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**MSU OUTREACH
PROGRAM EVALUATION**

By

Cheri L. Medendorp

A THESIS

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

MASTER OF ARTS

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1994

ABSTRACT

MSU OUTREACH PROGRAM EVALUATION

By

Cheri L. Medendorp

This thesis analyzes a volunteer program developed by the Office of Admissions at Michigan State University, MSU Outreach, to determine what inspires individuals to volunteer for this university wide attempt to recruit prospective students, in addition to developing new avenues to pursue in order to increase participation in the future.

As competition for incoming freshman to universities and colleges increases due to a drop in the number of graduating high school seniors, it is important that every effort is made to attempt to stand-out in a student's mind when they are faced with the decision of where to attend college.

DEDICATION

I would like to dedicate this thesis to my parents, Larry and Joan Medendorp. I cannot begin to express the extent to which they have guided and supported me throughout my entire life. They serve as a continual reminder of the type of person I would like to become.

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INTRODUCTION

It would be feasible to make the analogy that Colleges and Universities need students (and in return money) to survive much like humans need food. In order to continue to be competitive and recognized institutions of higher learning, it is necessary that institutions continue to receive in-coming funds for the upkeep of its programs. If the number of enrollments does not continue to remain at a higher level than the number of individuals graduating or leaving the university or college every year, there will in turn be problems with funding and keeping the institution at a competitive level. This feat is the cause of a great deal of competition among universities and colleges. Richard Moll (1994) declares that "Many undergraduate admissions counselors and financial aid directors are losing sleep over 'meeting enrollment goals,' a smooth academic term that means delivering bottom-line revenue from new students after the discounts to lure them and the attrition within last year's student body have been taken into account (p. 11)."

It is important to realize that the number of **enrollments** is the important factor, not the number of applicants. Although the application numbers may be increasing by as much as 27 percent at some institutions, "admissions deans say high school counselors have told them that much of the jump may be attributed to the fact that

students are applying to more colleges, (Collison, 1993, p. A27)." Among Big Ten Universities, only two did not experience a decrease in their enrollment during the last year with mere .3 and .5 increases (Riggle, 1994). Prospective students are looking for the most appealing packages available to them and are applying to as many schools as possible.

According to a hand out distributed by Michigan State University Students Admissions Committee to their new members (1993), 19,000 students will apply for Michigan State University and of those, 14,000 will be accepted. Only approximately 6,000, however, will end up attending the University. This is due to many factors including the fact that there are as many as 130 colleges and universities in Michigan alone, and the number of students in the 12th grade graduating class has decreased 38.6% from 1975 to 1993 (Simon, 1993).

Overview of MSU Outreach

In response to this overwhelming difference between the number of individuals that Michigan State University admits and the number of individuals that actually enroll in the University, in 1983 Mary Beth Heeder, an MSU Admissions Counselor, founded a group called the Student Admissions Committee (SAC). SAC was established to assist the Office of

Admissions and Scholarships with recruitment activities and make MSU stand out in a prospective student's mind when they are faced with the decision of choosing a college. This group consists of undergraduate students, a graduate advisor, and a faculty advisor.

One specific group within the Student Admissions Committee, that focuses their efforts in telemarketing, is referred to as "MSU Outreach". The MSU Outreach division is concerned with providing every high school senior who has been accepted to MSU an opportunity to talk with a current MSU student, staff, or faculty member. Volunteers contact prospective students by telephone during the fall and winter semester to congratulate them on being accepted, provide information, and answer questions about Michigan State or the entire college experience.

When an individual, or a group, decide to take part in the volunteer activity they will be given a specified time to arrive at the Administration building for a brief overview and a five minute session of training. Volunteers are then given a small packet of information which will help them answer some of the common questions individuals may ask, in addition to the list of prospective students they are supposed to reach. At the end of the session individuals are notified that they may make their free long distance phone call and upon completion of the call they can

come to the specified area for pizza and pop before they leave.

