Hampshire College
Student Recruitment
Marketing Plan

Prepared by
Jan Krukowski Associates
New York, New York

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I.

Preface
In March of 1982, Jan Krukowski Associates was authorized by Hampshire College to proceed with an attitudinal and marketing study designed to help the College formulate a marketing strategy and plan of action for its recruitment activities over the next three to five years. The information gathered in the study would provide answers to a number of fundamental questions:

1. What are Hampshire's qualities that do now and can in the future attract prospective students?

2. What turns prospects away?

3. What are the characteristics of students who are most likely to want to come to Hampshire?

4. What are the characteristics of those who do best at Hampshire and of those who drop out or transfer out of Hampshire?

5. What different kinds of students might Hampshire successfully seek?

The answers to these questions would in turn determine specific recommendations on the following:
1. Realistic steps Hampshire could consider to strengthen its position in the recruiting marketplace.

2. Effective methods of interpreting and communicating to students, parents and counselors Hampshire's educational philosophy and its special strengths.

3. Appropriate strategies for improving Hampshire's competitive position with superior students.


5. Appropriate strategies for broadening the applicant base by appealing to those students who now shy away from a non-traditional college but who can be identified as most likely to benefit from Hampshire's particular approach to education.

6. Methods for employment of Student Search Service to reach specifically targeted groups.

7. Effective methods of intensifying the cultivation of identified prospects and of applicants so as to raise as much as possible the conversion rate of inquiries into applications and of applicants into enrolled students.
8. Methods of using financial aid policies and communications about financial aid as tools in recruitment efforts.

9. Involvement of faculty and student volunteers in recruitment efforts.

10. Improved organization of alumni support of recruitment.

11. Appropriate strategies for communicating with parents of identified prospects and applicants.

12. The creation of admissions publications and the editorial approaches, style, content, distribution, and timing appropriate to their uses as an integral part of recruitment strategy.

The study was carried out in five steps:

1. An internal audit of Hampshire's strengths, plans, and ambitions. We analyzed all existing relevant data, including the Ten-Year Review. We also informally surveyed views of key administrators and faculty. Our purpose was to set down at the outset how the College perceives itself; determine if there is a consensus about essential elements of the case that Hampshire
should make to prospective students; chart the range of on-campus
options and attitudes about whom the College properly and
realistically should be attracting.

2. A survey of the attitudes of a representative sample of high
school seniors, parents of high school seniors, students who inquired
about Hampshire but never applied, freshmen who were admitted to
Hampshire but did not come, present Hampshire students, students
who voluntarily left Hampshire, and high school guidance counselors.

3. An evaluation of the results of our internal audit and the
attitudinal survey. The relationship of the one set of findings to the
other was a major area of our analysis.

4. An evaluation of present recruitment and promotional efforts in
light of our findings.

5. Preparation of a comprehensive recruitment marketing plan. Our
objective was to tie specific strategies and procedures to specific
goals, endeavoring to ensure that the effort and money invested in
recruitment produces the greatest possible cumulative results.

The attitudinal survey was carried out for us by the public opinion
research firm of Kane, Parsons and Associates, Incorporated. The
complete findings, as well as full information on the procedures
followed in conducting the study, are contained in separate volumes that are appended to this report.
II.

Executive Summary
The major findings and recommendations of this study are summarized below. Page numbers refer to the body of the text where complete discussions of the findings and/or recommendations can be found.

A. Trends and Characteristics of Hampshire's Market

1. For Hampshire and other selective colleges that depend on high-ability students from relatively affluent families, the real admissions crisis began early in 1970 when the total pool of high-ability students began to decline steadily. (pp. 32-35)

2. In the first half of the past decade, Hampshire fell from a position as one of the nation's most selective colleges to where it is now forced to admit all but the very weakest candidates. Although positive action by the admissions office has stabilized the College's recruitment situation in recent years, the future is perilous. (pp. 36-37)

3. Since Hampshire's students are drawn disproportionately from affluent families, gross demographic projections actually underestimate the extent to which Hampshire's market will shrink in the years ahead. (pp. 38-39)
4. Hampshire is operating now too close to the margin to absorb any additional decreases in applications. With the total pool of possible prospects continuing to fall through this decade, Hampshire will have to realize significant gains in its market share simply to maintain the status quo. Improvements in quality and selectivity will require a major increase in the number of applications. (pp. 39-42)

5. Hampshire's historic role as an unconventional, innovative college is both the source of its current recruitment difficulties and an opportunity for a way out of them. The research findings indicate clearly that much of Hampshire's distinctiveness today is built around perceptions that are liabilities in recruitment. (p. 43)

6. Hampshire's educational mission is badly misunderstood. Although Hampshire's goal is to provide undergraduates with the means to work on the highest level of which they were capable, Hampshire is seen now in the market as academically second-rate. (p. 44)

7. Hampshire is not thought to have a rigorous and intense academic life, and is given poor marks for the substantive strength of its academic programs and the quality of its campus life. What credit it does receive is for distinctiveness of educational style. (p. 44)
8. Hampshire is positioned at the fringe of the market, where the pool of prospects is simply too small to provide the College with the applicants it needs. While most prospective students personally value many of the characteristics associated with Hampshire, the paradox working against Hampshire is that students judge academic quality by less subjective and more traditional measures. (p. 45)

9. For too many students, coming to Hampshire is identified with taking an unnecessary risk. (p. 45)

10. A reversal of Hampshire’s worsening recruitment situation will require a shift in the College’s approach to prospective applicants. (pp. 56-62)
   a. Hampshire must avoid appearing as a "counterculture" institution. Instead, it must present itself as a kind of "honors college," offering highly individualized programs for ambitious, intellectually alive students who are determined to make a difference in the world.
   b. Strong emphasis must be given to program substance in all contact with applicants. Hampshire must seek to be known for academic quality in specific academic fields.
   c. Exposure to the intellectual life of the College must be built into every contact with prospects but especially into the campus visit.
d. The College's unique academic structure must not be presented as an end in itself, but as a means to achieving academic quality and intellectual rigor. Explanations of Hampshire's educational approach must be made in this context.

e. The intellectual and personal skills a Hampshire education develops must be spelled out explicitly.

f. Hampshire must be presented as an academically demanding and difficult college.

g. The Five College consortium must be a central marketing tool, and given even more emphasis than it now is. Hampshire must be presented as a creation of the consortium — the academic jewel of the large Five College "university" setting.

11. The tone of Hampshire's communications should be non-ideological. (pp. 56-62)

12. More emphasis must be given in all communications to what students actually accomplish at Hampshire. (pp. 56-62)

13. The faculty must be directly involved in recruitment. (pp. 56-62)
14. The College must send an immediate and unambiguous signal to the marketplace that Hampshire is committed to high intellectual and academic standards. (pp. 56-62)

15. Hampshire must do far more than it is now doing to identify and cultivate talented high school juniors. (pp. 56-62)

B. Curricular and Extracurricular Marketing Considerations

Research findings indicate clearly that Hampshire suffers from a general perception that it lacks academic rigor and standards. Moreover, there seems to be relatively little acknowledgement or understanding of the strength of specific academic programs. (pp. 64-70)

To correct this, the College should:

1. Make a public announcement to schools and counselors that the College is tightening its admissions requirements and from now on will carefully screen out students who are not capable of meeting its academic standards. The announcement should be planned to attract press coverage. It should focus public attention on Hampshire's educational mission, emphasizing that while that mission has not changed,
the failure of high schools to prepare students for
rigorous, independent work has made the tightening of
admissions standards necessary. (pp. 71-72)

2. Require SAT test scores of all applicants. Since less
than 5 percent of Hampshire's current students did not
take SAT's this would have no bearing on admissions
decisions. But we think it is harmful to Hampshire to
be known as a college that does not require SAT's.
(p. 72)

Hampshire must build awareness of the specific strengths of its
curriculum. At the moment, it is best known for its programs in the
arts which, as the research findings indicate, are associated with
colleges of lower academic quality.

1. Admissions officers should be well-informed about the
College's strengths in specific fields, and especially of
faculty scholarly interests and specializations. All
personal contacts with applicants should include some
mention of specific academic programs. (p. 81)

2. The prospectus should be organized around the
College's four schools and the advanced thinking, and
new directions in specific academic fields that fall
within each school. The prospectus should give
students intellectually stimulating insights into the
fields they can study in college. (pp. 81 & 146)
3. Acknowledgement should be made in the Student Search mailing if a student has identified an intended major and a specific presentation should be offered of Hampshire's strengths in that field. (p. 81)

4. To underscore the College's strong intellectual purpose, the application to Hampshire should require students to read, analyze and comment in essay form on a short, scholarly work in one of four broad areas relating to each of the College's four schools. (p. 73)

5. The College should organize each year three or more "Introduction to Hampshire" days for prospects and their parents. These events would be built around carefully planned seminar presentations by faculty in each of the four schools. Selected Hampshire students would also be invited to participate. Those attending would be mailed a suggested reading list to prepare themselves for the discussion. The purpose is to give prospects and their parents direct exposure to the College's intellectual life through participation, not mere observation. Successful alumni would also be on hand for each event to participate in a discussion on "Hampshire in retrospect" and to substantiate the value of a Hampshire education. All prospective students and their parents would be urged to attend one of these events. (pp. 75-77)
6. Campus visits should be restricted to the extent possible to only one day per week. Those visiting the campus on weekly visiting days would participate in a carefully planned and scheduled half-day program that would include in addition to the traditional campus tour at least one faculty/student presentation on work. Visitors would also meet and hear presentations from selected College administrators. (pp. 77-78)

7. The College should establish a program with key feeder and prospect schools that would take Hampshire faculty into the schools to conduct seminars on specific academic fields. The purpose of the seminars would be to introduce high school students to some of the most exciting current scholarship in the field and to suggest career paths that are possible for students who will be working in this field in the 21st century. At the same time these sessions would help strengthen Hampshire's academic reputation in key schools and, it is hoped, expose students to exciting Hampshire teachers and teaching. (pp. 82-84)

8. To reach high-ability juniors, the College should contact juniors who have scored highly in specific achievement tests and invite them to participate in three-day seminars that would be offered by Hampshire in June. The seminars would be structured
around the specific academic strengths of Hampshire's faculty and the College would pay the room and board of all students who attend. (pp. 84-86)

9. Research findings indicate that the Five College consortium is, at the moment, Hampshire's greatest single marketing asset. Hampshire should be presented as the offspring of the other four colleges — as the model created by four of America's most distinguished institutions of higher learning for undergraduates who are interested in and capable of pursuing individualized programs of independent study. A specific and detailed presentation of the Five College system and how it supports Hampshire students must be a fundamental part of every admissions contact. The Five Colleges must be presented as the "university" setting within which Hampshire students work. (pp. 86-88)

C. Identifying and Reaching the Student Market

Since Hampshire now converts a relatively high percentage of its inquiries into applications and of its admitted students into matriculants, a substantial increase in inquiries will be required to increase both applications and selectivity. Our research findings show that the general inquiry pool has significantly different
characteristics from those of the students Hampshire now enrolls. Also high school students judge colleges by very traditional standards. In light of this, the best strategy for improving inquiries is initially to present Hampshire as an "honors" college within the Five College consortium, then to build awareness of Hampshire's distinction on that foundation. This approach will place initial contacts with prospects in a context that they are likely to appreciate and understand. (pp. 90-95)

To increase inquiries, Student Search should be used much more broadly. We recommend that Hampshire expand its Search list to approximately 60,000 names. Using the early Spring Search, Hampshire should contact every student in the New England and Middle Atlantic states who falls within Hampshire's defined Search parameters. In all states outside the Northeast, Search mailings would be made only to students from schools which have sent two or more students to Hampshire within the last 5 years. The Search mailing would include a striking folder on Hampshire and the Five Colleges as well as a personalized statement to students with a declared intended major that explains Hampshire's and the Five Colleges' strengths in the student's area of academic interest. (pp. 93-95)

Hampshire, because of its unique educational program, has a more legitimate claim to a national constituency than does a traditional
liberal arts college. Travel priorities, therefore, would be based on school classification, not geography. The College's strategy vis-à-vis school visits should be based on the data and recommendations contained in Courtney Gordon's Report of May, 1982:

1. First priority would be assigned to visiting the 432 schools that sent 2 or more students to Hampshire in the past ten years, regardless of geography. An objective should be to visit each of these schools at least once a year. Time and travel itineraries permitting, other schools visited would come from the list of 607 schools which have sent Hampshire at least one student in the past 10 years. (pp. 95-97)

2. School visits would be planned and scheduled using the high school rosters from the Spring Student Search. This would make it possible to identify and notify each qualified student in the target schools of the Hampshire visit by mail in advance. In this way, the visiting Hampshire admissions officer can provide to guidance counselors the names of the students he or she wants to meet. (pp. 95-97)

Hampshire cannot realistically expect to attract a dramatically higher proportion of academically superior students in light of likely future decreases in the high-ability pool. Hampshire's best strategy for attracting more high-ability students is: (p. 97)
1. To build an identity as an honors college for students interested in interdisciplinary and emerging fields.

2. To selectively "sweeten" the financial aid packages of the College's best applicants.

The perceptions about Hampshire in the marketplace, the College's location, the competition for high-ability minority students, and the lack of sufficient numbers of minority role models on the Hampshire campus make recruitment of minorities especially difficult. Given the College's overall recruitment problems, we advise against a major new effort to increase minority enrollment at this time. Instead, we recommend careful use of the Minority Search to identify qualified minority students who can be targeted for recruitment efforts. Each member of the admissions staff should be responsible for minority recruitment in his or her region, and a number of telephone and printed admissions communications should be directed to minority students. (p. 98)

D. Strategies for Counselors and Parents

Even though counselors have a relatively better understanding of Hampshire than the students they advise, counselors value traditional educational approaches more than their advisees do.
Assiduous cultivation of counselors must be a specific communications objective for Hampshire. (pp. 103-105)

1. The announcement of the tightening of Hampshire's academic standards and of the requirement for SAT scores would be made directly to counselors via a special mailing. Moreover, the head counselor in each of the 432 prospect schools should be telephoned with advance notice of the announcement. (pp. 105-106)

2. All counselors from the 432 feeder schools and 607 prospect schools should be invited to counselor visitation days at Hampshire. These should be offered at least twice a year at convenient times. As with student visitors, the central focus of the day for visiting counselors should be faculty/student presentations in each of the four schools, conveying Hampshire's intellectual vitality and the quality of student work. (pp. 108-109)

3. Counselors would be sent a folder on "Characteristics of Students Who Excel at Hampshire." This publication would suggest the range of academic and personal qualities necessary for successful work at Hampshire. (p. 109)

4. Counselors should also be supplied with "Hampshire Advising Kit," containing all Hampshire recruitment materials.
A strong body of evidence from our research suggests that parents place less value on many of the characteristics associated with Hampshire than do high school students. Indeed, a number of research findings indicate that parents may place obstacles in the way of Hampshire's recruitment efforts. We suggest a two-pronged strategy to address this problem: (pp. 107-108)

1. A special publication for parents. This publication would discuss major concerns likely to be on parents' minds about their children's future. It would relate Hampshire's educational objectives to the ambitions parents have for their children and also review such topics of parental interest as financial aid, career preparation, and campus life. (pp. 108-109)

2. Regional "parents nights" conducted in key recruitment markets around the country by parents of current Hampshire students. All prospects and their parents in the appropriate city, town, or region would be invited. Sponsoring parents would preside over the evening, which would feature an informal presentation by a panel of students on the work they are doing at Hampshire and how that work has focused their thinking about life after college. (p. 109)
E. The Role of Cost and Financial Aid

Our research findings indicate that the College’s recruitment efforts may suffer from the perception that a Hampshire education is not a good value. However, nothing in our research findings would support suggestions that Hampshire should lower its tuition relative to benchmark institutions in order to be more competitive. (p. 111)

Nonetheless, Hampshire must make financial aid and information about financial aid a more effective instrument of recruitment and marketing strategy: (p. 112)

1. Hampshire should change its financial aid policies to permit more favorable packaging and more generous awards for the College’s strongest applicants. (p. 113)

2. To better inform students and parents about financial aid and the methods of financing a college education, the College should publish a comprehensive financial aid guide. (p. 113)

3. Hampshire should establish a financial counseling service for parents that would offer them information and advice on managing their resources to pay for college. (p. 113)
F. Findings and Recommendations Bearing on Attrition and Reforms in Academic Programs

The research findings suggest that many of the academic and social reforms suggested in the report of the long-range planning committee to reduce Hampshire's attrition and address problems in academic life would also address directly many of the negative perceptions about Hampshire in the marketplace. Many of the problems identified by the long-range planning committee are a source of dissatisfaction for current Hampshire students and major factors in students' decisions to drop out or transfer out of Hampshire. (pp. 116-124)

Implementation of the marketing strategies recommended in this report should be the first step in reducing attrition. These recommendations should help diminish the number of students entering Hampshire who will be likely to transfer or drop out. Second, implementation of the recommendations in the long-range plan focused on improving the quality of the experience students have in Division I, and in the transition from Division I to Division II, should go a long way toward ensuring that students who can succeed at Hampshire do indeed stay. (pp. 124-127)
G. **Organization of Hampshire's Admissions Recruitment Marketing Efforts**

The Hampshire admissions office has been operating under a number of handicaps. We urge the following: (pp. 129-134)

1. Installing the new word and data processing system, ACCESS, as soon as possible.
2. Appointing a strong, experienced deputy to the director who would have chief responsibility for office organization and operations.
3. Freeing the director's time for more attention to the cultivation of secondary schools, exploring new markets, handling relationships with faculty, and counselor cultivation.
4. Filling all new staff positions with men and women who have had previous admissions experience.
5. Assigning specific regional and functional responsibilities to each member of the staff and keeping those assignments consistent from year to year.
6. Setting target application goals for each region and making the officer responsible for that region accountable for meeting the goals.
7. Increasing the number of annual school visits to at least 600.
8. Eliminating the College's system of network coordinators.

