

UW PRESIDENT'S ADVISORY COMMITTEE ON DIVERSITY

Admitted Student Questionnaire 2000

Laura J. Collins, Ph.D., Debbie E. McGhee, and Zoe Clelland-Dunham, Ph.D.
March 2001

ABSTRACT

In June 2000, The University of Washington (UW) Office of Admissions sent the College Board's Admitted Student Questionnaire (ASQ) to 1,067 students who had applied and were admitted to the UW for the 2000-2001 academic year. Two-hundred-ninety students responded, 162 of whom accepted the offers of admission to the UW and 128 of whom declined them and planned to enroll elsewhere. A comprehensive report was compiled by The College Board concerning all variables included in the survey.

This report, Evaluation of Minority Student Responses, focuses specifically on minority student responses to the ASQ and factors affecting their decision to attend the UW or other institutions of higher education. Comparisons were made to other universities competing for the same students and the UW's effectiveness in attracting a diverse population of students was assessed. From the findings, four conclusions for minority outreach and recruitment are evident. These are: 1) minority students who chose to enroll in another institution more often had higher SAT scores and self-reported high school grades; 2) financial assistance is a significant factor for minority students in choosing an institution of higher education; 3) parental opinion of a university is a strong indicator of potential enrollment; and 4) the UW is successful at minority student recruitment when competing against local universities (e.g., Western Washington University, the University of Oregon, and Washington State University), but not as successful competing with Stanford, the University of California at Los Angeles, and Berkeley.

INTRODUCTION

The UW Office of Educational Assessment (OEA), in collaboration with the UW President's Advisory Committee on Diversity, the Office of the Vice President of Student Affairs, the Office of Admissions and the Office of Minority Affairs, has been evaluating various minority outreach and recruitment efforts conducted by the University of Washington over the past year. One such effort, The College Board Admitted Student Questionnaire (ASQ), was administered in June 2000. The purpose of the questionnaire was to assess some of the most influential factors considered by students, both those who enrolled at the UW and those who did not, in choosing an institution of higher education and to identify comparative academic and recruitment practices.

The data were compiled by The College Board and were used to produce a comprehensive report of the findings across all respondents; a report was made available to the UW Office of Admissions. OEA explored these data based solely on their possible utility in improving minority outreach and recruitment. This report serves to examine differences in responses across minority groups and highlight areas of outreach and recruitment that could be enhanced. Assessing the data in this manner draws attention to the influences affecting various minority groups in accepting or declining offers of admission to the UW

and allows the development of recommendations that may improve enrollment rates and recruitment yields across minority populations.

METHODOLOGY

In June 2000, the Office of Admissions, in co-sponsorship with The College Board, mailed 1,067 questionnaires to students who had been admitted to the UW. Of these students, 516 accepted the offers of admission from the UW, while 551 declined the UW offers and chose to attend other post-secondary institutions. Two hundred ninety students responded (27% response rate), 162 of whom planned to enroll at the UW and 128 of whom planned to enroll elsewhere. Of the individuals polled, 5% were American Indian (American Indian and Alaska Native), 18% Asian American (Asian and Pacific Islander), 17% Hispanic, 13% African American, 32% Caucasian, and 10% of other ethnicity. Because there were variations in the number of individuals answering each question, and sample sizes were particularly small for American Indian respondents, results must be interpreted with these limitations in mind. To adjust for differential response rates among enrolled and non-enrolled students, cases were weighted using the scheme developed by The College Board, and all percentages reported below are based on this within-group weighting scheme.

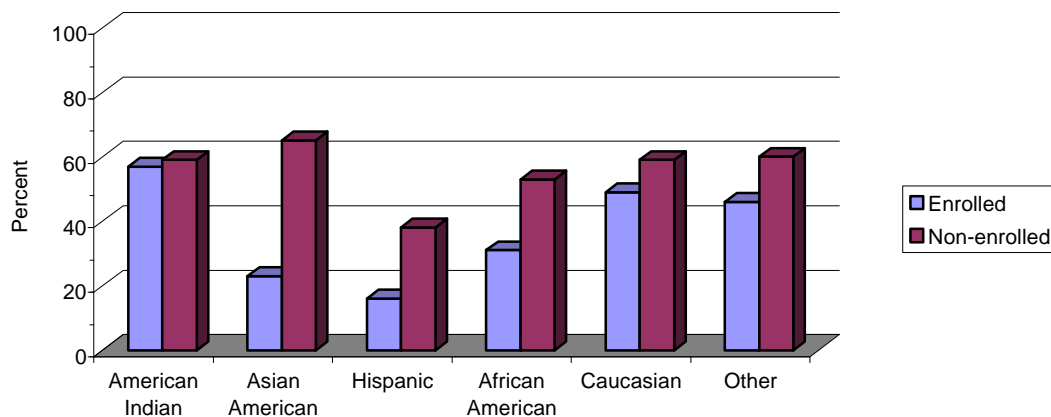
FINDINGS

Only the results of the analysis relating to minority outreach and recruitment will be discussed in this report. For the sake of clarity, illustrative figures are presented within the body of the text, with a more detailed breakdown of responses in the *Appendix*.

Demographics of Enrolled and Non-enrolled Minority Students

In general, each minority group had a similar number of respondents in the enrolled and non-enrolled groups. The average number of respondents by group who answered each of the demographics questions was: American Indian (9), Asian American (31), Hispanic (29), African American (22), Caucasian (58) and Other (16). As illustrated in Figure 1, individuals across all groups who received high Scholastic Assessment Test (SAT) scores were more likely not to enroll at the UW. While the data did not suggest that persons of particular races were more likely to attend a college other than the UW, minority students who enrolled at the UW typically scored lower than non-enrolled minority students on the SAT.

Figure 1. SAT Verbal Scores Above 600 of Enrolled and Non-enrolled Students



Women were disproportionately represented among respondents to the ASQ, comprising higher percentages of both the enrolled and non-enrolled samples. The ratio of female to male students was similar for the enrolled and non-enrolled groups (see Figures 2a & 2b), except that more Asian American women than men enrolled at the UW.

Figure 2a. Gender of Enrolled Students

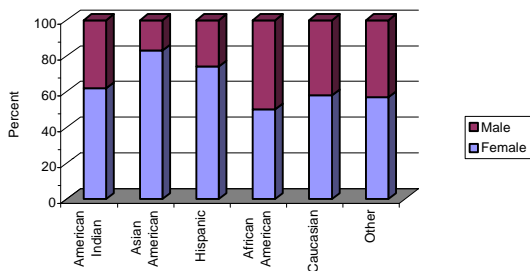
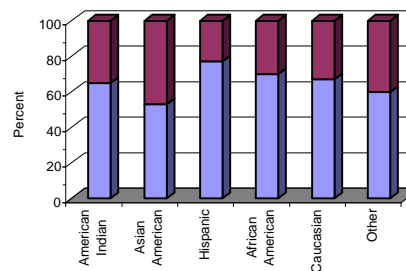
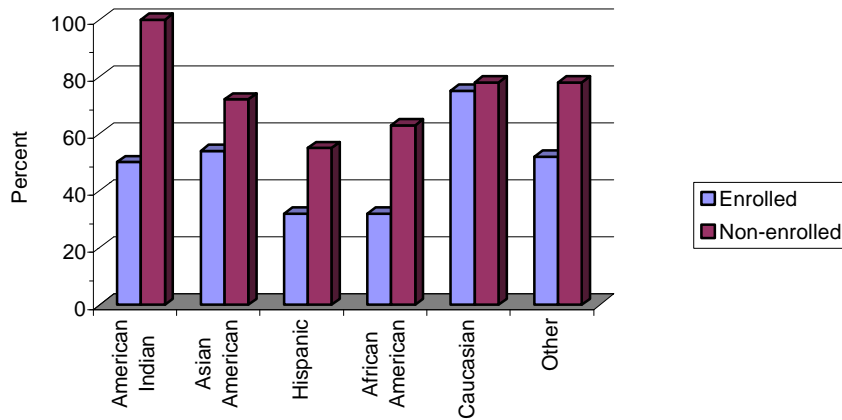