MSU Outreach runs both in the fall and the spring for approximately three months each time. In addition, both the programs are separated into two sessions (approximately 6 weeks each), making four sessions available throughout the school year in which MSU students and personnel are able to participate. The recruitment of volunteers is focused both on an individual and group basis. In other words, advertising and reinforcements for taking part in the activity are targeted at both the individual level and also at campus organizations and groups to increase involvement.

In addition to the pop, pizza, t-shirt, and free five (5) minute long distance phone call given to each participant, MSU Outreach gives money to the three groups that elicit the most involvement from their members. The Office of Admissions developed a budget of \$600 per session to reward high producing groups which is to be distributed as follows: \$300, \$200, and \$100 to the groups that receive first, second and third, respectively for participation. Because the program is separated each semester into two separate sessions it provides participants additional opportunities to win/earn participation money for their group or organization. This type of reinforcement was chosen by the Office of Admissions in order to encourage large groups of people take part in the program, and

therefore increase their numbers of volunteers. Also, as of this year (1994) individuals from the Greek System who participate in the program are able to receive points for charity events such as Greek Week.

Due to the fact that volunteers are a crucial part of making this "outreach" project a success, it is critical to examine the recruiting and retention of individuals taking part in the program. The focus of this thesis is to examine the MSU Outreach program and to determine which aspects of the program could be altered or improved to help reach the main goal of an increase in involvement among volunteers.

Literature Review

The following literature is divided by subject. The initial section consists of background information pertaining to recruiting tactics used at the many universities and colleges. Specifically, the literature examines the telemarketing scheme as a means of recruiting at low cost and what benefits it may offer the institution.

The next section discusses the idea of volunteerism. Specifically, the literature analyzes what volunteerism is and why individuals actually take part in certain types of activities or programs.

The final section provides a broad overview of the aspects of a program evaluation. It specifically describes

the main goal of an evaluation and tips for delivering an evaluation that will prove useful to the organization or program.

Gimmicks to Attract Students

In order to compete in the intense fight to recruit a large freshman class, many schools and universities have turned to very lavish strategies in order to attract their student population. These gimmicks have ranged from inviting high school seniors to a party on a 90 foot sailing yacht to arranging personalized videotapes for certain prospective in-coming freshman. Last spring, Stanford University invited 750 students to campus to view the campus and go on a treasure hunt in order to get the "feel" for the university and ended up spending more than \$20,000 to help pay the transportation bills of about 100 of the visitors (Wilson, 1990). Additionally, some colleges have been able to attract students by putting together new financial aid packets in the hopes of persuading the students as well as their parents that their college or university is the perfect place for the new student to spend the next four years. (Collison, 1992).

Although becoming more common than in the past, the tactics mentioned above continue to be very expensive means of "selling" individual universities or colleges. A much

more common and less expensive approach used by many university admissions offices has been the use of telemarketing strategies to reach the pool of prospective in-coming freshman.

Mark O'Meara (1990) believes that phonathons are an integral part of any advancement program. In relation to effectiveness, phonathons are second only to face-to-face solicitation. In addition, Lee Young (1991) declares that "the development of an effective telemarketing program can address many of the issues that have a direct effect on the enrollment plans of the institution (p. 28)." Unlike direct mail marketing, which has been shown to get lost in the shuffle and not receive attention from the receiver (Esteban & Apel, 1991), telemarketing affords the individual the opportunity to instantaneously address specific questions that are of interest to both the telemarketers and the person called.

"In our society, a medium is a communication form gone public. Print ads are handbills multiplied by the million. Radio and television commercials are either stand-up declarations or small dramas of daily life, played in a nation wide theater where products rather than tickets are sold...Now the telephone is the latest of our basic communication forms to be converted to a medium of commercial persuasion. It retains its unique quality of long distance person-to-person dialogue despite the new

volume-media it has begun to play (Roman, 1976, p6)."

