



Admitted Student Questionnaire®

Admitted Student Questionnaire PLUS™

User Manual

Polish your competitive image

**Understanding ASQ™
and ASQ PLUS™
and Planning Your Study**

www.collegeboard.com

The College Board

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ASQ®/ASQ PLUS™ User Manual

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Chapter 1

Which Study Should You Do?

Admitted Student Questionnaire® (ASQ®) and Admitted Student Questionnaire PLUS™ (ASQ PLUS™) are College Board market research tools that help you learn how your admitted students — enrolling and nonenrolling — perceive and rate your institution in areas that influence their decisions to enroll. ASQ and ASQ PLUS are most commonly mailed to admitted freshmen. Versions of the surveys are also designed for transfer students and other nontraditional student populations, including graduate levels.

ASQ and ASQ PLUS give you data on the personal and educational backgrounds of your admitted students and their comparison of your institution to others they considered, or to competing institutions you choose. The information from these questionnaires gives you invaluable market data in easy-to-read reports you can use to support decisions to make changes at your school — such as refocusing your recruitment efforts and materials or changing campus facilities, course curricula, or financial aid offerings — to improve yield. The results of these surveys can also tell you where you are strong, what not to change. ASQ and ASQ PLUS results can also be used to support your competitive position in bond rating evaluations.

You can't get a better market survey. You can save much of the cost of conducting a comparable student survey yourself. You save staff time and don't need expertise to analyze the research data and produce the reports. The College Board prepares the questionnaires, analyzes the results, and generates several valuable reports from the data — in a turnaround time that's faster and costs far less than any other study.

ASQ and ASQ PLUS are easy to administer. All you do is choose which ASQ survey suits you and decide how you want to customize it. We prepare the questionnaires and send them to you. You send them to students with a cover letter, handle follow-up reminders to students who haven't responded, and then send the completed questionnaires to us.

If you choose to have your students fill out the survey on the Web, instead of or in addition to offering the paper version, we set up the website for you. You prepare a cover e-mail message that includes a link to the survey and send it to your admitted students. Follow-up to nonrespondents can also be handled by e-mail. We'll download the responses and combine them with any paper surveys you've collected.

We take it from there. The College Board inputs your students' responses from the completed questionnaires, analyzes the data, and sends you the results published in several standard and customized reports. We can also give you the raw data on a CD-ROM. You automatically receive three reports with an ASQ survey and four with ASQ PLUS. Other valuable reports are available for an additional cost.

What's the Difference between ASQ[®] and ASQ PLUS[™]?

When you fully understand the difference between ASQ and ASQ PLUS you are better equipped to choose the survey that will give you the information you need.

The ASQ Survey

This study is especially valuable to your institution if you have not conducted an ASQ or other college-choice student survey in your current market environment. ASQ focuses on the general strengths and weaknesses of your institution compared to all other schools considered by your admitted students. This information gives you a clear picture of your school's reputation among students. Your ASQ reports will include a list of your top cross-admit competitor colleges. This list can help you choose your major competitors for an ASQ PLUS study in the future.

The ASQ PLUS Survey

ASQ PLUS goes beyond a general market survey and lets you make direct, point-by-point comparisons between your college and competing institutions or groups of institutions. If your institution has experience with market research and you know who your major competitors are, we recommend you use ASQ PLUS.

Both Surveys Give You Valuable Financial Aid Information

The financial aid questions on both ASQ and ASQ PLUS were expanded in 2001. The surveys ask students how much aid they were awarded, in four categories, by the college they plan to attend. In addition, both surveys ask students how their parents or guardians plan to finance the portion of their education not covered by financial aid.

ASQ reports give you comparative ratings of your college in terms of cost, amount of aid, and amount of scholarships or grants. ASQ PLUS reports examine the components of the aid package and give you a rating of the cost of attending your college and the others rated by the respondent.

ASQ and ASQ PLUS Comparison

ASQ	ASQ PLUS
1. Overlap Applications/Admission	
■ Up to 6 other schools	■ Up to 12 other schools
■ Details on admission status (wait-list, withdrawn application, etc.)	■ Admit/nonadmit only
	■ Students rank-order top three college choices
2. Most Widely Held College Images	
■ Students rate your school on 23 standard* images and one written in by students	■ Students rate your school and two competitors they choose** on 20 images — 14 are standard; you choose 5; students can write in one
3. Ratings of Important College Characteristics	
■ Students rate importance of 20 characteristics in college choice	■ Students rate importance of 16 characteristics in college choice — 13 standard; you choose three
■ Standard list	■ Same
■ Rating scale: very, somewhat, not important	
4. Ratings of Specific College Characteristics	
■ Students rate your school on 20 characteristics in college choice	■ Students rate 16 characteristics at your school and at two specific competitors chosen by student
■ Standard list	■ Same list as in #3, above
■ Ratings: best, better, same, worse, worst	■ Ratings: poor/fair, good, very good, excellent
5. Importance of Others' Opinions	
■ Students rate importance of six opinions about your school	■ Not covered
■ Rating scale: very, somewhat, not important	
6. Ratings of Others' Opinions	
■ Students rate your school compared to others you considered according to six others' opinions	■ Not covered
■ Ratings: best, better, same, worse, worst, don't know	
7. Ratings of sources of information	
■ Students rate quality of information received from 14 sources of information at your school compared to other colleges considered	■ Students rate quality of 14 sources of information at your school and at two competitors chosen by student
■ Standard listing	■ Standard listing
■ Ratings: not offered/used, best, better, same, worse, worst	■ Ratings: not offered/used, poor/fair, good, very good, excellent
8. Financial Aid Applications/Offers	
■ Applications to, offers from our college/any other college, including no-need merit awards	■ Applications to, offers from our college/two competitors chosen by student, including merit awards, plus package details (grants, loan, work)
■ Ratings of five aspects of our college's costs and prices compared with other colleges considered (best to worst)	■ Ratings of net cost at our college and two competitors (very low to very high)
■ Amount of aid offered by college attending, in four categories plus total	■ Same as ASQ
■ Expected means of financing parental contribution	■ Same as ASQ

9. Personal Characteristics	
■ Gender ***	■ Same as ASQ
■ Grades	
■ Test scores (SAT®, ACT)	
■ Resident of state	
■ Distance from home	
■ High school type	
■ ZIP code	
■ Parents' income	
■ Racial/ethnic background	
<p>* Standard means same list on all questionnaires — participant has no choice</p> <p>** Students are instructed to rate the same two competitors for all items on the ASQ PLUS questionnaire. (See sample questionnaire below.)</p> <p>*** Single-sex colleges may choose to omit this question from the survey.</p>	

ADMITTED STUDENT QUESTIONNAIRE[®]

Many characteristics of colleges are important to students in making college choices. Some of these characteristics are listed below. Please indicate in column A how important each college characteristic was to you in choosing the college that you will attend. In column B indicate how our college compared to other colleges that you considered *seriously*. Circle the numbers that best represent your ratings.

COLLEGE CHARACTERISTICS	A. IMPORTANCE TO YOU			B. HOW OUR COLLEGE COMPARED TO OTHERS YOU CONSIDERED					
	Very Important	Somewhat Important	Not Important	Best	Better than Most	About the Same	Poorer than Most	Worst	Can't Compare
1. Quality of faculty	1	2	3	1	2	3	4	5	0
2. Quality of majors of interest to you	1	2	3	1	2	3	4	5	0
3. Overall academic reputation	1	2	3	1	2	3	4	5	0
4. Quality of academic facilities (library, laboratories, computers, etc.)	1	2	3	1	2	3	4	5	0
5. Variety of courses	1	2	3	1	2	3	4	5	0
6. Access to faculty	1	2	3	1	2	3	4	5	0
7. Concentration on undergraduate education	1	2	3	1	2	3	4	5	0
8. Prominent intercollegiate athletics	1	2	3	1	2	3	4	5	0
9. Cost to your family – how much you and your family would have to pay after grants and scholarships (if any) are subtracted from total college costs	1	2	3	1	2	3	4	5	0
10. Athletic programs in which you would like to participate	1	2	3	1	2	3	4	5	0
11. Availability of extracurricular activities (clubs, debate, drama, music, etc.)	1	2	3	1	2	3	4	5	0
12. Access to off-campus cultural and recreational opportunities	1	2	3	1	2	3	4	5	0
13. Availability of religious activities	1	2	3	1	2	3	4	5	0
14. Quality of social life	1	2	3	1	2	3	4	5	0
15. Attractiveness of campus	1	2	3	1	2	3	4	5	0
16. Surroundings (neighborhood, town or city)	1	2	3	1	2	3	4	5	0
17. Part of the country in which the college is located	1	2	3	1	2	3	4	5	0
18. Quality of on-campus housing	1	2	3	1	2	3	4	5	0
19. Ease of getting home	1	2	3	1	2	3	4	5	0
20. Chance to be with students from different backgrounds	1	2	3	1	2	3	4	5	0

Students often take into account the opinions of other people when making college choices. They may also take into account how they think colleges are viewed by potential employers or by graduate schools. Please indicate in column A how important such opinions were to you in choosing the college that you will attend. In column B indicate how our college tends to be compared to other colleges that you considered *seriously*. Circle the numbers that best represent your ratings.

OPINIONS	A. IMPORTANCE TO YOU			B. HOW OUR COLLEGE TENDS TO BE COMPARED TO OTHERS YOU CONSIDERED					
	Very Important	Somewhat Important	Not Important	Best	Better than Most	About the Same	Poorer than Most	Worst	Don't Know
21. My parents or guardians	1	2	3	1	2	3	4	5	0
22. My guidance counselor	1	2	3	1	2	3	4	5	0
23. My high school teacher(s)	1	2	3	1	2	3	4	5	0
24. My friends	1	2	3	1	2	3	4	5	0
25. Potential future employers	1	2	3	1	2	3	4	5	0
26. Graduate and professional schools	1	2	3	1	2	3	4	5	0

To help improve the information we make available to students, please rate the quality of the information we provided to you. For each source listed, indicate how our information compared to that provided by other colleges you considered *seriously*. Circle the number that represents your rating for each information source. If a given type of information was not available from our college or not used by you, circle zero.

INFORMATION SOURCES	HOW OUR COLLEGE COMPARED TO OTHERS YOU CONSIDERED					
	Not Offered or Not Used	Best	Better than Most	About the Same	Poorer than Most	Worst
27. Visits by admissions staff at your high school	0	1	2	3	4	5
28. College-sponsored meetings in your home area	0	1	2	3	4	5
29. College publications (catalogs, brochures, etc.)	0	1	2	3	4	5
30. College videos or CD-ROMs	0	1	2	3	4	5
31. College web site	0	1	2	3	4	5
32. Communications about financial aid (not the aid decision)	0	1	2	3	4	5
33. Electronic communication with the college	0	1	2	3	4	5
34. Visit to campus	0	1	2	3	4	5
35. On-campus interview with admissions staff	0	1	2	3	4	5
36. Contact with the college after you were admitted	0	1	2	3	4	5
37. Contact with faculty from the college	0	1	2	3	4	5
38. Contact with coaches	0	1	2	3	4	5
39. Contact with graduates of the college	0	1	2	3	4	5
40. Contact with students who attend the college	0	1	2	3	4	5

From the list below, please circle all words or phrases that you would say are the most widely-held images of our college.