Figure 2b. Gender of Non-enrolled Students



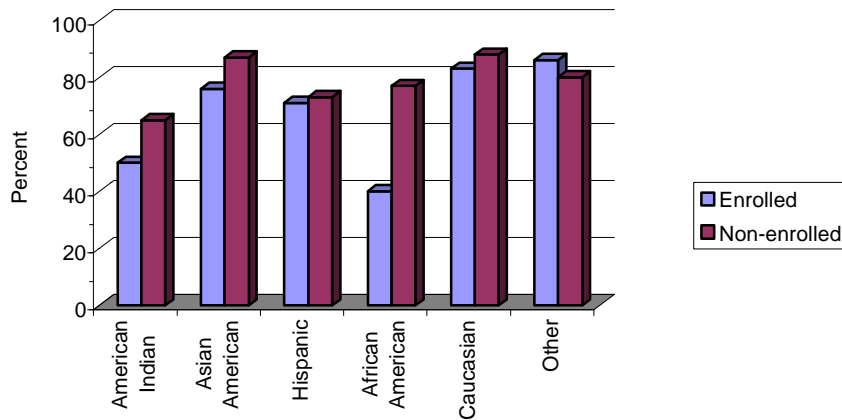
Parental income was also an apparent discrepancy in the demographics of the admitted students at the UW (see Figure 3). Minority students who did not enroll at the UW reported higher parental income. This was particularly evident for minority students, as Caucasian enrolled and non-enrolled students rated parental income similarly. These results may suggest that minority students who decline offers from the UW typically have higher parental income and can afford to attend private or out-of-state colleges, and those with more restricted monetary resources more often enrolled at the UW.

Figure 3. Parental Income Above 60K of Enrolled and Non-enrolled Students



Across all races, non-enrolled students self-reported that they had better high school grade averages than did students enrolled at the UW (see Figure 4), suggesting that students with higher grades more often attend other institutions. This appears to be particularly true for African American students.

Figure 4. Average High School Grades of “A” of Enrolled Students and Non-enrolled Students



Parental Influence

While there were a number of factors that admitted students rated as important in their choice of schools, those that did not appear to affect minority student enrollment to a great extent included the opinion of friends and the perceived quality of social life at and within the university community. The majority of students, both enrolled and non-enrolled, indicated that the opinions of their friends were somewhat important in deciding what school to attend, and it appeared that students who enrolled elsewhere were less concerned about the preference of their peers. Importance of the quality of social life was also relatively stable across races, but those who enrolled at the UW rated social life as slightly more important than non-enrolled students. Additionally, while it may be expected that the diversity of the student body would be more important to minority students, it appeared to be a major concern for all students, both enrolled and non-enrolled, and across all ethnicities.

Analysis of student responses revealed that a primary factor contributing to the decision of what college to attend was parental opinion (see Figure 5). For many students, parental opinion was a significant consideration in the choice of schools. The data indicated that American Indian, Asian American, and Hispanic students who chose to attend an institution other than UW rated parental opinion as very important. A more complete depiction of this trend can be seen in the corresponding Figure 5 in the Appendix.

Figure 5. Percent of Enrolled and Non-enrolled Students Rating Parental Opinion as “Very Important”

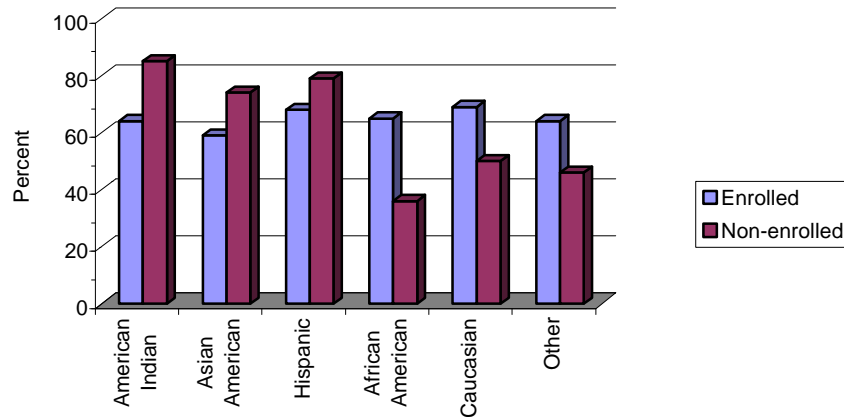
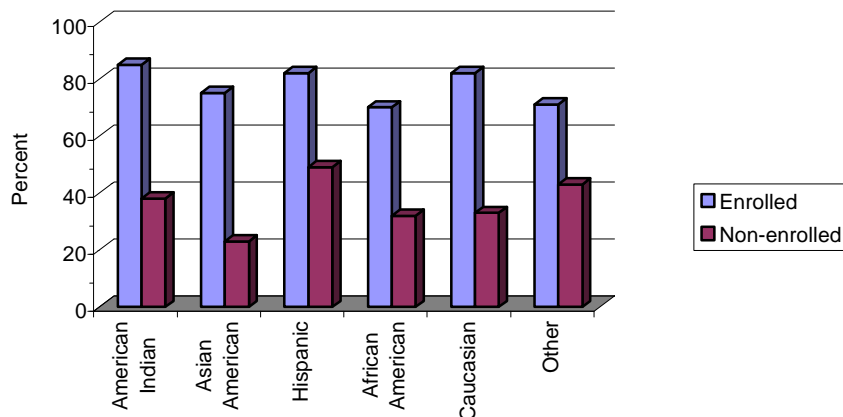


Figure 6 highlights the fact that students whose parents rated the UW better than other colleges and universities were more likely to enroll at the UW, again emphasizing the importance of parental opinion. Parental opinion of the UW was lower among parents of non-enrolled minority students.

Figure 6. Percent of Enrolled and Non-enrolled Students Rating the UW “Better” or “Best” According to the perception of their Parents



Financial Support

Students answered a number of questions concerning the importance of financial support and how the UW compared to competing schools. Concerning financial support, both enrolled and non-enrolled students rated the cost of attendance as important (see Figure 7). Asian American students who chose not to enroll at the UW rated cost of attendance as somewhat less important.

