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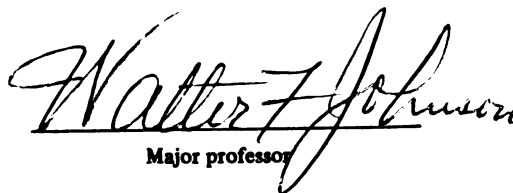
AN EXPERIMENTAL COMPARISON OF SELECTED DIRECT MAIL
INQUIRY GENERATION TECHNIQUES FOR FRESHMEN IN A
SMALL COLLEGE ADMISSIONS OFFICE

presented by

James L. Schultz

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Major professor

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IN A SMALL COLLEGE ADMISSIONS OFFICE

By
James L. Schultz

A DISSERTATION

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ABSTRACT

AN EXPERIMENTAL COMPARISON OF SELECTED DIRECT MAIL INQUIRY GENERATION TECHNIQUES FOR FRESHMEN IN A SMALL COLLEGE ADMISSIONS OFFICE

By

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An increasing amount of attention among college administrators and the news media has recently been directed at the approaching and certain decline in enrollments of traditional college-age students. Demographic and population trends are clear, and several different forecasts have been prepared, the majority of them negative. The current professional literature is abundant with conflicting suggestions for handling this crisis. Several involve marketing strategies.

The current study examines one narrow aspect of marketing -- promotion, and a specific type of promotion -- a direct mail campaign to generate inquiries in a particular college's recruiting effort, an underlying assumption being that students cannot make application to or enroll in a specific college if that college is unknown to them. The primary question addressed in this study was -- is a direct mail campaign a useful and effective strategy for increasing the number of enrolled freshmen at a particular college? Moreover, this study also attempted to determine which of several types of direct mail were more effective

than others.

Methodology of the Study

Because many colleges currently utilize the Student Search Service of the College Entrance Examination Board for assistance in direct mail programs, an experiment was designed to test some typical Student Search mailings as described in the literature. Information about a sample of 3,316 students was purchased for Aquinas College from the Student Search Service in the Fall of 1978. That sample was subsequently randomly divided into four equal test groups.

Each of the four test groups received different treatments. Each student in Group One was mailed a personalized letter with specific curricular information regarding their stated academic interest area. Group One did not receive a follow up mailing. Group Two received an initial mailing identical to Group One as well as a personalized follow-up letter four weeks later. Group Three initially received a non-personalized brochure. Four weeks later, the students in Group Three received a personalized follow up letter, but no specific curricular information. Group Four was mailed only a non-personalized brochure, with no additional information or follow-up mailing.

The objective of the initial and any follow-up mailing was to have the student return a response card to the College, indicating a desire for more information. Once students responded, regardless of group affiliation, they were tracked internally, but were treated no differently than any other students inquiring to the College, who were not a part of this experiment.

An "effective" mailing in this study was operationally defined to mean one which eventually led to an enrolled student. The four groups were examined for differences in rates of initial inquiry, application and matriculation, but it was the rate of matriculation which was considered the most important.

Findings of the Study

This experiment did not produce evidence that any one of the inquiry generation techniques (treatments) employed was more effective than another in producing matriculants for the College. In fact, each group produced an identical number of enrolled students -- one. Likewise, no significant differences between groups were found in rate of application.

There were significant differences in rates of initial inquiry between groups, however. Students receiving personalized letters, either as part of the first mailing or through a follow up mailing had significantly higher ($p < .05$) rates of initial inquiry than did students who received only non-personalized correspondence. In fact, a further analysis revealed that non-personalized mailings generated a significantly lower ($p < .05$) rate of initial inquiry. It was also discovered that follow-up mailings resulted in a significantly higher ($p < .05$) rate of initial inquiry than did the absence of follow-up contacts. Finally, groups receiving curriculum specific materials as part of an initial mailing responded at a significantly higher ($p < .05$) rate than groups which received only general information about the College.

To Connie and Ryan who
helped most -- in absentia.

ACKNOWLEDGEMENTS

The researcher realizes that this study would not have become a reality without the substantial assistance of many people. Dr. Walter F. Johnson, chairman of the doctoral committee, provided valuable suggestions and criticisms throughout the preparation of this work. He also proved to be an exceptionally concerned friend and on-campus problem solver for a non-traditional doctoral student, who after several years and thousands of miles, knew the highway to, better than the campus at, Michigan State University.

As the individual who helped in the development of the basic idea for the study, Dr. Lee E. Jacokes contributed greatly to the refinement of the topic, the design of the experiment and the analysis of the data. His assistance has been invaluable and is sincerely appreciated. Dr. James Costar, Dr. Louis Stamatakos and Dr. Kay White, the other members of the doctoral committee, provided very helpful input early in the project and graciously added yet another commitment to an already over-burdened schedule. It has been a privilege to have known and worked with these people.

That this dissertation exists today is a tribute to three other individuals. Dr. Norbert J. Hruby, President of Aquinas College, first encouraged the author to undertake a doctoral program in 1973. His confidence and support over the years have contributed most to the author's growth as a professional. The task of organizing illegible

scribblings and incomprehensible notes into a document suitable for human consumption was graciously accepted by Nancy P. O'Hearn, who typed and retyped every word. Joanne Koller, a veritable wizard with word-processing equipment, somehow changed raw information on computer print-outs into personalized, attractive correspondence, which allowed this experiment to finally get underway.

An expression of gratitude is also given to the 149 now nameless students who unknowingly became involved in this experiment, and particularly to four of them, who by actually enrolling at Aquinas College, ultimately justified the expense and the time of all those involved.

Finally, I am the most appreciative of one who probably assumes she contributed the least. My wife Connie endured envelope stuffing, computer print-out checking, zip code sorting, brochure coding, lonely evenings, unknown pressures and worrisome waiting on too many wintry Michigan nights. Without her sacrifices and constant encouragement, this would never have come to fruition.

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CHAPTER I

THE PROBLEM

In 1976, American higher education experienced an unpleasant indication of future prospects, when enrollments decreased nationally for the first time in more than two decades.¹ In the Fall of 1978, "total enrollments in American schools and colleges . . . declined by 1.4 million and included the first significant drop at the high school level caused by fewer births in the 1960's."² College enrollments declined from 11.5 million in 1977 to 11.1 million in 1978.³ As Henderson and Plummer caution, "Higher education can no longer look forward to the sustained enrollment growth that has characterized the last two decades."⁴

This study will examine one means by which colleges and universities may choose to respond to possible enrollment declines in the future. The broad question to be answered will be -- is a direct mail campaign a useful and effective strategy for increasing the number of enrolled freshmen at a particular college. This study will also attempt to determine which of several types of direct mail campaigns might be more effective than others.

Following a discussion of some important background information on the nature and extent of the approaching enrollment difficulties for higher education, and a brief review of the total marketing concept and why it may not be the answer for many institutions, a much more

detailed statement of the current study will be presented.

National Population Trends and Enrollment Projections

Enrollments in colleges and universities are closely tied to the number of 18 to 24 year olds in the population. More specifically, the new students who will comprise each fall's freshman class will predominantly be drawn from the 18 year old cohort of the population for that year.

In 1979, the number of 18 year olds in the population reached an all-time high. By simply counting the number of births in each previous year, it becomes clear that at least for the next eighteen years, there will be fewer potential students available to enter colleges each fall. In 1979, there were 4.3 million eighteen year olds in the United States. By 1992 that figure will shrink to 3.2 million, a decrease of 1.1 million potential students.⁵

Henderson and Plummer advise that colleges should be concerned not only with the declining numbers in the college age pool, "but also -- because specific subgroups of the population had different fertility rates during the 1960's -- the characteristics of the pool will change, especially with respect to racial/ethnic composition."⁶ The nonwhite percentage in the college-age group is expected to increase from 12 percent in 1965 to nearly 20 percent by the mid 90's.

Henderson reports a third area of concern -- participation rates -- the rate at which 18 year olds enter college immediately after high school. Nationally, it is estimated that 31 percent of the 18 year old population enters college the fall after their high school graduation.

A somewhat lower figure, estimated at a median rate of 28 percent, attend an in-state college.⁷ In recent years, there has been a decline in the proportion of students enrolling in college immediately after high school, and an increase in the number of individuals delaying entry for one or more years. "In 1976, 22 percent had waited from one to three years before enrolling in college; moreover, 19 percent had delayed college entry for five or more years."⁸

Shulman reports other changes which make enrollment projecting a difficult task. The percentage of male students planning to attend college is decreasing, while the percentage of female students is remaining constant. Students of high ability and high socioeconomic status are no longer automatically continuing their formal education in college. In 1960, 90 percent of high ability, high socioeconomic status males entered college after high school; in 1972, that figure had decreased to 70 percent. Among females in similar classifications there has been a smaller, yet significant, decline of 5 percent.⁹

To further complicate matters, Glenny found that the interests of traditional college-age students are changing in directions that may not coincide with the current offerings of many traditional colleges. Liberal arts subjects are being shunned as majors, in favor of areas which offer more direct career preparation. Increased enrollments of 80 percent in health sciences, 73 percent in business and 81 percent in other vocational/technical fields have undoubtedly caused decreased enrollments of 63 percent in foreign languages, 36 percent in education and 26 percent in humanities.¹⁰ It is feared that students may

increasingly select career-oriented technical institutes and business schools over the more traditional college or university education.

Henderson and Plummer report another trend emerging in recent years that increases the difficulty of projecting enrollments. There has been an increase in the number of families with more than one child in college simultaneously. "'Sibling overlap,' as it is termed, places an added financial burden on some families insofar as they are called upon to meet college costs for more than one child at a time. In 1967, sibling overlap affected 12 percent of all families with dependents in the college age group. By 1976, the proportion had increased to 16 percent."¹¹

Allen and others have explored the question of unemployment and underemployment of college graduates and whether prospective college students may react to media reports of problems in the job market for college graduates by opting not to attend college upon graduation.¹² Henderson and Plummer see both part-time employment and full-time employment of college-age students as an option being increasingly considered instead of full-time college attendance upon graduation from high school.¹³

Centra, in a study for the College Entrance Examination Board, reviewed seven enrollment projections for the 1980's. As he explains, "the forecasts are essentially based on extrapolations of recent trends for different groups, plus some educated guesses about future conditions."¹⁴ The seven different projections which Centra compared included:

- (1) National Center for Educational Statistics (NCES),
projections to 1985,
- (2) Carnegie Council projections to the year 2000, prepared
in 1971 and 1974,
- (3) Projections through the year 2000 prepared by Allan
Cartter in 1976,
- (4) Projections to 1985, prepared by Joseph Froomkin in 1974,
- (5) An economics-based model with projections to the year
2000 prepared by Stephen Dresch in 1975,
- (6) An educated labor supply and demand based model
prepared by Richard Freeman in 1976,
- (7) An optimistic view of the growth potential for higher
education through 1994 prepared by Howard Bowen in 1974.

The projections of Dresch, Froomkin, Freeman and Cartter call for moderate to drastic contractions in enrollments, at least through 1985. The forecasts by the Carnegie Council and the National Center for Educational Statistics project less serious decreases through 1985, but some contraction after that year. Bowen "sees the possibility of higher education doubling or tripling in size during the next 20 years, as part of a major social and cultural change in America. Little evidence to date supports this hopeful view."¹⁵

All of the forecasts described above projected total college enrollments in future years. Their figures included part-time and full-time students, older and other non-traditional students, graduate students and students in professional programs. While the negative

trend is a clear and important warning to all colleges, some colleges face a much bleaker future than others simply because older and non-traditional students simply may not be available to them in sufficient numbers to offset the decreases in 18-24 year olds. Similarly, graduate and professional programs may increase student enrollments, but some colleges cannot realistically expect to compete with major universities for students for such programs. In other words, many colleges will remain especially dependent on attracting traditional 18 year olds for their freshmen classes to maintain enrollments. To many small colleges, stable enrollments every year are critically important because nearly two-thirds of their education and general revenues flow from tuition and fees.¹⁶ A dramatic decline in numbers for even one year can have disastrous effects.

Michigan Population Trends and Enrollment Projections

"Michigan's public secondary schools (grades 7-12) will lose one-fifth of their enrollment during the decade 1975-84. In 1984, the public secondary schools will have 184,700 fewer pupils than they do now. Substantial enrollment losses will continue until the early 1990's. By 1990, Michigan senior high schools (grades 9-12) will have lost almost one-third of their present enrollment."¹⁷ In short, the situation in Michigan is no brighter than it is nationally. Michigan's "statewide public school enrollment figures have paralleled the national trend. As in Michigan, pupil enrollment in the United States began a decline in the fall of 1972, for the first time since 1943-44."¹⁸

In Michigan, it appears that the largest school districts will experience the greatest declines. Table 1-1 shows that between 1975-76 and 1980-81, enrollments are expected to decline in the largest intermediate school districts. Of the 58 intermediate school districts in Michigan, 35 districts will experience losses greater than 5 percent.¹⁹

TABLE 1-1

CHANGES IN ENROLLMENTS BETWEEN 1975 AND 1981
IN MICHIGAN'S LARGER INTERMEDIATE SCHOOL DISTRICTS.²⁰

INTERMEDIATE SCHOOL DISTRICT	PERCENT CHANGE
Genesee	- 14.3%
Ingham	- 12.9%
Kalamazoo	- 15.2%
Kent	- 13.5%
Macomb	- 15.7%
Oakland	- 13.9%
Saginaw	- 8.7%
Wayne	- 18.3%

The projections for Michigan's non-public schools are similarly bleak. Between 1976-77 and 1992-93, twelfth grade enrollments are expected to decline by almost one-third.²¹

Michigan higher education enrollments in general and freshman enrollments in particular, cannot be simply deduced from state-wide

elementary and secondary school projections, although the trend certainly seems clear. Two other factors must first be considered, the participation rate and migration patterns.

The in-state participation rate in Michigan, the percent of Michigan high school graduates immediately continuing their education at a Michigan college or university was 25.3 percent in 1970.²² By 1985, it is expected that the in-state participation rate will increase slightly to 28 percent, the national mean.²³ In 1985-86, it has been projected that there will be 121,630 seniors graduating from Michigan public and non-public high schools.²⁴ If the 28 percent participation rate is applied to that figure, approximately 34,000 Michigan residents could be expected to enter Michigan colleges and universities as freshmen in the fall of 1986.

If the participation rate does not change, but remains at 28 percent through 1993, when 103,467 seniors will graduate, Michigan colleges could expect to enroll approximately 29,000 resident students in the Freshman class in the fall of that year.²⁵ The projected decline from earlier levels are dramatic. In 1970, 43,400 resident students enrolled as freshmen at Michigan colleges.²⁶ The projections for 1986 would predict a 22 percent decline and the projections for 1993 a 33 percent decline from 1970 figures.

In 1985, the proportion of 18 year olds in Michigan is expected to have declined by 8 percent over the 1975 level. The decline in Michigan is not as severe as in surrounding states where Illinois and Indiana are expected to experience decreases of 17 percent and Ohio 12 percent in the 18 year old population over that ten year period.²⁷ These

population trends can be combined with migration patterns to assist in assessing enrollment trends. Michigan has historically been a "net importer" of students, which means that more students migrate to Michigan from other states to attend college than leave Michigan for colleges elsewhere.²⁸ By examining population shifts and migration trends, Henderson has predicted that between 1975 and 1985, Michigan will experience a net change of -.2 percent in enrollments of traditional age freshmen.²⁹ No predictions are made for the years 1985 to 2000.

