

Eastern Mennonite University
2006 Admitted Student Questionnaire

Report prepared by the Office of Institutional Research and Effectiveness

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2006 Admitted Student Questionnaire

Executive Summary

In May 2006, the Admitted Student Questionnaire (ASQ) ®, published by the College Board, was sent to all undergraduate students ($n = 401$) admitted to Eastern Mennonite University (EMU) for the 2006 fall semester. One hundred seventy-one students responded, resulting in an overall response rate of 43% (130 enrolling and 41 non-enrolling students).

Yield Rate

The overall yield rate was 47% (males = 49% and females = 45%)¹. The sample was primarily female (70%) and Caucasian.

Important Characteristics on which EMU was *most* often rated as better than other colleges

- Quality of faculty
- Access to faculty
- Attractiveness of campus
- Availability of religious activities
- Surroundings
- Part of the country

Important Characteristics on which EMU was *least* often rated as better than other colleges

- Cost of attendance
- Quality of majors
- Quality of social life
- Quality of on-campus housing
- Overall academic reputation
- Variety of courses
- Access to off-campus activities
- Undergraduate emphasis

Characteristics more important to *non-enrolling* students than enrolling students (at least 10% greater)

- Prominent intercollegiate athletics
- Availability of athletic programs
- Ease of getting home

Characteristics more important to *enrolling* students than non-enrolling students (at least 10% greater)

- Quality of faculty
- Quality of majors
- Undergraduate emphasis
- Availability of extra-curricular activities
- Access to off-campus activities
- Availability of religious activities
- Quality of social life

Top five images associated most frequently with EMU

- Friendly
- Comfortable
- Personal
- Relaxed
- Fun

¹ The yield rate is the percent of admitted students who enrolled.

Images with strong yields, but associated less frequently with EMU

- Intellectual (54%)
- Career-oriented (52%)
- Challenging (54%)

Significantly more enrolling students described us as *friendly, comfortable and social*.

Significantly more non-enrolling students described us as *conservative*.

Top sources of EMU information

- Post-admission communication (92%)
- College web site (90%)
- Financial aid communication (90%)
- College publications (87%)
- Electronic communication (87%)
- Contact with students (84%)
- Visit to campus (80%)
- Contact with faculty (79%)

Highest rated information sources (>60% “best” or “better than most”)

- Post-admission communications
- College publications
- Visit to campus
- On-campus interview
- Contact with faculty

Lowest rated information sources (<40% “best” or “better than most”)

- College videos/CDs

Cost and Financial Aid

- 74% say cost/aid important in college choice (compared to 66% at other private baccalaureate colleges)
- This is an increase from 64% in 2003 and 67% in 2001
- Lower yield for students saying cost/aid is significant (41% vs. 61%)
- Total package for students attending EMU similar to package for students attending other school
- Higher than other university = Work and need-based aid
- Lower than other university = Loan and merit grant aid

Cross-applications with other institutions (in descending order)

1. JMU
2. Bridgewater
3. Goshen
4. Hesston
5. Messiah
6. Liberty U
7. Bluffton
8. Virginia Tech
9. Eastern
10. Radford
11. Temple
12. Roanoke

Admitted Student Questionnaire

Background

In May 2006, the Admitted Student Questionnaire (ASQ)®, published by the College Board, was sent to all undergraduate students admitted to Eastern Mennonite University (EMU) for the 2006 fall semester. The questionnaire is designed as a measure of admitted students' ratings of the importance of various characteristics of college, how the importance of these characteristics differs across various subgroups (e.g., enrolling and non-enrolling students), and how other colleges compare on these characteristics. The ASQ addresses questions, such as:

- “Are we especially attractive to students who value particular characteristics?”
- “Do the patterns of students choosing to enroll or not enroll conform to the vision that we have of ourselves and that we would like to project?”
- “Do non-enrolling students view us differently than students who choose to enroll?”
- “What is important to the students we would like to enroll but who are choosing to go elsewhere?”
- “Are we losing students to whom particular characteristics of a college are important?”
- “What images that we hold of EMU are inconsistent with those expressed by students?”
- “How does our admission pool overlap with our competitors?”
- “Are we achieving the goals we have for financial aid awards?”

