

The Office of Admissions at Abilene Christian University



Presented By:
Skyler Seidman
Riley Ellis
Reed Agosta
Riley Donahue
Zach Smith

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Executive Summary

The Office of Admissions at Abilene Christian University is in charge of recruiting prospective students and offering campus visit experiences. Leslie Hayes is the Director of Campus Visits in the Office of Admissions and wants to know why has ACU not achieved its goal enrollment number for each new school year.

We surveyed current ACU students who indicated that former prospective students found campus itself (beauty) and department classrooms to be very important aspects while on their campus visit. Former prospective students had a better opinion of campus itself compared to all other aspects. Our responses also indicated that students are currently the most satisfied with the quality of professors, department classrooms, and the class size at ACU. We next found that students who tour ACU two or more times have a better opinion of every campus aspect compared to those who only tour campus once. The last notable finding was that more students are touring ACU who did not have a family member attend ACU compared to those who did.

We recommend that all future prospective students have a chance to tour a department building, look at a classroom, and meet a freshmen professor. We also recommend that the students get to see the totality of the campus' beauty. Lastly, we recommend that future prospective students tour ACU at least more than one time and as many times as they can, and that students whose have family members that are alumni come to tour campus frequently.

Introduction

The Problem

In March 2019 news surfaced of an elaborate college admissions scandal. According to The New York Times, in a scandal that “laid bare the elaborate lengths some wealthy parents will go to get their children into competitive American universities, federal prosecutors charged 50 people on Tuesday in a brazen scheme to buy spots in the freshman classes at Yale, Stanford and other big-name schools” (Medina et al., 2019). This exemplifies how an individual's college decision is extremely important. Determining which college an individual will attend is a lengthy and tedious process. It involves applications, questions, relationships and visits to campus and can be an extremely stressful process.

College Enrollment Industry

The college admissions industry is very large with money consistently rolling into universities due to an influx of new students at the beginning of every school year. Due to increasing funding levels, enrollment, and tuition from 2013 to 2018, the industry revenue has increased at an annualized rate of 1.8% to \$497.3 billion, with a 3.6% growth in 2018 alone.

Where students enroll, their money accompanies them. This is why most universities typically employ an admissions department. Admissions departments at universities are in charge of recruiting, fostering relationships, and determining acceptance or denial of admission with prospective students. The more contact between a college and a prospective student, the more likely that student will be accepted and enroll into the university (Dearden et al., 2017). Meeting with students off-campus increases the probability of admission by 10-13 percentage points, while doing both on and off site contacts increases the percentage to up to 21-24 percentage points (Dearden et al., 2017). Though with this data we must also remember that correlation does not imply causation, meaning that even though probability of admission increases as contacts increase, we cannot assume that the number of contacts is the driving

force behind increased probability. In this specific study we do not know who is driving the contact as it could be the student who initiates the contact.

How a university decides which applicants will be accepted or denied has changed drastically over the past three centuries. Harvard was the leader in admissions policies and practices in the sixteenth and seventeenth century (Beale, 2012). Students were tested on their fluency in Latin and Greek, along with an attentive character and background check (Beale, 2012). A big change did not arise until the 1960's when universities began to focus on extracurriculars and other non-intellectual factors when looking at applicants (Beale, 2012). This shift to assessing applicants on a grade and extracurricular basis has been present the past twenty five years in college admissions. Richard Atkinson stated that the University of California San Diego must assess applicants by what they have done with their opportunity to learn, the obstacles they overcome, and the special talents they possess (Atkinson, 2001).

Many other factors play an extremely important role in the students' decision making process of choosing the college to attend. If the student is granted admission, they must decide if they want to attend the university that has granted them acceptance or choose another university. Essentially, this phase of the decision process is where students choose which school they would like to attend and makes a final decision which involves weighing the alternatives (DesJardins et al., 2006). So it begs the question: what factors are important to students when they weigh the alternatives? A study completed by the Higher Education Research Institute (2015) found multiple different factors that were "very important" to students when determining where they wanted to enroll in a particular college (Table 1).

2015 CIRP Freshman Survey
Weighted National Norms—Public/Private Universities and Nonsectarian 4-year Colleges by Selectivity

All Respondents	Public Universities			Private Universities			Private/Nonsectarian 4-year Colleges			
	Low	Medium	High	Medium	High	Very High	Low	Medium	High	Very High
The following reasons were "Very Important" in deciding to go to this particular college:										
My parents/relatives wanted me to come here	18.8	14.3	15.4	20.7	16.2	14.8	20.7	16.0	15.2	12.6
My teacher advised me	8.0	5.0	5.8	7.3	7.6	5.6	9.1	6.7	7.2	7.7
This college has a very good academic reputation	57.8	69.8	88.6	69.9	78.2	82.5	58.1	65.5	70.0	77.7
This college has a good reputation for its social activities	41.2	53.2	48.7	46.4	44.6	48.9	43.3	43.6	47.1	42.2
I was offered financial assistance	44.8	37.1	28.1	62.5	51.6	45.5	67.2	62.4	66.6	53.6
The cost of attending this college	53.8	47.8	32.5	40.9	31.3	29.5	43.9	40.0	35.4	31.9
High school counselor advised me	9.7	8.1	7.6	9.1	11.9	10.1	13.8	9.8	9.9	12.7
Private college counselor advised me	3.6	2.6	3.2	4.7	6.2	6.7	7.6	5.4	6.4	8.0
I wanted to live near home	26.8	11.6	10.8	23.8	15.4	5.0	24.5	22.0	15.9	7.4
Not offered aid by first choice	9.8	13.6	6.8	11.7	9.7	6.0	15.0	10.1	10.8	7.7
Could not afford first choice	14.9	17.5	7.9	14.0	9.6	6.2	16.4	11.1	11.8	8.3
This college's graduates gain admission to top graduate/professional schools	26.2	36.2	53.7	41.8	45.2	48.3	30.8	34.3	35.7	42.5
This college's graduates get good jobs	48.5	57.1	71.6	66.9	65.3	71.7	56.7	64.6	60.3	55.8
I was attracted by the religious affiliation/orientation of this college	4.2	2.7	2.4	23.4	16.6	10.5	8.0	5.8	6.6	5.4
I wanted to go to a school about the size of this college	32.7	39.1	27.0	45.5	48.8	41.7	44.8	49.0	49.0	56.9
Rankings in national magazines	9.7	25.7	37.5	17.4	28.1	37.9	9.8	13.2	16.6	24.9
I was admitted through an Early Action or Early Decision program	8.7	20.4	24.5	19.3	21.3	33.5	13.0	20.9	17.8	32.2
The athletic department recruited me	5.2	3.2	3.3	11.2	6.9	5.4	25.0	14.6	18.3	16.2
A visit to this campus	32.7	42.9	36.3	48.9	51.5	50.5	51.3	54.1	55.8	57.3
The percentage of students that graduate from this college	24.5	27.5	27.1	39.0	33.9	31.3	37.6	39.0	37.5	35.2

Table 1

Of the responses listed, "This college has a very good academic reputation", "The cost of attending this college", "This college's graduates get good jobs", and "A visit to this campus" were the most popular reasons that were "Very Important" in deciding to go to this particular college" (Eagan et al., 2015).

As seen in the research above there are numerous factors that contribute to an individual's decision to attend a particular college. A number of categories such as residence halls, cafeterias, classrooms, recreational facilities, weather, etc, can only be evaluated in full by prospective students while on the campus visit. A college's characteristics and facilities are directly correlated to a student's decision to attend a university and the two most important factors are (1) a quality facility related to their major and (2) residence halls on campus. (Reynolds, 2007).

