



COLLEGE HANDBOOK

For the School Year 2020-21

HOTCHKISS

College Handbook

FOR THE SCHOOL YEAR 2020-21

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The Hotchkiss School does not unlawfully discriminate on the basis of age, gender, religion, race, color, sexual orientation, gender identity, genetic information, disability, or national or ancestral origin in the administration of its educational policies, scholarship and loan programs, athletic and other School-administered programs, or in the administration of its hiring and employment practices.

Mission

The Hotchkiss School considers the college search process to be an integral part of a Hotchkiss education. Through student-centered advising, the College Advising Office fosters independence and critical thinking, and supports students as they take the lead in their college process. We teach students how to develop a range of options for life after Hotchkiss, prepare authentic applications that represent their values and talents, and thoughtfully select the path that suits them best. We are guided in our work by the School's commitment to developing in each student a lifelong love of learning, responsible citizenship, and personal integrity.

The College Advising Office represents Hotchkiss and articulates the School's mission and values to colleges so that they will understand the Hotchkiss student experience. In turn, the office represents the college admission landscape to the various constituencies of the Hotchkiss community.

STUDENTS ARE RESPONSIBLE FOR...

- Upholding Hotchkiss' expectations of personal character, honesty, and integrity throughout the process.
- Engaging in self-reflection to identify personal and educational goals.
- Being honest and aspiring for authenticity in all communications and applications.
- Communicating on a regular basis with their college advisors.
- Establishing a plan of appropriate communication with their families.
- Meeting deadlines set forth by the College Advising Office and by colleges and universities.
- Investigating and adhering to specific admission requirements and deadlines (standardized testing, curricular and otherwise) of each institution to which they apply.
- Considering experiential learning opportunities, including a gap year, that could complement their college education.
- Maintaining a healthy approach to the commitments and responsibilities of their lives, both college-related and beyond.
- Creating a climate of support and open-mindedness among their peers.
- Maintaining an accurate college application list on Naviance.
- Submitting all application materials and standardized test scores (where appropriate) to each college or university where they are applying.

THE COLLEGE ADVISING OFFICE IS RESPONSIBLE FOR...

- Advising with the highest ethical and professional standards consistent with Hotchkiss' expectations of personal character, honesty, and integrity.
- Protecting privacy and holding information in confidence.
- Being supportive of the School, the class, and each student.
- Representing and supporting Hotchkiss and its students with integrity in all communications with colleges.
- Staying abreast of current trends within college admission.
- Being attuned to pedagogical issues regarding adolescent development.
- Providing access to information and educational opportunities to students of all backgrounds.
- Encouraging students and families to explore the range of excellent educational opportunities nationally and internationally.
- Encouraging students to be careful researchers of the diverse admission requirements, policies, and procedures of individual colleges and universities.
- Creating an open and positive atmosphere that encourages students, faculty, and parents to take advantage of the resources available to them.
- Understanding and responding appropriately to the individual needs of our students in a way that promotes self-sufficiency and confidence.
- Providing appropriate support of student writing and applications while empowering students to develop their own voices and make their own choices.
- Promoting experiential learning opportunities, including a gap year, which could complement students' college educations.
- Submitting transcripts, Hotchkiss recommendations, and secondary school materials to each college or university reflected on a student's Naviance list.
- Communicating with and being accessible to parents throughout the college search.

PARENTS ARE RESPONSIBLE FOR...

- Upholding Hotchkiss' expectations of personal character, honesty, and integrity throughout the process.
- Recognizing the value of the broad educational opportunities, nationally and internationally.
- Acknowledging that students are works in progress and that this search will evolve as they grow and learn about themselves.
- Encouraging independence and individual growth.
- Letting students lead the process while providing appropriate support.
- Providing the College Advising Office with relevant information, context, and insights about their children.
- Helping students accept outcomes by promoting, modeling, and encouraging resilience.

Self-Evaluation

We include here 22 questions that students can consider as they begin the college selection process.

22 QUESTIONS TO EVALUATE YOURSELF

The questions that follow can help you focus college selection and admission where it belongs — on you as an individual. You may feel embarrassed or self-conscious when you first consider these questions. However, an honest and thoughtful self-reflection can reveal what you should look for in colleges and prepare you for statements you will be asked to make about yourself in essays and interviews when you apply to college. If you are willing to look seriously at yourself, you can find colleges that are right for you and present yourself effectively to them.

YOUR GOALS AND VALUES

1. What aspects of your high school years have you enjoyed the most?
If you could live this period over again, would you do anything differently?
2. What values are most important to you? What do you care most about?
What concerns occupy most of your energy, effort, and thoughts?
3. How do you define success? Are you satisfied with your accomplishments to date?
What do you want to accomplish in the years ahead?
4. What kind of person would you like to become? Of your unique gifts and strengths, which would you most like to develop? What would you most like to change about yourself?
5. Is there anything you have ever secretly wanted to do or be? If you had a year to go anywhere and do whatever you wanted, how would you spend that year?
6. What events or experiences have shaped your growth and way of thinking?

YOUR EDUCATION

7. What are your academic interests? Which courses have you enjoyed most? Which courses have been most difficult for you?
8. What do you choose to learn when you can learn on your own? (Consider interests pursued beyond class assignments: topics chosen for research papers, lab reports, independent projects; independent reading; school activities; job or volunteer work.) What do your choices show about your interests and the way you like to learn?
9. How do you learn best? What methods of teaching and style of teaching engage your interest and effort the most?
10. How much do you genuinely like to read, discuss issues, and exchange ideas?
What has been your most stimulating intellectual experience in recent years?
11. What is the greatest intellectual risk you have taken? Do you have an intellectual passion?

12. How well has Hotchkiss prepared you for college? In what areas of skill or knowledge do you feel confident or inadequately prepared for college study? Have you been challenged by your courses?
13. Have you worked up to your potential in high school? Is your academic record an accurate measure of your ability and potential? What do you consider the best measures of your potential for college work?

YOUR ACTIVITIES AND INTERESTS

14. What activities do you most enjoy outside of the daily routine of school and other responsibilities? Which activities have meant the most to you? Looking back, would you have made different choices?
15. Do your activities show any pattern of commitment, competence, or contribution?
16. How would others describe your role in your school or home community?
What do you consider your most significant contribution?

THE WORLD AROUND YOU

17. How would you describe your school, family, and hometown? How has your environment influenced your way of thinking? How have your interests and abilities been acknowledged or limited by your school and home?
18. What do your parents and friends expect of you? How have their expectations influenced the goals and standards you set for yourself? What pressures have you felt to conform?
19. Have you ever encountered people who thought and acted differently from the way you did? What viewpoints have challenged you the most? How did you respond? What did you learn about yourself and others?

YOUR PERSONALITY AND RELATIONSHIPS WITH OTHERS

20. How would people who know you well describe you: Your finest qualities? Your most conspicuous shortcomings? Would you agree with their assessments? How have you grown or changed during your high school years?
21. Which relationships are most important to you and why? Describe the people whom you consider your best friends? Your best critics? Your best advocates? In what ways are they similar to or different from you?
22. How do you feel about choices and making decisions for yourself? What are the best decisions you have made recently? How much do you rely on direction, advice, or guidance from others? Have you ever chosen anything because it was new or interesting?

TEN QUESTIONS TO HELP YOU EVALUATE YOUR COLLEGE PREFERENCES

1. What satisfactions and frustrations do you expect to encounter in college? What are you looking forward to? What worries you most? What do you hope to gain from college? What is the overriding consideration in your choice of college?
2. Why do you want an education? Why are you going to college?
3. How do you want to grow and change in the next few years? What kind of environment would stimulate or inhibit the growth you would like to see?
4. Which interests do you want to pursue in college? Do your interests require any special facilities, programs, or opportunities? Consider all of your interests in terms of fields of study, activities, community and cultural opportunities.
5. What degree of academic challenge is best for you? What balance of study, activities, and social life suits you the best? How interested are you in the substance of intellectual life: books, ideas, issues, and discussion? Do you want an academic program where you must work and think hard, or one where you can make respectable grades without knocking yourself out? How important is it to you to perform at the top of your class, or would you be satisfied to be in the middle or bottom of your college class? How well do you respond to academic pressure and competition from others?
6. How would you feel about going to a college where you were rarely told what to do, and where there are few requirements outside of your major? How much structure and direction do you need?
7. How would you enjoy living in a different part of the country or the world? How often do you want to be able to go home? What kind of change in your lifestyle and perspective might be exciting or distressing and overwhelming?
8. What kind of surroundings are essential to your well-being? Are there certain places, activities, locations (rural, suburban, urban), weather, or pace of life that make you happy? Do you prefer a fast-paced environment where something is happening most of the time, or an organized environment where you can join a wide variety of planned activities, or a more serene and relaxed environment where you can go your own way?
9. How would you feel about going to a college where the other students were quite different from you? How would you react? Would you find it an exciting or intimidating environment? Would you prefer to be with people who share your viewpoints and lifestyles, or who challenge you and make you question your values?
10. How free do you feel to make your own college decisions? Do you and your parents agree about your plans for college? How important to you are the opinions of your parents and friends or the considerations of familiarity, prestige, or reputation in your community?

NOW... ASK YOURSELF QUESTION #1 AGAIN...

College Selection Criteria

STUDENT ENROLLMENT

Enrollment Total % undergraduate students. First-year class size.

Retention % of first-year students who return for the second year.

Background Male/female ratio. % commuter/resident. Geographic origin.
% underrepresented students. % receiving financial aid.

LOCATION AND SURROUNDINGS

Location Geographic region. Distance from home. Travel costs and convenience.

Setting Urban/rural. Weather. Nearest city or countryside. Recreational opportunities.

Facilities Library. Laboratories. Studies and practice rooms. Student Center.
Athletic/Fitness Center.

COLLEGE TYPE AND PHILOSOPHY

Type 2/4 year. Public/Private/religiously affiliated. College/University.

Purpose Liberal arts. Pre-professional for business, education, engineering, fine arts, etc. Technical or vocational institute. Degrees offered (BA, BS, BFA, etc.).

Philosophy Traditional/progressive. Deeply scholarly/career-oriented.

Calendar Semester/trimester/quarter/module. Inter-term program.

CURRICULUM

Academic Requirements Proportion of study to general education/concentration/electives. Required first-year courses or curriculum/distribution requirements in curricular areas/elective curriculum.

Academic Offerings Majors offered in your areas of interest. Breadth and depth of courses offered in your areas of interest. Interdisciplinary courses and majors. Ability to design own major.

Independent Study Individual tutorials. Seminars. Research opportunities. Special Study Programs. Field work. Internships. Exchange programs. Foreign study. Joint degree programs. Cooperative work/study plan. Pre-professional programs.

Standards Accreditation Degree requirements. Grading system. Grading/distribution. Honor system.

ADMISSIONS

Deadlines Application. Notification of decision. Reply to offer of admission.

Application Requirements. Fee. Information forms. Specific high school courses. Common Application or school specific application. Secondary school report. Supplements. Recommendations. Interview.

SAT/ACT. Also, which SAT Subject Tests are required? Many schools are test optional in light of COVID-19. Most SAT Subject Test expectations have been relaxed.

Admission Selectivity % of applicants offered admission. Average SAT/ACT scores of first-year applicants. % of applicants ranked in top 10% of high school class. First-year class profile.

ACADEMIC ENVIRONMENT

Faculty % with PhDs. Origin of degrees earned. Original faculty research/scholarship. Teaching course load. Expectations for teaching/scholarship/advising and other college service. Emphasis on undergraduate teaching and learning.

Faculty-Student Relationships Faculty-student ratio. Accessibility for conferences, assistance. Departmental clubs, colloquia, committees with student representatives. Average class size. Classes under 20 students, over 50 students. Opportunities for discussion/student presentation/exchange of ideas. Opportunities for research with professors.