Figure 7. Enrolled and Non-enrolled Students Rating the Importance of Cost of Attendance “Very Important”

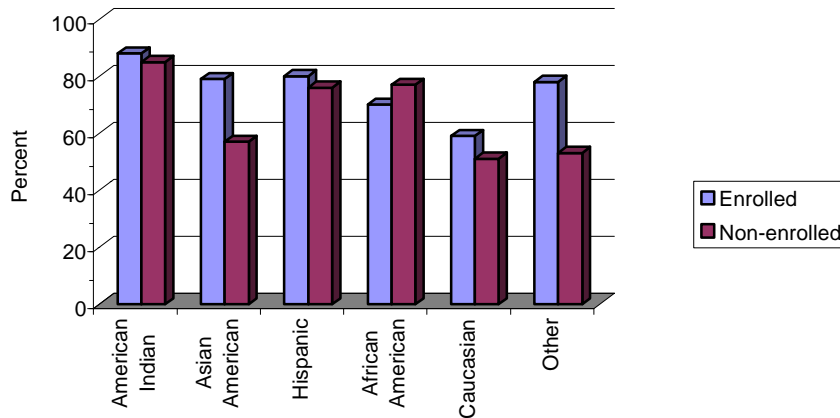
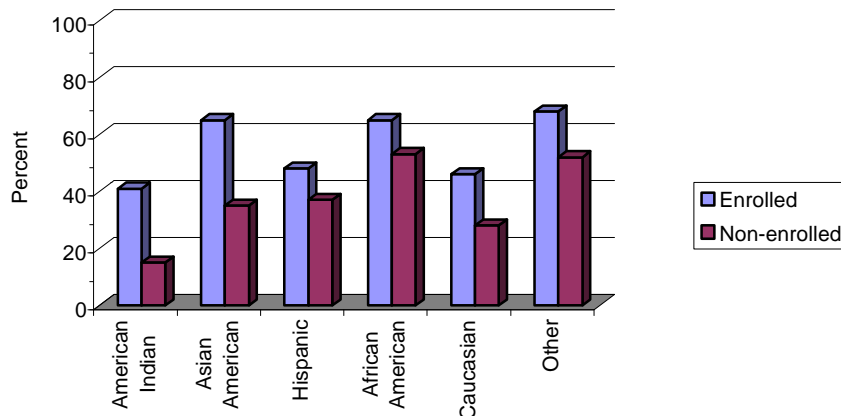


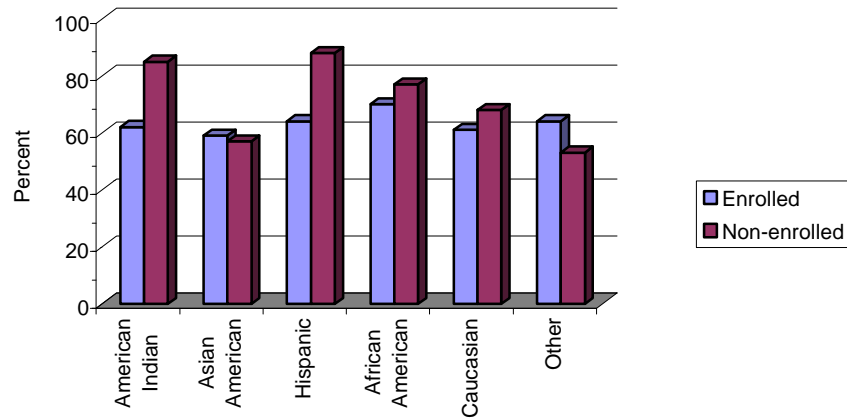
Figure 8 illustrates that for students enrolled at the UW, the cost of attendance was rated as comparatively better than non-enrolled students rated the cost. This appears to be the case across all races, but particularly with American Indian and Asian American students.

Figure 8. Enrolled and Non-enrolled Students Rating the Cost of Attendance at the UW as “Better” or “Best” Compared to other Schools



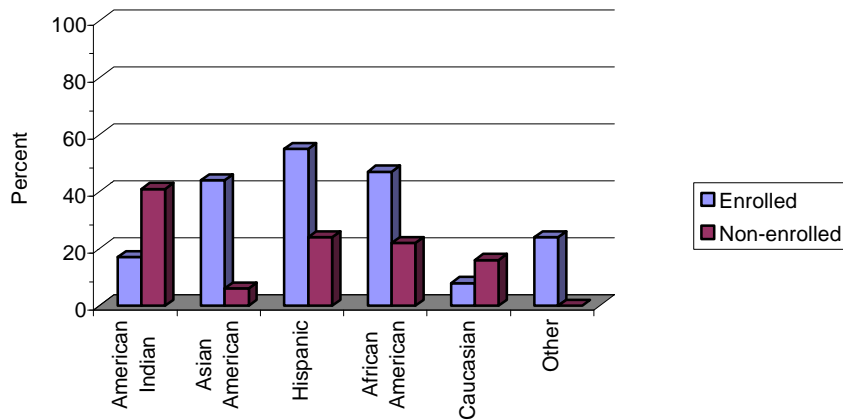
To highlight the issue in a different manner, students were asked to indicate whether the amount of financial aid was an important factor in their choice of institutions (see Figure 9). Non-enrolled students typically rated the amount of aid as a more significant factor than those who chose to enroll at the UW. This was particularly the case with American Indian and Hispanic students.

Figure 9. Enrolled and Non-enrolled Students Rating Financial Aid as Significant Factor in Choice of School



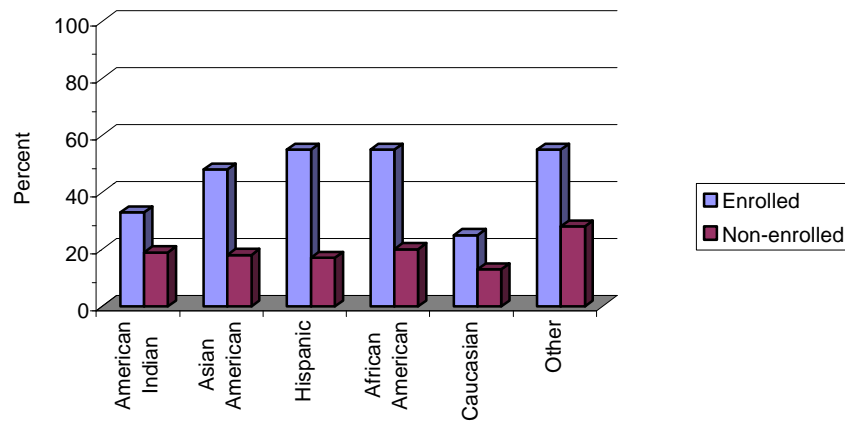
The total dollar amount of financial aid seemed to be a factor that influenced school choice (see Figure 10). Asian American, Hispanic, and African American students who enrolled at UW rated the amount of UW aid as high compared to other schools, which was not the case with American Indian students.

Figure 10. Enrolled and Non-enrolled Students Rating the Amount of Aid at the UW as “Higher” or “Highest” Compared to other Schools



In terms of the communication extended from financial aid personnel to admitted students, minority students reported better communication than Caucasian students (see Figure 11). More enrolled students reported the UW was better at financial communication than non-enrolled students.