9. Establishing quarterly briefing sessions with the deans and faculty of each school to gather information about faculty research, student work, and program strengths that can be used in recruitment efforts.

H. The Hampshire Admissions Communications System (pp. 135-154)

A number of recommendations apply to all admissions communications — spoken, printed, or written — that are used in recruitment:

- Talk of Hampshire's small size in and of itself is a disadvantage and should be avoided. The image that needs to be presented is one of a college with the curriculum and opportunities of a large university (the Five College consortium) but responsive to the intellectual interests and goals of each student.

- Hard evidence of academic quality — faculty credentials, scholarship, research, interesting student work, honors, and accomplishments — must also be presented at every opportunity. Generalizations will not succeed in making the case for Hampshire's academic excellence.
- Strident or contentious language that challenges the quality or integrity of the traditional approach to a college education must be avoided.

- Prose and examples of student, faculty, and alumni activities with strong counterculture or ideological overtones is unproductive and must be avoided.

- The notion of "freedom" at Hampshire is widely misunderstood in the marketplace and talk about it in admissions communications sends the wrong signals to many prospects. It should therefore be avoided.

- The complexity of Hampshire's academic structure is beyond the understanding of most high school students and diverts attention from the substance of academic life at Hampshire. Explanations of Hampshire's academic system must therefore be simple and brief and always placed in the context of academic excellence.

- The graphic style of all printed recruitment materials should be neat and disciplined. All publications should appear straightforward, uncluttered, ungimmicky, and be easy to follow. The essential editorial messages must come through clearly to a casual reader.
photography should be serious and purposeful, though
touches of humor could be entirely appropriate,
particularly where they indicate that Hampshire is able
to make fun of itself.

- Both the expectations of the vast majority of prospects
and possible anxieties about the value of a Hampshire
education in light of its cost, make it imperative that
graduation in four years be presented as the expected
norm for Hampshire students.

- All letters and telephone calls that are part of the system
must be carefully written and prepared so that they have
the right tone, focus on the appropriate information, and
do not appear to be "sales" calls or solicitations.
Telephone callers should have suggested guidelines,
scripts, and opening and closing lines that they can
combine in various ways to suit the interests of the
student they are calling. Whenever possible a telephone
caller should have relevant information about the student
to refer to during the conversation.
A general note about existing publications

The research findings discussed in this report, as well as the overall recruitment and communications strategies we have recommended, indicate that a number of Hampshire's existing admissions publications must be replaced. It is our recommendation that Whose Education is it Anyway? and To Know is Not Enough be eliminated and that the catalog be carefully edited. A new prospectus is also needed. Specific suggestions on new publications and revisions in the catalog and other communications materials are contained in the text of this report.

We recommend that the College appoint a small task force consisting of the director of admissions, his chief deputy, and two or three other key members of the administrative staff to evaluate admissions performance on a week-by-week basis. Once a potential problem is identified, the task force would develop an appropriate corrective strategy to be implemented by the admissions office.

We also recommend that all deans and senior administrative officers should meet with the task force monthly to review admissions performance.
III. Trends and Characteristics of the Market for Hampshire College
The market in the past decade

For the past three or four years educators have been staring at demographer's predictions of a 25 percent decline in the college age population by 1990 and bracing for the impending crisis.

Yet for Hampshire and all the colleges that depend on high-ability students from high-income families, the crisis began quietly over ten years ago when the population of high-ability students began a steady and, by now, precipitous decline.

In this report, we have defined the high-ability market in terms of SAT scores. While Hampshire does not rely heavily on SAT scores as a measure of academic potential and, in fact, admits students who have not tested well, the SAT score distribution of Hampshire's no-shows and incoming and current students indicates clearly that Hampshire is competing in largely the same market as more traditional selective colleges. For example, approximately 80 percent of Hampshire's current students reported SAT verbal and math scores of 500 or more. Students with scores above 500 are those that are most heavily recruited by the most prestigious colleges and universities. Indeed, the application patterns of Hampshire's no-shows and own students confirm that the College's chief competition comes not from other "alternative" colleges, but from more traditional colleges and universities. Because there is no
significant and readily identifiable pool of students with high academic promise and low SAT scores that Hampshire could tap as a new market, for our purposes SAT scores serve as the most reliable measure of Hampshire's market.

An examination of the high-ability market as measured by SAT scores indicated clearly that Hampshire has been competing in a shrinking and, therefore, increasingly competitive market for the entire past decade.

As Table 1 indicates, between 1972 (the year the College Board first published national reports on SAT test results) and 1981, the number of SAT takers nationally (a close approximation of the actual number of college-bound students) declined by only 2.8 percent. Yet in the same period, the number of students with SAT verbal scores of 600 or more fell by over 40 percent; and those with verbal scores of 500 or more by 28 percent. The pattern is the same, although not quite as severe, when traced by SAT math scores. Between 1972 and 1981, the number of students with math scores of 600 or more decreased by over 21 percent; the number scoring 500 or more nearly 14 percent.

When ability to pay is taken into account, the data is even more ominous. Today there are fewer than 24,000 high school seniors in America with average SAT scores of 500 or more who estimate that
their parents can afford to pay more than $10,000 annually for their education. Similarly, in 1981 over 70 percent of the students with average SAT scores over 500 estimated that their parents could contribute no more than $3,000 annually to their education.

These, of course, are national trends, and one could hope that the news closer to home would be more heartening. But a review of the trends in Hampshire's two most important regional markets, New England and the Middle Atlantic states, is no less disconcerting.

As Table 3 reveals, the number of students taking the SAT's in New England increased by over 6 percent between 1972 and 1981. Yet, the number with SAT verbal and math scores over 500 fell by 14 percent and 2 percent respectively. In the Middle Atlantic states, with the total pool of SAT takers staying nearly even between 1972 and 1981, the number of students with verbal and math scores over 500 fell by 21 percent and nearly 11 percent respectively. While New England's share of the national pool of high scoring students actually increased somewhat during this period, as Table 4 indicates, the Middle Atlantic states' share declined. Even more important, as Table 5 shows, Hampshire's key New England and Middle Atlantic
markets when compared to other regions have a disproportionately low share of high scoring students who estimate their parents can contribute $10,000 or more a year to their education.*

All these numbers point to one inescapable conclusion. Hampshire's market has been steadily shrinking throughout the decade. The consequences are evident in the College's own recruitment statistics. While a relative handful of the most prestigious, nationally renowned colleges have held their own in the increasingly competitive market, Hampshire's position has been growing steadily weaker.

*Regional comparisons based on SAT scores are skewed somewhat in favor of those states, primarily in the West, where fewer college-bound students take the SAT's, especially lower-scoring students not bound for selective private or public institutions. However, examining gross trends for students who are the most likely candidates for "selective" private colleges, the comparisons are instructive.
Table 1

Numbers of students in the nation testing within various SAT score ranges, 1972 and 1981

<table>
<thead>
<tr>
<th>Score range</th>
<th>Verbal</th>
<th>Math</th>
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<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Change</td>
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<tr>
<td>750 - 800</td>
<td>2,817</td>
<td>2,041</td>
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<tr>
<td>700 - 749</td>
<td>14,743</td>
<td>8,221</td>
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<td>650 - 699</td>
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<td>101,572</td>
<td>68,307</td>
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<tr>
<td>500 - 549</td>
<td>138,183</td>
<td>118,146</td>
</tr>
<tr>
<td>Below 500</td>
<td>666,435</td>
<td>737,981</td>
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<td>TOTAL</td>
<td>1,022,820</td>
<td>994,046</td>
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<td>600+</td>
<td>116,630</td>
<td>69,612</td>
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<tr>
<td>500+</td>
<td>356,385</td>
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</table>

Table 2

Number of students in 1981 who estimated their parents could contribute $10,000 or more annually to their education, by SAT verbal and math average score range

<table>
<thead>
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<th>SAT score average</th>
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<td>650+</td>
<td>3,294</td>
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<tr>
<td>600 - 649</td>
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<td>550 - 599</td>
<td>6,832</td>
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<tr>
<td>500 - 549</td>
<td>8,961</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>23,539</strong></td>
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Table 3

Number of students in various SAT score ranges, New England and Mid-Atlantic States, 1974 and 1981

<table>
<thead>
<tr>
<th>Score range</th>
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<td></td>
<td>Verbal</td>
<td>Number</td>
<td>Change</td>
<td>Math</td>
<td>Number</td>
<td>Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>600+</td>
<td></td>
<td>11,003</td>
<td>7,994</td>
<td>-27.3%</td>
<td>17,654</td>
<td>15,654</td>
<td>-11.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500+</td>
<td></td>
<td>35,208</td>
<td>30,173</td>
<td>-14.3%</td>
<td>47,121</td>
<td>46,169</td>
<td>-2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 500</td>
<td></td>
<td>76,113</td>
<td>87,984</td>
<td>+15.6%</td>
<td>64,186</td>
<td>71,903</td>
<td>+12.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>111,321</td>
<td>118,157</td>
<td>+6.1%</td>
<td>111,307</td>
<td>118,072</td>
<td>+6.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score range</th>
<th>Mid-Atlantic</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verbal</td>
<td>Number</td>
<td></td>
<td>Math</td>
<td>Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>600+</td>
<td></td>
<td>32,719</td>
<td>22,465</td>
<td>-31.3%</td>
<td>56,795</td>
<td>44,760</td>
<td>-21.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500+</td>
<td></td>
<td>105,469</td>
<td>83,524</td>
<td>-20.8%</td>
<td>147,539</td>
<td>132,080</td>
<td>-10.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 500</td>
<td></td>
<td>229,607</td>
<td>254,744</td>
<td>+10.9%</td>
<td>187,484</td>
<td>205,906</td>
<td>+9.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>335,075</td>
<td>338,268</td>
<td>+1.0%</td>
<td>335,023</td>
<td>337,986</td>
<td>+0.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Taking Test (of National Total)</th>
<th>Total Scoring 500+ (of National Total)</th>
<th>Total Scoring 600+ (of National Total)</th>
<th>% Change in Total Scoring 500+</th>
<th>% Change in Total Scoring 600+</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>111,321 (11.3%)</td>
<td>35,208 (11.3%)</td>
<td>11,003 (11.1%)</td>
<td>-14.3%</td>
<td>-27.3%</td>
</tr>
<tr>
<td></td>
<td>118,157 (11.9%)</td>
<td>30,173 (11.8%)</td>
<td>7,994 (11.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Atlantic</td>
<td>335,075 (3.0%)</td>
<td>105,469 (33.9%)</td>
<td>32,719 (33.1%)</td>
<td>-20.8%</td>
<td>-31.3%</td>
</tr>
<tr>
<td></td>
<td>338,268 (3.7%)</td>
<td>83,526 (32.5%)</td>
<td>22,465 (32.3%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midwest</td>
<td>154,484 (15.7%)</td>
<td>55,655 (17.9%)</td>
<td>18,408 (18.6%)</td>
<td>-26.2%</td>
<td>-35.9%</td>
</tr>
<tr>
<td></td>
<td>125,606 (12.6%)</td>
<td>41,065 (16%)</td>
<td>11,797 (16.9%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South</td>
<td>151,126 (15.4%)</td>
<td>39,852 (12.8%)</td>
<td>12,385 (12.5%)</td>
<td>-0.9%</td>
<td>-18.8%</td>
</tr>
<tr>
<td></td>
<td>179,916 (18.1%)</td>
<td>39,491 (15.4%)</td>
<td>10,059 (14.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southwest</td>
<td>53,126 (5.4%)</td>
<td>16,548 (5.3%)</td>
<td>5,364 (5.4%)</td>
<td>-9.1%</td>
<td>-26.9%</td>
</tr>
<tr>
<td></td>
<td>62,499 (6.3%)</td>
<td>15,142 (5.9%)</td>
<td>3,919 (5.6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West</td>
<td>128,324 (13.9%)</td>
<td>43,818 (14.1%)</td>
<td>14,163 (14.3%)</td>
<td>-6.5%</td>
<td>-28.8%</td>
</tr>
<tr>
<td></td>
<td>143,994 (14.5%)</td>
<td>40,981 (14.1%)</td>
<td>11,499 (16.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>985,247 (31.5%)</td>
<td>311,246 (25.8%)</td>
<td>98,766 (10%)</td>
<td>-17.7%</td>
<td>-29.5%</td>
</tr>
<tr>
<td></td>
<td>994,004 (29.8%)</td>
<td>256,065 (20%)</td>
<td>69,612 (7%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5

Students estimating parental contribution of $10,000 or more with SAT scores of 500+, by region, 1981

<table>
<thead>
<tr>
<th></th>
<th>All students</th>
<th>% of 500+</th>
<th>% of 600+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in report</td>
<td>national</td>
<td>10,000+</td>
</tr>
<tr>
<td>National</td>
<td>994,333</td>
<td>23,539</td>
<td>7,746</td>
</tr>
<tr>
<td>New England</td>
<td>118,192</td>
<td>11.9%</td>
<td>2,214</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.4%</td>
<td>840</td>
</tr>
<tr>
<td>Mid-Atlantic</td>
<td>338,473</td>
<td>34.0%</td>
<td>6,601</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28.0%</td>
<td>2,447</td>
</tr>
<tr>
<td>Mid-West</td>
<td>125,708</td>
<td>12.6%</td>
<td>4,196</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.8%</td>
<td>1,402</td>
</tr>
<tr>
<td>Southwest</td>
<td>62,500</td>
<td>6.3%</td>
<td>1,777</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.5%</td>
<td>502</td>
</tr>
<tr>
<td>South</td>
<td>179,925</td>
<td>18.1%</td>
<td>3,629</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16.4%</td>
<td>985</td>
</tr>
<tr>
<td>West</td>
<td>144,010</td>
<td>14.5%</td>
<td>4,166</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.7%</td>
<td>1,249</td>
</tr>
<tr>
<td>New York</td>
<td>141,305</td>
<td>14.2%</td>
<td>2,664</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.3%</td>
<td>1,076</td>
</tr>
</tbody>
</table>

HAMPShIRE'S PERFORMANCE IN THE MARKET

Hampshire has fared badly in the declining market for high-ability students. Analysis of a number of key performance statistics for the period between 1971 and 1982 indicates how substantial the deterioration has been in the College's recruitment situation:

- Inquiries fell from an average of about 6,150 in the period between 1971 and 1976 to an average of roughly 5,580 between 1977 and 1981.

- Applications declined from a high of 2,780 in 1972 to a low of 1,024 in 1981, a decrease of 63 percent.