Moor tends to support Henderson's findings although Moor developed his projection based on an economic-demographic model of Michigan which "not only yields projections of important economic variables needed to erect the education model . . . but provides the necessary annual population matrix . . . which allows similarly differentiated treatment of the demand for higher education."³⁰

Moor estimates that if participation rates remain constant, that enrollments will "experience a steady state through the early 1980's and then begin to fall."³¹ This estimate compares favorably with Henderson's projected decline of .2 percent through 1985 discussed above. Moor's projections extend further into the future however.

Beyond 1985, Moor found that even very small negative changes in certain economic, educational and participation rate assumptions utilized in his model caused enrollment projections to show declines of from 9 percent to as much as 28 percent to the year 2000.³² In describing the projection assumption scenarios which he views as "'most likely' for the remainder of the century," Moor concludes that "we in Michigan

should expect a virtual steady state in enrollments through the early 1980's, followed by slow and then more rapid declines through the mid 1990's, ranging at a maximum to from 15 percent to 20 percent of present enrollment. The projection results . . . suggest that, if the medium economic growth and base education assumptions are correct, baccalaureate enrollments may fall by as much as 30,000 students by the mid 1990's, while junior colleges will experience up to a 40,000 student decline."³³

Moor's forecast, utilizing a sophisticated projection model, portrays an even bleaker future for Michigan colleges than does the projection derived by extrapolating Henderson's estimate through the 1990's.

Broadening the Market

It is clear from the figures presented above that the number of 18 year olds in the population will decrease markedly in the foreseeable future. Annually, these 18 year olds represent a considerable portion of the students entering college for the first time. Therefore, if each college and university continues to attract exactly the same proportion of 18 year old students in 1992 as it did in 1977, then every college and university will experience decreases in traditional Freshmen enrollments in the ensuing years. The decreases could be even more severe than predicted if participation rates or migration patterns change negatively.

It is not likely that all colleges will accept declining enrollments without a fight. As Doermann explains, "whether colleges try to expand or to avoid shrinkage, all but the few in the most favorable circumstances must be concerned with how their own effective applicant

pools might be broadened. For any single college, an obvious potential source of additional students is high school graduates who expect to attend college somewhere . . ."³⁴

In recent years, an ever increasing number of authors have suggested marketing as the answer to increasing the effective applicant pool to which Doermann refers. Kotler defines marketing as:

"human activity undertaken to satisfy some set of needs through exchange processes. In the college context, we recognize the existence of needs and wants in young adults and others for a higher education. We also recognize the existence of suppliers who provide higher education services at a cost to consumers. Marketing describes the activities of both buyers and sellers, in this case students and colleges, in searching for suitable ways to satisfy their respective requirements."³⁵

Barton is more specific in defining marketing as "exchanging something of value for a price, getting the right product to the right people at the right time."³⁶ Montana stresses that marketing is consumer oriented, "all . . . decisions of an organization must be made in light of customer needs and wants . . . trying to satisfy a particular group of customers -- the target group -- with a particular good or service, while satisfying the objectives of the organization and operating within the resources and constraints imposed by the organization."³⁷

Engledow and Anderson see marketing as matching identified societal wants and needs with organizational capabilities and objectives. They stress that marketing "requires a commitment, a changed point of view, and an intensification of effort" on the part of the college.³⁸

Barton and Treadwell support the notion of total institutional involvement in their discussion of the sequential nature of the

marketing process, "from research, strategy consideration, and decisions on technique, to implementation, communication, and ongoing evaluation -- as well as strong backing and brutal objectivity from those in positions of power at the institution."³⁹

Johnson specifies that marketing is not "aimed just at admissions, development and public relations, although these are some of the delivery functions of the marketing effort. Product (courses) place (when, where and how courses are offered), price, and promotion (publications and public relations)" must be considered.⁴⁰

Ihlanfeldt cites three components of marketing higher education -- research, strategy and communication.⁴¹ As part of the research effort above, Engledow and Anderson suggest an environment review, focusing on the socioeconomic climate, demographic trends, educational climate, public policy and the competition.⁴²

Barton suggests that part of the research effort should be several institutional assessments: programs and strengths, goals and mission, message, academic posture, traditional and potential markets, marketing strategy, educational delivery systems, interpretive style, recruiting techniques, and staffing, salaries and recognition policies.⁴³ Shapiro would add pricing policies to the list, as well as a determination of where the institution's "distinctive competence" lies.⁴⁴

Once the research has been done, strategies need to be developed. Kotler suggests seven basic activities: "institutional positioning, portfolio planning, applicant development, applicant evaluation and notification, recruitment effort evaluation, college improvement planning and alumni loyalty development."⁴⁵ Each of these activities is a

complex undertaking.

Institutional positioning, a term borrowed directly from the corporate marketing vocabulary, is explained by Geltzer and Ries as finding "a way to position your product or school in relation to the leader, the one that exists in the mind first."⁴⁶ The position of Avis ("We're only number two in rent-a-cars") vis-a-vis Hertz is a commonly cited example. A part of positioning is market segmentation, "the attempt by the organization to fill especially the needs of a particular group with a marketing mix designed just for them."⁴⁷ Berry and George feel that a "competitive advantage tends to accrue to those institutions that tailor their marketing mixes to specific groups having more or less homogeneous needs within the broader and more heterogeneous total market."⁴⁸ Wolf encourages admissions personnel to serve a sensory function, identifying changes occurring in the environment the institution serves and providing input which "will have some influence in adjusting the tactics their institution will use in performing its basic functions."⁴⁹

It becomes clear that marketing is not simply selling higher education. "Marketing impinges on all activities of the organization and is essentially the process by which the organization becomes an open system, responding to changes in the external environment."⁵⁰ In short, marketing should be a multitude of basic and interrelated activities involving every aspect of the institution to discover the needs of potential students, to make whatever institutional changes are necessary to meet those needs, to promote and publicize institutional

offerings which meet particular needs in a manner which effectively attracts prospective students, and to continually evaluate current offerings and delivery systems in light of the changing needs of the potential consumer. It is a complex process, affecting the very nature of the institution.

As described above, marketing originated with and occurs continuously in business and industrial settings. Colleges and universities, however, are quite different than profit-making organizations. The tenure system alone dashes any hopes of making the quick and dramatic changes in program offerings that college marketers would seek to meet the rapidly changing needs or expressed desires of potential students. In addition, many colleges have neither the time, manpower nor finances to apply the total marketing concept to their institutions.

Gaither details several other problems colleges may face in trying to market their institutions to prospective students. In some states, public institutions are prohibited by law from competing against each other. Secondly, major marketing practices normally require significant changes in the values, attitudes and skills of current staff at the college. Faculty may perceive marketing as manipulating human behavior and some administrators are reluctant to provide the data necessary for market research simply because they are not sure of the ethical consequences of the use of the data. Third, such tasks as image building and institutional positioning are not short-term efforts. Several years may be needed to see any tangible effects from even the most carefully prepared marketing plan. Fourth, marketing attempts may be ignored or even denigrated by some top level college administrators. If admissions

office or other personnel try to adopt the marketing concept surreptitiously, it is likely that such efforts will fail for lack of support and an overall strategy. Negative results can be expected if the total institution is not actively involved. Finally, Gaither concludes that "there are few validations of new practices in university marketing for students; thus there are many unvalidated practices tempting uncritical adoption by institutions facing financial and enrollment duress. Such practices are not without their perils and institutions should be aware of the risks."⁵¹

Statement of the Problem

For many colleges and universities there may be several reasons why adopting a total marketing approach might be an attractive yet unrealistic or unsound approach to the competition for maintaining freshmen enrollments in the next two decades. The fact remains, however, that in order to maintain enrollments with a shrinking pool of potential applicants, colleges and universities must attempt annually to gain a larger proportion of the 18 year old students for their institutions. As Doermann concedes, "the general pressures of steady or declining enrollment will place individual colleges and systems of colleges under strains they were not designed for. The principal casualty is most likely to be the capacity of these institutions to adapt and to preserve vitality."⁵²

One way in which colleges may strive to increase the proportion of 18 year old students at their institution is to increase the number of

potential students who know something about their college. Students cannot make application to a college if they do not know such a college exists. Consequently, colleges may attempt to expand the number or variety of high schools visited, or increase the size of the geographic area in which active recruiting is concentrated.

Often, rather than actually visiting the new high schools or the expanded geographic area, colleges and universities will simply mail descriptive literature and other materials to potential students in the target area. In this regard, organizations such as the Student Search Service of the College Entrance Examination Board or the Educational Opportunity Service of the American College Testing Program offer assistance to institutions. While less expensive than actually visiting students in the target areas, these services are still costly to use in terms of the fees charged and printing, postage and personnel costs.

The problem under consideration is to determine if a direct mail campaign can be a useful and effective technique to which colleges and universities may turn to help increase their proportion of 18 year old, traditional freshman students.

Purpose of the Study

This study will examine the effectiveness of participation in a Student Search Service direct mail campaign. The current study will combine principles derived from previous general surveys, research, subjective reports and commercial experience, and apply those principles to an actual college recruitment situation. Specifically, an experiment

will be designed and conducted to examine the rates of response and other effects of mailing different types of college promotional literature directly to qualified students who had never made inquiry to Aquinas College previously.

The primary objective of this study will be to determine if any differences exist between comparison groups regarding the rate of initial response, the rate of application and the rate of matriculation. Of particular concern will be to discover whether there are any differences in matriculation rates for groups receiving personalized or non-personal mailings, general or curriculum-specific materials, and one-time only mailings or mailings with a follow-up component.

A secondary objective is to determine if a particular type of mailing to 18 year old prospective students can be expected to draw a better initial response from those students than other specific types of mailings which colleges have been using or could decide to use in the future. Such a determination, if significant, could result in a saving of time, effort and money for admissions offices. Moreover, if a particular type of mailing is found to be particularly ineffective, or have negative effects, admissions directors can avoid including such materials in the publication plans.

Scope and Limitations

This study is concerned only with seniors in high school who are potential first-time-in-any-college freshmen. Older adults and other "non-traditional" students are not included in this study, although it

is recognized that enrollments may be stabilized or increased by attracting a different clientele to the institution rather than by attempting to attract more of the same clientele.

Also excluded are many other means by which colleges have attempted to increase the enrollment of 18 year old students, including variations in recruiting techniques, pricing strategies, financial aid incentives, alumni involvement, parent solicitation, and academic program expansion or diversification.

Moreover, no attempt is made to analyze the wide variety of mailings which could be sent to an inquiring student. Dealing only with a group of specially selected students who have made no previous inquiry to Aquinas College, this study is designed to examine only selected methods by which a student might be encouraged to request additional information from a college in which the student (presumably) had little or no prior interest. Other methods such as advertising and face-to-face recruiting are likewise not considered.

Also excluded from consideration are all of the direct mail methods that could be employed by colleges in attempting to attract new students. Commercial lists, mailable 45 rpm records, computer printed letters and mass distribution of catalogs or course schedules are among the techniques not taken into consideration here.

Some colleges "automatically accept" all students whose names the institution receives from the Student Search Service. By simply sending the students a partially completed application form, the college promises admission if the student signs and returns the form prior to an established date. These practices are not examined here.

Furthermore, the study is concerned only with the Summer Search option of the Student Search Service. This option makes available less than half as many potential names as other Searches during the year, but it enables colleges to receive the names and mail literature in the Fall of the year. Presumably this is the time of year when seniors become concerned about future plans and college choice decisions. Moreover, while the Student Search Service allows colleges the option of contacting sophomores and juniors as well as seniors, this study excludes all except currently enrolled high school seniors.

Definition of Terms

Because many of the following terms are widely used in colleges and universities, they are occasionally defined in accordance with local usage rather than as part of nationally standardized terminology. The operational definition of these terms as they are used in this study are provided below. These definitions may also be of assistance should others wish to replicate this study.

Prospect -- A student whose name and related information has been purchased or secured by the college. A student classified as a prospect has made no direct effort to contact the college.

Inquiry -- As used in this study, a student is classified as an inquiry only if the student contacted the college for more information within eight months after receiving a promotional mailing from the college. Response patterns are standardized through the use of postage-paid return cards.

Applicant -- A student who has submitted a standard application for admission to the college.

Matriculant -- A student who was accepted for admission and subsequently enrolled for at least three credit hours during the fall semester, beginning August, 1979.

Direct Mail -- Promotional information prepared by the college and mailed by the admissions office to a student's home address.

Personalized letter -- A promotional letter and envelope prepared with the assistance of sophisticated word-processing equipment on which the students entire name and address are individually typed. The salutation of the letter contains the student's first name.

Non-personalized brochure -- A promotional brochure which is printed and folded in such a way that neither a letter nor envelope are used. To address the brochure, a self-adhering, computer-prepared mailing label is simply placed on the brochure.

Curriculum-specific information -- Promotional material describing the offerings of a specific academic department or major only.

General information -- A fact sheet about the college explaining in general terms location, degrees and majors available, costs, admissions policies, financial aid availability and services available to students.

Follow-up Letter -- A personalized letter, sent four weeks after the initial mailing, which attempts to generate an inquiry from those students who have not yet responded.

Assumptions

Underlying the study are the following assumptions regarding recruitment activities directed at high school seniors:

1. That 18 year old students today, through continuing exposure to electronic and print media have become somewhat sophisticated in their understanding of advertising and promotion. They disdain the hard-sell and huckstering, but appreciate high quality communications providing information useful in their decision making.
2. That the activities associated with this study will comply completely with the Statement of Principles of Good Practice of the National Association of College Admissions Counselors. The promotional efforts undertaken on behalf of Aquinas College and all contacts with students will be conducted in accordance with the ethical guidelines of the profession.

Research Questions

The following null hypotheses will be tested. Hypotheses 3, 6 and 9 related to the primary objective of this study while the remaining hypotheses are concerned with the secondary objective.

$H_o(1)$: There is no significant difference in rate of initial response between groups receiving personalized correspondence and groups receiving non-personalized correspondence.

$H_o(2)$: There is no significant difference in rate of application

between groups receiving personalized correspondence and groups receiving non-personalized correspondence.

$H_o(3)$: There is no significant difference in rate of matriculation between groups receiving personalized correspondence and groups receiving non-personalized correspondence.

$H_o(4)$: There is no significant difference in rate of initial response between groups receiving a follow-up letter and groups receiving no follow-up letter.

$H_o(5)$: There is no significant difference in rate of application between groups receiving a follow-up letter and groups receiving no follow-up letter.

$H_o(6)$: There is no significant difference in rate of matriculation between groups receiving a follow-up letter and groups receiving no follow-up letter.

$H_o(7)$: There is no significant difference in rate of initial response between groups receiving curriculum-specific information and groups receiving general information.

$H_o(8)$: There is no significant difference in rate of application between groups receiving curriculum-specific information and groups receiving general information.

$H_o(9)$: There is no significant difference in rate of matriculation between groups receiving curriculum-specific information and groups receiving general information.

Plan of Presentation

Chapter I has introduced the current study by examining national and Michigan population trends which are expected to severely restrict the growth of higher education in the foreseeable future. The field of marketing was discussed as it is currently being applied to colleges and several problems with the total marketing concept were explained. The impetus for the research was described and the problem stated. The purpose of the study, its design, scope and limitations were outlined and operational definitions were provided.

Chapter II is a review of the literature pertinent to this study. Several general principles are discussed and information resulting from surveys are presented. The need for an experiment incorporating what has been learned from surveys and commercial experience is supported.