- | | | | |
|---------------------|--------------------|--------------------|------------------|
| 41. Career-oriented | 47. Relaxed | 53. Liberal | 59. Partying |
| 42. Personal | 48. Snobbish | 54. Challenging | 60. Intellectual |
| 43. Conservative | 49. Fun | 55. Not well-known | 61. Athletics |
| 44. Social | 50. Impersonal | 56. Friendly | 62. Comfortable |
| 45. Intense | 51. Prestigious | 57. Average | 63. Exciting |
| 46. Isolated | 52. Back-up school | 58. Close-knit | 64. Other _____ |

Please provide the following information about the colleges to which you applied.

65. **Including our college**, to how many institutions did you apply? _____

66. **Including our college**, to how many of these institutions were you admitted? _____

67. Do you plan to enroll in college within the next 12 months? **1** Yes **2** No

If "yes," please indicate the name of the college you plan to attend. _____
College Name City/State

Please list below up to five **other** colleges to which you applied and indicate the actions taken by these colleges on your applications. If you applied to more than five other colleges, list those you were most interested in attending. **Do not list our college or the college you plan to attend.**

	Admitted	Wait-Listed	Not Admitted	Withdrew Application	Haven't Heard
68. _____ College Name City/State	1	2	3	4	5
69. _____ College Name City/State	1	2	3	4	5
70. _____ College Name City/State	1	2	3	4	5
71. _____ College Name City/State	1	2	3	4	5
72. _____ College Name City/State	1	2	3	4	5

Please provide the following information about college costs and financial aid, where applicable.

	<u>OUR COLLEGE</u>	<u>ANY OTHER COLLEGE</u>
73. Did you apply to any college for financial aid?	1 Yes 2 No	1 Yes 2 No
74. Were you offered financial aid by any college?	1 Yes 2 No	1 Yes 2 No
75. Did any college offer you a scholarship specifically in recognition of your athletic, musical, or academic talent?	1 Yes 2 No	1 Yes 2 No
76. Were either financial aid or college costs significant factors in your decision to enroll in the college you plan to attend?	1 Yes 2 No	

Please describe how our college compared to other colleges you considered in terms of cost and financial aid amounts. Circle the numbers that best reflect comparative cost and aid amounts. If you did not apply for financial aid or if you have not yet been notified about aid awards, circle zero.

<u>COST AND FINANCIAL AID</u>	<u>HOW OUR COLLEGE COMPARED TO OTHERS YOU CONSIDERED</u>					
	Highest Amount	Higher than Most	About the Same	Lower than Most	Lowest Amount	Does Not Apply
77. Total institutional price (before financial aid)	1	2	3	4	5	
78. Total cost to you and your family after grants and scholarships	1	2	3	4	5	0
79. Total dollar amount of financial aid offered	1	2	3	4	5	0
80. Portion of total financial aid that was scholarship or grant	1	2	3	4	5	0
81. Amount of financial aid given in recognition of athletic, musical, or academic talent	1	2	3	4	5	0
82. Please answer the following questions specifically about the college you are planning to attend:						

Check here if you did not apply for financial aid at the college you will attend. **OR**
 Check here if you applied for but did not receive any financial aid from the college you will attend.

If you DID receive financial aid from the college you will attend, please list the amounts of financial aid awarded by that college **for the first year:**

Work \$ _____ Need-based scholarship/grant \$ _____
 Student loan \$ _____ Merit-based scholarship \$ _____

TOTAL \$ _____

83. How are your parents/guardians financing their contribution toward your college education? (Circle all that apply)
- | | |
|---|---|
| 1 From current income | 4 From other parent loans (including home equity credit line, credit cards, etc.) |
| 2 From past savings (including tuition prepayment plans, Uniform Gifts to Minors, etc.) | 5 Help from relatives, friends, etc. |
| 3 From parent educational loans (e.g., Federal PLUS, etc.) | 6 Employer's tuition benefit |
84. What is your gender? 1 Female 2 Male
85. Which of the following categories best represents your average grades in high school? (Circle one answer)
- 1 A (90-100) 2 B (80-89) 3 C (70-79) 4 D or below (69 or below)
86. What were your highest scores on the following college admission tests?
 SAT-Critical Reading _____ SAT-Math _____ SAT-Writing _____ ACT Composite _____
87. How do you describe yourself? (Circle one answer)
- | | |
|--|---|
| 1 American Indian or Alaskan Native | 5 Latin American, South American, Central American, or other Hispanic |
| 2 Asian, Asian American, or Pacific Islander | 6 Black or African American |
| 3 Mexican American or Chicano | 7 White |
| 4 Puerto Rican | 8 Other |
88. Are you a resident of the state in which our college is located? 1 Yes 2 No
89. How far is our college from your home? (Circle one answer)
- 1 Less than 50 miles 2 51 to 100 miles 3 101 to 300 miles 4 301 to 500 miles 5 More than 500 miles
90. Which of the following best describes the type of high school you attended? (Circle one answer)
- 1 Public 2 Independent, Not Religiously Affiliated 3 Independent, Catholic 4 Other Independent, Religiously Affiliated
91. What was the approximate income of your parents or guardians before taxes last year? (Circle one answer)
- | | | | |
|------------------------|------------------------|--------------------------|--------------------------|
| 1 Less than \$30,000 | 3 \$40,000 to \$59,999 | 5 \$80,000 to \$99,999 | 7 \$150,000 to \$199,999 |
| 2 \$30,000 to \$39,999 | 4 \$60,000 to \$79,999 | 6 \$100,000 to \$149,999 | 8 \$200,000 or higher |
92. What is the zip code of your home address? _____

Please use the space below for any comments you would like to share with us about our college's admission program.

Thank you very much for completing this questionnaire.

ADMITTED STUDENT QUESTIONNAIRE PLUS TM

Many characteristics of colleges are important to students in making college choices. Some of these characteristics are listed below. Please indicate below how important each college characteristic was to you in choosing the college that you will attend. Circle the numbers that best represent your ratings.

COLLEGE CHARACTERISTICS

	IMPORTANCE TO YOU		
	Not Important	Somewhat Important	Very Important
1. Academic reputation	1	2	3
2. Availability of majors of interest to you	1	2	3
3. Availability of special academic programs (independent study, honors programs, etc.)	1	2	3
4. Personal attention to students	1	2	3
5. Quality of academic facilities (library, laboratories, etc.)	1	2	3
6. Availability of recreational facilities on campus	1	2	3
7. Quality of on-campus housing	1	2	3
8. Surroundings (neighborhood, town or city)	1	2	3
9. Attractiveness of campus	1	2	3
10. Cost to your family—how much you and your family would have to pay after grants and scholarships (if any) are subtracted from total college costs	1	2	3
11. Quality of social life	1	2	3
12. Access to off-campus cultural and recreational opportunities	1	2	3
13. Opportunities to participate in extracurricular activities	1	2	3
14. Enter College Characteristic	1	2	3
15. Enter College Characteristic	1	2	3
16. Enter College Characteristic	1	2	3

Please provide the following information about the colleges to which you applied.

17. **Including our college**, to how many institutions did you apply? _____
18. **Including our college**, to how many of these institutions were you admitted? _____
19. a) Do you plan to enroll in college within the next 12 months? 1 Yes 2 No
 If "yes", where? (Name) _____ (City/State) _____
- b) On the lines below please list your top three choices among all the colleges **to which you were admitted**. Include the college you will be attending if it was one of your top three choices.
- First (Name) _____ (City/State) _____
- Second (Name) _____ (City/State) _____
- Third (Name) _____ (City/State) _____
20. On the remaining lines please list any other colleges to which you applied. Circle **YES** for each college from which you have received formal notification of admission.

		Admitted?			Admitted?
College Name	City/State	Yes	College Name	City/State	Yes
College Name	City/State	Yes	College Name	City/State	Yes
College Name	City/State	Yes	College Name	City/State	Yes
College Name	City/State	Yes	College Name	City/State	Yes

From your list of colleges in question 19 above, in columns A and B below print the names of two other colleges to which you were admitted. Using the scale shown below, please rate our college and Colleges A and B on each of the college characteristics. If you were admitted to our college and one other college only, do not use column B. **If you can't rate a characteristic for one of the colleges or it does not apply, please circle zero for that college.**

COLLEGE CHARACTERISTICS	OUR COLLEGE					A: _____					B: _____				
	Poor/Fair	Good	Very Good	Excellent	Can't rate	Poor/Fair	Good	Very Good	Excellent	Can't rate	Poor/Fair	Good	Very Good	Excellent	Can't rate
21. Academic reputation	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
22. Availability of majors of interest to you	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
23. Availability of special academic programs (independent study, honors programs, etc.)	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
24. Personal attention to students	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
25. Quality of academic facilities (library, laboratories, etc.)	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
26. Availability of recreational facilities on campus	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
27. Quality of on-campus housing	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
28. Surroundings (neighborhood, town or city)	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
29. Attractiveness of campus	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
30. Cost to your family—how much you and your family would have to pay after grants and scholarships (if any) are subtracted from total college costs	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
31. Quality of social life	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
32. Access to off-campus cultural and recreational opportunities	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
33. Opportunities to participate in extracurricular activities	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
34. Enter College Characteristic	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
35. Enter College Characteristic	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
36. Enter College Characteristic	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0

Please continue to rate the same colleges as A and B throughout the questionnaire.

From the lists below, please circle all words or phrases that you would say are the most widely-held images of our college and colleges A and B.

37. OUR COLLEGE

- | | | | | |
|--------------|-----------------|-----------|---------------|---------------|
| Isolated | Career-oriented | Selective | Average | College Image |
| Prestigious | Not well-known | Athletics | Challenging | College Image |
| Fun | Comfortable | Friendly | College Image | College Image |
| Intellectual | Back-up school | Partying | College Image | Other _____ |

38. COLLEGE A: _____

- | | | | | |
|--------------|-----------------|-----------|---------------|---------------|
| Isolated | Career-oriented | Selective | Average | College Image |
| Prestigious | Not well-known | Athletics | Challenging | College Image |
| Fun | Comfortable | Friendly | College Image | College Image |
| Intellectual | Back-up school | Partying | College Image | Other _____ |

39. COLLEGE B: _____

- | | | | | |
|--------------|-----------------|-----------|---------------|---------------|
| Isolated | Career-oriented | Selective | Average | College Image |
| Prestigious | Not well-known | Athletics | Challenging | College Image |
| Fun | Comfortable | Friendly | College Image | College Image |
| Intellectual | Back-up school | Partying | College Image | Other _____ |

This section asks you to compare our college with colleges A and B on the quality of information provided to you. For each source listed, rate the quality of information provided to you by our college and by colleges A and B. **If a given type of information was not available from one of the colleges or not used by you, circle zero for that college.**

SOURCES OF INFORMATION	OUR COLLEGE					A: _____					B: _____				
	Not used	Poor/Fair	Good	Very Good	Excellent	Not used	Poor/Fair	Good	Very Good	Excellent	Not used	Poor/Fair	Good	Very Good	Excellent
40. Visits by admissions staff at your high school	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
41. College-sponsored meetings in your home area	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
42. College publications (catalogs, brochures, etc.)	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
43. College videos or CD-ROMs	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
44. College web site	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
45. Communications about financial aid (not the aid decision)	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
46. Electronic communication with the college	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
47. Campus visit	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
48. On-campus admissions interview	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
49. Contact with the college after you were admitted	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
50. Contact with faculty from the college	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
51. Contact with coaches	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
52. Contact with graduates of the college	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
53. Contact with students who attend the college	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4

Please provide the following information about college costs and financial aid, if applicable, at our college and colleges A and B.