Telemarketing is a popular and cost-effective means of marketing a college or university, however, the need for a large amount of volunteer involvement still exists in order to have a successful and cost-effective campaign.

Volunteerism

According to Ellis and Noyes (1978), to volunteer is "To choose to act in recognition of need, with an attitude of social responsibility and without concern for monetary profit, going beyond what is necessary to one's physical well being (p. 10)." Thus, according to this definition, the average volunteer would need to volunteer in response to a majority of altruistic or purely unselfish motives. But how realistic is this assumption?

The eighties were classified as a time when an individual's main concern was to make money and spend it, however, now, in the nineties, many believe that the money society of the 80's may be dead. "Flashy spending is out, saving and family are in, and helping has become hip," declares Ronald Henkoff (1998, p. 40). It would seem as though people are beginning to have a sense of affiliation with others and are becoming a society that is willing to help for the sake of making someone else's life a little better.

In addition to helping others the decision to do any type of helpful service is also believed to have the potential of providing the specific volunteer with a sense of internal satisfaction and accomplishment (Park, 1983). In the large and complex society that we live in volunteerism provides many individuals the chance to combat something in their own lives as well as help others with aspects of their lives.

In a study on students and volunteerism by Robert Serow (1991), he determined that research in volunteerism "has a long-standing tradition of discounting idealistic motives in favor of explanations that also take into account the personal advantages realized by the participants (p. 544)." Through his own study with college students the most consistent theme throughout the entire set of interviews, was the idea that the voluntary service could compensate students for missed opportunities or lost relationships. Serow found that individuals felt that when they took part in a volunteer activity it could make up for some part of their life that might be lacking at the moment (ie. meeting people, get their mind off other things, etc.) In addition, Dr. John Candy (1977) parallels volunteerism with the idea of restitution. He believes that many times individuals take part in volunteer projects in order to make-up or amend for something that has gone wrong in their life, much like a people that must do the activities due to orders from the

criminal justice system.

Stinson and Stam (1976) developed an economic utility model of volunteering in which satisfaction derives from both intrinsic rewards (some of which may be altruistic) and from extrinsic rewards (none of which are altruistic). The point of interest here is that they make a case that there is a sense of indirect remuneration for those who volunteer. They specifically examine what they referred to as the "shadow wage". This is similar to a case in which local government officials or volunteer firemen will experience a sense of indirect remuneration in the form of tax savings.

Park (1983) also believes that individuals may choose volunteer activities for reasons other than just the sense of helping others. "Organizations which rely on volunteers need to give careful attention to the dollar costs to volunteers and the organization for the work being performed (p. 154)." In other words, many scholars believe that the sole reasoning behind individuals taking part in volunteer activities cannot be perceived as purely altruistic or unselfish.

In addition, it is important to realize that due to the fact that men and women are socialized differently they may choose to volunteer for very different reasons. According to Haslett (1983), very early on in a child's life, through language, females are being reinforced for being nurturing or other directed while a male is being reinforced for being

aggressive and self directed. A man may take part in a volunteer activity in order to fulfill his competitive nature while a woman may participate in order to help another individual or the host organization.

Program Evaluation

In order for any organization, group, activity, etc. to run smoothly there is the constant need for evaluation. According to Merriam-Webster (1985), to evaluate means to "determine or fix the value; to determine the significance or worth by careful appraisal or study (p. 429)." In the case of designing program evaluations, often evaluations are designed so that the process and outcomes of a program are compared with the original goals of the program.

Jim Dearing (1993) believes that a goal can be described as a condition toward which effort is directed, and a process is the means by which a desired condition is achieved over time. An outcome is a measurable end-state result. In other words, an evaluation is often a type of research in which we are centrally concerned with determining and then improving the effectiveness of planned communication. Carol Weiss (1972) developed a similar definition of evaluation research. She believes it is "the measuring of effectiveness of a program against the goals it set out to accomplish as a means of contributing to

subsequent decision-making about the program and improving future programming (p. 4)."

