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A STUDY OF STUDENT RECRUITMENT PRACTICES AT ROWAN UNIVERSITY

by
Daniel P. Reigel

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
June 30, 2003

Approved by _____
Professor

Date Approved 6-30-03

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ABSTRACT

Daniel P. Reigel

A Study of Student Recruitment Practices at Rowan University

2003

Thesis Advisor: Dr. Donald Bagin

Master of Arts in Public Relations

This study provides advice to admissions counselors at Rowan University so they can better recruit prospective students.

For secondary research, the author did an online search of Rowan University's Campbell Library databases, an Internet search and a book search at Gloucester County Library.

The author collected data from 269 surveys distributed to prospective students at one of seven open house events at Rowan University during the 2002/2003 academic school year.

Surveys showed that students visiting Rowan University's one of seven open house events were happy with the overall program. Financial aid sessions proved to be the only part of the open house people were unhappy with.

The author also conducted seven in-depth interviews with admissions counselors from Rowan University's Admissions Department.

The author found that Rowan University uses most recruitment techniques that recent research has shown to be effective. Although Rowan University effectively recruits prospective students, some changes need to be made to better recruit. Uses of technology and better assessment practices are examples of what changes need to be made.

MINI ABSTRACT

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Thesis Advisor: Dr. Donald Bagin

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This study provides advice to admissions counselors at Rowan University so they can better recruit prospective students.

A survey of prospective students who attended open house events, in-depth interviews and a related literature search were the basis for the tips provided in chapter five.

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I would like to take this opportunity to thank those people who have motivated me and helped me complete my master's degree and thesis.

To the two people I look up to more than anyone else in this world, my parents—Glenn and Pat Reigel—Thank you for your guidance and being there for me through my accomplishments and failures. I would not be the person that I am and where I am today without you. Thank you for your continued support in everything I do. I love you both!

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Chapter One

BACKGROUND, NEED, PURPOSE, PROBLEM, PROCEDURES, LIMITATIONS AND DEFINITIONS

Background

In May 2002, a survey conducted by the National Association for College Admission Counseling (NACAC) revealed that college applicant pools have increased. The survey showed that 81 percent of responding institutions reported an increase in the number of freshman applications for Fall 2002.¹

In the early 1990s college admissions departments began to see the first large rise in students applying to college. With the rise of students applying to college, admissions departments have become more demanding on college campuses. According to *Liberal Education*, “admissions has become an increasingly demanding enterprise during the past thirty years. No longer a basic gatekeeping or gate-opening function, admissions has become a critical center within which the complexities of current academic and societal demands intersect.”²

¹ “NACAC Study Shows College Application Numbers, Financial Aid Requests On the Rise”, www.nacac.com/research, web site, December 6, 2002.

² Linda Clement. “College Admissions,” *Liberal Education*, May/June 1990, p. 18.

Admissions officers have continued over the years to adjust with changing conditions and demands of society, but today's needs are far more advanced than they were a couple decades ago. Colleges now compete for top students and use necessary techniques to enroll the brightest students. The most well known strategy for doing this is the early admission process. Other recruitment tactics are used, including letters from alumni, parties, negative talk about competing colleges and promises of admission.³

According to one admissions counselor at Rowan University, "Recruitment is anything done until a student actually deposits and enrolls. Everything from conversations and newspaper articles are part of the recruitment process. We confirm prior opinions and thoughts, but it takes a lot to change people's opinions. The primary goal of recruitment is to provide people with the best information so that a decision can be made."

A student often chooses a college based on cost and quality of the institution. A student's decision on where to attend college can be influenced by the recruitment strategies of that particular college, but admissions counselors cannot influence the student's view of other schools they have applied to. According to the *Journal of Higher Education*, "the effectiveness of a recruitment strategy should not be measured on the basis of whether the student eventually chose to matriculate at a particular institution, but rather by the extent to which the student's perceptions of that college's quality were positively influenced by that strategy."⁴

³ Jay Matthews. "Admissions Obsession; As Colleges Compete to Enroll the Top Applicants, Some Educators Worry the Rivalry has Gotten Out of Hand," *The Washington Post*, September 20, 2002, p. A18.

⁴ Mary Jo Kealy, Mark Rockel. "Students Perceptions of College Quality: The Influence of College Recruitment Policies," *Journal of Higher Education*, November/December 1987, Vol. 58, No. 1, p. 683.

A student's academic record, family and friends often help determine what college is the best choice. Also influential is the recruitment they receive from a college. Effective recruitment can certainly help students make their final decision. Colleges have control over information written on the college in viewbooks and mailings, campus visits and open house events.⁵ Having control over these recruitment procedures proves important because they may have a lasting effect on a student.

Effective recruitment of students in today's society is a necessity for all colleges. Recruitment, marketing and financial aid all work together to make the admission process at colleges less tedious and more effective. To have an effective process, recruitment techniques must be up-to-date and capable of attracting the best students. Recruitment practices used by many colleges today include: admission counselor visits to high schools; recruiting by web; direct mailings; college nights; recruitment outside the geographic area; advertising; open houses; campus visits; college fairs; and telephone calls.⁶

Not all recruitment techniques used by colleges are effective. Colleges need to learn what techniques remain effective and which need updating. What worked five years ago may not be working today and colleges need to be aware of that. Also, what works at one college may not work for its competitor. Changes in society require admissions departments to change and adjust their recruitment procedures to fit the needs of the students. College admissions deans worry that with the growth of the Internet more students are researching colleges and making decisions without consulting traditional

⁵ Kealy, *Ibid.*, p. 684.

⁶ "Trends in College Admission 2000: A Report of a National Survey of Undergraduate Admission Policies, Practices, and Procedures," www.nacac.com, web site, p. 92, November 2002.

means of recruitment. With the change in society to a more Internet-friendly life, colleges need to adjust and rely on the Web to reach and impress students.⁷

According to one admissions counselor at Rowan University, “admissions counselors and staff are the gatekeepers to Rowan University. Recruitment is important because it shapes the cultural, academic, social and personal traits that students will encounter at Rowan. Recruitment is also important because it informs students and gives them the information needed to pick the right college.”

⁷Mary Beth Marklein. “Surfing the net is new route to college but counselors fear that some students will pick schools without Guidance,” *USA Today*, October 3, 2000, p. 1A.

Need for the study

Developing and updating recruitment procedures at colleges and universities are done at their own speed and based on their need. How one school recruits students may not be effective for another school. However, when students are looking for a college/university, how a school recruits can play a key role in their decision process. Rowan University recruits students on a regular basis. Like most colleges, Rowan has recruitment techniques that are used to attract students. This study was an attempt to identify which recruitment procedures Rowan University uses and to determine whether or not they prove effective. The author wanted to identify what the best recruitment procedures are for Rowan University and offer advice on how they can be improved and updated to fit the needs of students today. In essence, this study's results will help the author create a guide for admissions professionals, specifically ones at Rowan University, on what recruitment techniques students liked and how they can improve and update ones they have in use currently. Also, this study will give high school students knowledge that will help them better prepare for the college search. The need for a study like this was emphasized after the author began working for Rowan University's Admissions Department. Research on the effectiveness of recruitment at Rowan University was limited. Because each college has to adjust its recruitment procedures to fit its own needs, it is important to know what Rowan University's needs are.

Purpose

Because of the growth and increasing popularity of attending college, college admissions procedures and practices are becoming more important. Admissions departments are learning to change their recruitment methods to meet growing demands. Recruitment procedures need to be up-to-date and effective in meeting the needs of prospective students.

Because more students are attending college after high school, schools are realizing the importance of their admissions departments as marketing tools. The main purpose of this study was to find out how effective recruitment techniques are at Rowan University. Rowan University surveys prospective students at campus open house programs to find out how effective recruitment is. Comparing what students' value as effective recruitment techniques helps Rowan University design its procedures to better aid students in the decision process.

A secondary purpose of this study was to examine recruitment procedures already in place at Rowan University and determine which prove the most effective in attracting prospective students. It is also important to know what recruitment procedures do not work or need improving. Knowing what procedures are effective allows counselors to continue using those techniques, but at the same time improve weaker ones.

Another purpose of this study was to determine what role admissions counselors play in recruiting students to Rowan University. Whether or not they are effective in getting the message out about Rowan University is crucial. Admissions counselors are an important part of the recruitment process. They are often the first contact a prospective student has to Rowan University and are key players in recruiting students. This

information will identify what counselors need to do to better recruit and offer management advice on how to better train members of their team.

In addition, the author wanted to provide high school students with information that will be helpful when preparing for the college search. Information within will prepare them for what they can expect and what is involved in the recruitment process.

This study will offer an informational guide to Rowan University and all college admission professionals on how to better recruit students. Colleges compete for students more today than five years ago. To win over a student, colleges need to improve recruiting techniques.

Problem

This study was designed to answer the following questions:

1. How effective are current recruitment procedures at Rowan University?
2. What recruitment elements are most effective in getting prospective students to commit to Rowan University?
3. What do Rowan University admission counselors need to do to better recruit students?
4. What role do college admissions counselors play in recruiting students to Rowan University?
5. What should high school students know about the recruitment process to aid them in their college search?

Procedures

The procedures for this study were:

1. The author gathered related research about this topic from the Rowan University Campbell Library databases (Virtual Academic Library (VALE), Lexis-Nexis, EBSCO Host, WebSpirs, Proquest) using search terms such as “admissions,” “college admissions,” “recruitment,” “college searches” and “college recruitment.”
2. The author gathered related research about this topic from Internet search engines such as yahoo.com, infoseek.com and excite.com. The author used terms such as “admissions,” “college admissions,” “recruitment,” “college searches” and “college recruitment.”
3. The author searched the Rowan University Campbell Library and the Gloucester County Library card catalog for books on college admissions and recruitment. Terms such as “admissions,” “college admissions,” “recruitment,” “college searches” and “college recruitment” were used.
4. The author gathered data collected from student surveys given to prospective Rowan University students on recruitment procedures. These surveys are given to students attending open house programs.
5. The author conducted in-depth interviews with admissions professionals at Rowan University. These interviews helped determine important elements in recruiting students.

Limitations

1. The author researched effectiveness of recruitment at Rowan University.

Recruitment procedures for other institutions were not studied. Although the recommendations listed in chapter five may help any college or university, the researcher made them based on the needs of Rowan University.

2. The author interviewed admissions counselors at Rowan University. The interviews were conducted in person. Limitations when interviewing people in person include: interviews provide “indirect” information filtered through the views of interviewees; interviews provide information in a designated “place” rather than the natural field setting; researcher’s presence may bias responses; and people are not equally articulate and perceptive.

Definition of Terms

Admissions Department- College or university department that recruits and admits students.

College- An institution of higher learning offering a course of general studies leading to a bachelor's degree.

College Board- Used for administration of tests of aptitude and achievement considered by some colleges in determining admission and placement of students.

College website- The website designed by the college or university. Websites are divided into sections for: prospective students/undergraduates/graduate students/alumni/faculty and staff.

