?
- Tell me about the biggest challenge or worst event you have faced. How did you handle it?
- What do you like to do outside of school?
- If colleges didn't exist, what would you do next year?
- What do you like to read?
- What are your criteria for selecting a college? Are there any things you need in a college?
- Describe your writing experience in school. What kinds of writing have you been assigned? How frequently were you required to write extended essays or papers? Could you talk about a paper you've written that you've been particularly proud of?
- Describe yourself academically.



- What kinds of research have you done?
- What social or political concerns do you have about the world? (Please note: remember to remain neutral if this is a question you ask!)
- What are your grades like in high school? Do you think they accurately reflect your competence and effort? If not, why?
- Do you think grades are good motivators? If not, why? Do you think you need grades to motivate you?
- Have you been involved in any independent projects?

### **Their Questions**

A prospective student ought to be as concerned with getting to know Hampshire as you are with getting to know the student. Not to cause you any stress, but the student's impression of Hampshire will reflect the impression you make. You can only work successfully as an interviewer if your experience at Hampshire was positive. Your own personal Hampshire experience is the real valuable resource for the prospective student. However, you will need to be up-to-date on changes at the College in order to provide a realistic picture of what the prospective student's Hampshire experience could be like. Please familiarize yourself with the admissions materials on our website, but do let admissions handle questions that you can't be absolutely clear on—particular statistics, specific information on facilities, etc. Remind the student that they can call the Admissions Office and we will be happy to answer their questions. Please remember that it is perfectly okay to say, "I don't know" if you really do not know the answer to a particular question.

Avoid directly criticizing other colleges. General comparisons are fine when describing philosophical differences, but specific differences between Hampshire and "Brand X College" should be investigated by the prospective student.

Never get drawn into making any comment that will sound like a promise of admission or an offer of financial aid, no matter how wonderful the student seems. Admission is based on several thorough reviews of the student's application. No single element, no matter how compelling, can determine the outcome beforehand. Financial aid awards are determined by the Financial Aid Office only after the completion of a financial aid application.

### **Concluding the Interview**

Most interviewers end the interview by asking if the student has any questions about Hampshire, or whether there was something he/she wished to discuss which the interview did not cover. This often leads to a further explanation of Hampshire's structure, or further conversation about the graduate's experience. Thank the candidate for the interview. If the candidate was particularly strong, write a note suggesting they apply to Hampshire, or at least investigate us more thoroughly. Mention something specific from the interview in your note to show them you were listening!

## **Writing the Interview Evaluation**

Evaluations are due within one week of the date of the interview. We strongly suggest writing the evaluation immediately after the interview while the conversation is still fresh in your mind. Interview evaluations are submitted through the HAAP Portal by clicking on the Student's name.

The importance of carefully writing the interview evaluation cannot be stressed enough. No matter how wonderful your interview was, it doesn't help us at all if your write-up is poor, never written, or never sent. You will find some guiding questions on the new online interview evaluation form. Below are some additional guidelines to help you:

- Make your evaluation as detailed as possible. When you make an assertion, explain yourself. For instance, when you simply say, "John said he liked Hampshire," we as application readers are left with a hundred questions. Does John know anything more about Hampshire than simply that he likes it? What did John and the interviewer discuss? Is John really suited to this place? What does he like about Hampshire?
- Ground your assessments. Don't say simply, "Jane is bright," or "John is motivated." Explain why you think that to be the case. Give examples.
- Give us a well-rounded picture of the student. Include everything—from your assessments of his academic work to what the student thinks of the state of the world.
- Include in your evaluation anything and everything that may be relevant to the admission decision. A sense of the student's readiness to handle Hampshire's program is important. "Fit" is also extremely important, but more difficult to measurable. If a student shows the kinds of qualities that make a good Hampshire student (self-direction, independent thinking, creativity, etc.), please describe this in the evaluation.
- Sometimes you find out very personal and confidential things about a student, but keep in mind your evaluations are strictly confidential. Don't try to protect the student from us—if we need to make a hard decision, recognize that we never make such decisions lightly.