- Selectivity, the proportion of students admitted from the applicant pool, has worsened from an average of about 50 percent between 1972 and 1976 to an average of about 80 percent between 1977 and 1981.

- Yield, the number of matriculants enrolled from the pool of admitted students, has decreased from an average of about 74 percent through 1976 (an exceptional yield for any college) to an average of 52 percent since 1977.

How do our figures compare to other colleges on site?
The proportion of full-paying students has decreased from a high of about 84 percent in 1977 to a current low of less than 60 percent.

The graphs on the following pages illustrate these trends. They indicate that the College is attracting a decreasing share of a shrinking market. In the past ten years Hampshire has fallen from a position as one of the nation's most selective colleges to where it is now forced to admit all but the very weakest candidates. While concerted efforts by the admissions office have somewhat compensated for the decline in applications, the College has been sliding in a diminishing market.

The potential consequences of the deterioration of Hampshire's recruitment strengths are grave. Our conversations with faculty members indicate their belief that Hampshire is now forced to admit too many students who are academically and personally ill-equipped for the very rigorous demands Hampshire makes on them. As a consequence, a disproportionate amount of faculty time and effort is expended on marginal students and, in the view of many faculty and students, the morale of the entire campus is adversely affected.
THE MARKET IN THE YEARS AHEAD

From the demographer's point of view, the next decade looks just as bleak as the last for selective private colleges. By 1985 the number of college-age students nationally will have fallen by about 12 percent. Of course, since Hampshire's students are drawn disproportionately from the Northeastern United States and from families with "upscale" socio-economic characteristics, the national projections are misleading. In fact, a more specific examination of demographic trends reveals that the situation for Hampshire is even more serious than the national figures indicate.

Over 65 percent of Hampshire's matriculants come from five states: New York, Massachusetts, Connecticut, New Jersey, and Pennsylvania, with 25 percent coming from New York State alone. By 1985 the number of 18-year olds in these states, as shown in Table 6, will have fallen by 15.6 percent from 1975 levels, with the largest decline, 22 percent, in New York State. (Most of the decline will occur between now and 1985). *

One other demographic indicator underscores what is happening to the market for selective private colleges. If any generalization can be made about Hampshire's students, it is that they are drawn disproportionately from the white, upper middle class. Their parents are well educated, positioned well in the occupational structure, and
financially well-off. It is logical, therefore, to assume that the future of the College in terms of numbers of potential applicants is linked to the fertility of families with higher socio-economic status.

Currently available evidence indicates that a substantial decline in the fertility rates of more highly educated women occurred in the first five years of the last decade. Table 7 shows that between 1969-71 and 1974-5 the fertility rates of white women who completed college declined more sharply than did the fertility rates of women with less education. The same patterns are revealed for white women with higher incomes, who live in the suburbs, and who live in the Northeast. Since these characteristics describe the families of most Hampshire students, it seems evident that an already bleak demographic picture is in fact even more discouraging than at first appears.

The implications of these facts for Hampshire are clear. Since 80 percent of all students who now apply are admitted, any substantial decline in applications is likely to have a direct effect on enrollment as well as further undermine the quality of entering students and of academic life. With the total pool of possible prospects steadily falling through this decade, Hampshire will have to realize significant gains in the number of applications simply to maintain current enrollment and quality. A major improvement in quality and selectivity would require a dramatic increase in the number of applications.
Table 8 indicates the likely impact on Hampshire of the projected decline in the population of high school age students.

Column C of the table shows the percentage change in each of the states from which Hampshire now draws a significant number of applications. Column D projects the number of applications Hampshire should now be getting to offset the decreases shown.

There are a number of good reasons to treat these projections as minimums. First, they are based on the assumption that Hampshire's yield will remain the same. Second, they assume that the proportion of students choosing private colleges will not decrease.

These assumptions are questionable at best. If Hampshire successfully reaches more high-ability students, it must expect the yield for them to be lower than it is for students of modest ability. As our research findings show, the case for Hampshire is more difficult to make to high-ability students and, in addition, these students are more likely to have a variety of other good options open to them.

It is also very difficult to measure what impact the economy and changing federal financial aid policies are likely to have on students' educational decisions. Our findings indicate that cost is already a
significant problem for Hampshire and other high-cost private colleges. Continuing high inflation coupled with continuing restrictions on federal student aid programs could reduce further the number of students and parents who consider Hampshire.

To summarize, we believe that a conservative analysis of Hampshire's current admissions and market situation indicates that the College will have to realize increasing gains in applications to maintain current enrollment and very substantial increases in applications if it is to improve student quality.

Table 9 indicates the number of applications Hampshire should now be getting to achieve increased selectivity at various levels of yield and to offset the probable impact of population declines on applications. The table suggests a target range for applications that we believe should serve as a goal for the admissions office over the next four to five years. A reasonable objective would be to increase applications by 35 to 40 percent.

We offer these calculations to indicate how close to the margin Hampshire is now functioning. Obviously, Hampshire would have to maintain applications at current levels in a steady state market without changes in selectivity or yield. In a shrinking market, Hampshire has to increase its market share (or create a new market). To improve yield and selectivity, applications will have to
rise substantially over what would be required merely to maintain the status quo.

Can Hampshire increase its market share and/or create a new market? We believe it can, but only if there are major and far-reaching changes in the way the College conducts its student recruitment marketing efforts and presents its case to students, parents, counselors and others who influence college choice.
Table 6
Projected Changes in the 18-year-old population, by State 1975 -1985

<table>
<thead>
<tr>
<th>State</th>
<th>1975</th>
<th>1985</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>317,130</td>
<td>245,869</td>
<td>-22.4%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>114,180</td>
<td>97,511</td>
<td>-14.5%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>56,100</td>
<td>52,704</td>
<td>-6.1%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>123,750</td>
<td>111,260</td>
<td>-10.1%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>213,840</td>
<td>172,736</td>
<td>-19.22%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>825,000</td>
<td>680,080</td>
<td>-17.5%</td>
</tr>
<tr>
<td>National</td>
<td>4,100,250</td>
<td>3,600,967</td>
<td>-12.2%</td>
</tr>
</tbody>
</table>

### Table 7

Percent decline in fertility rate for white women, 1957-1967 and 1969-71 to 1974-75

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9 years</td>
<td>-18%</td>
<td>- 5%</td>
</tr>
<tr>
<td>9 - 11 years</td>
<td>-33%</td>
<td>-14%</td>
</tr>
<tr>
<td>12 years</td>
<td>-30%</td>
<td>-16%</td>
</tr>
<tr>
<td>13 - 15 years</td>
<td>-35%</td>
<td>-22%</td>
</tr>
<tr>
<td>16+ years</td>
<td>-29%</td>
<td>-24%</td>
</tr>
</tbody>
</table>

Source: Rindfuss and Sweet, 1977: 189
<table>
<thead>
<tr>
<th>A. State</th>
<th>B. Approx. no. current apps. to Hampshire</th>
<th>C. Change in high school population by 1985</th>
<th>E. Applications from state Hampshire should now be getting to offset change</th>
<th>Applications needed to maintain enroll. at current level and improve selectivity at 50% yield*</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>265</td>
<td>-22.4</td>
<td>341</td>
<td>545</td>
</tr>
<tr>
<td>Connecticut</td>
<td>115</td>
<td>-6.1</td>
<td>122</td>
<td>195</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>165</td>
<td>-14.5</td>
<td>193</td>
<td>308</td>
</tr>
<tr>
<td>New Jersey</td>
<td>90</td>
<td>-10.1</td>
<td>100</td>
<td>160</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>75</td>
<td>-19.2</td>
<td>93</td>
<td>148</td>
</tr>
<tr>
<td>All others</td>
<td>340</td>
<td>-12.2</td>
<td>387</td>
<td>619</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,050</strong></td>
<td><strong>-15%</strong></td>
<td><strong>1,236</strong></td>
<td><strong>1,975</strong></td>
</tr>
</tbody>
</table>

*Selectivity at 50%
Table 9

Applications Hampshire should now be getting to offset projected population decline and to maintain current enrollment at various levels of yield and selectivity.*

<table>
<thead>
<tr>
<th>Yield</th>
<th>80%</th>
<th>70%</th>
<th>60%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>1,029</td>
<td>1,176</td>
<td>1,372</td>
<td>1,647</td>
</tr>
<tr>
<td>50%</td>
<td>1,236</td>
<td>1,411</td>
<td>1,647</td>
<td>1,975</td>
</tr>
<tr>
<td>40%</td>
<td>1,544</td>
<td>1,764</td>
<td>2,058</td>
<td>2,470</td>
</tr>
</tbody>
</table>

*Assuming 420 new matriculating each year
CHARACTERISTICS OF THE MARKET THAT AFFECT RECRUITMENT

Hampshire's role as an unconventional college is both the source of its current recruitment difficulties and an opportunity for a way out of them. Hampshire has had, since its first days, an educational philosophy and mission that gave it, to use a much overused marketing term, "position" in the marketplace. In the College's earliest years, its distinctiveness was an exceptional marketing advantage because it seemed in harmony with many of the hopes and aspirations of the generation of students who went to college in the late 1960's and early 1970's. However imperfectly students of that generation may have understood what Hampshire was all about, so many of them were interested in the College that the mere numbers guaranteed Hampshire a measure of selectivity in admissions that helped ensure a good match between those who were admitted and the College's special educational mission.

In the past decade, as has been often noted, the market moved away from Hampshire. The research findings indicate clearly that today Hampshire's distinctiveness is related to perceptions that are major recruitment liabilities.

While many of the perceptions about Hampshire uncovered in our research have some basis in fact, we believe that Hampshire's
fundamental educational mission is badly misunderstood. Too many prospective students reject Hampshire for the wrong reasons and too many students who enroll choose Hampshire for the wrong reasons. Our research findings and our discussions with Hampshire faculty, students, and staff indicate that many students end up at Hampshire because they have rejected the alternatives. In other words, they have selected Hampshire for what it is not, rather than what it is.

Over the past decade, Hampshire has been painted into a corner. A college that was designed around the most demanding and most venerated academic traditions — independent study and rigorous intellectual collaboration between student and teacher — is now seen in the marketplace as academically second-rate. Hampshire is not highly regarded for the rigor, quality, or intensity of its academic and intellectual life, nor for the substantive strengths of its academic programs. Instead, Hampshire's attributes are associated wholly with process and style — freedom of choice in program selection, absence of requirements, its non-competitive environment, its evaluation system, and its political and social activism. This preoccupation with process and style has disguised Hampshire's fundamental strength: that it exists for the purpose of providing an environment where students can undertake first-rate scholarship and creative work through individualized programs, interdisciplinary study, genuine original research and original artistic work, and study in emerging fields.
One of the most consistent patterns evident in the research findings as one moves across the continuum from high school seniors, through inquiries and no shows, to incoming students and current students, is that the relative importance attached to style and process increases dramatically. While one would expect to find that to a degree at Hampshire, the evidence is persuasive that the differences across the continuum are so substantial that Hampshire is now positioned at the very fringe of the market. As a consequence, its pool of prospects is simply too small. The reason Hampshire is so positioned has much to do with a fundamental paradox uncovered in the research: while high school students personally prize many of the characteristics associated with Hampshire, they tend to judge academic desirability by more traditional measures.

These are the highlights of some relevant survey findings that substantiate these points:

- Among the eight "benchmark" colleges which respondents were asked to evaluate, Hampshire was judged to have the lowest overall academic quality, with only 7 percent of the seniors rating it excellent. Disturbing as that is, a breakdown of the total responses reveals more bad news. Independent school graduates, potential social science/humanities majors, students from families with incomes over $60,000, and residents of New England
rated Hampshire's academic quality least favorably. Conversely, the most favorable ratings were given by public school graduates, students with low SAT scores, potential math/science majors, students from lower-income families, and students living outside Hampshire's primary Northeast market.

Among the explanations volunteered by no-shows and inquirers for not attending or applying to Hampshire, considerations related to academic quality were cited by nearly half the sample. Next most frequently cited were considerations of cost and references to the nature of the students at Hampshire. A fifth of the inquirers and no-shows also cited lack or absence of structure, with this factor most frequently cited by inquirers.

Guidance counselors associate Hampshire most strongly with the Five College consortium, allowing students freedom of choice, individual attention to students, and a non-competitive atmosphere. Conversely, compared to its competitors, Hampshire is least often associated with a good academic reputation, high prestige, and good pre-professional preparation.
Freedom of choice, absence of requirements, absence of grades and exams, and its "unorthodox" approach were among the most important attractions of the College volunteered by incoming and present Hampshire students. While named less often by no-shows and inquirers, these and other characteristics relating to Hampshire's educational form and structure were consistently the most important attractions of the College for all the student groups studied. (It is revealing that freedom of choice and absence of requirements were cited by even higher percentages of students who transferred out and dropped out of Hampshire.) Specific references to educational content and academic quality were made by many fewer respondents among all the student groups surveyed.

Among the factors that strongly influenced students toward Hampshire, questions of educational style and approach were cited most frequently. The strengths of particular programs in the arts, humanities, social sciences and natural sciences were cited less frequently, with the arts cited by more respondents than any other academic category.
When asked to evaluate the characteristics of various approaches to undergraduate education, over half of the high school seniors interviewed associated low academic quality with a college that encourages creativity and evaluates students on the basis of faculty comments rather than exams and grades. Moreover, 22 percent of the seniors interviewed identified Hampshire with this "creative" model. Only 17 percent identified Hampshire with an independent study model. Perhaps more important, only 8 percent of the seniors identified the creative model as the most rigorous and demanding academic environment. While 22 percent identified the independent study model as the most demanding academically, a large majority (60 percent) cited the traditional college model as the most rigorous.

- Juniors, no-shows, and inquirers all rate quality of academic program in their area of interest, overall academic reputation, impressions of a campus, course and program variety, and the amount of personalized attention given to students by faculty and staff as the most important college selection criteria. Degree of freedom in course selection, opportunities for independent study, availability of unusual programs, alternative approaches to education and other qualities
most closely identified with Hampshire did not rank among the most important selection criteria.

The kind of self-selection that is going on among Hampshire applicants is revealed by the fact that less than 20 percent of Hampshire's incoming and current students see a need for post-graduate study immediately after college. This compares to about 50 percent for the inquirer and senior samples. Fully 31 percent of the incoming Hampshire students interviewed see no need for post-graduate study at all. Understandably, Hampshire's students consider career preparation and preparation for graduate and professional school as far less important objectives of college than the senior, inquirer and no-show samples.

28 percent of Hampshire's incoming students (and 35 percent of incoming students with lower SAT scores) expect to take time off from college, compared to 5 percent of the senior sample and 16 percent of no-shows.

When asked to cite the importance of a variety of factors for not attending or applying to Hampshire, no-shows most frequently cited lack of structure in academic programs, expense, and social life. Moreover, significant
numbers also cited Hampshire's academic rating, the feeling that Hampshire would be too much of a change, the fact that too many students do not graduate, excessive personal responsibilities, and the difficulty of transferring. Among inquirers, lack of structure and programmatic weaknesses were cited most often. Permissiveness, inability to judge how you are doing academically, the feeling that Hampshire would be too much of a change, excessive personal responsibility, the fact that too many students do not graduate, and that Hampshire has "too many oddballs," were also considered relatively important factors.

- Hampshire's own students do not entirely disagree with the outside perception of the College's shortcomings. Among the areas identified most frequently as problem areas were feedback about academic performance, the amount of personal guidance, student characteristics and qualities, lack of academic rigor, the quality of the arts and language programs, cost, the excessive political and social commitment of the students and faculty, and the amount of career guidance. The high turnover of the student body was identified as the most important problem, with 52 percent of the Hampshire students interviewed citing it as a problem or serious problem.
When the importance of various student expectations for college are compared against Hampshire's fulfillment of those expectations, only Hampshire's delivery on the Five College program and the opportunity to have a single room exceeded expectations.

When asked to evaluate Hampshire's advantages versus those of more traditional colleges, Hampshire students rated traditional colleges more highly on practical matters such as preparation for graduate school, a sense of how you are doing academically, getting a job, and transferring credits. Hampshire was rated highly on fostering personal values such as maturity and self-reliance.