Common application- A generic form created to simplify the application process. It is accepted by hundreds of schools; therefore, students do not have to duplicate their application efforts. Students can print copies and mail them or submit them electronically.

Community College- A 2-year government-supported college that offers an associate degree.

On-line application- An application form filed electronically. Prospective students type in their information and send it directly to the schools via the Internet. Some schools do not have the technology to process this kind of information. They have a form available on their website that students can download/print and send via email.

Recruitment- The action or process of recruiting.

State College- A college that is financially supported by a state government.

State University- A university maintained and administered by one of the states of the United States as part of the state public educational system.

Traditional forms of recruitment- Print pieces that are mailed to students upon request, containing information about the specific school. Examples include the college view book, departmental brochures and fact sheets.

University- An institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees; specifically, one made up of an undergraduate division which confers bachelor's degrees and a graduate division which comprises a graduate school and professional schools, each of which may confer master's degrees and doctorates.

Chapter Two

Trends in College Admission 2000: A Report of a National Survey of Undergraduate Admission Policies, Practices and Procedures

A recent study on trends in college admissions shows that although the number of high school graduates has declined since the 1980's, college enrollment continues to grow, promoting increased admissions practices at many colleges.⁸

“The report, ‘Trends in College Admission 2000,’ deals with three major issues: demographics, standards and equity. Conducted by ACT Inc., the Association for Institutional Research, the College Board, the Educational Testing Service and the National Association for College Admission Counseling, this study was based on the surveys of more than 3,000 colleges, as well as data from the U.S. Department of Education and other sources.” The study highlights current admissions trends and gives an outlook on what the future might hold.⁹

Recruitment Highlights:

- A very high percentage of admissions staff or high school relations staffs continue to make very frequent visits to high schools, and recruiting outside the local geographic service area has increased for public institutions in the last few years.

⁸ Eric Hoover, “The Changing Environment for College Admissions”, *The Chronicle of Higher Education*, Nov. 29, 2002, p. 30.

⁹ Hoover, *Ibid.*, p. 30.

- Institutions in all four sectors have significantly increased their participation in college fairs that charge for participation. (In this study, sector refers to two-year public, two-year private, four-year public and four-year private colleges.)
- Over 80 percent of the institutions in all four sectors now use the World Wide Web for recruiting purposes.
- Much greater use is made of telephones for contacting prospective students than in 1985 among all four sectors.
- Four-year institutions make greater use of mailing services such as Educational Opportunity Service (EOS) and the Student Search Service (sponsored by the College Board).
- Two-year institutions use mailing lists and search services to recruit students more often than in the past.
- Although still prevalent among all four sectors, recruiting activities aimed at special groups of students has decreased since 1992, particularly racial/ethnic minorities, academically talented, athletes and adults seeking a career change.
- Public institutions have increased their efforts to recruit out-of-district/out-of-state and international students.
- Two-year institutions have increased their efforts since 1992 to develop cooperative relationships with business and industry.
- Institutions in all sectors are making greater use of marketing or public relations consultants rather than in previous years.
- Since 1985, the most common market research related to recruitment involves conducting studies to project future enrollment and to evaluate current recruiting

activities. Such research is more common among four-year institutions, but over half of the two-year colleges also conduct such research.

- Four-year institutions continue to raise their academic qualifications for new students. Nearly 60 percent had increased their academic qualifications for the entering class of 1999 compared to 1998.
- A majority of four-year institutions (in 1999) had plans to increase the size of their entering class and its racial diversity compared to 1998.¹⁰

Overview of Recruitment Practices:

The National Association for College Admission Counseling (NACAC) has conducted surveys reviewing recruitment practices of college admissions offices in 1979, 1985, 1992 and most recently in 2000.

In its 2000 survey, NACAC asked participating colleges to indicate on a four-point scale how often counselors made visits to high schools as part of the recruitment process. Eighty percent of the participating institutions indicated that admissions representatives do make high school visits. This percentage is a drastic change in comparison to years past. In 2000, the percentage of colleges reporting visits to high schools by counselors was as large as that for visits to campuses by prospective students and their parents (75 percent).¹¹

¹⁰ Trends in College Admission 2000: A Report of a National Survey of Undergraduate Admission Policies, Practices, and Procedures, <http://www.nacac.com>, web site, November 2002.

¹¹ Trends in College Admission 2000, Ibid.

The most popular recruiting practice in 2000 was the use of the Internet and the web. This practice has grown extensively in the past few years, with 86 percent of institutions reporting it as the most popular.¹²

Direct mailings continue to be an important part of the recruitment process. Direct mailings ranked fourth as a recruiting practice, and were used by 70 percent of all institutions surveyed. The use of college nights, occasions when numerous colleges meet in one location to allow students the opportunity to research many colleges, has declined over the years. Although the use of college nights in general has declined, college nights that charge for participation have grown. Also increasing over the years is the use of telephone calls to prospective students.¹³

Although much more popular among two-year institutions, 39 percent of all institutions surveyed reported advertising in local newspapers. Also, about 19 percent used promotional audio/visual presentations, 23 percent hosted high school guidance counselors at their schools, 28 percent advertised on commercial radio and television and 19 percent advertised on public radio and television.¹⁴

There were overall increases from 1985 to 2000 in the use of ten recruiting devices, and nine increased for most institutions:

1. Visits to campus by students and their families (75 percent overall in 1985 compared to 83 percent overall in 2000);
2. Toll free lines for incoming calls (48 percent compared to 63 percent);
3. Telephone calls to prospective students (43 percent compared to 60 percent);
4. College fairs that charge for participation (31 percent compared to 51 percent);

¹² Trends in College Admission 2000, Ibid.

¹³ Trends in College Admission 2000, Ibid.

¹⁴ Trends in College Admission 2000, Ibid.

5. Use of local newspapers (36 percent compared to 39 percent);
6. Advertising on commercial radio and television (20 percent compared to 28 percent);
7. Visits to campus by high school personnel (21 percent compared to 23 percent);
8. Advertising on public radio and television (8 percent compared to 19 percent);
9. Use of billboards, posters, transit-bus/subways (9 percent compared to 15 percent); and
10. Advertising in high school newspapers (6 percent compared to 8 percent).

Institutions responding to NACAC's survey were asked questions about special recruitment procedures. More than half of the institutions responding indicated that they direct special recruitment efforts toward academically talented students (58 percent), racial/ethnic minorities (51 percent), athletes (53 percent), and adults seeking a career change (52 percent). These groups were the most popular in 1992 as well. How much emphasis an institution put on these special activities ranged from sector to sector.¹⁵

¹⁵ Trends in College Admission 2000, Ibid.

Aspects of College Recruitment

History:

College recruitment is an involved process that includes many practices and procedures. Recruitment refers to how colleges make their campuses and programs known to prospective students. For students, this means receiving a lot of mail, phone calls and invitations to open houses and campus visits.¹⁶

College recruitment has been around since the 1600s when it was first used by Harvard University. Around 1900, colleges began using brochures and pamphlets to attract students and give them information on campuses, costs, and programs of study, information still important to today's prospective students. In the early 1970s, student enrollment began to decline, thus opening the door for marketing as part of the recruitment process.¹⁷

Marketing Deceptions:

Schools are constantly working to market themselves and "sell" themselves to students and their families. Many schools will use any means possible to make their school look most appealing. Some harmless ways schools have marketed themselves are sending students shirts and other items with their colleges' name and slogan on them.

Not all schools market themselves legitimately, though. An Indiana school produced marketing materials picturing a couple standing by a beautiful waterfall. This would have been a great view to show students if the school really did have a waterfall on campus. Pictures have been often used to make a campus seem more appealing than it

¹⁶ Charles J. Shields, The College Guide for Parents (New York: The College Board, 1995) p. 69.

¹⁷ Shields, *Ibid.*, p. 69.

really is. Photographs of students using unavailable equipment and pictures showing more minority students than actually attend the school are two examples of deceptive means used by some colleges.¹⁸

Recruitment Through Mailings:

Colleges often create a database of names for mailing lists from a number of sources. One of their main sources of obtaining names is through the Student Search Service, which includes information taken from the PSAT and SAT exams taken by high school students. From this service, colleges can compile names of students with specific interests or strengths and merge them with prospective students who have attended college fairs and campus visits. These “attractive prospects” are sent packets of information about the college.¹⁹

Because production and mailing of materials are expensive and colleges often receive only a small percentage of responses, personalized letters are becoming more popular. Colleges are now sending letters along with packets that begin “Dear Tom...” Also, letters containing more personalized information, such as references to a student’s high school, state and interests are becoming more popular.²⁰

Packets sent to students often include an application, viewbook, brochures, financial aid information and a calendar of events. Students receive reply cards in these packets as well, asking them to return them for more specialized information. Whether or

¹⁸ Shields, *Ibid.*, p. 70.

¹⁹ Shields, *Ibid.*, p. 71.

²⁰ Shields, *Ibid.*, p. 71.

not students return this card; they can expect to receive at least two more mailings from the college.²¹

High School Visits by Counselors:

In addition to sending informational packets, college admissions counselors are spending more time visiting high schools and prospective students. In the past, counselors were only responsible for reviewing, accepting and denying applications. Now, counselors are also trained to guide students in their choice of programs. At high schools, counselors talk about the school, campus, academic programs and answer prospective student questions.²²

These high school visits are important and should not be taken lightly by students. The counselor making the visit is often the person who reviews applications from that school. Making a good impression and showing knowledge of the college is important. Students should prepare for these sessions with questions not answered on the college website and in viewbooks and brochures. Counselors sometimes tell students at these sessions whether or not they will be accepted and in some cases accept students on the spot.²³

Students often agonize throughout the winter months, waiting for a decision from colleges on whether or not they are good enough for acceptance. Some colleges are now taking that agony away by giving an applicant decisions at high school visits.²⁴

²¹ Shields, Ibid., p. 72.

²² Shields, Ibid., p. 72.

²³ Shields, Ibid., p. 72.

²⁴ Eric Hoover, "On-Site Admissions Programs Let Applicants Know Immediately Whether They Have Been Accepted", *The Chronicle of Higher Education*, Apr. 12, 2002, p. 39.

“A small but growing number of colleges and universities have adopted on-site, or ‘instant,’ admissions programs to attract students in the fall, just before the traditional rush of applications. The practice combines instant gratification with face-to-face intimacy: In some cases, admissions officials meet one-on-one with applicants, review their transcripts on the spot, and offer acceptance (or rejection) letters in about as much time as it takes to get to the front of a cafeteria lunch line.”²⁵

Some questions worth asking at a high school visit that will show a true interest include:

1. What does one year cost, room and board included?
2. Does the college make loans and scholarships available?
3. Is there a payment plan?
4. How many courses are in my field?
5. How large are class sizes for freshman?
6. Are remedial or tutorial services available?
7. Does the school have a job placement office?
8. How are roommates chosen?
9. Is there a student health center on campus?
10. What kind of area is the college located in?
11. Are there recreational facilities, intramural or collegiate sports?
12. Is there a Greek (series of sororities and fraternities) system on campus?
13. What kinds of religious facilities are located on or near campus?
14. Are students allowed to have cars on campus?²⁶

²⁵ Hoover, *Ibid.*, p. 39.