## College Fairs

College fairs are excellent recruiting events for Hampshire because they provide an opportunity for great exposure. In a typical year, HAAP volunteers represent Hampshire at 10-15 college fairs in both the fall and spring, in addition to the dozens of fairs the admissions counselors attend. Note that we would only invite you to attend a fair if it is close to your home.

Typically, high schools or organizations set aside an evening or a weekend day for students and parents to wander through a gymnasium full of college representatives who staff a table displaying a college or university's admissions materials. These representatives answer questions, ask students to fill out reply cards, and distribute brochures. Generally, college fairs last two hours.

College fairs are essential in establishing initial contact with prospective students and in getting the Hampshire College name out. We attempt to find fairs that will attract appropriate students. However, since fairs are at the top end of the admissions funnel and change every year, you may at times wonder if any of the students you meet will attend Hampshire. Don't despair, some of them will. If you volunteer to attend a fair, complete details about the fair and more specific instructions will be sent to you.

### The College Fair Process

You will receive a phone call or email from the Admissions Office asking if you are available to represent Hampshire at a college fair in your area. Please respond as soon as possible so that we can register for the fair and get the materials you need in time.

At least a few days before the fair, you will receive a package from the Admissions Office that contains a variety of admissions brochures and supplies. Included in the packet will be directions to the program and other relevant fair information.

The day before the fair, call or email the fair organizers to find out if there are any changes with which you should be aware. We give the fair organizers your contact information, but they don't always communicate changes. **If an emergency arises and you are unable to attend, please call the fair organizers and let them know that Hampshire will not be there.** Nothing upsets organizers more than colleges who do not show up for their programs. Also, it reflects badly on Hampshire if our sign is on an empty table.

It's a good idea to arrive half an hour early. Check in at registration, introduce yourself as the Hampshire representative, and find your assigned table.

Set up your table. You will be sent a banner to drape over the table and a fold-out tabletop display. On top of the banner place the stack of brochures and the reply cards. Teasers are to be given away to any interested students. Those interested students should also fill out the reply card at the table and return it to you so that the student can be mailed more detailed information. The reply cards are postage paid so students may take them and mail later, but we prefer that you collect and return them to us. If you have time after setting up, feel free to wander over to any “sister” or “brother” colleges, such as the other Consortium colleges or other innovative institutions such as Antioch, Bennington, Evergreen and Prescott. You usually will have something in common with these people and may find out some inside scoop on the fair!

You will find only a single copy (marked Desk Copy) of more substantial pieces of literature in your packet. These materials should be displayed on your table and only given away at the end of the fair. All students who complete and return a reply card will receive a copy of these pieces through our mailing cycle.

As students complete the reply cards, please look them over. If you determine from a conversation that a student should receive a special brochure or information on a particular area of interest, write this on the card as well.

We include in your package of materials a fair evaluation form. It is important for us to know if the fair was worthwhile. Please be as thorough and honest as possible when you fill out the fair evaluation form.

After the fair, please mail the evaluation form, banner, table top display, and reply cards to the Admissions Office in the postage paid envelope that will be provided.

## **Receiving Calls and Emails**

There are times when students or parents are interested in speaking informally with a graduate and will ask for a phone number or email address – if you have agreed to be contacted about your time at Hampshire and afterwards, please note that we will not contact you with each new time we connect a student to you unless you request it. The conversation you have will probably involve the student asking you questions about why you went to Hampshire, what it was like, and how it affected what you are doing now. These conversations are not meant to be evaluative, but if you do gather something from the conversation that you think would be helpful to admissions (especially if the student is particularly strong!) please drop a line or call.

## **Information Sessions**

You may be contacted by an admissions counselor who will ask if you are interested, and available to participate in an off campus Hampshire information session. Information sessions are ordinarily held in the evening in a library meeting room or other appropriate conference space. Your role is to provide anecdotal information about your Hampshire experience. You may be asked to share your personal experience as you moved through the divisional system or how your Hampshire experience contributed to your professional and personal life. Feel free to share anything about Hampshire that you think is important for prospective students and parents to know. While we want to portray Hampshire in a positive light, prospective students and families always appreciate genuineness and honesty when discussing the reality of Hampshire.