Previous research provided indicates the importance of certain categories in the college decision making process and also the significance of campus visits. This is why we have chosen to research admissions at Abilene Christian University. According to the National Center for Education Statistics, Abilene Christian University received 10,252 application in the fall of 2017. 58% of those students were accepted but only

16% of those students enrolled at Abilene Christian University (“National Center of Education Statistics”, 2019). In the fall of 2017, only 77% of full time students and 54% of part-time students returned to ACU after completing their first year in beginning in the fall of 2016 (“National Center for Education Statistics”, 2019). Although five to ten years of admissions statistics would be informative, unfortunately, we could only find data for the fall of 2017. Nevertheless, if ACU has not met their goal enrollment number in the past several years and campus visits play a major role in determining a prospective students decision, the question of “What needs to change?” must be answered.

Abilene Christian University Admissions

Abilene Christian University is a private 4 year university located in Abilene, Texas. The Office of Admissions at ACU is in charge of recruiting prospective students and offering campus visit experiences. In the Office of Admissions, the goal is to have 56% of all admitted senior students enroll in ACU for the upcoming school year. For the Fall of 2019, Abilene Christian University has set a goal to enroll 1,125 students. Despite having more than two-thousand students visit Abilene Christian University every year, the desired number of enrolled students for the new school year has not been met in the past four years. The fundamental role of the Office of Admissions is marketing Abilene Christian University to prospective students, continuously researching ways in which to improve their skills in this area. The decision problem for this research is **“In the past four years, why has ACU not achieved its goal enrollment number for each new school year?”** The Office of Admissions at ACU desires to reach their target number of enrolled students each year and for students to enroll in the university. This is a discovery-oriented decision problem that has arisen out of an unplanned change in the marketing environment, a shortcoming of the target number of enrolled students for each new school year.

We have chosen two research problems that will offer general insights into our decision problem. First we want to **investigate former prospective students on what played an important role in determining their decision to attend ACU**. Leslie Hayes explained how a potential explanation for not hitting the goal enrollment number could be because of the cost, location, or a bad campus visit of ACU. Investigating perceptions of multiple categories in the decision making process and the role it plays may give us insights on a factor in their decision that the Office of Admissions has little control over. For our second research problem we want to **determine what current ACU students saw or heard while on their campus visit that they liked or disliked**. A potential explanation for not achieving the goal number of enrolled students could be because students do not enjoy their campus visit. Finding out what impressed or didn't impress current ACU students while on their campus visit will give us insights on what to stress during that phase of recruiting so that future prospective students will enjoy their campus visit.

Method

Participants

We desired to have 150 participants in our research. We drew our sample from our target population of students at Abilene Christian University. We chose students at Abilene Christian University for our target population because their past experiences as prospective students and their opinion of it can further influence campus tours for future prospective students. In order to meet our desired sample size of 150 students, we sent this survey to 806 students based off our total sampling elements calculation (Appendix C). We received our sampling frame from Dr. Ryan Jessup. Dr. Jessup provided us a list of the email addresses of every student that attends Abilene Christian University. From this list we took a stratified sample to send out the surveys. A stratified sample is a probability sample in which the population is divided into mutually exclusive and exhaustive subsets and a probabilistic sample of elements is chosen independently from each subset. Of the 806 students the survey is sent to, 322 (40%) of the surveys were sent to freshmen who were selected at random. The other 484 (60%) surveys were sent to non-freshmen who were also selected at random. Participation in this study was solicited through emailing a survey link to 806 students at Abilene Christian University, a little more than our total sampling elements calculation required.

Procedure

Data was obtained through communication via Google Forms. Our samples received an email that described the research and also the link to complete the survey. We decided to use email because of its speed, versatility, and low costs. Our survey assessed a couple of things. Specifically, first year students responded to questions that ask about how they heard about ACU. They also provided responses that indicated what stood out to them and what they liked or disliked while on their campus visit. Students who were not in their first year answered questions about their college decision making process as a

whole that indicated to us the items that were important when choosing which university to attend. Listed below are some relevant items that students were asked to give responses to and why they were important to the research:

1. Please indicate your initial importance of these various locations while on your campus visit (Not at all important - Extremely Important).

- Students then rated a variety of locations on campus including residence halls, on campus dining, the recreation center, the library, etc.

This specific question was answered by students who are currently in their first year at Abilene Christian University because their campus visit experience was easier to recall. This question gave us insight into what locations on campus were most important or stood out to the prospective student the most. Identifying what prospective students find extremely important or not important at all while on their campus visit aided us when we combined the results with the following question.

2. Please indicate your initial rating of these various locations while on your campus visit. (Poor - Excellent)

This specific question was also answered by students who were currently in their first year at Abilene Christian University because their campus visit experience is easier to recall. This question gave us insights into a prospective students current opinion of a location visited on campus. A prospective students' first impression of something they experience on their tour is extremely essential to their campus visit experience. While combined with importance, we received data on the ratings of each category within the response list that was most and least important to the student.

3. Indicate your current overall satisfaction with each of these categories at Abilene Christian University (Extremely Dissatisfied - Extremely Satisfied)

We measured current overall satisfaction of all students that participated in the survey gave us data on students' feelings towards specific things at ACU. We identified what students are currently extremely satisfied or dissatisfied which provided valuable data as to what prospective students also might find extremely satisfied or dissatisfied while on a campus visit.

The survey was validated and checked for reliability by Dr. Ryan Jessup, a professor at Abilene Christian University. Coherence, understandability, and errors were evaluated for through administration of a draft survey to willing participants.

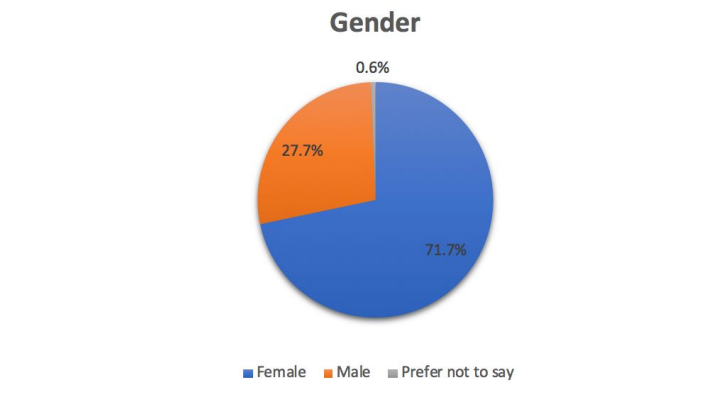
Limitations

There are some limitations that could have brought about problems in our research. We could've received a high number of freshmen students who never took a campus tour which led to less valuable data being presented. Another problem that could've possibly arisen is the lack of valuable data due to our biased sample group. The Office of Admissions at ACU has reasonably requested that we do not send our survey to students who visited Abilene Christian University but decided to not attend. In essence, the students who participated in the research are likely to have an overall positive rating of ACU relative to former prospective students who chose not to attend ACU. This could've brought about problems because our data lacked a large amount of negative responses. For example, because students who visited ACU but decided not to attend can not respond to the survey, it could've resulted in little to nobody saying anything negative about residence halls, the cafeteria, or other items listed on the survey.

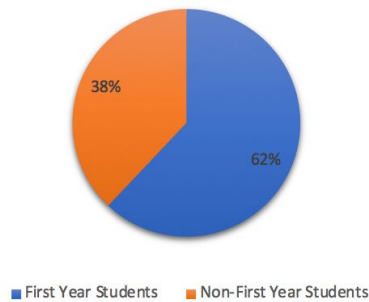
Results

General Descriptive Results

Throughout this report, a significance level of .05 was used, unless otherwise noted. We received 166 completed surveys out of the 806 surveys that were sent out to students, receiving more than our TSE calculations has estimated (see research method). Our general response rate was 20.6%. Out of 166 responses, 27.7% were male, 71.7% were female, and 0.6% preferred not to indicate their gender. Of the 166 respondents, 103 (freshmen and transfer students) are currently in their first year as a student at ACU and the remaining 63 (sophomores, juniors, or seniors) are not in their first year. If students indicated that it was their first year on campus, they only answered questions regarding their campus visit experience at ACU. For students who have spent more than a year at ACU, they only answered questions about their college decision making process. All students who took this survey answered question about their current satisfaction.