²⁶ Shields, *Ibid.*, p. 73-74.

College Videos and Videoconferencing:

Another way to learn about colleges is through the use of videos. Many colleges nationwide are taking advantage of advancements in technology to create presentations and film campuses. These audiovisual materials are then sent to prospective students throughout the country who may not be able to visit the campus.²⁷

Video presentations are informative and generally visually appealing. Videos give students and parents the opportunity to preview campuses of their interest. Such videos can often be found in guidance offices and local libraries.²⁸

Aside from sending college videos to high schools and students, some colleges are trying video conferencing. In March 2000, six colleges participated in a videoconference with Cherry Hill West High School, in New Jersey. Instead of the traditional recruitment procedure of visiting the high school, these colleges participated in a high school visit using advanced technology.²⁹

Cameras and microphones were setup at each location, allowing students and counselors to see each other. Students were able to speak with admissions counselors and ask them the same questions they would if those counselors were visiting the high school.³⁰

College Fairs:

Admissions counselors try to visit many high schools, but obviously can't attend them all. An alternative way to speak with counselors away from the college setting is

²⁷ Shields, *Ibid.*, p. 74.

²⁸ Shields, *Ibid.*, p. 74.

²⁹ Dan Carnevale, "Colleges Test Video for Virtual Visits", *Chronicle of Higher Education*, June 30, 2000, p. A44.

³⁰ Carnevale, *Ibid.*, p. A44.

through college fairs. College fairs were once held only in high schools and local halls, but now the college fair is one of the most important ways prospective students can learn about colleges.³¹

College fairs are held throughout the country on the local, regional and national levels. Many county colleges and high schools host large college fairs with hundreds of attendees. Any student can attend these fairs.³² Also, NACAC hosts college fairs every year throughout the country. These fairs are usually held at convention centers or large hotel ballrooms to accommodate the many colleges that attend.

Telephone Recruitment:

A more simple and direct recruitment technique that colleges use is telephone recruitment. Many colleges host phone-a-thons, sales pitches directed toward promoting schools. Many students don't believe these phone calls are informative. Often, the people making the call do not know the answers to many asked questions. Usually, the purpose of these calls is to get students to commit to attending an open house or campus visit program.³³

Colleges sometimes use alumni to make phone calls, but often the information they have is outdated. Students interested in talking to someone other than the counselor about the college should make arrangements through the admissions office. A current student or recent alumnus who can answer their questions accurately will often contact them.³⁴

³¹ Shields, *Ibid.*, p. 74.

³² Shields, *Ibid.*, p. 74.

³³ Shields, *Ibid.*, p. 75.

³⁴ Shields, *Ibid.*, p. 75.

Online Recruitment

Students now have many ways to research a prospective college. Students looking at colleges 10 years ago had to do it the old fashioned way, which included visiting the college, reading marketing materials on the college and talking to high school guidance counselors. Now, with the click of their computer's mouse, students can do all of that on the Internet. Students have instant access to colleges and universities throughout the country and the world.

With the growth of the Internet comes the increase in Internet usage. According to the Pew Internet and American Life Project 2000, "nearly three-quarters of young Americans between the ages of 12 and 17 go online regularly, and about half of all American high school students go online everyday."³⁵

With the growth and increased usage of the Web, colleges are realizing its importance as a marketing and recruitment tool. College websites are used to attract students and increase the number of admitted students who actually enroll.³⁶

College admissions deans report that they receive hundreds and sometimes thousands of e-mails each week from prospective students all over the country and the world. Many of these same deans report that they do not have the staff to keep up with these inquiries and the needed update of college websites. Website maintenance is important because it often acts as a primary source of official and unofficial information about the college for prospective students.³⁷

Today, many colleges have websites and often the admissions office has a page within the site. Admissions office pages should be designed and presented in a way that is

³⁵ Nicole Rivard, "Recruiting the e-Generation," *University Business*, Sept. 2002, p.65.

³⁶ Rivard, *Ibid.*, p.65.

³⁷ Kenneth Hartman, "The Internet and College Admissions," *Change*, Mar./Apr. 1998, p.54.

useful to prospective students. Admissions pages should stay away from marketing and promotion and instead offer information those students are looking for.³⁸

Keeping in touch with a prospective student from the initial inquiry is important. Not all colleges do this and those that do often use the old fashioned way of mailing letters to students. The wave of the future is using electronic or Internet mailing lists to target students. This is an inexpensive way to reach students numerous times throughout their application process. One e-mail message can reach hundreds of prospective students and messages can be designed based on interests and concerns.³⁹

The Internet can also save colleges time and money. Many colleges do not have the means to attend college fairs beyond the region where they are located. Online college fairs give colleges the chance to show students throughout the country what they are all about. The National Association of College Admission Counselors (NACAC) hosts a variety of online fairs throughout the year. Any college can be involved and it allows students to research colleges from the comfort of their home.⁴⁰

The future is now for college admissions counselors. Many, if not all campuses are using the Internet to attract and admit students. The Internet offers a “level of customer service” beyond that of traditional mailed letters and university literature. The Internet now makes it easier to attract students.⁴¹

Although the Internet is an important tool for colleges, some feel that students will use it as one stop shopping. The Internet is a good start when initially researching colleges, but students need to use more than the college website when making a final

³⁸ Hartman, *Ibid.*, p.55.

³⁹ Hartman, *Ibid.*, p.55.

⁴⁰ Mary Beth Marklein, “Surfing the Net is New Route to College,” *USA Today*, Oct. 3, 2000, p.1A.

⁴¹ Rivard, *Ibid.*, p.65.

decision. Students still need to visit college campuses to get a sense of what life there is really about. Also, visiting a college will give a student a better understanding of the academic and social setting. Visiting a college website will tell a student what the college is like, but that student needs to experience it first hand.⁴²

⁴² Marklein, *Ibid.*, p1A.

How Students can Aid the Recruitment Process

While in high school, students must make one of the most important decisions of their lives—what to do after graduation. Whether that decision includes college, the military or a specialized trade, students must prepare themselves for the real world. Today, more students go on to college than ever before, so it is important they know how to get in and what it takes to succeed in college. There are many components to consider when applying to a college including deciding what colleges to apply to, the application and supporting materials, interviews and dealing with the admissions office.⁴³

The first place students should visit when deciding to look at different colleges is their high school's career center or guidance office. The staff is trained to help students through the admission and decision process. They offer a wealth of information on colleges and universities and can answer basic questions on what institutions are right for each individual student.⁴⁴

If students can, they should visit colleges of interest and attend open houses and special programs geared toward prospective students. If unable to visit a prospective college, students should attend local and national college fairs where they can talk to the college's representative. The National Association for College Admission Counseling (NACAC) sponsors college fairs in major cities every year. Major universities and local colleges attend these fairs. Often the counselor manning the table is the person that will review a student's application.⁴⁵

⁴³ Karin Chenoweth, "A Short Course on Preparing for College Applications," *The Washington Post*, Nov. 14, 2002, p.T05.

⁴⁴ Chenoweth, *Ibid.*, p.T05.

⁴⁵ Chenoweth, *Ibid.*, p.T05.

The college choice is not an easy one and students need to consider what schools would be right for them. Colleges accept fewer students every year and students need to truly demonstrate their desire to attend that college. Colleges want to see that desire and often record every contact made with a counselor and the admissions office. Colleges want to know how much a student wants them so they can better assess what applicants will enroll if accepted. Visiting a college shows serious interest on a student's part.⁴⁶

In the past, students applied to only two or three schools. With more students going to college and the rising popularity of colleges, students are now applying to eight or nine schools. High school guidance offices and college admission offices are often not equipped to handle the mass number of applications. Students should take precautions in assuring that application materials are sent and received in a timely matter.⁴⁷

Students should begin applying to colleges early and get the required materials to their guidance office well before application deadlines. This gives high school guidance counselors enough time to review materials and get them to college admissions offices before application deadlines.⁴⁸

Colleges receive so many applications and like guidance offices cannot handle the number received. Students should include a self addressed stamped postcard with every part of the application sent. For example, when a teacher's recommendation is received by an admissions office, the postcard is mailed letting students know that piece of the application has been received.⁴⁹

⁴⁶ Rachel Hartigan Shea & Ulrich Boser, "Learn to Dance with Admissions," *U.S. News and World Report*, Sept. 13, 2002, p.48.

⁴⁷ Chenoweth, *Ibid.*, p.T05.

⁴⁸ Chenoweth, *Ibid.*, p.T05.

⁴⁹ Chenoweth, *Ibid.*, p.T05.

After deciding on what colleges and universities to attend, students need to sit down and spend time on their application. What goes into an application is important and should be done knowing what counselors look for. According to the *Chicago Tribune*, “extracurricular activities are a bigger factor than ever in deciding who gets the celebrated thick envelope and who gets the disappointing thin one.” Activities play an important role in the decision process because they show leadership and teamwork skills. What activities a student is involved in shows counselors what degree of commitment a student has and a little about their character. Although important, students should not think that listing 50 activities will help them.⁵⁰

What accompanies a college application should be taken seriously. Recommendations remain an important part of the decision process, but should be written by someone who knows you well. These letters should highlight why a student deserves to be admitted and why that student would be successful. Although important, students should submit no more than four recommendations. These letters help, but many other factors are considered when deciding if a student gets admitted.⁵¹

Most college applications include the application itself, high school transcripts, standardized test scores, recommendations and an essay. Students should only include these items unless they have a special talent that can be captured by a portfolio. Students recognized because of talent are encouraged to submit portfolios because colleges want to know as much as they can about prospective students. Although many larger institutions

⁵⁰ Alicia M. Sitley, “How to Use College Admission Trends,” *Career World*, Feb./Mar. 2001, p.19.

⁵¹ Shea & Boser, *Ibid.*, p.48.

do not have time to review these portfolios, it does not hurt to include them if they are truly special talents.⁵²

Along with attending open houses and college fairs, interviews with counselors show commitment. Many counselors admit they are more inclined to admit a student if they have been interviewed. A college interview is comparable to that of a job interview. Students should dress appropriately and show interest and excitement. Students are encouraged to research the school before the interview so they do not waste the counselor's time with questions that could be answered by looking at the college's website.⁵³

Students today need to research what college is right for them and spend more time working on their college applications. Over the years, it becomes harder for students to get into the college of their choice. According to *U.S. News and World Report*, "the college-admissions frenzy hit another peak this year (2000), with Ivy League universities and traditionally less selective institutions alike reporting record numbers of applications and plummeting acceptance rates." With that in mind, students must do extensive research and apply to colleges within their reach. Students are also encouraged to apply to safety schools, in case they do not get into their first choice schools.⁵⁴

⁵² Shea & Boser, *Ibid.*, p.48.

⁵³ Shea & Boser, *Ibid.*, p.48.

⁵⁴ Sitley, *Ibid.*, p.19.