There is some selective evidence that parents are less favorably disposed toward Hampshire than toward more traditional colleges. Overall survey findings indicate that parents as a rule prefer a more conservative approach to education than that offered at Hampshire. Other evidence indicates that a significant number of parents try to discourage their child's interest in Hampshire. For example, 21 percent of the self-initiated inquirers said their fathers discouraged them from applying to
Hampshire, while only 22 percent said their fathers encouraged them to apply. And more Hampshire-solicited inquirers said their mothers discouraged them from applying than those who said their mothers encouraged an application. Perhaps even more important is that overwhelming numbers of inquirers and no-shows said that their parents, counselors, and friends at school felt that their decision not to apply or not to attend Hampshire was a wise one.

Among all the positive qualities associated with Hampshire by seniors, inquirers, no-shows, and Hampshire's own students, the Five College consortium was consistently the most important. The Five College program and the association with the other institutions seem to give Hampshire an appeal that it lacks in its own right.

The results of the Five College study undertaken by Patricia Miller also corroborate a number of our principal findings. Students of the other colleges in the group judge Hampshire to have the least academic rigor. (They are also uncomfortable with the College's political and physical environment.) Although students in the other colleges who have taken courses at Hampshire judge it
more favorably, nearly half of those who had taken Hampshire courses thought them to be generally easy. More Hampshire students cited "taking more difficult courses" as a reason for enrolling in courses at one of the other colleges than did the students from any of the other four, and more Hampshire students said their exchange courses were more difficult relative to the courses on their own campus than did the students from all the colleges except the University of Massachusetts.

Hampshire has long cited the degree to which self-selection has been a major factor in its recruitment. These research findings, we submit, indicate that too much self-selection has come into play. To the degree that it is known, Hampshire has become identified in the market as a counterculture college, when it should be seen as the college designed for first-rate undergraduate scholarship. It is identified with a lack of structure, absence of requirements, and with offering much personal and academic freedom, yet none of these features are identified in the marketplace with academic quality. If Hampshire's perceived academic quality was beyond question, prospective students, parents, and counselors would more readily accept the College's seeming eccentricities. With the College's academic quality in doubt, Hampshire's unorthodoxy is seen as a problem. Many students interviewed by us on-campus felt they had taken a risk in choosing Hampshire. And as so many faculty
pointed out to us, students who do choose Hampshire out of the
desire to reject a more traditional college rather than for some
positive reason, often find Hampshire extraordinarily difficult. The
paradox they discover is that Hampshire requires them to be more
responsible than would a more traditional college.

A statement in Hampshire's first catalogue, published in 1970, titled
"What Hampshire College is Not" is revealing. The statement makes
seven points about Hampshire:

1. "Hampshire does not assume that a student can pursue
   only his self-defined interest in the College."

2. "Hampshire does not assume that a student is the only
   reasonable judge of his own educational progress."

3. "The system of not assigning grades in courses is a means
   of achieving higher standards, not a guarantee that any
   minimal amount of work will do."

4. "Hampshire does not assume that the intellectual
   tradition of the West is irrelevant to the growth and
   development of its students or to the solution of pressing
   social problems."
5. "Hampshire will not assume that all of its students are capable of full independent work from the first day of their stay at the College."

6. "Hampshire does not assume that field work is separate from theoretical work."

7. "The Hampshire governance arrangements will not be egalitarian; they will be hierarchical."

It is our view that in the eyes of the marketplace, Hampshire has become what these statement indicate it did not intend to be. What is important is that from the first, Hampshire was defensive with its communications. Defensiveness invites trouble. It is self-defeating to invest promotional effort into arguing against negative perceptions. Where positive reasons for coming to Hampshire are sufficiently persuasive, students will come in spite of any lingering questions about the difference between Hampshire and more traditional colleges.
NEW STRATEGIES FOR HAMPSHIRE'S STUDENT RECRUITMENT COMMUNICATIONS

Having recited so many discouraging factors, we should state quickly that we believe Hampshire can attract both the quantity and quality of applicants that will preserve and enhance the College's educational and fiscal strengths. But no one should be deceived that the task will be easy. It will require, we believe, the involvement and cooperation of the entire campus. Recruitment will have to become the College's number one priority and concern.

What the situation demands is a dramatic shift in the substance and style of Hampshire's communications with its recruitment constituencies.

We noted earlier that Hampshire's distinctiveness among colleges is both the reason for its current vulnerability in the marketplace and the source of its potential strength. The need is for Hampshire to capture a far larger share than it now does of the shrinking high-ability market. It is extremely difficult to increase your market share and significantly improve your position when you are one among many competitors, all essentially indistinguishable from each other. As emphasized in the report of Hampshire's long-range planning committee, Hampshire does not have that problem, and it would make little sense for Hampshire to move in the direction of
trying to look like everyone else just when everyone else was casting about trying to look different. The College's history, its philosophy, its programs, its campus, and, most important, the interests and orientation of its faculty, all make Hampshire "different."

It is worthwhile to speculate for a moment about how perceptions of Hampshire's "difference" might have changed in the last decade. Even though we have no attitudinal data from Hampshire's first years we can be certain that with nearly 2,800 applications and a 74 percent yield from its pool of admitted students Hampshire would not then have received the relatively low academic quality ratings that it now does among high school seniors. Quite the contrary, Hampshire might well have been seen as an "honors college" for exceptional students capable of working more independently and of crossing disciplinary boundaries more freely than traditional curricula allowed. An "experimenting" college a decade ago would not have been thought antithetical to an elite college. In fact, Hampshire was associated directly with a group of the most highly regarded institutions in the country, and as such appeared to combine the best of both worlds: freedom and flexibility together with the prestige of several of New England's most respected schools.

What has happened in the intervening years? Traditional values have reasserted themselves in the marketplace. Career and financial
concerns driven by fears of the narrowing of opportunities for young men and women in the forseeable future have made students and parents conservative in their evaluation of schools, and the notion of experimentation in education has lost much of its appeal. Yet it is important to remember that it is not orthodoxy and rigidity in themselves that students and parents value. It is assured academic quality that they seek. Brown, which rates so highly on the scale of perceived academic quality, is not being hurt in the marketplace by its absence of requirements and the great latitude it allows students in structuring their programs.

The point of all this is that Hampshire must not, should not, and need not disguise itself as a traditional college. What it must do is dramatically reassert its academic quality. In order to accomplish this goal, we propose the following:

1. Hampshire must present itself as an "honors" college for highly motivated, ambitious students — a college structured to encourage intellectual and artistic work at the highest level. The Five College consortium is central to the notion that Hampshire is an "honors" college and Hampshire must make its links with the Five Colleges a central marketing theme.
2. The kinds of intellectual and personal skills and values a Hampshire education develops must be spelled out clearly and concisely, both in descriptive language and in concrete examples.

3. The academic rigors of the Hampshire experience must be explained and detailed carefully and thoroughly. Students must believe that Hampshire will be academically demanding and difficult and will require hard work and dedication. Students who are seeking to evade responsibility or who wish to find a college that will not demand much of them should be warned away in every communication.

4. Explanations of the College's unique academic structure and methods must be abbreviated and simplified. Moreover, they must always be explained as a means of enhancing intellectual rigor and academic quality, not as an end in themselves. Descriptions of the Hampshire system must not be presented as a rejection of other educational approaches. Instead, Hampshire's educational approach must be described as the logical structure for college for exceptional students, as a means to the development of the intellectual skills and personal values a student will need to make a contribution in a world
which will have increasing need of creative people who can work independently and confront issues that do not fall neatly within the confines of traditional disciplines.

5. Hampshire must be presented as a small college within a large "university," constituted by the Five Colleges. Therefore, the Five Colleges must be exploited as fully as possible in all admissions communications and the specific ways in which Hampshire students use its academic resources should be major points of emphasis.

6. Primary attention must be given to academic programs in all contacts with applicants. Admissions publications must present academic content in considerable detail and admissions officers must be fully conversant with all academic programs of the College. Hampshire must come to be known for its academic quality in specific fields and in novel, interdisciplinary endeavors.

7. In all contacts and especially in the campus visit, prospects must be given a carefully orchestrated and stimulating introduction to the College's intellectual rigor and vitality.
8. **The language and style of Hampshire's communications should be non-ideological and have a scholarly tone.** The College must eschew citing examples of student work or alumni achievements that would be thought eccentric or as representing "counter-culture" interests.

9. **More emphasis must be given to what students have accomplished academically at Hampshire.** This should be done largely through detailed descriptions of student programs.

10. **The faculty must be much more actively involved in the admissions process both in on-campus visits and in contact with students in key feeder and prospect schools.**

11. **The College needs to send an immediate and clear signal to the marketplace that it is committed to high intellectual and academic standards.** At the same time, it needs to do more to screen out students who are not academically qualified to succeed at Hampshire.

12. **Hampshire must do more to identify and cultivate talented high school juniors and to involve them directly in the intellectual life of the College.**
Most of the general recommendations enumerated above, as well as the more detailed recommendations that follow in the subsequent sections of this report, deal with questions of emphasis, organization, and style in Hampshire's recruitment. We not only feel these are crucial to the school's future but also believe strongly that they can be implemented without any fundamental changes in Hampshire's educational approach. Indeed, we believe that far-reaching educational changes would be counter-productive.

Nonetheless, a number of the research findings can provide some guidance on the reforms now being considered by the College, especially those detailed in the long-range plan. Although recommendations on educational matters are beyond the scope of this study, in a subsequent section we will enumerate the implications of our findings for many of the proposed ideas for Hampshire's future, especially those bearing on retention. But our primary concern is the orchestration and organization of Hampshire's marketing efforts. We are convinced these will largely determine the College's success in expanding and improving its applicant pool.
IV.

ACADEMIC-RELATED MARKETING STRATEGIES
Student judgments about academic quality are shaped by a variety of factors and based on a number of criteria: a college's overall prestige among peers, parents, and counselors; the perceived strength of its academic offerings in specific fields; and the quality of the faculty. These are only a few of the criteria.

The research findings present persuasive evidence that many of Hampshire's recruitment difficulties are based on perceptions in the marketplace that Hampshire is academically weak and lacks academic rigor and standards. Since judgments about academic quality are the most important selection criteria, these perceptions must be changed if Hampshire is to improve its sagging competitive recruitment position.

Evidence gathered in the research indicates that Hampshire's academic reputation suffers from three interrelated problems:

1. Many of the characteristics most strongly associated with Hampshire — freedom in program selection, a non-competitive environment, a creative atmosphere, absence of grades or clearly defined academic requirements — are generally associated with colleges of lower academic quality.
2. There is very little awareness among prospective students of Hampshire's strengths in particular academic fields or areas. Although we have found in other studies that this problem is endemic to liberal arts colleges in general, it is compounded in Hampshire's case because the College lacks a strong overall academic reputation. Moreover, the field for which Hampshire has the highest recognition for quality, the arts, is the field that is most closely associated with academic weakness.

3. The characteristics that attract students to Hampshire also turn away many others. For example, freedom of choice and absence of requirements were among the attractions most frequently cited by incoming and current students, while lack of structure was most frequently cited by no-shows and inquirers as a factor that turned them away from Hampshire.

To summarize briefly the findings that underly the conclusions above:

- High school seniors, inquirers, and no-shows in our sample cited the quality of a college's program in their area of interest as the most important selection criterion.

Overall academic reputation and course/program variety
were cited the next most frequently by no-shows and inquirers.

- When asked to cite the factors that attracted them to Hampshire, less than 15 percent of all students interviewed, including Hampshire's own students, named academic quality. Most frequently cited were characteristics relating to Hampshire's educational form and structure.

- Likewise, when asked to cite reasons for rejecting Hampshire, majorities of no-shows and inquirers also named factors relating to Hampshire's educational form and structure. Moreover, nearly half the no-shows also cited considerations related to academic quality.

- Among the factors named that strongly influenced no-shows, inquirers, and incoming students toward Hampshire, the College's academic quality ranked far down the list. Most of the factors ahead of it on the list had to do with educational form and structure. Of the four broad academic fields offered at Hampshire, the strength of programs in the arts was cited most often as a factor that strongly influenced no-shows and incoming students toward Hampshire.
When asked to evaluate the importance of a variety of criteria used to assess academic excellence, no-shows and inquirers cited the quality of teaching by a college's faculty as the most important factor. Among the other criteria of excellence cited most often by no-shows and inquirers were the proportion of a college's students admitted to graduate and professional school, faculty eminence, opportunities for independent study, the difficulty of being admitted, and the jobs held by a college's graduates.

Only 7 percent of the seniors who had heard of Hampshire rated it academically excellent, the lowest such rating among the "benchmark" institutions with which Hampshire was compared. And as we have already pointed out, Hampshire received the poorest ratings for academic quality from the type of students it most needs: those from independent schools, high-income families, potential social science/humanities majors, and students from New England.

Yet our research findings also contain a curious paradox: although Hampshire is perceived to be academically weaker than its competitors, the College has many educational characteristics that students favor. For example:
Majorities of seniors, inquirers, and no-shows prefer no stipulated course requirements to a core curriculum, emphasis on intellectual growth and character development over graduate school and career preparation, innovative/interdisciplinary programs over traditional "compartmentalized" programs, and a teaching faculty over outstanding research scholars.

When asked to rate the importance of various expectations for college, the opportunity to explore and experiment in new areas, to gain breadth of experience, to think creatively, and to develop self-discipline were highly ranked by all student groups studied.

From this evidence, we are forced to conclude that while students seem to value many of the goals and characteristics of a Hampshire education in the abstract, their judgments about Hampshire’s academic quality are clouded and confused by the perceived disadvantages that are associated with Hampshire’s unusual educational approach. The overriding perception is that Hampshire lacks structure.

One additional bit of evidence also indicates that many prospective students simply do not understand Hampshire. In our interviews on-
campus many faculty agreed with the notion that Hampshire functions much in the same manner as a graduate school. Yet when evaluating the factors that attracted them to Hampshire, a very high percentage of no-shows, inquirers, and incoming students disagreed with the statement that "Hampshire is like a graduate school." We can conclude from this finding that many students know very little about Hampshire and/or very little about graduate school.

In spite of these perceptions, those associated with Hampshire know it offers students the opportunity to do intellectual and creative work of the highest quality. The students and faculty we interviewed on-campus emphasized over and over that Hampshire is extremely difficult, challenging, and rewarding, offering an opportunity for the kind of scholarship that most students do not think about until they reach the graduate level. Moreover, in a wide variety of specific fields, ranging from cognitive science and psychology to literature and cultural history, Hampshire has exceptionally strong programs that can compete in quality at the undergraduate level with the finest in the nation.

To attack the problem of academic quality, the course for Hampshire is clear. First, it must strengthen the perception in the marketplace that it has high academic standards. Second, it must give much greater attention in the admissions process to its specific strengths in individual academic fields. Third, it must give
prospects as much first-hand exposure as possible to Hampshire's intellectual vitality and academic rigor.

LINKING ACADEMIC EXPECTATIONS TO THE ADMISSIONS PROCESS

Tougher entrance requirements

In light of the College's relatively weak academic reputation and the sense that it lacks standards and structure, we believe Hampshire must take immediate and dramatic action that will send a clear signal to the marketplace that Hampshire has high academic expectations for its students. We recommend that Hampshire make a public announcement to secondary schools, counselors, and the educational press that it is making its admissions standards more demanding.

The explanation for this action would center on the fact that students are coming to college less well prepared today, with poorer writing, reading, and mathematical skills. Because of its unique educational system, with strong emphasis on independent study, interdisciplinary work, high standards of scholarship, and true student-faculty intellectual collaboration, Hampshire cannot admit poorly prepared students who lack strong motivation. The College
would state explicity to schools and counselors that weak or marginal students who might have been admitted in previous years will now be rejected unless the secondary school can make a very convincing case for the student that is not evident in his or her record.

Of course, after such an announcement is made, Hampshire will have to be prepared to reject more marginal students than in the past and to absorb possible losses in enrollment. It is our belief, however, that if such an announcement is handled carefully, whatever enrollment losses occur will be minimal and only temporary.