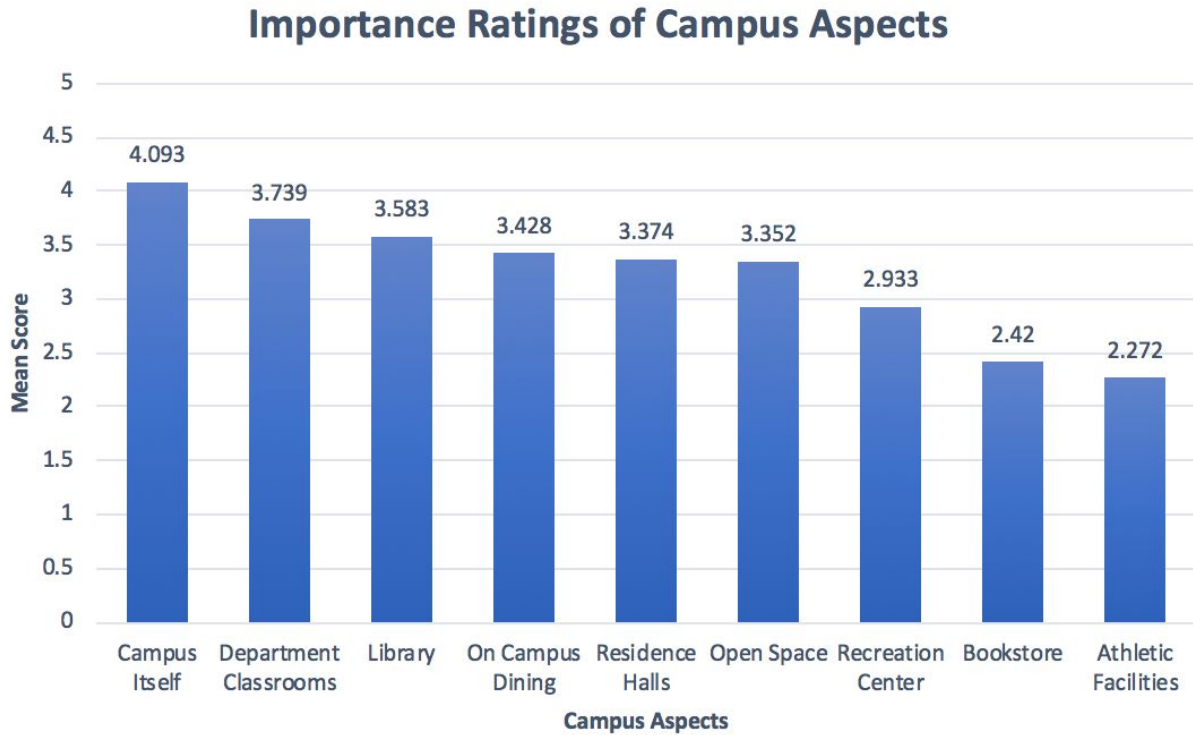
First Year Students Compared To Non-First Year Students



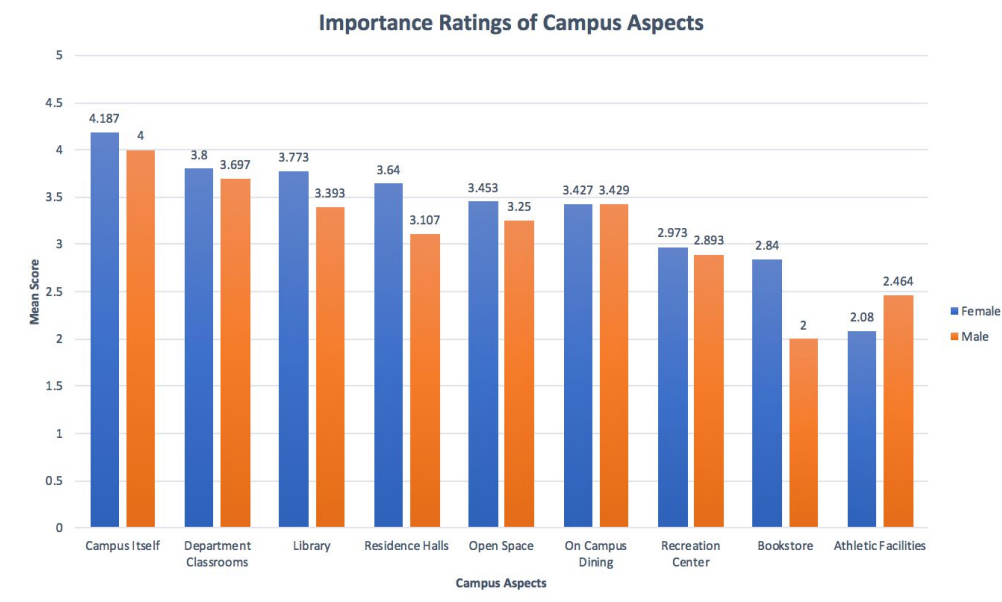
Data Analysis of Research Problems

Campus Visit: Importance

In order to answer our clients decision problem, we needed to figure out what aspects of campus were most important to students while on their campus tour. We first wanted to determine whether the importance of the 9 major aspects of ACU's campus (residence halls, on campus dining, recreation center, athletic facilities, department classrooms, library, campus itself, bookstore, and open space) were equally important. We found they were not equally important. We tested this using a repeated measures ANOVA ($F(8,808)=33.9, p<.001$). Our results revealed that the campus itself (beauty) and department classrooms are significantly more important to both males and females who visit ACU than all other aspects except the library. Our results also implied that on average, athletic facilities are significantly less important to prospective students than all other aspects of campus except the bookstore (see the following table showing mean scores for each aspect from a scale of 1-7).



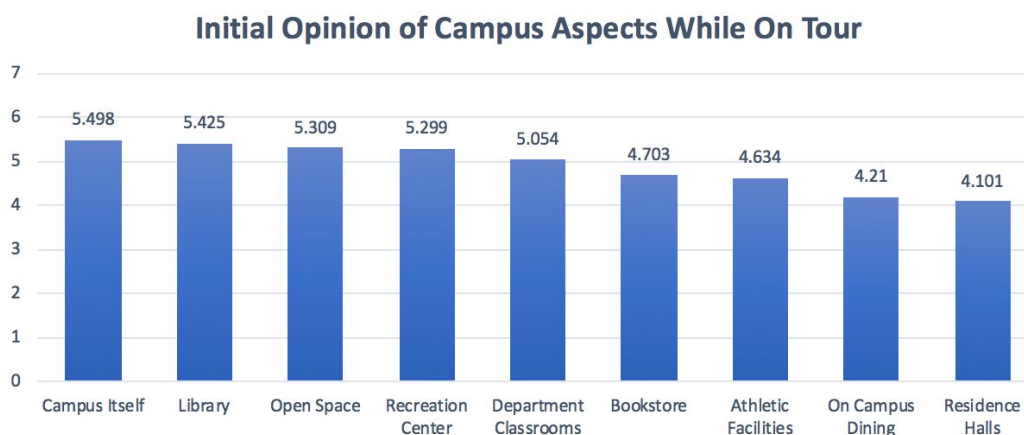
We also wanted to see if the 9 aspects of campus at ACU were rated equally satisfying by males and females. We found they were not rated as equally satisfying by males and females. We was tested using the same repeated measures ANOVA as above ($F(8,808)=2.828, p<.004$). Our results reveal that a prospective student's gender will affect what aspects they deem important. We found that on average, athletic facilities are more important to guys than girls. Other than athletic facilities and on campus dining, every other aspect of campus is rated as more important to girls than guys. (see the following table showing mean scores for each aspect from a scale of 1-5)