Myths About What College Recruiters Look For

Myth 1—Make yourself look as well rounded as possible.

Students often feel that they need to get involved in every activity their high school offers. The fact is that being a member of every club your school offers does not prove you worthy enough to attend a particular college or university.⁵⁵

Don Saleh, Cornell University's dean of admissions and financial aid, feels students need to take on more leadership roles. Along with leadership, years of commitment prove to an admissions counselor that students don't join organizations just so they can put them on their college applications. Students should get involved while in high school, but in activities that will teach them leadership skills.⁵⁶

Myth 2—The essay counts only in close calls.

Some colleges no longer require an essay, make it optional or in most cases still require one. Many colleges read a student's personal statement or essay before reviewing grades and standardized test scores. First impressions can highly weigh a counselor's ultimate decision.⁵⁷

A well-written essay can have just as much effect on an admissions counselor as grades and standardized test scores. Cornell's Saleh believes, "the most effective essays show curiosity and self-awareness because they allow us to see inside an applicant's soul."⁵⁸

⁵⁵ Jodie Morse, "Inside College Admissions," *Time*, October 23, 2000, p.74.

⁵⁶ Morse, *Ibid*, p.74.

⁵⁷ Morse, *Ibid*, p.74.

⁵⁸ Morse, *Ibid*, p.74.

Myth 3—Don't spill your guts.

When writing that college essay, there is nothing wrong with spilling your guts and telling admissions counselors what kind of life you have lived. Although spilling your guts can help, be truthful.⁵⁹

Writing about the death of a close family member or talking about the struggles faced through adversity will grab an admissions counselor's attention faster than an essay about traveling.⁶⁰

Students who did poorly in high school need to account for that as well. Students that slacked off their first two years of high school, but then turned themselves around academically and socially should explain why that is in an essay. This account can come in the form of a student's essay or counselor's letter.⁶¹

Myth 4—If teachers say they'll write a recommendation; it will be a good one.

All colleges require students submit recommendations with college applications. Admissions counselors realize that teachers write numerous recommendations and many look the same. What they really look for are those that show what a student is really like.

Students should think hard about whom they chose to write their recommendations. They should not pick the popular teachers, but those that really know them and their work. Recommendations that describe a student's accomplishments are best because they allow counselors the chance to effectively assess a student's abilities.⁶²

⁵⁹ Morse, Ibid, p.74.

⁶⁰ Morse, Ibid, p.74.

⁶¹ Morse, Ibid, p.74.

⁶² Morse, Ibid, p.74.

Chapter Three

Procedures

The researcher used five sources for this thesis: 1) a search of on-line databases through the Rowan University Campbell Library; 2.) a search through various public search engines available on the Internet; 3.) various books on college admissions; 4) a print survey; 5) interviews.

Literature review:

The researcher began this thesis by searching the Rowan University Campbell Library databases. The Virtual Academic Library (VALE) including Lexis-Nexis, EBSCO Host, WebSpirs and Proquest were searched for related topics. The key words used for this search were “admissions,” “college admissions,” “recruitment,” “college searches” and “college recruitment.” This search produced more than 60 related articles.

The researcher used Internet search engines including yahoo.com, infoseek.com and excite.com. The key words “admissions,” “college admissions,” “recruitment,” “college searches” and “college recruitment” were again used. This search produced several hundred websites geared towards college admissions and recruitment.

The researcher searched the Rowan University Campbell Library and the Gloucester County Library card catalog. More than 10 related books on college admissions and recruitment were found.

Primary Research:

The researcher contacted the admissions department at Rowan University to identify if the university had surveys that they distributed to prospective students measuring recruitment procedures. Rowan University's Admissions Department does use surveys and the researcher was given access to them. A random sample of these surveys was taken and evaluated. The results of this evaluation appear in chapter four.

Based on the results of the survey, a series of interview questions were asked to admissions professionals at Rowan University. These professionals included the director of admissions, the two associate directors of admissions and four assistant directors.

The results of the survey as well as the interviews appear in chapter four.

After collecting and comparing the results of the survey and interviews with the literature review, the researcher compiled information and key concepts into a guide for admissions professionals, specifically those at Rowan University.

Chapter Four

For primary research the author used open house surveys distributed to prospective Rowan University students who attended one of seven open houses during the 2002/2003 academic school year. The surveys were designed to determine the effectiveness of the overall open house and specific parts of the event. Students surveyed were asked about the overall organization of the open house as well as information provided and courtesy of admissions staff. Every prospective student who attended was given a survey and asked to fill it out and mail it back to Rowan's Admissions Department.

The author obtained the surveys from Rowan's Admissions Department. From the approximately 2,000 students who attended the one of seven open houses, 269 viable responses were received. The survey contained nine questions and students were allowed to choose one of the following responses: Very good; Good; Fair; Poor; and N/A (not applicable).

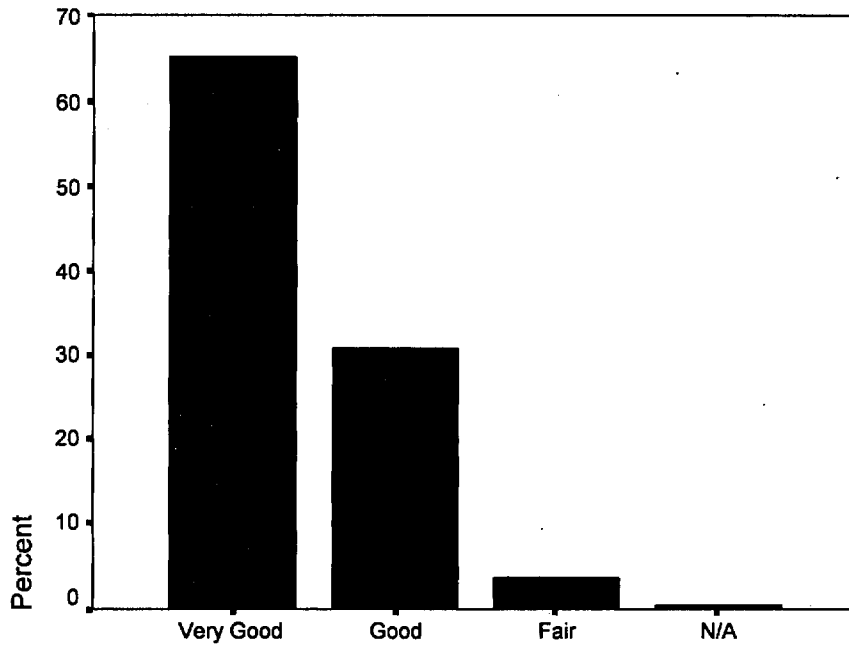
The author entered the data from all 269 surveys into SPSS and analyzed the data using bar graphs and frequency tables. Below is a summary of the findings:

Question 1: Overall Organization of Open House?

This question was asked to determine how students generally felt about the open house and how the event was organized.

Overall Organization of Open House

	Frequency	Percent
Valid		
Very Good	175	65.1
Good	83	30.9
Fair	10	3.7
N/A	1	.4
Total	269	100.0



Overall Organization of Open House

A large number of respondents, 65.1 percent (175 of the 269 respondents), felt very good about the overall organization of the open house. About 30.9 percent (83 of the 269 respondents) felt the overall organization was good. The other 4.1 percent (11 of the

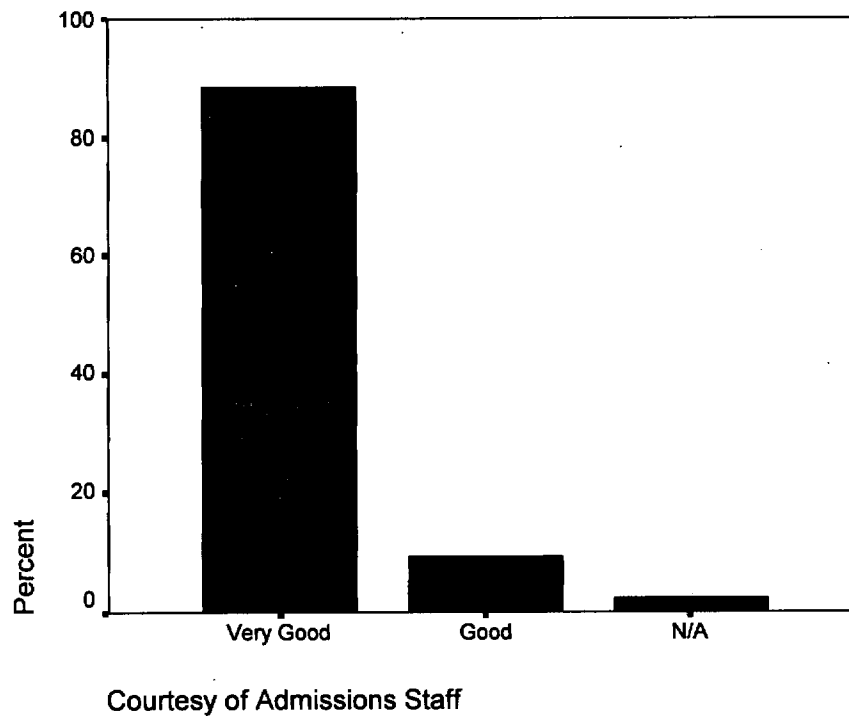
269 respondents) felt the overall organization was fair or they did not have an opinion because the question did not apply. No one believed the overall organization was poor.

Question 2: Courtesy of Admissions Staff?

This question was asked of prospective students to determine how courteous Rowan's admissions staff was. This staff included not only counselors, but also students working as admissions ambassadors. Ambassadors are student workers.

Courtesy of Admissions Staff

	Frequency	Percent
Valid		
Very Good	238	88.5
Good	25	9.3
N/A	6	2.2
Total	269	100.0



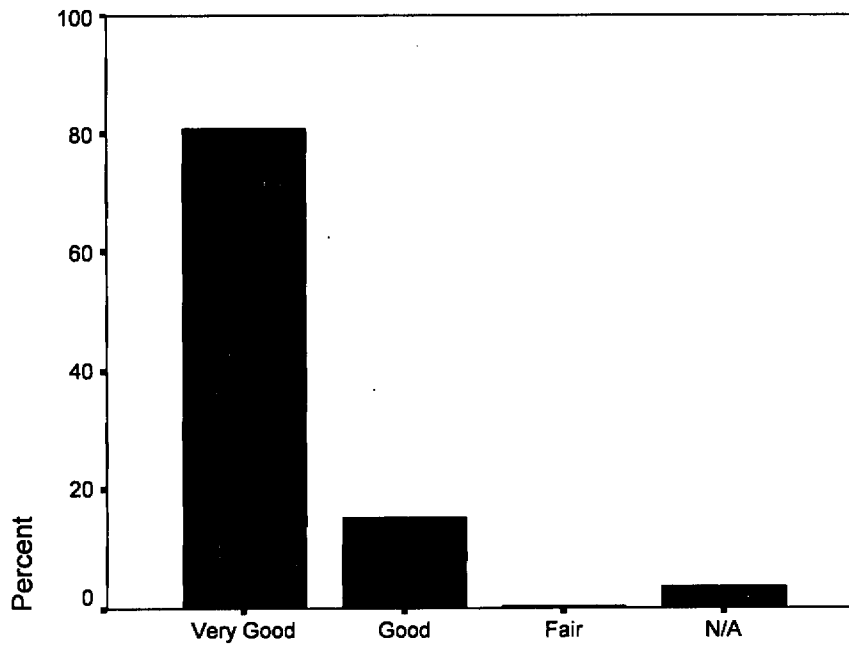
Most students surveyed believed the admissions staff was courteous, with 88.5 percent (238 of 269 respondents) responding very good and 9.3 percent (25 of the 269 respondents) responding good. Of the 269 respondents, none responded fair or poor and only 2.2 percent responded that the question was not applicable.