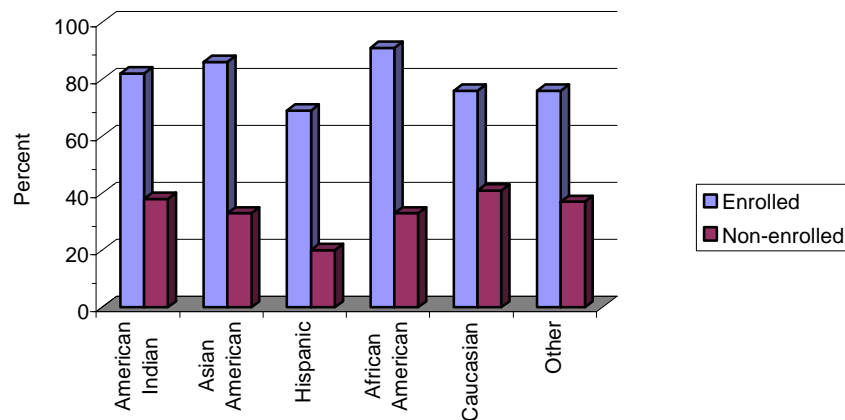
Figure 11. Enrolled and Non-enrolled Student Ratings of Financial Communication at the UW as “Better” or “Best” Compared to Other Schools



Recruitment Effectiveness

As the number of recruitment activities intended for minority students increases at the UW, it is important to investigate how the UW compares to other schools. Concerning visits to the UW campus (see Figure 12), enrolled students rated the experience as better than non-enrolled students, across all ethnicities.

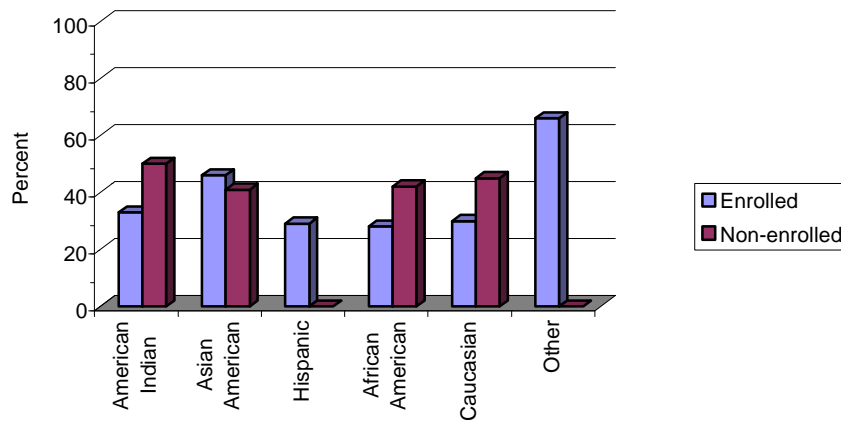
Figure 12. Enrolled and Non-enrolled Student Rating of the Campus Visit at the UW as “Better” or “Best” Compared to Other Schools



Findings concerning college-sponsored meetings are represented in Figure 13. Surprisingly, non-enrolled American Indian, African American, and Caucasian students rated UW college-sponsored meetings as better than other schools. For Asian American students, responses of enrolled and non-enrolled students were similar, with slightly positive responses for enrolled students. For this question, the majority of Hispanic students who chose to enroll at the UW responded positively, which was not the case for Hispanic students who did not enroll (see Appendix 13b). An important element to note from

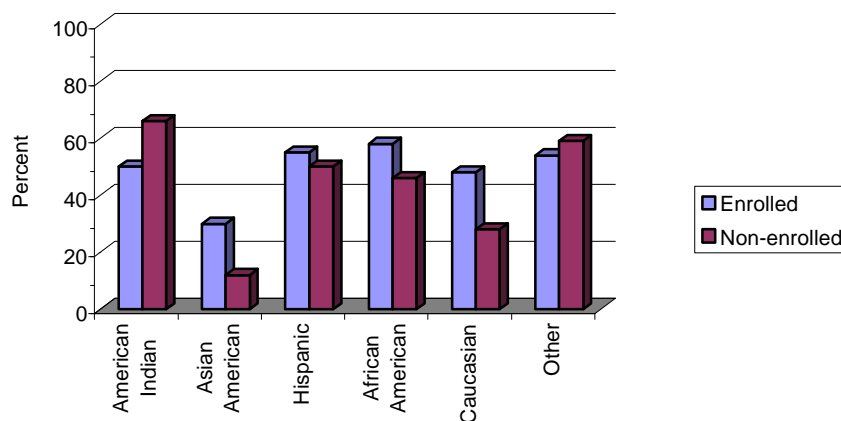
Figure 13 is that most non-enrolled students rated college-sponsored meetings at the UW as better than meetings of other schools.

Figure 13. Enrolled and Non-enrolled Student Ratings of College-sponsored Meetings at the UW as “Better” or “Best” Compared to Other Schools



In general, UW high school visits seemed effective compared to those of other colleges (see Figure 14). Even American Indian students who chose not to enroll at the UW replied that the UW high school visits were better. In the other groups, most students who enrolled rated UW high school visits somewhat better than non-enrolled students, but overall, Asian American students did not rate UW high school visits highly.

Figure 14. Enrolled and Non-enrolled Student Ratings of High School Visits by the UW as “Better” or “Best” Compared to Other Schools



Win Rates

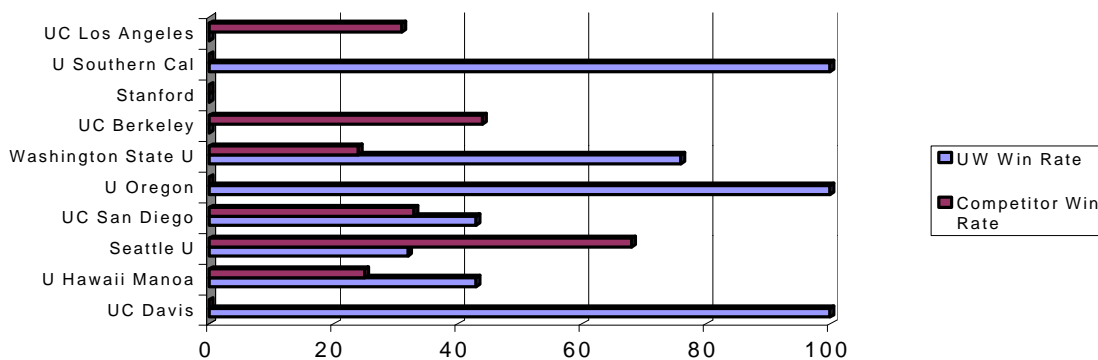
An important issue is whether the UW can persuade a higher percentage of students, especially individuals of minority status, to enroll at the UW when they have competing offers from other schools—the so-called Win Rate. This rate is calculated by the College Board to be the percentage of students who choose to enroll at the UW based on the number jointly admitted to the UW and other institutions.

The top schools were selected based on the number of students who cross-applied to the UW and the listed school, and not necessarily based on schools with the highest cross-admissions. As such, Win Rates may be based on very small sample sizes for any given school. American Indian statistics will not be discussed as there appeared to be significant competition only with Washington State University, and the UW Win Rate was 100%.

When compared with the top 10 most common schools with which the UW competed for students for the 2000-01 academic year, it was apparent that the UW was successful in competing with some schools but not others, and that success varied across ethnic groups. Figures 15 a-d include the 10 schools with the highest number of cross-admissions with the UW for three minority groups as well as caucasian students.