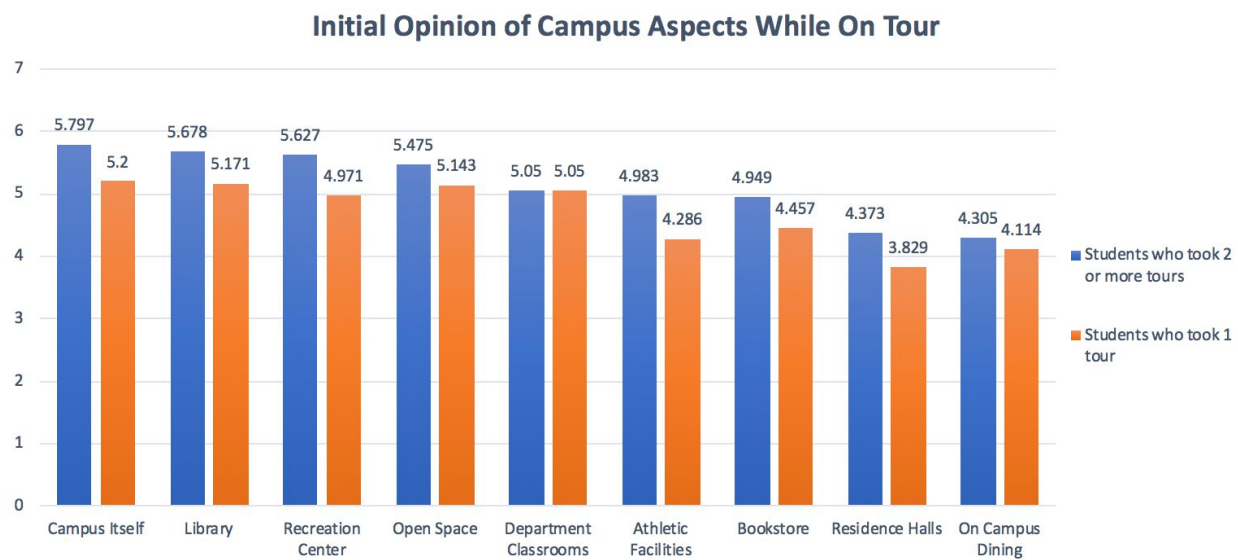
Campus Visit: Opinion

We sought next to determine what students saw or heard on their campus tour that they liked or disliked.

We first wanted to determine whether the 9 major aspects of ACU's campus were equally rated. We found they were not equally rated. We tested this using a repeated measures ANOVA ($F(8,736)=22.59$, $p<.001$). Our results implied that the campus itself (the beauty of campus) and the library were rated significantly higher than all other aspects except the recreation center and open space, and that residence halls and on campus dining were rated significantly lower than all other factors (see the following table showing mean scores for each aspect from a scale of 1-7).



We also wanted to see if the 9 aspects of ACU averaged all together were equally rated by students who toured campus once compared to students who toured campus two or more times. We found they were not equally rated on a marginal level. This was tested using the same repeated measures ANOVA as above ($F(1,92)=3.89, p<.06$). These results reveal that on average, students who visit two or more times rate every aspect of campus higher than students who only visited once (see the following table showing mean scores for each aspect from a scale of 1-7)



Next, we wanted to determine whether or not having a family member who attends/attended ACU would impact a prospective student's initial opinion of a specific aspect of campus. 66% of students who answered this portion of the survey indicated that no family member currently attends or previously attended ACU. We found that the number of students who visited ACU and did not have a family member previously attend is significantly higher than those who visited and had a family member attend. This was tested using a chi-square goodness-of-fit ($\chi^2(1)=10.6, p<.001$). Our results reveal that more students who chose to attend ACU last year had never had a family member attend.

We also wanted to see if the 9 aspects of ACU were equally rated by prospective students who had family attend and prospective students who did not have family attend. We found that they were rated equally. We tested this using a repeated measures ANOVA ($F(8,808)=.482, p<.869$). Our results reveal that there is no difference between these group's opinions of the 9 aspects of campus. Whether a student's family attended or did not, it has no effect on their initial opinion of aspects while on a campus tour.

Current Satisfaction

Lastly, we sought to determine the current satisfaction of 23 aspects of campus between males and females. We wanted to see if the satisfaction ratings of the 23 aspects of campus (see last question in Appendix B) were equally satisfying. We found they were not equally satisfying ($F(22,3586)=4.597, p<.001$). Our results revealed that current students at ACU are currently most satisfied with the (1) quality of professors, (2) recreation center, (3) department classrooms, and (4) class size. Our results also revealed that students are the significantly the least satisfied with the price of the university compared to all other aspects. (see the following table showing mean scores for each aspect from a scale of 1-5)



Conclusions

After running several statistical tests, our results yielded useful information. how important the 9 aspects of campus were to prospective students. We found that except for the library, students deem campus itself (the beauty of campus) and department classrooms significantly more important than all other aspects of the tour. This means that when prospective students come to visit ACU, the beauty of campus and department classrooms are some of the most important aspects they take into consideration when formulating their overall opinion. Our results also showed the athletic facilities are more important to males than females. On campus dining is also slightly more important to males than females. In contrast, residence halls, the library, and the bookstore are significantly more important to females than to males.

Next, we analyzed prospective students' initial opinion of 9 aspects of campus that students see while on their campus tour. The results suggested that students had a significantly better opinion of campus itself (the beauty of campus) and the library than all other aspects of campus except the recreation center and open space. We also discovered that students had a significantly worse opinion of residence halls and on campus dining compared to all other factors. Because a prospective student can take multiple campus tours of ACU, we also wanted to see if the number of visits impacted their opinion of the 9 different aspects of campus. We found that students who visit two or more times tend to have a better opinion of every aspect of campus than students who only tour campus once.

We also wanted to determine if a prospective student's opinion of the 9 aspects of campus was affected by having a family member that currently or previously attended ACU. We found that of the 103 respondents that were sent to answer this portion of the survey, 66 of them had not had a family member attend ACU, yet they still decided to attend. We found that both groups of students tend to rate every

aspect of campus similar, meaning having a family member who previously attended ACU does not affect that prospective students opinion of campus aspects.

Finally, we wanted to look at the male and female current satisfaction ratings of 23 aspects of campus.

We found that current students at ACU are currently most satisfied with the (1) quality of professors, (2) recreation center, (3) department classrooms, and (4) class size. Our results showed us that females are on average, more satisfied with the residence halls than males. We also found that males are more satisfied with athletic programs and facilities than females.

Recommendations

In order to meet the desired number of enrolled students for each new school year and to improve the campus visit experience we have several key recommendations. Because former prospective students indicated that campus beauty was significantly more important than a majority of aspects on the tour, we recommend that the campus tour experience should continue to include many different areas of campus that display its beauty. This way students have an opportunity to assess the beauty of campus as a whole.