As a way of reinforcing the notion that Hampshire is toughening its standards, we also recommend that all applicants be required to take the SATs. Since all but a small number of current Hampshire students take the SATs anyway, this requirement would have little effect on individual admissions decisions. In fact, in communicating the SAT requirement, extra care should be taken to explain that SAT scores are but one factor in a complex and necessarily imperfect admissions process designed to determine which students are likely to make best use of Hampshire's singular opportunities.
The Application

The application itself provides another opportunity to reinforce Hampshire's commitment to academic quality and serious intellectual and creative work. In fact, many students we interviewed on-campus said they enjoyed completing the current Hampshire application because it was challenging and different.

Hampshire's current application gives students the choice of submitting an original essay on one of four broad subjects, an example of creative work, or an example of a major research paper or independent study project. Some of the essay topics have ideological overtones and, in our view, have a demeaning "current events" ring to them.

As an alternative we recommend that Hampshire require all applicants to write an essay on one of four carefully selected topics that provoke thought about the interrelationship of academic disciplines. One topic each would be suggested in the social sciences, humanities, natural sciences, and arts. Each essay topic would relate to a specific intellectual issue or question. Applicants would be provided with some background material on the issue material which they would be asked to read and analyze in preparing their essay. A syllabus of additional reading on the issue would also be provided.
The purpose of this exercise would be to try to introduce students to
the intellectual rigor that is central to the Hampshire experience,
much in the style of a Division I course. Moreover, the essay topics
suggested and reading material provided would reinforce the notion
that Hampshire is an unusually demanding and stimulating college.

In addition to the essay, all candidates would also be required to
submit a personal statement, as is now the case. Furthermore, they
would be required as well to submit either an example of a major
research paper, independent study project, or significant creative
work.

Campus visits and visiting days

Consistent with our research findings in studies for other colleges,
students rate the campus visit the most important form of
communication with prospective colleges. 77 percent of the high
school seniors and 80 percent of the incoming Hampshire students
judged the campus visit important. Moreover, over 85 percent of all
the student groups studied visited at least one campus, with 88
percent of Hampshire's incoming students having visited Hampshire.

Because of the way Hampshire is organized academically it is more
difficult to give visitors to Hampshire a carefully orchestrated look
at the College, particularly its academic life. There are few
lecture-type classes, and the classes that do meet would not, as a rule, provide very helpful experiences for visitors. Moreover, a number of staff and faculty we interviewed on-campus believed campus visits needed stronger organization and control. Some of our research findings support the notion that Hampshire is not now handling campus visits as effectively as it could. For example, in comparison to what no-shows said they experienced on tours of other campuses, fewer incoming Hampshire students said they attended classes, talked to other applicants, stayed overnight, or met with faculty during the visit to Hampshire.

We believe Hampshire must plan campus visits with the primary objective of giving visitors more stimulating contact with Hampshire students and faculty.

What we recommend is that Hampshire offer two kinds of visiting programs.

"Introduction to Hampshire"

At least three such days would be offered over the course of the recruitment season, one each in the fall, early spring, and late summer. The purpose of these visits would be to enable prospective students and their parents to experience Hampshire's academic life through direct participation.
All candidates and their parents would be urged to attend one of these sessions. The central activity of the day would be seminars conducted by faculty in each of Hampshire's four schools. The seminars would be designed to introduce students and parents to intellectual life at Hampshire through discussions of major interdisciplinary intellectual issues. Eight seminars would be offered, two in each school. The seminars would be offered in two consecutive 90 minute periods, with one seminar presented by each school in each period. Visitors could thus participate in two seminars in two different schools. Some weeks in advance of the day of the event, students and parents planning to attend would be mailed a list of seminar topics and a suggested reading list that would help them prepare for the discussion. Selected Hampshire students would also participate in the seminars.

Visitors would gather as a group before the seminars for a brief welcoming talk by an exciting faculty speaker. The primary emphasis of the talk would be the nature, quality, and rigor of academic life at Hampshire and the advantages for Hampshire students of the Five College consortium.

Following the seminars, visitors would reassemble as a group for lunch and a panel discussion with successful alumni on "Hampshire in retrospect." The alumni would focus their
discussion on the value of the intellectual and personal skills they developed at Hampshire. Although the alumni selected to participate in the panel discussions should have interesting and could have unusual careers, they should be people that students and parents can readily identify as fine role models.

After the lunch, visitors would have the opportunity to meet with faculty representatives of each of the four schools to hear presentations on Hampshire's academic programs and its specific strengths in various fields.

At the conclusion of these sessions the visitors would be broken up into small groups for campus tours.

At the end of the campus tours the groups would gather for a final panel session on student life conducted by the Dean of Students. The Dean would make a brief statement and field questions from the audience.

**Visiting days**

Normal campus visits would be handled through "visiting days" which would be offered only one day a week, on a Monday or Friday. All those wishing to visit the campus would be urged to participate in a visiting day in lieu of the conventional campus tour.
Those visiting the campus on visiting days would be offered a three to four hour immersion in Hampshire. Visitors would be handled as a group. The visit would include a talk to the group by a member of the faculty, a student panel discussion focusing on student academic work moderated by a dean or other faculty member, sessions organized around the offerings of the four schools, and a walking tour of the campus. The faculty talk would be intended to give visitors a taste of the quality of teaching at Hampshire and to dramatize through an effective speaker the advantages of a Hampshire education. The student panel would focus on student independent work, research projects, and creative work. Each student would describe in depth a significant academic project he or she has worked on at Hampshire. The visitors would then be divided by their major field of interest, such as social sciences or natural sciences, for a discussion of the particular offerings and programs and faculty strengths in their area of interest. We also urge that as many visitors as possible have an informational interview with the admissions staff.

Visitors not able to attend these weekly sessions would be offered a one hour walking tour of the campus.

Although the research indicates that there may be advantages to encouraging overnight stays, we recommend at this time
that Hampshire not openly encourage them. They leave the College too vulnerable to uncontrollable events. The overriding principle guiding the organization and planning of campus visits is that every minute must be planned and tightly controlled, while the events within the visit must seem open and spontaneous.

MARKETING HAMPSHIRE'S ACADEMIC PROGRAMS

As we have already pointed out, Hampshire now suffers the fate of many liberal arts colleges: it is not widely recognized for any specific program strengths. Since judgments about academic quality in specific program areas are an important determinant in college selection, Hampshire must begin immediately to build recognition of its strengths in specific academic fields. Hampshire must seek to be known not only as a fine place to go to college, but as an excellent place to study cultural history, literature, philosophy, computer science, linguistics, mass communications, biology, environmental science, and other subjects. The interdisciplinary approach of the College, combined with its emphasis on independent study and access to the offerings of the Five College consortium, present Hampshire with an exceptional opportunity to market a depth and breadth in academic programs that few other liberal arts college could possibly hope to match.
The ways in which Hampshire can exploit this opportunity are spelled out in a variety of places in this report. But a number of general guidelines should be described at this point:

1. In every stage of the admissions process prospects must be given as much solid information as possible about program and faculty strengths in specific areas. Information on programs is especially important in the inquiry and application stages and must be a fundamental focus of all communications used in these phases.

2. Admissions officers and all others who have frequent contact with prospects must be thoroughly conversant with the College's strengths in specific fields, and especially with faculty scholarly interests.

3. A student's area of academic interest must be known as early in the admissions process as possible and the student must be provided with specific information about Hampshire's academic strengths in that area.

4. The two principal recruitment communications tools, the awareness/search folder and the prospectus, must focus on Hampshire's four schools and the strengths of the academic programs offered in each school.
5. Information on specific programs must be communicated to prospects directly by faculty whenever possible.

Specific recommendations on the implementation of these general guidelines are made elsewhere in this report.

**Using the Faculty**

As we have indicated earlier, the quality of teaching by a college's faculty was most frequently cited by all the student groups surveyed as a very important criterion for judging academic excellence. Although close contact between students and teachers was named most often by all the student groups surveyed as a factor that strongly influenced them toward Hampshire, many fewer no-shows and inquirers than incoming students cited the motivation and teaching orientation of the Hampshire faculty as a major factor. Clearly, awareness of the quality of Hampshire's faculty needs to be improved.

In our view, Hampshire has much to gain from direct use of the faculty in admissions. First, through contact with the faculty, prospects are likely to be more convinced of Hampshire's academic quality and the teaching strength of its faculty. Second, contact with the faculty can also help improve understanding of the
importance of Hampshire's educational approach to students interested in specific fields.

We have suggested above the direct involvement of faculty in campus visits. These contacts more than any others will expose prospects to the quality of the teaching at Hampshire. In other parts of this report we suggest how a number of admissions communications can be channelled through the faculty. We also think the faculty can be used effectively in two other ways:

- to strengthen Hampshire's position in feeder and prospect schools;
- to reach high-ability juniors

**Faculty Seminars in Feeder and Prospect Schools**

We recommend that Hampshire establish a program to make selected faculty available to feeder and prospect schools to conduct "seminars" on specific scholarly fields. (For example, William Marsh might conduct a seminar in cognitive science or linguistics, fields generally unfamiliar to high school students, for all upperclass science students in selected high schools.) The purpose of the seminars would be to introduce high school students to some of the most exciting current scholarship and thinking in a variety of fields, to suggest career paths that are possible for students who pursue
college work in that field, and to expose them to some of the intellectual rewards that solid undergraduate scholarship makes possible. At the same time these sessions would help strengthen Hampshire's academic reputation in key schools and expose prospective students to exciting Hampshire teachers and teaching. They would also solidify the College's contact with high school teachers.

To make this program attractive to secondary schools, we believe it should be presented as an effort to counter the trend toward narrowly defined "careerism" and to excite high school students about unfamiliar emerging fields of study. If Hampshire could find foundation support to fund the program, its marketability would be virtually guaranteed.

Initially, Hampshire should set a goal of conducting 50 such seminars a year, involving at least a dozen faculty.

**Summer programs for high-ability juniors**

We know from our research findings in this and other studies that students begin to think seriously about colleges during the junior year of high school. In fact, 83 percent of the counselors we surveyed reported that students begin talking to them in earnest about college during the junior year.
In other sections of this study we recommend specific steps designed to reach students in their junior year. But a special opportunity also presents itself for Hampshire to build awareness of the College's academic strengths among the most able juniors, prior to any overt attempt to recruit them.

Many of the most capable secondary school students take College Board achievement tests in specific subject areas during their sophomore and junior years. We recommend that Hampshire, on the basis of achievement test scores obtained through the early spring search of the College Board, identify juniors who have high scores in specific achievement tests and invite them to participate in three-day academic seminars on the Hampshire campus in June or August. The programs would be presented as "honors" seminars for the nation's best secondary school students. The seminars would be structured around the specific scholarly interests and strengths of Hampshire's faculty. The purpose of the seminars would be to expose students to innovative work being done in the field of their special interest, and to introduce them to some of the experiences that typify the best Division I teaching, and to expose them to Hampshire's best faculty. As an inducement to attendance, the College would pay the room and board of all students who attended and no tuition fee would be charged.
Although we suspect that relatively small numbers of students will actually attend the seminars, by inviting the very best high school students to such a program and identifying Hampshire with such students, the College can do much to build its academic reputation.

*Marketing the Five College Consortium*

The Five College consortium is one of Hampshire’s strongest selling points. For incoming students, no-shows, inquirers, and parents it ranked at or near the top of the characteristics volunteered most frequently as major attractions of Hampshire. After close contact between faculty and students, it was cited by more no-shows, inquirers, and incoming students as a factor that strongly influenced them toward Hampshire. And more Hampshire students named the Five College program as a major Hampshire asset than any other characteristic of the College. Finally, the Five College program was more frequently associated with Hampshire than any other characteristic we tested.

Patricia Miller’s Five College study confirms these findings. Hampshire students had a higher degree of awareness of the Five College system when choosing a college than the students of any of the other five colleges. And more Hampshire students also reported that the Five College system was a major attraction.
Interestingly, Miller's study also indicated that Hampshire's admissions communications are less effective in communicating the Five College cooperation than the communications of the other colleges. Fewer Hampshire students cited admissions materials as a source of their first information about the Five College cooperation than did the students from all other colleges but the University of Massachusetts.

It is our conclusion that the Five College consortium must be exploited more explicitly in Hampshire's recruitment efforts. First, as the spawning ground for Hampshire itself, the other colleges give Hampshire a stamp of academic quality and legitimacy that Hampshire would otherwise lack as a very new college.

Second, the Five Colleges give Hampshire a degree of academic breadth and depth that no liberal arts college alone could possibly match.

Third, the Five College system links Hampshire directly with well-known, highly prestigious institutions.

We therefore recommend that the Five College system take a central place in Hampshire's recruitment communications.
Hampshire must be presented as a small, intensely academic "honors" college made possible by the presence and resources of Amherst, Smith, Holyoke, and the University of Massachusetts. Within the Five College setting Hampshire must be seen as an ideal place for highly motivated, imaginative, creative, self-disciplined students who are intent on pursuing independent work, often moving freely between traditional disciplines. The history of Hampshire's creation must be presented in this context.

The specific advantages of the Five College consortium to Hampshire students must be emphasized in every recruitment communication, including campus visits. Prospects must see the consortium as Hampshire's "university" setting. Specific descriptions of how Hampshire students have used the Five Colleges must also be provided.

Recommendations on how the Five College system can be exploited in specific recruitment communications tools are contained elsewhere in this report.
Identifying and Reaching the Student Market
OVERALL STRATEGIES

The demographic trends described earlier make it clear that if any of its admissions goals are to be accomplished, Hampshire must improve its competitive position in the relatively affluent moderate-to high-ability market. Without a major infusion of new private or public support for student financial aid, Hampshire will have to rely on this market to supply the large majority of its students or risk facing serious financial difficulty or further declines in quality.

The profile of Hampshire students that emerges from the survey findings indicates that they come from relatively affluent families and have highly educated parents who are well-placed in the occupational structure. Over 80 percent of the fathers of Hampshire students have college degrees, and over half have graduate or professional degrees. Nearly 70 percent of the mothers have college degrees, and 30 percent have graduate or professional degrees. Over 90 percent of fathers and nearly 60 percent of mothers are employed in professional or managerial positions. Three-quarters of Hampshire's students come from suburban or rural communities and over 40 percent from families with incomes over $50,000. In all these respects, Hampshire students closely resemble the kinds of students who choose other selective, private liberal arts colleges.
Yet a closer examination of the characteristics of Hampshire's students in comparison to no-shows, inquirers, and seniors provides a strong indication that Hampshire is most successful in attracting students with a "counter-culture" point of view. Hampshire students are much less likely to identify with one of the three traditional Western religions and much more likely to describe themselves as political radicals. Other survey findings dealing with college expectations and educational values confirm the view that many Hampshire students are out of the mainstream when compared to their contemporaries in the inquirer and senior samples.

The survey findings also indicate that Hampshire fares poorly with those who identify themselves as Jews, with women, non-whites, and students from New York State. For example, 74 percent of the no-shows were women, while the senior and inquiry samples were about evenly divided between men and women. While non-whites represented about 10 percent of the senior sample, they accounted for only 3 percent of Hampshire's incoming students and 7 percent of its current students.

About 35 percent of the no-show sample identified themselves as Jews while only 15 percent of Hampshire's incoming students did so. Finally, 38 percent of the no-show sample came from New York State compared to 20 percent of the incoming students and 28 percent of the current students, no doubt a result of the relatively high number of Jewish students from New York State.
We can only speculate about the reasons for these variations, but our hunch is that they have much to do with the perception of Hampshire as a "counterculture college." For many able women, Jews, and minorities, we suspect that a college education at an academically prestigious institution is seen as an entree into the best graduate and professional schools and careers. These students, especially those who are upwardly mobile, want to embrace traditional values, not reject them. A college like Hampshire, which appears to challenge the accepted way of doing things, and which is academically suspect, is less likely to be attractive to them.

As have stated in a previous section, Hampshire must cast its net more widely for students. In order to accomplish this goal, the College must not only refine its mass marketing techniques but also present a case that is more palatable to high-ability students who identify themselves more closely with the mainstream. Hampshire simply can no longer afford to be perceived as being out-of-step with the interests of the vast majority of prospects.

Since Hampshire now converts a relatively high percentage of its inquirers into applications and of its admitted students into matriculants, substantial increases in inquiries will be required to increase both applications and selectivity. Inquiries to Hampshire have remained stable for the last ten years at about 5,500. A realistic goal would be to double inquiries to about 10,000 from this current level.
Inquiries come from a variety of sources and are generated in a number of ways. Of all the inquiry sources, however, only Student Search offers the potential for an increase of the magnitude we are recommending.