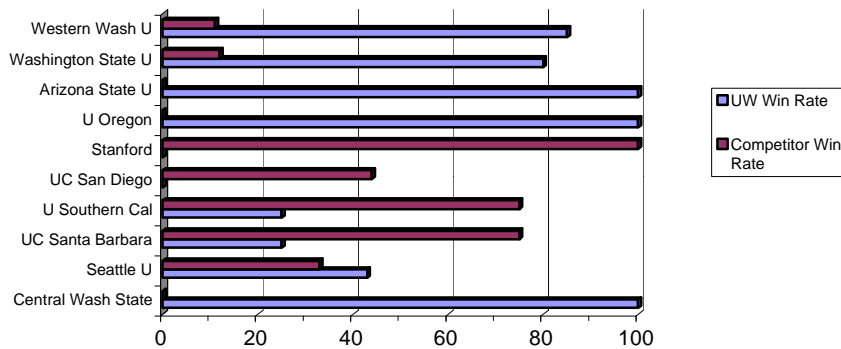
Asian American students submitted applications and were accepted to a number of institutions, including many in California (see Figure 15a). In terms of cross-admissions, the UW is a formidable competitor with the University of Southern California (USC), Washington State University (WSU), the University of Oregon, the University of California (UC) at San Diego, the University of Hawaii Manoa and UC Davis. The UW was not as successful in persuading Asian American students to enroll who were cross-admitted to the University of California at Los Angeles (UCLA), UC Berkeley, and Seattle University.

Figure 15a. Win Rates for Cross-Admitted Asian American Students (n=58)



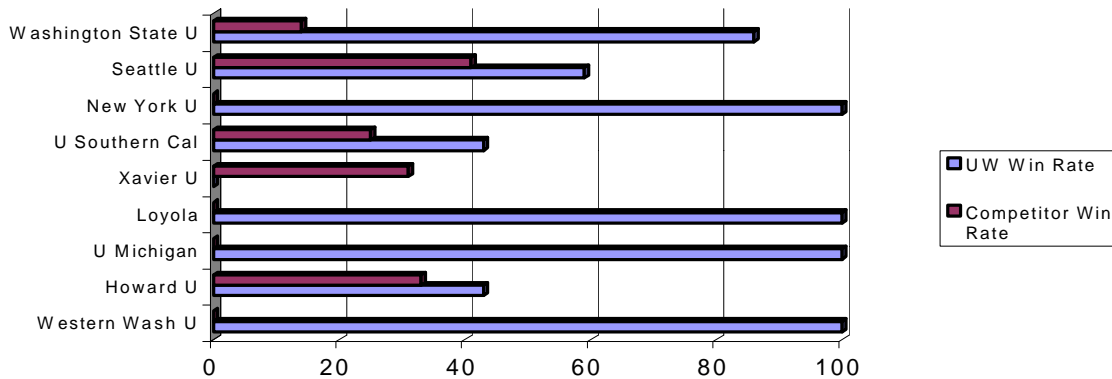
For Hispanic students (see Figure 15b), the UW had higher win rates against Western Washington University (WWU), WSU, Arizona State University (ASU), the University of Oregon, Seattle University and Central Washington State University (CWU). Win Rates for competitors admitting Hispanic students show that Stanford, UC San Diego, USC, and UC Santa Barbara were chosen over the UW.

Figure 15b. Win Rates for Cross-Admitted Hispanic Students (n=56)



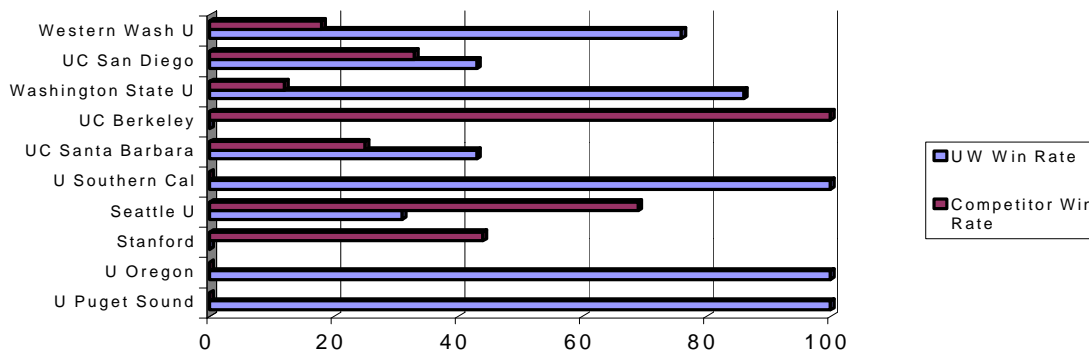
African American students (see Figure 15c) have a broad range of universities competing for their enrollment. In comparison to competing schools, the UW has successful Win Rates against WSU, Seattle University, New York University, USC, Loyola Marymount in California, the University of Michigan, Howard University and WWU. One institution in particular that appears to be preferred by African American students over the UW is Xavier University of Louisiana.

Figure 15c. Win Rates for Cross-Admitted African American Students (n=42)



Caucasian cross-application patterns are similar to those of minority students (see Figure 15d). The UW is most successful in recruiting students who have been cross-admitted to WWU, UC San Diego, WSU, UC Santa Barbara, USC, the University of Oregon, and the University of Puget Sound. The UW does not compete as well with schools such as UC Berkeley, Seattle University and Stanford, as more cross-admitted caucasian students choose to attend those institutions.

Figure 15d. Comparative Win Rates for Cross-Admitted Caucasian Students (n=178)



CONCLUSIONS

In reviewing the data and mapping trends associated with the *Admitted Student Questionnaire*, a number of conclusions can be drawn. Regarding the general demographics of minority students enrolled at the UW, it is clear that the UW does not enroll the highest performing minority students. Minority students, particularly Asian American, Hispanic and African American students, attending institutions other than the UW appear to have higher SAT scores. This trend is also evident in self-reported high school grades of enrolled and non-enrolled students. Another demographic characteristic that can be considered to affect enrollment is parental income. Family income appears to be higher for minority students who do not enroll at the UW. Individuals who chose to enroll at the UW appeared to have lower levels of financial support from home than those who enrolled elsewhere.

There are a number of factors particularly important to prospective students when considering enrollment at the UW. Parental opinion appears to be very influential in the selection of schools; students whose parents rated the UW as better than other institutions most often enrolled at the UW. In cases where parents did not rate the UW as better than other schools, students were more likely to attend other institutions. Considering the strong influence of parents, it seems that the UW must have parents' support if minority student outreach and recruitment are to be successful.

Financial feasibility is an important consideration to most students when choosing an institution of higher education. In general, many non-enrolled students rated financial aid as a significant factor in their choice of schools. Some minority students who enrolled at the UW rated UW financial aid high in comparison with other institutions. This may indicate that students chose to attend other universities due to better aid packages, and that the UW must strive to improve available funding. Enrolled minority students also reported that the UW financial communication was better than non-enrolled minority students reported.

One way to assess the effectiveness of UW outreach and recruitment efforts is to examine how students view UW outreach and recruitment programs in comparison to those of other post-secondary institutions. The majority of enrolled students of all ethnicities rated the UW campus visit as better than most other schools or the best they had seen. For meetings sponsored by the UW, results were mixed for minority

students, but most non-enrolled minority students rated UW meetings better than other college meetings. In terms of increasing the visibility of the UW, high school visits by UW students and supporters are also an important component of effective recruitment. Students who enrolled at the UW were satisfied with the UW high school visit they experienced in comparison to other schools. Most non-enrolled students rated the UW visit slightly lower, except for non-enrolled American Indian students who rated it better.

Data from the *Admitted Student Questionnaire* allowed cross-applications and cross-admissions to be studied according to ethnicity, and some interesting trends became apparent. For minority students, the UW was quite successful at enrolling students with cross-admissions to Western Washington University, the University of Oregon, and Washington State University. The UW was not as successful at enrolling students with cross-admissions to Stanford, the University of California at Los Angeles, and Berkeley. Generally, the UW was competitive but not always successful at enrolling students cross-admitted to Seattle University, University of Southern California, and UC San Diego.