The next key recommendation we have could play a pivotal role is gaining a prospective students enrollment to ACU. Former prospective students rated department classrooms as the second most important thing see while on their campus tour. Also, current students at ACU stated they are most currently satisfied with (1) quality of professors, (3) department classrooms, and (4) class size. Three out of the top five aspects of campus that students are most currently satisfied with are directly related to characteristics of their classes. If current students are highly satisfied with these aspects, it is important that prospective students have a chance to experience these. Prospective students who tour in the morning have a chance to tour a department, but prospective students who visit in the afternoon do not have this luxury. Therefore, in light of these findings we recommend that all prospective students, both morning and afternoon visitors, have an opportunity to meet with a desired department and see the classrooms. We also recommend that all students have an opportunity to meet with a professor who teaches intro level courses within their major of interest. Because current prospective student are highly satisfied with these aspects and the department classrooms are important to students when visiting ACU, we believe that incorporating these changes will result in a larger number of enrolled students.

One of the other key findings in our research was that students who toured campus two or more times had a better initial opinion of every campus aspect compared to those who only took one campus tour.

Although this could be due to our biased sampling method, we recommend that prospective students should come back for multiple tours, whether it be group visit days or personal tours. We believe that the more a prospective student tours ACU, the better opinion they will have of all aspects on campus.

Lastly, we found that a majority of the prospective students who chose to tour and enroll in ACU last year did not have a family member previously attend the university. This was a surprising finding in our research. Data shows how students who are visiting ACU who did not have a family member who previously attended. We would expect to see a 50/50 split if there was not a bias towards relative of alumni, but we do not. Therefore, we recommend that more effort is taken to locate and contact relatives of alumni

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Appendices

Appendix A: Cover Letter

The Office of Admissions Needs Your Help!



Skyler Seidman <sls16b@acu.edu>

Mon, Apr 15, 1:44 PM



to bcc: hbp17a, bcc: kxk18a, bcc: dwl17a, bcc: cms17b, bcc: ajj18a, bcc: sse17a, bcc: jsg17b, bcc: slp17b, bcc: amk18b, bcc: vmm

Dear ACU student,

You have been selected to take a survey about your college decision and campus visit experience at Abilene Christian University. The completion of this survey will aid the Office of Admissions at Abilene Christian University in improving campus visit experiences for future prospective students of ACU.

The survey will take you around 5 minutes and ALL responses will remain anonymous.

Please click the link to complete the survey at your earliest convenience.

<https://forms.gle/xJvRNv6ed2UVzj8x7>

Sincerely,

The Blue Whales Research Team

College Decision and Campus Visit Survey

Please complete this survey and answer all questions to the best of your knowledge. This survey should take you around five minutes to complete.

*** Required**

Is this your 1st year on campus as a student at Abilene Christian University? *

☐ Yes

☐ No

Campus Visit

How did you hear about ACU? (Check all that apply) *

- ☐ Family attends/attended
- ☐ Church members
- ☐ Friend(s) attend/attended
- ☐ University recruiter came to school
- ☐ University search on the internet
- ☐ Mail
- ☐ Social media
- ☐ Athletic recruiter
- ☐ Email
- ☐ Other: _____

While in high school, how many times did you take a campus tour of Abilene Christian University? *

- ☐ 0
- ☐ 1
- ☐ 2-3
- ☐ 4 or more

Indicate your initial importance of these various locations while on your campus visit. (Not at all important - Extremely Important) *

	Not Important At All	Somewhat Important	Important	Very Important	Extremely Important
Residence halls	☐	☐	☐	☐	☐
On campus dining	☐	☐	☐	☐	☐
Recreation center	☐	☐	☐	☐	☐
Athletic facilities	☐	☐	☐	☐	☐
Department classrooms	☐	☐	☐	☐	☐
Library	☐	☐	☐	☐	☐
Campus itself	☐	☐	☐	☐	☐
Bookstore	☐	☐	☐	☐	☐
Open space	☐	☐	☐	☐	☐

Indicate your INITIAL opinion of these various locations while on your campus visit. (Poor - Excellent) *

	Poor (0)	2	3	4	5	6	Excellent (7)
Residence halls	☐	☐	☐	☐	☐	☐	☐
On campus dining	☐	☐	☐	☐	☐	☐	☐
Recreation center	☐	☐	☐	☐	☐	☐	☐
Athletic facilities	☐	☐	☐	☐	☐	☐	☐
Department classrooms	☐	☐	☐	☐	☐	☐	☐
Library	☐	☐	☐	☐	☐	☐	☐
Campus itself	☐	☐	☐	☐	☐	☐	☐
Bookstore	☐	☐	☐	☐	☐	☐	☐
Open space	☐	☐	☐	☐	☐	☐	☐

College Decision Making Process

Indicate how important the category was to you when choosing what university to attend. (Not important at all - Extremely important) *

	Not Important At All	Somewhat Important	Important	Very Important	Extremely Important
The price to attend the university is low.	☐	☐	☐	☐	☐
The residence halls were high quality.	☐	☐	☐	☐	☐
The cafeteria has good food options.	☐	☐	☐	☐	☐
There is a strong sense of tradition on campus.	☐	☐	☐	☐	☐
There are many job opportunities available after graduation.	☐	☐	☐	☐	☐
The university has a good recreation center with quality equipment and facilities.	☐	☐	☐	☐	☐

There are good graduate programs offered.	☐	☐	☐	☐	☐
The professors are quality.	☐	☐	☐	☐	☐
The overall campus appearance is beautiful.	☐	☐	☐	☐	☐
The weather in the area is what I enjoy	☐	☐	☐	☐	☐
Certain majors were offered	☐	☐	☐	☐	☐

When choosing what college to attend, it was important to me that... (indicate 4 if neutral) *

	1	2	3	4	5	6	7	
Athletic programs were non-existent	☐	☐	☐	☐	☐	☐	☐	There were good athletic programs at the university

*

	1	2	3	4	5	6	7	
Family members did not attend the university	☐	☐	☐	☐	☐	☐	☐	Family members attend or previously attended the university.

*

	1	2	3	4	5	6	7	
There were no fraternities/sororities	☐	☐	☐	☐	☐	☐	☐	There was strong presence of fraternities/sororities

	1	2	3	4	5	6	7	
The campus was small	☐	☐	☐	☐	☐	☐	☐	The campus was large

*

	1	2	3	4	5	6	7	
The number of students in classes was small	☐	☐	☐	☐	☐	☐	☐	The number of students in classes was large

*

	1	2	3	4	5	6	7	
The university was close to home	☐	☐	☐	☐	☐	☐	☐	The university was far away from home

*

	1	2	3	4	5	6	7	
The university had no religious affiliation	☐	☐	☐	☐	☐	☐	☐	The university had a strong religious affiliation

*

	1	2	3	4	5	6	7	
There was no diversity in the student population	☐	☐	☐	☐	☐	☐	☐	There was a lot of diversity in the student population

*

	1	2	3	4	5	6	7	
The university was located in a rural area	☐	☐	☐	☐	☐	☐	☐	The university was located to a big city

Overall Satisfaction

Indicate your overall satisfaction with each of these categories at Abilene Christian University (Extremely Dissatisfied - Extremely Satisfied) *

	Extremely Dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely Satisfied
Residence halls	☐	☐	☐	☐	☐
Athletic programs	☐	☐	☐	☐	☐
On campus dining	☐	☐	☐	☐	☐
Diversity in student population	☐	☐	☐	☐	☐
Christian faith affiliation	☐	☐	☐	☐	☐
Price to attend	☐	☐	☐	☐	☐
Class size	☐	☐	☐	☐	☐
Geographic location	☐	☐	☐	☐	☐
Traditions	☐	☐	☐	☐	☐

Fraternities/Sororities /Clubs	☐	☐	☐	☐	☐
Distance from my home	☐	☐	☐	☐	☐
Recreation facilities	☐	☐	☐	☐	☐
Bookstore	☐	☐	☐	☐	☐
Local weather	☐	☐	☐	☐	☐
Majors offered	☐	☐	☐	☐	☐
Overall campus appearance	☐	☐	☐	☐	☐
Department classrooms	☐	☐	☐	☐	☐
Quality of professors	☐	☐	☐	☐	☐
Graduate programs offered	☐	☐	☐	☐	☐
Campus size	☐	☐	☐	☐	☐
Athletic facilities	☐	☐	☐	☐	☐
Library	☐	☐	☐	☐	☐
Job prospects available after graduation	☐	☐	☐	☐	☐

Appendix C: Technical Index

TSE Calculation:

$$\text{TSE} = \text{sample size} / [(1 - \text{BCI})(1 - \text{I})(1 - \text{R})(1 - \text{NC})]$$

- Desired sample size = 150
- BCI (% of bad contact information) = 2%; This is the estimated percentage of emails that are invalid.
- I (% of invalid participants) = 0%; This is the estimated percentage of people who will NOT be able to take the survey because they do not meet requirements.
- R (% of refusable) = 80%; This is the estimated percentage of people who decide not to take the survey.
- NC (% of non-contact information); 5%; This is the estimated percentage of people who we are not able to contact.