54. Was either financial aid or the cost of attending a significant factor in your decision to enroll in the college you plan to attend?
 1 Yes 2 No

	OUR COLLEGE		A: _____		B: _____	
55. Did you apply for need-based financial aid?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
56. Were you offered need-based financial aid?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
57. Were you offered a <u>non-need-based</u> scholarship by the college in recognition of your athletic, musical, artistic, or academic talent?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
58. Did your financial aid package include:						
Grants or scholarships?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
One or more student loans?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
A work package or campus job?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No

59. After subtracting grant and scholarship awards, if any, please rate the cost to you and your family of attending each college, using a scale of 1 (Very low) to 8 (Very high):

OUR COLLEGE: _____ A: _____ B: _____

60. Please answer the following questions specifically about **the college you are planning to attend**:

Check here if you did not apply for financial aid at the college you will attend. **OR**

Check here if you applied for but did not receive any financial aid from the college you will attend.

If you DID receive financial aid from the college you will attend, please list the amounts of financial aid awarded by that college **for the first year**:

Work \$ _____ Need-based scholarship/grant \$ _____
 Student loan \$ _____ Merit-based scholarship \$ _____

TOTAL \$ _____

61. How are your parents/guardians financing their contribution toward your college education? (Circle all that apply)
- | | |
|---|---|
| 1 From current income | 4 From other parent loans (including home equity credit line, credit cards, etc.) |
| 2 From past savings (including tuition prepayment plans, Uniform Gifts to Minors, etc.) | 5 Help from relatives, friends, etc. |
| 3 From parent educational loans (e.g., Federal PLUS, etc.) | 6 Employer's tuition benefit |
62. Which of the following categories best represents your average grades in high school? (Circle one answer)
- 1 A (90-100) 2 B (80-89) 3 C (70-79) 4 D or below (69 or below)
63. What were your highest scores on the following college admission tests?
- SAT-Critical Reading _____ SAT-Math _____ SAT-Writing _____ ACT Composite _____
64. How do you describe yourself? (Circle one answer)
- | | |
|--|---|
| 1 American Indian or Alaskan Native | 5 Latin American, South American, Central American, or other Hispanic |
| 2 Asian, Asian American, or Pacific Islander | 6 Black or African American |
| 3 Mexican American or Chicano | 7 White |
| 4 Puerto Rican | 8 Other |
65. Are you a resident of the state in which our college is located? 1 Yes 2 No
66. How far is our college from your home? (Circle one answer)
- 1 Less than 50 miles 2 51 to 100 miles 3 101 to 300 miles 4 301 to 500 miles 5 More than 500 miles
67. Which of the following best describes the type of high school you attended? (Circle one answer)
- 1 Public 2 Independent, Not Religious Affiliated 3 Independent, Catholic 4 Other Independent, Religiously Affiliated
68. What was the approximate income of your parents or guardians before taxes last year? (Circle one answer)
- | | | | |
|------------------------|------------------------|--------------------------|--------------------------|
| 1 Less than \$30,000 | 3 \$40,000 to \$59,999 | 5 \$80,000 to \$99,999 | 7 \$150,000 to \$199,999 |
| 2 \$30,000 to \$39,999 | 4 \$60,000 to \$79,999 | 6 \$100,000 to \$149,999 | 8 \$200,000 or higher |
69. What is the zip code of your home address? _____
70. What is your gender? 1 Female 2 Male

Please use the space below for any comments you would like to share with us about our college's admission program.

Thank you very much for taking the time to complete this questionnaire.

Chapter 2

How to Customize Your Survey

ASQ and ASQ PLUS can be customized in several ways — some are required and some are optional. Indicate how you want to customize your questionnaire on your order form.

Add Your School Logo

Your logo will be printed at the top of both questionnaires. Submit your logo electronically, or enclose two copies of your logo, masthead, or letterhead with your order. An electronic logo is required for the Web version. Logos intended for use with the Web version may be in color, but black and white logos work best for the paper copies.

Add Your Own Questions

You have the important option to add questions of your own (called local questions) printed on the back of ASQ or ASQ PLUS questionnaires for additional cost. Check the “yes” box after “Optional local questions” on your order form and include the questions when you submit it. Your local questions must not be more than three inches deep or they will not fit the space on the paper form. There are no space restrictions on the Web version, but other format restrictions may apply. On the paper survey, multiple-response questions, numeric rankings, etc., are permitted at no additional cost. Write-in responses that must be converted into a more limited set of responses (e.g., intended major) may be included on the paper survey, but *must be coded prior to being shipped back for processing*.

You can use local questions to explore certain topics in greater depth. Examples of topics for local questions: the influence of no-need scholarships on students’ enrollment decisions; students’ impressions of your recruitment publications; their interest in particular majors or careers; and their awareness of your curriculum.

Test your local questions with students for clarity and possible ambiguity:

- Do students understand each question?
- Do words in the question have more than one meaning?
- Is a question likely to be interpreted differently by different students?
- Can a student reasonably give two or more answers to a question? If so, specify how many answers the student should provide.

Don't use compound questions like, "How important to you are small classes that meet frequently for short periods?" Students could have difficulty choosing one answer for a question that really asks for two answers.

Questions such as "What did you like best about your campus visit?" that require students to write in the answers can be printed on the questionnaire but cannot be analyzed in the standard ASQ or ASQ PLUS processing. You can analyze them yourself when the questionnaires are returned to you. Open-ended questions on the Web version may incur an additional charge.

Include Your Local Questions with Your Order

A draft of your local questions *must accompany the order form* so they can be printed on your questionnaires or added to the Web version. College Board representatives are available by phone (800 626-9795) to help work out the final details of your order.

If You Don't Ask Local Questions

If you don't use the local question option, students are asked to use the space to comment on your admission program. The College Board will not code these comments, but you will be able to review and code them when the questionnaires are returned to you after processing. Note: on the Web version of the survey you may have both local questions and a comments section.

Below are examples of questions that colleges have used in their recent ASQ or ASQ PLUS studies. These examples are written in formats that elicit clear answers.

Examples of Clearly Written Local Questions

- How familiar was your guidance counselor with our college?
1 Not familiar 2 Somewhat familiar 3 Very familiar

- How did you first learn about our college? (Circle one answer)
1 Web 6 Always knew about
2 A college recruitment fair 7 Other advertising
3 Rankings magazine/guidebook 8 An admission counselor
4 A mailing from us 9 Other _____
5 Parents/family/friends

- At what point in your college search did you find the information you received **most** helpful or convincing? (Circle one answer)
1 Prior to your junior year 4 Summer before your senior year
2 Fall of your junior year 5 Fall of your senior year
3 Spring of your junior year 6 After December of your junior year

- If you applied for financial aid, have you chosen to attend the college that offered you the most **grant aid**?
1 Yes 2 No

- How did the fact that our college is a women's college influence whether or not you chose to enroll at our college?
1 No influence
2 Made me more likely to enroll
3 Made me less likely to enroll

- How significant were winning athletic teams in causing you to enroll or not to enroll at our college?
1 Very significant 2 Somewhat significant 3 Not significant

- How important were a college's study abroad offerings in your decision to attend?
1 Very important 2 Somewhat important 3 Not important

- In what way would each of the following have strengthened your desire to attend our college?

	Not at all	Somewhat	Very much
New student center	1	2	3
Performing arts center	1	2	3
On-campus teacher certification program	1	2	3
Expanded business program	1	2	3
Expanded communications program	1	2	3

- What was the most significant factor in your decision to **apply** to our college?
(Circle one answer)

- | | |
|-------------------------------------|---|
| 1 Campus visit | 6 Interaction with admission counselor |
| 2 Availability of major | 7 Interaction with current student |
| 3 Location of campus | 8 Influence of parent or guidance counselor |
| 4 Size of campus | 9 College website |
| 5 Financial aid/scholarship package | 10 Other _____ |

- When did you decide that your first choice college was your first choice?

- 1 Prior to my final year in high school
- 2 September, October or November of my senior year
- 3 December, January or February of my senior year
- 4 March, April or May of my senior year

Customizing the Characteristics and Images for ASQ PLUS

On ASQ PLUS surveys, you must choose three of the 16 college characteristics and five of the 19 images from the sets listed on the following pages. Students will rate you and two other colleges to which they were admitted on all the characteristics and images.

You cannot choose characteristics or images on ASQ — all of them are standard on this survey.

List of Optional Characteristics and Images for ASQ PLUS

College Characteristics

1. Quality of faculty
2. Quality of majors of interest to you
3. Variety of courses
4. Access to faculty
5. Concentration on undergraduate education
6. Prominent intercollegiate athletics
7. Athletic programs in which you would like to participate
8. Availability of religious activities
9. Part of the country in which the college is located
10. Ease of getting home
11. Chance to be with students from different backgrounds
12. Size of academic classes
13. Number of students enrolled at the college
14. Student/faculty ratio
15. Faculty commitment to teaching undergraduates
16. Male/female ratio
17. Value for the price
18. Acceptance rates by graduate/professional schools
19. Preparation for career following graduation
20. Reputation of college with potential employers
21. On-campus jobs
22. Performance/exhibition opportunities
23. Availability of co-op programs
24. Opportunities for internships
25. Opportunities for study abroad
26. Availability of computer facilities
27. Quality of computer facilities
28. Availability of housing on campus
29. Personal safety on campus
30. Availability of scholarships based on merit, not financial need
31. Academic calendar (e.g., semesters, quarters)
32. General education requirements
33. Emphasis on humanities and the arts
34. Emphasis on science and technology
35. Emphasis on business and management
36. Emphasis on the social sciences
37. Emphasis on the helping professions (education, nursing, social work, etc.)
38. Flexibility of the curriculum
39. Opportunity to participate in college decision making
40. Environment that stresses academic excellence

List of Optional Characteristics and Images for ASQ PLUS (continued)

41. Environment that stresses superior academic achievement
42. Friendliness of students
43. Chance to be with students from similar backgrounds
44. Presence of fraternities or sororities
45. Absence of fraternities or sororities
46. Social backgrounds of students
47. Religious affiliation of the college
48. Religious climate of the college

College Images

1. Personal
2. Impersonal
3. Conservative
4. Liberal
5. Social
6. Intense
7. Relaxed
8. Snobbish
9. Close-knit
10. Exciting
11. Religious
12. Supportive
13. "Spirit" school
14. Large
15. Small
16. Politically active
17. Difficult
18. Manageable academics
19. Highly respected
20. Overrated
21. Social pressure
22. Academic pressure
23. Liberal arts
24. National
25. Regional
26. Cosmopolitan
27. Strict
28. Expensive
29. Inexpensive
30. School for the wealthy
31. Research-oriented
32. Sensitive

List of Optional Characteristics and Images for ASQ PLUS (continued)

33. Open-minded
34. Traditional
35. Nontraditional
36. Excitingly different
37. Intimidating
38. Diverse

Choosing Comparisons for the Competitor Analysis Report

Institutions giving you the most accurate information include those against which your win rate is between 35 and 55 percent, where students enroll at your school about half the time and at the other about half the time, give you the most accurate information. Competitors that enroll a large proportion of the students you both admit and institutions you dominate in overlap competition will not give you reliable marketing data. If the number of students rating a competitor is small relative to the number of students admitted to it, the comparison results may not accurately represent the true relationship between your school and the competitor. The larger the percentage of cross-admitted students rating a competitor, the more reliable the results.