Identifying trends of Win Rates across ethnicities showed that UCLA, Berkeley, and Seattle University had high Win Rates for Asian American students. UC San Diego, Stanford, UC Santa Barbara, and USC had high Win Rates for Hispanic students. Xavier University of Louisiana had the only Win Rate for African American students.

APPENDIX
DETAILED FIGURES

Figure 1a. SAT Verbal Scores of Enrolled Students

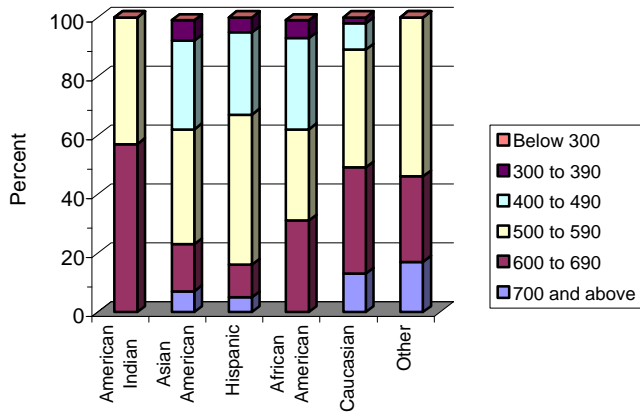


Figure 1b. SAT Verbal Scores, Non-enrolled Students

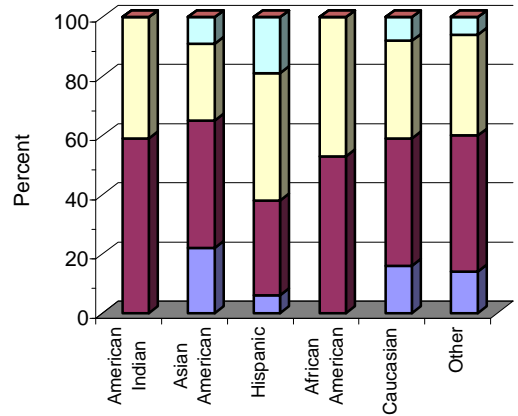


Figure 3a. Parental Income of Enrolled Students

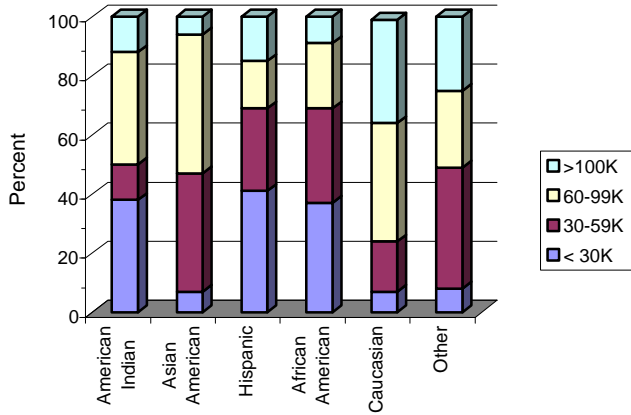


Figure 3b. Parental Income of Non-enrolled Students

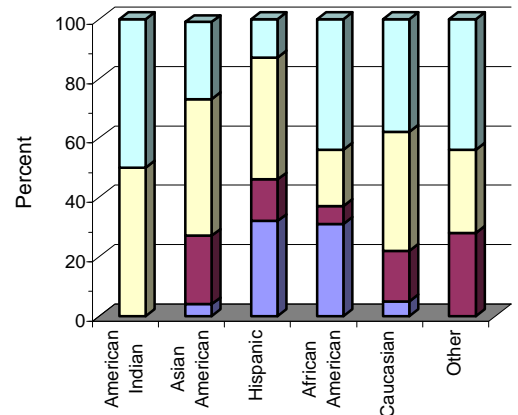


Figure 4a. Average High School Grades of Enrolled Students

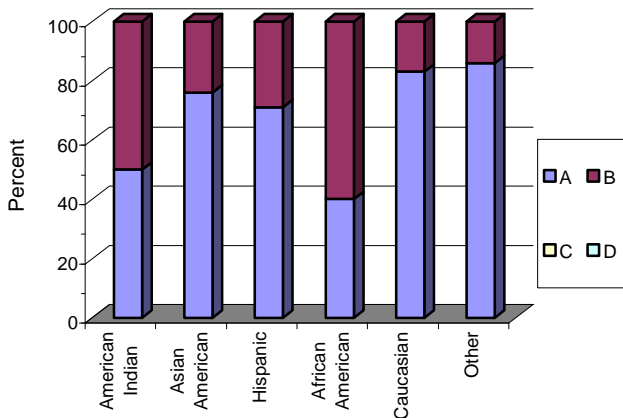


Figure 4b. Average High School Grades of Non-enrolled Students

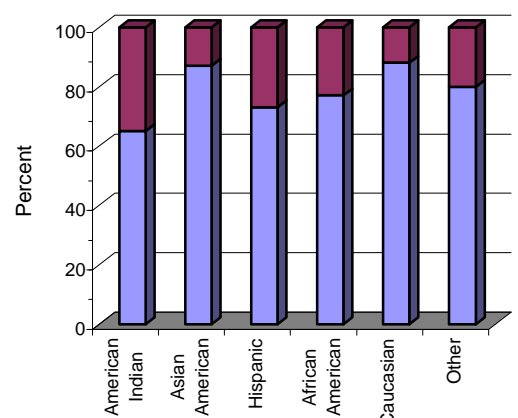


Figure 5a. Parental Opinion of Enrolled Students

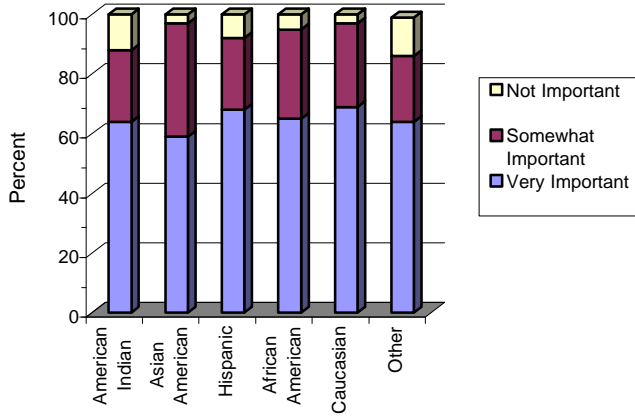


Figure 5b. Parental Opinion of Non-enrolled Students

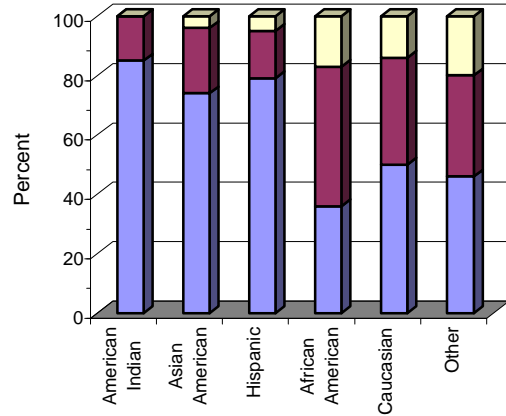


Figure 6a. How the UW Compares to Other Schools According to Parents of Enrolled Students