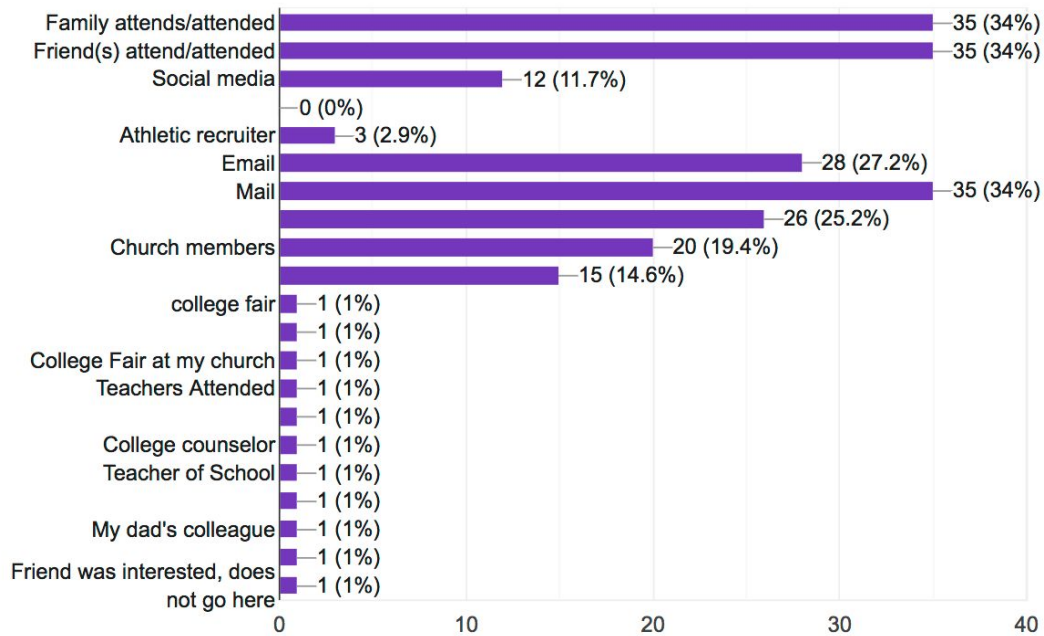
$$\text{TSE} = 150 / [(1 - .02)(1 - 0)(1 - .8)(1 - .05)]$$

$$\text{TSE} = 805.15$$

Appendix D: Other Exhibits

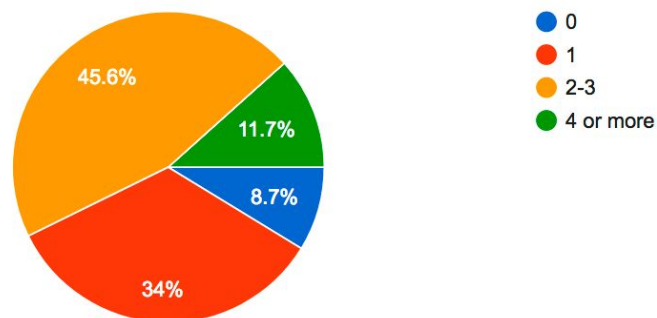
How did you hear about ACU? (Check all that apply)

103 responses

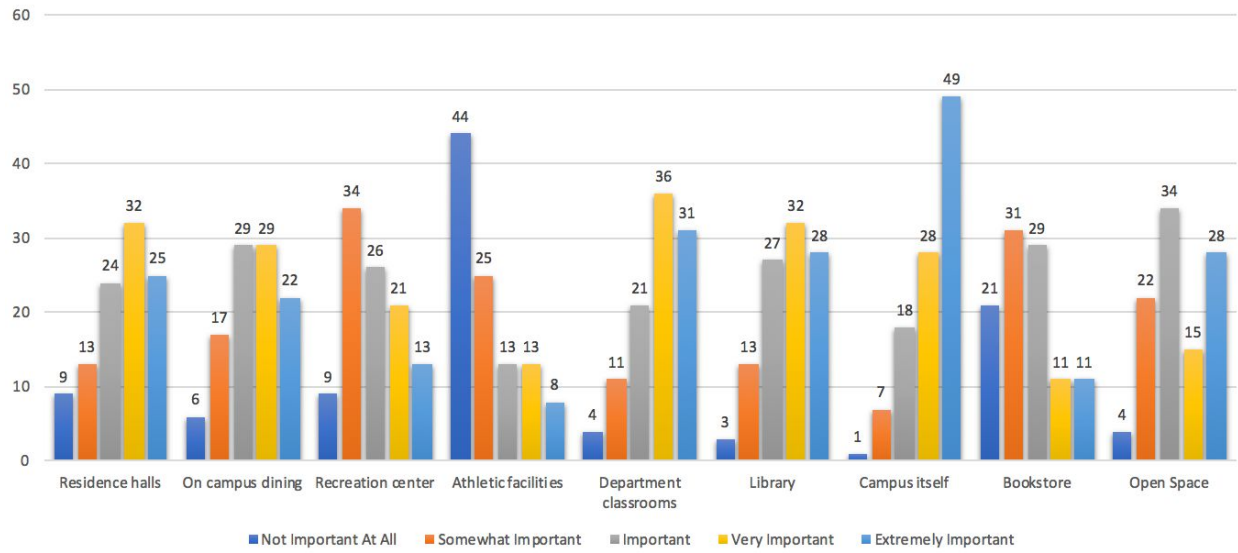


While in high school, how many times did you take a campus tour of Abilene Christian University?