Chapter III details how the experiment was conducted. The specific procedures are explained as well as the methods utilized for collecting the data.

Chapter IV presents the analysis of the data, while Chapter V summarizes the results of the research with specific recommendations and attention to additional studies that would be useful to admissions officers.

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CHAPTER II

RELATED LITERATURE

Introduction

The impetus for this study was two-fold: a pragmatic need to know how best to approach prospective students; and, following an earlier cursory review of several articles and reports, a sense that the answers provided to date were at best incomplete and at least either ambiguous or conflicting. Chapter II provides a more thorough review of recent literature related to several topics important in the planning, design and operation of a direct mail program to generate student inquiries for colleges. Much of what was learned in this review will be applied in the design of this experiment.

This chapter investigates the extent to which colleges currently use direct mail programs. The utilization of the Student Search Service is explored, including results achieved by a variety of colleges. Suggestions for improving the effectiveness of mailings to prospective students are provided both from commercial and institutional experience. The current movement to provide better information for students is examined and related to the objectives of a direct mail program.

The Use of Direct Mail by Colleges

In the Spring of 1977, Henderson conducted a survey to determine "the extent to which computer technology and direct mail advertising

have entered the college admissions field."¹ Over 200 colleges from 38 states responded. Nearly three-fourths of the respondents were four-year, private institutions. Henderson discovered that 82% of the private and 63% of the public institutions used direct mail to encourage inquiries. Only school visits (98%) ranked higher as a method utilized in contacting prospective students.²

Ihlanfeldt, at Northwestern University, reported a decline in the traditional and expensive visits to high schools by admissions counselors, and an increase in the use of direct mail. "Direct mail activity initiated by a college to large numbers of students is the major innovation in college recruiting, and has the potential of completely changing the way prospective students and colleges relate to one another. One by-product is that a college is less dependent upon the high school visit and third parties to meet its enrollment objectives."³

In a study of over 200 admissions directors at private colleges and universities, Murphy and McGarrity found that over 70% of the institutions used direct mail in their contacts with prospective students.⁴ In that study, 20% of the colleges' yearly recruiting expenditures was earmarked for direct mail, ranking second only to personal recruiting in high schools.⁵

Henderson discovered that over 60% of all the institutions he surveyed spent more than \$5000 per year on direct mail and advertising to generate student inquiries, while more than 25% of the private institutions budgeted \$15,000 to \$25,000 or more each year for direct mail and advertising activities.⁶

Lupton and Moses studied 21 selective, small, liberal arts

colleges in late 1977, "to gain a better understanding of the admission and recruiting efforts of a sample of private liberal arts colleges; to document the true costs of those efforts; and to try to determine which practices appear to be more effective than others."⁷

At the 21 colleges studied, expenditures for "mailing lists" increased 187% between 1973-74 and 1976-77.⁸ The average institution annually sent out 35,500 pieces of direct mail and purchased 20,200 names from the Student Search Service.⁹ In 1976-77 mailing list costs alone averaged \$5 per matriculant, while postage costs and printing expenses (excluding catalog printing) averaged \$44 per matriculant.¹⁰ Over the four year comparative period, the institutions reported an average increase of 150% in direct mail activity and an increase of more than 400% in the number of names purchased from the Student Search Service program.¹¹

Established in 1972, the Student Search Service of the College Entrance Examination Board has become an important tool for colleges desiring to approach prospective students through a direct mail program. Most students take the College Board's Scholastic Aptitude Tests (SAT) in their junior year, and information about only those students who agree to participate in the Student Search Service is stored in computer files. The Student Search Service provides computer assisted searches of its files at four standardized times during the year. Two searches are conducted in the Spring, one in the Summer and one in Winter. "The Student Search Service of the College Board is a valuable system for colleges, scholarship agencies and consortia of colleges to use in identifying college-bound students . . . who have certain interests,

achievements, aptitudes and other characteristics the institutions may be seeking."¹²

Following each computer search, a participating college receives the names, addresses and intended majors of students who have the characteristics specified in advance by the college. In nearly all cases, a participating college will immediately mail those students some form of descriptive information about the college and its programs. "The SSS (Student Search Service) helps colleges and students learn about each other and their respective interests and goals."¹³

Henderson found that slightly less than half of the colleges he surveyed either "currently use or have used in the past the assistance of the Student Search Service."¹⁴ This compares quite favorably with the records of the Student Search Service which reported 700 participating colleges in 1975-76.¹⁵ In 1977-78, over 1900 searches were conducted for nearly 1000 institutions.¹⁶ Henderson found that only 18% of all responding institutions utilized a source other than the Student Search Service in their direct mail programs.¹⁷

In another survey of 144 admissions officers, Abernathy found that nearly 75% of the responding private colleges utilized the Student Search Service for assistance in conducting a direct mail program.¹⁸ Less than one-third of the public colleges utilized such assistance, suggesting that the private, more expensive colleges currently need to employ a wider variety of means to attract students than do less expensive public institutions.¹⁹

Murphy and McGarrity demonstrated the impact that the Student Search Service has had on recruiting methods since its inception in 1972.

While personal visits to high schools by recruiters had been used by colleges for many years, direct mail usage had increased so substantially that it had become the second-most important factor in student recruitment in less than ten years.²⁰ This finding also supports Ihlanfeldt's contention, reported above, that direct mail reflects a major change from traditional recruiting methods employed by colleges in the past. Direct mail is certainly being used more, thanks in large measure to the assistance provided by the Student Search Service, but how effective is it for the colleges that use it?

Lupton and Moses report that "the CEEB SEARCH Program . . . was credited by several institutions with substantially improving the actual and potential size of the inquiry pools. Institutions believe that the ability to specify a pool of potential applicants by twenty one factors . . . provides inexpensive (10 cents per name) access to new groups of students."²¹

The institutions studied by Lupton and Moses spent large sums of money and devoted much time and effort in direct mail activities associated with the Student Search Service. They feel that the size of the inquiry pool can be increased through such efforts. But what about the applicant pool? And are matriculants generated through these efforts? Lupton and Moses report that "seven of the nine institutions that had used mailers provided no detailed statistics on the response rate this specific tool generated."²² One institution which did keep track of the results of its direct mailing efforts found that "10 percent of the class was first contacted through a SEARCH-generated mailing list."²³

Giampetro reported the results of utilizing the Student Search Service during one year at the University of Miami (Florida). Of 90,000 initial brochures mailed, this university received 7,400 responses, 1,100 applications and 250 enrolled students.²⁴ In this isolated case, an 8.2 percent initial response rate was achieved, with 2.8 percent of the group initially contacted actually enrolling. No figures were given for the number of students who persisted as sophomores.

According to Henderson, "the percentage of inquiries generated by direct mail varies widely from college to college. A small percentage (6%) of respondents depend almost totally on direct mail advertising."²⁵ One-third of the private institutions reported that from 1 to 10 percent of their inquiries were generated through direct mail, while one-fifth said that direct mail accounted for from 41 to 80 percent of all the inquiries generated annually.²⁶

Ihlanfeldt substantiates the variations in the degree of success that direct mail provides even within one institution. Northwestern University uses a brochure, not a letter, as its first contact with students through a Student Search Service assisted mailing effort. Response rates in various years and from different areas of the nation have ranged from 10 to 25 percent.²⁷

Druesne and Zavada reported that while colleges participating in the first Spring search reported the highest rate of initial responses (9.4%), students contacted as a result of the Summer search yielded a higher rate of eventual application (2.0%). The least productive seasonal search in terms of both rate of initial response (4.3%) and rate of applications received (1.6%) was the Winter search.²⁸

In a survey of 200 randomly selected Freshmen at a medium-sized public university, the University of Tennessee at Martin, direct mail was demonstrated to be an important recruitment tool. Gorman found that of six specified "student attracting methods," new freshmen students ranked mailings regarding curricular offerings at the university as the second most influential method of attracting prospective students (themselves).²⁹ Personal phone calls from university personnel was ranked as most influential in helping them decide to attend that institution. In a rating of the six methods, 69 percent of the students rated mailings as an "excellent" or "very good" method, while another 25 percent felt mailings were a good method. Only 2 percent felt that mailings "did more harm than good."³⁰

Other research also indicates that students appreciate and react favorably to direct mail overtures from colleges. "A survey of 6000 students who received information from colleges and scholarship agencies as a result of their participation in the SSS (Student Search Service) showed its value. Fifty percent reported that they were considering or had applied to at least one college they had learned about through the SSS, and 91 percent said they would recommend that other students participate."³¹

At the University of Rochester, Hetherington found student response to mailings "overwhelmingly positive."³² He conducted a survey of admitted students who had first been contacted through Student Search Service assistance and discovered, "more than 80 percent of those responding reacted favorably to our mailings."³³ Hetherington reported that the cost per contact was 27¢, while the cost per enrolled applicant

of such a direct mail program was \$42.³⁴

Ihlanfeldt reported that direct mail and other approaches to student recruitment reduced the number of annual high school visits by Northwestern University personnel from 700 to approximately 100.³⁵ How do high school counselors and college recruiters feel about direct mail? Is it infringing on their traditional responsibilities?

In 1975, Haines surveyed the membership of the Pennsylvania Association of College Admissions Counselors to determine feelings on various student recruitment practices. The Association consists of both high school counselors and college admissions office personnel. Of 222 institutional responses, 83 percent "strongly approved" or "approved" of direct mail to students who previously gave permission for their names and addresses to be released to colleges and others.³⁶ On the other hand, 80 percent of the responding members "strongly disapproved" or "disapproved" direct mail to students who had not released their names and addresses for the purpose of receiving information by mail.³⁷ The Student Search Service released information about only those students who have agreed to participate, not all students taking the SAT.

Previous research indicates that direct mail may be an effective means by which to recruit students. Some colleges have found it to be less expensive than traditional high school visits. The Student Search Service approach to direct mail seems to be widely accepted by students and their counselors at the high schools, and by college admission personnel as well. As reported above, however, the degree of effectiveness of direct mail experienced by colleges varies widely. The literature

suggests that some approaches are more effective and less costly than others.

Improving the Effectiveness and Efficiency
of Generating Inquiries through a Direct Mail Program

In 1977, at the sixty-third annual meeting of the American Association of Collegiate Registrars and Admissions Officers, one panel presentation chaired by Griffin explored the use of direct mail in recruiting new students. Rooney, a member of the panel, cautioned "that while you want to look at the net results, how many you enroll, you want to realize you are not going to sell education by direct mail, it is too high cost an item. But we can help move people along the process."³⁸ Rooney also suggests several ways to increase the effectiveness of direct mail efforts. He suggests using professionally written copy for letters, stressing benefits rather than features, and addressing the specific needs of the person to receive the letter. In terms of whether a long or short letter is best, Rooney explains, "You are really going to have to experiment."³⁹ Several other experiments are suggested to determine what aspects of direct mail yield the best results in terms of response rates. Included as possible test items were personalization of letters (personal or non-personal), the class of mail used to deliver the message (first class or bulk rate), the type of item mailed (brochure or letter), the benefits versus costs of additional mailings to those who did not respond to the first correspondence (follow up), and the timing of the mailings.⁴⁰ Initial response rates, however, should not be the final test for the effectiveness of

Student Search and related types of mailings. Rooney feels cost effectiveness should be determined not just by the number of inquiries received, but also by the number of students who apply, are accepted, enroll at the college and are satisfied.⁴¹ The current study will operationally define effectiveness in a similar way.

The Student Search Service has conducted several national studies regarding the use and outcomes of its programs by colleges and universities. Druesne and Zavada report the combined findings of three separate studies.⁴² In 1975, Student Search Service users were surveyed to determine rates of student response from mailings. In 1976, the relationship of editorial and graphic quality to rates of response were studied. During the Winter of 1977, interviews were conducted with students who had received mailings as a result of the participation of various colleges in the Student Search Service.⁴³ Several findings from these studies relate to the current study.

Materials which speak to specific student interests seemed to elicit more responses than did general mailings.⁴⁴ Of the 162 colleges included in this study, however, only 19 percent mailed specific curricular information. All others sent general institutional brochures.⁴⁵

Certain editorial and graphic qualities also seemed to elicit a higher rate of response from students. The most successful mailings were determined to be direct, thorough, spirited, consistent in tone, sympathetic to student concerns and generally attempted to explain what the students could expect if they chose to attend the college in question.⁴⁶ In a similar vein, Rooney recommends that colleges "find out what the person's need is and respond to it."⁴⁷

LaBaugh demonstrated "that students have definite information needs. They clearly identified items they wanted when presented with thirty-nine possibilities."⁴⁸ Rosenberg supports that contention noting that students have said "mailings which schools send us should provide us with a solid knowledge of the factual aspects of the school."⁴⁹

Because meeting student information needs is extremely important in preparing materials for distribution through a direct mail program, LaBaugh is critical of "some individuals (who) have guessed at what students want and put these together in a taxonomy. Others asked tangential groups, i.e., those with whom students have contact in college selection," what it is students want or need to know.⁵⁰

One study attempted to rectify such problems. In interviews with high school seniors who had received 50 or more mailings from colleges, Student Search Service staff obtained subjective input on what is appealing or unappealing to recipients of promotional mail from colleges. The students seemed to appreciate honesty and simplicity and disliked gimmicks and hard sales pitches. They preferred material relating to their academic interests over testimonials from previous students or materials which too strongly emphasized geographic features or recreational opportunities.⁵¹

Ihlanfeldt reports similar findings as a result of questionnaires sent to all accepted applicants at Northwestern University. He found that "the more ability a student has, the more likely he is to be interested in acquiring information on academic programs than in the emotional reasons for selecting a given college."⁵²

Commercial experience in selling products may also be useful to colleges promoting their institutions through direct mail efforts. Although referring to consumer products rather than to higher education, Kanter echoes the advice of Ihlanfeldt and others:

"learn your market. To whom is this product or service going to be sold? What is he or she (or they) like? What are their demographics, their lifestyles? Where do they live? Again, don't try to reason this out for yourself. Talk to people to find out. Then visualize your prospect and talk directly to him or her, as if you were selling in person. Keep in mind that you are selling, and that you are substituting the written word for the spoken word. This is another part of the writing process that lies underneath that part of the iceberg which is visible: your copy. But like product knowledge, market knowledge undergirds what you write."⁵³

McLean also supports the notion that a "profile" or "picture" of prospects is required before direct mail materials are prepared.⁵⁴

Fortunately for colleges, the Student Search Service allows colleges to "define the characteristics of the students" to be identified through a computer search.⁵⁵ In effect, a college can request the names of students who most closely resemble that "profile" which institutional researchers have found most likely to be interested in that college and its programs.

Specific Suggestions and Practical Applications

From research conducted by its own staff, the Student Search Service provides several suggestions as well as caveats to potential users. Materials sent at first class postage rates generally produced a higher rate of response than items mailed at other postal rates. Over 60 percent of the mailings utilizing first class postal rates

produced 9% or better rates of response. Less than 40 percent of the mailings utilizing other postal rates drew 9 percent or higher response rates.⁵⁶ The least successful mailings "had too little information, too much information, confusing information or a patronizing attitude, particularly toward blacks or women."⁵⁷ Other problems included small, unreadable typefaces, cluttered layouts and poor quality printing. "Some mailings that included pamphlets, letters and promotional pieces gave no indication of what to read first."⁵⁸ The multitude of problems cited reflect not only lack of experience by colleges in utilizing direct mail programs, but also confusion as to what colleges should try to communicate to prospective students.