Academic Demands Workload. Course expectations. Type of assignments. Academic pressure or competition.

Intellectual Vitality Student attitude toward learning. Flexibility/structure for study. Interest in political, social, or world issues.

Career Preparation Career advising and information programs. % who go on to graduate school. Job placement.

CAMPUS AND STUDENT LIFE

Types of Students Diversity and acceptance of differences. Importance of money/material possessions/social appearances.

Community Type Homogeneous. Pluralistic. Cohesive. Fragmented. School spirit. Controversial campus issues. Liberal/restrictive social regulations.

Living Arrangements Predominantly large dorms/housing clusters/small houses. Availability of single rooms/doubles/suites/multiple rooms. Greek life and Greek housing. Housing based on academic or co-curricular interests. System of housing. Allocation/roommate selection. Centralized/decentralized dining. Alternative dining programs.

Campus Activities related to your interests. Emphasis on social life, Greek life, sports, or other dominant interests. Clubs and organizations. Presence of religious, ethnic or cultural groups. Cultural opportunities on campus or in community.

Retention Percentage of first-year students who return for the second year.

COSTS AND FINANCIAL AID

Costs Minimum-maximum total costs per year. Student budget for tuition and fees/room and board/books and personal expenses/travel costs. Admission and enrollment fees.

Family Resources What can your family pay toward college expenses? Your earnings and savings.

Awards % of students receiving aid. Range of awards. Average award. No loan program or loans included as part of financial aid package.

Financial Aid Based on need/merit/or funds available. Loan and job expectations.

Application FAFSA/CSS/state/college forms required. Deadlines.

College Admission Factors

At the most selective colleges, applications often outnumber available places by 5, 6, 10, or even 15 to 1. Hence, as a practical necessity, you must consider the relative selectivity of colleges as you make your plans. What factors are most significant in admissions? While colleges differ considerably in how much weight they attach to various factors, the following list (in approximate order of importance) should give you a sense of the chief factors that are most important to admission officers.

- 1. Course Selection.** College admission officers generally look first to the candidate's course selection during the high school career. Individual schedules will (and should) vary; colleges seek students who have taken advantage of the curricular opportunities at Hotchkiss. Recently, some of the most competitive colleges have focused increasingly on the student's background in what are often described as "core courses." These colleges encourage students to exceed the Hotchkiss diploma requirements in science, history, math, and foreign language. Senior year schedules should be discussed with the student's academic advisor and college advisor.
- 2. Academic Achievement for the four High School years.** Grades are important, and colleges will look closely at your transcript to assess your success in the courses in which you enrolled. Some consideration will be given to the rigor of your course load in assessing your success, but the most selective colleges expect students to succeed in the most challenging curriculum. A positive trend in grades is also considered. Improvement in the senior year mitigates, but does not erase a poor record in the first three years.
- 3. Test Scores.** The SAT with Writing or ACT with Writing are required at most colleges. You should also plan to take at least two to three different Subject Tests. Most students will take one of the math tests. The other two tests are most often literature, foreign language, history, or science tests. While some of these should be taken after appropriate courses (see the Course Listing and "Parent Central" on the Hotchkiss website for references), students should plan to take Subject Tests in June of their Upper Mid year as well as in the fall of their Senior year. Most colleges accept the ACT in place of either the SAT or both the SAT and two or three SAT subject tests. Individual testing plans should be discussed with your college advisor. Please visit: hotchkiss.org/college-announcements for COVID-19 related testing updates.
- 4. Recommendations.** You will ask individual teachers to write on your behalf. Your college advisor will write the school's "Summary Statement." Colleges are interested in how those who have taught you and know you well evaluate you as a student and as a person, especially considering demonstrations of intellectual curiosity, motivation, engagement with material, and participation in class.
- 5. Athletics and Extracurricular Activities.** The emphasis here is upon quality rather than quantity. Talent and genuine contributions to a team or an activity are important. Excellence, leadership, and consistent dedication to a passion are highly valued.

6. **Application Quality.** Colleges look closely at the student's part of the application, particularly at the quality of the essays. Students are more likely to be denied admission to colleges for which they are qualified because their application demonstrates little thought or care. The quality of your application is the one aspect of this process over which you have complete control; take advantage of the opportunity to help yourself.
7. **Intangible "hooks."** Occasionally, a student will have what is known as a "hook factor" at one or a number of the schools to which they are applying. These include legacy status, development interest, diversity interest, socioeconomic status, significant research and talent in math and science, athletic recruitment, and artistic talent. Without strong achievement and testing, "hooks" have little impact on the admissions process. Only the admission committee at a particular school can assess the candidacy of a student and the relative importance of those "hooks" at their own school. Connections that you may have may be useful in the process, but they cannot determine admission any more than other singular aspects of your file.
8. **Financial Need.** Many schools are need-blind in making admissions decisions, while others factor in your ability to pay in making a decision. When visiting colleges, inquire as to whether the college is "need-aware" in making its decisions.
9. **Demonstrated Interest.** Many small, liberal arts colleges and smaller, private universities factor in whether you have visited campus and met them at college fairs. In light of Covid-19 demonstrated interest may include visiting websites, signing up for mailing lists, and attending virtual information sessions and tours. Visit: hotchkiss.org/college-announcements for additional information. Expressions of interest can enhance the evaluation of your application, while a lack of express interest can have a negative impact.

Two additional factors that are very important are your personal interviews (especially where these interviews are evaluative) and your professional background, experiences, and aptitude (if you are applying to a career program like business, engineering, computer science, or architecture). In such cases, the colleges will want to know how serious you are about your program choice, and they will seek to understand why you wish to pursue a particular program.

Upper Mid Year

SEPTEMBER & OCTOBER

Group Meetings with College Advisors

Informal introduction to some aspects of the college process.

College Nights Upper Mids are encouraged to attend a series of “mini-fair” college nights held on various evenings in the fall. College representatives from 30-50 colleges per night visit and tour Hotchkiss, eat dinner with the college advisors, and then hear from faculty and students about Hotchkiss programs and initiatives. Students have the opportunity to meet the representatives in the Main Building classrooms for informal sessions of questions and answers. This year (2020-21), our mini-fairs are scheduled for September 30, October 7, and 14. They will take place virtually.

PSATs All Upper Mids are expected to take PSATs. Registration is completed and \$21 paid for at the Student Bank/Debit Card Office. They take them in October. PSATs are essentially a practice round for the SATs and a qualifying test for the National Merit Scholarship Program competition. The PSAT is on October 29, 2020.

Like the SAT, the redesigned PSAT/NMSQT will measure the skills and knowledge that are essential for college readiness and success.

Family Weekend In late September Upper Mids and their parents will receive a mailing in anticipation of the Family Weekend.

TESTING RECOMMENDATIONS FOR CLASS OF 2022:

hotchkiss.org/college-announcements

JANUARY

Upper Mid Questionnaires During the semester, students will be asked to fill out a questionnaire designed to help them in their self-assessments, to guide them in their analysis of different types of schools, and to provide our office with important personal information.

One of the most beneficial aspects of the college process for students is the opportunity to evaluate themselves. In reviewing what they have accomplished, both academically and non-academically, students often gain greater insight into the kind of community that would best suit their needs as they continue their studies.

College Advisor Assignment Early in the second semester, students are assigned a college advisor by the College Office. Requests for specific college advisors are not entertained as the office works collaboratively with all students.

International Students: Many colleges require international students to submit results from the TOEFL (Test of English as a Foreign Language). Because Lakeville is somewhat removed from the

TOEFL testing centers, it is advantageous for students to take this test at home during the summer.

Meetings with Advisors Upper Mids should plan to meet one-on-one with their college advisor three to four times throughout the second semester. Meetings are scheduled by Mrs. Lakin, the College Office assistant. Students should also feel free to stop in and ask any questions they have at any time and need not schedule an appointment for a quick question.

Throughout the semester, students, their advisors, and their parents will begin to identify possible interests and a broad range of college options. Students are encouraged to research schools online. Some students will contact current college students, including Hotchkiss graduates. Students should also contact professors and coaches for information about programs. Of course, students still rely heavily on guide books, view books, and course catalogs for important information about the schools they are researching. Though the college advisors know a significant amount about a number of schools, and can help as students consider a range of options, they do not have encyclopedic knowledge of all schools or programs. Make sure that you take on the responsibility of researching schools on your own, and do not rely solely on the knowledge or opinions of others as you formulate your own ideas and opinions about schools.

Students and advisors discuss a wide range of topics that are not related to specific colleges. Together they map out a testing schedule and discuss potential strategies concerning standardized tests. In conjunction with their faculty advisors, students also seek college advisors' reactions and advice about courses to take for the senior year that will best demonstrate the student's interests and academic appetite. College advisors also talk about ways in which students can maximize their opportunities (both academic and extracurricular) at Hotchkiss, which will not only enhance the rest of their time at Hotchkiss, but will also indicate to the colleges the kind of student/citizen they might expect from each applicant.

In order to gain the fullest understanding of a student's experience at Hotchkiss, the college advisors solicit information from parents that will enhance our understanding of the context of their child's experience at Hotchkiss. Parents will receive a copy of a questionnaire that will guide their comments. Whether by letter, phone, e-mail, or face-to-face meetings, we hope that parents will provide us with insights that will help us better advise their children.

WINTER

Upper Mid Parent Program (January 22 and 23, 2021) As an introduction to some of the issues involved in the college process, parents are invited to campus for a panel presentation by several admission representatives and for small group meetings with the advising staff. Parents receive detailed information about this program in the fall. This event may be virtual in January 2021. More details to follow.

February to April: High-End Test Prep for the May SAT During the winter and spring of Upper Mid year, Hotchkiss hosts the SAT test preparation course offered by High-End Test Prep. Many past students have reported that strategies taught in this course proved to

be helpful. The course usually consists of five Sunday evening classes, although the schedule varies. Holding class before the March break gives students the opportunity to study course materials and practice strategies during spring vacation. When students return from break, the remaining classes reinforce what they have learned as students prepare for the May SAT.

February to April: Summit Test Prep for the April ACT

During the winter and spring of Upper Mid year, Hotchkiss hosts an ACT test preparation course offered by Summit. Students have reported that strategies taught in this course proved to be helpful. The course usually consists of five Sunday evening classes, although the schedule varies. Holding class before the March break gives students the opportunity to study course materials and strategies during spring vacation. When students return from break, the remaining classes reinforce what they have learned as students prepare for the April ACT.

The School subscribes to **Method Test Prep**, an online, self-paced test prep program for the ACT and SAT providing free access to Hotchkiss students. To access Method Test Prep:

- Login to the Student Portal and click Method Test Prep on the right-hand side.
- Fill in the form, using your Hotchkiss email address, and when asked for a username and password, use your Hotchkiss login.
- After completing the registration successfully, you will receive a welcome email message from Method Test Prep.

MARCH

Spring Break The March vacation provides an ideal opportunity to see a variety of colleges and universities at a time when there are likely to be students on campus. Students can begin to assess what is available and what appeals to them. Not all colleges offer interviews to eleventh graders at this time, but group information sessions and tours can be very helpful. Visits to schools that represent a range of program, size, location, culture, and selectivity can help students clarify their preferences.

APRIL

Spring College Fair for all Upper Mids (April 14, 2021): an evening fair with approximately 120 colleges and universities represented. Students should meet at least once with their college advisor.

MAY

Students should meet at least once with their college advisor.

May 3-7, May 10-14, May 18-21, 2021: AP Exam dates

For a schedule of which exams fall on which dates, please refer to the College Board website at www.collegeboard.org and search for “AP exam dates.”