## **Admitted Student Receptions**

“Yield” efforts are the focus of admissions activities during the month of April after acceptance letters have been sent. Our efforts include a variety of events and activities that convert admitted students into those who accept our offer and matriculate. In this critical period, when many colleges are vying for the hearts and minds of the best and brightest, we believe accepted students are best drawn to Hampshire by our alums’ enthusiasm.

After decisions have been mailed to students in April, you will receive a list of the students you interviewed with their admissions decision. HAAP volunteers are encouraged to call and congratulate the admitted students. This “yield” effort can be very effective.

Yield events typically take the form of a reception for prospective students hosted by HAAP volunteers or admissions counselors in a particular geographic area. While we have recently hosted fewer off-campus events, focusing instead on bringing accepted students to campus, we may hold a few receptions around the country, perhaps in conjunction with the

Alumni Office. If you live close to Hampshire, you might be asked to participate in an on-campus program.

## **Academic Life**

While the general structure of academic life at Hampshire has not changed dramatically since the College opened, some important aspects have.

### *School Reorganization*

In 1998, the four schools as they existed (Cognitive Science and Cultural Studies, Humanities and Arts, Natural Science, and Social Science) were reorganized into five schools: Cognitive Science (CS); Humanities, Arts and Cultural Studies (HACU); Interdisciplinary Arts (IA); Natural Science (NS); and Social Science (SS). As of Fall 2011, the school of Social Science will be known as the School of Critical Social Inquiry (CSI). As an experimenting college dedicated to providing students with exposure to new curricular areas and points of view, Hampshire has re-examined curricular structure on a regular basis and made the decision to proceed with this reorganization after careful thought. For a better understanding of each school's philosophy, please consult the curriculum statement that precedes each school's section in the course catalog.

### *"New" Division I and First-Year Program*

In Fall 2011, a "new" Division I process will be introduced. Recent studies have shown that students who were having extreme difficulty with Division I were often those who decided to leave Hampshire before graduating. To improve retention, members of the faculty, administration and student body decided to make the following Division I enhancements, culminating in a new and improved "First-Year Program." The First-Year Program is designed to facilitate self-initiated work. Classes are small and help students learn to frame their own questions and work independently in areas that excite them. Project work still happens, but it now takes place within a class, not in place of a class. During their first year of enrollment, students must complete seven courses. During the First-Year Program students explore a wide range of knowledge by taking a 100 level course in four of the five following areas:

- 1) Arts, Design and Media
- 2) Power, Community, and Social Justice
- 3) Physical and Biological Sciences
- 4) Mind, Brain and Information
- 5) Culture, Humanities, and Languages

One of the classes taken during the first semester is the First-Year Tutorial, a class of about thirteen students taught by their faculty advisor. Taking any additional three courses rounds out the year. This additional coursework can include independent study and other appropriate evaluated educational activities. Students are also required to complete a Campus Engaged Learning Activity, in which they spend at least forty hours engaged in a campus activity outside the classroom. At the end of the year, students prepare a First-

Year Portfolio that includes at least seven first year course evaluations, representative samples of work, and a retrospective essay that reflects on their studies in the first year. Students present this portfolio their advisor and discuss their first year in a final Division I meeting. They will also discuss an appropriate course of study that supports the development of an initial plan for Division II work and prepare to file for Division II.

### Division II

Division II represents the core of a student's concentration at Hampshire. The student begins their time in Division II by choosing faculty for their committee. The committee is required to have at least two Hampshire faculty, but after that may include 5-College faculty, staff, or community members. Finding these members as of Fall 2015 involves requesting faculty online (though knocking on a lot of doors still has a huge role!).

With the help of their committee the student then drafts a concentration statement called a contract - a description of the various learning activities to be completed over the span of three semesters - that reflects the student's interests and goals and demonstrates breadth and intellectual rigor. Included are opportunities for field work, internships, or study abroad programs. The "Multiple Cultural Perspectives" (formerly called the Third World Expectation) class requirement and "Community Engagement and Learning" (CEL-2) activity requirement must also be kept in mind - they both challenge students to engage in thinking about and analyzing structures of community, knowledge and power, as well as non-Western perspectives.

As each student carries out the concentration, the Division II committee provides criticism, advice, support, and ongoing evaluation. The process culminates in the presentation of a portfolio consisting of material evidence that the terms of the Division II contract have been fulfilled.