Hampshire has, of course, been using the Student Search for a number of years. In the past two years the College has sent Search mailings to a total of 45,000 students and generated about 2,500 replies. Based on our experience, this is a poor rate of response.

We believe that more timely and effective use of the Student Search should yield a response of between 10 and 15 percent. Assuming that the College will generate about 3,500 to 4,000 inquiries from sources other than Student Search, this means that Hampshire should be making an annual Search mailing to at least 60,000 students to increase its inquiries to 10,000.

In order to achieve the highest possible response from Student Search without generating an excessive number of inquiries from students with only a marginal interest in Hampshire, the timing and content of the Search mailing is especially important. In the past two years the Spring Search lists have been used, but the mailings were not made until the fall of 1981 and June of 1982. The first objective must be to turn the Search mailing around as quickly as possible. In order to reach students before they are deluged by
appeals from other colleges, as little time as possible must be
allowed to elapse between the day prospect names are received from
the College Board and the day the Search mailing is made. Our
specific recommendations in the use of Student Search are as
follows:

1. Names would be obtained from the Early Spring Search.

2. All students in New England, New York, Pennsylvania,
and New Jersey who fall within Hampshire's Search
academic parameters would receive a Search mailing.

3. In all states outside the above areas, Search mailings
would be made only to students from schools which have
sent at least two students to Hampshire within the past
five years.

4. The current publication used for Student Search, "Whose
Education is it Anyway," is inappropriate in light of our
research findings and must be replaced. A new Search
brochure is needed that presents Hampshire as an
"honors" college within the Five College consortium and
that gives much more attention to academic substance.
A specific discussion of the recommended content and
style for a new Search mailing is contained in section X
of this report.
5. A minority search following the general geographic parameters outlined above should also be conducted.

6. To plan secondary school visits most effectively for the following fall and winter, the High School Roster from the Early Spring Search should also be purchased.

GEOPHICAL CONSIDERATIONS AND TARGET SCHOOLS

It is, of course, always theoretically desirable to draw students from a wide geographical area, especially when the trends in markets closer to home are unfavorable. But given the cost and relative difficulty of doing so, what priority should Hampshire assign to attracting students from distant states and cities?

We believe home markets must receive the highest priority, roughly 60 to 70 percent of staff time and travel. Our reasoning is basic. If Hampshire cannot succeed in attracting the number of students it needs from Massachusetts and New York, how will it possibly make up the difference with students from California and Texas? Even the most prestigious "national" universities, the Ivy League, draw more than 65 percent of their students from six states, five of them in the Northeast. In comparison, Hampshire's record is not much worse.
Yet because of its unique educational approach, Hampshire does have a more legitimate claim and potential market appeal to a national constituency than a traditional liberal arts college.

We believe Courtney Gordon in her report of May, 1982 defines a sensible, cost-effective plan for Hampshire's geographical strategies. Based on her report, we recommend that travel priorities be based on the following strategy:

1. First priority would be assigned to visiting the 432 schools that have sent two or more students to Hampshire in the past ten years, with emphasis on schools within the New England and Middle Atlantic markets. An objective should be to visit each of these schools at least once a year, and schools in the home markets more often.

2. Time, travel, and budgets permitting, other schools targeted for visits would come from the list of 607 schools identified by Ms. Gordon that have sent Hampshire at least one student in the past ten years. Again, priority would be given to schools in home markets.

3. School visits would be coordinated using the high school rosters acquired from Student Search. This would enable
Hampshire to identify each qualified student in the target schools and notify the student in advance by mail of the Hampshire visit to his or her school. Moreover, it would supply the Hampshire admissions officer visiting the school with a list of students to discuss with school counselors. More specific information on school visits is contained in section IX of this report.

REACHING MARKET SUBGROUPS

Academically Superior Students

We have already pointed out the sharp national drop in the number of students scoring above 600 in the verbal and math SAT's. We must conclude that Hampshire cannot realistically expect to attract a dramatically higher proportion of academically superior students in light of likely future decreases in the size of the high-ability pool. Although the College might enjoy competitive success in a limited number of individual cases, Hampshire cannot expect to compete directly with Harvard, Princeton, Wellesley, or Smith for large numbers of applicants. Given the likelihood that these and other highly selective colleges will be dipping lower into their applicant pools, Hampshire will be pressed just to defend its flanks. Hampshire's best hope, it seems to us, for attracting superior students lies in two strategies:
1. To carve out an identity that is built on the notion that Hampshire is an "honors" college for students interested in interdisciplinary and emerging fields.

2. To use financial aid more aggressively as a tool for attracting superior students by selectively "sweetening" their financial aid packages. A more thorough discussion of this recommendation is contained in section VII.

Minorities

As we have suggested earlier, Hampshire is in a rather difficult position in regard to the recruitment of minorities. First, the pool of moderate to high-ability minorities is small and highly sought after. Second, there are neither enough minority students nor enough minority adults on the campus to create the kind of environment where minorities would feel reasonably at home. Third, Hampshire's isolation is a distinct disadvantage for minority recruitment.

Certainly it is desirable to have as much racial diversity as is reasonably possible, but what is the level at which that diversity truly makes a difference? And what recruitment efforts have to be sacrificed in other areas in order to devote the time, attention and resources that successful recruitment of minorities would require?
We believe a major new effort to substantially increase minority enrollment would be inappropriate at this time, given the College's fundamental recruitment problems. Nor do we believe that such an effort would be likely to succeed in achieving a substantial increase in minority enrollment. Comparative data indicates that minority enrollments at even the most prestigious colleges have fallen in recent years. In short, the problem is not Hampshire's alone.

This does not mean that minority recruitment should be ignored. Rather, we believe that it must be treated as a responsibility of each admissions officer. Moreover, the recruitment effort must be carefully targeted.

The minority Student Search is the most cost- and time-effective way of accomplishing a targeted recruitment program. It provides two critical pieces of information: the names and addresses of all the minority students who meet Hampshire's admissions parameters, and the names of the schools where they can be found. Armed with this information, special minority recruitment efforts can be mounted within the context of regular admissions marketing functions. Admissions officers, for example, could include in their visitation plans high schools identified in the minority search as future sources for Hampshire.
Special telephone and letter writing campaigns to reach prospective minority students could be conducted by students now at Hampshire.

Specific steps within the overall admissions communication marketing plan that are targeted to minorities are outlined later in this report.

One final point needs to be mentioned. However successful Hampshire's efforts to attract minority applicants may be, financial aid will make the final difference in the number that are actually enrolled. The average parental contribution of which minority families are capable is rated by the CSS at a low of $640 for Blacks and high of $1,660 for Orientals. Whites are rated at $2,260. If Hampshire truly wishes to increase substantially the enrollment of minorities, it will have to reserve a portion of its financial aid resources specifically for them.

Jewish Students

Our survey findings indicate that Jewish students are under-represented at Hampshire. Moreover, the attitudinal survey does indicate that students from Jewish households have more doubts about Hampshire's academic quality, although this finding is by no means pervasive. Nonetheless, it would make little sense for Hampshire to attempt a special effort to attract more Jewish
students. Indeed, we believe that many of the general recommendations contained in this report will make Hampshire more appealing to those students.
VI.

Strategies for Reaching Those Who Influence College Choice
COUNSELORS

Although our research findings show that school counselors tend to overestimate the extent of their influence with students and parents in the admissions process, counselors do play an important role, especially in the early stages when students are forming the list of colleges that seem to match their needs, interests, and qualifications. The research indicates that making specific college recommendations and matching students to colleges are the most important counselor functions, with independent school counselors playing a relatively more important role than public school counselors in the writing of the original college lists. Public school counselors, on the other hand, play a relatively more important role than independent school counselors in providing students with information about college characteristics and academic programs.

Research questions that compared what students regard as the most valuable positive advice received from counselors and what counselors regard as the most valuable positive advice they offer to students indicate that counselors have the most positive influence on judgments relating to college characteristics and academic quality. On the other hand, the most valuable negative advice concerns college characteristics, but not academic quality.
There is some evidence that counselors, especially those in independent schools, understand Hampshire better than do high school seniors. For example, 58 percent of the counselors interviewed (69 percent from independent schools) associated Hampshire with the independent study model, while only 17 percent of the high school seniors surveyed made this association. Compared to students, counselors also attach more importance to college expectations that are related to personal growth and more closely resemble the objectives of a Hampshire education.

On a number of key points, however, there is evidence that counselors' values work against Hampshire's recruitment interests. Counselors, like students, cite academic quality as the single most important college selection criterion. They also cite the proportion of a college's students admitted to graduate/professional school, faculty eminence, and difficulty of being admitted as the most important measures of a college's academic excellence. In their evaluations of Hampshire, as we have mentioned already, counselors least often associated the College with a good academic reputation, high prestige, and good preprofessional preparation. On the other hand, they most often associated Hampshire with freedom of choice, a noncompetitive atmosphere, and individual attention to students.

Counselors are also less favorably disposed than students to a non-traditional educational approach. For example, 72 percent of the
counselors prefer a core curriculum to no requirements, and 62 percent favor traditional grades to faculty comments without grades. On the question of educational objectives, however, nearly 90 percent of the counselors interviewed preferred intellectual growth and character development to graduate school/career preparation.

These findings are important, because they indicate that many of the communications strategies we have recommended for making a persuasive case for Hampshire to students will also be effective with counselors.

Nonetheless, because of the importance of counselors in "matching" students to specific colleges early in the admissions process, the College should take some specific steps to deal with counselor perceptions about Hampshire that have a bearing on the quality of the students they recommend to Hampshire.

1. We have outlined earlier the need for Hampshire to tighten its admissions standards and to require SAT scores of all applicants. The announcement to schools of these steps would be made via a letter from the Director of Admissions to all counselors in schools that have sent at least one student to Hampshire within the past ten years. A public announcement designed to attract press
attention would be made at the same time. Moreover, the head counselor in each of the 432 feeder schools identified by Courtney Gordon would be telephoned by a member of the admissions staff with advance notice of the announcement. This would enable the admissions office to clear up any confusion that might exist over Hampshire's reasons for tightening its admissions standards and to explain the new policy in more detail.

2. All counselors from the 432 feeder schools and 607 prospect schools would be invited to special counselor visitation days, which would be offered at least twice a year at convenient times. The counselor visiting days would be organized the same way as the student visiting days described in section IV. As with student visitors, the central focus of the day for visiting counselors would be faculty/student presentations in each of the four schools that would convey Hampshire's academic strength and the quality of student work.

3. Counselors would also be sent a folder on "Characteristics of Students Who Excel at Hampshire." Through profiles of four to six exceptional students now at Hampshire and descriptions of their work, this publication would suggest the range of academic and personal
qualities necessary for successful work at Hampshire. It would put heavy emphasis on motivation, self-discipline, solid preparation, intellectual curiosity, and other characteristics associated with high-ability students. It would be offered to counselors as an aid in helping them identify students who might thrive at Hampshire and to advise students who might be interested in Hampshire.

Parents

Our research findings confirm that parents play an important role in the admissions process, especially in decisions about applications, campus visits, and final selection. In these latter stages they are the single most important source of influence. Interestingly, Hampshire's incoming students identified friends as more influential in their choice of Hampshire than either their fathers or mothers, the only student group interviewed to do so.

The latter finding suggests in an oblique way what other evidence indicates directly: parents as a group are less favorably disposed to many of the characteristics associated with Hampshire than their children are. Undoubtedly, many parents are a negative influence in Hampshire's recruitment efforts. By wide margins, the parents we interviewed preferred a core curriculum over no course requirements, and traditional grades over faculty comments without
grades. By a smaller margin parents also preferred widely accepted/clearly defined programs to interdisciplinary/innovative programs.

When asked to volunteer the factors that attracted them to Hampshire, more parents mentioned the Five College system than any other single factor. It is significant that parents cited Hampshire's educational approach much less frequently than their children.

Even more revealing is that nearly 90 percent of the students who decided not to apply to or attend Hampshire said their parents believed their decision was a wise one.

This evidence, coupled with what many students told us during our campus visits about their parents' feelings about Hampshire, strongly suggests that Hampshire must make a special effort to reach out to parents more effectively. Some of the recommendations we have already made about overall strategies and the organization of campus visits will address this need. We offer two other specific suggestions:

1. We recommend that Hampshire produce a special publication for parents. A small group of parents of prospective students would be invited to campus to
participate in a round table discussion with President Simmons and one or two other key officers or faculty of the College. The parents would ask questions about a wide variety of concerns and issues and the ensuing discussion would be taped and transcribed. The text of the publication would be drawn from the transcript and the publication itself would be organized as a round table discussion in print. The publication would relate Hampshire's educational objectives to the ambitions parents have for their children and also review such topics of potential interest as financial aid, career preparation, and campus life.

2. The College should organize a series of regional candidate's "parents" nights in key recruitment markets. These gatherings would be hosted by parents of current Hampshire students and all prospects and their parents in the area would be invited. Sponsoring parents would preside over the evening, which would feature an informal presentation by a panel of students on the work they are doing at Hampshire and how that work has focused their thinking about life after college. Selected alumni would also be present to offer their perspective on a Hampshire education and to meet parents and discuss their concerns informally.
VII

The Role of Cost and Financial Aid
in Student Recruitment and Admissions Marketing
As we have pointed out elsewhere, only 24,000 students in the entire nation score over 500 on the SAT's and estimate that their families can contribute $10,000 or more per year to their education. Even if we make allowances for students who underestimate their parents' ability to pay, the market of potential full paying high-ability students is alarmingly small.

Although we did not measure directly in our attitudinal research the relationship between cost, perceived value, and admissions decisions, our discussions on campus with Hampshire students indicate that the College's recruitment efforts may suffer from the perception that a Hampshire education is not a good value. The reasoning is that if coming to Hampshire involves a certain amount of personal risk, it also involves a certain amount of financial risk, since the potential payoff in terms of career success and financial security later in life seems less certain.

There are those who have suggested that Hampshire lower its tuition relative to benchmark institutions in order to address this problem and to be more competitive. However, there is nothing in our research findings that would support this recommendation.

39 percent of the no-shows and 36 percent of the inquirers interviewed cited Hampshire's expense as a factor that had some bearing on their decision to turn away from the College, and 15
percent of the inquirers and 23 percent of the no-shows interviewed volunteered cost as a factor that led them to reject Hampshire. These proportions are consistent with what we have found in studies for other private liberal arts colleges. Also revealing is the fact that 23 percent of the no-shows, 27 percent of the inquirer parents, and 29 percent of incoming students cited cost as a measure of academic excellence.

Nonetheless, the evidence is clear that in order to compete successfully for students in the high-ability market, Hampshire will have to make financial aid a more effective instrument of recruitment and marketing strategy.

First, this year's admissions results were hurt by the fact that many of Hampshire's competitors are now using financial aid incentives as a lure for their most desirable prospects. To remain competitive, Hampshire will have to move quickly in this direction.

Second, ignorance of financial aid policies and procedures, and lack of understanding of the steps parents themselves can take to finance their children's education is widespread. The lack of understanding also varies inversely with family income and parents' level of education. As a rule, families most in need of assistance are those who have least knowledge of the financial tools that can be used to pay for a college education.
What are the steps Hampshire can take to address these realities of the market?

1. We recommend that Hampshire change its financial aid policies to permit more favorable packaging and more generous awards to be given to the College's strongest candidates.

2. Hampshire must do more to educate students and parents about financial aid. What we recommend is that the College publish a financial aid guide that parents and students could use to estimate their need and develop a financial plan using all the resources available to them, including financial aid. The publication should set down in one place in the clearest possible way all the information parents need to put together their college financial plan.

3. Hampshire must also offer counseling to students and parents about college financing. There are many financial devices, such as second mortgages and special loans, that parents can use to pay for college. We suggest that Hampshire establish a financial counseling service for parents that would offer them information and advice on using all their resources to pay for college.
4. We endorse the recommendation of the long-range planning committee that financial aid be treated as discounted tuition in the College's overall financial policies.