Question 3: Professionalism of Admissions Staff?

This question was asked of prospective students to determine if the admissions staff showed an appropriate level of professionalism. Again, the admissions staff consists of both counselors and student ambassadors.

Professionalism of Admissions Staff

		Frequency	Percent
Valid	Very Good	217	80.7
	Good	41	15.2
	Fair	1	.4
	N/A	10	3.7
	Total	269	100.0



Professionalism of Admissions Staff

This question showed that a majority of respondents felt the admissions staff was professional, 80.7 percent (217 of the 269 respondents) felt they were very good, while 15.2 percent (41 of the 269 respondents) felt the staff was good. Only .4 percent, or one-person felt that staff showed only fair professionalism and 3.7 percent (10 of the 269

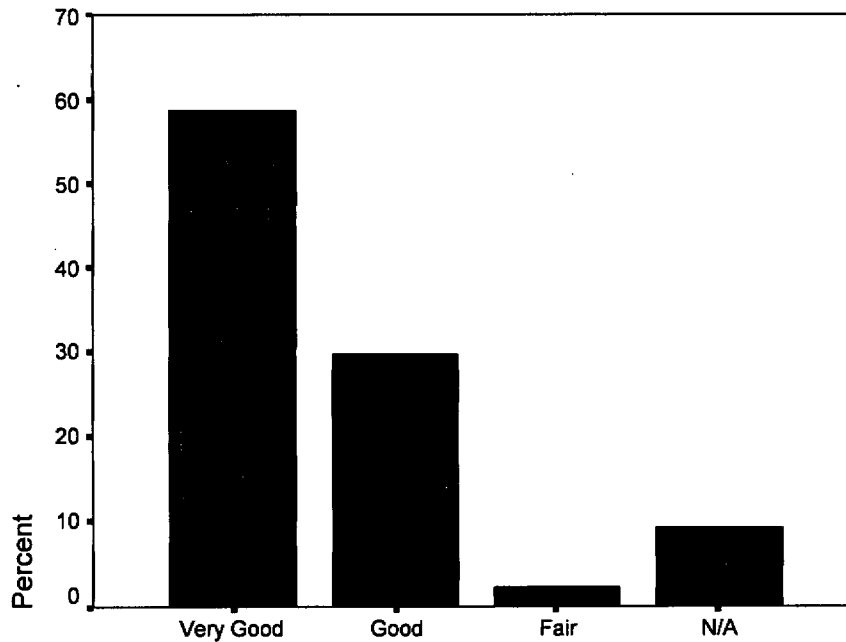
respondents) felt the question did not apply to them. No one felt the staff's professionalism was poor.

Question 4: Admissions Information?

This question was asked of prospective students to determine how they felt about admissions information provided to them.

Admissions Information

	Frequency	Percent
Valid		
Very Good	158	58.7
Good	80	29.7
Fair	6	2.2
N/A	25	9.3
Total	269	100.0



Admissions Information

More than half, 58.7 percent (158 of the 269 respondents) of the respondents felt that the information provided was very good and 29.7 percent (80 of the 269 respondents) felt the information was good. Only 2.2 percent (6 of the 269 respondents) believed the

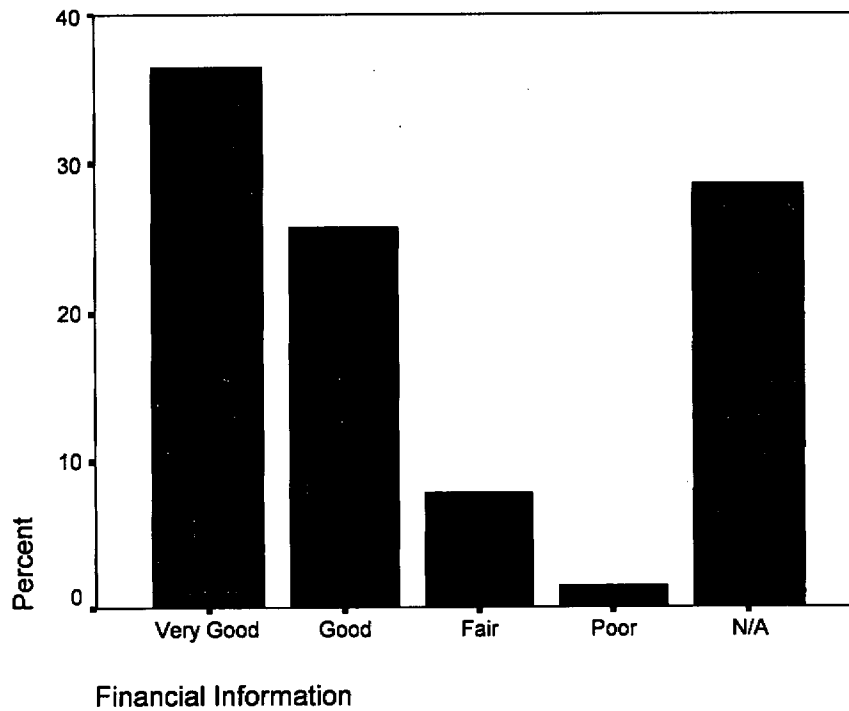
information was fair and 9.3 percent (25 of the 269 respondents) felt the question did not apply. No one believed the information was poor.

Question 5: Financial Information?

This question was asked of prospective students to determine how they felt about financial information provided to them.

Financial Information

		Frequency	Percent
Valid	Very Good	98	36.4
	Good	69	25.7
	Fair	21	7.8
	Poor	4	1.5
	N/A	77	28.6
	Total	269	100.0



Less than half of those who responded, about 36.4 percent (98 of the 269 respondents) felt the financial information provided to them was very good and about 25.7 percent (69 of the 269 respondents) felt the information was good. About 7.8 percent

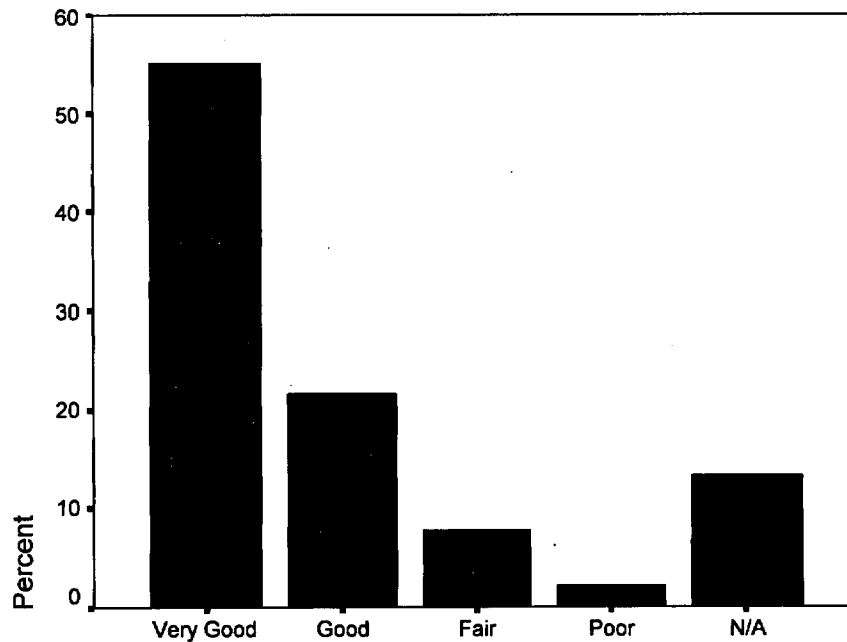
(21 of the 269 respondents) felt the information was fair and 1.5 percent (4 of the 269 respondents) felt it was poor. A large number of respondents, about 28.6 percent (77 of the 269 respondents), did not receive financial information and answered that the question was not applicable.

Question 6: Academic Sessions for your Major?

This question was asked to determine how students felt about the individual academic sessions for Rowan's different majors. Faculty members ran these sessions from each respective major.

Academic Session for your Major

	Frequency	Percent
Valid		
Very Good	148	55.0
Good	58	21.6
Fair	21	7.8
Poor	6	2.2
N/A	36	13.4
Total	269	100.0



Academic Session for your Major

More than half of those surveyed, 55 percent (148 of the 269 respondents) felt that the academic sessions were very good, while 21.6 percent (58 of the 269 respondents) felt they were good. While most thought the sessions were good or very

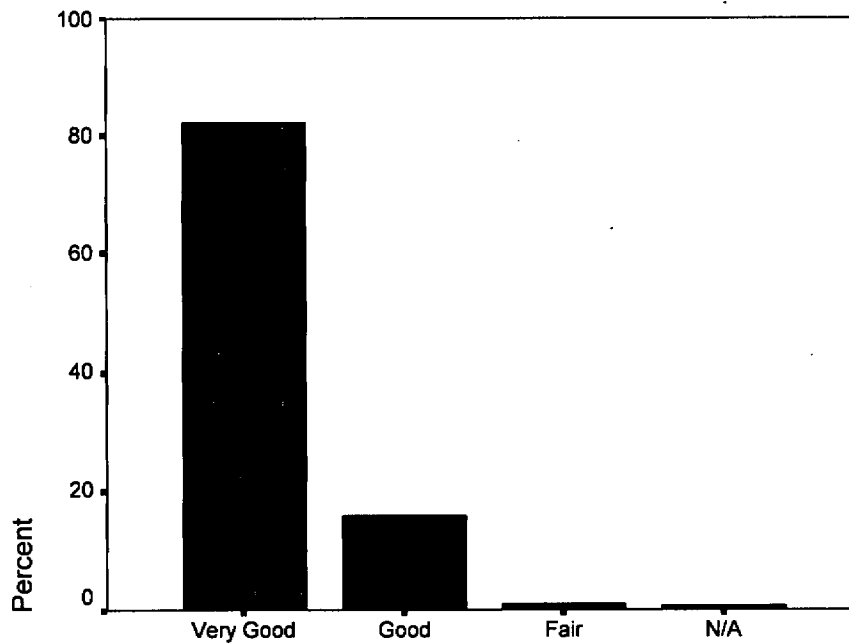
good, 7.8 percent (21 of the 269 respondents) felt the sessions were conducted in a fair manner and 2.2 percent (6 of the 269 respondents) felt they were done poorly. About 13.4 percent (36 of the 269 respondents) did not attend an academic sessions and deemed the question not applicable.