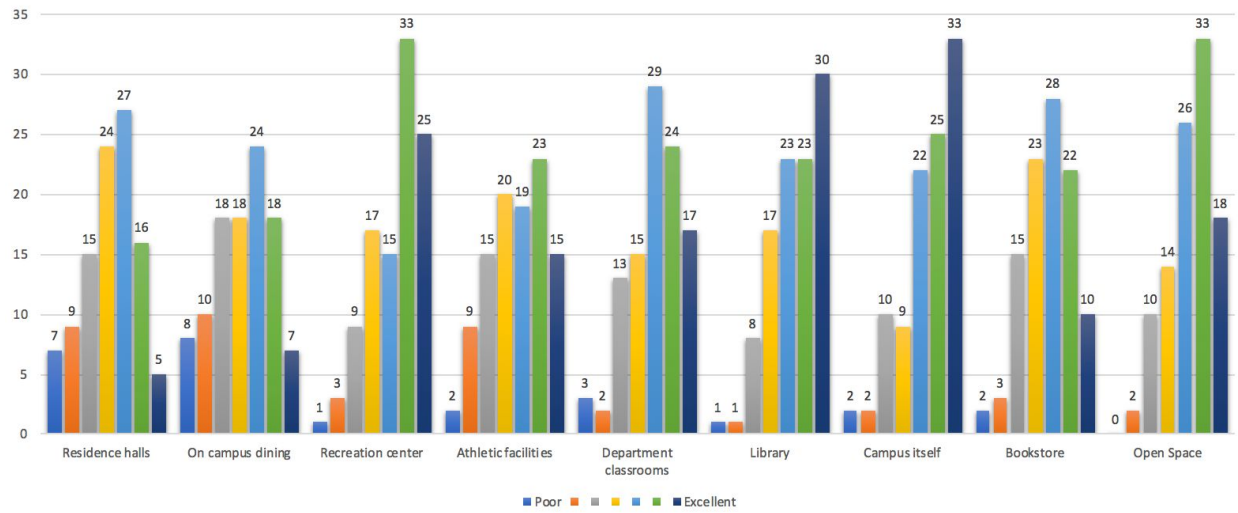
103 responses



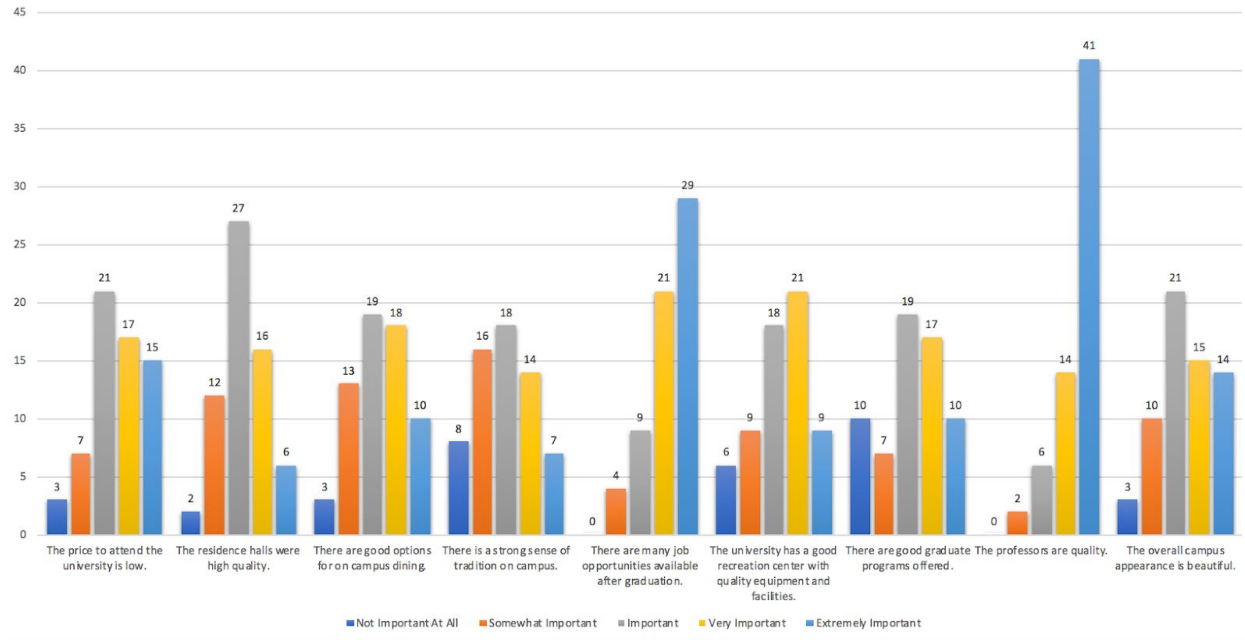
Initial Importance of Campus Aspects While Taking Campus Tour



Initial Opinion of Campus Aspects

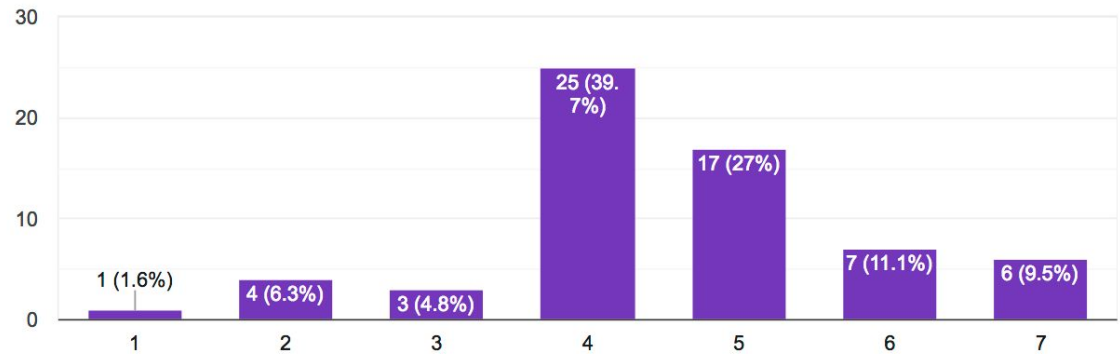


Initial Importance of Campus Aspects for Non-First Year



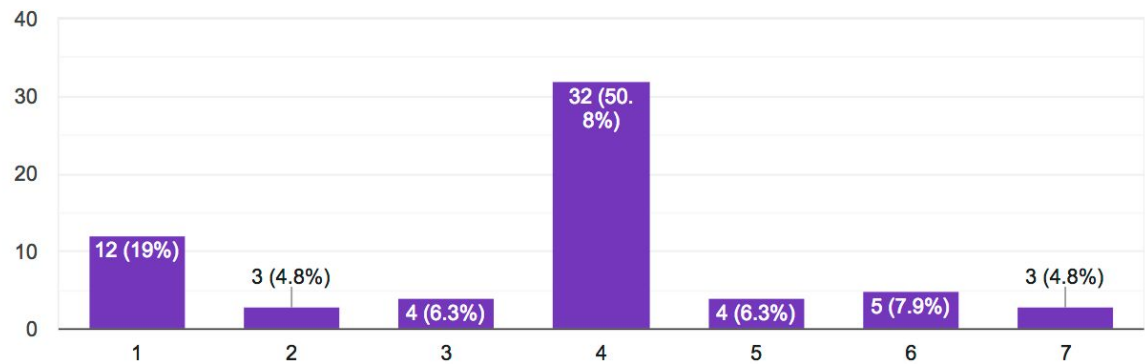
When choosing what university to attend it was important to me that: 1 = Athletic programs were non-existent or 7 = There were good athletic programs at the university

63 responses



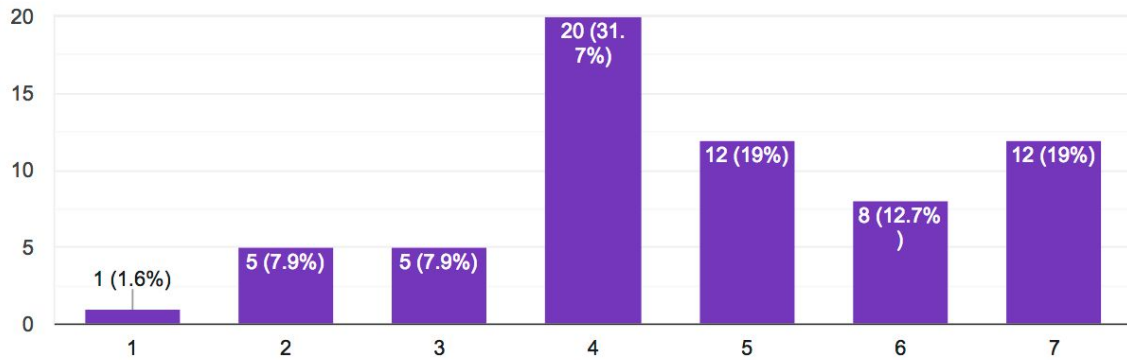
When choosing what university to attend it was important to me that: 1 = Family members did not attend the university or 7 = Family members attend or previously attended the university.