Research has given colleges one specific clue however. "Surveys make it clear that materials that are related to the students intended major are read by the students. Surveys of previous users of Student Search have indicated that those sending curriculum-specific materials (for example engineering materials to students who plan to major in engineering) experienced higher rates of return than those sending materials describing the college generally."⁵⁹

Two other recommendations are made to increase the effectiveness of direct mail efforts. Some follow up contact should be made to those who do not respond to the first mailing. Material that is personalized seems to be favored by students.

Giampetro recommends a second, but not a third mailing, to students who do not respond to the first contact. "We felt the third follow-up did not result in a sufficient number of responses, applications and enrollees."⁶⁰ Ihlanfeldt "found that anything which personalizes the

the admissions process is most conducive to responsive consumer behavior."⁶¹ In interviews with students who had received several mailings from colleges, Druesne and Zavada reported that students gave "high marks" to materials which acknowledged "that students were more than the statistics conveyed about them by the Student Search Service."⁶²

Grossman speaks from commercial experience when he says that "no area of the direct marketing business has suffered so much from an obvious confusion of substance and style as in some of the imitative computer fill-in mailings."⁶³ The problem is that while an attempt is made at personalization, the recipients can obviously see that a computer was used in preparing the letter.

Druesne and Zavada found that students disliked "computerized letters that obviously had inserted the addressee's name and address into the message."⁶⁴ They also cite an example of a student named Elizabeth who refused to read any material which appeared personally addressed to her, but which dropped the ninth letter in her name, simply because the computer could accomodate only first names of eight letters or less. Grossman stresses, however, that "true personalization is here to stay. There's no question in my mind that the future of direct marketing will be dominated by increasingly personal messages delivered to increasingly better identified prospects."⁶⁵

Haines' research with counselors and admissions personnel is complemented by one additional finding of Druesne and Zavada. "Student response is much higher if mailings indicate that the student's name was provided by the Student Search Service."⁶⁶ It appears that if students are reminded that they asked to receive information from colleges, they

will respond to such material at a higher rate than if mailings to them appear to be unsolicited.

Kunz has identified five elements in a direct mail program; the letter, graphics and copy for the brochure, the response mechanism, the mailing envelope and the mailing list.⁶⁷ To be most effective, the letter must perform four functions:

- "1. Make the program more personal,
2. Explain the purpose of the enclosed information,
3. Explain why the contents should be of importance to the reader,
4. Make clear the action steps necessary to respond."⁶⁸

An effective letter helps to generate the maximum number of qualified responses.⁶⁹

Kunz feels a brochure should be included in a direct mail program. Graphically, he suggests that the visual image is critically important. "Perceptual attraction to the image will not only arouse interest, but also, long after the copy has been read and forgotten, the image will be retained."⁷⁰ The copy should relate to the graphics, be direct, understandable, interesting and honest. Moreover, Kunz stresses that the editorial content of the brochure should inform and persuade.⁷¹ Druesne and Zavada support the contention that good editorial and graphic qualities have a positive impact on student response rates to college mailings aimed at generating initial inquiries.⁷²

The response mechanism is one way to measure the degree of influence and persuasion generated by the letter and brochure. Kunz suggests that a reply card be included as the means by which the student can respond, and such a card should "require a minimum of effort of the part of the

student who completes it, yet provides enough information so that the admissions office can follow-up in the appropriate manner desired."⁷³

Kunz, through commercial experience with direct mail programs, suggests that the mailing envelope is an integral element "since it is that which gives the reader his first impressions, (and) if the envelope fails to stimulate the imagination," the entire package may be left unopened and unread.⁷⁴ Kunz suggests that multiple colors, odd-sizes, "teaser lines" or pictures on the envelope stimulate interest and "readership" for the contents.⁷⁵

Direct Mail -- Feelings Pro and Con

In Chapter I, it was postulated that one way in which colleges in future years may strive to increase the proportion of 18 year old students at their institution is to increase the number of potential students who know something about their college. It is obvious that students cannot make application to a college if they do not know such a college exists. Hetherington lends support to this belief and confirms the utility of the Student Search Service in informing students about new educational opportunities. He feels that "the evidence suggests that our participation in Student Search was worthwhile. The geographic distribution of our applicant pool and of our entering class is somewhat broader than a year ago. It is clear that some students enrolled who had not only not planned to apply, but had not even heard of the University of Rochester before our contact through the Student Search Service."⁷⁶

Interestingly, one detractor from the direct mail approach to

prospective students was a high school principal in a large, affluent, midwestern, suburban school system. Stressing the value of person-to-person, face-to-face discussion, Schreiner explained, "there is much evidence that students are not reading or writing much anymore; consequently, the use of a college catalogue or a brochure as a means of transmitting all but technical information about a college may be an anachronism. Some means other than the written word should be used to convey the mission and the educational program of the college to prospective candidates."⁷⁷

Such a statement is more a criticism of high schools or parents for not stressing reading and writing than it is of colleges for mailing materials to prospective students to help them make informed decisions in their college planning. His naivete and confusion is evident when Schreiner later proclaims, "if a college were to come back to its *raison d'etre*, to state its mission clearly and unequivocally, it would not need to publicize itself in the commercial sense."⁷⁸ One question begs to be answered. If a college "came back to its *raison d'etre*" and "stated its mission clearly and unequivocally" as Schreiner urges, where should it be stated and how should the college best inform students in different parts of the state or country what has been done?

Student Consumerism and the Movement toward Better Information for Students

To put the preceeding sections into perspective, the current trend toward student consumerism must be briefly addressed. Students as

consumers of education programs and services at colleges and universities expect to receive true value for their tuition dollars. One of the most obvious demands by such consumers is for honest, adequate information on which they can base decisions. Hoy contends that students trying to decide on a college to attend have need for three different kinds of information; access information, process information and results information.⁷⁹

Access information should detail what the campus offers and what is required of the student for admission to that college. Process information speaks to the concerns of students about what day-to-day life on the campus is like, and what occurs both in and out of the classroom. Finally, results information refers to what outcomes the student should realistically expect from an education at a particular college. Results information is important for students to consider with regard to their personal objectives. If their objectives cannot be accomplished at a particular college, then students should be able to decide against that college early in their college planning.⁸⁰

If students have adequate, factual information about colleges, better decisions will be made about which college to attend. If better decisions are indeed made, more students would be satisfied with the colleges they chose to attend. Attrition from one year to the next should decrease because students initially picked the right college. According to Shulman, therefore, "both the institution and the student have an interest in assuring a successful match between a student's needs and abilities and the institution's capabilities."⁸¹

Lenning and Cooper have found, however, that "information that postsecondary institutions provide to prospective students is often incomplete, insufficiently detailed, not clearly presented, or presented at the wrong time."⁸² Interviews with students, parents, college staff members and high school counselors as part of a National Center for Higher Education Management Systems study found "unanimous agreement that much of the information currently being provided to students is inadequate or being communicated ineffectively."⁸³ Lenning and Cooper conclude that several problems exist for institutions that fail to provide adequate information to prospective students who subsequently make unwise choices about which college they will attend. The problems include not only low student morale and high rates of attrition, but also future recruiting problems for the institution when disappointed students tell their friends, parents and relatives of their displeasure.⁸⁴

It appears that it is not only in an institution's best self-interest to provide adequate, honest and factual information to students, but it is also being demanded by the students themselves. Stark traces the beginnings of a student consumer movement in education to a 1962 message to Congress, in which President John F. Kennedy defined the rights of individual consumers "to be safe, to be informed, to choose and to be heard."⁸⁵ If these rights do not naturally and obviously seem to be guaranteed to students, then federal legislation has been enacted to ensure that these rights are not violated. Stark suggests that legislation increasing student access and choice in higher education through increased financial aid, has "transferred power in the form of portable dollars from institutions to individual

students, who could then select the institutions which best fit their needs."⁸⁶

El-Khawas explains that "the consumer movement emphasizes giving the consumer all pertinent information about a product or service before he decides to purchase."⁸⁷ Stark evidences caution and concern because "it is not at all clear at this time, however, that more information is necessarily better information. Students who are provided with masses of data but with no guidance in how to use them may fare no better than students who have the right questions but no way to get the answers."⁸⁸

Two questions need to be raised at this point. What is better information and how should it be provided? In general terms El-Khawas reports that better information explains "what the institution is like, what it offers and what it expects of its students."⁸⁹ The objectives are to provide information that is detailed, candid, analytical, accurate and complete.⁹⁰ Moreover it should be relevant to student decisions, describe probable student experiences, use empirical data extensively, highlight the distinctiveness of the institution and communicate everything effectively.⁹¹

Franklin includes an emphasis on maintaining currency in published information, explaining requirements and objectives in specific, rather than general terms, avoiding ambiguities, using a vocabulary that does not exceed the reading skills of the intended audience and striving for comprehensiveness in coverage.⁹²

The Carnegie Council on Policy Studies in Higher Education supports the above recommendations as evidenced by its specific "institutional

responsibilities" regarding advertising, noting that all attempts to attract students should be accurate and reliable, up to date, complete -- balanced and comprehensive and understandable.⁹³

The National Task Force on Better Information for Student Choice also identified specific topics that need the attention of institutions desiring to provide better information to students. One criteria used in determining the importance of a topic was its relative importance to students, and not strictly whether it was identified as important by students. Topics needing extensive coverage, following the general objectives outlined above include costs and financial aid, academic offerings and requirements, and the outcomes or results of attendance.⁹⁴ Stern would add career planning and occupational information to the list of specific topics needing extensive coverage in information provided by colleges.⁹⁵ Kinnick at Portland State University conducted a local information needs assessment and found that information on "support services, general school environment, school reputation, physical surroundings and social life and activities" should be included with the topics listed above as important information needs of prospective students.⁹⁶ In another local study of information needs, LaBaugh found similar topics to be important. Moreover, he discovered that the late Junior and early Senior years were the times when students most needed the information in the decision-making.⁹⁷

El-Khawas broadens the perspective and reiterates that "information is 'better' if it improves the ability of students to make rational, informed decisions about postsecondary education. Completely rational decisions are not the goal; rather, the objective is to improve the

resources available for making intelligent decisions."⁹⁸ Hoy agrees, but cautions colleges to recognize "that the existence of improved information does not guarantee that students will actually read or use it properly."⁹⁹ Sandeen laments that "despite widely held beliefs to the contrary, most students apply only to a single institution. The dominant pattern is for the student to apply to one institution, to be accepted by that institution, and to attend that institution. Unfortunately . . . this early decision to apply to only one institution is often based upon very limited, and often inaccurate information."¹⁰⁰

Adapting Suggestions From the Literature to the Current Study

The survey results of LaBaugh have important implications for this study. LaBaugh discovered that not only do students report specific information needs, similar to those reported by the other researchers reviewed above, but that students also have preferred ways in which to receive that information. Because LaBaugh's study dealt with groups of students who either had already inquired or who had already applied, some adaptation of his results to approaching a third group, prospective students, is necessary. LaBaugh's findings, however, indicate that students prefer to receive information from the college administration, and that receiving the information via a brochure and/or a letter is an acceptable method of communication.¹⁰¹

It therefore appears that a graphically attractive, editorially sound, letter or brochure, containing accurate information that students want and need to know about a college, mailed at a time when students are most concerned about college choice decisions might contribute to

the solution of the current problem of students deciding in a capricious or uniformed manner to attend a particular college. Moreover, if such an effort is successful, a college might attract students who had previously not considered that college, and in doing so help solve potential enrollment difficulties that are imminent for nearly all colleges. Such is the overall hypothesis to be further addressed in Chapter III.

This study will also attempt to answer other questions raised in the literature or incompletely addressed by some of the earlier studies reviewed above. One shortcoming of Henderson's survey will be rectified by this study. He reported on how colleges respond to the inquiries generated by various means, but he did not attempt to discover which types of direct mail approaches draw the most responses or produce applications from qualified applicants. Lupton and Moses undertook a much more extensive study than Henderson, although their sample was neither large nor randomly selected. The current study will attempt to answer several of the questions they raised regarding the effectiveness of a direct mail program and the response rates generated by different, yet related means.

The studies reported by Druesne and Zavada must be approached with some caution because the information was collected from colleges after the fact. Standardization in computations, follow-up and type of mailing system used was lacking. Results from large, major universities were included with those of small private colleges without taking into account the importance differences in potential constituencies that exist. No accomodation was made for the wide variety of academic interests of students and the limited ability of some institutions to

meet more than a few of those interests. It is also probable that the students they interviewed, those who each received more than 50 mailings from colleges, were academically talented students with very high SAT scores. Their subjective responses are interesting, but most colleges must be content with enrolling a much higher percentage of less able students. This less able majority may need to be approached in a different manner than the talented minority. This study will approach a broader group, in a standardized manner, so that future replication or pragmatic adaptations by others may be facilitated.

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CHAPTER III

PLANNING AND CONDUCTING THE EXPERIMENT

Introduction

Chapter I provided an overview of the potentially serious enrollment problems facing higher education institutions in the decade of the eighties and extending into the early 1990's. The application of broad marketing strategies to college and university admissions efforts was discussed, but several problems with this approach were delineated for institutions in general and small colleges in particular. An idea utilizing a direct mailing program was suggested that might assist a college to increase the number of potential applicants who were not previously familiar with the college.

In Chapter II, the extent to which direct mail is currently being utilized by colleges and universities was investigated and the ways in which the Student Search Service of the College Entrance Examination Board may be employed to contact additional prospective students was explored. Pragmatic applications were examined which might increase the effectiveness and efficiency of a direct mail effort. The trend toward consumerism in higher education was discussed and the resulting need for better information for student decision-making was addressed. It was suggested that perhaps an effective direct mail program could accomplish the twin goals of providing students with better information on which to base their college choice decisions, as well as expanding

the enrollment at colleges which utilized this strategy.

In Chapter III the experiment which was designed to test one aspect of that multi-faceted idea is outlined and discussed. Basically, the primary question to be answered remains -- Is direct mail an effective way in which to gain more enrolled students? Of secondary concern will be whether a particular type of mailing draws more responses than another type.

Population and Sample

The population for this study was over 400,000 high school students who took the Scholastic Aptitude Test (SAT) in preparation for applying for admission to colleges and universities. The students took the SAT in their junior year, in anticipation of beginning college in the fall of 1979. Each student requested to be included as part of the Student Search Service of the College Entrance Examination Board, and were included as part of the Summer Search in 1978. Detailed information about these students was stored in the Student Search Service computer and was available to Aquinas College for a fee.

The sample for this study consisted of 3,316 seniors in high school from the population described above. The sample included the entire group of students selected for Aquinas College by the Student Search Service of the College Entrance Examination Board.