JUNE

Common Application and Essay: In mid-May, all Upper Mids will be instructed to complete the Common Application. Students will also complete a draft of the college essay.

Register with the NCAA Clearinghouse if you wish to pursue Division I or II athletics.

At the end of the year, college advisors write letters to their college advisees and their families noting the schools that have come up in discussion, a relative selectivity rating for each school, and a brief comment about the student's progress in the college process thus far. Included with this mailing are statistics for recent Hotchkiss classes which can help the students themselves understand their own strategy with respect to the selectivity of schools. It is important to remember that selectivity of an institution is affected as much by the popularity of that school as it is by the quality of the program. We define selectivity ranges as: "Likely," "Possible," and "Reach." The definition of these terms can be found in the Glossary on p. 55

SUMMER ASSIGNMENTS

Register for fall SATs and ACTs: If students are interested in taking SATs or ACTs in the fall, they may register throughout the summer (online at www.collegeboard.org and www.act.org). The College Board now offers a late August SAT. (**Most seniors should be taking an SAT with Writing or SAT Subject Tests in August.**) Other registration options are outlined on the College Board website. Hotchkiss is an SAT test center for the dates that take place when school is in session. The Hotchkiss CEEB code number is 070335; the SAT test center number is 07-305.

Scheduling College Visits Before Upper Mids leave each spring, the college advisors help them to develop an appropriate group of colleges to research and visit during the summer months. While advisors often suggest certain schools, it is the student's responsibility to identify and research a wide range of options. We hope that each list of schools will represent a range of size, location, and selectivity. Most Hotchkiss students visit between eight and twelve colleges. The majority of these visits need to be arranged during the summer months. (Fall visits are more difficult to schedule, although the Monday after Parents Weekend, and Thanksgiving and December vacations, offer additional chances to see some schools.) If you plan to visit colleges early in the summer, we advise that you allow 4-6 weeks to set up an appointment. We are happy to help you map out a plan for a student before he or she leaves in June; however, it is important to remember that it is the responsibility of the student or parent to make the actual appointments with particular colleges.

We suggest that you take advantage of every opportunity to learn about the college and that you ask for an interview if possible. Interviews, though not always required or offered, provide an ideal opportunity to learn more about the school. They also indicate a sincerity of interest, which may be important to the college, especially the smaller liberal arts schools. Most importantly, interviews provide students with one of the few opportunities to express their thoughts and explain issues of personal importance that may be difficult to convey through other means in this process. You should also take advantage of group information sessions, tours, or any other programs the college offers. Some informal time to just wander around the campus is a good idea (but don't make this the only means by which you visit a campus).

If possible, students can also meet with professors, coaches, and other non-admissions personnel.

Campus Tour When on a campus tour ask the guide any questions you may have.

Students leading tours are often the best current sources of information about a college. Some possible questions are:

- How large are your classes? How large are first-year classes?
- Do you meet regularly with an advisor?
- What is the intellectual climate on campus?
- What percent of students live in dorms? Is housing guaranteed for all four years?
- Is this considered a safe campus? Are there regular patrols, escort vans, emergency phones, etc., if needed?
- Is this an openly competitive environment? How are tests and exams administered?
- Do you meet with professors informally? Have you ever been invited to a professor's home?
- How tolerant is this community of individuality and diversity?
- What are the most popular extracurricular activities here?
- What leadership positions in this community are held by men? Women?
- What do you like best/least about being a student here?

After the end of your visit, ask yourself one important question: “Do I see myself fitting in here?” We strongly recommend that you keep notes or a journal of your impressions of each college after you visit. Some students even include pictures or postcards to have a visual reminder of a school which they can reference many months later as they contemplate which schools will receive applications.

College Interviews As college applications increase and college admissions offices' resources are stretched, the general emphasis on college interviews has decreased somewhat during the past few years. However, at some smaller liberal arts colleges, personal interviews may be viewed as important indications of a student's true interest in the school. You should inquire about the interviewing policy of each school of interest.

In general, students are well-advised to interview wherever they can.

The policy will probably be one of the following:

- No interviews – group information sessions only.
- Alumni interviews only – off-campus.
- Interviews are optional and informational only.
- Interviews are encouraged and do become a part of the student's application folder.

Students will be provided with some interview opportunities on the Hotchkiss campus during the fall and winter. We cannot guarantee that certain schools will be able to interview on campus in any given year, so it is wise for students to try to schedule an interview (if offered) on a college campus when they are visiting.

There are a number of schools that typically interview students at Hotchkiss, using either an alumni representative or an admissions officer. If you would like to find out about the likeli-

hood of a certain school that interests you coming to Hotchkiss to conduct interviews, please see your college advisor or Mrs. Lakin.

Sample Questions From College Admissions Interviews Even if you are not asked any of the following questions, if you have thought about them, you will be well prepared.

1. How do you like Hotchkiss? What has been the most positive experience you have had? The most negative? What would you like to change about Hotchkiss?
2. What is your role in the school community? What would your teachers say about you as a person? As a student?
3. What is the most significant contribution you have made to your school?
4. What are you looking for in a college? How did you become interested in _____?
5. What are some of your goals — personal or career — for the future?
6. Tell me about a particular class or assignment in which you found yourself most stimulated intellectually.
7. What is your reason for participating in athletics/theater/student government/dance/newspaper, etc.?
8. Since you are interested in science or math, why are you interested in a liberal arts college rather than a more technical institution?
9. How, and in what ways, do you expect, plan, hope, to transfer your secondary school contributions, achievements, activities to the college level?
10. What has been your favorite subject in high school?
11. What might you study in college?
12. What books or authors have made a lasting impression on your way of thinking? Have you read deeply into any one author or field?
13. What events, if any, would you deem critical in your life thus far? Who has most influenced you?
14. What pressures do you feel operate on you at Hotchkiss to conform? Describe ways in which you “go your own way.”
15. How have you spent your summers?
16. What are your reactions to current events?
17. Describe something that you have really become indignant over in the past year?
18. How would you describe yourself as a person?
19. How do you spend your free time?
20. Do you have any questions? (Be sure to have some in mind.)

Some Thoughts About the Interview

- Dress neatly. While you don't need to wear a dress, or a tie and jacket, you should dress appropriately. No t-shirts or ripped clothes. Shorts are appropriate during the warm summer months.

- Plan ahead. Read the college guidebook before the interview and think of some questions that are not answered in those publications. In other words, a question about the number of library books would be inappropriate, but you might want to know whether the library has a particular strength in one part of its collection.
- Think about yourself. Be prepared to answer many of the questions listed earlier.
- Be yourself. Be honest about your talents and your interests. Interviewers spend a lot of time talking with students, so it does not make sense to pretend to be something that you are not. You are accustomed to talking with adults. Try to enjoy the interview; relax and learn from the experience.
- Remember that you are assessing the interviewer's college at the same time that he or she is assessing you. That is not to suggest that you should be arrogant and demand why this college should be graced with your presence. Still, you are entitled to expect honest, straightforward answers to your questions.
- Some colleges hire seniors to help with summer interviews. Treat these people as you would a professional college interviewer.

Keep a Journal Write down every piece of information you are able to gather about a school. Write down your reactions about schools immediately following your visit. We encourage parents/guardians to do the same; this is wonderful way for parents or guardians to react on their own without being too influential early on in the process. Often parents find it helpful to allow their children to share their thoughts about a school first. Below is a sample of a worksheet that you can use to help keep track of the schools you see. It is also helpful for you to have any family members and other co-visitors take their own notes. The ground rule is that you do not talk about the school until after you have had a chance to write your own reaction.

Name of College: _____

Location (urban/suburban/rural): _____

Size: _____ Selectivity (your guess): 1 (reach) 2 (possible) 3 (probable)

Day of visit: _____

Weather conditions: _____

Tour: ☐ Yes / ☐ No with _____

Quality of tour: _____

Other students: _____

Best question: _____

Interview? ☐ Yes / ☐ No with _____

Quality of interview: _____

Send a "Thank You" note. ☐

Information session? ☐ Yes / ☐ No

Quality of information: _____

Did you learn anything new? What? _____

Did you meet with faculty/staff member (i.e., professor or coach)? ☐ Yes / ☐ No

Facilities: academic: _____ dorm: _____ athletic: _____

Pros (at least 5 things you liked about the school).

Cons (what you did not like).

What was your first impression when you visited?

Was your first impression confirmed or altered by the rest of the visit?

What is your “gut” feeling about the school?

Common Application The summer months are a good time to put the finishing touches on the Common Application. It is available at www.commonapp.org. Many schools accept the Common Application. Completing the Common Application in the summer will help you manage all of your academics and extracurricular demands in the fall. Please draft responses to the essay and short answer questions. Your college advisor will want to review the completed application with you in September.

Senior Year Timeline

SEPTEMBER & OCTOBER

The fall semester of the senior year is the busiest time of the college selection process. We recommend that each senior make it an absolute priority to see their college advisor within the first two weeks of school. Throughout the months of September and October, we hope to meet with each senior at least twice.

COLLEGES VISITING HOTCHKISS

The College Office sometimes schedules times during the class day when college admissions officers are on campus to speak to interested students. Seniors should make every effort to see these representatives during their free periods. When this is not possible, seniors must notify their teachers in advance of the class (24-hour advance notice) to be excused for part or all of a class period to go to the college meeting. As usual, students are responsible for assignments due and for making up missed work. Upper Mids are encouraged to attend if they have a free period at the meeting time.

SCHEDULE REGULAR MEETINGS WITH YOUR COLLEGE ADVISOR TO:

- Review tasks and goals for the summer months.
- Begin to narrow or adjust the list of choices according to need; begin to prepare the Common Application and supplements.
- Discuss current course schedule and set goals for the semester.
- Discuss additional testing needs..
- Begin revising, expanding, editing college essays. In addition to the ongoing help and suggestions on essays that we offer our students, the English Department is an excellent resource for advice on the writing and editing of essays. Please remember that it is each student's responsibility to write and edit their essay. The college application essay is an anticipated responsibility, and many teachers make room for work on the essay as a standard part of the fall curriculum.
- Register online with NCAA Clearinghouse form for Division I and Division II recruited athletes. (Should be done in the summer prior to senior year.)
- Discuss an early application if appropriate. The decision to apply to college early is unique to each individual and should be weighed carefully against each individual's goals and expectations. In the case of an early application, students will be required to complete the application as soon as possible (the middle of October for a November 1 deadline and the beginning of November for a November 15 deadline). **Students must inform the College Office of their intentions to apply early decision or early action**

(fall plans) by October 2, 2020 via Naviance. Early in the fall the College Office will instruct seniors on how to communicate early application plans via Naviance.

- Discuss having SAT score report sent from College Board to colleges. **Hotchkiss does not report test scores to colleges!**

SEPTEMBER

- Group meetings with college advisors. Meet individually with your college advisor.
- Mid-September: Make sure you and your parents complete the CSS PROFILE by October 20 if you are applying to a school under Early Decision. The CSS Profile is available at www.collegeboard.org.
- Attend College Night on September 30, 2020

OCTOBER

- **Students applying to the University of Michigan, The Ohio State University, and the University of Wisconsin are encouraged to apply and submit all credentials by October 15. Students interested in Dickinson, SMU, University of Vermont, Tulane, Miami (Ohio), University of Richmond, Big Ten Schools, and most state schools are strongly encouraged to apply for the November 1 Early Action deadline or by November 1 if the school has rolling admission.**
- Continue to meet with college advisor.
- Attend evening College Nights to meet with representatives from the schools in which you are interested. (September 30, October 7, and 14)
- Register for financial aid by filling out the CSS PROFILE online at collegeboard.org.
- Continue refining list and conducting research.
- Continue to work on applications.
- Send in any applications to colleges with “rolling decision” policies.
- Meetings take place over Family Weekend. Parents of Seniors can sign up for appointments by following the instructions sent by the School closer to the date.