If you have done an ASQ study, you can get a list of your top cross-admit schools from the ASQ Highlights Report and use it to select your competitors for an ASQ PLUS study.

Treat Groups of Colleges As a Single Competitor for ASQ PLUS

If you do not have five competitors with sufficiently large numbers of common admits, you can group similar institutions together as the basis for one or more of the five comparisons in the Competitor Analysis Report. Grouping criteria could include, for example, small colleges from a particular religious denomination, colleges in a particular geographic area, or regional public institutions. ASQ PLUS will report comparisons of your institution with all the colleges in the group as a single competitor. Watch out for two potential problems:

- Grouping institutions that are fundamentally dissimilar — an example would be to group two- and four-year public institutions in your state together
- Creating a group that includes a small segment that will dominate the results of the survey because it represents a large percentage of overlapping admits — an example might be combining all the institutions in your city, where there might be a single institution that is your principal competitor

Chapter 3

What the Reports and Optional Data Tell You

ASQ and ASQ PLUS reports and the User Guides make it easy for you to understand the results of the questionnaires and present the results to administrators and faculty. You get two bound copies of three reports — Highlights, Detailed and Norms — with both ASQ and ASQ PLUS. ASQ PLUS gives you a fourth report, the Competitor Analysis. You also receive an unbound original copy of each of your school's reports so you can make extra copies. The charts and tables in each report can be converted easily to overhead transparencies for presentations.

User Guide

Available on the College Board's ASQ website (<http://professionals.collegeboard.com/higher-ed/recruitment/asq>), the User Guide helps you use your reports fully in the following ways:

- Interpret your reports
- Use the information to the fullest advantage
- Do additional analyses with an optional data file
- Incorporate ASQ and ASQ PLUS information into your student databases

Highlights Report

The Highlights Report for both surveys calculates the impact of student responses on admission yield, compares the responses of enrolling and nonenrolling students, and shows statistically significant differences between the two groups. The report presents the information in easy-to-read tables and graphs. The Highlights Report gives you an analysis of all students combined and calculates admission yield for each question.

The following table compares ASQ and ASQ PLUS Highlights Reports

ASQ HIGHLIGHTS REPORT	ASQ PLUS HIGHLIGHTS REPORT
1. Student Background Information	
■ Responses for enrolling, nonenrolling, and total	■ Same
■ Admission yield for all responses	■ Same
■ Demographic characteristics and type of high school	■ Same
■ Geographic distribution (including Enrollment Planning Service [EPS®] Markets)	■ Same
■ Average high school grades and admission test scores	■ Same
2. Perceptions of College Characteristics and Influence on College Choice	
■ Importance of college characteristics and influential people	■ Importance of college characteristics
■ Ratings of your school compared to other institutions	■ Ratings of your school
■ Opinions of influential people or institutions	■ Not available
■ College characteristics associated with yield	■ Importance and rating of college characteristics
■ Opinions associated with yield	■ Not available
■ College images	■ Same
3. Information Sources	
■ Exposure to information sources	■ Same
■ Ratings of our school's information sources	■ Same
4. Other Colleges	
■ Number of applications and admissions to other colleges	■ Same
■ Application and admission overlap with other colleges — top 12 competitors	■ Same
■ Win/loss analysis, for colleges with greatest number of cross-admissions with our college	■ Same
■ Not available	■ Institutions attended by nonenrolling students
■ Not available	■ Top choice schools
■ Not available	■ Preference rank of institutions attended by all admitted students
■ Not available	■ Applications, admission and enrollment by institutional sector
5. Financial Aid and College Costs	
■ Financial aid applications and awards	■ Same
■ Self-reported influence of financial aid or college cost on institution chosen	■ Same
■ Not available	■ Self-reported influence of financial aid or cost on college choice, by EPS market
■ Ratings of cost and aid features by enrolling and nonenrolling students	■ Ratings of cost by enrolling and nonenrolling students
■ Yield in relation to ratings of college costs and of cost and financial aid	■ Influence on yield of ratings of the cost of attending our institution
■ Amount of aid offered by college attending: work, student loan, need-based scholarship/grant, merit-based scholarship	■ Same
■ Methods of financing parents' contribution	■ Same

6. High-Achieving Students	
■ Not available	■ Importance and rating of college characteristics
■ Not available	■ College images
■ Not available	■ Financial aid applications and awards
■ Not available	■ Win/loss analysis for colleges with greatest number of cross-admissions with our school
Appendices	
■ Overlap with other institutions	■ Same
■ Technical notes	■ Same

Sample of Information from ASQ Highlights Report

Exhibit B-1: Importance of College Characteristics and Influential People

- What college characteristics did our admitted students rate as very important to them in choosing the college that they would attend?
- How frequently did admitted students rate opinions of influential people and institutions as very important?
- What yields were realized for students who rated each of these characteristics or opinions as very important?
- Which of these factors rated as very important by admitted students were rated differently by enrolling and nonenrolling students?

		ALL ADMITTED STUDENTS	ENROLLING STUDENTS	NON- ENROLLING STUDENTS	YIELD
COLLEGE CHARACTERISTICS MOST OFTEN RATED AS VERY IMPORTANT					
+	Quality of faculty	85%	92%	83%	30%
	Quality of majors of interest	84%	81%	85%	27%
+	Access to faculty	73%	79%	70%	30%
	Undergraduate emphasis	66%	65%	67%	27%
	Overall academic reputation	64%	65%	64%	28%
	Quality of academic facilities	61%	57%	62%	26%
	Variety of courses	58%	56%	59%	27%
	Cost of attendance	55%	49%	49%	28%
	Quality of social life	49%	49%	49%	28%
	Part of the country	47%	47%	48%	27%
COLLEGE CHARACTERISTICS MOST OFTEN RATED AS VERY IMPORTANT					
	Parents	55%	55%	54%	28%
+	Graduate/professional schools	52%	58%	50%	31%
+	Potential employers	46%	52%	44%	32%
	Guidance counselor	15%	14%	15%	26%
	Friends	14%	12%	14%	23%
	High school teachers	12%	15%	11%	35%

The 10 college characteristics listed in the first panel above are those most frequently rated “very important” by admitted students — shown in decreasing order of frequency. See the Detailed Report for summaries of student ratings of other college characteristics.

For both characteristics and opinions, percentages shown for student groups are the percentages reporting that the given factor was “very important.” Yields are the yields attained for those students who rated a given factor as “very important.”

+ and – Indicate factors for which percentages of enrolling students and nonenrolling students indicating “very important” differ by statistically significant amounts. Factors reported as “very important” by significantly larger percentages of enrolling students are marked + ($p < .05$) or ++ ($p < .01$). Those reported as “very important” by larger percentages of nonenrolling students are marked – ($p < .05$) or -- ($p < .01$).

Sample of Information from ASQ Detailed Report

Ratings of College Characteristics

		ALL ADMITTED STUDENTS	ENROLLING STUDENTS	NON- ENROLLING STUDENTS
QUALITY OF FACULTY — IMPORTANCE	N(%)	1584(99%)	439(99+%)	1145(99%)
Very important		85%	92%	83%
Somewhat important		14%	8%	17%
Not important		*%	0%	*%
		100%	100%	100%
QUALITY OF FACULTY — HOW WE COMPARE	N(%)	1384(86%)	400(90%)	984(85%)
Best		12%	27%	6%
Better than most		41%	50%	37%
About the same		44%	24%	52%
Poorer than most		4%	0%	5%
Worst		*%	0%	*%
		100%	100%	100%
QUALITY OF MAJORS OF INTEREST — IMPORTANCE	N(%)	1582(99%)	437(99%)	1145(99%)
Very important		84%	81%	85%
Somewhat important		15%	18%	14%
Not important		1%	*%	1%
		100%	100%	100%
QUALITY OF MAJORS OF INTEREST — HOW WE COMPARE	N(%)	1475(92%)	417(94%)	1058(91%)
Best		10%	24%	5%
Better than most		32%	43%	27%
About the same		46%	31%	52%
Poorer than most		12%	2%	15%
Worst		1%	0%	1%
		100%	100%	100%

Norms Report

The Norms Reports for ASQ and ASQ PLUS compare your results with national norms. These reports let you see how your results compare to institutions similar to yours that conducted an ASQ or ASQ PLUS study during the last four years.

The Norms Report gives you perspective on your results. The data are summarized according to the following modified Carnegie institutional classifications: public doctoral, other public four-year, private doctoral, private master's and baccalaureate. The report includes comparisons of admission yield for each of the survey questions, as well as the actual percentages of students providing each response. A sample of information from an ASQ Norms Report is shown below. Yield rates are shown on the following page.