Specific steps for inclusion of these recommendations in the admissions communications system are included in the final section of this report.
VIII

Findings and Recommendations Bearing on Attrition

and Reforms in Academic Programs

Recommended by the Long-Range Planning Committee
Over the past several years Hampshire has undertaken a painstaking self-study as part of the Ten-Year Review prompted by the College's tenth anniversary. A comprehensive long-range plan has been prepared which contains a number of specific recommendations designed to address problems that have been identified in the College's campus and academic life.

While many of the recommendations in the draft long-range plan are related to Hampshire's on-going commitment to pedagogical excellence and its desire to maintain and strengthen its fundamental educational mission, many others are direct responses to the College's concern about attrition. As the preliminary report of the long-range planning committee states, "There seems good reason to believe that the current rate of student attrition is too high and can be reduced. In addition, as an experimenting college, Hampshire is committed to making continuing improvements in the design and execution of its academic programs."

Although the principal purpose of our marketing study was to develop communications strategies for reaching admissions constituencies outside the College, many of the findings reported in our attitudinal research can be helpful to the College as it reviews the suggestions of the long-range planning committee and begins to wrestle with the difficult task of assigning priorities and resources to all of the recommendations now before it. Indeed, Hampshire
now faces a fundamental question: Given the fact that resources are limited, should the College focus its resources on recruitment techniques or on internal reforms?

The research findings suggest that this is not an either/or question. In fact, there is evidence that many of the academic and social reforms suggested in the long-range plan would address directly many of the negative perceptions about Hampshire in the marketplace.

Perhaps the question of priorities needs to be asked in a different way. Which of the negative perceptions about Hampshire can be changed with more effective recruitment communications and marketing techniques, and which can only be addressed through actual reforms?

At this point, it might be helpful to cite a number of the basic conclusions of the long-range planning committee that we believe the findings of our attitudinal research strongly support.

The committee writes:

Perhaps our greatest strength lies in an educational approach built around individualized student programs, an interdisciplinary academic structure, and progress by examination. However, the individualized nature of the program generates a number of problems perhaps unique to Hampshire. It is difficult for Hampshire students (and faculty) to have a clear sense of what constitutes "enough" work or to know what counts as "success." Student projects vary so
widely in form and in content that there is no applicable single standard by which to measure these things. Frequently, because of the lack of obvious signposts for success, first-year students have a feeling of floundering and react negatively to a lack of criteria for establishing a sense of their own progress. A connected problem is the lack of formal criteria for quality and a resultant variability in academic standards which gives rise to student uncertainty and anxiety and considerable pressure upon faculty members. In addition, because the program lacks the standardized steps toward completion common to traditional academic programs and relies heavily on student initiative and drive, it is very much subject to the vagaries of students' personal lives. This is further complicated by the fact that because of the structure of exam committees, students tend to work closely with a few faculty members and as a result, the supporting environment on which students rely is narrower and subject to the variability of faculty leaves and faculty loads.

In addition, individualized patterns of student progress give rise to more specific problems. Since there is no established time for beginning or completing Division I work, students often have no reliable way of measuring their own progress against an established norm or well-understood set of expectations. Nor is there any clear and well-established pattern for the transition to Division II. It is difficult to say exactly when a student has entered into Division II. Certainly not at the completion of Division I, for this often does not occur until after Division II is well underway or even completed. Nor is it marked by the filing of Division II papers, for most often this does not occur until after Division II work is nearly complete. Indeed, the situation is further complicated by the fact that students are frequently still doing Division I work in one field while already working at very advanced levels in others. All of these constitute "unnecessary" obstacles to student progress that encourage delay, anxiety, and an unproductive academic experience. Some of these students then leave with less than they could have gotten; others remain and spend too much time unproductively. While it seems reasonable to believe that some period of exploration and transition is a necessary part of preparing for the responsibilities of designing and carrying out one's own educational program, it is now widely agreed that certain adjustments can and should be made which would help to create a better environment for acquiring the appropriate skills and for fostering adequate forms of engagement.
Another strength of the Hampshire curriculum is its provision of areas of interdisciplinary study and work in emerging fields not usually available to undergraduates. This, however, is also a source of some problems. Because there are no set requirements, there is only limited stability in the curriculum, often making it difficult for students to plan a course of studies or for Admissions to communicate the Hampshire program to prospective students and parents. The absence of an established curriculum also makes long-term decisions about staffing more difficult, yet more imperative. It also creates a heavy reliance upon the Five College consortium for breadth, for certain basic courses and for some highly specialized disciplinary courses. Another aspect of the Hampshire curriculum which poses some problems for faculty and students is the dual nature of the Hampshire system, dependent upon courses for a substantial portion of the total instruction which takes place, but determining progress through the system by means of "examinations."

The Hampshire faculty which constitute the College's most important resource face a particularly difficult situation. The demands of instruction, advising, and exams gives faculty life a particularly fragmented character. This is complicated by the fact that the fluid nature of the Hampshire curriculum and its responsiveness to student needs and interests as well as new developments in knowledge often press faculty to work beyond the established limits of their competence. While this often serves as an intellectual stimulus for faculty research and teaching and is prized for that reason, it also tends to stretch faculty into areas which might be better served by other faculty or which simply ought not to be available within a curriculum reasonably limited by its resources. This stretching of faculty resources is an additional factor promoting an uneven distribution of faculty workload.

In addition, the fact that students may approach faculty at any time to initiate examinations makes it very difficult for faculty to plan their time in any rational way. It is very difficult to anticipate one's own workload from semester to semester or to plan for the "peak" periods of demand. Faculty feel instead very vulnerable to the vagaries of student interest and choice. Hampshire's curriculum places still other burdens upon faculty whose intellectual and pedagogical lives go on in an interdisciplinary environment and yet whose professional ties must exist within the confines of established disciplinary order. For faculty seeking relations to the broader intellectual
community or contemplating life after Hampshire, the 
interdisciplinary character of their work here sometimes is 
seen as an impediment.

Thus it is clear that Hampshire faculty work in an environment 
which, while highly stimulating, is also highly pressured. The 
demands to stretch beyond areas of proven competence, the 
variable and uneven workloads, the tensions between 
Hampshire's interdisciplinarity and the professional interests of 
faculty, the fragmented character of faculty work and the 
relatively high student/faculty ratio are all contributing 
Factors for faculty anxiety. These are further complicated by 
the vulnerability of a faculty subject to constant review for 
contract renewal.

It is evident, then, that what may be seen as Hampshire's 
greatest strengths — its individualized programs, individualized 
patterns of student progress, flexible curriculum and 
enormously gifted faculty — are at the same time the sources 
of many of the problems facing the College.

Throughout this report we have cited research findings about 
perceptions in the marketplace that indicate the extent to which the 
problems defined by the long-range planning committee are 
liabilities in student recruitment. The lack of structure, of 
standards to measure student success, of signposts for student 
progress, of criteria for measuring academic quality, of "feedback" 
on academic performance, were all cited by significant numbers of 
students as factors that led them away from Hampshire. Moreover, 
as we have repeatedly suggested, these shortcomings have much to 
do with Hampshire's relatively weak academic reputation.
When we examine specific research findings bearing on attrition, it is clear that many of the problems described above are not only recruitment liabilities but also major factors in students' decisions to drop out or transfer out of Hampshire:

- Compared to current Hampshire students we interviewed, transfer/dropouts had made considerably less academic progress. Half had completed no Division I exams and nearly 90 percent had not filed a Division II contract, compared to 7 percent and 65 percent respectively for current students. Moreover, nearly twice as many dropouts as current students said they concentrated on only one field of study at Hampshire.

- 73 percent of the dropouts interviewed volunteered academic related reasons for leaving Hampshire, with 25 percent citing lack of accomplishment/inability to work up to potential, and 28 percent naming academic quality considerations.

- In evaluating the importance of selected reasons for leaving Hampshire, respondents to our survey cited most frequently such factors as academic performance, structure, rigor, quality, and feedback on performance. The amount of academic and personal guidance, lack of
structure, excessive student responsibility, the academic advisory system, amount of one-on-one faculty contact, and academic quality all emerged as major factors.

Only 24 percent of the transfer/dropouts we interviewed said that someone on the faculty tried to talk them out of leaving. 60 percent said their teachers had no position on the question.

The single most important factor cited by transfer/dropouts for leaving Hampshire was cost. Interestingly enough, 41 percent of the group also rated cost as an important determinant of academic quality.

In some instances cost forces students to leave Hampshire. Nearly 70 percent of the transfer/dropouts who continue their education elsewhere do so at public universities. But in many of these instances and others as well, the difficulty may not be cost per se. Rather, it is the perception that the education at Hampshire is not worth the expense. Feeling isolated, not knowing where to turn for help and guidance, and not sensing that they have made any progress, floundering students may also feel psychological pressure about their college bills.
Research on Hampshire's current students also confirms the conclusions of the long-range planning committee. In rating Hampshire's performance in a variety of areas, the students we interviewed identified most frequently the following as problems: academic performance feedback, personal guidance, student characteristics and qualities, degree of academic rigor demanded, career guidance, cost, excessive commitment to political and social causes, the quality of the arts and language programs, and the transitional nature of the student body.

We should emphasize at this point that we believe Hampshire's attrition problems are not only a result of what happens to students when they come to Hampshire, but also of expectations they bring. Hampshire, as we have already pointed out, attracts too many students who select the College for the wrong reasons. Indeed, there is strong evidence that the students who drop out are those who believe and value the stereotypes about Hampshire most strongly. For example, nearly half of the transfer/dropouts we interviewed volunteered freedom of choice/absence of requirements as the characteristic that attracted them to Hampshire. 35 percent of Hampshire's current students volunteered this characteristic.

Some of the socioeconomic characteristics of those who leave Hampshire are also worth mentioning. A higher percentage of their
parents have no college degrees in comparison to Hampshire's current students, their family incomes are lower, and they are drawn more heavily from rural areas. Moreover, they have relatively stronger career interests in the arts and business.

What these findings suggest is that transfer/dropouts who come to Hampshire may be less well prepared for the responsibilities that will be thrust on them. And their socioeconomic backgrounds make it more difficult for them to survive when they encounter difficulties.

But what actions does all this suggest that can reduce attrition and improve academic life for all students?

First, implementation of the marketing strategies recommended in this report should help reduce the number of students entering Hampshire who will be likely to transfer or drop out.

Second, implementation of the recommendations in the long-range plan focusing on improving the quality of the experience students have in their first year should go a long way toward ensuring that students who can succeed at Hampshire do indeed stay. We would give the highest priority to implementation of the following recommendations of the long-range planning committee.
1. The implementation of a system of "Basic," "Fundamental," and "Advanced" courses.

2. The creation of requirements for basic inquiry skills as well as clearly stated distribution requirements.

3. A requirement for basic verbal and quantitative skills.

4. The creation of clear expectations for Division I course work that would facilitate the initiation of Division I examinations.

5. The full implementation of a program of coordinated Basic Studies.

6. The strengthening of the prose seminar program.

7. The development of a college-wide writing program.

8. The use of a new form for Division I course evaluations.

9. Automatic passage to Division II upon successful completion of two Division I examinations.

10. The creation of "concentrators" seminars.
Three other observations need to be made at this point. First, although perceptions about the quality of campus life at Hampshire do not appear to be major recruitment liabilities, many students we interviewed on-campus described the sense of isolation they feel. Many believed that the College needs to do more to foster campus-wide activities and events that would build the sense of community on-campus and break down some of the fragmentation that characterizes student life.

Second, many of our recommendations will require the investment of faculty time in recruitment activities. We endorse the suggestions of the long-range planning committee to reduce some of the excessive demands on faculty time, not only because faculty are needed to help with recruitment, but also because our interviews on campus suggest that the Hampshire faculty is overworked.

Finally, many students believe that they do not receive enough academic and personal guidance. A substantial number of the students we interviewed on campus was concerned about the lack of effective career guidance, especially since, as one student put it, "it will be harder to find a job as a graduate of Hampshire." Whether this statement is justified, students are anxious about the career trade-offs they perceive to be a consequence of coming to Hampshire and would like more help from the College in sorting out
and testing their career interests and in preparing to enter the world of work after college.
IX

Organization of Hampshire’s Admissions

Recruitment Marketing Efforts
General Recommendations

The Admissions Office is both Hampshire's marketing offense and its first line of defense against a shrinking recruitment pool. How smoothly and effectively it functions affects Hampshire's recruitment efforts more than any other single factor.

In our view, Hampshire's admissions office is operating under a number of handicaps. It is hampered by an inadequate word and data processing system that lacks the sophistication needed to mount an effective admissions communications program. It recently suffered the loss of a number of experienced staff who have been replaced by new staff members inexperienced in admissions. The director has had to devote too much of his time to organizational and administrative duties because he is without a strong, experienced organizational deputy. The very nature of the College and its students has made it more difficult for the office to conduct routine activities such as campus visits. The College does not have a strong alumni network. Finally, and perhaps most important, the office has had to operate without a clear sense of direction about how Hampshire should market itself to its admissions constituencies.

We urge the following:
1. A new word and data processing system, ACCESS, is scheduled to become operational in the summer of 1983. If at all possible, this equipment should be installed and made operational sooner.

2. The director must have a strong, experienced deputy whose chief duty would be to oversee office organization and operations, including travel, word and data processing, campus visits, and all other matters requiring consistent day-to-day attention. This deputy would have no travel responsibilities and little or no contact with applicants. Primary qualifications would be managerial-organizational skills and experience with computer and word processing operations.

3. The director, in turn, must be freed to devote the bulk of his time to the cultivation of secondary schools, exploring new markets, handling relationships with the faculty, and counselor cultivation.

4. All new staff positions that open up in the future must be filled with men and women who have had previous admissions experience. Given the difficulties Hampshire faces, it cannot afford to live through the mistakes that beginners usually make. New staff members must be
willing to make a three- to five-year commitment to Hampshire and the College must be prepared to pay a premium in salaries to recruit the best possible candidates for these jobs.

5. Each member of the staff must be given specific regional and functional assignments that remain consistent from year to year. The objective is to have each admissions professional know his or her territory as well as possible, to develop solid relationships with school counselors, and be responsible for specific office activities.

Each region would have target application goals and the officer responsible for that region would be accountable for meeting those goals. Each officer would also be responsible for minority recruitment within his or her region and all other region-based activities.

School Visits

The admissions staff is now visiting about 450 high schools annually. We recommend that these visits be increased to at least 600 according to the priorities outlined in section V of this report.
The entire school visitation schedule for the year should be set as early as possible in the summer. School visits would have two major objectives: to meet with as many counselors in the school as time permits and to see, as a group or individually, all the students in the school who are identified on the high school rosters obtained from the Spring Student Search.

When individual school appointments are made with school counselors, the admissions officer planning to make the visit should have the high school roster for that school in hand to review with the counselors. This way, Hampshire can suggest names of students rather than waiting for the counselors to do so.

Approximately two to three weeks before each school visit, every student in the school on the Search high school roster would be notified by letter of the time and date of the Hampshire visit and invited to meet with the Hampshire representative. A copy of the Search/Awareness folder discussed in the next section of this report would be enclosed. Also enclosed would be a card addressed to the school counselor that the student would use to notify the counselor formally of his or her interest in meeting with the Hampshire representative.
Network Coordinators

We recommend that the Hampshire system of Network Coordinators be eliminated and that the resources now used to support the network be committed to on-campus staff. Since we recommend much more extensive use of the telephone in communications with candidates in the subsequent section of this report, many of the services now provided by the coordinators can be handled from the Hampshire campus.

Alumni Involvement in Recruitment

Hampshire does not yet have a sizeable alumni body, so it simply cannot expect to mount a major alumni recruitment organization. Nonetheless, we believe Hampshire can make more effective use of alumni than it has in the past.

In order to make the most of a limited number of alumni volunteers we recommend that alumni be asked only to make telephone calls to prospects in their area. This would make it possible for alumni to reach far more prospects than would be possible with in-person contacts. The timing and content of the calls are described in the next section of this report.
What is most important is that Hampshire provide clear guidelines for all alumni volunteers to be sure that in their contacts with prospects they do not undermine the efforts of the admissions office to present a portrait of Hampshire that will have the most impact in the marketplace.