If a student has decided to apply early, October is the time when the application must be completed. Early applications are commonly due in November. This is a good time, as well, to work on applications that are due on a “regular” decision basis (January through February). As part of this process, the college advisors will discuss with each student their choices for teacher recommendations. Students should approach teachers to request recommendations.

The College Office will inform students and teachers about the steps necessary to submit recommendations via Naviance.

For students who submit early applications, the College Office does NOT routinely send first-marking-period grades to the colleges. If colleges ask for them, we provide them. If students want colleges to consider them, the students should provide the grades by self-reporting them in a letter.

NOVEMBER

- Continue meeting with college advisor.
- Send in early application if appropriate.
- **Thanksgiving vacation:** This week of vacation is a boon for college-bound seniors. It is undistracted time that should be devoted to wrapping up applications. The more a student completes during this vacation, the better. The December break is not the ideal time to be completing applications. Applications completed over the December break are often rushed and done without proper care.
- University of California system applications must be submitted by November 30.

DECEMBER

- **Hotchkiss does not report standardized test scores to colleges.** Students must instruct the College Board to send all required test scores to colleges. In order to avoid a potential delay of applications, students must be sure the College Board has sent their scores by this test date. Be aware of “test-optional” schools and schools that accept self-reported scores.
- Mid-December: Colleges notify early applicants of decisions.
- Early application candidates who have been notified of a decision should meet with their college advisor to discuss the next steps.
- Students complete remaining regular decision application.

JANUARY & FEBRUARY

Most regular decision applications are due between December 31 and February 15. It is the student’s responsibility to know those deadlines.

Filling Out the Applications

The student application is your opportunity to tell the colleges about yourself. All applications ask for personal information, family and educational backgrounds, standardized test information (though students still need to have “official” score reports sent directly from the College Board), your extracurricular interests, and work and summer experiences. All applications will have at least one essay that typically asks questions that allow you to tell the reader something they might not already have learned from the rest of your application.

Students generally find that the earlier they begin gathering the necessary information, the more complete their applications become. It is critical that you think about answering the questions fully and truthfully as well as making sure that once the application is complete, it tells the reader everything that you want that person to know.

Remember when you write the essays that they are not “stand-alone” pieces, but offer a greater insight into something that is important to you. They should say something about you, say something from your point of view, and say it in your voice. The College Advisors are eager resources to help and support you as you gather your application information and think about all you want to say. We can also help as you draft essays and will happily give you feedback about them. Again, the sooner you start on these, the better!

Some other tips include:

- Start early – even in the summer! Gather personal data and draft several essays well in advance of filling out the application.
- Use the Common Application, and be certain to check your colleges’ websites or the Common Application website (www.commonapp.org) for additional application requirements (supplements). Many colleges that utilize the Common Application also require college-specific supplement forms. Do as much of the Common Application and individual college supplements as possible over the summer months.
- Indicate the schools to which you intend to apply by adding them to Naviance.
- **Organize Teacher Recommendations.** As part of this process, the college advisors will discuss with each student their choices for teacher recommendations. Students should approach teachers to request recommendations. The College Office will inform students and teachers about the steps necessary to submit recommendations via Naviance. **For Early Decision/Action applications, decisions about teacher recommendations should be made in September.**
- Make sure that your parents have a copy of any financial aid forms (if appropriate). Timely filing of these documents is critical for timely notification of grants.
- **Print a copy or share as PDF and do a rough draft of each application.** Think carefully about what you want to say about yourself, both academically and in terms of the extracurricular activities that you pursue. Your part of the application is your opportunity to tell your own story and express your genuine self.
- **Have at least one other person look over your application before you send it.** Make a copy of your completed application before you send it. Submit the applications well before the deadlines. With advance planning, you need not resort to having to complete them and submit them at the last minute.

Reporting Test Scores Colleges that require SATs or ACTs as part of the application need an official score report containing your scores. Hotchkiss does not report test scores to colleges. It is the student’s responsibility to request that the College Board or ACT send score reports to each of the colleges to which she/he is making an application. This report should be sent once the student’s testing profile is complete (i.e., it contains SAT or ACT and at least 2-3 SAT Subject Test scores if they are required). Please note: some colleges accept self-reported test scores on the Common Application. It is the responsibility of the students to note colleges’

policies.

Score Choice: The College Board recently instituted score choice. As explained on the College Board website, Score Choice gives you the option to choose which scores (by test date for the SAT with Writing and by individual test for SAT Subject Tests™) you send to colleges — in accordance with an institution's stated score-use practice. You can choose scores from one, several, or all SAT test dates. Individual colleges will have different policies regarding this option. Please refer to www.collegeboard.org and the individual colleges' websites for additional information.

After the Applications Once applications are submitted, students enter a lengthy waiting period. It is important for students to remember that the process is not yet finished. They still need to concentrate on their studies, and interestingly, many students find that this is the time when they most enjoy their work and actually find they do better without the pressure of colleges. **The College Office does not routinely send third marking-period grades, but if a school asks for them, we will provide them.** Students who wish to have colleges receive their third marking period grades will receive instructions about how grades can be submitted to schools by the College Office.

Notification from Colleges Not all colleges routinely inform students if their applications have been received. As long as the student has listed the application on Naviance, the transcript, teacher recommendations, and counselor recommendation will be sent. We submit them in bulk, electronically. If something turns up missing in an admissions office, it is most likely due to human error in processing the enormous queue of data that arrives electronically in the college admissions offices in a short amount of time.

Frequently colleges will send a postcard or e-mail indicating to the student what is missing from the student's application. **Students and their families should not panic if they receive such a notification. Sometimes these cards and e-mails are sent from the colleges before the actual deadline and before all submitted items are downloaded to the colleges' databases.** Most commonly, a phone call to the college will inform the student that the missing items arrived since the card or e-mail was sent. If official score reports from the College Board are missing, the student should contact the testing service to make sure that one was sent to the specific college. Students should certainly follow up with anyone responsible for the missing items. As long as steps are taken to provide the information in a timely fashion, students are not penalized in the admission process.

It is the student's responsibility to regularly (3-4 times a week) check e-mails or personal online accounts at a college about missing items. If items are still missing on February 1, students should contact the College Office immediately.

Decision Letters Upon their return from spring break, college decisions begin to arrive.

This can be a tumultuous time for students. It can take up to three weeks for all the letters to arrive. Over the years, Hotchkiss students have become increasingly sensitive to their classmates as they check their mailboxes and e-mails several times a day. The more students focus on their own choices and try not to generalize about “everyone else,” the more likely they are to weather this time period with the least amount of anxiety. **Students should avoid “publicizing” their admissions decisions on social media.** Contrary to popular belief, the College Office does not know the final decision on an application until the student tells us or until we receive an official letter from the college or university. Students are responsible for reporting the colleges’ decisions to the College Office and to their recommending teachers.

May Notification Date May 1 is the universal notification date and the deadline by which students need to have sent a deposit to the school of their choice. Students must decide on one school only to send a deposit. The practice of double-depositing is contrary to the ethical standards of the National Association of College Admission Counseling. Most colleges retain the right to withdraw an acceptance if they find out that a student has made a deposit at more than one school. Following these national policies, Hotchkiss will send out only one official transcript after a student has graduated.

Waitlists Many students will receive waitlist letters from colleges, accompanied by a card or directions to a website through which students indicate their desire to remain on the waitlist. Colleges look forward to turning to their waitlists because it gives them a chance to “round out” the class in many different ways. In most cases, nothing will happen with a waitlist until after May 1, when colleges know how many of their accepted applicants plan to attend their school. Sometimes these waitlists extend into June. How schools handle waitlists varies from school to school and from year to year.

Students’ interest in a school plays a significant role at this time. If a student is interested in pursuing a place, here are some recommendations:

- The reply card or e-mail should be sent immediately upon receipt.
- The student should send a deposit to one of the schools where he/she gains admission. This deposit is generally forfeited if a student decides to accept an offer off a waitlist.
- A letter should follow, talking about highlights of the time since the application was completed. If the student would give up all other opportunities to attend that college, this is the time to say so. This statement should not be made casually, however, because colleges will rely on that statement of interest. It is still perfectly acceptable to tell a college of continued interest in its program, even if it is not a first choice. This letter should not be too long — one page should suffice.
- The College Office will phone the schools and talk about specific waitlist candidates. Students should tell their college advisors which waitlists they want to pursue.
- If a student had contact with a professor, had an interview with an alumnus/a, or if someone wrote on the student’s behalf, the student should contact that person, tell him/her of the waitlist action, and explain what the student is going to do at this point.
- Additional letters should be requested judiciously. While “overkill” is less of an issue with waitlists, too many additional letters may not be necessary.

Colleges often notify students of an offer from a waitlist by phone. If they cannot be reached in the dormitories, the admission counselors often call our office, and we find the student. Schools have different policies about the length of time a student has to reply to the offer. Students should feel free to ask questions of the admission officer and can also ask us for assistance. Sometimes, as the dust settles on students' choices, the schools where they were waitlisted become less appealing, or they just get tired of waiting. It should not be assumed that a school where a student was waitlisted is "better" than a school that admitted that student. At any point, students can end the waiting period by withdrawing their interest. As usual, students should keep the College Office informed of how they feel about their situations.

January Admission Sometimes schools offer admission for the second semester. This can be an ideal opportunity for students who are accustomed to being away from home. There are a number of options for students to work, travel, or study in another setting for a semester before settling back into academic life. The College Office can act as a resource for some opportunities, and can refer interested students to a variety of options.

Additional Remarks Students receive help throughout the process by many people, both on- and off-campus. We hope they can be mindful of this, and keep in touch with teachers, friends, or advisors who help them with their applications or write on their behalf. These people are often very curious about the outcome of the process, **and students should remember to thank these people as well as to tell them about the colleges' decisions.**

Athletic Recruiting

Contacting coaches: It is the students' responsibility to contact coaches at schools of interest for them. **As early as the fall of Upper Mid year, students can draft a letter of introduction to send to college coaches.** These letters should include information about the student's academic and personal background in addition to any relevant athletic information. College Advisors will happily review these letters with students. Students can obtain the names and addresses of coaches either from the College Office or from the school's own admission or athletic offices. The College Office has sample letters to college coaches which can be provided to students.

NCAA Clearinghouse: Students hoping to compete at the Division I or II levels must be deemed eligible by the NCAA Clearinghouse. Students should go online to NCAAClearinghouse.net for more information and forms.

NCAA Initial Eligibility Requirements: Students should also be aware of certain practical considerations. For example, student-athletes interested in playing interscholastic sports at any Division I or Division II college or university must meet the NCAA initial eligibility requirements. Student-athletes should visit the NCAA Clearinghouse website (www.ncaaclearinghouse.net) for details. In order to be eligible to play interscholastic sports at Division I or II schools, student-athletes must have earned credits in certain core course areas.

DIVISION I

16 Core Courses:

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural / physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural / physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion / philosophy).

DIVISION II

16 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural / physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural / physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or nondoctrinal religion / philosophy).

NCAA DIVISION I INITIAL-ELIGIBILITY STANDARDS

College-bound student-athletes entering a Division I college or university will need to meet additional academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year.

First, here are three terms you need to know:

Full Qualifier: A college-bound student-athlete may receive athletics aid (scholarship), practice, and compete in the first year of enrollment at the Division I college or university.

Academic Redshirt: A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may not practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice, and cannot compete in the first year of enrollment.