Question 7: Campus Tour?

This question was asked to determine how prospective students felt about the campus tour. Admissions ambassadors run these tours.

Campus Tour

		Frequency	Percent
Valid	Very Good	221	82.2
	Good	43	16.0
	Fair	3	1.1
	N/A	2	.7
	Total	269	100.0



Campus Tour

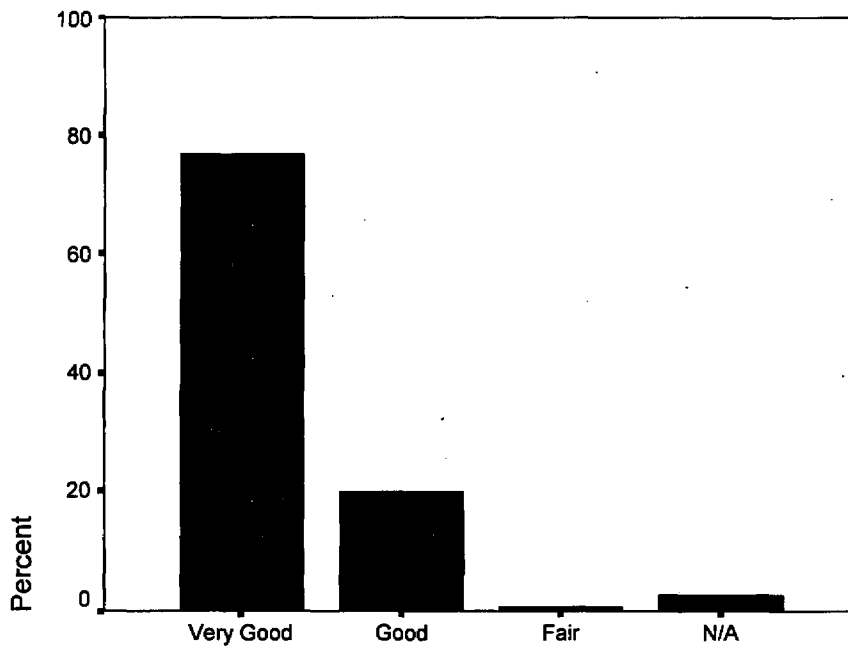
A majority of students surveyed, about 82.2 percent (221 of the 269 respondents) felt that the campus tour was very good, while 16 percent (43 of the 269 respondents) felt it was good. Only 1.1 percent (3 of the 269 respondents) felt the tour was done in a fair manner and no one felt it was done poorly.

Question 8: Information Given?

This question was asked of prospective students to determine how they felt about the overall information they received at the open house.

Information Given

		Frequency	Percent
Valid	Very Good	207	77.0
	Good	53	19.7
	Fair	2	.7
	N/A	7	2.6
	Total	269	100.0



Information Given

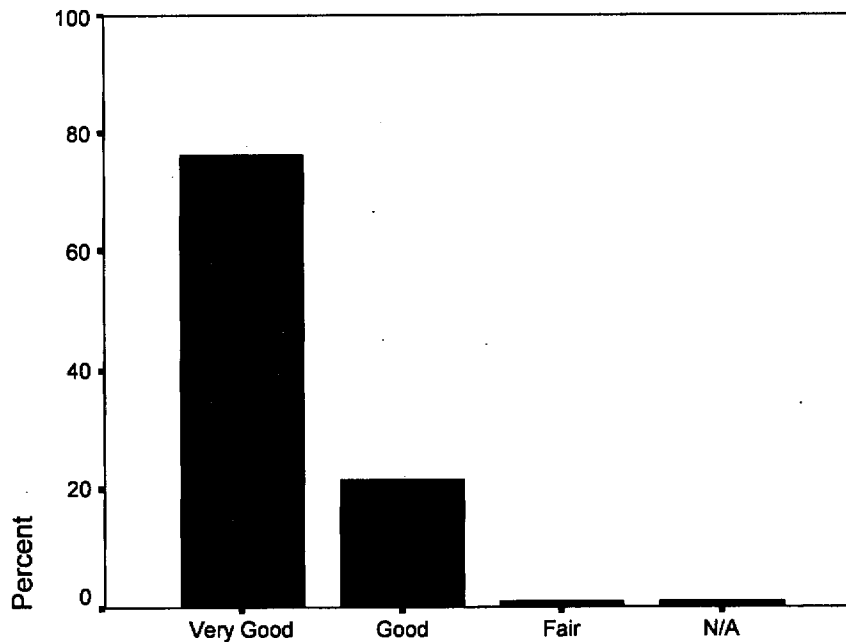
Most of those who responded, about 77 percent (207 of the 269 respondents) believed the information they received was very good, while 19.7 percent (53 of the 269 respondents) felt it was good. Only .7 percent (2 of the 269 respondents) felt it was fair and no one thought the information they received was poor.

Question 9: Your Overall Experience?

This question was asked of prospective students to determine how they felt overall about the open house and the different events they attended.

Your Overall Experience

		Frequency	Percent
Valid	Very Good	205	76.2
	Good	58	21.6
	Good	3	1.1
	Fair	3	1.1
	N/A	3	1.1
	Total	269	100.0



Your Overall Experience

About 76.2 percent (205 of the 269 respondents) of those who responded felt their overall experience was very good, while 21.6 percent (58 of the 269 respondents) felt it was good. Only 1.1 percent (3 of the 269 respondents) felt it was fair and no one felt it was poor.

In addition to surveys the author also used in-depth interviews as primary research. The author interviewed seven members from the Rowan University Admissions Department. These interviewees included the director of admissions, two associate directors of admissions and four assistant directors of admissions. Because all seven members are from the same office and university, they will remain anonymous.

Each person was asked a series of the same questions. Questions were created based on the information and research in chapter two. Many answers were similar and a summary of interview findings is below:

1. How long have you worked for Rowan University's Admissions Department?

32 years; 26 years; 16 years; 9 years; 5 years; 5 years; 1 year

2. Have you worked in admissions anywhere prior to Rowan? If so, where and for how many years?

Two of the seven counselors have 10 years previous experience in college admissions.

3. In your opinion, what is the importance of recruitment?

- Recruitment is a service to students. By actively recruiting, we provide students with the information they need about Rowan so they can pick a school that best fits them.
- We can never take getting students for granted. By recruiting, we make students aware and make Rowan more attractive. Recruitment is also a marketing tool and used to provide information to students that they can use in making a decision on

where to attend college. Rowan is an established state school in an established market. We are now trying to expand out of New Jersey, so for us, recruitment becomes even more important.

- Because Rowan is a state school and we draw most of our students from New Jersey, we have no identity out of the state. It is hard to establish an identity when we compete with such good, well known schools in New York and Pennsylvania. Rowan has been and remains a kept secret. The people that do know of us do so because of our extensive recruiting and the Rowan gift of \$100 million. People do not know what we are about and that we are a great enterprise. Recruitment is so important because we need to educate people on what Rowan is really all about and what it is that we have to offer. Admissions play a big role in shaping people's opinions and building on what they have heard.
- Admissions counselors and staff are the gatekeepers to Rowan University. Recruitment is important because it shapes the cultural, academic, social and personal traits that students will encounter at Rowan. Recruitment is also important because it informs students and gives them the information needed to pick the right college.
- Recruitment is anything done until a student actually deposits and enrolls. Everything from conversations and newspaper articles are a part of the recruitment process. Recruitment is important, but people often come to look at Rowan already holding an opinion. We confirm prior opinions and thoughts, but it takes a lot to change people's opinions. The primary goal of recruitment is to provide people with the best information so that a decision can be made.

- Unlike larger, private colleges, we do not target one person specifically. We are a public, state college and our goal as recruiters is to get our name and information out to anyone and everyone. We are informational recruiters in that we educate the public before they apply to Rowan.
- Everything is recruitment, from the literature people read about Rowan to the personal conversations we have with students. Recruitment at Rowan is public relations for Rowan—insuring that the information is out there and that it is correct. Recruitment is also important because it is physical marketing in areas that may not normally be reached. Recruitment is just another part of the business a university goes through.

4. What are the top five recruitment procedures used at Rowan? (no specific order)

1. High School Visits (6)
2. Literature mass mailing (6)
3. Open Houses (5)
4. College Fairs (5)
5. Word of mouth (4)
6. Campus Visits (4)
7. Internet and Rowan website (4)
8. Meeting with High School Guidance Counselors (3)
9. Counselor membership in professional organizations (2)

*Some were generalized answers, like any physical recruitment, which could include high school visits, college fairs, open houses, campus visits.

5. In your opinion, what recruitment procedure used is most effective at Rowan? Why?

- Varies—recruitment is not an exact science. Mailings are good because they introduce Rowan to students. Mailings after the initial search piece allow a relationship to develop between the student and Rowan. Campus visits are probably most productive because most students know what they are looking for and can determine if we have it when they visit.
- Open houses and tours because students who attend are truly interested in Rowan already. Students who attend these programs would not have come if they did not already have an interest in Rowan.
- Personal contact (recruitment in the field) so that we get students interested and informed. In order to get students to attend open houses and visits we need to get them excited and interested during high school visits, college fairs, etc. Once we get them interested and on campus, our students and open house programs become even more effective.
- Word of mouth is how most students hear and learn about Rowan. Because we draw most of our students from New Jersey, current students tell their friends and family about us. Word gets out and high school students begin to actively look at Rowan.
- Printed publications because people feel that if you point to something on a page, there is credibility. People often believe a written publication over word of mouth because they feel it is an official document.

- Individual high school visits because they are not a free for all. These meetings allow counselors to get information to specific students and have one on one meetings with students who are truly interested.
- Each recruitment procedure is different and valuable in its own way. The most effective recruitment procedure depends on the audience and market.

6. *In your opinion, what recruitment procedure is least effective? Why?*

- Unsolicited mailings because they are a waste of money. These mailings go to people who have never heard of Rowan and do not have an interest. People throw the literature away and do not even look at what is sent to them. In the summer and fall, between 30,000 and 50,000 initial mailings are sent. The number of mailings sent do not equal the number of responses received from those mailings. Least effective because of cost involved.
- In terms of solid impression, large fairs. At fairs, students grab information from every college that attends. There is no personal interaction and students make no quality contacts.
- Generic college guides, ratings books and websites that compare Rowan to other colleges. These sources often contain incorrect information and do not accurately represent Rowan.
- Use of media (newspapers, television, radio) because we cannot be assured who views it. Also, Rowan does not put much into the use of media as a recruitment/marketing strategy.

7. Recent research has shown that students see the early admission process as important when looking at colleges. Does Rowan have this type of program? Why or why not? If no, should Rowan establish an early admissions process?

Rowan University does not currently have an early admissions process. Listed below are thoughts that the counselors have on the process and whether or not Rowan should implement one.