Evaluation is not only feared to be expensive in time and money, but it also may be feared for its potential impact on volunteer program development and delivery (Kenny, 1977). Many times evaluations are compiled in a manner which is either too unrealistic for the organization due to the amount of time needed for changes or may not take into account the best interest of the organization.

Additionally, evaluation results do not always point to clear directions for program improvement. Nevertheless, Kenny believes that they can serve as continual guides for making decisions regarding program retention, modification, expansion, or elimination.

Purpose

Because it is becoming more and more difficult and competitive to recruit individuals into higher education due to a decrease in high school graduates and the intense need for financial aid, it is imperative that Michigan State University get the maximum use out of the recruiting programs they presently have. If Michigan State University, specifically the Office of Admissions, wants to reach the program's maximum potential, it is essential to determine what is important to the volunteers that take part in the

program and therefore which aspects that make the program a success. Different groups of people will be persuaded by different stimuli and will be driven by different forces, therefore variations must be determined in order to cater to groups that are needed for this specific task. It is essential to determine factors contributing to volunteerism and ultimately those factors that make the program a success.

Research Questions

Research has shown that people volunteer for different reasons. Given that MSU Outreach has begun to give reinforcements such as Greek Week points, money, t-shirts, phone calls, food and beverages, it is important to determine which specific reinforcements are actually having an effect on the audience. To investigate this, the following research question is asked:

RQ1: What specifically inspires individuals to take part in this volunteer activity? In addition, do different things inspire different groups of people?

Efforts are continually being made to attempt to get the word out about the program such as newspaper and television advertisements, but such efforts tend to be very

expensive. In order to lower the costs and save time associated with advertising, it is helpful to determine what channels are actually being accessed so that efforts can be made to utilize successful channels. To investigate this, the following research question is asked:

RQ2: How does the community "hear" about the program?

The title that is given to a project plays an integral part in the attitude that individuals will form regarding it. Therefore this year the project was referred to as "MSU Outreach", rather than telemarketing as it has been in the past. Due to the fact that individuals have a tendency to develop negative connotations toward the idea of "telemarketing," a title with less emphasis on the idea of selling something and more on the idea of helping people out should prove more persuasive. To investigate this, the following research question is asked:

RQ3: What are the different titles individuals find appealing?

Although by asking RQ1 we are able to determine what parts of the program already in place inspired the individuals to take part in the program, it is also helpful to determine what changes should be made or what aspects should be added

in order to get the volunteer to participate in the future. To investigate if this, the following research question is asked:

RQ4: What are factors that would motivate the audience to participate in this program in the future?

Now that the individuals have taken part in the program, if they are satisfied with the experience they are likely to not only come back in the future, but also they will spread the positive words to their friends, class mates, etc. about the program, thus increasing participation in the future. On the other hand, if individuals are not satisfied, or happy, with a specific aspect of the program it is likely that other individuals will experience these same negative feelings thus leading to a great deal of negative advertisement in reference to the program. By determining the positive and negative experiences that the individuals experienced, alterations in the program can be made and this will lead to an increase in participation in the future and a more pleasurable experience for all involved. To determine whether alterations are needed, the following research questions were asked:

RQ5: What did individuals determine to be the best part of the experience?

RQ6: What did individuals who participated in the program determine to be the worst part of the experience?

Aside from the fact that groups receive money for having the highest participation, after the individual takes part in the program there is a limited amount of, if any, persuasive strategies used to encourage that specific individual to come back and make calls to prospective students in the future. If the individuals are willing to come back it would benefit the program due to the fact that all of the training has already been done. To investigate the likelihood of individuals returning the following research questions were asked:

RQ7: Is this the first time that the individual participated in the program?

RQ8: When individuals take part in the program are they likely to come back in the future?