HERE ARE THE ADDITIONAL REQUIREMENTS:

Full Qualifier must:

1. Complete 16 core courses;
 - **Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.**
 - Seven of the 10 core courses must be English, math or science.
2. Have a minimum core-course **GPA of 2.300**;
 - Grades earned in the 10 required courses required before the senior year are “locked in” for purposes of GPA calculation.
 - A repeat of one of the “locked in” courses will not be used to improve the GPA if taken after the seventh semester begins.
3. Meet the competition sliding scale requirement of GPA and ACT/SAT score (this is a new scale with increased GPA/test score requirements); and
4. Graduate from high school.

Academic Redshirt must:

1. Complete 16 core courses (same distribution as in the past);
2. Have a minimum core-course GPA of 2.000;
3. Meet the academic redshirt sliding scale requirement of GPA and ACE/SAT score;
4. Graduate from high school.

Nonqualifier is a college-bound student-athlete who fails to meet the standards for a qualifier or for an academic redshirt.

Postgraduate students, please note: According to the NCAA guidelines, “In Division I, it is not permissible to substitute the grades earned in postgraduate high-school work in place of grades attained before graduation. You cannot repeat a course in postgraduate high-school work.” While such additional coursework cannot be used to gain eligibility, new standardized test scores can be utilized to enhance a prospective recruit’s NCAA eligibility profile.

Repeated Grades: NCAA Division I eligibility is based on the first four years of high school. Therefore, students who repeat a grade in high school need to be aware that only their grades and courses through the Upper Mid year will be used by the NCAA to determine a student’s eligibility. If you repeated a year of high school and wish to play Division I sports, consult with your advisor immediately.

If a student has **repeated a course**, the NCAA will only count one of them towards eligibility. When repeating a course, students should consult their advisor or the Academic Office.

Some other thoughts: It is important to remember that **admission committees, not college coaches, make admission decisions.** While most coaches are clear with students about the admission process, students must understand what coaches are saying and about what they are hearing. Students are well advised to keep a journal of any communications/contact they have with coaches so that the College Advisors can help interpret messages and work with college admission officers.

Remember: NCAA eligibility is a baseline. Most colleges expect you to achieve (and take additional courses) beyond NCAA minimum standards.

International Students

What is the definition of an international student in the admissions process? An international student is defined as an applicant who is not a U.S. citizen or a permanent resident/green card holder.

How does being an international applicant affect the admissions process? Most American colleges and universities aim to “build a class” comprised of diverse talents, cultures, and interests, in addition to satisfying certain institutional needs. This goal includes national and international geographic diversity. As a result, colleges seek to have representation among a range of countries and continents. Hence, applicants from countries that are well represented in the applicant pool may face stiffer competition in terms of admission, while applicants from less represented geographic areas may be more prominent in the applicant pool.

What are some issues that international students should consider in deciding where to apply? Like domestic students, international students often have fixed ideas about what are “good” or “acceptable” schools. International students should consider that there are over 2,500 colleges and universities in the United States that provide a rich and broad array of academic and intellectual opportunities. To the extent that international students are open to exploring a wide range of American liberal arts colleges and universities, the more likely they are to have strong post-secondary options at the conclusion of the process.

What are some of the procedural pieces of the college process that are unique to international students? Most colleges ask international students to include an *affidavit of support* and a *certification of finances* as part of their applications. An affidavit of support is a legal document signed by a parent or guardian stating that he or she will be responsible for all tuition, room and board and other fees for the four years of college. A certification of finances is a certified document from that person’s bank that reflects that the parent or guardian has the requisite funds to pay for four years of college. Students can find the College Board’s International Student Certification of Finances Guidelines on most college websites.

What about financial aid for international students? International students who are applying for aid should be aware that many colleges do not offer need-based aid for non-U.S. citizens or non-permanent residents. Other schools have limited need-based funds for international students. At many schools, financial need increases selectivity and can limit where a student applies. When international students apply to schools with limited need-based funds for international students, they must understand that there are not enough dollars to meet the full need of every admissible international applicant with financial need. As a result, colleges often have to select the most academically talented and geographically attractive applicants for admission among the qualified students who need financial aid. While many international students with financial need have been successful in securing financial aid, it is important that international students seeking need-based aid discuss financial aid with their college advisors.

Financial aid at many schools is based solely on family income and assets. Colleges will ask international students and their families to provide current information about income and assets. Many schools ask students to complete the **College Board International Student Financial Aid Application**. Students must contact the financial aid offices at the schools to which they apply in order to understand the specific forms that need to be completed.

AFFIDAVITS OF SUPPORT AND CERTIFICATION OF FINANCES

In order to satisfy visa requirements, colleges request *Affidavits of Support and Certification of Finances* for international applicants. The summer is the ideal time to obtain these documents from your bank in your home country. Most banks have ample experience with providing these documents and will guide you accordingly. The *Certification of Finances* should provide documentation that you and your family have the funds to cover four years of tuition, room and board, and other fees. Remember that colleges require **originals** of these documents. Students can find the College Board's *International Student Certification of Finances Guidelines* on most college websites. Green Card holders are exempt from this requirement.

Testing Information

Please visit hotchkiss.org/college-announcements for the most current testing dates, recommendations, and guidance.

IMPORTANT DATA FOR FILLING OUT THE SAT REGISTRATION FORMS

- Your name and address should be exactly the same on all registration forms.
 - You should use your Social Security number if you have one; it is used for identification purposes.
- 070335 -The Hotchkiss School CEEB code.
- 07-305 - The Hotchkiss School test center code.
- Always use “11 Interlaken Road, Lakeville, CT 06039-2141” as your address when filling out registration forms.

THE SIX MAJOR TYPES OF TESTS

1. **PSAT/NMSQT - Preliminary SAT/ National Merit Qualifying Test (C.E.E.B. Test)**
Given in October to high school sophomores and juniors (lower and Upper Mids). Similar format to the redesigned SAT Reasoning. Useful as an indicator of SAT scores and/or test practice. The basis of some merit scholarships. Source of some college mailings.
2. **SAT** Three hours (plus an optional, 50- minute essay which all Hotchkiss students should take). Its three sections comprise: 1. Evidence-Based Reading and Writing (composed of a Reading Test and a Writing and Language Test); 2. Math; and 3. Essay (optional, but Hotchkiss students should take it with writing at least once).
3. **SAT Subject Tests** One-hour tests measuring knowledge and ability to apply that knowledge in specific subject areas. Three tests are possible to take on one test date. With the recent changes to the structure of the SAT Reasoning Test and the deletion of the SAT Subject Test in writing, some four-year colleges will now require two subject tests. Please check the individual school's testing policy on its college website. The SAT subject tests are offered on several dates during the year, usually but not always when SAT Reasoning Tests are offered. Tests are given in American history, biology, chemistry, Chinese, French, German, Hebrew, Italian, Latin, literature, mathematics level I, mathematics level IC, mathematics level IIC, physics, Spanish, and world history. Language with listening subject tests are only offered in November.
4. **ACT - American College Testing Program (ACT Test Program)** Four 35-50 minute tests in academic areas of English usage, mathematics, social science reading, natural science reasoning. Four separate scores plus a composite score averaging the tests. There is also an additional writing section which most colleges require, so take it! Accepted as an alternative to the SAT test, and sometimes as an alternative to SAT Subject Tests as well. Hotchkiss is not a test site for these tests, but we can provide information about them. There is also information at act.org. Students choosing to take the ACT should register for the optional writing segment of this test at least once .
5. **AP - Advanced Placement Tests (C.E.E.B. Test Program)** Three hour examinations based on full-year college level course in high school. Used at some schools for college credit and placement.
6. **TOEFL - Test of English as a Foreign Language** Required by many colleges, the TOEFL is used to evaluate the English proficiency of people whose native language is not English. Since 1998, the TOEFL has been administered in the United States by computer at testing centers across the country. Because many of the test centers are at least one hour from Hotchkiss, we encourage students to take this test at home during the summer before their senior year. Students can also take this test during vacations or on a weekend to New York or Boston. TOEFL Information Bulletins are available in the College Office. In light of COVID-19, the TOEFL may not be accesible to some students. Students should consider taking the **Duolingo**, and online assesment. Go to: englishtest.duolingo.com to access the test and see the range of school stha taccpet it.

TEST PREP

To help prepare students for the college admission process, Hotchkiss administers most standardized tests throughout the academic year. The SAT and the SAT Subject tests are required at most colleges, and most students take at least one Advanced Placement exam while they are here. Most colleges accept the ACT in place of the SAT Reasoning and/or the SAT Subject Tests; individual testing plans should be discussed with the student's college advisor. A list of schools where testing is an optional part of the application process can be found at www.fairtest.org. It is important to remember, however, that testing is merely one factor that colleges consider when evaluating a student for admissions. Most colleges look first at a student's course selection, followed by his/her academic achievement in those courses.

The Hotchkiss School believes that the best preparation for the ACT and the SAT Reasoning Test is a broad and deep education. Given this belief and the rigor of the Hotchkiss curriculum, the School recommends that students focus their energy and precious time during the school year on their course work.

At the same time, the School recognizes that in the months leading up to the ACT and SAT students benefit from instruction on test-taking strategies, from diagnosing their strengths and weaknesses in critical reading, writing and math, and from taking practice exams. The School provides two services to help students in these areas. The School subscribes to Method Test Prep, an online, self-paced test prep program for the ACT and SAT.

The School subscribes to **Method Test Prep**, an online, self-paced test prep program for the ACT and SAT. To Access Method Test Prep:

- Log in to the Student Portal and click Method Test Prep on the right-hand side.
- Fill in the form, using your Hotchkiss email address, and when asked for username and password, using your Hotchkiss login.
- After completing the registration successfully, you will receive a welcome email message from Method Test Prep.

For those preferring directed review, the School contracts an outside test preparation companies (High-End Test Prep for the SAT and Summit for the ACT) to provide interested students with ten hours of SAT or ACT instruction and practice during the spring of their Upper Mid year. Information about the dates and cost of these sessions is sent electronically with grades to the parents of Upper Mid students at the end of the first semester. The School is not affiliated with any other test preparation companies and is not in a position to recommend the services rendered by such groups. Further questions about registration for the ACT, SAT, or the test preparation services offered by the School should be directed to Laurie Grusauski, the School's testing coordinator at lgrusauski@hotchkiss.org.

REMINDERS ABOUT TEST TAKING

- Check each college for its requirements about ACT/SAT/SAT Subject Tests; how many and which Subject Tests; last date that test results are accepted for applications?
- Do they require the SAT and/or ACT **with Writing**?
- Allow six weeks: 1) to register — the registration deadline is about six weeks before the test date; 2) to report scores — it takes six weeks from the test date for colleges to receive your test results.
- You must instruct, and pay for the College Board or the ACT to send your test scores directly to each college you wish to receive your results. There is a charge for each score report.
- You cannot take both the SAT and SAT subject test on the same date.
- Note Subject Test dates carefully: Subject Tests are not offered on all SAT test dates. Certain subjects, especially the language with listening tests, are only offered on one or two test dates.

Score Reports Keep all score reports in a special file. You may need registration numbers and specific test dates throughout the application process. Please remember to keep all information consistent from one test registration to the next; if you don't do this, you may need to reconcile separate test files kept by College Board, so old score reports should be saved.

Extended Time Testing Students who receive extended time accommodations consult with the Academic Office about eligibility for such testing. Application for extended time must be made to the College Board or ACT. Registration for the tests is still completed online.

British Universities

Most British Universities require students to apply using the Universities & Colleges Admissions Service (UCAS) forms (www.ucas.com), which is similar to the Common Application. The UCAS application is available online, and students are permitted to apply to up to 5 universities on UCAS. It is important to review each individual university application form and deadline. While some schools in the British system (St. Andrew's) use a "rolling admissions" process, we recommend students submit applications materials as early as possible. As a general rule, students should apply to British universities by **October 15th**.