- We should not implement such a process. The students that we get do not want to apply that early. We are not a large competitive or Ivy League school where such a process is needed and useful.
- I am glad we don't because it is unnecessary at Rowan and locks a student into a school before all their options have been weighed. The process is only an advantage to the college and implementing it makes us look bad because it is not a necessity. The negatives strongly outweigh the positives.
- Rowan did have an early admissions process and did away with it. It forces students to make a decision, one that should not be made prematurely. Even though it's a binding agreement, students can still get out of it, so there is no point. It began with Ivy League schools because of family traditions. It is not an effective program and one that is not needed at Rowan.
- An early admissions process is not needed and should not be implemented at Rowan. Such programs are closely linked with Ivy League schools and highly competitive schools. Schools closely matched to Rowan do not have such a program and until they do, Rowan does not need one.

- We don't have an early admissions process, but do have an early decision process. The earlier students apply, the earlier they receive a decision from us. If students apply before January 31, they receive a decision by March 1.

8. Family and friends have more influence on a student's decision on where to attend college than admissions counselors. What does Rowan do to educate parents, helping them decide to send their child to Rowan?

- Not much is done to educate parents. Open house events are a split between educating students and parents. Students often come to see the campus and here what programs we offer. Parents come to hear about things such as cost, financial aid, scholarships, etc.
- Nothing is done specifically for parents. Open house events are often viewed as the time we make an impression on parents, but even those events are geared for both parents and students.
- We encourage parents to come to our open houses because they listen better than students and focus more on what is being said.
- We speak to parents everyday and have an "open door policy." We have no problem talking to parents and answering questions they may have.
- All that we do is geared toward both students and parents. The questions that we receive at open houses and fairs are often from parents, so we are always accessible to their questions and concerns.

- During the admissions process, we sometimes attend parent's nights at high schools. These are like fairs, but for parents. Once students are accepted, accepted student receptions are held where parents and students can ask any additional questions they may have.

9. A growing trend in admissions is on-site admissions or promises of admissions. Does Rowan use this technique? Why or why not? Is it effective?

Rowan University does use on-site admissions, though minimally. Select areas in the state where Rowan draws many students are often targeted for this program. Also, on-site admissions are used at community colleges for students who are transferring to Rowan. Below are the counselors' thoughts on the program:

- It is not effective because it simplifies what we do and our jobs as counselors. It gives a false sense on what Rowan places values on and is a bad representation of Rowan as a whole. Also, guidance counselors prescreen the students who we see during on-sites, so they usually get in anyway.
- We do this as a service to high schools, but I don't know that it is very effective. Students are often not prepared when we see them and their high school counselors often screen those that we do see. The process is more effective on the transfer student level.
- On-site admissions is not effective and only an opportunity for students to receive public glory and know early whether or not they are accepted.

- This process is highly successful on the transfer student level, but not successful on the freshman admission level. 90 percent of transfer students who use this process are accepted and usually the other 10 percent will be with additional information.

10. College literature is key when educating students. How much time is put into the design and creation of publications? Is there a benefit to such literature and is it effective?

- Literature is helpful and effective because it grabs the reader's attention and offers specific information about Rowan. By grabbing students' attention with literature, they are more prone to attend a campus visit or open house.
- Time spent on literature depends on the cycle we are in. If we are designing all new stuff, a lot of time is spent writing and designing pieces. Literature is effective because it lays out who and what we are. The information is spread in a concise and attractive fashion. The least effective piece of literature we send is the search piece before the fall semester. This is sent to between 30,000 and 50,000 students. Most of those students did not ask for information about Rowan, but receive the information because we bought their name and address from other organizations. In general, literature is effective because people ask for it or pick it up from our tables at fairs; therefore they have made a proactive move to acquire our information.
- Literature is still important, but the web is becoming more important. Our literature is effective and award winning because we have conducted focus groups to determine what students find important and attractive. We could never stop

using printed literature because everyone still uses it and we would be out of the loop.

- Overall, literature is well done and effective. Rowan's pieces are often very different than other colleges and we receive positive feedback on everything we produce. Although our literature is effective, mass mailing of it is not.
- We spend a lot of money on our award winning publications and would not be where we are without them. They enhance Rowan's image and give us the credibility that many people look for. Our publications contain all needed information and highlight our selling points.
- An inordinate amount of time is spent on the designing and creation of Rowan's admissions literature. Most publications are begun at least a year prior to their release. All publications are geared toward a specific audience and research is done to determine the best way to reach such audiences. Literature is very important because people want to have something in their hand that they can look at whenever they want, they do not want to continually access the Internet for information.

11. Open houses are held at most colleges. How may does Rowan hold a year and is this number too many or too little? How are students informed about these events? How many students attend?

Rowan University hosts seven open houses each year. Five open houses are open to anyone and two are special-invite open houses for potential engineering students and honors students. Attendance at each open house varies, but approximately 6,000 people attend total, 2,000 of those students. Students have many ways to find out about open

houses. They include; Rowan's website, all literature sent out, high school bulletin boards, calling Rowan's Admissions Department, etc. Below are the counselors' thoughts on open houses:

- Seven open houses are enough, but they need to be restructured to better handle the crowds and offer people more freedom on what they would like to see and hear. As for their effectiveness, it depends on what open house students' attend and what they were looking to get out of the event. Some leave the open house content, while others leave feeling they missed the boat.
- Seven open houses are enough and the best that can be. We are stuck and can't do more because the faculty is reluctant to help and attend such events. Open house events become less effective when more people attend them. As a whole, open house events are effective because they provide information people want.
- Seven open houses are a good number, but they are not done as effectively as they could be. They are often too long and too rigid in terms of structure. Open houses should be thorough, but we shouldn't beat people up. Overall, our open houses need to be revamped.
- Open houses are not effective, but expected. They help to confirm what people think and believe about Rowan. Seven may be too many as we could probably eliminate one. Changes need to be made, giving people more choices on what sessions to attend. Better tracking methods need to be instituted. Our tracking now sees numbers going in and no data coming out.
- Open houses are conceptually good, but do not always run smoothly. We have no idea how many people are coming because pre-registration is not required.

Sessions often run too long, which make visitors and faculty upset. Open houses are a good recruiting tool, but they need refinement.

- The effectiveness of open houses depends on the interests of the people attending. They are effective in the sense that they get people to Rowan to see the campus and talk to faculty and students.

12. Rowan is a state college and draws most of its students from New Jersey. What procedures are in place to recruit students outside the geographic area?

Rowan University actively recruits in every county in New Jersey and visits every high school in the state. Besides New Jersey, counselors make trips to high schools and fairs in Washington D.C., Maryland, Delaware, Pennsylvania, Virginia, New York and Connecticut. Counselors attend all local, regional and national college fairs in New Jersey and the other states listed. Below are additional thoughts on recruitment outside of New Jersey:

- Other than high school visits and fairs, we make every effort to meet with high school guidance counselors to build a relationship and educate them on Rowan. Guidance counselors need to be educated for them to recommend Rowan to their students. Out-of-state recruitment is important, but we need to reassess what we do to better use funds.
- We annually increase the amount out of out-of-state physical recruitment done by counselors. Besides the areas we currently actively recruit in, recruitment elsewhere is not as effective because of less name recognition. We are content with the areas we serve, but work to increase recruitment in those specific areas.

Other than physical recruitment, mailings are sent to anyone who seeks them and any student internationally can apply online through Embark.

- We do recruit outside of New Jersey, but not effectively. We actually get more students from states that we don't recruit in than those that we do. It is hard to compete with other good state colleges. Students don't want to come to a New Jersey State school and pay out-of-state costs when they can go to schools just as good in their own state. Also, guidance counselors at out-of-state high schools know little about us. We should invite them to Rowan yearly and wine and dine them, educating them on Rowan so they are more prone to suggesting us to their students.

13. Colleges continue to take advantage of advancements in technology and use the Internet as a form of recruitment. Rowan University has a website and a web page dedicated to admissions. How important is Rowan's web page as a form of recruitment? What changes can be made to make the Internet a more effective recruitment tool?

- Rowan's website is an important tool for students. It is both informative and up to date with information students may need when making the decision to attend Rowan. Links to college search sites and the College Board may be helpful additions.
- I would like to see us move toward doing more work electronically. For example, sending information, acceptance letters, etc. through e-mail. Doing so reduces paperwork and postage, saving the office and university a lot of money. Students can now apply online (30 percent of this year's applications were done online) which also cuts down on paperwork.

- The Internet and Rowan's website are extremely important because students use them more and more to research colleges. More interaction is needed to better effectively use the Internet as a form of recruitment.
- The Internet and Rowan's site are an extremely important recruitment tool. We work diligently to make the admissions site more attractive, up-to-date, user-friendly and navigable.

14. In your opinion, what can students do to aid the recruitment process?

- Students can approach researching college in an organized matter. They should know what they want and compare Rowan to other interests. Also, students need to be focused and should build a strong relationship with guidance counselors.
- Students should be focused and have narrow goals and objectives. Students should research and set parameters for themselves.
- Students should be more prepared with questions when visiting and contacting admissions. Students who are not prepared and do nothing about Rowan waste their time and the counselor's time. Students need to be prepared and ask the right questions.
- Students should bring themselves to the attention of college counselors and professors. Be assertive and make sure recruiters and college officials know who you are. Emailing counselors and professors to get more information is a great way to aid the overall process.

15. How does Rowan obtain students names and addresses for mass mailings?

- College Board-names are bought through the College Board based on students' PSAT scores and interests they listed on the test. Three separate searches are conducted focusing on people with high test scores, those interested in engineering and those of a minority background.
- Information cards obtained at high school visits, campus visits, open houses, fairs, etc. are used to send students information.

16. Does Rowan make high school visits. In what geographic areas? In your opinion, is this an effective recruitment procedure?

All counselors make high school visits. Counselors' have an area that they are responsible for. High school visits are made in all New Jersey high schools, as well as high schools in Washington D.C., Virginia, Maryland, Delaware, Pennsylvania, New York and Connecticut. Below are additional comments on the high school visit technique:

- The effectiveness of high school visits depends on the area. During some visits we see over 100 students and others we may see no one. We need to better track where are interests are so that we can better schedule where we visit.
- Whether a high school visit is effective depends on the high school counselor and the knowledge students have before we visit. If high school counselors' do not know about Rowan, than they can't get a student interested in us; therefore few students attend our sessions in that particular high school.

- High school visits are important and effective because they get our name out. High school visits are free advertisements for Rowan and give students correct information about who we are and what we are about.
- It is important to continue visiting high schools to not only educate students, but also guidance counselors. Guidance counselors are useful because they are knowledgeable about schools and can recommend Rowan to students. As for students, high school visits provide small, interpersonal conversations that can be very informative.
- High school visits can be effective when we can get in. More and more high schools are becoming less receptive to our visits.
- High school visits are effective when the counselor makes them effective. Counselors can make or break sessions with students.

17. Does Rowan participate in local and national college fairs? In your opinion, are college fairs an effective recruitment procedure?

Rowan University does participate in local and national college fairs. Below are counselor thoughts on college fairs:

- Fairs are effective when they are at certain levels of attendance. They are not effective if too many students attend because we lose the aspect of personal attention. Also, we attend fairs that we may not need to. If we see one or two people, it may not be worth the time and money we put in to traveling to those fairs. After each event we attend an evaluation form is filled out. Those forms should be better reviewed so we do not waste time and money attending events where we see few people.