**Faculty/Staff Briefings**

To ensure that the admissions staff is well-informed about the specific academic programs and strengths of each of Hampshire's four schools, we recommend that quarterly briefing sessions be held with the deans and faculty of each school. The briefing sessions would be used to provide progress reports to the faculty on the work of the admissions office and to gather information about faculty research, interesting student independent work, and program changes or developments that could in turn be used in recruitment efforts. These channels of communication between the faculty and staff are especially critical if the Admissions Office is to do a better job of marketing Hampshire's specific academic strengths.
The Hampshire Admissions Communications Marketing System
We have outlined in previous sections of this report the characteristics of Hampshire's market and the overall marketing strategies and objectives that we believe should guide Hampshire's recruitment efforts for the next three to five years. Now we turn to the admissions communications system and the specific communication tools through which these strategies can be carried out.

Some general observations should be stated before we move to specific recommendations:

- Our experience and formal and informal research indicate that students respond most positively to personal or personalized communications. Hampshire must therefore make every attempt to address the specific interests and needs of individual students in every communication from the College.

- It is critically important that Hampshire establish a striking new style in its recruitment materials — one that confronts immediately and directly the negative stereotypes and perceptions of students and parents about Hampshire and that associates Hampshire with high academic achievement, intellectual vitality, rigorous standards of scholarship, and the development of strong personal skills.
Hampshire cannot afford to be thought of in any way as second rate, counter-culture, or as representing a particular political ideology or point of view. The style to which Hampshire has a natural claim is one that projects a contemporary image of students who are strong, independent, intellectually ambitious, self confident, highly motivated, hard working, and concerned with the society's future.

The publications used to promote Hampshire must have intrinsic interest for all high-ability students, whatever their plans for college. The materials must break through the resistance of high-ability students who would not normally give Hampshire any consideration by engaging their interest in major intellectual issues and in Hampshire's answers to the fundamental questions and concerns they have about their adult lives.

High school students begin the process of thinking about college well before the onset of their senior year. Hampshire must make its presence known early in that process.
- College literature is an important source of information related to college selection. Students desire contact and information even if it is unsolicited.

- The kinds of information students want varies depending on their academic interests, their distance from the campus, and even on their family background.

- Counselors and parents have perceptions and concerns that are different from those of students and they therefore need information addressed directly to them.

- Prospective students and transfers have common information needs but each group also has its own particular needs.

Given the above, it is imperative that Hampshire’s communications system has the following capabilities:

1. Allows prospecting for new inquiries.

2. Maintains contacts with prospects on a planned basis over a 12-18 month period.
3. Meets the different needs of different audiences and permits the targeting of information to specific subgroups.

4. Is flexible enough to permit the creation of customized packages of materials corresponding to the interests and needs of the users.

5. Follows up on prospects when the communications contact seems broken.

6. Obtains essential information and data and gathers and stores it for easy access.

7. Coordinates the information flow with such activities as alumni prospect calling, campus visits, and parent-hosted receptions.

This comprehensive admissions communications system cannot function at full effectiveness without the support of an on-line data and word processing system. The computer system ideally should not only trigger appropriate mailings at the appropriate time, but also impact-printed letters with personalized inserts, store information and permit instant retrieval of all relevant data about a particular prospect, and permit analysis and review of general admissions statistics and trends.
The Hampshire Admissions Communications System

There are a number of recommendations that apply to all admissions communications — spoken, printed, or written — that are used in recruitment:

- Talk of Hampshire's small size in and of itself is a disadvantage and should be avoided. The image that needs to be presented is one of a college with the curriculum and opportunities of a large university (the Five Colleges) but responsive to the intellectual interests and goals of each student.

- Hard evidence of academic quality — faculty credentials, scholarship, research, interesting student work, honors, and accomplishments — must also be presented at every opportunity. Generalizations will not succeed in making the case for Hampshire's academic excellence.

- Strident or contentious language that challenges the quality or integrity of the traditional approach to a college education must be avoided.

- Prose and examples of student, faculty, and alumni activities with strong counterculture or ideological overtones is unproductive and must be avoided.
The notion of "freedom" at Hampshire is widely misunderstood in the marketplace and talk about it in admissions communications sends the wrong signals to many prospects. It should therefore be avoided.

The complexity of Hampshire's academic structure is beyond the understanding of most high school students and diverts attention from the substance of academic life at Hampshire. Explanations of Hampshire's academic system must therefore be simple and brief and always placed in the context of academic excellence.

The graphic style of all printed recruitment materials should be neat and disciplined. All publications should appear straightforward, uncluttered, ungimmicky, and be easy to follow. The essential editorial messages must come through clearly to a casual reader. The photography should be serious and purposeful, though touches of humor could be entirely appropriate, particularly where they indicate that Hampshire is able to make fun of itself.

Both the expectations of the vast majority of prospects and possible anxieties about the value of a Hampshire
education in light of its cost, make it imperative that graduation in four years be presented as the expected norm for Hampshire students.

- All letters and telephone calls that are part of the system must be carefully written and prepared so that they have the right tone, focus on the appropriate information, and do not appear to be "sales" calls or solicitations. Telephone callers should have suggested guidelines, scripts, and opening and closing lines that they can combine in various ways to suit the interests of the student they are calling. Whenever possible a telephone caller should have relevant information about the student to refer to during the conversation.

A general note about existing publications

The research findings discussed in this report as well as the overall recruitment and communications strategies we have recommended indicate that Hampshire's existing admissions publications must be replaced or thoroughly edited. It is our recommendation that Whose Education is it Anyway? and To Know is Not Enough be eliminated and that the catalogue be carefully edited. Specific suggestions on new publications and revisions in the catalogue and other communications materials are outlined below.
I. **OBJECTIVE: GENERATING INQUIRIES**

Step 1: **Search/Awareness Folder** — The principal communication used in this stage would be the Search folder. Whose Education is it Anyway, now used for this purpose, must be replaced. The new folder would be used with all Search mailings (as outlined in section V of this report) accompanied by a computer-generated impact-printed letter with variable paragraphs personalized as follows:

- **Intended Major:** The paragraph would briefly describe Hampshire and the Five College's strengths in the student's area of interest and mention specific faculty teaching in that area. A qualifying phrase would be added to underscore the flexibility of Hampshire's program for students who are uncertain about a field of study or whose interests may change.

- **Minorities:** In addition, minority students' letters would make mention of the specific activities and programs at Hampshire for minorities.

Every letter would include a P.S. mentioning the availability of financial aid and would include a reply card requesting the student's name, address, telephone number, school, parents' names, and field of academic interest.
The Search/Awareness Folder would also be used for distribution at school visits, college nights and fairs, and would be mailed in quantity to alumni representatives for distribution locally as needed.

The Search/Awareness Folder could be organized around a theme such as: Hampshire: Life for the Mind. Its primary objective would be to communicate the notion that Hampshire is organized as an "honors" college and that every student is treated as an honors student. The copy could associate this approach with the honors programs that are made available to the most able, highly motivated students in traditional colleges and universities and a brief, highly graphic explanation of Hampshire's academic approach would be used to substantiate the claim that Hampshire is an honors college.

The folder should also provide brief descriptions of all of Hampshire's major academic fields and a detailed list of all the possible fields of study in the Five Colleges open to Hampshire students.

The folder could be designed to double as a poster, with the poster side containing the academic information on Hampshire and a graphic presentation of Hampshire's location and association with the Five Colleges.
Step 2: Mailing to High School Counselors and Teachers — In early September, all guidance counselors and heads of departments in the schools on Hampshire's Search school rosters would be mailed a letter, copies of the Search folder, and the publication described in section VI, "Characteristics of Students Who Excel at Hampshire." The purpose of this mailing would be to bring Hampshire to the attention of all advisors and to influence their thinking about the kinds of students they should recommend to the College.

It is imperative that everything possible be done as early as possible in each admissions season to break down the stereotypes about the students who go to Hampshire and to suggest that the College is a suitable choice for all capable, highly motivated young men and women with strong intellectual purpose and interests.

Step 2a: At the same time the above brochure is mailed, a Hampshire College Planning Kit should be mailed to each of the schools on Hampshire's Search roster. The kit would consist of a cardboard book-type binder small enough to fit on a standard library or counselor's shelf but large enough to contain the following:

- Search/Awareness Folder (six copies)
- Catalogue (one copy)
- Financial Aid Guide (six copies)
- Applications (six copies)
The cover and spine of the binder would be boldly imprinted with the College's name.

II. OBJECTIVE: CONVERTING INQUIRIES INTO APPLICATIONS

Step I: Prospectus — The purpose of this second phase of the Hampshire Admissions Communications System is to persuade those who have made inquiries to file an application. The principal communications tool in this phase is the prospectus, which is mailed to all students who make inquiries, whatever the source. (We have not seen the publication Hampshire plans to use for this purpose in 1982-83. It was at the printer's as this report was being prepared.)

We think the prospectus — the College's principal selling tool — has to present clearly and persuasively the picture of Hampshire as an academic institution that offers undergraduates the opportunity to work on the level of graduate students.

The introduction to the prospectus should be a thoughtful, quiet statement on the demands the contemporary world makes on its most able people. Hampshire's approach to undergraduate education should then be presented as a means of developing the very qualities that are most needed for original work in every field of endeavor.
The main part of the publication should be organized around the College's four schools. Each of the four sections would include a description of the work of the school, of its particular program and faculty strengths.

Each school should present a discussion of current trends in the academic and professional areas that fall within its purview, emphasizing the importance of interdisciplinary efforts and the emergence of new areas of activity that do not fit into traditional academic and professional school boundaries.

Detailed descriptions of the programs of study of three or four students concentrating their work in each school would be provided, and the nature of their collaboration with faculty on their work would be described. Special emphasis would also be given to how these students use the resources of the Five Colleges.

The prospectus must also have specific sections on the Five Colleges and Hampshire's academic structure. Every reader must see quickly from this presentation that a Hampshire education does have a structure, rigorous standards, clear objectives, and that the Five College consortium offers great academic diversity and depth.

The prospectus would be mailed to all students making inquiries, accompanied by a personalized covering letter from the Director of Admissions and by the application booklet.
Step 3: **Letter from alumnus** — Each inquiring student would receive a letter from an alumnus, acknowledging the inquiry to Hampshire and suggesting that he or she call the sender or another alumnus to discuss the advantages of a Hampshire education as one progresses in one's career and professional life. The letter would be accompanied by a selected list of the names, addresses, and titles or occupational descriptions of Hampshire alumni in the area. These letters would be produced by the admissions office for the alumni representatives.

Step 4: **Mailing to parents** — Within four weeks of receipt of an inquiry, a copy of the parents' brochure and a letter from the Dean of the Faculty would be mailed to the parents of the inquiring student. The letter would acknowledge their child's interest in Hampshire, express sympathy with the parents' interest in helping their child make the right choice, briefly describe Hampshire's educational purpose, and express concern about and interest in any financial or other questions parents have about their child's education. The College's financial aid counseling service would also be described and parents would be invited to call or write for assistance and to request a copy of Hampshire's Financial Aid Planning Guide described earlier in this report. A reply card would be provided on which parents could select a range of options for additional information they would want to receive (this would help identify parents' concerns).
Response follow-up procedures

If there is no response within eight weeks, a letter from a student or students living in the inquiring student's home state or, if possible, home town, would be mailed. The letter would describe specific rewarding experiences the student has had at Hampshire (academic, with faculty, etc.), urge the prospective applicant to give Hampshire serious consideration, and invite the prospect to call if he or she has any questions. For ease of production, standard letters would be developed into which variables for the prospective applicant's home town or state and intended major would be inserted.

If there is no response within 18 weeks, a personalized letter would be mailed from the Director of Admissions acknowledging the student's failure to file an application, and offering to help with any problems or concerns the student might have about applying to Hampshire. A reply card would be included on which students could indicate reasons why they have not applied (this would help identify problem areas for possible further follow-up).

Three weeks before the application deadline a mass printed reminder letter would be mailed, once again including the reply card described above.
Minority variation: All identifiable minority inquiries would be
answered by minority students and the letters would focus on
minority life at Hampshire.

III. OBJECTIVE: SUSTAINING INTEREST IN HAMPSHIRE AFTER
THE APPLICATION HAS BEEN FILED

Once a student has filed an application the primary focus of
communication shifts from persuasion to more subtle techniques
intended to keep the student interested in Hampshire.

Step 1: The Catalogue, with cover letter from school Dean — As the
document of record, the catalogue is particularly useful to students
who have applied and are likely to want to know as much as possible
about Hampshire. (In this regard, we believe the current catalogue
needs some revisions. Recommended changes are detailed below.)

The catalogue would be mailed to every applicant, accompanied by a
letter from the Dean of the school in the student's field of academic
interest. The letter would call attention to the school's faculty,
special strengths, and special features, as well as offerings in the
Five Colleges. Specific program folders currently in use that are
relevant to the student's interest would also be enclosed.
Step 2: Financial Planning Guide — A copy of this publication would be mailed with a brief, personalized cover letter from the Financial Aid Director to all parents. The letter would state that "Hampshire is sending this information because your child has applied to Hampshire and we know that many parents are concerned about how the cost of college may affect their family's financial situation."

Step 3: Phone call from Hampshire student — Before admissions notices are mailed in the spring every applicant would be telephoned by a Hampshire student, preferably one from the same high school. The purpose would be to answer questions, assess the candidate's interest in Hampshire, and identify any problem areas for follow-up by the admissions staff. These calls would be made in telethon fashion and callers would be carefully screened and trained.

IV. OBJECTIVE: CONVERTING ACCEPTANCES INTO ENROLLEES

Step 1: Admissions Letter to applicant — Admitted students would receive — as they now do — a personalized letter informing them of their admission to Hampshire.

Step 2: Letter from the Dean of the Faculty to parents of admitted students — All parents would receive a personalized letter from the Dean congratulating them on their child's admission and urging them
to call or write if they have any concerns or would like any information.

Step 3: Telephone call from Hampshire student — About one week after admission notification has been made all admitted students would be called by a Hampshire student to determine if the applicant has any further questions or concerns. Prospects who had not attended an Introduction to Hampshire would be invited to come to one scheduled for the first week of May.

OTHER SPECIFIC PUBLICATION RELATED RECOMMENDATIONS

Graphic Style and Design

We have already stated our view that Hampshire needs a striking new style in its admissions communications. It is important to establish a clear editorial and graphic style around a theme (such as "Life for the Mind") and to make that style consistent from publication to publication. Hampshire must waste no opportunity in building a distinct identity in a student marketplace that is increasingly saturated with printed materials of widely varying quality and style.

Nonetheless, the graphic identity system should be flexible enough to permit variations that suit particular objectives, problems, and
needs. There should be enough variety within a family of publications to avoid sameness, but the family resemblance of each individual piece should always be evident.

The Catalogue

The changes we believe should be made in the catalogue have to do with emphasis. The first part of the catalogue should be divided into three brief sections, one that explains Hampshire as an "honors" college, another devoted to a detailed explanation of the Five Colleges, and the final to academic standards and programs. The organization of the remainder of the catalogue could remain essentially unchanged. The entire catalogue should be carefully edited to eliminate language that is excessively idealized, unacademic, or counterculture in tone from course titles and descriptions, faculty biographies, and all other material.

Record Keeping

To monitor the progress of recruitment efforts, accurate and effective record keeping is essential. Table 12 offers a list of the major categories of admissions data we believe must be available and kept up-to-date on a biweekly basis.
Monitoring Hampshire’s Admissions Performance

With up-to-date data in hand, the College should be able to monitor the success of its admissions efforts from week to week and take corrective action as soon as a problem shows signs of developing. We recommend that the College appoint a small task force consisting of the director of admissions, his chief deputy, and two or three other key members of the administrative staff to evaluate admissions performance on a week-by-week basis. Once a potential problem is identified, the task force would develop an appropriate corrective strategy to be implemented by the admissions office. For example, if a specific region seems to be falling behind its targeted numbers of applications, additional travel could be scheduled to schools in that region. If campus visiting days are not running smoothly, the task force would review the program and make appropriate changes.

We also recommend that all deans and senior administrative officers should meet with the task force monthly to review admissions performance. These meetings would have the specific purpose of monitoring the implementation of the marketing plan, agreeing on necessary changes when and where they are appropriate, and resolving relevant policy and budget questions.
Table 10

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Other information needed:
1) Other colleges to which Hampshire's enrolled freshmen were admitted.
2) Colleges selected by students admitted to Hampshire who went elsewhere.