### Division III

In the final year, students undertake a major independent study project with the guidance of a committee (not necessarily the same as the Division II committee). The committee must include two Hampshire faculty members, and can include additional members from the Five-College or outside community. Typically, Division III projects explore in depth a specific aspect of the student's Division II work, and can be in nearly any format. Projects range from thesis to anthology of writing to original film to scientific experiment. Division III students function much like graduate students, organizing their own time and working intensively on their independent study project, a culmination of their academic work at Hampshire. Students are also required to complete two advanced learning activities during the final year. These can include an advanced level course, supervised internship, supervised teaching activity, or a course of evaluated independent study. Most students opt to present their finished Division III projects to the community. Some apply for grants from Hampshire to take their work still further after graduation.

## **Academic Support Services:**

### *Career Options Resource Center (CORC)*

Career counselors are available to meet with students and alumni regarding a spectrum of career concerns. CORC provides a range of services including career counseling, resume writing, and interview preparation. CORC is also home to a wealth of career-oriented resources including information about internship programs, an extensive library of career publications, and graduate school information.

### *Center for Academic Support and Advising (CASA)*

CASA provides support and assistance to all students and advisors in the planning and achievement of academic goals. Within the office are the Dean of Advising, and the Associate Deans of Advising. People in the office, including student staff, are available to talk with students about changing advisors, choosing classes, leave planning, transfer work, foreign study, academic planning, etc.

### *Disability Support Services*

Students who have learning disabilities may be attracted to Hampshire because of the lack of traditional tests and grades. We have worked with many different kinds of learning disabilities, and many of these students have been very successful at Hampshire. If the student has detailed questions about a particular learning disability, refer the student to the Admissions Office.

### *Quantitative Resource Center*

The Quantitative Resource Center provides tutorial assistance to students in improving their mathematics, statistics or computer skills.

### *Writing Center*

The Writing Center offers a range of resources to strengthen writing and reading skills, including individual tutorials and classes. This help may be utilized either short or long term, depending on the needs of the student.



## **Deadlines**

### **Spring Admission** *(first-year and transfer students)*

Application Deadline:	November 1
Financial Aid Deadline	November 1
Notification Date:	December 1
Deposit Due Date:	December 15

### **Early Decision I** *(first year students only)*. **Binding**

Application Deadline:	November 15
Financial Aid Deadline:	November 15
Notification Date:	December 15
Deposit Due Date:	January 1

### **Early Decision II** *(first year students only)*. **Binding**

Application Deadline:	January 15
Financial Aid Deadline:	January 15
Notification Date:	February 1
Deposit Due Date:	February 15

### **Early Action** *(first year students only)*

Application Deadline:	December 1
Financial Aid Deadline:	December 1
Notification Date:	February 15
Deposit Due Date:	May 1

### **Regular Admission** *(first year students only)*

Application Deadline:	January 15
Financial Aid Deadline:	January 15
Notification Date:	April 1
Deposit Due Date:	May 1

### **Transfer Admission**

Application Deadline:	March 15
Financial Aid Deadline:	March 15
Notification Date:	April 15
Deposit Due Date:	June 1

## Statistics

Total Number of Enrolled Students:	1,300
Student/Faculty Ratio:	11:1
Average Size of Class:	15
Endowment:	\$40 million
Annual Operating Budget:	\$56 million
Number of Full-time Faculty:	112
Number of Alumni/ae:	12,356
Alumni/ae who have Completed Graduate Degrees:	50+ percent
Students of Color / International Students:	27 percent / 13 percent
Faculty of Color:	28 percent
Faculty with Ph.D. or Other Terminal Degree in Their Fields:	96 percent
Average Student Debt upon Graduation, 2012 Graduates:	\$20,085 (lower than UMass!)
Typical Length of Study:	8 semesters to graduation (60 percent)
Retention (First Year to Second Year):	83 percent
Six-Year Graduation Rate:	70 percent
Land size of the College	880 acres

➤ 2016 – 2017 Tuition, Room and Board

Tuition	\$48,810
Room	8,312
Board	4,962*
<b>Total</b>	<b><u>\$62,084</u></b>

*\*Students in the mods after the first year are not required to be on the meal plan.*

## **Financial Aid**

HAAP members from Hampshire's early years may remember that Hampshire started out with relatively little financial aid for its students. That is no longer the case!

