

AMHERST

Fifty-Fourth Annual Report to Secondary Schools

A Note from the Dean on the Class of 2004

Amherst has, for over half a century, annually reported to the secondary school community on the composition of its first-year class. Over time, this report has also allowed the Dean to comment on the various trends and follies in the world of highly competitive college admission. Although you are probably as weary as I am of “millennium babble,” I will risk your impatience and observe that this is the first “Report to Secondary Schools” of the millennium. More importantly, yet true to the theme, is that Amherst’s Class of 2004 is a class full of firsts, largests, mosts, highests and, we hope, as the students move through their undergraduate years, bests.

We received 5,352 applications for the Class of 2004, the largest number in the College’s history, and a number which made the process of whittling down to a class of 434 students feel close to preposterous. But whittle we did, and I was impressed, as I have been throughout my twenty years in the field of admission, by the care, sensitivity, and sense of mission that my colleagues in the Admission Office devote to this daunting enterprise.

For the first time, slightly more women than men will be entering Amherst in the first-year class. We will be matriculating the largest number and highest percentage of African American students, Latino/a students, students of mixed heritage, and non-U.S. citizens in the College’s history. I was startled to discover that we are matriculating 62 students from California, by far the largest number from that state ever to enroll. Startling to me also is the fact that 335 different secondary schools are represented in our first-year class. Based on that number, I would not be at all surprised if a fair number of the school counselors reading this document are doing so for the first time, and to that group in particular I extend special greetings.

Equally impressive are the academic statistics

exhibited in this report. Because average SAT scores are the *lingua franca* of academic quality, or the closest thing we have to a common standard, I will quickly observe that the average composite SAT score for the entering Class is 1398. However, I urge you, as always (and if you have the time), to dig more deeply into the report, particularly into the table which exhibits the range of SAT scores for applicants, admits, and matriculants. I hope those data reassure you that the admission process is far from simplistic here at Amherst.

To my way of thinking, what lies behind, or perhaps accounts for, such statistics is more important. What has struck me thus far in my tenure are the habits of mind of Amherst students: They are curious, comfortable and even joyous in the world of ideas, and deeply committed to the values of a diverse community. Fascinating to me also is the degree to which they are deeply interested in the admission process itself — an interest that I suspect grows out of their knowledge that the content and context of their education in a small community such as ours grows out of the possibilities for a myriad of interactions with fellow students as well as our dedicated and accessible members of the faculty.

Now, on to my observations (or pontificating, perhaps). The explosion of various preferential financial aid packaging schemes (“leveraging” is the current buzzword in this dubious realm) and early decision and early action plans continues to make the application process a more confusing and even treacherous one for young people. It is sad for me to watch the extraordinarily good admission conventions and protocols developed over time by admission professionals fall by the wayside as more and more colleges and universities pursue the narrow self-interest of their own institutions at the cost of uniformity and coherence in the admission process.

These observations may seem overly strong, cynical, or even “full of hot air” to some of you, but I hope they stimulate your own thoughts and that you seek me out, or members of my staff, to share your observations of the state of our profession, whether it be at NACAC or College Board conferences, your offices or cafeterias, or wherever else we may bump into you. With that in mind, allow me to introduce (or reintroduce) my colleagues to you: Director of Admission/Senior Associate Dean **Katie Fretwell**, Senior Associate Director/Associate Dean **Kathy Mayberry**, Associate Dean **Michael Hawkins**; Assistant Deans **Meg Caddeau**, **Stan Calhoun**, and **Cate Zolkos**; Admission Fellows **Ruza Afram**, **Guy Johnson**, and **Artie Moffa**; and Admission Counselor **Nancy Ratner**.

Finally, I'd like to reciprocate your many kindnesses to us during our travels and throughout the admission cycle. Should you be in our area, please do not hesitate to give us a call; we would very much enjoy chatting and reflecting with you on our home turf.



Tom Parker
Dean of Admission and Financial Aid

The Admission and Financial Aid Staff for 2000-01

Tom Parker, *Dean of Admission and Financial Aid*

Admission

Katharine Fretwell, *Director of Admission/
Senior Associate Dean*
Kathy Mayberry, *Senior Associate Director/
Associate Dean*
Michael Hawkins, *Associate Dean*
Meg Caddeau, *Assistant Dean*
Stan Calhoun, *Assistant Dean*
Cate Zolkos, *Assistant Dean*
Guy Johnson, *Admission Fellow*
Ruza Afram, *Admission Fellow*
Artie Moffa, *Admission Fellow*
Nancy Ratner, *Admission Counselor*
Constance Broughear, *Admission
Processing Assistant*
Mary Carlson, *Staff Assistant*
Jean Clark O'Brien, *Information
Systems Manager*
Melissa Makepeace O'Neil, *Admission
Information Coordinator*
Cindy Dumais-Holubowich, *Campus
Visit Coordinator*