In the Spring of 1978, a Student Search Service participation form was submitted, on which specific criteria were designated. Only students meeting all of the established criteria would be selected from the computer files of the Student Search Service. Those files contained

information on nearly one-half million students who had taken the Scholastic Aptitude Test (SAT) during the previous year, in anticipation of applying for admission to one or more colleges at some later date.¹

The selection criteria designated by the researcher ensured that students in the sample would be eligible for admission if they eventually decided to apply to Aquinas College. The criteria were also established to reflect a realistic approximation of the characteristics of current students at Aquinas College, following the suggestion of McLean and others who stress the importance of knowing the "profile" of those to be contacted by mail.²

The following criteria were submitted to the Student Search Service. Each student selected:

- (1) Would be a high school senior during the 1978-79 academic year,
- (2) Would have a self-reported grade-point average between 2.50 and 4.00,
- (3) Would have scored no lower than 400 on each of the Mathematics and Verbal Reasoning sections of the Scholastic Aptitude Test (SAT),
- (4) Would be enrolled at a private (either parochial or independent) high school during the 1978-79 academic year,
- (5) Would have listed as either a first or second choice one of the intended college majors designated on the participation form by Aquinas College as available for study at Aquinas; or was carried in the computer as a student in the "undecided" or "no response" category with regard to intended college major,

- (6) Currently resided in the State of Michigan, or in specified zip code areas in Illinois, Indiana, Ohio, New Jersey or the U.S. Virgin Islands. Over several years of experience these areas have been found to be either primary or secondary recruiting areas for Aquinas College.

No criteria were stipulated for sex, race, veteran status, achievement test scores, and several other factors which were regarded as unimportant for the purposes of this experiment.

The student names were selected during the Summer search. In August, 1978, 3,316 names were received, with each individual's address, the name of the high school attended and the intended major. The student names were listed alphabetically by intended major. Individual gummed mailing labels for all students, arranged in zip code sequence, were also provided.

Experimental Procedures

Using the list of students arranged alphabetically by intended major, each student was randomly assigned to one of the four experimental groups. A table of random numbers was utilized, first to determine at which point to enter the list, and again to determine which group number would be assigned to the first student name selected. From that point through the entire list of names, each subsequent student was assigned to an experimental group using the repeating sequence 3, 4, 1, 2.

Experimental group assignments were made in this way to ensure that each intended major area had as equal a distribution as possible

of student names in each of the four experimental groups. Such assignment served as a control for the current popularity of certain intended major areas such as business, pre-medicine and pre-law. Sex and geographic area of residence, two other potentially relevant variables, were thus also controlled through randomization.

Each experimental group contained 829 students. The four experimental groups each received different treatments, and the treatments were randomly assigned to each group.

The information for each student assigned to group one, two or three was copied from the original list and entered on diskettes in IBM 430, Office System 6 word processing equipment. This equipment was already being used by the Admissions Office at Aquinas College for other recruiting purposes and therefore was available for this experiment. A trained and experienced operator, already employed by the Admissions Office, was solely responsible for processing all the information as requested by the author.

The letters prepared by the IBM 430 appear to be typed by a common office typewriter, rather than by a computer however, because the type face employed is nearly identical to those available on IBM Selectric Typewriters. The type-face selected for the letters used in this experiment was 12 point Letter Gothic, because it is attractive and easy to read.

The letters in this experiment were personalized in several ways. The student's full name and address were used in the heading. The salutation included their first name. The body of the letter referred both to their specific state of residence, as well as to their self-

reported intended major. Each letter was hand-signed by the author in blue ink to contrast with the body of the letter which was typed in black ink. An example of one of these letters is included in Appendix A.

Following a recommendation of Druesne and Zavada, each letter indicated that the student was being contacted as a result of the Student Search Service, in which the student had agreed to participate.³ Hecksher has also found that students "are pleased to receive mailings from Student Search, especially if they know it is because of Search that they are being contacted."⁴

Experimental Treatments

Table 3-1 summarizes the treatments received by each group. All treatments began simultaneously on September 21, 1978. Group One was mailed a personalized letter (see Appendix A), a postage-paid response card (Appendix D) and specific curricular information (Appendix F) concerning the department or program at Aquinas that most closely matched their self-reported intended college major. Students from Group One who did not respond to this mailing received no follow-up mailings.

Group Two received the identical initial mailing as Group One. That mailing was followed four weeks later by a personalized follow-up letter (see Appendix B), a postage-paid response card and a fact sheet (Appendix E) containing extensive general information about Aquinas College. Only those not responding to the first mailing received the follow-up mailing.

Group Three was mailed a non-personalized general brochure (see

TABLE 3-1
Treatments Assigned to Experimental Groups

Experimental Group	Characteristics of Treatments	
	Initial Mailing	Follow-up Mailing
Group One	Personalized Letter Response Card Curriculum Specific Information	None
Group Two	Personalized Letter Response Card Curriculum Specific Information	Personalized Letter Response Card General College Information
Group Three	Non-personalized, general brochure with attached response card (self-mailer)	Personalized Letter Response Card General College Information
Group Four	Non-personalized, general brochure with attached response card (self-mailer)	None

Appendix G) with an attached, coded, postage-paid response card. The brochure was designed to be a self-mailer and no envelope was required. A computer-generated gummed mailing label received for each student from the Student Search Service was attached to the brochure. Four weeks later, those students not responding to the brochure were sent a personalized follow-up letter (Appendix C), a postage-paid response card and a fact sheet containing extensive general information about Aquinas College, but no specific curricular information about their intended college major.

Group Four was mailed the same non-personalized general brochure with attached, coded, postage-paid response card, and addressed with the same self-adhering computer generated mailing labels as had been utilized in the first mailing to Group Three. Group Four received no follow-up letter and no specific curricular information.

The mailings were designed to incorporate and test several of the suggestions reported in Chapter Two. Kunz recommended that a postage-paid return card be utilized to increase response rates.⁵ Druesne and Zavada found that students responded best to mailings that included curriculum-specific information.⁶ Ihlanfeldt and others recommended personalization.⁷ Druesne and Zavada found, however, that students disliked "computer-personalized" materials.⁸ Giampetro found that a single follow-up mailing often increased response rates.⁹ LaBaugh found that the early part of the senior year in high school was when students were seriously considering their college options, and that letters and brochures were acceptable ways in which to communicate to students.¹⁰ Nearly all of Rooney's suggested test items to determine

what produces the highest response rates have been included as dependent variables in this experiment.¹¹

Compiling the Data

A log was kept for each group. Because color-coded, postage-paid response cards were utilized, as Kunz recommended, each day's responses were easily sorted and recorded.¹² Four weeks after the first mailing was sent, a separate section of the log indicated responses from first mailings and responses to follow-up mailings. In only one case did a student respond with a card included with the first mailing after he had received the follow-up mailing.

When a student responded, in addition to logging the response, the student's name and address were entered into the inquiry file of the Admissions Office and additional literature regarding the College was immediately sent. From that point on, all inquiries generated were treated exactly like all other inquiries to the College. This was done for control purposes, to ensure that if a student inquired as a result of being a member of an experimental group and later decided to apply and subsequently enroll at the College, that student would be treated no differently than any other student who was not a part of this experiment. This is an important control procedure because, as Rooney suggests, the effectiveness of a direct mailing effort is operationally defined by the numbers of enrolled students, not just by response rates or even by the numbers of applications received.¹³

Therefore, each experimental group member who inquired was tracked internally from the date of inquiry until the first day of classes in

the Fall semester of 1979, but otherwise was treated no differently than any other potential student.

General Design and Statistical Treatment

The experiment tested the effects of different types of information mailed directly to qualified prospective students. Of particular concern were differences resulting from the type of material mailed. Therefore, there are three independent variables, each with two levels.

- I.V.₁ = Type of correspondence
 - a. Personalized letter
 - b. Non-personalized brochure
- I.V.₂ = Amount of correspondence
 - a. Follow-up letter
 - b. No follow-up letter
- I.V.₃ = Type of information included
 - a. Curriculum specific
 - b. General

Also of interest were differences between experimental groups on the three dependent variables:

- D.V.₁ = Rate of initial response
- D.V.₂ = Rate of application
- D.V.₃ = Rate of matriculation

Research Questions

The following null hypotheses were tested:

- $H_o(1)$: There is no significant difference in rate of initial response between groups receiving personalized correspondence and groups receiving non-personalized correspondence.
- $H_o(2)$: There is no significant difference in rate of application between groups receiving personalized correspondence and groups receiving non-personalized correspondence.
- $H_o(3)$: There is no significant difference in rate of matriculation between groups receiving personalized correspondence and groups receiving non-personalized correspondence.
- $H_o(4)$: There is no significant difference in rate of initial response between groups receiving a follow-up letter and groups receiving no follow-up letter.
- $H_o(5)$: There is no significant difference in rate of application between groups receiving a follow-up letter and groups receiving no follow-up letter.
- $H_o(6)$: There is no significant difference in rate of matriculation between groups receiving a follow-up letter and groups receiving no follow-up letter.
- $H_o(7)$: There is no significant difference in rate of initial response between groups receiving curriculum-specific information and groups receiving general information.

$H_o(8)$: There is no significant difference in rate of application between groups receiving curriculum-specific information and groups receiving general information.

$H_o(9)$: There is no significant difference in rate of matriculation between groups receiving curriculum-specific information and groups receiving general information.

The chi square statistic was utilized for analyzing the data and testing the hypotheses. The .05 level of significance ($p < .05$) was selected as appropriately rigorous for this study.

NOTES -- CHAPTER III

¹_____, Using the Student Search Service Effectively, 1977-78, New York: College Entrance Examination Board, 1977, p. 3.

²McLean, p. 48.

³Druesne and Zavada, p. 10.

⁴Sarah Heckscher, "Marketing Backlash: Students React to the Admissions Chase," The National ACAC Journal, Volume 23, No. 1, December, 1978, p. 28.

⁵Kunz, p. 12.

⁶Druesne and Zavada, p. 7.

⁷Ihlanfeldt, p. 29.

⁸Druesne and Zavada, p. 9.

⁹Griffin, p. 623.

¹⁰LaBaugh, pp. 88-89, 91, 94.

¹¹Griffin, p. 618-22.

¹²Kunz, p. 12.

¹³Griffin, p. 621.

CHAPTER IV

ANALYSIS OF THE DATA

The results of the study are presented in three parts: 1. overview of response, 2. analysis of hypotheses and 3. related findings.

Overview of Responses

The students included in the sample for the experiment were divided into four equal groups. Each group received a different treatment, and the responses received from each group were logged to determine if differing treatments resulted in significantly different rates of response.

The four groups and the different treatments they received are explained in detail in Chapter III (see Table 3-1). For the sake of clarity and simplicity, the four groups will be described in this chapter in abbreviated terms, as follows:

<u>Group</u>	<u>Treatment Received</u>
One	Personalized Letter
	Specific Curricular Information
	No Follow-up Letter
Two	Personalized Letter
	Specific Curricular Information
	Follow-up Letter

Three	Non-Personalized Brochure
	Personalized Follow-up Letter
	No Specific Curricular Information
Four	Non Personalized Brochure
	No Follow-up Letter
	No Specific Curricular Information

One of the stated objectives of this study was to examine any differences between groups in rate of initial inquiry, application for admission and actual matriculation in the Fall of 1979. An effective treatment was described as one which not only generated a number of inquiries and applications for admission, but also one which resulted in actual matriculants for Aquinas College.

Tables 4-1 and 4-2 compare the rates of inquiry, application and matriculation for the four experimental groups. The treatments applied to Group Two generated the most initial inquiries (55), but the largest number of applications was received from Group One (5) rather than from Group Two (3). The number of initial inquiries from Group Three and Four was smaller than for Groups One or Two, although the number of applications generated varied only slightly between groups. Interestingly, each group had exactly the same number of eventual matriculants in the Fall of 1979, one each.

It bears repeating at this point that once an initial inquiry was received, no further differences in treatment were employed. Regardless of original experimental group affiliation, all inquiries were treated identically. In fact, all inquiries generated through this experiment

TABLE 4-1
Rates of Initial Response and Application by Treatment Group

Treatment Group	Size of Group <u>N</u>	Initial Response Rate		Application Rate	
		<u>N</u>	<u>% of Group</u>	<u>N</u>	<u>% of Initial Response</u>
Group One	829	42	5.1	5	11.9
Group Two	829	55	6.6	3	5.5
Group Three	829	32	3.9	2	6.3
Group Four	829	20	2.4	2	10.0

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	12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TABLE 4-2
Rates of Matriculation by Treatment Group

Treatment Group	Size of Group <u>N</u>	Matriculation Rate		
		<u>N</u>	<u>% of Group</u>	<u>% of Initial Response</u> <u>% of Applicants</u>
Group One	829	1	0.12	2.4 20.0
Group Two	829	1	0.12	1.8 33.3
Group Three	829	1	0.12	3.1 50.0
Group Four	829	1	0.12	5.0 50.0

were treated the same as inquiries generated through other means by Aquinas College, which served as a control for the effects that other admissions office activities could have on inquiries and applicants.

Analysis of Hypotheses

The chi-square statistic was employed to test each of the nine hypotheses included for study. The results of these analyses are presented in Table 4-3. A probability level of .05 ($p < .05$) was established for all tests of significance.

Hypothesis One $H_{0(1)}$:

There is no significant difference in rate of initial response between groups receiving personalized correspondence and groups receiving non-personalized correspondence.

Chi-square analysis revealed that the students receiving personalized letters, either as part of the first mailing or through a follow-up mailing, had significantly higher ($p < .05$) rates of initial inquiry than did students who received only non-personalized correspondence. As a result of this experiment and subsequent analyses, it may be stated that personalized letters generate a significantly higher rate of initial inquiry than non-personalized correspondence. The null hypothesis stated above may be rejected at the .05 level (see Table 4-3). This finding compares favorably with the results of the previously reported studies by Druesne and Zavada, and with the suggestions offered by direct-mail proponents, Ihlanfeldt, Grossman and Kunz, reported in Chapter II.

Hypothesis Two $H_0(2)$:

There is no significant difference in rate of application between groups receiving personalized correspondence and groups receiving non-personalized correspondence.

The results of this study do not allow the rejection of this null hypothesis. There were only small, insignificant differences between experimental groups in the rate of application, regardless of treatment. The findings of this study indicate that application rates are not significantly increased by employing personalized letters to generate an initial inquiry from students. This finding will be discussed further in the last section of the chapter.

Hypothesis Three $H_0(3)$:

There is no significant difference in rate of matriculation between groups receiving personalized correspondence and groups receiving non-personalized correspondence.

Again, the null hypothesis, as stated above, cannot be rejected. There was no difference between experimental groups in the rate of matriculation. This aspect of the study did not demonstrate that personalized initial contacts to generate inquiries results in a greater number of matriculating students than non-personalized initial contacts. This finding will be discussed further in the final section of this chapter.

Hypothesis Four $H_0(4)$:

There is no significant difference in rate of initial response between groups receiving a follow-up letter and groups receiving no follow-up letter.

TABLE 4-3

CHI SQUARE ANALYSIS FOR RESULTS OF TREATMENTS

TREATMENT/VARIABLES	<u>Chi-Square</u>	<u>df</u>	<u>p</u>
Response vs No Response to Initial Mailing by Treatment Group	18.78	3	< .05
Non-Applying Respondents vs Applicants by Treatment Group	5.43	3	> .05
Applicants vs Matriculants by Treatment Group	3.58	3	> .05
Personalized Letter vs Non-Personalized Brochure by Response to Mailings	10.87	1	< .05
Follow-up vs No Follow-up by Response to Mailings	4.37	1	< .05
Curriculum Specific Materials vs General Information by Response to Mailings	14.14	1	< .05
Sex by Response to Initial Mailing	.11	1	> .05
Response to Initial Mailing vs Applications by Sex	.41	1	> .05
Applications vs Matriculation by Sex	2.32	1	> .05

Chi square analysis revealed that groups receiving follow-up letters produced a significantly higher ($p < .05$) rate of initial response than did groups which did not receive a follow-up mailing. This finding compares favorably with the suggestion of Giampetro reported in Chapter II. It also provides some input to Rooney's question regarding the benefits versus costs of additional mailings to students who did not respond to a first contact.