Hampshire's financial aid budget for its student body is approximately \$33 million. About 83% of our students receive financial aid, and the average grant is more than one-half of the cost of tuition, room, and board. We are very committed to making it possible for a wide range of students to afford Hampshire.

Many excellent students fear that the cost of higher-priced private colleges means that there is no way they can attend. Some families experience "sticker shock" at the total cost of a four-year education at the top private colleges and universities. You should encourage them to apply for admission and for financial aid. Many of these families may qualify for need-based aid.

Hampshire also offers several non-need-based scholarships each year that range from \$7,500 to \$16,000 per year for four years of enrollment. These scholarships are awarded on the basis of academic merit, and all applicants for admission are considered. Merit scholarships do not require a separate application process.

Hampshire also participates in three matching scholarship programs. Hampshire will match up to \$1,180 per year to students who possess National Service Education Awards and elect to apply their awards toward Hampshire tuition. Hampshire has partnered with Scholarship America to match scholarships up to \$1,000 per individual per year. And, as a partner for Families of Freedom Scholarship Awards, a September 11 victim scholarship fund, Hampshire matches up to \$2,000 per individual per year.

Financial aid "packages" can consist of a student work-study job (working 10 hours a week during the academic year nets about \$2,200), a student loan (from \$2,625 to \$5,500 per year), and grant aid. Most students have the principal and interest on their loans deferred, but some students must pay the interest while they are enrolled based on the federal interest subsidy formula. Transportation, books, and personal expenses are calculated into the cost of their education when we determine their financial need.

### **Quotable Facts**

- Hampshire's budget for financial aid is over \$30 million
- Approximately 83% of students receive some form of financial aid
- The average grant per student is approximately \$30,300.
- The average aid "package" for an entering student is \$36,900.
- Packages range from \$8,600 to \$47,000.

Research shows that, in the past 25 years, the only groups of workers whose incomes have not declined have been those with a four-year or more college degree. For a student to borrow a modest amount to pay for a college education is a very good investment.

If you could say only three things to students about financial aid at Hampshire:

1. Hampshire is very committed to helping its students financially;
2. Students won't know how much aid they will receive unless they apply;
3. Emphasize that they must submit all financial aid forms **on time** so that we can make them our best offer and get it to them on time. Financial aid forms include the FAFSA (the federal financial aid form) and the CSS/Profile (which can be found on the College Board website).

If students would like more information on financial aid at Hampshire, please encourage them to call the Admissions Office and ask for the publication, "Meeting the Cost of a Hampshire Education," or they can access it online at [sfs.hampshire.edu](http://sfs.hampshire.edu). If they have specific questions about their family situation, encourage them to call the Financial Aid Office at 413.559.5484.

## **International Students**

Hampshire College welcomes applications from international students. If you interview an international student who has specific questions about applying as an international student, you can have him or her call the Admissions Office.

All students who do not speak English as a first language will be required to take the TOEFL (Test of English as a Foreign Language) unless they completed eleventh and twelfth grades in a U.S. high school. The minimum acceptable TOEFL score is 91 and IELTS score is 6.5. Students may be granted waivers for the scores if they can prove proficiency – definitely encourage students to contact the Admissions Office for more information.

All educational credentials (transcripts) must be officially signed and certified. English translations are requested where required and should be provided at the time of application.

Limited financial aid for foreign students is based on need as well as merit.

## **Transfer Students**

Hampshire receives a substantial number of applications from transfer students. We do not have a quota for students in this category and assess transfer applications in a similar fashion to other applications. We do look for evidence of greater maturity and focus. Students who have been in a traditional institution often thrive at Hampshire, enjoying the new possibilities our system offers.

Applicants who will have completed at least 15 transferable semester credits (23 quarter credits) from a regionally accredited college or university prior to enrollment at Hampshire are eligible to transfer credit. For courses to transfer, they must be comparable in academic demands and disciplines to courses offered by Hampshire, be at least a grade of "C," and not have been used for high school credit. Transfer credit may be applied directly toward Division I expectations. Courses may also apply toward Division II, so long as they meet the same criteria to be accepted as transfer credit. Faculty advisors can guide students in planning a curriculum that takes advantage of as much prior college work as possible. Transfer students should not assume that the number of terms completed elsewhere will determine the number of terms that must be completed at Hampshire. Students with specific questions about transfer credit should be directed to the Admissions Office.