Susan Geissler, *Staff Assistant*
Flora Josephs, *Administrative Assistant to the
Dean of Admission and Financial Aid*
Linda Loven, *Reference Secretary*
Linda Rodriguez, *Admission Assistant*
Judith Trzcieski, *Data Entry Coordinator*

Financial Aid

Joe Paul Case, *Director of Financial Aid*
Kathleen Gentile, *Associate Dean*
Michael Ellison, *Assistant Dean*
Pamela Crouse, *Department Secretary*
Joan Millette, *Financial Aid Counselor*

First-Year Students in the Class of 2004

September 15, 2000

A Snapshot

Student Background Profile

50% are men; 50% women
 48% are receiving scholarship and grant aid
 36% indicated they are students of color
 (156 students)
 12% Asian-American (51 students)
 11% African-American (48 students)
 9% Latino/a (40 students)
 4% multi-ethnic (16 students)
 .2% American Indian (1 student)
 13% are first generation college students
 9% are children of alumni
 6% are non-US residents
 11% have indicated that English is not their
 first language
 Students hail from 44 states, DC, and 14 countries

Student Academic Profile

84% finished in the top 10% of their class
 (of those with reported rank)
 17% are valedictorians
 (of those with reported rank)
 32% plan to pursue science or math
 25% plan to pursue humanities
 24% plan to pursue social sciences
 7 % plan to pursue arts or foreign language
 30% of the class were admitted through
 Early Decision
 Mean SAT scores: verbal 702, math 696
 Mean ACT score: 30
 Secondary schools represented in the class: 335

	Men	Women	Total
Applied	2528 (47%)	2824 (53%)	5352
Accepted	481 (46%)	560 (54%)	1041
Enrolled	215 (50%)	219 (50%)	434

For the Class of 2004, 330 students applied under the Early Decision option; 127 students were offered admission.

Statistics for the Past Decade

Year	Number of Applicants	Number of Students Accepted	Number of Students Enrolled
1990	4582	987 (22%)	406 (41%)
1991	4408	1080 (25%)	439 (41%)
1992	4572	952 (21%)	395 (42%)
1993	4302	991 (23%)	423 (43%)
1994	4823	976 (20%)	418 (43%)
1995	4836	943 (19%)	422 (45%)
1996	4682	922 (20%)	431 (47%)
1997	5210	1039 (20%)	434 (42%)
1998	4491	1030 (23%)	440 (43%)
1999	5194	997 (19%)	428 (43%)
2000	5352	1041 (19%)	434 (42%)

Secondary School Representation

	Public	Private	Parochial, etc.
Applied	3233 (60%)	1786 (33%)	328 (6%)
Accepted	607 (58%)	388 (37%)	46 (4%)
Enrolled	239 (55%)	172 (40%)	23 (5%)
Number of Schools			
Represented in the Class	201 (60%)	115 (34%)	19 (6%)

Rank in Class

	Applied	Accepted	Enrolled
Top 10th	1,910 (75%)	464 (89%)	166 (84%)
Second 10th	375 (15%)	38 (7%)	23 (12%)
Third 10th	136 (5%)	13 (2%)	5 (3%)
Top 31-50th	96 (4%)	3 (1%)	1 (1%)
Total Number of			
Ranked Students	2,550 (48%)	521 (50%)	197 (45%)
Total Number of			
Unranked Students	2,802 (52%)	520 (50%)	237 (55%)

Distribution of College Board SAT I Scores

VERBAL	Applied	Accepted	Enrolled
750-800	1259	448	149 (35%)
700-749	1223	249	102 (24%)
650-699	1108	158	81 (19%)
600-649	738	110	55 (13%)
550-599	409	49	31 (7%)
500-549	198	14	8 (2%)
450-499	81	3	1 (%)
200-449	34	0	0
Mean	682	717	702
Mid 50%		670-770	650-760
MATH	Applied	Accepted	Enrolled
750-800	1005	352	106 (25%)
700-749	1372	303	123 (29%)
650-699	1310	204	104 (24%)
600-649	764	106	62 (15%)
550-599	374	44	22 (5%)
500-549	145	19	9 (2%)
450-499	63	3	1 (%)
200-449	17	0	0
Mean	683	710	696
Mid 50%		670-760	650-740