Sample of Information from ASQ Norms Report

College Images

RESPONSE PERCENTAGES FOR ALL ADMITTED STUDENTS

	TOTAL	PUBLIC		PRIVATE		
		Doctoral	Other Four-Year	Doctoral	Master's	Baccalaureate
COLLEGE IMAGES (N%)	200805 (100%)	42018 (100%)	40642 (100%)	45021 (100%)	26400 (100%)	46724 (100%)
Career-oriented	43%	44%	42%	48%	46%	35%
Personal	37%	18%	30%	30%	53%	57%
Conservative	20%	16%	13%	22%	26%	25%
Social	43%	57%	52%	36%	36%	33%
Intense	17%	18%	7%	31%	10%	15%
Isolated	17%	16%	17%	10%	20%	24%
Relaxed	36%	32%	50%	21%	40%	38%
Snobbish	8%	12%	2%	12%	6%	7%
Fun	40%	50%	47%	32%	36%	35%
Impersonal	5%	11%	6%	5%	2%	2%
Prestigious	29%	28%	9%	48%	26%	31%
Back-up school	14%	19%	20%	11%	11%	9%
Liberal	24%	21%	19%	19%	23%	35%
Challenging	47%	50%	31%	60%	44%	49%
Not well-known	18%	6%	17%	17%	26%	28%
Friendly	53%	44%	58%	40%	64%	63%
Average	17%	18%	34%	10%	16%	10%
Close-knit	20%	8%	14%	13%	32%	35%
Partying	20%	27%	29%	15%	8%	9%
Intellectual	37%	34%	29%	15%	8%	9%
Athletics	22%	38%	18%	15%	23%	17%
Comfortable	48%	40%	57%	34%	58%	56%
Exciting	27%	33%	27%	29%	22%	21%

Sample of Information from ASQ Norms Report (continued)

College Images

YIELD (PERCENTAGE WITH GIVEN RESPONSE THAT ENROLLED)

	TOTAL	PUBLIC		PRIVATE		
		Doctoral	Other Four-Year	Doctoral	Master's	Baccalaureate
COLLEGE IMAGES	38%	42%	41%	33%	36%	36%
Career-oriented	38%	42%	41%	33%	36%	36%
Personal	47%	54%	52%	38%	45%	46%
Conservative	46%	57%	50%	46%	42%	43%
Social	46%	47%	47%	39%	48%	49%
Intense	46%	57%	49%	40%	45%	46%
Isolated	23%	26%	27%	21%	21%	22%
Relaxed	44%	46%	46%	39%	43%	42%
Snobbish	29%	35%	34%	28%	23%	21%
Fun	49%	51%	48%	44%	50%	51%
Impersonal	24%	28%	28%	15%	18%	19%
Prestigious	48%	57%	60%	41%	48%	47%
Back-up school	14%	18%	17%	11%	9%	8%
Liberal	42%	50%	41%	41%	38%	39%
Challenging	49%	55%	59%	40%	49%	47%
Not well-known	30%	30%	33%	30%	26%	30%
Friendly	46%	53%	49%	42%	43%	43%
Average	22%	24%	28%	14%	17%	13%
Close-knit	46%	55%	55%	39%	45%	43%
Partying	39%	43%	39%	31%	37%	38%
Intellectual	46%	55%	55%	39%	45%	43%
Athletics	46%	49%	48%	39%	44%	47%
Comfortable	45%	50%	49%	41%	43%	43%
Exciting	57%	62%	56%	48%	50%	50%

ASQ PLUS Competitor Analysis Report

The Competitor Analysis Report, available only for ASQ PLUS surveys, summarizes the comparison between students' ratings of your institution and five competing schools or groups of institutions you choose. The report also includes a demographic profile of students who have rated each school and compares that subgroup to the profile of all admitted students. The Competitor Analysis Report gives you comparisons in the following areas:

- Application and admission overlap
- Demographic profile of respondents
- Comparative importance of college characteristics
- Ratings of college characteristics
- College images selected
- Exposure to sources of information
- Financial aid and cost
- Financial aid awards

Sample of ASQ PLUS Competitor Analysis Report

Exhibit H-3: Summary of Comparison with This Competitor

This exhibit displays up to five college characteristics, five images and four information sources showing the largest differences between our college and this competitor.

COLLEGE CHARACTERISTICS (% Excellent)					
Our college rated higher	Us	Them	Competitor rated higher	Us	Them
Student/faculty ratio	31%	5%	Academic facilities	18%	47%
Personal safety on campus	42%	19%	Quality of social life	16%	43%
Personal attention	27%	9%	Campus attractiveness	16%	43%
Cost of attendance	49%	39%	Special academic programs	26%	45%
Availability of on-campus housing	49%	42%	Academic reputation	17%	36%
COLLEGE IMAGES (% Marking)					
Marked more often for our college	Us	Them	Marked more often for competitor	Us	Them
Inexpensive	82%	52%	Partying	17%	68%
Average	42%	13%	Athletics	13%	53%
Back-up school	44%	19%	Fun	48%	71%
Not well-known	16%	0%	Challenging	20%	37%
Personal	19%	4%	Selective	8%	22%
SOURCES OF INFORMATION					
More contact with our college	% using ours	% using theirs	More contact with competitor	% using ours	% using theirs
Contact with coaches	26%	18%	Contact with students	52%	64%
Post-admit communications	88%	83%	High school visits	38%	48%
On-campus interview	16%	15%	College website	70%	79%
			College videos/CD-ROMs	24%	32%
SOURCES OF INFORMATION (% Excellent of those using source)					
Our college rated higher	Us	Them	Competitor rated higher	Us	Them
Contact with coaches	40%	6%	Contact with graduates	8%	33%
Post-admit communications	27%	18%	High school visits	3%	17%
Contact with students	29%	24%	Campus visit	24%	36%
Fin aid communications	13%	9%	Electronic communication	18%	26%
Note: Each panel shows the percentage for our college followed by the percentage for the competitor					

Other Services

In addition to the standard reports included in the ASQ or ASQ PLUS surveys, the following sources of valuable information are available for additional fees:

Additional ASQ PLUS Competitor Analysis Reports

The standard Competitor Analysis Report includes comparisons between your institution and five other institutions or groups of institutions. You can add one or two competitor analyses to your original report or you can order additional sets of five competitors. Your analyses will be more meaningful the greater the number of students rating each competing school.

Subgroup Reports

You can order Highlights, Detailed or Competitor Analysis Reports for any student subgroup. You define the subgroup. Examples are a Highlights Report for all female students (males could form a second subgroup), a Highlights Report and a Detailed Report for students with combined SAT scores above some cut-off, or a Competitor Analysis Report for out-of-state students (using the same or different competitors as in your standard Competitor Analysis).

If you want to analyze a small subgroup of students, you can also order a report or set of reports based on data on that subgroup from two or more years combined so you have a larger sample and, therefore, a more reliable result.

Trend Report

If you conducted an ASQ or ASQ PLUS survey for at least two years, the Trend Report is very useful. This report displays side-by-side responses to all the standard questions in your survey, but not your local questions. The Trend Report shows the differences in percentages between the first and last years. It is not possible to combine ASQ and ASQ PLUS data in the same Trend Report because of the differences in the two surveys. The Trend Report for each survey includes the 20 institutions to which the greatest number of your admitted student applied, the 20 to which the greatest number were accepted, and the 20 institutions the greatest number of your nonenrolling students are attending. The report also gives your 20 most common Enrollment Planning Service (EPS) markets, based on the students' ZIP codes. Note that the ASQ PLUS Trend Report only compares the ratings of your college (no competitor data is included).

Sample of ASQ Trend Report

College Images Marked

RESPONSE PERCENTAGES FOR ALL ADMITTED STUDENTS							
	2004	2005	2006	2007	2008	2009	Change 04-09
COLLEGE IMAGES (N%)	1923 (100%)	1800 (100%)	1800 (100%)	1871 (100%)	1842 (100%)	1964 (100%)	
Career-oriented	30%	32%	33%	36%	31%	32%	+ 3%
Personal	53%	58%	54%	48%	49%	52%	- 1%
Conservative	42%	48%	50%	49%	49%	52%	+10%
Social	44%	42%	39%	39%	31%	38%	- 6%
Intense	27%	30%	28%	35%	29%	26%	- 1%
Isolated	13%	12%	14%	22%	20%	16%	+ 2%
Relaxed	16%	16%	16%	11%	15%	14%	- 1%
Snobbish	14%	12%	12%	14%	13%	14%	+ 0%
Fun	42%	40%	38%	39%	34%	36%	- 6%
Impersonal	1%	1%	2%	2%	2%	1%	+ 0%
Prestigious	64%	66%	57%	59%	55%	51%	-13%
Back-up school	3%	5%	6%	5%	6%	8%	+ 4%
Liberal	18%	16%	12%	19%	13%	14%	- 5%
Challenging	78%	75%	72%	72%	72%	71%	- 7%
Not well-known	9%	7%	7%	13%	13%	10%	+ 1%
Friendly	57%	57%	53%	53%	56%	56%	- 1%
Average	3%	3%	4%	33%	5%	5%	+ 3%
Close-knit	45%	47%	41%	42%	44%	41%	- 4%
Partying	22%	18%	17%	24%	13%	16%	- 6%
Intellectual	58%	61%	54%	55%	53%	52%	- 5%
Athletics	33%	32%	24%	23%	21%	21%	-12%
Comfortable	43%	45%	49%	43%	44%	45%	+ 2%
Exciting	24%	25%	18%	19%	17%	16%	- 8%

Sample of ASQ Trend Report (continued)

College Images Marked

YIELD (PERCENTAGE WITH GIVEN RESPONSE THAT ENROLLED)						
	2004	2005	2006	2007	2008	2009
COLLEGE IMAGES	40%	44%	39%	39%	37%	34%
Career-oriented	38%	53%	41%	46%	48%	42%
Personal	47%	52%	44%	47%	47%	40%
Conservative	33%	36%	32%	33%	33%	30%
Social	48%	54%	50%	51%	52%	43%
Intense	51%	52%	51%	53%	46%	47%
Isolated	19%	14%	14%	36%	15%	12%
Relaxed	44%	53%	51%	52%	41%	33%
Snobbish	21%	26%	25%	35%	22%	25%
Fun	49%	58%	42%	54%	51%	50%
Impersonal	14%	[0%]	5%	25%	10%	[5%]
Prestigious	46%	53%	50%	48%	46%	42%
Back-up school	15%	6%	4%	18%	11%	8%
Liberal	57%	56%	54%	60%	47%	43%
Challenging	44%	53%	45%	45%	43%	41%
Not well-known	33%	34%	38%	46%	30%	32%
Friendly	48%	51%	45%	47%	43%	40%
Average	14%	11%	9%	14%	6%	6%
Close-knit	48%	52%	50%	47%	45%	41%
Partying	45%	49%	43%	59%	56%	36%
Intellectual	45%	52%	48%	44%	46%	43%
Athletics	45%	53%	47%	45%	43%	45%
Comfortable	48%	52%	47%	49%	46%	40%
Exciting	61%	70%	72%	67%	69%	66%

Data Files

Your data file can help you examine the relationships between the questions on the survey among a variety of different student subsets. These subsets might be based, for example, on gender, race/ethnicity, financial aid status, your local questions or students who considered certain characteristics to be “very important” in their enrollment decisions. You can compare the profiles of your institution indicated by different subsets of students based on their test scores or on other schools to which the students were admitted. You can also assess the effectiveness of your recruiting programs and compare the ratings of students who were exposed to your recruiting program with those who were not. Your data file also lets you compare the ratings of your school characteristics by students who did and those who did not consider cost or aid a significant factor.

Data Files on CD-ROM

You can order a CD-ROM that contains all the data on your survey, including your local questions, as text or Excel files. These files can be adapted easily to other data formats. Both ASQ and ASQ PLUS CDs include file layouts and procedure commands for SPSS (easily convertible to SAS) so you can do your own analyses. The CDs may also contain the Windows®-based ASQAnalyst or ASQAnalyst+ software program so you can re-create the report displays and do some simple analyses that don't require knowledge of software packages such as SPSS or SAS. If you order an ASQ PLUS CD, you will also receive a data file for each of the institutions or groups of institutions you selected for your ASQ PLUS Competitor Analysis Report. Note that the Excel file does not work with the ASQ Analyst software program. You can order the Excel files alone or in addition to the text files and the software program.

Chapter 4

How to Design Your Survey

Which Students to Survey

ASQ/ASQ PLUS is designed to give you information about both *enrolling* and *nonenrolling* students. If you survey either group alone, you can't take full advantage of the surveys because you cannot compare the two groups.