63 responses



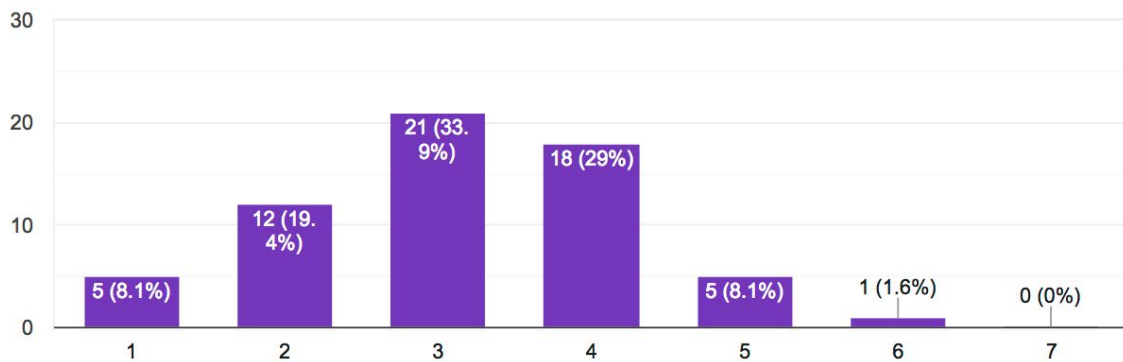
When choosing what university to attend it was important to me that: 1 = There were no fraternities/sororities or 7 = There was strong presence of fraternities/sororities

63 responses



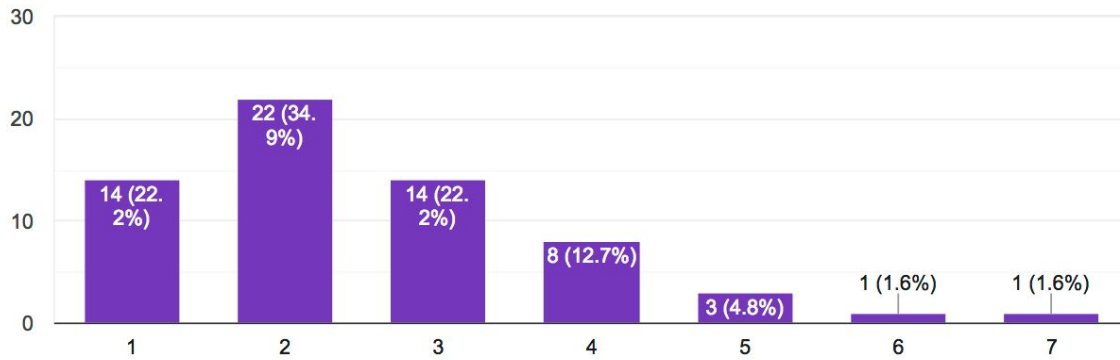
When choosing what university to attend it was important to me that: 1 = The campus was small or 7 = The campus was large

62 responses



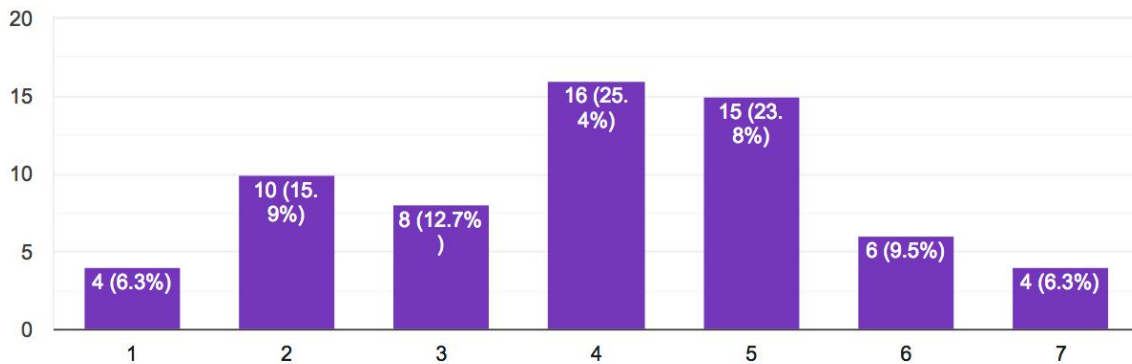
When choosing what university to attend it was important to me that: 1
= The number of students in classes was small or 7 = The number of
students in classes was large

63 responses



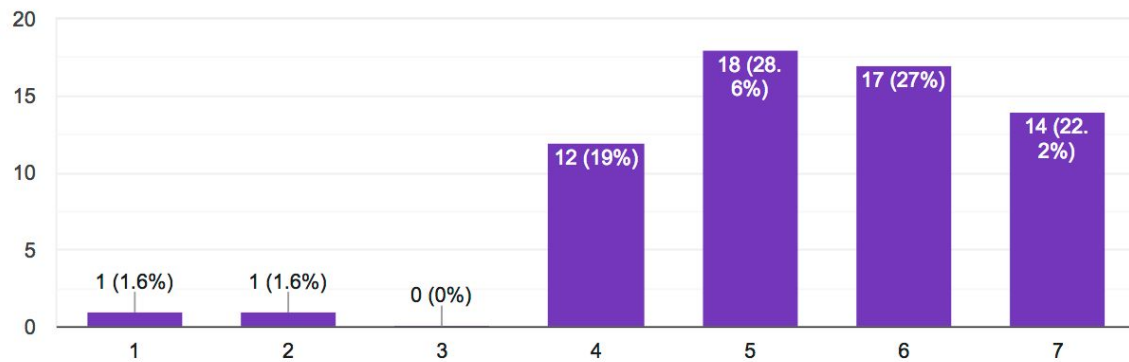
When choosing what university to attend it was important to me that: 1
= The university was close to home or 7 = The university was far away
from home

63 responses



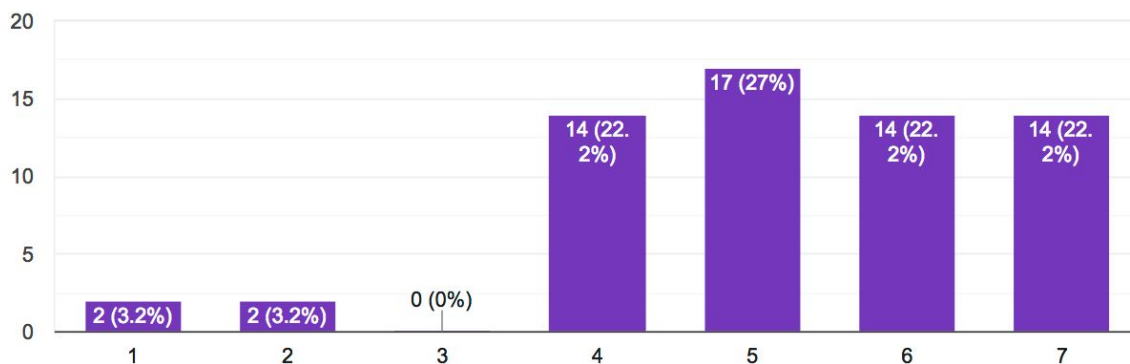
When choosing what university to attend it was important to me that: 1
= The university had no religious affiliation or 7 = The university had a
strong religious affiliation

63 responses



When choosing what university to attend it was important to me that: 1
= There was no diversity in the student population or 7 = There was a lot
of diversity in the student population

63 responses



When choosing what university to attend it was important to me that: 1
= The university was located in a rural area or 7 = The university was
located to a big city

63 responses