Geographical Distribution of Those Matriculating

New York	75	Maine	04	Kentucky	01
Massachusetts	68	North Carolina	03	Montana	01
California	62	Oregon	03	North Dakota	01
New Jersey	25	Tennessee	03	South Carolina	01
Connecticut	20	Texas	03	South Dakota	01
Virginia	15	Vermont	03	Utah	01
Maryland	14	Washington	03	Wyoming	01
Pennsylvania	14	Arizona	02		
Florida	13	Hawaii	02	Total US	409
Illinois	08	Iowa	02	International	25
Ohio	07	Louisiana	02		
Minnesota	06	Michigan	02	International Students	6%
Missouri	06	New Mexico	02	New England	24%
New Hampshire	06	West Virginia	02	Middle Atlantic	31%
Rhode Island	05	Wisconsin	02	Midwest	8%
Alabama	04	Arkansas	01	South-Southeast	11%
Colorado	04	Delaware	01	West-Southwest	20%
District of Columbia	04	Idaho	01	Total	100%
Georgia	04	Kansas	01		

Financial Aid

	2000 (Class of 2004)	1999 (Class of 2003)
Accepted students who applied for scholarship and grant aid	621 (59%)	611 (61%)
Accepted students who demonstrated need for scholarship and grant aid	413	413
Of those, accepted students awarded scholarship and grant aid	413	413
Total amount offered	\$8,677,490	\$7,904,519
Average amount offered	\$21,011	\$19,139
Matriculating students who received scholarship and grant aid	211	179
Total amount	\$4,788,424	\$3,598,553
Average amount	\$22,689	\$20,104
Percent of class receiving scholarship and grant aid	48%	42%

Fall Transfer Students

	Men	Women	Total
Applied	90 (49%)	93 (51%)	183
Accepted	3 (30%)	7 (70%)	10
Enrolled	2 (29%)	5 (71%)	7

Ten transfer students enrolled in the Spring of 2000; five transfer students enrolled in the Fall of 1999.

Senior Major Distribution for the Class of 2000

Single Majors		Biology, English	1	French, Political Science	3
American Studies	7	Biology, French	1	French, Psychology	3
Anthropology	7	Biology, Philosophy	1	Geology, Law, Jurisprudence & Social Thought	1
Asian Studies	4	Biology, Religion	1	German, Russian	1
Biology	24	Biology, Spanish	1	History, Law, Jurisprudence & Social Thought	2
Black Studies	1	Black Studies, History	1	History, Political Science	2
Chemistry	13	Chemistry, Economics	2	History, Religion	1
Classics	2	Chemistry, Philosophy	1	History, Spanish	1
Computer Science	4	Chemistry, Physics	2	Law, Jurisprudence & Social Thought, Spanish	2
Economics	30	Classics, History	1	Music, Religion	1
English	42	Classics, Interdisciplinary	1	Philosophy, Psychology	1
European Studies	2	Classics, Psychology	1	Physics, Religion	1
Fine Arts	9	Computer Science,		Political Science, Psychology	1
French	7	Economics	2	Political Science, Sociology	1
Geology	10	Computer Science, Fine Arts	1	Political Science, Spanish	2
History	17	Computer Science,		Psychology, Sociology	1
Interdisciplinary	1	Mathematics	3	Psychology, Spanish	2
Law, Jurisprudence & Social Thought	17	Computer Science,		Sociology, Spanish	1
Mathematics	1	Philosophy	3	Spanish, Theater & Dance	1
Music	2	Computer Science, Religion	1	Theater & Dance, Women's & Gender Studies	1
Neuroscience	16	Computer Science, Spanish	1	Total Double Majors	122
Philosophy	7	Economics, Fine Arts	1	Total	
Physics	4	Economics, French	1	Class of 2000 Graduates	426
Political Science	28	Economics, History	1		
Psychology	22	Economics, Law, Jurisprudence & Social Thought	3		
Religion	11	Economics, Mathematics	1		
Russian	4	Economics, Philosophy	2		
Sociology	6	Economics, Political Science	3		
Spanish	1	Economics, Russian	1		
Theater & Dance	4	Economics, Sociology	1		
Women's & Gender Studies	1	Economics, Spanish	6		
Total Single Majors	304	English, Fine Arts	3		
		English, French	6		
		English, German	1		
		English, History	2		
		English, Interdisciplinary	1		
Double Majors		English, Law, Jurisprudence & Social Thought	1		
Anthropology, Biology	1	English, Music	1		
Anthropology, Economics	1	English, Philosophy	1		
Anthropology, History	1	English, Political Science	2		
Anthropology, Music	1	English, Psychology	1		
Anthropology, Neuroscience	1	English, Sociology	1		
Anthropology, Physics	1	English, Spanish	2		
Anthropology, Spanish	3	English, Theater & Dance	3		
Asian Languages & Civiliza- tions, Economics	1	English, Women's & Gender Studies	1		
Asian Languages & Civiliza- tions, French	1	European Studies, French	2		
Asian Languages & Civiliza- tions, Law, Jurisprudence & Social Thought	1	Fine Arts, French	1		
Asian Languages & Civiliza- tions, Psychology	1	Fine Arts, Psychology	1		
Biology, Economics	1	Fine Arts, Spanish	1		
		French, German	1		
		French, History	2		

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