As a result of this experiment and subsequent analyses, it may be stated that follow-up letters to students who did not respond to an initial contact help to increase the overall rate of inquiry. Therefore, the null hypothesis stated above may be rejected at the .05 level (see Table 4-3).

Hypothesis Five $H_{0(5)}$:

There is no significant difference in rate of application between groups receiving a follow-up letter and groups receiving no follow-up letter.

The results of this study do not allow the rejection of this hypothesis. There were only small, insignificant differences in the rate of application among all experimental groups. In fact, Group One, which received no follow-up mailings, recorded a slightly larger number of applications than did any of the groups which received a follow-up mailing. In short, this aspect of the study did not demonstrate that application rates are significantly increased by follow-up mailings to prospects who did not respond to an initial mailing.

Hypothesis Six $H_{0(6)}$:

There is no significant difference in rate of matriculation between groups receiving a follow-up

letter and groups receiving no follow-up letter.

Again, the null hypothesis as stated above cannot be rejected. There was no quantitative difference among experimental groups in the rate of matriculation. This study did not find that follow-up letters to prospects who ignored an initial letter resulted in a significantly higher rate of matriculation.

Hypothesis Seven $H_{0(7)}$:

There is no significant difference in rate of initial response between groups receiving curriculum-specific information and groups receiving general information.

Chi-square analysis revealed that groups receiving curriculum-specific materials as part of an initial mailing responded at a significantly higher ($p < .05$) rate than groups which received only general information about the College. This finding compares favorably with the suggestions of Druesne and Zavada, and with the conclusions reached by Ihlanfeldt following a survey of accepted applicants, as reported in Chapter II.

In short, as a result of this aspect of the experiment and subsequent analyses, the null hypothesis as stated above may be rejected. It may be concluded that curriculum-specific information included in an initial mailing to prospects produces a significantly higher rate of initial response than does general information included in such a mailing (see Table 4-3).

Hypothesis Eight $H_{0(8)}$:

There is no significant difference in rate of application between groups receiving curriculum-specific information and groups receiving general information.

The results of this study do not allow the rejection of this null hypothesis. There were only small, insignificant differences in application rates among all experimental groups. In short, this study did not demonstrate that including curriculum-specific information as part of an initial mailing to prospects yields a higher application rate than mailings to prospects which included only general institutional information.

Hypothesis Nine $H_{0(9)}$:

There is no significant difference in rate of matriculation between groups receiving curriculum-specific information and groups receiving general information.

Again, the null hypothesis as stated above cannot be rejected. There was no difference in the rate of matriculation among groups, regardless of treatment.

Related Findings

Further analyses of the data revealed no significant differences in rate of initial response or in rate of application between males and females. Slightly more males than females (84 vs 65) responded to the initial mailing, while a total of nine males and three females applied for admission. Of the actual matriculants in the Fall of 1979, all four were males, but a chi-square analysis of applications versus matriculation by sex revealed that this was not significant at the .05 level.

With one exception, there were no significant differences among respondents by geographic area. Responses from students living in

Michigan, Ohio, Indiana, Illinois and New Jersey were proportional to the numbers of such students assigned to each experimental group. Of the entire sample, 20 students resided in the U.S. Virgin Islands. Six of these students responded, but none applied. Although the rate of initial response was much higher for Virgin Islanders than it was for residents of other geographic areas, the overall numbers are too small to be meaningful. Moreover, those respondents were distributed across all treatment groups.

As reported in the previous section, three significant differences between groups were found, all at the initial inquiry level. To summarize, personalized letters generated more inquiries than non-personalized correspondence, follow-up letters caused higher response rates than no follow-up, and curriculum-specific information helped to generate more inquiries than correspondence which included only general institutional information.

A closer review of the chi-square calculations which substantiated significant differences between groups revealed some additional information. With respect to the personalized/non-personalized question, the non-personalized mailings resulted in significantly lower response rates than expected. The result of the non-personalized mailings seems to have contributed more to the test of significance than any other aspect of that treatment. In Chapter I, it was suggested that this study might determine that a specific type of mailing was particularly ineffective or in fact had negative effects on prospects. An analysis of the results relating to the personalized/non-personalized question supports the proposition that non-personalized brochures might be a

generally ineffective way in which to generate inquiries.

Secondly, a similar analysis was performed relative to the follow-up versus no follow-up question. In this case, the groups receiving no follow-up mailings had significantly lower response rates than expected. This aspect of the treatment was the major contributor to the significant difference measure. In this question, the elimination of follow-up mailings may have particularly negative consequences in terms of rates of inquiry.

Finally, the chi-square test of significance for the curriculum-specific versus general information showed significant differences well beyond the .005 level. In this case two aspects of the question contributed nearly equally to the finding of significant differences. Curriculum-specific materials generated inquiries at a much higher rate than expected, while students who received general information only, responded at a significantly lower rate than expected. This finding strongly supports the value of curriculum-specific materials in initial mailings to prospects, while also suggesting that general information alone may have a particularly negative effect.

A comparison of the matriculants and the accepted students who did not enroll yielded some interesting, additional information. As stated above, the four matriculants were all males, while the non-enrolled group included five males and three females. The mean high school grade-point average for the matriculants was a 2.65, slightly lower than the 3.00 average for those who did not enroll. Of the matriculants, three gave business administration and one chemistry as their academic interest areas. The academic interests of the

non-enrolled students was somewhat broader and included accounting (2), biology, business administration (2), computer studies and psychology. One student was undecided. All four of the matriculants were residents of Michigan, while the non-enrolled group included students from Michigan (3), Illinois (2), Indiana (2) and Ohio (1).

CHAPTER V

SUMMARY AND CONCLUSIONS

In his recent inaugural address as President of the College Entrance Examination Board, Robert Kingston reflected the concern of the higher education community over the approaching and certain decline of 18 year olds in the United States population. While implying that fewer 18 year olds in the population will mean fewer freshmen in college classrooms in the future, Kingston noted optimistically that "these projected national declines will vary from region to region and even from state to state; declines for some types of institutions may mean growth for others; and we must all consider some of the ways that institutions might attract and accomodate new clienteles . . ."¹

In answer to concerns such as those raised by Kingston, several authors have stressed marketing strategies as the way to attract new clientele and therefore stabilize or increase enrollments. Kotler has suggested a process for colleges described as "market-oriented institutional planning."² While this study did try to uncover specific practical alternatives for admissions officers, it did not attempt to analyze the effectiveness of an all-encompassing, institutional marketing program. This study did, however, examine one aspect of marketing -- promotion, and one very specific type of promotion -- a direct mail campaign.

Summary

The primary question addressed in this study was -- is a direct mail campaign a useful and effective strategy for increasing the number of enrolled freshmen at a particular college? Moreover, this study attempted to determine which of several types of direct mail were more effective than others.

Because many colleges currently utilize the Student Search Service of the College Entrance Examination Board for assistance in direct mail programs, an experiment was designed to test some typical Student Search mailings as described in the literature. Information about a sample of 3,316 students was purchased for Aquinas College from the Student Search Service in the Fall of 1978. That sample was subsequently randomly divided into four experimental groups.

Each of the four groups received different treatments. Each student in Group One was mailed a personalized letter with specific curricular information regarding their stated academic interest area. Group One did not receive a follow up mailing. Group Two received an initial mailing identical to Group One as well as a personalized follow-up letter four weeks later. Group Three initially received a non-personalized brochure. Four weeks later, the students in Group Three received a personalized follow up letter, but no specific curricular information. Group Four was mailed only a non-personalized brochure, with no additional information or follow-up mailing.

The objective of the initial and any follow-up mailing was to have the student return a response card to the College, indicating a desire

for more information. Once students responded, regardless of group affiliation, they were tracked internally, but were treated no differently than any other students inquiring to the College, who were not a part of this experiment.

An "effective" mailing in this study was operationally defined to mean one which eventually led to an enrolled student. The four groups were examined for differences in rates of initial inquiry, application and matriculation, but it was the rate of matriculation which was considered the most important.

Findings

With respect to the primary objective of the experiment, no evidence was produced that any one of the inquiry generation techniques (treatments) employed was more effective than another in producing matriculants for Aquinas College. In fact, each group produced an identical number of enrolled students -- one. In addition, no significant differences between groups were found in rate of application.

A secondary objective of the study was to determine if a particular type of promotional mailing could draw a greater initial response than other types of mail which might be sent to prospects. The experiment produced evidence of significant differences in rates of initial inquiry among treatment groups. Students receiving personalized letters, either as part of the first mailing or through a follow up mailing manifested significantly higher ($p < .05$) rates of initial inquiry than did students who received only non-personalized correspondence. In fact, a further analysis revealed that non-personalized mailings generated a significantly

lower ($p < .05$) rate of initial inquiry. It was also discovered that follow-up mailings resulted in a significantly higher ($p < .05$) rate of initial inquiry than did the absence of follow-up contacts. Finally, groups receiving curriculum specific materials as part of an initial mailing responded at a significantly higher ($p < .05$) rate than groups which received only general information about the College. Additional analysis revealed that students who received only general information rather than curriculum specific materials responded at a rate significantly lower ($p < .05$) than would normally be expected.

Conclusions and Recommendations

The results of this study should provide admissions officers with several clues about prospective student response behavior, if not definitive answers about how to enroll more of those prospects. This research has shown that direct mail should be considered as one effective way in which to generate inquiries. As a result of this experiment, it can be concluded that a direct mail campaign, including personalized correspondence with specific curricular information relative to individual student's interests, is likely to be quite effective in generating initial inquiries from prospects. A personalized follow-up component approximately four weeks later to those who did not respond previously seems to be warranted, as significantly more inquiries can be produced.

It appears that personalization is a key variable, and that personalization includes recognizing the prospect's academic interests. For serious students, receiving information about their intended major from a college may be more impressive and may elicit a desire to learn more

about that college than simply receiving a letter which appears to be personally addressed. A personalized letter, however, seems to be much more effective in generating an initial response than does a non-personal brochure, containing only general information about the college.

This study cannot offer much assistance to admissions practitioners wondering what to do with inquiries once they have been received. That problem has excellent potential as a research study in itself. In fact, another research study utilizing the Student Search Service was published after the research for the current study had been completed. In studying a group of prospects, Durrand and Ralston found that "the easier it is for a student to respond, the higher the response rate . . . the easier it is for the student to respond, the lower the final enrollment rate."³ As was the case in this study, getting prospective students to inquire is much easier than actually enrolling them. Additional research is needed on how to best generate applications from those students who have inquired, and how to secure a higher percentage of matriculants from those students who have applied and been accepted.

It should be reiterated that this study did not attempt to investigate the dynamics of two important sets of decisions with which prospective students are faced. Once a student has inquired to a college, that student must at some point decide whether or not to submit an application. If the student does apply and is accepted for admission, the student is then faced with the decision of whether or not to enroll. In the case of a prospect who is contacted early in the Fall of the senior year, a significant amount of time and a multitude of intervening

variables undoubtedly have more effect on future decisions than does the type of promotional material which initially aroused the student's interest. Therefore, while this study revealed no relationship between selected direct mail inquiry generation techniques and eventual matriculation, it must be remembered that an inquiry is necessary before an application can be generated or a matriculation encouraged. A technique which simply helps to generate inquiries is not unimportant in the overall admissions process.

As reported in Chapter II, one study of 162 admissions officers who had utilized the Student Search Service revealed that only 19 percent had included curriculum specific materials in their initial mailing.⁴ The results of this experiment would strongly suggest that many of those colleges were probably disappointed in the return on their investment. Moreover, the information needs of serious students could be better served if more colleges would include material which speaks to the academic and career interests of prospects.

Much more can also be learned about generating inquiries through the assistance of the Student Search Service and other purveyors of information about prospective students. Is there a volume level at which the time and expense required for personalizing letters suggests that the less-expensive, easier-to-prepare, non-personalized materials sent to many more prospects might yield equivalent results? What is the full cost of mailings which employ high quality, personalized letters and curricular information sent at first class rates? How cost effective are such mailings compared to other recruiting methods such as high school visits, advertising, and participation in national college fairs,

when only eventual matriculation rates are considered. Such a study which included comparisons of one or two year retention rates would be fascinating.

A study of different types of institutions would also be useful. Can the results reported above be replicated or improved upon by another small, regional, liberal arts college? What differences would emerge between public and private colleges? Would nationally known, prestigious institutions attract a higher percentage of enrolled students than a less well-known college?

Two additional important topics must also be addressed briefly -- information overload and ethics in college admissions practices. It seems that some students are already inundated with mail from colleges hoping to attract them to their campuses. The College Entrance Examination Board has reported the results of a survey of high school student reactions to mailings they received from colleges participating in the Student Search Service. The results of the survey are interesting, but one characteristic of the sample of students surveyed is fascinating -- each of the students had received mail from "at least 50 colleges" through mid-April of their senior year in high school.⁵ One must question how carefully a student can or will review and digest information from that many colleges.

Moreover, if colleges realize that their mailings are competing with so many others, will some colleges resort to garish, tasteless or less-than-honest materials to gain a student's attention? "The most obvious problem," claims Fiske, "is the abuse of simple truth, a virtue with which colleges have often presumed to identify themselves in the

past."⁶

Hostetler, among others, has considered that problem. Calling for self-imposed ethical restraints and a strict emphasis on "factual information for the advantage of the potential student," Hostetler⁷ echos the concern shown by Stark, El-Khawas, Lenning and Cooper reported in Chapter II.

It can be said that a personalized direct mail campaign can help a college introduce itself to prospective students who may not have previously heard of that college, and can also be useful in generating qualified inquiries. While this study did not find that such inquiries will generate significantly more applications or ultimately more matriculants for the college, much more study on that topic is needed.

Admissions officers considering developing or expanding direct mail programs should realize that the use of direct mail by colleges has grown enormously in recent years, and that some of the best prospective students may already be inundated with mail from higher education institutions. Moreover, as competition for students increases, all colleges must be mindful of the need for restraint in recruiting practices, supportive of the ethical standards of the profession, and cognizant of the right of each prospective student to receive accurate information.

NOTES -- CHAPTER V

¹Robert J. Kingston, "Patterns of Opportunity," inaugural address as President of the College Entrance Examination Board, (New York: College Entrance Examination Board, October, 1978), p. 8.

²Philip Kotler, "Strategies for Introducing Marketing into Nonprofit Organizations," Journal of Marketing, Vol. 43, January 1979, p. 39.

³Rene A. Durand, Jr. and J. David Ralston, "A Search Experiment," The College Board Review, No. 113, Fall, 1979, p. 23.

⁴Druesne and Zavada, p. 8.

⁵_____, "Using the Student Search Service Effectively, 1978-79," p. 8.

⁶Edward B. Fiske, "The Marketing of the Colleges," Atlantic Monthly, Vol. 224, No. 4, October, 1979, p. 98.

⁷J. Michael Hostetler, "Admissions in a Competitive Atmosphere and Ethics in Higher Education," The MSU Orient, Vol. 13, No. 2, Spring/Summer 1978, p. 5.

APPENDICES

APPENDIX A

A SAMPLE OF THE PERSONALIZED LETTER
MAILED INITIALLY TO STUDENTS
IN GROUPS ONE AND TWO



September 18, 1978

Michael Andersen
5307 South Harding Avenue
Chicago, Illinois 60632

Dear Michael,

I asked the College Entrance Examination Board to help me contact a few very good students in Illinois who are interested in studying Art in college. They sent me your name. I'm glad you asked to be included as part of their Student Search Service.