STUDENT EVALUATION

British Universities typically assess students based on their standardized testing. U.S. applicants should expect to submit the SAT I or ACT and up to 5 AP exams (depending on particular universities' course requirements) and/or three to four SAT Subject Tests, depending on which university and program where they make an application.

APPLYING TO ALL BRITISH UNIVERSITIES, INCLUDING OXFORD AND CAMBRIDGE

1. By early August before senior year: select the schools (maximum 5) to which you intend to apply.
2. Select a course (major) at each school.
3. Visit the web page on each school's website for your course to determine:
 - a. Determine qualifications: How many APs, Subject Tests, SATs and ACTs are required? Minimum scores, etc.? Some schools like London School of Economics require up to 5 AP Exams in specific disciplines.
 - b. Whether there is a required exam. Examples: LNAT for law, BMAT for medicine, HAT for History. Registration deadlines for these tests **may be as early as late August or early September**.
 - c. Register for any required exams. Deadlines for some exams are in early September and the latest deadline is October 15, **but register early!**
 - d. Some courses have UCAS deadlines earlier than applicants to most of the other courses. For example, medicine at all universities has an October 15 deadline. You are well advised to apply to all schools and courses by October 15.
 - e. Check to see if any schools have any written requirements. Some courses require the submission of papers or require a written test if you are offered an interview.

- f. Early September: Ask a teacher in a subject related to your course to write your reference. Inform your college advisor of this person.
- g. Mid-September: Write your personal statement and share with your college advisor and a teacher. The personal statement should discuss your refined interest in pursuing a particular course and why it interests you. Your statement should reflect a depth of understanding of the field, and you should be prepared to discuss scholarship in the field that informs your interest.
- h. Early October: complete and submit the UCAS. Buzzword: bearcats

U.S. QUALIFICATIONS FOR OXFORD AND CAMBRIDGE

Successful candidates would typically have SAT Reasoning Test scores of at least 700 in Critical Reading, Mathematics and the Writing Paper, or an ACT with a score of at least 32 out of 36. Oxford and Cambridge also expect Grades of 5 in three or more Advanced Placement tests in appropriate subjects and/or SAT Subject Tests in three appropriate subjects at 700 or better. Additionally, students applying to specific courses of study may have to take a written exam or submit written work for evaluation.

Note: when completing the UCAS, students must list all AP and ACT/SAT scores.

Oxford Action Steps:

1. Choose your course (ox.ac.uk/courses)
2. Submit UCAS no later than October 10th
 - a. Which colleges within Oxford offer it? (ox.ac.uk/collegechoice)
 - b. Are there entrance requirements? (Tests or Written Work). Examples: LNAT for law, BMAT for medicine, HAT for History. Registration deadlines for these tests may be as early as late August or early September.
(Visit: www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/tests?wssl=1 to determine requirements)
 - c. Register for any required exams. **Register early. The latest deadline is October 15.**
 - d. Are there written work requirements?
(Visit: www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/written-work?wssl=1)
3. Late November: if you are shortlisted, you will be invited to Oxford for an interview, which occurs in the first two weeks of December. Helpful advice on Oxford interviews: www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/interviews?wssl=1
4. Mid-January: you will be informed whether or not you are offered a place at Oxford and at which college. Most offers are conditional based on senior year AP results (avail-

able in July). However, there is an increasing trend to offer American students unconditional offers due to the reply deadlines of American colleges and universities.

5. July and August: receive your AP results and determine whether you have met any conditions.

Cambridge Action Steps:

1. Choose your course. (www.study.cam.ac.uk/undergraduate/courses/)
2. Choose a College within Cambridge (www.undergraduate.study.cam.ac.uk/colleges)
3. Apply by October 10 via UCAS. In addition to UCAS, Cambridge requires the Cambridge Online Preliminary Application (COPA) which is found at:
www.undergraduate.study.cam.ac.uk/applying/copa
 - a. You are required to submit your high school transcript with your application. (See Cambridge website for more details).
 - b. Once UCAS and COPA are submitted, two responses will occur:
 - i. You will receive an e-mail directing you to complete the Supplementary Application Questionnaire (SAQ)
 - ii. You will receive a COPA reference number
 - iii. Complete and submit the SAQ which will request your COPA reference number.
4. Late November: shortlisted applicants will be invited for interviews, which occur in the first two weeks of December. Helpful advice on Cambridge interviews:
www.undergraduate.study.cam.ac.uk/applying/interviews
5. Mid-late January: applicants informed about whether they are offered a place.

Responsibilities and Policies

The purpose of this section is to explain some of the policies of this office as well as to clarify the division of responsibility between student and counselor in the college process. As you can imagine, there is much detail work throughout the process; your awareness of some of those details is very important. As you read the following, please remember that our philosophic premise rests on the belief that the college process should be a part of the student's educational experience. All of us who work in the College Office at Hotchkiss are teachers at heart — we want to help students learn. We believe that a part of this education involves encouraging students to take on a significant measure of responsibility and accountability in the college process.

SOME COMMENTS ON THE COLLEGE PROCESS

Our first task in September of senior year is to meet with each student in order to complete the list of colleges to which he or she plans to apply. Based on information parents have, as well as on our own best evaluation, we will seek to estimate a student's chances of admission at the colleges to which he or she plans to apply. It is important to note, however, that such categorization implies no guarantee. We support students enthusiastically in all their applications, but the admissions committees make the decisions based on conditions that can change from year to year. At the meetings we have with each student in the fall, we discuss additional ACTs and College Board SAT and Subject Tests, as well the student's academic goals for the year. We also discuss which teachers they plan to ask to write recommendations on their behalf. The College Office will inform students and teachers about the steps necessary to submit recommendations via Naviance.

Throughout the fall, we write "summary statements" on behalf of each student. The purpose of these statements is to provide a context and perspective on each student's career at Hotchkiss. The summary statement is primarily a factual account of a student's experience here, and each one is a positive and supportive document. These are confidential documents intended for the exclusive use of the college admission offices. As a rule, Hotchkiss students and their families do not see these summary statements, a fact that gives them more impact in the admission process.

When the time comes to make applications, the College Office will process each student's secondary school report and mid-year school report. The forms for these reports are included in the College Office's submission of material to colleges via Naviance. Those reports include transcripts, teacher recommendations, summary statements, and mid-year grade reports. The Hotchkiss transcript reports only final grades for each course — that is, semester grades for semester courses and year grades for year courses. Our mid-year report provides all grades and additional comments at the end of the first semester of the senior year. Once the student notifies us of the colleges to which he or she will apply, it is our responsibility to get that information to the respective college admission offices. Please note that we do not distribute the first or third marking-period grade reports to college admission offices unless specifically asked to do so by a college. Students who wish to have colleges receive their third marking period grades will receive instructions about how grades can be submitted to schools by the College Office.

We also do not act as a clearinghouse for the student's part of the applications. It is the students' responsibility to make sure that they have sent all applications to college admission offices before the applicable deadline. We recommend that students have their essays reviewed by at least one adult before sending them off, and we are happy to participate in that process. A well-edited college admission essay makes the most positive statement on the student's behalf.

After college applications are filed, we continue to support each application with as much enthusiasm as possible. Whether through phone calls or additional letters, we provide this support to any college admission office open to such discussion.

COLLEGE OFFICE POLICIES

Off-Campus College Days (Suspended under current health protocols)

In general, students should make college visits during vacation periods. The following is the policy regarding college days for seniors. Below are our general guidelines. In the fall of 2020 students will not be able to leave campus between September 1 and Thanksgiving (unless they are willing to quarantine for a lengthy period of time upon return).

- Seniors will be allowed three days for college visits.
- No two days may be taken consecutively except under unusual circumstances.
- Students admitted under a binding ED plan are expected to limit the number of college days taken in the second semester.
- A student who is on restrictions will NOT be permitted a college day, except under extraordinary circumstances as approved by the College Office and the dean of the senior class.
- College days during the first and second semester of the senior year will be granted only with the approval of the College Office. Parents must complete absence request form in the Parent Portal (www.hotchkiss.org/parents/forms-and-documents).
- The School will entertain requests from Seniors and underclass students for (additional) college days after consultation with the student's Class Dean and the College Office.
- College athletic coaches will also ask prospective student athletes to visit campuses for multiple days. The College Advisors and Class Deans will handle such visit requests after consulting with students' coaches in their specific sports.

Reporting Discipline to Colleges

Most colleges to which students apply are members of the Common Application. The Common Application asks: *"Have you ever been found responsible for a disciplinary violation at an educational institution you have attended from the 9th grade forward (or the international equivalent), whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution?"*

Students must respond to this question and any disciplinary inquiries from colleges in a truthful and complete manner. This expectation includes updating colleges about disciplinary matters after applications are submitted and up until matriculating at an institution in the fall after Hotchkiss graduation. The college advisors provide support to students as they develop their written disciplinary statements.

The College Office reports probations and dismissals, occurring at any point during a student's high school career, to colleges. We will forward a short statement, including a description of the Hotchkiss philosophy about discipline, a brief explanation of the disciplinary process, and a statement explaining the student's growth in the wake of the matter. In such circumstances, students will be advised to contact the colleges directly; we will provide sufficient time for students to contact colleges before we send any official correspondence to the colleges from this office.

When a student on warning is placed on probation, both the probation and the previous warning will be disclosed to colleges by the College Office when the past warning contributed to the decision to place the student on probation. The Dean of Students, acting on behalf of the Disciplinary Committee, will convey to the student and the College Office when a past warning has contributed to a student being placed on probation.

The College Office reports changes in status to colleges, including withdrawals from Hotchkiss, that occur after applications have been submitted.

When the College Office is obligated to report discipline or a change in status to colleges, students are strongly encouraged to disclose these matters to colleges prior to the College Office doing so. Such a proactive approach by the student exhibits maturity and accountability.

Dropping or Changing Courses: If senior student drops a course before its conclusion, but after informing the colleges of the enrollment in that course, we expect students to notify the colleges of that change. Our office will contact the colleges regarding this change following the student's notification. Students are expected to notify the colleges if they withdraw (or are withdrawn) from a significant extracurricular activity after informing a college of that involvement. Hotchkiss will also inform the colleges to which the student has applied of any such change.

Medical Leaves of Absence: A student's need for a medical leave of absence can have implications for the college process. Depending on the length of the leave and the reasons for the leave, it may be important for colleges to have some information concerning that leave. We encourage the student to discuss the situation with each college directly. College advisors work closely with the students and their families in these situations.

Learning Disabilities: The College Office does not report information about a student's learning differences. If the student feels that a college should be informed about a diagnosed learning difference that may have affected or impacted his/her academic performance, that student should consult his/her college advisor about the best way to disclose such information to colleges.

Financial Aid

Financial aid for higher education comes primarily in three forms: **grants, loans, and work-study**. Today most colleges package all three of these forms of aid in one award. This allows the aid to be distributed to a greater number of families. **Grants** represent aid that you do not have to pay back and are allocated mainly from the U.S. Department of Education, while some colleges also offer institutional grants. **Loans** represent borrowed money that you must repay with interest. Educational loans come from a variety of sources: the federal government, your individual state government, and banks and other financial institutions. College **Work-Study** gives students the opportunity to work while in school. The college will assist a student in finding a job, usually right on campus.

Parents and students should utilize the **net price calculators** on each colleges' financial aid pages. This tool is the best way to estimate the amount of aid that you will receive from a particular college.

Need-Based Financial Aid Students applying for financial aid should be aware of the required forms and necessary deadlines associated with the process. While there is a standard form that all colleges and universities require (FAFSA), students applying for financial aid should ask each and every school to which they are applying for any information related to financial aid. In many cases, colleges require applicants to fill out their own institutional forms as well as the standard forms required by the federal government. Many private colleges use a form called the College Scholarship Service (CSS) Financial Aid PROFILE.