Freshmen Versus Transfer Students

Transfer students should be surveyed separately from freshmen in an ASQ or ASQ PLUS survey. The reasons students transfer from one college to another are usually different from the reasons freshmen choose a college to attend. Omit transfers entirely or, if your transfer pool is large enough, survey them separately, using the version designed for transfer students. A transfer pool of about 300 students is usually enough to give you meaningful data for an ASQ study; 400 are enough for an ASQ PLUS survey.

How Many Students to Survey for Meaningful ASQ PLUS Results

A group of about 200 returned questionnaires usually provides enough information to analyze at least five individual competitors with enough ratings for meaningful results. If your admitted applicant pool is relatively small and the number of other schools to which the students apply is also limited — that is, most of your admitted students are also admitted to the same few schools — ASQ PLUS can still give you useful information. On the other hand, if you know that your competition consists of many distinctive, relatively small institutions, you may find that any given competitor produces too few cases for reliable comparisons in ASQ PLUS. One way to avoid this situation is to combine competitor institutions into a group to compare with your institution. If these groups are

too small or are not homogeneous, however, your results may not be stable and reliable. In these instances, ASQ PLUS may not deliver its full value and you should use the standard ASQ.

Should We Survey a Sample or the Entire Pool of Admitted Freshmen?

For most institutions, a survey of all students is needed to have enough responses to represent the entire pool fairly and to permit comparisons of subsets. Large institutions can reduce the cost of the project by surveying a sample of admitted students.

When to Conduct Your Survey

ASQ and ASQ PLUS give you the most useful information after students have heard from all the institutions and have decided where to enroll. The best time to send your questionnaires is close to the time that students make their decisions, relatively late in the decision process. For nonenrolling students, the longer the time between their enrollment decisions and the receipt of your questionnaire, the less likely they will respond.

Most institutions send their questionnaires to all admitted applicants at one time and some include their ASQ questionnaires with their letters of acceptance. If you have rolling admission, including questionnaires with letters of acceptance has the advantage of reaching students when their involvement with your institution is very high, and they are most likely to complete the survey. The disadvantage is that you may be reaching them before they have been accepted at other institutions. ASQ analyses treat respondents who do not indicate where they have decided to enroll as nonenrolling students so it is important that you take this factor into account.

Mailing Strategies

- Mail questionnaires as soon as possible after your candidates' reply date.

Advantages: Reaches students close to decision points; feeling of involvement is usually high, even for nonenrolling students; most students are still available at their home addresses.

Disadvantages: Doesn't work if your college has rolling admission or if admission continues throughout the summer.

Solution: Mail the bulk of the surveys late in the spring; then mail surveys to additional students as they are admitted.

- Mail questionnaires with the admission packet.

Advantages: Separate mailing not needed; may reach students very close to decision point; suitable for rolling admission; most students are still available at their home addresses.

Disadvantages: Students may put questionnaires aside if they haven't made a decision to enroll; students may fill out questionnaires before they make their enrollment decisions.

Solution: Send a follow-up mailing later in the admission cycle to students who haven't responded; include student identification information on questionnaires so their enrollment status can be determined later. You can also use the questionnaire as the student's enrollment decision reply form by attaching a form to the questionnaires that says, "I intend to enroll at _____ College for the fall semester; enclosed is a deposit of _____ (or) I do not intend to enroll at _____ College." This method can yield a very high response rate among enrolling students and a higher than average response rate among nonenrolling students, even though students can return the deposit and the questionnaire without completing the survey.

- Administer questionnaires to enrolling students during spring or summer orientation and mail questionnaires to the nonenrolling group.

Advantages: Mailing costs are less for enrolling students; usually results in high response rates for the "captive audience" of enrolling students.

Disadvantages: It is so far from the decision point, the experience of actually being on campus may color recollections of college-choice decisions; may not cover all enrolling students.

- Administer to enrolling students during fall orientation and mail questionnaires to the nonenrolling students during the summer.

Advantages: Saves on mailing costs for enrolling students; usually results in high response rate for enrolling students (captive audience); no danger of misclassification due to a change in decision.

Disadvantages: It is quite far from the decision point; impressions of students once they're actually on campus are quite different from those of students who have only visited the campus.

Which Survey Form to Send

ASQ and ASQ PLUS questionnaires are available in two versions — form 1 and form 2. The difference is that form 2 asks students whether they plan to enroll in college in the next 12 months and, if so, where. Form 1 does not ask that question.

Form 1. Since you can't tell from the information on the survey whether the student is enrolling or nonenrolling, this form should only be given to enrolling students.

Form 2. Use this form for nonenrolling students or for students whose status is unknown, because it asks about their college plans. Although form 2 may be sent to all students (respondents will be sorted into the proper category at the time of analysis, based on their responses to the question about their college plans), don't use this form if you administer the questionnaire to enrolling students at orientation. After the students are actually on campus, they could be confused by the question that asks them if they plan to attend college. This question has been interpreted by some enrolled students as a query about their plans to transfer to another school.

Important: Even if you send form 2 to all students, you must include the number of enrolling and nonenrolling students you surveyed when you send your final shipment of completed questionnaires

back to the College Board, so the proper response rates and case weights can be calculated. If possible, keep track of the numbers of enrolling and nonenrolling students to whom you mailed surveys (do not count follow-up mailings). If you cannot distinguish between the two groups at the time the surveys are originally mailed, approximate the number of enrolling students by applying your admission yield rate to the total number of admitted students surveyed.

Choose Identification Markings

You must put identification markers on your questionnaires if you plan to do any of the following:

- Send follow-up mailings to students who have not responded to your initial mailing
- Merge your ASQ/ASQ Plus data with your institutional databases
- Verify the status of respondents who have not indicated their intention to enroll in your school

You can use students' Social Security numbers (though this is not recommended), college ID numbers, name and address labels, sequential numbers, or special codes (for example, a six-digit number followed by a number or letter representing school or major).

Past experience has shown that ID numbers on the questionnaires do not adversely affect your response rates. Just tell students why the ID numbers are there and reassure them that this is only a way of keeping track of the questionnaires and that their privacy will not be compromised. A sample cover letter mentioning ID numbers appears in Chapter 7.

Attaching ID Numbers

You can put identification information of up to 10 characters (numbers or letters) on questionnaires by hand, by a computer-generated label, or with a numbering machine. For an additional charge, sequential numbers can also be stamped on the questionnaires when they are printed.

If you use the ID numbers to match ASQ data with other institutional data, the numbers must be identical in both data sets. ID numbers or labels should be placed in the lower right-hand corner of the back page of the questionnaire. When the College Board processes the questionnaires, the numbers will be included in any optional data files you purchase. The login ID used for Web respondents will also be stored in the data file.

If you use ID numbers for follow-up mailings and you are using forms 1 and 2, separate the lists of enrolling and nonenrolling students in the original mailing to make it easier to check off respondents when the questionnaires are returned.

Chapter 5

How Often a Survey Should Be Conducted

You can use ASQ or ASQ PLUS to document shifts in your admission environment and to assess the effects of your own marketing initiatives. How frequently you conduct ASQ or ASQ PLUS studies depends on the volatility of your markets. If the demographic composition of your markets is changing or your competitors are engaged in active marketing programs, you need to keep track of the changes with annual surveys. If you plan to make significant changes in academic offerings, campus facilities, or marketing strategies, you can gauge the impact of these changes on admitted students by doing surveys before and after the changes. If your offerings and policies are in a stable period, you can conduct ASQ or ASQ PLUS every two or three years.

ASQ and ASQ PLUS are designed so you can administer them in different years and not lose core data on your admission markets. Alternating the surveys every year lets you monitor your position in the marketplace and keeps you in touch with what your students think about you and your competition.

Importance of Conducting Surveys on a Regular Basis

There are two important reasons to conduct surveys on a regular basis. One is that your data are more meaningful because you can compare consecutive years and track changes in student attitudes, the effects of changes on campus, or changes among your competitors. Another reason is that the more current your data, the more reliable it is and the more convincing it will be to your administrators when you give them the data to validate changes you propose.

If you want to analyze your ASQ or ASQ PLUS data from surveys in previous years, you can order a CD-ROM that contains the data files. In addition, an optional Trend Report, which shows side-by-side comparisons of data from any two to any six years of ASQ or ASQ PLUS, is available. Data from an ASQ study cannot be combined with ASQ PLUS data in the same Trend Report.

If you want to analyze the results from a very small subset in a given year, for example, students with SAT scores of 1600 or students in a particular race or ethnic group, you can combine data from two years to increase the size of the subgroup. Standard reports can be prepared with combined data as though all the students had been surveyed in the same year. If your institution had significant changes during one of the years of your survey, you may not be able to combine responses from that year with those from surveys taken before the changes occurred because the students will not be responding to the same conditions.

Surveys of Subgroups Could Be Important to You

Even if you do not administer ASQ or ASQ PLUS to all admitted students every year, you may wish to survey specific subgroups for several years to accumulate enough data to permit analyses of those subgroups. For example, perceptions of your institution by minority students might shift if a competing college develops a particularly attractive program for such students during the period covered by your multiyear analysis. As mentioned in the chapter on reports, you can order ASQ or ASQ PLUS reports for any subgroup you want.

Chapter 6

How to Use the Web Option

One method of customizing an ASQ or ASQ PLUS study is to incorporate the Web as a way for students to complete the questionnaire. You can:

- Send the original mailing to students using paper surveys only, e-mail only, or a combination of both
- Send follow-up reminders by mail only (e.g., postcard or letter), e-mail only, or a combination of both
- Send a follow-up mailing that includes a second paper questionnaire, regardless of how you sent the original one

Adding the Web Option to Your ASQ/ASQ PLUS Study Has Several Advantages:

- Data from the electronic version of the survey will be more accurate because it does not allow students to put answers in the wrong place or answer more times than required
- Survey response rates may be higher because some students are more comfortable using a computer for correspondence. It is also easier for students to mail the completed survey by clicking on the “Submit” button instead of putting the completed paper questionnaire in an envelope and taking it to a mailbox.
- Fewer paper surveys returned mean less time packing up the responses and shipping them back for analysis — as well as much lower postage costs.
- Web responses come in quickly, giving you faster turnaround for follow-up reminders.

Getting Started with the Web Option

Once you decide to use the Web version of the ASQ or ASQ Plus, make sure to send the College Board an electronic logo to be included on the site for your survey. Once all materials for your order have been received — logo, customized local questions (if desired), image and characteristic choices (for the ASQ PLUS) — your ASQ or ASQ PLUS website should be available within a few days. At that point, you will be able to see what the questionnaire will look like and try it for yourself.

Authorizing Access to the ASQ/ASQ PLUS Website

Your admitted students will be able to log on to their own ASQ or ASQ PLUS Web survey when they provide a login ID that is on the list of students authorized to access your survey site. You may provide this list in any one of several different formats — MS Excel, MS Access, comma-delimited text, etc. The login ID can be up to 10 characters (letters and/or numbers) long, and should be unique for each individual. For example, the ID number your college assigns to an applicant would be acceptable; birth date, ZIP code or last name would not be. A password is not required, but is recommended for additional security.