## **Frequently Asked Questions**

The following are some of the most frequently asked questions prospective students ask and examples of good answers. We are certainly not asking you to repeat any of these answers word for word, but if you get stuck, you might find help below.

### ***Is an alum interview equivalent to an on-campus interview?***

Yes. It is not necessary to have an interview with an alum and also with an admissions counselor on campus. The advantage to an on-campus interview is the opportunity to view the campus, talk with students, and possibly attend a class. However, the interview itself is weighed the same, whether you had it on campus or in your hometown.

### ***Is Hampshire SAT/ACT optional?***

Until 2014, Hampshire was SAT/ACT optional. Beginning this year, we are officially “test blind.” This means that these standardized test scores will not be accepted, looked at, or considered in any way in the admissions or financial aid process. The college conducted a large-scale study during the '13-'14 academic year to identify factors predictive of success at Hampshire. Essentially no correlation between SAT/ACT scores and later success at Hampshire were found. Instead of focusing on a one-time test, Hampshire admissions will instead continue to look at the academic record over (with particular attention on the 11<sup>th</sup> and 12<sup>th</sup> grade years), history of civic engagement and community involvement, letters of recommendation, and ability to represent themselves through the application essays. More information about this new policy can be found here: <https://www.hampshire.edu/news/2014/06/18/no-to-satsacts-not-even-optional-at-hampshire-college>

Admissions Criteria: <https://www.hampshire.edu/admissions/admissions-criteria>

### ***Does Hampshire have a drug and alcohol problem?***

The “drug” question is a common one. Some college guides and a certain Saturday Night Live skit have perpetuated the reputation of excessive marijuana use. In reality, drugs and alcohol are no more or less a problem at Hampshire than on any other college campus. At Hampshire, all student services staff, house staff, and student house interns are trained in issues of substance abuse and are alert to problems. The campus has a strict state-mandated policy not to serve alcohol to anyone under the age of 21 at any official campus events. Party permits are required for large gatherings not sponsored by the College. The hosts of such parties are responsible for ensuring that no one under 21 is served alcohol. One characteristic that distinguishes Hampshire from other schools is that there is less peer pressure to consume drugs and alcohol. Several “substance-free” halls and mods have been established as a way for students to emphasize their choice to avoid alcohol and other drugs. Any student in recovery is guaranteed a space in substance-free housing.

### ***Is Hampshire a good place for someone with learning disabilities?***

In two words, "that depends." Hampshire does have extensive academic support services for students, particularly to assist with writing and quantitative skills. The heavy reading and writing load may be a challenge for some, but the ability to set your own pace can make Hampshire an appropriate place for a student with a learning disability (sometimes called a learning difference). Students should direct particular questions to the Admissions or Advising Office.

### ***How can a student visit the campus?***

#### **Regular Visit Days**

Information sessions followed promptly by tours are available twice daily, Monday through Friday in February through August, and Saturday mornings when the office is open. Starting times are typically 9am and 1pm, with only the former time happening on Saturdays. If a student wants to interview on campus, interviews are offered 9am-4pm Monday through Friday. Students should plan ahead to schedule an interview, information session, and tour – they can do this through our website ([visit.hampshire.edu](http://visit.hampshire.edu)) or through calling the main Admissions phone line (413-559-5471).

#### **Div Days**

#### **Weekly, running from the end of September to Mid-November**

Div Days are Hampshire's new prospective student preview day option – they will give students the opportunity to have lunch with community members in the Dining Commons, sit in on classes, attend panels, tour the campus and farm, and much more. They will be intentionally small, with each day's registration capped at 50 students, so that visitors can get a good feel for what it would be like to integrate into the community. Interviews will be available, but students are strongly encouraged to sign up for them ahead of time. Students can register for a Div Day at [visit.hampshire.edu](http://visit.hampshire.edu).