Once you have determined that you will be applying for any or all forms of aid, you must complete a form called **FAFSA** — Free Application for Federal Student Aid. This form allows you to be considered for the following federal financial aid programs:

- Pell Grants

- Stafford Loans

- Supplemental Educational Opportunity Grants (SEOG)

- Perkins Loans

- Work-Study

This form is available online at www.FAFSA.ed.gov. As the title of the form implies, there is no fee required in processing this form. It is, however, required of any U.S. citizen seeking financial assistance. This form can be filed **anytime after October 1 (and before January 30)** of the student's senior year. Do not complete it before the beginning of the calendar year!

In addition to the FAFSA, many schools also require the CSS **PROFILE** mentioned above. While the FAFSA helps schools distribute federal aid, the PROFILE is designed to assist schools in distributing their own private funds. The process behind using the PROFILE includes three steps. Step one includes the filing of a PROFILE registration which students

themselves can complete online at www.collegeboard.org. There is a fee required for this step. Upon receipt of the registration, the family will receive a customized application form. Step two includes the completion of the application itself. As a third step, CSS will send the family an acknowledgment after it has finished processing the completed registration. The earlier a student registers for the PROFILE the better. CSS advises registering four to six weeks before the earliest application deadline. Students and their families need to be vigilant about required information and should file forms as soon as possible.

The federal government (through the use of FAFSA) will determine your financial need by estimating what you and your family can reasonably be expected to contribute toward your education. This figure is referred to as your “Expected Family Contribution (EFC).” If you file your FAFSA online, your EFC will be calculated immediately upon completion of the form. Please understand that some colleges make their own EFC calculations that can be more or less generous than the Federal EFC calculation.

You must identify the colleges to which you would like this information sent (there is a section for this on the FAFSA). The individual colleges’ financial aid offices will then determine how much aid they can offer you, and what form that aid will take. Not all colleges can promise to meet 100% of students’ demonstrated financial need. However, they will all do as much as they can to work with you. Please consult financial aid offices directly before, during, and after the application process to make sure that they have all of the information they need from you.

Prior-Prior: Beginning in October 2016 students and families will report income information from two years prior, which in the case for the Class of 2021, is 2019 income information, which is two tax years before (hence, “prior-prior”) the beginning of the year the student enters college. This policy change is designed to help families by bringing more certainty to the process and eliminating the need to estimate the previous years’ income and tax information in January of the admissions cycle (usually before the W-2s and various tax information is in hand for many students and families).

IMPORTANT DATES:

As soon after October 1 Parent files FAFSA
as possible and before Parent completes PROFILE application
January 30*

*Students applying ED or EA should complete the FAFSA and profile by October 20.

State Scholarship Programs Most states have their own scholarship programs to which all state residents may apply, in addition to any federal funds you may receive. For Connecticut residents, the application for the Connecticut Scholastic Achievement Program may be picked up in the College Office. We notify appropriate students and ask them to come in to get the

form. For residents of other states, the best place to find information pertaining to you is at your local high school guidance office. The eligibility requirements for these programs are normally high, so check first to see if your approximate GPA and test scores are sufficiently competitive.

Other Forms of Aid The **FAFSA** and the **PROFILE** will, if you are eligible, include you for aid from the most prolific sources in the country: the federal and state governments. In addition to this type of need-based aid, there are other ways and means of finding and earning financial assistance. Merit-based financial aid is the other major form of aid distributed to college students. These funds are awarded to students based on a specific talent, skill, interest, or program of study. Check with the college admissions offices for these types of awards. They usually have printed information regarding merit-based awards. Recruited athletes at the Division I and II levels should inquire with the coaches working with them.

Miscellaneous Scholarships Throughout the fall and winter the College Office receives information on many scholarship programs from both colleges and private sponsors. We keep a current list of these opportunities on Naviance. We also suggest that students or their parents check with their local high school about funds available to local residents.

For residents of Litchfield County: We have in the College Office a booklet that describes the awards for which you may be eligible. It is worth your time to come in and look through this.

Financial Aid References You need to be your own best advocate when applying for financial aid, and you must educate yourself as to what forms of aid are out there. There are a number of books and guides in the College Office which will help answer many of your questions and may assist you in finding sources of aid you may not have considered. Please feel free to use these sources:

www.finaid.org (Good place to start regarding general financial aid information)

www.fafsa.ed.gov

www.fastweb.com (Free scholarship search engine)

www.salliemae.com (Information on various loan programs)

www.collegeanswer.com (Includes financial aid calculator)

Off-Campus Educational Opportunities

Each year, several Hotchkiss students elect to attend one of three off-campus programs for either one semester or one year. What do colleges think of these programs? College admission officers know that participants are proven risk-takers who have responded well to the combined challenges of a rigorous academic program and life in a different culture. The decision about whether or not to pursue one of these options should be made with the student's faculty advisor.

Each program offers an on-site component of college counseling; however, students should plan college visits and research accordingly, depending on the time frame during which they will be away from Hotchkiss. If, for example, students are away for their senior year at School Year Abroad, college advising and visits should take place prior to departure from the States.

In each situation, students have access to standardized testing, and the College Office maintains thorough contact with students while they are away, encouraging them to complete questionnaires and maintain ongoing dialogue (albeit at a distance) with their college advisor.

OFF-CAMPUS PROGRAMS UPPER MID AND SENIOR YEAR

Maine Coast Semester Selected Upper Mids may spend a semester living and working with students from other schools at a saltwater farm on Chewonki Neck in Wiscasset, Maine. The curriculum includes college preparatory courses in English, natural sciences, American history, mathematics, modern languages, art, environmental issues, and ethics.

CITYterm CITYterm offers selected Upper Mids and seniors the opportunity to spend a semester learning about New York City. The program is residentially based at The Masters School in Dobbs Ferry. The curriculum includes the expected college preparatory classes, but the core of the program is an academic urban studies course with an emphasis on Service Learning. Students also have the opportunity to benefit from the rich economic, cultural, social, and artistic life of New York.

School Year Abroad Our membership in the School Year Abroad program allows qualified Upper Mids and seniors to increase their knowledge of another language and culture through total immersion in the life of France, Spain, The People's Republic of China, Vietnam, Japan, and Italy. While abroad, students live with families, attend SYA's unique schools, and pursue a course of study (both in English and in Chinese, French, Italian, or Spanish) under the supervision of teachers from the sponsoring schools. SYA offers travel and college testing and provides full academic credit, permitting students to graduate from Hotchkiss with their own class while continuing their preparation for selective colleges and universities.

The Island School, based in Cape Eleuthera, Bahamas, offers classes that allow firsthand engagement with the people and the environment of the Bahamas and that focus on the application of knowledge to real-world problems.

Rocky Mountain Semester Program Lower Mids can apply to spend a semester of their Upper Mid year in an apprenticeship with nature. Students live and study in rustic cabins at the High Mountain Institute at the base of Mount Elbert in Leadville, Colorado. They spend weeks in the field studying both wilderness skills and traditional academic subjects. The curriculum includes college prep courses in English, natural science, American History, mathematics, modern languages, environmental issues, and ethics.

GAP YEAR: A LEARNING ODYSSEY

Many students eagerly explore the possibility of taking a Gap Year between their Hotchkiss graduation and college in order to undertake experiential and educational opportunities in the United States or abroad. This experience gives students a culminating experience at the end of their Hotchkiss education. Inspired by their experiences at Hotchkiss, students might choose to serve in a community, take on an internship, or even participate in an academic program abroad. Whether exploring a new interest or building on ignited passions, students can use the Gap Year creatively, to shape their future academic experiences and to enrich the depth of their learning.

Gap Year participants speak enthusiastically about the many benefits they have gained through their experiences. Here are a few of them:

- The maturity and confidence that come from a year of living independently;
- Renewed enthusiasm for academic challenges and an eagerness to begin college;
- The ability to quickly navigate the transition to their college community and take advantage of opportunities in and out of the classroom from the very beginning;
- An unequaled exposure to career possibilities as well as other cultures, people, and languages;
- And, a greater appreciation and more nuanced knowledge of the world.

For all these reasons, and in support of Hotchkiss's commitment to responsible global citizenship, the School encourages its graduates to consider a Gap Year. We see it as an important steppingstone to becoming compassionate, motivated, global citizens. Students who choose to take Gap Years receive the gift of time – especially, time for personal growth and discovery. The learning that takes place in this year differs from a traditional academic experience, but in planning and living Gap Years, students acquire invaluable skills for lifelong learning.

GAP YEAR ADVISING

As students begin planning their year, they learn how to set increasingly specific goals and how to meet them successfully. Students start the planning process by meeting with their college advisor to begin exploring the possibilities. Once students have identified their goals, we look either to existing programs or develop an individualized opportunity. Students can meet with their college advisors and Mr. Smith throughout the year to explore potential opportunities. Students (and their parents) can review and assess potential opportunities before selecting a gap year program or opportunity. Students and their parents are ultimately responsible for ensuring the safety and suitability of a specific gap year placement.

There is no rigid formula for the Gap Year. Each plan is uniquely designed based on the student's designated criteria. Whether students immerse themselves through language study, homestays, academic programs or service, or build their years around major adventures or internships, planning starts with identifying one or two goals to anchor the year. The list of options includes low cost programs or stipend earning positions.

Hotchkiss will do its best to research organizations and programs available to our students. It is however, the student and family's responsibility to make decisions about what types of experiences are best suited to their needs and goals.

GAP YEARS AND COLLEGE ADMISSION

Colleges are very supportive of the Gap Year because they find that when students return to academic life, they do so with renewed energy, enthusiasm, and focus. Typically, students complete the college application process during their senior year and then apply for a deferral from the college they select. Most colleges will grant deferrals as long as the student can provide a clear, thoughtful, and specific plan for the Gap Year. Unless there is a specific deferral application, most colleges ask that students write a letter to the dean of admissions at the school where they have deposited to request a deferral. Colleges have deadlines to receive these requests, usually sometime in late spring, but colleges generally prefer that students send in these requests as soon as possible after being admitted.

If students decide to apply to other colleges during a Gap Year, they will need to adhere to those colleges' policies regarding the deferral. College deferral policies usually state that the student cannot apply to or enroll full time at other academic institutions while they have a deferral. Under most policies students who wish to reapply to schools during their Gap Year should expect to withdraw their deferrals prior to submitting other applications. Colleges have welcomed students to reapply if they remain interested in the original school. If colleges deferral policies are vague about applying to other colleges, the College Office requires that the students notify the colleges where they have deferred of their applications elsewhere. This must be done before the college office sends transcripts to other schools. During the Gap Year, the College Office will work with students to send transcripts, secondary school reports, and recommendations to colleges when appropriate. In these situations, we request that the student provide the College Advising Office with a copy of the terms of the deferral.

GAP YEAR OPTIONS

The programs listed here are opportunities that Hotchkiss alumni have pursued and represent just some of the opportunities that are possible.

Ahilya School Hospitality Internship | Maheshwar, India

A member of the Hotchkiss Class of 1962, Richard Holkar, runs a heritage hotel in Maheshwar, India. Hotchkiss graduates have the opportunity to spend six months working in the hotel and learning the business of running a boutique hotel in a stunning historic location, the Ahilya Fort, ancestral home of the Holkar royal family. Lodging and food are provided within the grounds of the fort. www.abilyafort.com

Garden City Harvest: Hotchkiss has partnered with the University of Montana to provide graduates with an opportunity to work on a community farm in Missoula, Montana. Homestays and course credit are available. See www.gardencityharvest.org.