If you have chosen to use both forms 1 and 2 (see Chapter 4), please indicate each student's enrollment status in the file you send. For example, you may provide two worksheets (one for enrolling students and one for nonenrolling) in an Excel file, or you may provide a single list where each student on the list is marked as enrolling or nonenrolling. You do not need to provide an address or additional identifying information in the ID file; all communication about the survey will be between you and the student.

The login ID you have specified will be stored in the data file, in the same position as IDs printed on paper surveys (note that the *password* used for the Web survey will not be stored in the data file). If you order a CD of your ASQ or ASQ PLUS data, you will be able to distinguish between paper and Web responses, should you wish to do so.

Using Local Questions on the Web

You can design your own questions to be added to the end of the Web ASQ or ASQ PLUS, just as you can with the paper questionnaire. There are some differences between the two versions, however:

Space is limited on the paper survey: your questions must fit into the 3.5" space available on the back of the form. There is no space limitation on the Web version, but bear in mind that additional extra question pages may depress response rates.

Local questions on the Web survey must be in multiple-choice format in order to keep the programming simple and costs low. Multiple-response and write-in questions will incur an additional charge.

Note: The data representing the *answers* to your local questions must not exceed 40 characters in length (the amount of space available in the standard data file), regardless of the survey format used. See the section called “Add your own questions” in Chapter 2 for further information and samples of acceptable questions.

“Mailing” Your Web ASQ or ASQ PLUS

Students can be notified of the option to respond using the Web by regular mail (e.g., as part of the admission packet), e-mail, or both.

If you are using both Web and paper surveys, you can maximize the likelihood that students will complete the online version by notifying them about it prior to mailing the paper surveys. Send the students an e-mail message that contains a link to the survey site. The message should also include the login information (user ID and password) needed to access the survey site. Experience has shown that your ASQ or ASQ PLUS website will receive “hits” within minutes of your mailing.

About a week to 10 days later, mail the paper surveys. This will serve as a follow-up for those students who received the e-mail but have not yet responded, as well as reaching the students who did not have a valid e-mail address. The paper mailing should include a notice about the Web option, along with the student’s personalized login information.

Consider carefully the timing of your e-mail message containing the link to the ASQ website. Some colleges find that sending the message so the students receive it mid to late afternoon (right after school) or around 10 p.m. will increase its chances of being read. Sending it first thing in the morning may mean that it will be buried by spam by the time the students get to it!

Some colleges choose to use paper surveys alone for the original mailing, but offer the Web survey as an option in a follow-up message sent either by mail or by e-mail. Additional e-mail reminders are highly recommended. Plan to send at least two e-mail reminders, seven to 10 days apart. You might vary the time sent, e.g., schedule one reminder to go out on a weekend and another early in the evening. Bear in mind that most of the Web responses will come in during the first two weeks (and the first two weeks after a reminder), while paper responses will take longer. You will see a surge in Web responses after each reminder.

Some college have found it effective to offer students an incentive to complete the survey. If an incentive is part of your survey plan, be sure to include a description of the prize or gift in your message, and state clearly any conditions that have to be met in order to qualify.

Using the “Administrator Page”

Once your website is available, you will be able to log onto it using a special administrator ID. On the resulting page you will be able to go to the questionnaire itself. You will also be able to see lists of students who have visited each page of the survey. You can use those lists to determine who should receive a follow-up mailing and what kind of follow-up they should receive. There is also a statistics page, where you can see the number and percentage of students who have visited the survey site, the number completing each page, etc.

Please note: A “completed” Web survey is a survey that the student has locked from further changes. Clicking on the “Submit” button does not guarantee that the survey has been filled out completely. Conversely, a survey that has been filled out completely may not have been “submitted” if the student is still considering his or her answers. Partially completed Web surveys are subject to the same criteria for inclusion in the analysis as are partially completed paper responses.

Chapter 7

How to Do Your Part of the Survey

Although the College Board does most of the ASQ and ASQ PLUS survey, you will need some staff time and materials to complete a successful survey.

Staff

You will need someone to do the following:

- Place your questionnaire order with the College Board
- Follow up with the College Board if you do not receive acknowledgements or materials when you expect them
- Supervise the production of letters, envelopes, mailing labels, reminder cards, and/or e-mails
- Supervise choosing the ID to use and having it placed on the questionnaires, and providing the ID file for use with the Web version
- Log in completed surveys
- Produce and send follow-up messages
- Send completed paper questionnaires and transmittal forms to the College Board for processing

Materials

- If you choose to send paper surveys, order enough questionnaires for first and follow-up mailings
- Prepare copies of cover letters and/or e-mail messages for the first and follow-up mailings
- If you are using paper surveys, prepare mailing envelopes and postage-paid return envelopes
- Prepare reminder postcards and e-mails

- Prepare mailing and ID labels
- Have postage for all mailings — first-class postage is strongly recommended

Mailing envelopes: We suggest that envelopes have your college logo and the return address of the admission office so undelivered questionnaires will be returned to you.

Return envelopes: You will increase student responses by enclosing self-addressed stamped envelopes for returning completed questionnaires.

Communication with Students

The communications with students in cover letters and follow-up messages are very important to the success of your survey. These communications greatly influence the response rates, which determine the validity of your results. The following tips will help you create effective communications to inspire students to complete your questionnaires and send them back!

Cover Letters and E-Mail Messages

A cover letter introduces your questionnaire to students and is one of the most important components of your ASQ project because it often determines whether or not the student fills out the survey. Effective cover letters persuade students to fill out the questionnaire by briefly describing what the survey is and why it is important for them to complete it. Here are some persuasive techniques to encourage students to complete the questionnaire:

- Because you successfully completed the admission process at our school, you are in a unique position to provide valuable insights that will help us improve our admission process and school offerings for students in the future.
- We're giving you a chance to influence our admission process and school offerings by telling us what you like and don't like about them.
- Your response is important to us since each person has a unique perspective. We want to represent students in our survey data and, ultimately, in the changes we make to our procedures and offerings, who have your particular interests.

Sample Cover Letter

Dear _____:

We have selected you to be part of a group of recently admitted freshmen at _____ College to help us improve our admission process and campus offerings so we can serve students better. We want to know what you like about our admission process, courses, facilities, and costs and what you think we can improve. I have enclosed a questionnaire designed to give us that information. Please fill it out and return it to us in the SASE enclosed. Your identity and personal information will remain strictly confidential. The ID number on the survey will be used for research purposes only and will help us use your responses to gain a broader understanding of our admitted students. Thank you for taking the time to help us make _____ College better.

Sample Cover E-Mail Messages

Dear _____,

Greetings from _____ ! I hope that you are enjoying the last few weeks of summer and are looking forward to the opportunities that await you in the fall. Because you successfully completed the admission process at _____ , you are in a unique position to provide us with valuable insight.

Below is a link and survey ID for the Admitted Student Questionnaire (ASQ) PLUS. I encourage you to complete and submit the ASQ PLUS as quickly as possible whether or not you plan to attend _____ this fall. Your responses will help us understand your experiences during the college admission process, in general, and with _____ in particular.

ASQ PLUS Link: _____

Survey ID: XXXXXX

The survey ID ensures your identity and personal information will remain strictly confidential.

Please provide your responses by _____. If you have any questions about the ASQ PLUS, please reply to this e-mail. Thank you for sharing your thoughts with us.

Sincerely,

The following message would go to nonenrolling students only, and includes an incentive.

Dear _____,

We received notification of your decision not to enroll at _____. Although we are sorry you will not be with us, we do appreciate the opportunity to have worked with you over the past year.

We have already begun recruiting students for the next school year. Please help us improve our services by taking a few minutes to complete an online survey. Since you experienced our admission process this past year, your insight is extremely valuable.

By completing this survey you will be entered into a drawing for _____.

[Go here](#) to begin the survey. Your user ID is _____ and your password is _____.

If you previously completed this survey please disregard this message.

Sincerely,

Who Should Sign the Cover Letters

Usually the director of admission signs both letters, but the dean, provost, institutional researcher, or president can also sign them. The person who signs the letters should have an important position at your school to convey a sense that the research is important. The person should also be someone the students recognize or met during the admission process.

Follow-Up Messages

Any kind of follow up after your initial mailing will improve your response rate. The response rate chart for 2008 shows this clearly.

Some institutions send postcard reminders to all students one or two weeks after the initial mailing. Sending reminders to students who have returned the questionnaire is a waste of your time and postage and can be annoying to students who have responded. The most effective way to get good response rates is to mail a follow-up letter with a second questionnaire only to students who have not responded. Use your ID to keep track of the questionnaires that have been returned so you know whom to remind.

A postcard reminder tends to improve the response rates of enrolling students more than those of nonenrolling students, who are more likely to discard the questionnaire initially.

E-mail Messages

Whether you are using paper surveys, the Web option, or both, contacting students who have e-mail addresses can be a very effective way to get their attention, when regular mail may not, and convince them to complete your questionnaires and mail them back to you. One of the advantages of e-mail is that students can interact with admission staff and get quick answers to questions about the questionnaire that may have prevented them from filling it out. Sending reminders by e-mail is also very cost effective. If you are using the Web option, be sure to include the clickable link to your ASQ website in your e-mail message.

The Best Time to Follow Up

You get the best results by sending a reminder seven to 10 days after the initial mailing, and a follow-up letter with a second questionnaire about four weeks after the first mailing. The reminder could be sent to all students, but the second mailing is best sent only to those who have not responded.

Sample Follow-Up Letter

Dear _____:

Hello again!

A few weeks ago I sent you a questionnaire to fill out to help us improve the admission process and college offerings at _____ College. I know how busy you are so I am enclosing another copy of the questionnaire, hoping you can find time now to complete and return it in the SASE enclosed. We want your thoughts and ideas to be part of our survey. As I stressed in my previous letter, your responses will be kept strictly confidential by the research staff.

Our goal is to make _____ College as responsive to student needs as possible. Your participation in this research effort can help us move closer to that goal. Thank you for your time and enjoy the rest of the summer.

A follow-up *e-mail* message would be similar.

Phone and Giveaway Incentives

You can experiment with a variety of follow-up strategies from telephone calls to offering incentives. Incentives could include a pencil for filling out the survey, some cash for a cup of coffee or soda to drink while filling it out, or an entry form to a drawing for a college sweatshirt or an online gift certificate.

What Response Rate Can You Expect?