Because of your previous academic record, SAT scores and academic interests, we at Aquinas College feel you could be very successful here. From the limited information you gave to CEEB at the time of your SAT test, you appear to be a very strong candidate.

I have enclosed some general information about our college and some specific information about our Art program. If you would like to learn more about Aquinas, please return the enclosed reply card. We'll send you more detailed information about all the academic programs and student services at Aquinas, as well as very specific information regarding financial aid.

You might be surprised to learn that 82% of our current students qualify for some type of assistance. Almost 20% of this year's Freshmen received no-need awards because of their strong academic records, leadership skills or exceptional talent in particular fields.

So, even if you're just curious at this point, I would urge you to complete and return the enclosed reply card. We would like to hear from you.

Sincerely,

James L. Schultz
Director of Admissions

JLS:jk
Enclosure

APPENDIX B

A SAMPLE OF THE PERSONALIZED FOLLOW-UP LETTER
MAILED TO STUDENTS IN GROUP TWO
WHO DID NOT RESPOND TO
THE INITIAL LETTER



October 25, 1978

Michael Andersen
5307 South Harding Avenue
Chicago, Illinois 60632

Dear Michael,

A few weeks ago, I wrote you because the College Entrance Examination Board referred you to me as part of their Student Search Service. I'm writing again simply because you are probably very similar in several ways to successful students who are studying at Aquinas now.

How can I say that? Let me explain. When you registered for the SAT exam some time ago, you provided some general information about yourself, your interests and your academic record, and you agreed to participate in the Student Search Service. When your SAT exam was scored, your test results were combined with the general information about you in a computer.

In July, I agreed to participate in a "Search" for a few good students in Illinois who indicated that Art was a probable area of study in college. But I didn't ask for just anyone. I distinctly specified that I wanted to contact only students who met certain standards with respect to grade point average, rank in class, test scores, academic interests and several related criteria.

The standards I used were drawn from a recent study of current, successful Aquinas students. That's why I'm very confident that you would be successful at Aquinas too. That's also why I decided to write you one more time and give you some more information about Aquinas College.

If you have already decided to attend a specific college next Fall, congratulations and good luck. The hard decisions are behind you. But if you're like most seniors, you've probably just begun to seriously consider college, and you've undoubtedly discovered that there are hundreds of colleges and dozens of ways to approach the field of Art.

If you'll return the enclosed card, I'll send you additional information that might help you in making some of the difficult decisions which are a part of college planning for everyone.

Sincerely,

James L. Schultz
Director of Admissions

JLS:jk
Enclosure

APPENDIX C

A SAMPLE OF THE PERSONALIZED FOLLOW-UP LETTER
MAILED TO STUDENTS IN GROUP THREE
WHO DID NOT RESPOND TO
THE INITIAL MAILING



October 25, 1978

Elizabeth Beauvais
907 West George Street
Arlington, Illinois 60005

Dear Elizabeth,

A few weeks ago, I sent you a pamphlet briefly describing Aquinas College. I contacted you then (and I'm writing you now) because I asked the College Entrance Examination Board to help me contact a few very good students in Illinois who are interested in studying Art in college. They sent me your name. I'm glad you asked to be included as part of their Student Search Service.

Because of your previous academic record, SAT scores and academic interests, we at Aquinas College feel you could be very successful here. From the limited information you gave to CEEB at the time of your SAT test, you appear to be a very strong candidate.

I have enclosed some general information about our college. If you would like to learn more about Aquinas, please return the enclosed reply card. We'll send you more detailed information about our Art program and the many student services at Aquinas, as well as very specific information regarding financial aid.

You might be surprised to learn that 82% of our current students qualify for some type of assistance. Almost 20% of this year's Freshmen received no-need awards because of their strong academic records, leadership skills or exceptional talent in particular fields.

So, even if you're just curious at this point, I would urge you to complete and return the enclosed reply card. We would like to hear from you.


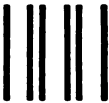


Sincerely,

James L. Schultz
Director of Admissions

JLS:jk
Enclosure

APPENDIX D

A SAMPLE OF THE RESPONSE CARD WHICH ACCOMPANIED
ALL LETTERS SENT TO STUDENTS
IN GROUPS ONE, TWO AND THREE

		
BUSINESS REPLY MAIL FIRST CLASS PERMIT NO. 3068 GRAND RAPIDS, MICHIGAN		
ADMISSIONS OFFICE AQUINAS COLLEGE GRAND RAPIDS, MICHIGAN 49506		
		

I am interested in learning more about Aquinas College:

Name _____

Address _____

City _____ State _____ Zip _____

Phone () _____ Will Enter College: Month ____ Year ____

Academic Interest Area(s) _____

School Presently Attending _____

City _____ State _____



AQUINAS

GRAND RAPIDS, MICHIGAN

GENERAL

Address: 1607 Robinson Road SE, Grand Rapids, MI 49506
 Telephone: (616) 459-8281 • Extension 301 (Call Collect)
 Director of Admissions: James L. Schultz
 Associate Director: Suzanne Haas
 Assistant Director: Paula Mehan
 Admissions Counselor: Dennis King
 Director, Financial Aid: Glenn G. Lowe

Liberal Arts College, Coeducational; Established in 1886; Founded by Roman Catholic Order of Dominican Sisters

ENROLLMENT: 1703 students (1011 full-time, 692 adult students in evening and weekend degree program).

CAMPUS: 70 acre wooded campus in residential area.

LOCALE: Grand Rapids Metropolitan area has a population of one-half million. Nine other colleges are nearby, as are year-round recreational facilities. Served by Kent County International Airport and major bus lines.

ADMISSIONS

REQUIREMENTS: Applicants should present solid college-preparatory background including English, mathematics, social studies and sciences.

- A high school grade point average of 2.5 or higher and test scores above the fiftieth percentile are good indicators of potential success.
- Admission Test is required; ACT preferred, SAT accepted.
- Personal interview is strongly encouraged, either on or off campus.
- Candidates with Associate of Arts Degrees transfer to Aquinas with junior status, and all their General/Liberal Education requirements are considered fulfilled.
- Transfer students from four-year colleges can transfer all previous liberal arts and science credit.

PROCEDURES

- Apply early in senior year, or year prior to enrollment.
- Complete application form found in Prospectus.
- Return application with \$10 non-refundable application fee.
- Have transcript sent from high school or college(s) attended.
- Forward test scores to Aquinas College (ACT #1962, SAT #1018).
- Arrange to visit the campus and schedule an interview with a counselor if one has not already been conducted off campus.

DECISION

- Students will be notified of admission decision as soon as all materials have been received.
- Freshman and transfers admitted each semester.
- Approximately 150 transfer students enter each year.
- Advanced Placement available, early and deferred admission possible.

CAMPUS VISITS

- Students and parents are encouraged to visit the campus.
- Campus tours are arranged on request.
- Campus Day Programs throughout the year are designed for student visits in small groups. All prospective students are invited to attend.
- Overnight visits require advance arrangements.
- Class visitations are recommended as a part of every visit.

SUMMARY

- Freshmen entering Fall of 1978

• Size of class	200
• Mean High School GPA	2.95
• Average ACT Composite Score	19.6 (National 18.5)
• Catholic religious background	75%
• Resident/commuter ratio	65/35

COSTS

EXPENSES-1978-79

- Tuition \$2,860*
- Room and Board \$1,600*
- Books/Supplies \$ 150
- Other fees Science/Music/Art courses occasionally have an additional lab fee. All other fees are included in tuition.

- Application for deferred payment plan available.

*Subject to change in future years.

FINANCIAL AID

SUMMARY

- 80% of Aquinas students receive some form of financial aid.
- Financial Aid Form (FAF) or Family Financial Statement (FFS) is required. FAF is preferred.
- Early application is necessary for optimum consideration.
- Over 2 million dollars in aid expended during 1977-78.

PROCEDURES

- Apply for admission to Aquinas.
- Complete FAF or FFS, releasing a copy to Aquinas (FAF code #1018, FFS code #1962). Mail to address on the form.
- Check BEOG box on financial statement releasing a copy to that program.
- Michigan residents should also release a copy of the financial statement to the State of Michigan (code #0428) for Competitive Scholarship/Tuition Grant Program.
- As soon as students are admitted to the College, Financial Aid processing begins.
- Preliminary Award Letter sent after January 1, noting total award amount expected.
- Final Award Letter sent after April 1, with exact accounting of types and amounts of aid awarded.
- Students must accept award within reasonable time or it may be withdrawn and distributed to other students.

TYPES OF AID AVAILABLE

AQUINAS COLLEGE PROGRAMS

- Aquinas Scholarships
 - Aquinas Grants
 - Endowed Scholarships
 - Academic Achievement Awards
 - Presidential Leadership Awards
 - Guaranteed Work Program
 - On-campus employment
 - Urban Corps Program
- STATE OF MICHIGAN PROGRAMS
 - Tuition Differential Grants
 - Michigan Competitive Scholarship
 - Michigan Tuition Grant
 - State Direct Loan Program
 - Vocational Rehabilitation
 - Department of Social Services Assistance
- FEDERAL PROGRAMS
 - Basic Educational Opportunity Grant (BEOG)
 - Supplemental Educational Opportunity Grant (SEOG)
 - College Work Study Program (CWSR)
 - National Direct Student Loan (NDLSL)
 - Social Security Programs
 - Veterans Benefits

- Other Sources of Assistance
 - National Merit Scholarships
 - Guaranteed Student Loan Program
 - Educational Scholarships from other States (out-of-state residents only)
 - Business/Industry Scholarships for children of employees
 - Professional Association/Services Organization Awards
- 50% of all students work to pay expenses or to earn spending money. Jobs available on or off campus.

APPENDIX E

A SAMPLE OF THE GENERAL INFORMATION SHEET
INCLUDED IN FOLLOW-UP LETTERS TO STUDENTS
IN GROUPS TWO AND THREE



AQUINAS

GRAND RAPIDS, MICHIGAN

GENERAL

Address: 1607 Robinson Road SE, Grand Rapids, MI 49506
 Telephone: (616) 459-8281 • Extension 301 (Call Collect)
 Director of Admissions: James L. Schults
 Associate Director: Suzanne Haas
 Assistant Director: Paula Meehan
 Admissions Counselor: Dennis King
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Liberal Arts College, Coeducational; Established in 1886; Founded by Roman Catholic Order of Dominican Sisters

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CAMPUS: 70 acre wooded campus in residential area.

LOCALE: Grand Rapids Metropolitan area has a population of one-half million. Nine other colleges are nearby, as are year-round recreational facilities. Served by Kent County International Airport and major bus lines.

ADMISSIONS

REQUIREMENTS: Applicants should present solid college preparatory background including English, mathematics, social studies and sciences.

- A high school grade point average of 2.5 or higher and test scores above the fiftieth percentile are good indicators of potential success.
- Admission Test is required, ACT preferred, SAT accepted.
- Personal interview is strongly encouraged, either on or off campus.
- Candidates with Associate of Arts Degrees transfer to Aquinas with junior status, and all their General/Liberal Education requirements are considered fulfilled.
- Transfer students from four-year colleges can transfer all previous liberal arts and science credit.

PROCEDURES

- Apply early in senior year, or year prior to enrollment.
- Complete application form found in Prospectus.
- Return application with \$10 non-refundable application fee.
- Have transcript sent from high school or college(s) attended.
- Forward test scores to Aquinas College (ACT #1962, SAT #1018).
- Arrange to visit the campus and schedule an interview with a counselor if one has not already been conducted off campus.

DECISION

- Students will be notified of admission decision as soon as all materials have been received.
- Freshman and transfers admitted each semester.
- Approximately 150 transfer students enter each year.
- Advanced Placement available, early and deferred admission possible.

CAMPUS VISITS

- Students and parents are encouraged to visit the campus.
- Campus tours are arranged on request.
- Campus Day Programs throughout the year are designed for student visits in small groups. All prospective students are invited to attend.
- Overnight visits require advance arrangements.
- Class visitations are recommended as a part of every visit.

SUMMARY

- Freshmen entering Fall of 1978

• Size of class	260
• Mean High School GPA	2.95
• Average ACT Composite Score	19.6 (National 18.5)
• Catholic religious background	75%
• Resident/commuter ratio	65:35

COSTS

EXPENSES - 1978-79

- Tuition \$2,860*
- Room and Board \$1,600*
- Books/Supplies \$150
- Other fees Science/Music/Art courses occasionally have an additional lab fee. All other fees are included in tuition.

- Application for deferred payment plan available.

*Subject to change in future years.

FINANCIAL AID

SUMMARY

- 80% of Aquinas students receive some form of financial aid.
- Financial Aid Form (FAF) or Family Financial Statement (FFS) is required. FAF is preferred.
- Early application is necessary for optimum consideration.
- Over 2 million dollars in aid expended during 1977-78.

PROCEDURES

- Apply for admission to Aquinas.
- Complete FAF or FFS, releasing a copy to Aquinas (FAF code #1018, FFS code #1962). Mail to address on the form.
- Check BEOG box on financial statement releasing a copy to that program.
- Michigan residents should also release a copy of the financial statement to the State of Michigan (code #0428) for Competitive Scholarship/Tuition Grant Program.
- As soon as students are admitted to the College, Financial Aid processing begins.
- Preliminary Award Letter sent after January 1, noting total award amount expected.
- Final Award Letter sent after April 1, with exact accounting of types and amounts of aid awarded.
- Students must accept award within reasonable time or it may be withdrawn and distributed to other students.

TYPES OF AID AVAILABLE

AQUINAS COLLEGE PROGRAMS

- Aquinas Scholarships
- Aquinas Grants
- Endowed Scholarships
- Academic Achievement Awards
- Presidential Leadership Awards
- Guaranteed Work Program
- On campus employment
- Urban Corps Program
- STATE OF MICHIGAN PROGRAMS
 - Tuition Differential Grants
 - Michigan Competitive Scholarship
 - Michigan Tuition Grant
 - State Direct Loan Program
 - Vocational Rehabilitation
 - Department of Social Services Assistance

FEDERAL PROGRAMS

- Basic Educational Opportunity Grant (BEOG)
- Supplemental Educational Opportunity Grant (SEOG)
- College Work-Study Program (CWS)
- National Direct Student Loan (NDSL)
- Social Security Programs
- Veterans Benefits
- Other Sources of Assistance
 - National Merit Scholarships
 - Guaranteed Student Loan Program
 - Educational Scholarships from other States (out-of-state residents only)
 - Business/Industry Scholarships for children of employees
 - Professional Association/Services Organization Awards
- 50% of all students work to pay expenses or to earn spending money. Jobs available on or off campus.