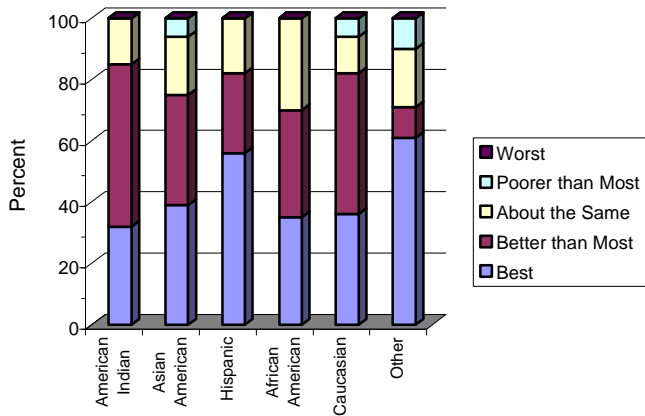


Figure 6b. How the UW Compares to Other Schools, Parents of Non-enrolled Students

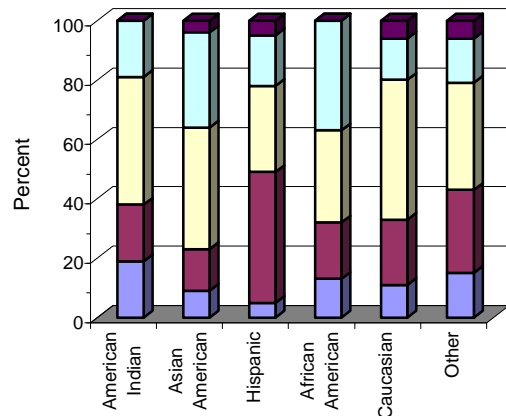


Figure 7a. Importance of Cost of Attendance According to Enrolled Students

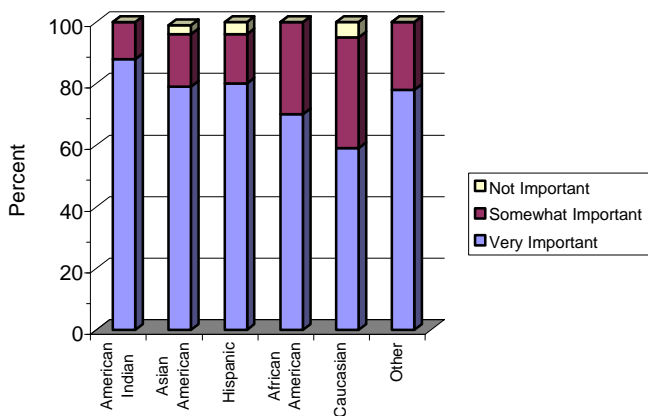


Figure 7b. Importance of Cost of Attendance According to Non-enrolled Students

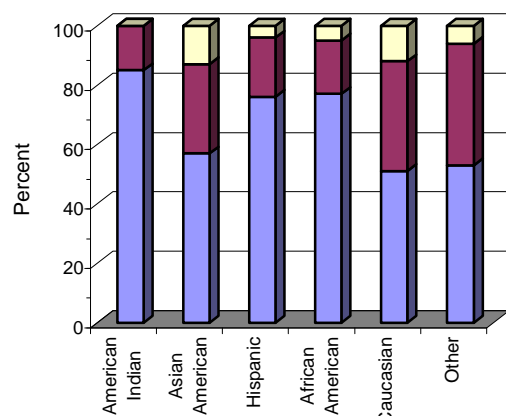


Figure 8a. How the UW Compares to Other Schools in Cost According to Enrolled Students

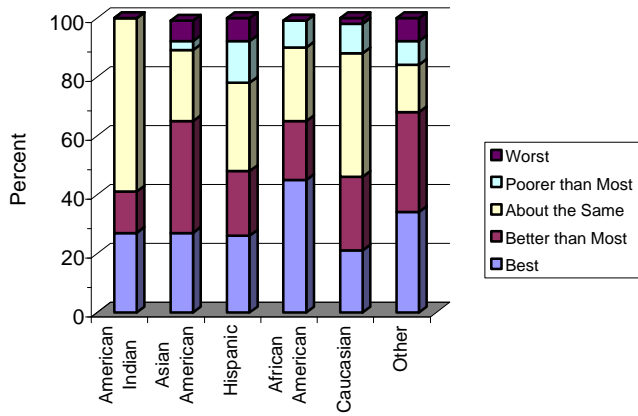


Figure 8b. How the UW Compares to Other Schools in Cost According to Non-enrolled Students

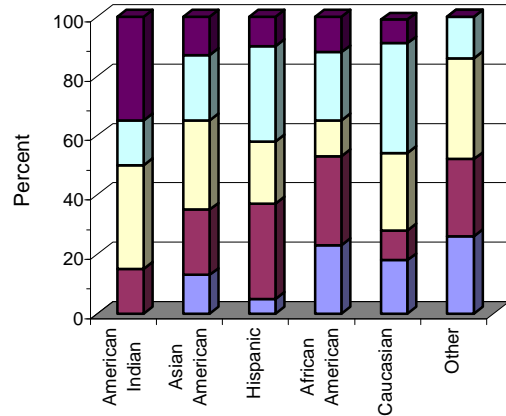


Figure 9a. Significance of Financial Aid in Choice of School for Enrolled Students

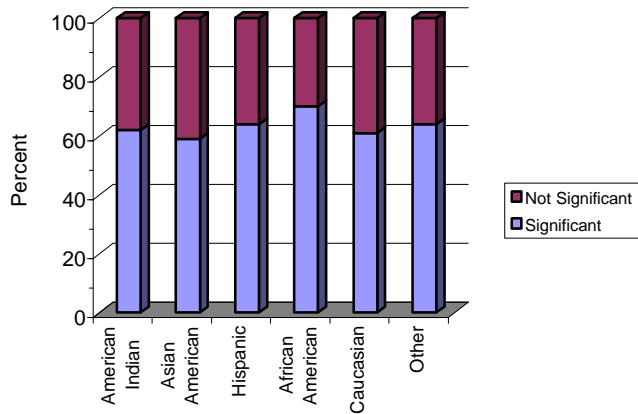


Figure 9b. Significance of Financial Aid in Choice of School for Non-enrolled Students