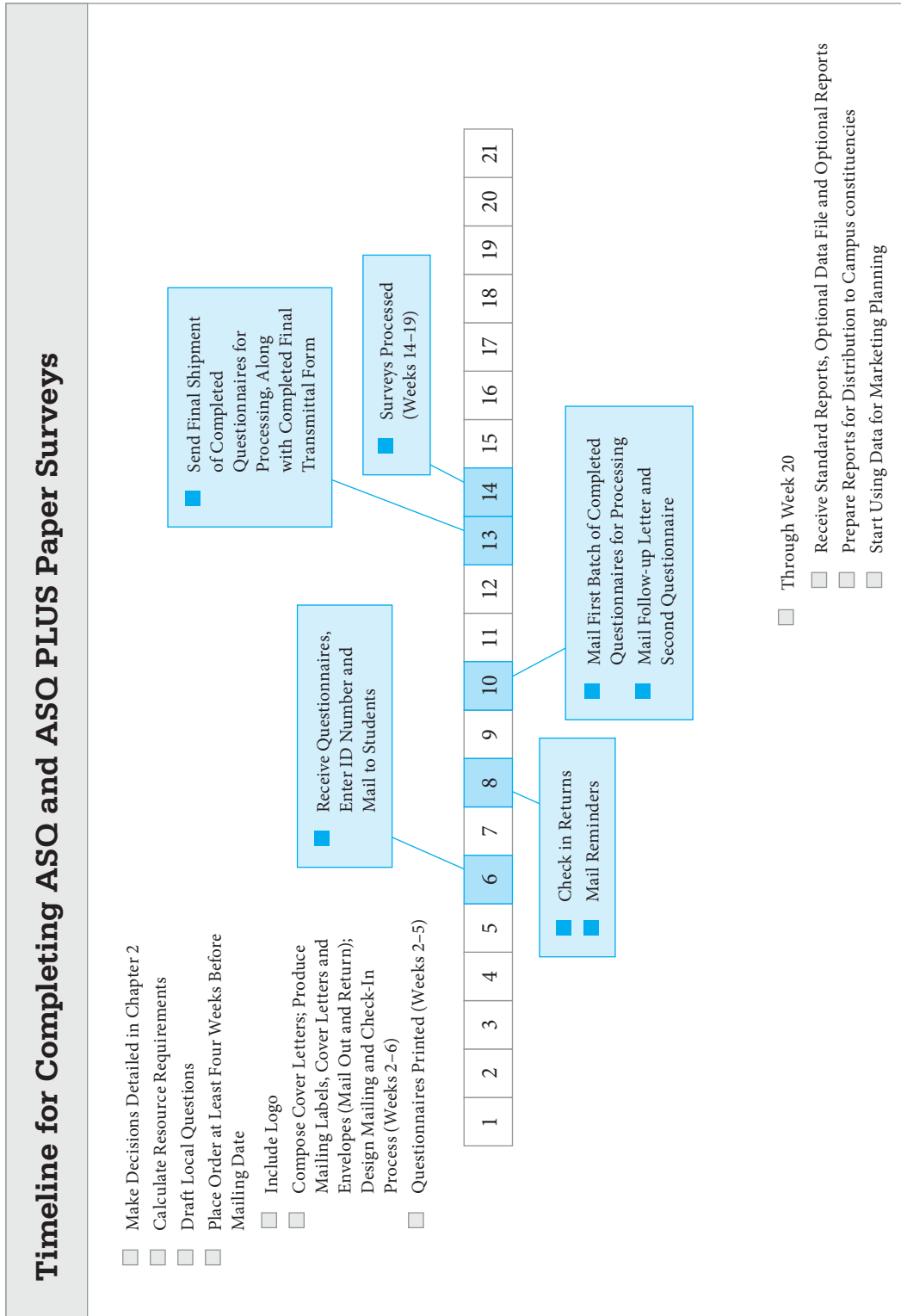
The response rates for ASQ and ASQ PLUS in 2008 are shown in this chart.

ASQ Response Rates		
	% ENROLLING	% NONENROLLING
AVERAGE OVERALL 2008 RESPONSE RATE		
■ ASQ (20%)	55%	19%
■ ASQ Plus (80%)	54%	21%
FOLLOW UP		
■ None (11%)	58%	14%
■ One or more (84%)	55%	22%
□ One only (31%)	47%	16%
□ Two (27%)	56%	21%
□ Three or four (36%)	62%	30%
□ Five or more (6%)	50%	13%
■ E-mail reminder only (52%)	48%	19%
■ Second questionnaire mailed only (8%)	60%	23%
■ More than one type of follow-up (22%)	68%	28%
INSTITUTIONAL CHARACTERISTICS		
■ Public (18%)	34%	9%
■ Private (82%)	59%	23%
■ College (53%)	63%	23%
■ University (47%)	45%	18%
■ Coeducational (94%)	54%	20%
■ Women's colleges (6%)	59%	26%
■ Up to two-thirds in state (73%)	58%	24%
■ More than two-thirds in state (27%)	45%	10%
■ SAT CR+M up to 1200	46%	11%
■ SAT CR+M 1210 or higher	60%	28%
WEB RESPONSE OPTION		
■ Used paper surveys only (15%)	64%	21%
■ Used Web only (41%)	47%	19%
■ Used both Web and paper (44%)	58%	22%

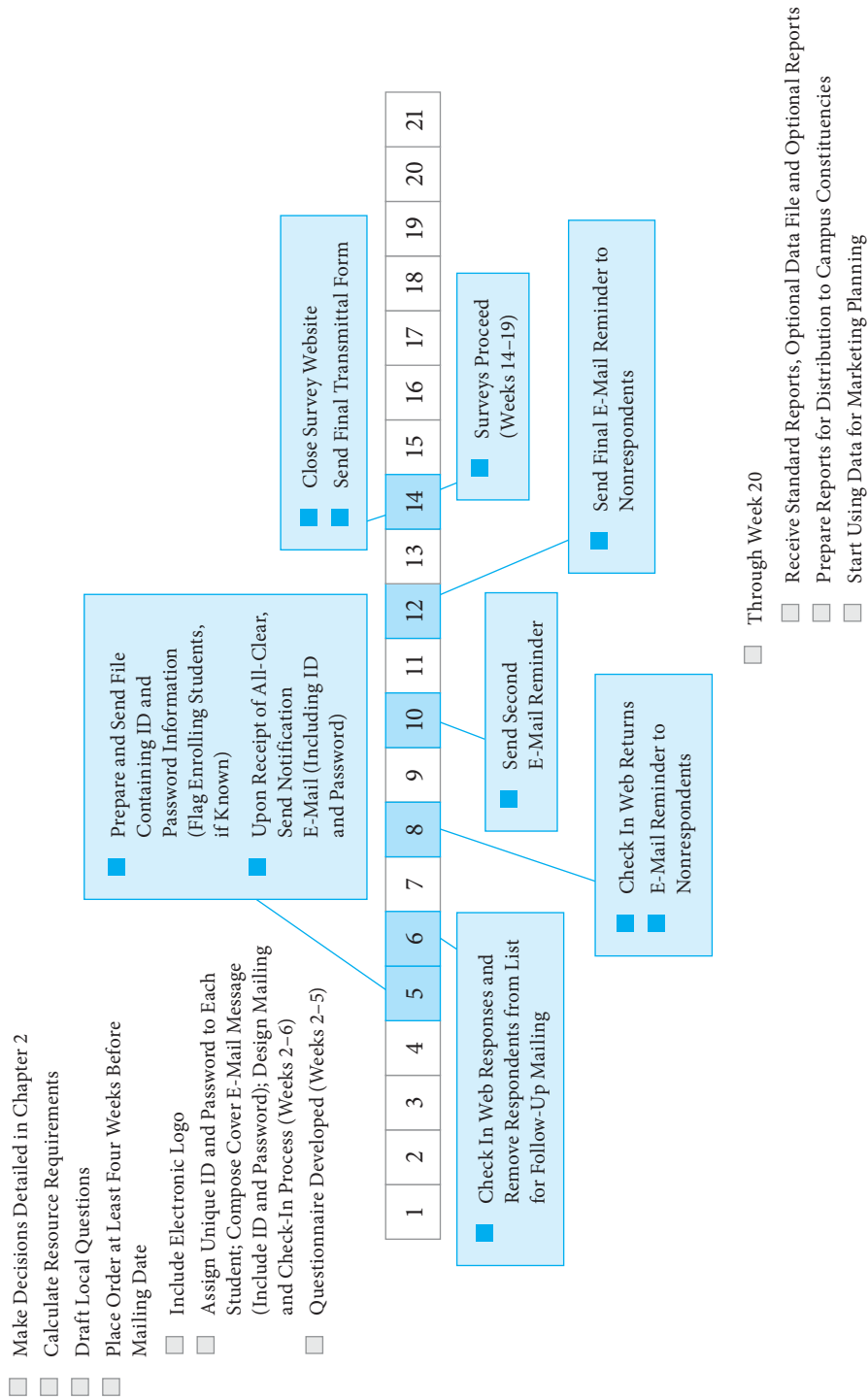
In attempting to understand this table it may be helpful to know that public universities were more likely to have conducted the survey via the Web only (61%), while private colleges were more likely to have used a combination of paper and Web (53%). Private universities were more likely than the other two groups to have used paper surveys only (19%), but 50% of this group did use only the Web version.

Organizing Your Survey Process

Your part of the survey process will be very smooth if it's organized. This timeline can help you plan your procedure.



Timeline for Completing ASO and ASQ Web Studies



Chapter 8

Commonly Asked Questions

The following are questions users often ask. If you have a question that is not answered below, please contact a College Board ASQ representative. Contact information is at the end of this manual.

■ *Can I survey enrolling or nonenrolling students only?*

If you want to survey one group of students only, you will not benefit fully from the service because you won't be able to compare the two groups and, therefore, have a context within which to interpret your results. ASQ or ASQ PLUS can only provide you a set of frequency distributions for either one of the groups.

■ *Does the data for our institution depend on our chosen competitors' participation in ASQ PLUS?*

No. All information about other institutions is gathered only from responses to questionnaires mailed by your school to your admitted students. The ASQ PLUS Competitor Analysis Report compares ratings of a given competing school by your admitted students to the ratings of your institution by the same students.

■ *Can I order printed questionnaires from the College Board and do the analysis myself?*

No. The ASQ service is a complete service that creates the questionnaires, analyzes the results and prepares reports on the data.

■ *Is it important to know how many of our admitted students apply to our school only?*

Yes, knowing the number can help you choose the right ASQ survey. If a large percentage of your admitted students, including Early Decision applicants, apply to your institution only, the ASQ survey can give you a richer comparative perspective. Most single-school applicants usually consider other options even if they don't actually apply to other schools, so their answers will reflect their considerations and the reasons for their decision to apply to your school only. ASQ PLUS asks students to rate only those institutions to which they were admitted, so single-school applicants do not provide competitive information that can be included in the ASQ PLUS Competitor Analysis Report

■ *Is it important to know how large our admitted applicant pool is? What is the composition of the set of institutions that our admitted students are likely to rate?*

These two questions relate to the number of ratings that will be available for each comparison in the ASQ PLUS Competitor Analysis Report. If your school has a small admit pool, with a heterogeneous set of cross-admit schools, or if you expect a low response rate, the ASQ will give you the most reliable data.

For More Information or Assistance

Learn more about the ASQ and ASQ PLUS at the College Board website (<http://professionals.collegeboard.com/higher-ed/recruitment/asq>) for general information or to print out order forms for both surveys.

Call 800-927-4302 or e-mail enrollmentsolutions@collegeboard.org.

ASQ and ASQ PLUS are part of the College Board's complete suite of enrollment solutions. Our solutions are designed to move you deftly from recruitment to retention using the College Board's unique combination of college-bound student data, advanced technology and expert help. College Board enrollment solutions are integrated to empower every aspect of your enrollment system — recruitment, admission, financial aid, placement and retention.



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