ACADEMIC INFORMATION**DEGREES**

- Associate of Arts
- Associate of Science
- Associate of Liturgical Music
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Business Administration
- Bachelor of Fine Arts
- Bachelor of Music
- Bachelor of Music Education
- Bachelor of Arts in General Education
- Master of Religious Studies
- Master of Management

PROGRAMS OF STUDY

- | | |
|---|--|
| <ul style="list-style-type: none"> • Accounting • Advertising* • Art: Drawing, Painting, Printmaking, Sculpture • Art Education • Biology • Business Administration • Chemistry • Computer Studies • Economics • English/Communications • Environmental Studies • French • Furniture Design* • Geography • German • History | <ul style="list-style-type: none"> • Illustration* • Interior Design* • International Relations • Math - Science • Mathematics • Medical Technology • Music • Music Education • Philosophy • Physical Education • Political Science • Psychology • Religious Studies • Social Science • Sociology • Spanish • Urban Studies |
|---|--|

*In cooperation with Kendall School of Design

SPECIAL PROGRAMS

- A computer cognate is available in combination with several different majors stressing business and research applications.
- Teacher Certification is granted in elementary and secondary education.
- Aquinas offers a Classroom Reading Specialist Program on the undergraduate level. It is available to both elementary and secondary education candidates.
- The Business Administration major provides concentrations in Management, Marketing or Finance specialties.
- The Psychology major offers options for specialization in human services, personnel and organizational behavior, or experimental psychology.
- Independent study and research projects may be arranged by contract with any faculty member.
- The Aquinas Study Center in Ireland offers study, research and travel experiences for 30 upperclass students each winter semester.
- Study at foreign universities may be arranged through several different departments and programs.
- A campus interchange program with four other Dominican Colleges in Miami, New Orleans, California and New York is available.
- Students interested in interdisciplinary studies may design their own major by contracting with a special advisor.

FACULTY

- 71 full-time, 30% priests or sisters
- 45% hold PhD's, 55% have Master's degrees
- Student/Faculty ratio, 13:1

ACCREDITATION

- North Central Association of Colleges and Schools

CALENDAR

- Fall and Winter Semesters
- Spring Mini-Term
- Summer Session
- Summer School Without Walls

LIBRARY FACILITIES

- The Library was completely renovated in 1978 to become the Woodhouse Learning Resource Center
- The Learning Resource Center currently holds 100,000 volumes, subscribes to 650 periodicals and has over 15,500 non-print items

NON DISCRIMINATION POLICY

It is the policy of Aquinas College that no person shall be denied admission on the basis of race, color, religion, national origin or ancestry, age, sex, or marital status. The policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.

SERVICES TO STUDENTS**CAREER DEVELOPMENT**

- Centralized Academic Advising office with nine advisors for all fields. Special pre-professional advisors, including a pre-medical committee. (80% + of recommended students are admitted to Medical Schools.)
- Career Counseling services include several courses, workshops, and individual testing.
- Student Employment Services responsible for placing students in off-campus part-time jobs.
- Guaranteed Work Program for students not qualifying for governmental forms of financial aid. A part-time job in a career related area is guaranteed to those selected for the program.
- Field Experience Internship Program providing a full-time, semester long, career-related work experience for 12 hours of academic credit, or a half-time option for 6 hours of credit.
- Graduate Placement Office provides services to seniors and alumni seeking professional jobs or entrance to graduate schools. Four year placement average, 70% employed, 21% graduate school, 7% unemployed, 2% not seeking work.

HOUSING

- Freshman and sophomore students must live in College residence halls unless they live at home. Of all students, one-third live in residence halls, one-third in off-campus apartments and one-third at home with parents.
- There are two college dormitories, several lifestyle options available to upperclassmen.
- Room-mate selection is permitted.
- Resident students purchase one of several meal plans.
- Local students may live in residence halls if they desire.

OTHER SERVICES

- Campus Health Center
- Minority Student Advisors
- International Student Advisor
- Student Activity Office
- Campus Ministry Team
- Daily Masses and other liturgical services in new campus Pastoral Center. Attendance is by personal choice at all times.
- Student Tutoring Service
- Community Action Volunteers at Aquinas (CAVA) service organization.

STUDENT GOVERNMENT

- The Faculty Academic Assembly, all Judicial Hearing Boards, and most College committees have student members with voting rights.
- The Community Senate, which is the primary student governing body, controls a budget in excess of \$20,000.

CAMPUS NEWSPAPER

- The *Sunrise*, which publishes bi-weekly, is a student-run newspaper. Freshmen may work for the paper.

ACTIVITIES

- Concerts, lectures, plays, art shows, film series.
- Intramural Athletics for men and women.
- Clubs, Honor Societies, but no Fraternities or Sororities on campus.
- On-campus cross-country ski trails. Equipment available to loan.
- College owned sail boat for student use on Reeds Lake.
- Dances, parties, special week-end long events
- Jazz Band, Orchestra, Choir, Ensembles, Pep Band.

ATHLETICS

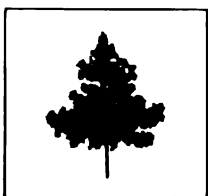
- Colors Red and White, Nickname "Saints."
- Compete as an independent with colleges and universities in the Midwest. Member of NAIA and NCAA-III.
- Intercollegiate competition for men in cross country, basketball, soccer, baseball, tennis, golf, indoor and outdoor track.
- Intercollegiate competition for women in volleyball, tennis, basketball, softball.
- Freshmen eligible for Varsity competition.
- Athletic grants available for all sports. Contact Athletic Director.

GENERAL

- Registered automobiles permitted on-campus for all students
- Academic probation/dismissal regulations in effect for all full-time students
- Evening classes available.
- Early admission is possible for exceptionally well-qualified students prior to graduation from high school
- The Aquinas campus has been made as barrier-free as possible for handicapped students who are self-mobile.

APPENDIX F

A SAMPLE OF CURRICULUM-SPECIFIC
INFORMATION SENT TO STUDENTS
IN GROUPS ONE AND TWO



BIOLOGY / HEALTH PROFESSIONS AT AQUINAS

WHAT IS BIOLOGY?

Biology is the study of the living — from the tiny amoeba to man, from the lowly liverwort to the giant redwood. The biology major at Aquinas will explore the origin, structure and function of living things. The student of biology must have a curiosity about life and organisms as well as an aptitude for natural science.

JOB OUTLOOK

Graduates of Aquinas who have majored in biology have entered many different professions and a wide variety of career fields. Many have gone on to graduate school and are now teaching and doing research at universities, at governmental agencies and with private research organizations. Others have combined teacher preparation with their studies in biology and are now high school teachers. A great many of our biology majors enter the health professions including medicine, dentistry, medical technology, nursing and veterinary medicine.

Other positions taken by recent graduates who have not continued to graduate school include: medical assistant or technician, laboratory or research assistant, pharmaceutical salesperson, naturalist aide, game warden, science library assistant, public health assistant, quality control technician, hospital management, environmental consultant, planning assistant, pollution control technician, food specialist, food technologist, forestry and conservation worker.

THE HEALTH PROFESSIONS attract a great number of Aquinas graduates and their record in professional school has been outstanding. Each year over 80 percent of those recommended by the Aquinas Pre-Medical Advisory Committee are admitted to medical school — and that is considerably above the national average.

This special committee helps students with everything from class scheduling each semester to practice and preparation for medical school admissions testing and interviews.

The great majority of Aquinas students who wish to enter the health professions (medicine, dentistry, veterinary medicine, medical technology) major in biology; a few major in chemistry and some take a double major in biology and chemistry. Though medical schools state that a science major is not required for entrance, a certain group of science courses is required.

The general requirements for most of these schools include the following (regardless of major): Zoology I and II, Genetics, two semesters of General Chemistry, two semesters of Organic Chemistry, two semesters of General Physics. Quantitative Analysis is strongly recommended. Also to be included in the undergraduate preparation are two courses in English, one of which must be composition; two courses in psychology or sociology; a year of college math with a working knowledge of college algebra and trigonometry required. Students must complete at least three years of college before applying for medical school, but an undergraduate degree is recommended. The student must also take the Medical College Admission Test or the Dental Admission Test. (Aquinas has published a separate information sheet on medical technology. If you are interested in that field, please contact the Admissions Office at Aquinas, Grand Rapids, MI 49506.)

THE FACULTY

Of the six member biology department, three hold the Ph.D. degree and three have the Master of Science. Their specialization and interests cover the broad field and include botany, microbiology, embryology, physiology, anatomy, ecology, zoo-

logy and human genetics. While each has a personal research interest (One has done considerable work on blueberries for the fruit growers of Michigan.) their major interest is in excellent teaching. Among their peers they are noted for their close working relationships with students. They especially expend every effort to assist those students interested in graduate school to be admitted to the school which best meets their interests and needs. Aquinas employs no graduate teaching assistants. Therefore, each lecture and laboratory section is taught by our experienced professional faculty.

HONOR SOCIETY

Aquinas is affiliated with Beta Beta Beta, the National Biological Honor Society. The Aquinas Lambda Alpha Chapter of Tri Beta is open to biology students who have a 2.5 overall scholastic average and a 3.0 average in biology courses.

Many biology students are also involved in the Aquinas College Blood Pressure Screening Program. Student volunteers, who are trained by the Michigan Heart Association, operate a mobile blood pressure screening center at various local public areas throughout the year.

BIOLOGY

MAJOR REQUIREMENTS: 32 semester hours of biology which include Botany, Zoology I and II, Genetics; two semesters of General Chemistry, Organic Chemistry, Organic Chemistry II or any other major chemistry course. It is also strongly recommended, though not required, that the biology major take General Physics, College Algebra and Trigonometry or Analysis for Application.

BIOLOGY ELECTIVES

Nature Study
Introduction to Environmental Biology
Biological Techniques
Medical Terminology
Human Biology
Human Sexuality
Advanced Botany
Comparative Anatomy of Vertebrates
Embryology
Evolution
Neurology
Histology

Cell Biology
Microbiology
Parasitology
Biostatistics
Principles of Ecology
Applied Ecology
Immunology
Hematology
Heredity
Advanced General Microbiology
Physiology

APPENDIX G

A SAMPLE OF THE NON-PERSONALIZED BROCHURE
SENT TO STUDENTS IN GROUP FOUR
AND AS THE INITIAL MAILING
TO STUDENTS IN GROUP THREE

INDEPENDENT STUDY AND SUMMER SCHOOL WITHOUT WALLS
 Aquinas operates its own semester abroad program in record time. Independent study programs and research projects are an integral part of the Aquinas experience. Students may choose to study abroad during a regular semester in conjunction with other courses or in Summer School without Walls which gives students the opportunity to travel, to learn in their own towns and work or to engage in any number of study, research projects all campus while earning college credit.

FOREIGN STUDY

Aquinas operates its own semester abroad program in record time. Students may choose to study abroad during a regular semester in conjunction with other courses or in Summer School without Walls which gives students the opportunity to travel, to learn in their own towns and work or to engage in any number of study, research projects all campus while earning college credit.

CAMPUS INTERCHANGE

Aquinas operates its own semester abroad program in record time. Students may choose to study abroad during a regular semester in conjunction with other courses or in Summer School without Walls which gives students the opportunity to travel, to learn in their own towns and work or to engage in any number of study, research projects all campus while earning college credit.

FINANCIAL AID

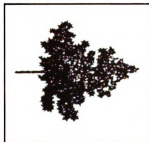
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I am interested in learning more about Aquinas.

Please send the additional information.

Name _____
 Address _____
 City _____ State _____ Zip _____
 Phone (Area Code) _____
 School presently attending _____
 Please send financial aid information, too ☐
 I must be included in mailing ☐



AQUINAS

AQUINAS COLLEGE
 GRAND RAPIDS
 MICHIGAN 49506

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SHAKESPEARE AND ARISTOTLE AREN'T ENOUGH

In a world of television, radio, and computer, a federal education official recently said, "To send young men and women into today's world armed only with Aristotle, Freud and Hegel is like sending a lamb into the lion's den."

AQUINAS COLLEGE AGREES WITH THAT STATEMENT

And does indeed pay attention to career preparation. Long before it was fashionable in college circles to talk about career preparation, Aquinas had pioneered a curriculum and a career counseling process which combines practical preparation with a liberal education.

But Aquinas would add a few words to that federal official's statement. We would say, "To send young men and women into today's world armed only with Aristotle, Freud and Hegel is like sending a lamb into the lion's den."

For you to become a responsible citizen and a thoughtful Christian today requires a broad education with ample time to acquire analytical skills, to develop judgment, to come to an understanding of yourself and others, to nurture a philosophy of life and to refine your personal goals.

At Aquinas you can achieve the twin goals of preparation for both a career and a full life.

Aquinas, a Catholic College, which welcomes students of all faiths, has developed a solid reputation as a College where innovation and respect for tradition go hand in hand.





TO KNOW AQUINAS

You should know what we believe. We believe that there are many ways to learn — through lectures, discussions, research projects, off campus community projects, independent study, and more. We believe that we offer the Aquinas student all of these options.

Most important, however, you will have teachers who are well-versed in their field and concerned about the students in their classes. Your college years will not be spent in huge lecture halls with 200 or more other students listening to a graduate student reading the professor's notes.

At Aquinas, from your first class as a freshman to your last class before graduation, you will be taught by professors who are teaching because they want to and because they like it. In the spirit of cooperation, you will find a class of fifty students. In fact, in most of your classes there will be fewer than twenty other students. Imagine the interaction that takes place! Becoming well-acquainted with your professor is standard procedure, not something possible only for the most aggressive student.

At Aquinas, you will have an academic advisor who will help you design your program. You will have a career advisor who will help you with the option of working with one of several skilled career counselors who will help you refine your goals and add a special touch of practicality to your program. If you occasionally run into difficulty in a course of two, you will be able to drop the course without penalty. If you have a specific problem on one to one basis. And if you're a successful student, we'll probably try to recruit you to serve as a tutor to others — we may even give you college credit for doing so.

So, if you're interested in a college experience which includes much, much more than accumulating credits toward a degree, mail the attached card and we will send you detailed information on how all this works.



DEGREES OFFERED

Associate of Arts
Associate of Science
Bachelor of Arts
Bachelor of Science
Bachelor of Science in Business Administration
Bachelor of Science in Business Administration
Bachelor of Music
Bachelor of Music Education
Bachelor of Arts in General Education
Bachelor of Science in Religious Education
Master of Management

MAJORS

Accounting
Art Education
Biology
Business
Chemistry
Economics
English
Environmental Studies
Geography
German
History
International Programs
Languages
Literatures
Mathematics
Medical Technology
Music
Music Education—Community
Physical Education
Political Science
Psychology
Religious Studies
Social Science
Sociology
Spanish
Urban Studies
PROFESSIONAL PREPARATION
Engineering
Education
Pre medicine
Pre nursing
Pre law
Pre engineering



CAREER DEVELOPMENT SERVICES

While a few entering students have well-defined career objectives, many do not. At Aquinas, we expect that most new students will need career development services. Our Career Center provides a variety of services that will help you establish, work toward, and eventually accomplish your career goals.

One of the most popular services of the Career Center is the field experience. As a junior or senior, you can work full time for an entire semester on a job that is related to your field of study. You will be able to create and a salary or stipend. Working with a counselor, you will design the internship experience that best meets your needs. Aquinas students on field experience have worked as accountants, management consultants, sales representatives, computer programmers, and as technicians in hospital and industrial laboratories. To name but a few.

Follow-up surveys of the graduating classes over the past few years provide the best testament to an Aquinas education. Over 74% of all those graduates found suitable employment upon graduation, another 16% were in graduate school, and 10% were in the military. Because the number of students graduating from Aquinas each year is a manageable figure, each one receives considerable personal attention from our placement counselors.

FIRST CLASS
PERMIT NO. 3048
Grand Rapids, Michigan



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Postage will be paid by Addressee

ADMISSIONS OFFICE
DEPARTMENT OF COLLEGE
ADMISSIONS
GRAND RAPIDS, MICHIGAN 49506

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LIST OF REFERENCES

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