Methodology

Respondents

Respondents were one hundred and forty nine (149) students volunteering to take part in MSU Outreach in

addition to this survey. Seventy six (76) of the respondents were female and seventy three (73) were male. The mean rank of their college standing was 2.62 with 2 assigned to sophomore status and 3 assigned to junior status. Individuals came from 14 different majors in the University. Additionally, a focus groups was performed in order to expand on areas of the program that could be modified or changed in order to increase participation. The group consisted of 10 individuals coming from 4 different majors. 8 of the individuals were female and 2 were male. 2 were in a graduate program, 4 were seniors, 2 were juniors and 2 were sophomores.

Questionnaire

All respondents taking part in MSU Outreach were asked to fill out a questionnaire after they took part in a 1 1/2 hour to 2 hour program. The questions first asked for the demographic data discussed above and then assessed evaluations of preferences of certain aspects of MSU Outreach. The first question asked the individual to indicate how they heard about the program; whether it was from a flyer, an advertisement on the television, an advertisement in the paper, a friend, or other. Question two attempted to determine what it was that inspired the individual to take part in MSU Outreach. The choices given

were: will look good on resume, help the University, free pizza/pop, free t-shirt, help in-coming students, free five minute long distance phone call, or other. Question three asked the volunteers to indicate which title for the program that they would find as most appealing: telemarketing, MSU Outreach, phon-a-thon, or any other additional suggestions that they had. Questions four, five, six and seven followed an open-ended format and allowed the individuals complete freedom with their answers. The questions read as follows: Are there other rewards/incentives that you think would have been more persuasive in getting you to make the calls? If so, what would these be?; What would make you come back in the future?; What was your favorite thing about the experience?; and What was the worst thing about the experience? Question eight determined whether the individual was with a group and also identified which one. Finally, the last question, number nine, determined whether this was the first time making the calls and also whether they would be willing to come back in the future? (See Appendix 1 for entire questionnaire).

Focus Group

A week after individuals took part in the actual volunteer activity, a focus group was conducted in order to expand on some of the issues that were conveyed in the survey responses. The ten participants of the focus group

met in a small room which was conducive to small group interaction for approximately an hour discussion some of the problems and concerns they had after taking part in the program. 10 questions were developed prior to the focus group and were extended verbally to the participants by a neutral source (see Appendix 2 for entire set of questions). Once the question was verbalized the individuals were free to give opinions and concerns at any time throughout the discussion. The session was audio taped in order to make sure that all of the information was received and documented.

Unitizing and Coding Data

Due to the fact that questions four, five, six, and seven left room for open ended responses, two coders unitized and coded them separately, determined the percentage of agreement and Cohen's Kappa. (Cohen, 1960) Responses to what would have been more persuasive in getting them to make the calls, were coded into six separate categories. They are: discount coupons, longer calls, free trips, recruiting for own program, extra credit, and existing perks. The two coders achieved 96% agreement when coding these rewards and incentives and Cohen's Kappa was .96. Five categories emerged in regard to what would make individuals come back in the future. They are: more

information, greek/group affiliation, existing perks, time commitment, and invoking emotion. The two coders achieved 94.3% agreement, and Cohen's Kappa was .92. The factors that emerged as the "favorite" aspect of the experience for individuals taking part in the experience were categorized and coded into five categories. They are: fun, altruism, internal satisfaction, existing perks, and environment. The two coders achieved 95% agreement when coding into these five categories and Cohen's Kappa was .95. Finally, three categories emerged out of individuals response to the worst thing about the experience. They are: problems with the program, problems with the caller, and problems with the recipient. The two coders achieved 91.8% agreement when coding into these three categories and Cohen's Kappa was .907.

Results

RQ1: What specifically inspires people to take part in volunteer activities? In addition, do different things inspire different groups of people? Results show that the top three reasons individuals give are to: help their own organization (mean rank 6.70); Help university (6.60); and help in-coming students (6.47). The proportions of female and male means were submitted to the SPSSX Mann-Whitney test

to determine if significant differences in ranking occurred for males and females.