### ***I've heard that a student can take as long as they want to graduate from Hampshire. Is this true?***

Hampshire is a four-year institution, though as at any college, students can elect to alter that timeline. However, beyond five years, federal and Hampshire College financial aid is not available. Only under very special circumstances will a student be permitted to continue beyond the tenth active on-campus semester. Advisors work with students to set students on a four-year track. Typically, students finish Division I by the third semester and then start Division II. Division III is completed in what would at a conventional school be called the senior year. Students can take a leave of absence with the permission of faculty advisors, to study abroad or take part in work, field research



or internships. If you look at each graduating class, 80% of students have graduated in four years – 10% in more than four years and 10% in fewer than four years.

### ***Can students go on to graduate school after Hampshire?***

Yes. More than half of Hampshire alums attend graduate school. Hampshire graduates have gone to a wide range of colleges and universities, in a variety of fields. Hampshire ranks thirtieth of all undergraduate institutions in the country to send students on to attain doctoral degrees.

### ***In what areas do students at Hampshire typically concentrate?***

There is no typical major or concentration at Hampshire. Graduates have gone on to pursue a wide variety of interests. However, four areas stand out: social services, teaching and medicine; careers in writing; business and professions, such as law; and visual and performing arts.

### ***What is the course load?***

Students typically take three or four courses a semester. Course loads may fluctuate depending on how much independent work students are engaged in at a particular time.

### ***What is housing like?***

Housing is divided into five different housing complexes. two residence halls and three apartments (mods). Approximately half the students live in the dorms and half live in the mods. To make living with others easier, residence halls and mods have designations (quiet or semi-quiet, substance-free, all women, etc.) and some have academic or cultural themes.

Each residence hall has a common space with refrigerator, and Merrill has kitchenettes. Each mod has a common space with complete kitchen facilities. All students are expected to live on campus with a few exceptions. The majority of rooms are singles and most first year students live in the residence halls. Accepted students will receive a housing preference sheet after their deposit has been received. Housing is guaranteed for all four years.

### ***Are pets allowed on campus?***

As of May 31, 1994, pets are no longer allowed on campus.

### ***How many international and students of color are at Hampshire?***

Hampshire has an international student population of **13%** and a U.S. student of color population of **27%**.

### ***Is the Five College system really used by Hampshire students?***

Yes! Hampshire is a member of the Five-College Consortium, along with Amherst College, Mt. Holyoke College, Smith College, and the University of Massachusetts at

Amherst. The agreement between the Five Colleges allows students to take courses at any of the schools, and all activities, except for varsity athletics, are open to students from any of the schools. Libraries and other facilities are open to students, and artistic collaboration between students from different schools is commonplace. Students travel between the campuses on a free bus service that runs to each campus every twenty minutes. It is usually easier to take the bus than to find parking on any of the campuses or in either of the towns of Amherst or Northampton.

The majority of Hampshire students take at least a few courses at the other colleges in the Five College Consortium. In a recent survey, it was determined that Hampshire students graduate having taken between six and seven courses at the other schools in the consortium. There is no overall preference for taking courses at one or the other of the other schools, though different schools have strengths in different areas.

Students from the other colleges also make extensive use of the Five College system and take courses at Hampshire. When a Hampshire student takes an off-campus course he or she is treated just like any other student at that institution and receives a grade for the course which goes on their transcript. Hampshire students often request an evaluation from the professor in addition to a grade.

The Five College system is not just a resource for additional courses. Students sometimes request Five College faculty to sit as additional readers on divisional committees.

### ***Is it true there are no grades at Hampshire?***

Yes! Grades are not used at Hampshire—students receive written evaluations. Evaluations give more detailed feedback than grades, and ideally provide a much easier process of improvement: whereas grades are a verdict, evaluations are suggestions, criticisms and encouragement. So then, if grades are not used, how do graduate schools and employers look upon Hampshire graduates? Hampshire has been around long enough to be known (and respected) in academia. When Hampshire students apply for a job or to a graduate school, they will not have only one letter of recommendation, but rather all of their evaluations from their years at Hampshire, each one acting as its own letter of recommendation. In addition, by the time students have completed their Division III work, they have essentially done the equivalent of graduate-level independent work, and they are able to argue, present ideas, think critically, and complete independent work successfully.