Kaiserin Friedrich Gymnasium | Bad Hamburg, Germany

Kaiserin Friedrich Gymnasium is a public school in Bad Hamburg, Germany, just outside of Frankfurt. Hotchkiss German students have partnered with this school for cultural exchanges. During a gap year, Hotchkiss alumni are able to enroll in classes and provide conversational English classes to younger students. KFG organizes accommodations with a German host family. www.kaiserin-friedrich.de/index.php?lang=en&pid=1

Round Square School Gap Programs | Australia, Bangladesh, Canada, Colombia, England, India, Kenya, Singapore, and Thailand

An association of more than 150 schools on five continents, Round Square is founded on a philosophy that embraces a set of six “pillars”: internationalism, democracy, environment, adventure, leadership, and service--also known as the Round Square “IDEALS.” Hotchkiss graduates can apply for Gap placement at other Round Square schools for an academic semester or year. Gap Assistants may aid the co-curricular program, help with classes or provide leadership in the dorms. Room and board, and in some cases, a monthly stipend, is provided. www.roundsquare.org

Students can learn more about various Gap Year options at the Summer and Gap Year Opportunities Fair held at Hotchkiss in January. To explore further Gap Year opportunities, please go to the Hotchkiss Gap Year website: www.hotchkiss.org/academics/college-advising/gap-year. Also see www.diigo.com/user/hotchkissgapyear, or contact Josh Smith, Associate Director of College Advising and Gap Year Coordinator.

Glossary

ACT: American College Test: The ACT is a curriculum-based test which assesses high school students' general educational development and their ability to complete college-level work. The ACT is divided into four multiple-choice sections, which test skills in the following areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Most colleges require the writing section, and Hotchkiss students are strongly advised to take this optional section. Virtually all colleges accept the ACT in place of the SAT, and some schools accept the ACT in place of SAT Subject Tests.

Admission Predictors used by the College Office:

LIKELY: Colleges at which a student should have a strong chance of gaining admission (approximately a 75-85% chance of being admitted). These colleges are selective, however, and an offer of admission cannot be guaranteed. Factors such as senior grades, standardized testing, application quality, including supplements, institutional priorities, and demonstrated interest will remain important. For colleges that track demonstrated interest, a school is only a "likely" if the student engages virtually. This means going to the school's website, requesting information, registering for and taking advantage of online information sessions, tours, and webinars, as well as routinely opening and reading emails from colleges.

POSSIBLE: Colleges at which students' credentials should place them in a competitive position (approximately a 45-60% chance of being admitted). Factors such as senior grades, standardized testing, application quality, including supplements, institutional priorities, and demonstrated interest will remain important. For colleges that track demonstrated interest, a school is only a "possible" if the student engages virtually. This means going to the school's website, requesting information, registering for and taking advantage of online information sessions, tours, and webinars, as well as routinely opening and reading emails from colleges.

REACH: Colleges are a "reach" for a student when relatively few applicants with profiles similar to that student have gained admission to that school as we consider a statistical pattern expressed over time. A student's chance of being admitted is no greater than the college's published admit rate. Factors such as senior grades, standardized testing, application quality, including supplements, institutional priorities, and demonstrated interest (if they track it) will remain important. While some Hotchkiss students are admitted to schools considered to be reaches, and the College Advising Office fully supports and encourages applications to these colleges, students must be aware that applications to colleges in this category are less likely to succeed than applications to schools in the other categories. It is very important for students to have a well-balanced list.

AP: Advanced Placement Exams. These are not required for college admissions, but are often used for college credit or for placement in an advanced course upon attending college. Colleges will look favorably on strong results if available, but students are not penalized if they have not taken AP exams. They are optional.

College Day: Excused absence from classes so that a student may take care of college business. See “College Office Policies” (page 44) for more specific information.

CSS PROFILE: College Scholarship Service Profile. While FAFSA helps schools distribute financial aid, the PROFILE is designed to assist schools in distributing their own private funds. The process behind using the PROFILE includes three steps: filing registration, completing registration (upon receipt of acknowledgment of filing registration), and final acknowledgment by CSS. The earlier one registers for the PROFILE the better. Registration begins September 15. Please be aware that there are fees involved.

Early Action: Non-binding early application, generally due by November 1 with decision notification in mid-December. Students admitted under this application can make applications to other colleges under the regular decision plan. Colleges that subscribe to this policy include Boston College, University of Chicago, Georgetown, MIT, Stanford and Yale. Note that schools have specific policies (Restrictive Early Action) about whether or not a student can make more than one early action application.

Early Decision: Binding early application, generally due by November 1, with decision notification in mid-December. Students admitted under this application must attend the college to which they are admitted.

Early Decision II: Binding application usually due at the same time as regular decision applications. Colleges notify students in late January or February. If admitted, a student must attend that school. Students must submit all other applications at the same time. ED II allows consideration of the student’s first-semester report.

FAFSA: Free Application for Federal Student Aid. This application must be completed for consideration of any kind of financial aid. This form is mailed to the Hotchkiss College Office in the fall, usually around mid-October, and can be picked up in the College Office. Information about the federal financial aid process and the FAFSA form itself can also be accessed online at www.fafsa.ed.gov. As the title of the form implies, there is no fee required in processing this form.

PSAT: Preliminary Scholastic Aptitude Test. Given in October of the Upper Mid year to the entire class. Registration is handled by the School. Scores are used for National Merit Scholarship Qualification (referred to as NMSQT) and for student and counselor only. These scores may help to predict future SAT scores. PSAT scores are not sent to colleges.

Rolling Admission: Under this application procedure, students are informed of the college’s decision three to four weeks after the application is completed. With this type of application, the earlier the application is filed, the better. In other words, the later the application is sent, the more selective the school becomes. Many state universities use this procedure.

SAT: Three hours (plus an optional, 50-minute essay which all Hotchkiss students should take). Its three sections comprise: 1. Evidence-Based Reading and Writing (composed of a Reading Test and a Writing and Language Test); 2. Math; and 3. Essay (optional, but Hotchkiss students should take it).

SAT Subject Tests: These are one-hour tests measuring achievement in 18 subject areas such

as languages, math, sciences, and history. You'll choose which tests you'll take. Some selective colleges require the SAT Subject Tests in addition to SAT. These can be taken at any time during your high school career. Schools may require specific tests for particular programs. (Math 2C and Physics for prospective engineers, for example.) Many schools require two subject tests in addition to the SAT Reasoning Tests; however, be aware that there are some schools that may require three. Check catalogs for individual colleges for their specific requirements.

Sending Scores: Instructing the testing service to send the student's score report to specific colleges (student's responsibility). Hotchkiss does not report test scores.

TOEFL: Test of English as a Foreign Language. This test is often required for international students or those for whom English is not a first language. In light of COVID-19, the TOEFL may not be accessible to some students. Students should consider taking the **Duolingo**, and online assessment. Go to: englishtest.duolingo.com to access the test and see the range of school stha taccept it.

College Matriculation

CLASSES OF 2017, 2018, 2019, 2020

Amherst College	7	Gettysburg College	3
Babson College	2	Grinnell College	1
Barnard College	5	Hamilton College	7
Bates College	8	Harvard College	21
Bentley University	1	Harvey Mudd College	3
Boston College	8	Haverford College	2
Boston University	11	Hillsdale College	1
Bowdoin College	6	Hobart William Smith Colleges	3
Brown University	11	Howard University	2
Bryn Mawr College	1	Indiana University at Bloomington	2
Bucknell University	7	Johns Hopkins University	7
California Institute of the Arts	1	Kenyon College	16
Carleton College	1	Lafayette College	3
Carnegie Mellon University	12	Lake Forest College	2
Central Connecticut State University	1	Lehigh University	6
Claremont McKenna College	1	Lewis & Clark College	1
Clemson University	1	Linfield College	1
Colby College	10	The London School of Economics and Political Science	1
Colgate University	6	Loyola Marymount University	1
College of the Holy Cross	1	Macalester College	1
Colorado College	2	Marist College	1
Columbia University	18	Massachusetts Institute of Technology	6
Concordia University	2	McGill University	2
Connecticut College	4	Michigan State University	1
The Cooper Union	1	Middlebury College	14
Cornell University	27	Morehouse College	2
Dartmouth College	14	The New School	1
Davidson College	2	New York University	27
Denison University	2	Northeastern University	4
Dickinson College	2	Northwestern University	5
Duke University	5	Oberlin College	1
Eckerd College	1	Occidental College	2
École des Beaux-Arts	1	Oxford College of Emory University	1
Emory University	4	Pitzer College	1
Erie Community College	1	Pomona College	2
George Washington University	6	Princeton University	15
Georgetown University	22	Purdue University	2
Georgia Institute of Technology Main Campus	1	Reed College	1

Rensselaer Polytechnic Institute	3	The University of Edinburgh	1
Rhodes College	1	University of Florida	1
Rice University	1	University of Maryland	1
Rutgers University	1	University of Miami	2
Sacred Heart University	1	University of Michigan	12
Saint Mary's College of California	1	University of New Hampshire	1
Santa Clara University	2	The University of North Carolina at Chapel Hill	5
Sciences Po Paris - Campus de Reims	1	University of Notre Dame	2
Scripps College	3	The University of Oklahoma	1
Seattle University	1	University of Pennsylvania	27
Sewanee: The University of the South	1	University of Rhode Island	1
Skidmore College	1	University of Richmond	8
Smith College	2	University of Rochester	1
Southern Methodist University	1	University of Saint Joseph	1
Springfield College	1	University of Southern California	9
St Lawrence University	11	University of St Andrews	9
St. John's University	1	The University of Tennessee, Knoxville	2
Stanford University	7	The University of Texas at Austin	3
Stony Brook University	1	University of Toronto Undergraduate Only	7
SUNY Maritime College	1	University of Utah	1
Swarthmore College	1	University of Vermont	6
Trinity College	7	University of Virginia	8
Trinity University	1	University of Wisconsin - Madison	1
Tufts University	8	Vanderbilt University	1
Tulane University of Louisiana	9	Vassar College	1
Union College	5	Villanova University	1
United States Military Academy	1	Wagner College	1
United States Naval Academy	2	Wake Forest University	4
University College London	1	Washington and Lee University	2
University of Bristol	1	Washington University in St Louis	14
University of British Columbia	1	Wellesley College	2
University of California, Berkeley	7	Wesleyan University	9
University of California, Davis	1	Whittier College	1
University of California, Los Angeles	4	Wilfrid Laurier University	1
University of California, Santa Barbara	1	William and Mary	1
University of California, Santa Cruz	1	Williams College	5
University of California, San Diego	2	Wofford College	1
University of Chicago	36	Yale University	15
University of Colorado Boulder	1		
University of Connecticut	1		
University of Denver	1		

Helpful Hints

- Be visible in the College Office three or four times in the upper mid year, once every two or three weeks in the senior year.
- Read and follow any memoranda sent to you.
- Save everything: if you throw it away, we can almost guarantee you will need it sometime in the future.
- Copy everything: applications, essays, SAT I/SAT II applications.
- Fill out your applications for SAT I/ SAT Subject tests the same way every time —inserting a middle initial on one application and not another can confuse a computer and cause you grief.
- The school CEEB code number is 070335. Put this number on every SAT I/SAT Subject application.
- If you have a special talent — music, drama, athletics, visual arts, photography — pursue that interest with each college. This is not the time to be modest. If the admissions committee does not know about your talent, they cannot possibly react to it.
- Make appointments for interviews early. (June is a good time, even for a fall interview.) Beyond the allotted college days for seniors, missing school for college visits is strongly discouraged. So plan to use summer break, the week before school (when you will probably see college students on their campuses), and the announced holiday on the Monday following Parents Weekend. By mid-September, some schools are completely booked for on-campus interviews.

Notes

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Notes

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