Males		Females	
help org.	6.82	help student	7.05
help univ.	6.41	help univ.	6.78
free food	5.93	help org.	6.59
help student	5.86	free phone	5.66
free phone	5.45	good on resume	5.27
free t-shirt	5.38	free food	5.20
good on resume	5.25	free t-shirt	4.88
altruism	4.70	altruism	4.68
money	4.56	money	4.48

RQ2: How does the community "hear" about the program? 50% of the individuals that took part in MSU Outreach found out about the program through their fraternity or sorority while 28% declared that it was through their college organization. 10% heard about the program from a friend, 7% saw a flyer and decided to take part, 3% were persuaded to get involved due to a certain individual (ie. presentation in class, teacher, etc.), and finally, a mere 1% received notice of the program through a personal letter.

RQ3: What are the different titles individuals find appealing? MSU Outreach was determined to be the most appealing name with 71% of the individuals choosing it. 15%

of the individuals chose the name phon-a-thon, while 5% determined that the title telemarketing was most appealing to them.

RQ4: What are factors that would motivate the audience to participate in this program in the future? 30% of the individuals surveyed determined that the existing perks (ie. pizza, pop, etc) would be enough of an incentive to come back in the future, followed by 10% of individuals declared that they would be motivated to come if they felt as though they were really making a difference or felt like they helped. 10% believed they would come back in the future if the group they were affiliated with was asked to come, 6% conveyed they would just need to be given information regarding the time and date it would take place, and 4% believed they would take place if they had the time. The remaining 40% were left blank.

RQ5: What did the individuals determine to be the best part of the experience? 51% of the participants in the program and the study determined that the internal satisfaction that they received after taking part in the program was the best, while 17% declared that just the fact that they were helping others (altruism) was the best. 6% determined that the existing perks and the fact that it was fun were the best parts of the experience, and the remaining individuals

determined that the environment (nice chairs, desk, etc.) stood out as the best part of the experience.

RQ6: What did individuals who participated in the program determine to be the worst part of the experience? More than 30% of the individuals that took part in the survey and program declared that the worst part of the experience was due to problems with the receiver (ie. people didn't talk or ask questions, angry/rude parent, or the fact that people were gone), 13% believed that there were problems with the program (ie. lack of training, repeats in calls, didn't like the paperwork, no drinks at the desk, pizza ran out, too long, or they were all alone), and 12% determined the worst part of the experience was a result of problems with themselves as callers (ie. didn't like asking why they chose another college, calling people in general, hurt body parts, and language problems). The remaining 40% was due to missing data.

RQ7: Is this the first time the individual participated in the program? For more than 80% of the individuals this was their first time taking part in the program while only 12% reported that they had been participants in this program before.

RQ8: When an individual comes to take part in the program, are they likely to come back in the future? Results showed that after taking part in the program, whether it was the individuals first time or not, 67.8% declared that they would be likely to come back in the future.

Discussion

This study empirically supports the fact that, although the program MSU Outreach has been accomplishing 6,100-9,000 calls to prospective students due to volunteer involvement in the past, there are aspects of the program that should be altered in order to reach the main goal of increases the number of volunteers/calls to prospective students.

Although there is nothing that the program can do in order to fix the problems associated with the fact that the receiver is not home, or the fact that the person calling generally feels uncomfortable calling people, there are changes regarding the program itself that would be beneficial. According to the surveys and also personal communication with individuals, it is apparent that they feel a lack of training prior to making the calls. Many individuals felt as though they were not prepared, either with printed materials or verbal instruction to answer the questions that they were receiving from the individuals they were calling. They felt that the packet of information they

received was lacking some information that they needed during their talk with prospective students. Some of the information they were lacking related to the State News, theater department, and information on the greek system. In his article regarding handbooks for volunteers, Peter Butterheim (1990) stresses the fact that quick reference to materials is of the utmost importance when doing any type of telemarketing campaign.

In addition, individuals in a focus group interview determined that the phone calls would have been more beneficial and persuasive if they were able to call specific individuals within their major or area of study. This would not only allow them to be more knowledgeable when answering questions, but similarity to an individual has been proven to be an incredibly persuasive tool (Cialdini, 1988).