- Effectiveness depends on how many people you talk to and whom you talk to. Personal contact is important and sometimes lacking at college fairs. Also, the further we go from Rowan, the less known we are.
- College fairs are important, but we need to begin focusing more on fairs outside of New Jersey. Rowan has South Jersey on lock; people know who we are and what we do. We need to better focus on those areas where we are not well known.
- Like open houses, we cannot afford to not attend them. Fairs lack personal attention and we are unable to give a lot of information because they are crowded and noisy.

18. In your opinion, what can Rowan do to better market itself to prospective students?

- We need to better market ourselves to specific and specialized audiences. Some of our programs are stronger than others. We need to better recruit students for our less popular programs so they grow and become as good as our top programs.
- Continue to make admissions and recruitment a priority. Continue to increase admission's budget so we can do the things needed to continually recruit the best students.
- Stop advertising in newspapers such as the Wall Street Journal, but use advertising that gets to students and parents. Also, targeted marketing needs to be done in such areas as Long Island, New York, Maryland and Washington D.C., where we are not as well known and established.

- With budget restraints, we need to do as much as we can. We need to market positive information and make connections and relationships with the outside communities.
- Pull money from other departments that is used foolishly and use that money to better market, advertise and recruit.
- Continue to foster an honest relationship with the public.

19. What changes in this office need to be made to recruit more students and better students?

- Rowan's admissions office needs to know its goals and objectives; the office needs to become better organized; the office needs better communication; stronger leadership throughout the whole structure of the university; and better management principles.
- We just get by on the money allotted to us. An increased budget is needed to better recruit students.
- Refine our recruitment processes; get counselors more engaged in the profession; better assess evaluations made after events; better research.
- More out-of-state help, such as the use of alumni as college representatives. Alumni would be useful in areas that we do not get to.
- Better leadership in terms of managing resources.
- We could use more counselors because it is hard to get all our job responsibilities done due to lack of time. A complete overhaul of everything that we do would also be beneficial, but not realistic. It is not realistic because of politics in the admissions department and Rowan overall.

Chapter Five

Summary, Conclusions & Recommendations

Summary

The purpose of this study was to determine how effective recruitment procedures are at Rowan University, what recruitment procedures prove both effective and ineffective, to offer a guide to admissions professionals and to give students a look into the world of admissions. Based on what students believe and what recent research shows, the author wanted to determine if Rowan University effectively recruits. The author attempted to discover what works and what does not work in the area of recruitment at Rowan University. The author's findings can be helpful for any college or university, but are based on what Rowan University does.

The author conducted related research through the Rowan University Campbell Library databases, Internet searches and book searches through the Gloucester County Library. The findings were presented in chapter two. In addition, the author collected surveys from the admissions department at Rowan University. These surveys were given to students who attended one of seven open house events during the 2002/2003 academic year. These surveys were used to determine how students felt about the overall open house and each specific part. Of the nearly 2,000 surveys distributed, 269 viable responses were provided. The findings of this survey were presented in chapter four.

The author also conducted in-depth interviews with seven counselors from the admissions department at Rowan University. The interview questions were based on the research presented in chapter two. The author wanted to find out what these counselors thought about the different aspects of recruitment procedures used at Rowan University. The findings from these interviews can also be found in chapter four.

The author based the following recommendations on these primary data findings and the secondary data found through the literature search.

Conclusions

The conclusions of the research can be summarized in the following list of tips and suggestions for making college recruitment more effective at Rowan University.

Tip 1- Re-evaluate open house programs, but don't make too many changes.

Based on the survey results, students are happy with the open house program at Rowan University and most of its components. The only component lacking is in the area of financial aid, where many students were not provided financial aid information. Financial aid is an important area for students when deciding where to attend college and they should be given such information at open house events. Financial aid sessions are provided, but many students are unaware of them or are attending other concurrent sessions.

The survey result findings contradict what many counselors think. Many of the counselors interviewed believe open houses are poorly structured and not as effective as other recruitment procedures. This is in part because they see what goes on behind the

scenes and are aware of what goes wrong. Open house events may be restructured so they run more smoothly, but counselors need to understand that problems arise with any event and the numbers show that students are happy.

Giving students more choices during open houses events and sticking to a set timeframe will allow open houses to run more smoothly. Students need to know what sessions are offered and be allowed the opportunity to attend all sessions, so not to miss out on something. Also, sticking to a set time frame provides a smoother transition between sessions, so that students don't miss parts of other sessions.

Pre-registration may be helpful, allowing the admissions department and administration time to prepare for large crowds. By allowing students to register, the admissions department can hold more sessions to allow for overflow.

Many open house complaints come from the administration and individual colleges. Professors and staff come in on weekends to speak at individual college sessions. These people are often unhappy because of poor timing and lack of communication. The admissions department, faculty and administration need to work together more closely so that a smoother open house event can be accomplished.

Open house events are effective and an important part of the recruitment process. The surveys showed that people are happy with what is done at Rowan, but changes can be made to make them better and more effective.

Tip 2- Target family members and high school guidance counselors more effectively.

Research has shown that family members and friends have more of an influence on where a student attends college than that of an admissions counselor. Rowan does a

decent job in educating parents by having an “open door policy” for questions and targeting them during open house events. Also, guidance counselors guide students through their college searches and admissions processes and are an important factor when students decide which college to attend.

Targeting family members, specifically parents, in a more effective way may be helpful. Getting parents interested in Rowan and sold on the university will make them more prone to suggesting the college to their children.

Bringing high school counselors on campus, specifically those from outside the geographic area, will educate them on the benefits of Rowan. Guidance counselors who know nothing about Rowan will not recommend the school to their students. Bringing these counselors on campus will educate them and give them a reason to recommend Rowan.

Tip 3- Continue producing award-winning literature.

Although initial search pieces to mass number of students are not the most effective way to recruit students, it gets the name out there. After that initial mailing, additional pieces such as the viewbook, newsletters, campus guides, etc. are important because they keep the student updated on what is going on. At that point, students want the information because they signed a card during the initial search requesting more information.

Continuing to keep Rowan’s name in the back of prospective students heads is important. Students will remember Rowan because they read about the university and are

then more prone to attend open houses; high school visits; and approach counselors during fairs.

Tip 4- Re-evaluate recruitment outside of New Jersey.

Recruitment outside of New Jersey is critical, but should be done more effectively. Counselors are traveling to schools and areas where people have never heard of Rowan. Counselors may see one or two people at these schools. Seeing few people is a waste of time for counselors and a waste of money for Rowan. To get students in these schools educated about Rowan, admissions counselors need to first educate high school guidance counselors.

Rowan's admissions counselors fill out evaluation forms after every visit they make. These evaluations should be better reviewed so that changes can be made to save time and money.

Recruitment should be done outside Rowan's geographic area, but in a more effective matter to reach more students in a timely and cost effective manner.

Tip 5- Accept and use advancements in technology.

To some extent, Rowan University has accepted advancements in technology. Rowan University has a web page and within that page the admissions office has its own page. Rowan also accepts email inquiries and questions, as well as online applications.

It is important that colleges have and use the things mentioned above, but Rowan needs to move away from all traditional recruitment and take advantages of technologies available.

The admissions office has participated in online college fairs, but only a few times. This is becoming more and more popular every year and the admissions department should take advantage of such opportunities. Research has shown that growing numbers of students research colleges online. Although students should still visit colleges and not depend on the Internet, Rowan needs to be aware that the use of the Internet is growing.

Also, many colleges use video presentations to educate students. Whether a video is sent to students or high schools in the form of VHS tapes or DVDs or videos are available on the school's web site for download, they are an important part of technology that schools are using today. Rowan could benefit from such videos. Budget is and always will be a concern, so a downloadable video for the admissions web site would be useful.

Tip 6- Market Rowan University more effectively.

Rowan University is known for programs such as engineering, education and communication. It is important to continue marketing to students interested in those fields, but more targeted marketing should be done to enhance other departments. All programs at Rowan are known and established and the university should take time to target students for all programs.

Rowan does little advertising and the advertising that it does is not as effective as it could be. Better advertising in target markets where Rowan tries to pull students, such as Long Island, would be effective.

Tip 7- Continue extensive recruiting.

The admissions department at Rowan University does an outstanding job in recruiting students. This is evident by the number of applications Rowan receives each year. They actively recruit in almost every aspect that recent research shows as most effective. Although some areas are weaker than others, weaknesses are made up in other ways.

Counselors must realize what they do is effective and with some refinement and re-evaluating, weaknesses can be made stronger. Counselors must continue to recruit students in every means available to them.

Recommendations for Further Study

This study on the effectiveness of student recruitment practices only dealt with one college/university and what it does in terms of recruitment. Colleges and universities can benefit from the research within, but it is specific to the needs and actions of Rowan University. Rowan University and other colleges and universities nationwide can benefit from more in-depth research on the topic in general.

Another topic of study that could be beneficial would be to research similar colleges based on size, population, state vs. private, etc. to determine what is effective for similar schools.

For Rowan University, a study-comparing Rowan to another similar state college such as the College of New Jersey or Richard Stockton College may give a better idea of what works and what doesn't in the area of recruitment for state colleges.

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Appendix



Open House Survey

We welcome your comments on your visit to Rowan University.

<i>Please check one:</i>	Very Good	Good	Fair	Poor	N/A
Overall organization of Open House	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy of Admissions staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism of Admissions staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic session for your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus tour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information given	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you find out about the open house? _____

Additional comments/ suggestions: _____

Thank you.

Ambassador(s): _____ OH 04/03



Open House Survey

We welcome your comments on your visit to Rowan University.

<i>Please check one:</i>	Very Good	Good	Fair	Poor	N/A
Overall organization of Open House	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy of Admissions staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism of Admissions staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic session for your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus tour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information given	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you find out about the open house? _____

Additional comments/ suggestions: _____

Thank you.

Ambassador(s): _____ OH 04/03



Open House Survey

We welcome your comments on your visit to Rowan University.

<i>Please check one:</i>	Very Good	Good	Fair	Poor	N/A
Overall organization of Open House	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy of Admissions staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism of Admissions staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic session for your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus tour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information given	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you find out about the open house? _____

Additional comments/ suggestions: _____

Thank you.

Ambassador(s): _____ OH 04/03



Open House Survey

We welcome your comments on your visit to Rowan University.

<i>Please check one:</i>	Very Good	Good	Fair	Poor	N/A
Overall organization of Open House	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courtesy of Admissions staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism of Admissions staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic session for your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus tour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information given	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you find out about the open house? _____

Additional comments/ suggestions: _____

Thank you.

Ambassador(s): _____ OH 04/03



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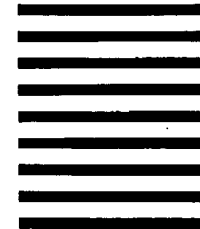
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