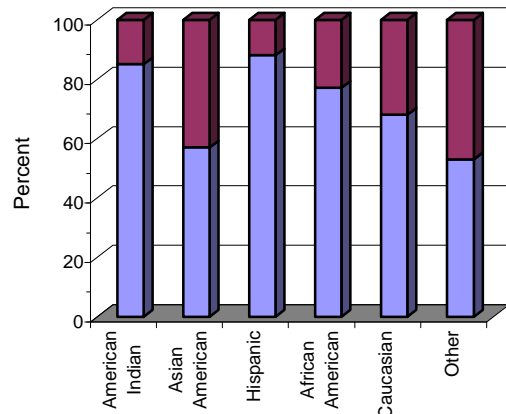


Figure 10a. Comparison of Aid According to Enrolled Students

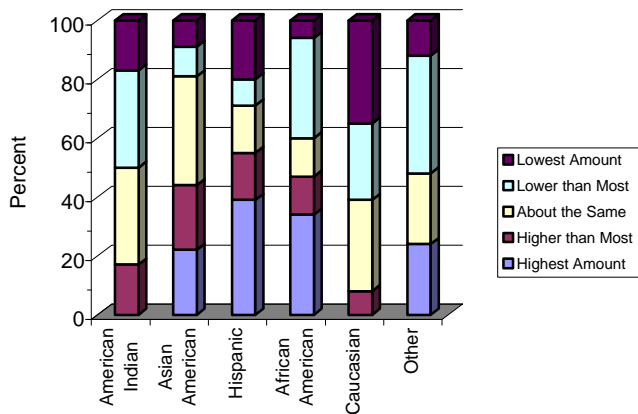


Figure 10b. Comparison of Aid, Non-enrolled Students

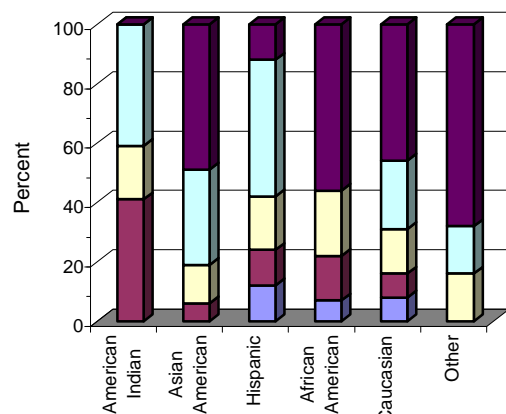


Figure 11a. Comparative Financial Communication According to Enrolled Students

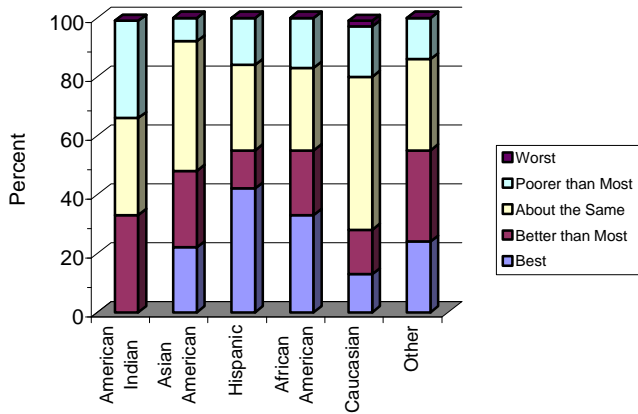


Figure 11b. Comparative Financial Communication According to Non-enrolled Students

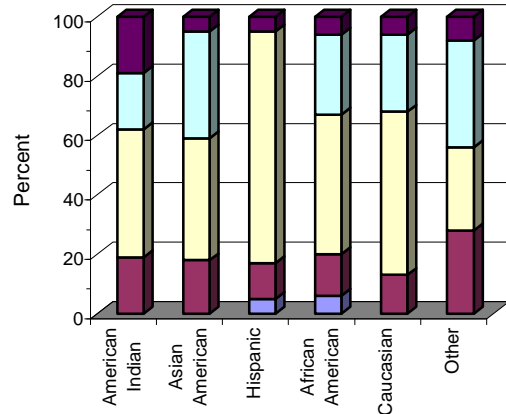


Figure 12a. Comparative Campus Visits According to Enrolled Students

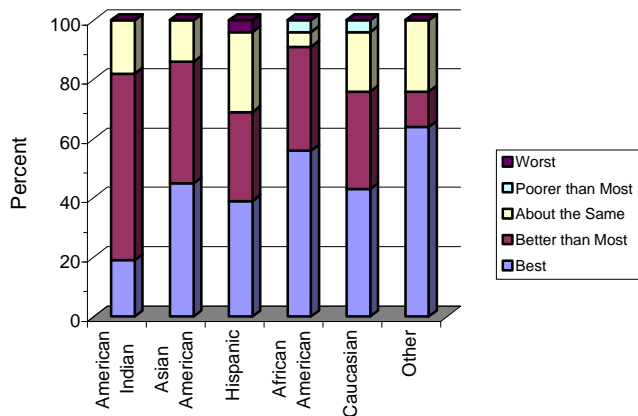


Figure 12b. Comparative Campus Visits According to Non-enrolled Students

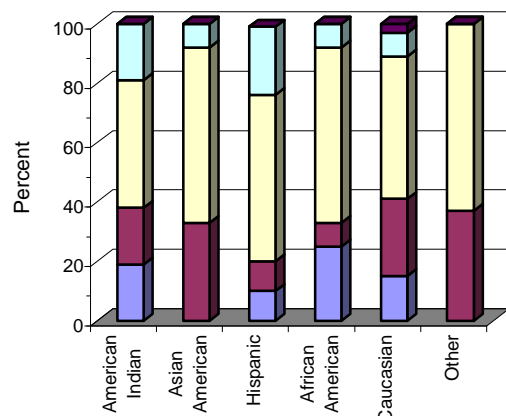


Figure 13a. Comparative College-sponsored Meetings According to Enrolled Students

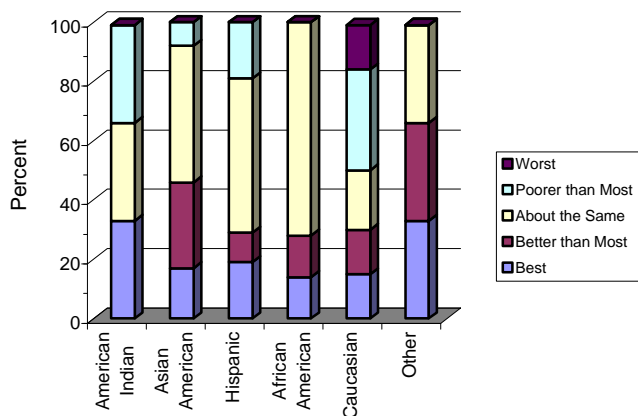


Figure 13b. Comparative College-sponsored Meetings, Non-enrolled Students

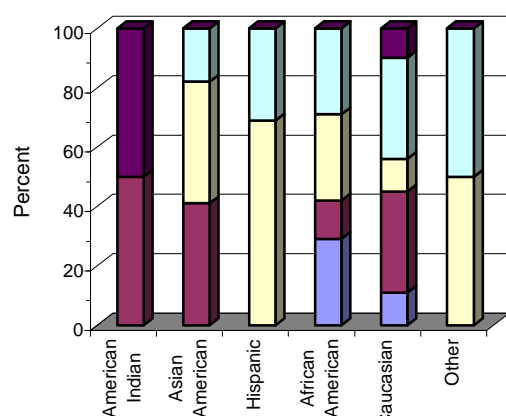


Figure 14a. Comparative HS Visits According to Enrolled Students

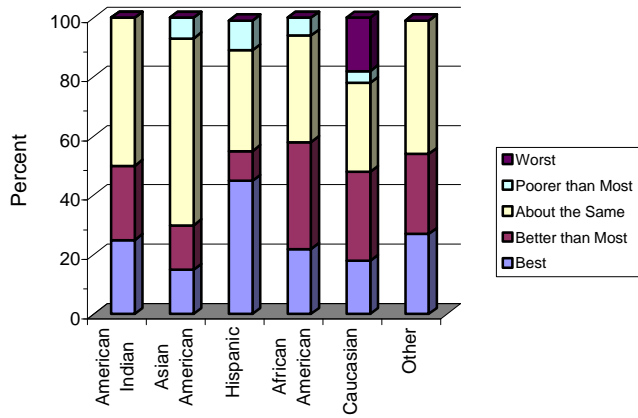


Figure 14b. Comparative HS Visits According to Non-enrolled Students