Additionally, the program should capitalize on the fact that individuals, once they take part in the program, are willing to come back in the future. Individuals should fill out a form at the end of the program in which they write their name and whether they would be willing to take part in the program in the future. A log of these names should be compiled every session and the individuals should be contacted (either by personal letter or phone call) inviting them to take part in the program again. According to consistency theories, this informal type of commitment is the key to persuading individuals to take part in the

future. When the individuals are contacted again, they will not want to seem inconsistent with their commitment only a few short months ago (Cialdini, 1988).

Perhaps the most interesting discovery focuses on the fact that the different sexes were inspired by separate reasons for taking part in the program. Due to the fact that males determined that the most inspirational reason they had for being a part of MSU Outreach was to help their organization they would need to be approached in a different manner than the female population which saw helping the students as the most important inspiration of the program. Therefore, when individuals go to the fraternities and sororities in order to encourage participation, different aspects of the program should be stressed.

In addition to the \$1,200 that is given as reinforcement for participation, the budget of \$3,000 per semester that the MSU Outreach receives is also used on advertisement of the program. The results depicted the fact that the most valuable sources of advertisement are through the greek system and through college organizations (a combined amount of 78%). Most importantly, however, is the fact that not a single individual proclaimed that he/she had been notified about the program through an advertisement in the State News or on the University Network Cable Channel while only 7% heard about the program from a flyer. These are avenues of advertisement that can be deleted and the

money can be used elsewhere. Marketing for this event should be focused upon groups and not on individuals.

Other than greek or university organizations which were very well represented in the sample tested, additional groups that should be targeted are residence halls. Taking part in this program would allow a certain floor of a residence hall a chance to compete with the other floor for the prize money.

In regard to the title of the program, it was an overwhelming landslide for the program to remain MSU Outreach. As has become apparent through the statistics from the individuals that participated in the program, the majority of these volunteers are inspired to take part in the program in order to "help" (whether that be the organization, the university, etc.). The phrase MSU Outreach portrays a sense of assisting of others, or doing good for other.

An interesting finding is that 51% of the individuals determined that the best part of the experience was the internal satisfaction that they received after taking part in the program, however 30% of the individuals determined that in order to come back they would still require the free pizza, pop, long distance phone call, t-shirt, and the possibility to win money for their group or organization. This illustrates the fact that although individuals may believe that they are doing something for somewhat

altruistic reasons, it helps to feel as though they are getting something in return rather than just intrinsic rewards.

The existing perks made available through the program seem to be reinforcing the individuals adequately, however, through personal contact with individuals it became apparent that there were some additional reinforcements that would increase their likelihood of returning in the future. These included: extra credit points, more information about the program and also feeling as though they really made a difference.

Due to the fact that the second highest reason individuals had for taking part in the program in the future was determined to be if they felt as though they really made a difference, it would be helpful for the Outreach program to do some sort of recognition of the individuals that take part in the program, reminding them of the important role they played in making Michigan State University a better University and for helping out the individuals that will be attending in the fall. This could be in the form of a letter from the President of the University or an advertisement in the campus newspaper. "No matter how modestly people give a gift or perform a service, everyone enjoys to be recognized (Masse, 1990, p 203)." This recognition could go in conjunction with inviting the

individual to come and take part in the program in the future.

Conclusion

Through this research it has become clear that the individuals that take part in MSU Outreach are volunteering for very different reasons. It is important that the sex of the targeted individual (or individuals) be taken into consideration in order to fully utilize the advertising and recruiting tactics for promoting involvement.

The most important aspect that has become apparent through this study is the fact that something needs to be done in regard to the training that individuals receive before they take part in the program. The individuals consistently pointed out that they feel insecure or unprepared to handle all of the questions and concerns that the prospective students have. Due to the fact that, through this program, Michigan State University is reaching almost 75% of the in-coming freshman class through telephone calls it is imperative that this process be seen as positive as possible by the individuals being called. If the volunteer is not well trained, or well prepared, the phone call may do more harm than good. Additionally, volunteers should be warned that they may get some parents that are rude, and should be instructed as to how such situations are

handled. Aside from the chance that the prospective student gets a chance to visit MSU, or if a counselor happens to visit his/her high school, this could be one of the only contacts this prospective student has with Michigan State University.

Finally, a way in which the program could be even more effective would be to accommodate the alumni groups that are working on recruitment of individuals. This is a new process in which alumni groups are engaged in the same process of outreach to prospective students (Bao, 1994), however it is being coordinated through the office of the Director of Alumni Relations. If the individuals of the two groups would work in conjunction with each other the process would be more effective and efficient.

Future Research

This study has established important conclusions with regard to MSU Outreach and the aspects of the program that are deemed useful and inspirational to the individuals that participate in the program, however, this study has by no means exhausted all of the research possibilities for this area.

First of all, further research should be performed in order to conquer the problems individuals experience relating the packet of information that they have available

to them. Due to the fact that individuals have determined that they are being asked questions they are unable to answer with the limited amount of information they have available to them a survey of individuals and the questions they were asked would allow a packet to be devised that would be clear, concise, and much more efficient.

Further research regarding the Outreach Program should be conducted to determine what effect the calls have had on the receiver's decision to choose Michigan State University. Due to the fact that the major goal or objective of the MSU Outreach program is to be a type of "aggressive" recruiting tactic, this would be serve as the most apparent predictor of evaluating the program from the receiver's perceptions. This research could be accomplished through follow-up with the individuals that were part of the sample, either through written or verbal communication.

Additionally, a problem of the program that surfaced during a focus group interview had to do with the sex of the caller in relation to the sex of the receiver. One participant claimed that he had experienced trouble with parents when he was calling female prospective students. Research in the future should focus on the effect that the sex of the volunteer has on the marketing strategy.

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Appendix 1

In order to continually improve this program it is helpful to receive feedback from the individuals that take part in it. Please take a couple of minutes and fill this out, then give it to your supervisor.

Name: _____

Phone #: _____

Sex:

_____ M

_____ F

Year in School:

_____ fresh

_____ soph

_____ junior

_____ senior

_____ graduate

Major: _____

-
1. How did you hear about this program?
(check appropriate selection)

A flyer _____

Ad on television _____

Ad in the paper _____

A friend _____

Other (please specify) _____

2. What inspired you to come?
(check appropriate selection)

Will look good on resume _____

Help the University _____

Free Pizza/Pop _____

Free t-shirt _____

Help in-coming students _____

Free 5 min. phone call _____

Other (please specify) _____

3. Which of the following titles of this program is most appealing to you?

Telemarketing _____

MSU Outreach _____

phon-a-thon _____

any additional suggestions _____

4. Are there any rewards/incentives that you think would have been more persuasive in getting you to make the calls? If so, what would these be?

5. What would make you come back in the future?

6. What was your favorite thing about the experience?

7. What did you least like about the experience?

8. Are you here with a group?

yes _____ which one? _____
no _____

9. Is this your first time making the calls to prospective MSU student this semester?

Yes _____ will you come back again? _____
No _____ how many times have you been here? _____

Thank you very much for your time!!

Appendix 2

FOCUS GROUP INTERVIEW QUESTIONS

1. What was the worst thing about the experience?
2. What was the best thing?
3. Do you think it would have been harder first semester?
4. Is there anything, in addition to what they already have as incentives, that would make you more likely to return in the future?
5. Do you think that the training was sufficient?
6. How would you evaluate the time commitment?
Was it too long? Rather have weekends/weekdays?
7. Are there any materials you wish would have had at your desk while you were making the calls?
8. How do you think that we could eliminate the parents apprehension to talk to us?
9. How do you think, in general, the program could be improved?
10. Would you participate next year?

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