In prior years² a lengthier version of the survey, the Admitted Student Questionnaire – Plus (ASQ+) was administered. The shorter survey was selected for 2006 in hope that shortening the length of time required for students to complete the questionnaire would increase the response rate. The ASQ version asks students to rate EMU as “best”, “better than most”, “about the same”, “poorer than most”, “worst”, on various qualities, in a general comparison with all of the other colleges to which they have been admitted. The previous version asked for ratings (“excellent”, “very good”, “good”, “poor/fair”) of EMU and two specific institutions to which the student had been admitted (the student supplied the actual name of the other institutions). This difference in methodology will somewhat alter the ability to make direct comparisons with other years' data.

A combination of web- and paper-based ASQ administration was offered to the 401 students who had been admitted as of May 2006. One hundred seventy-one students responded, resulting in an overall response rate of 43% (130 enrolling and 41 non-enrolling students). The overall response rate, as well as the response rate of enrollees and non-enrollees, was slightly lower than the 2003 response rate.

The response rate of students *enrolling in EMU* (70%) was in the high end of the range that is typically reported on the ASQ, and substantially greater than the overall 48% response rate for enrolling students in the norm sample³. Although, the response rate of *non-enrolling* students (19%) was lower than the rate that is usually reported on the ASQ, it was higher than the overall response rate of 13% for non-enrolling students in the norm sample. Despite a weighting methodology that was employed in the reporting of the ASQ responses, the difference in response rate between the enrolling and non-enrolling groups must be considered when interpreting the yield figures for non-enrolling students and the representativeness of the two groups.

Demographic Characteristics

Yield rate. The overall yield of students choosing to enroll versus not enroll was 47%, which is higher than the yield in both 2001 (44%) and 2003 (38%). The yield rate is also higher than that of private baccalaureate institutions, which was 34% (ASQ Norms Report, 2002-2005). The EMU yield rate by gender was 45% for females and 49% males.

² The Admitted Student Questionnaire Plus (ASQ+) was previously administered in 1990, 1992, 1995, 1997, 1999, 2001, and 2003. In 2006, the shorter Admitted Student Questionnaire (ASQ) was administered.

³ The norm sample provided for the ASQ includes students admitted to 74 colleges and universities between 2002 and 2005.

Gender. The ASQ results are based on a sample that is somewhat over-representative of females (70%). The proportion of males and females in the enrolling and non-enrolling groups were similar.

Race. Comparing the sample of survey respondents to the total population of EMU's 2006-07 admitted students, Caucasian students were slightly over-represented and African Americans were slightly under-represented. The various racial backgrounds were representative of the population demographics represented on the Student Information System (SIS) for both enrolling and non-enrolling students.

Students from Virginia. The percentage of students from Virginia (35%) remained stable over the past several administrations of the ASQ. Approximately 20% admitted students reported living less than 50 miles from the EMU campus, and an additional 9% were from 51 to 100 miles from campus. Interestingly, a similar percentage (23%) of admitted students reported living more than 500 miles from the EMU campus. As reported in 2003, the top two Enrollment Planning Service (EPS) markets were Shenandoah (20%) and southern Pennsylvania (east; 13%).

Scholastic Achievement. A total of 95% of the respondents reported achieving an "A" or "B" average while in high school, and the percent of enrolling versus non-enrolling students reporting "A" and "B" averages were similar. The percent of students reporting an "A" average (61%) was the lowest reported since the 1990 administration of the ASQ (49%). In 2003, 76% of admitted students reported having achieved an "A" average while in high school. A higher percentage of EMU students reported having achieved an "A" average than the norm sample (55%).

The mean Scholastic Aptitude Test (SAT) Critical Reading score was 566, which was slightly lower than the SAT Verbal Score of 583 reported in 2003⁴. The average SAT Critical Reading score of enrolling students (mean = 562) was slightly lower than the average score of non-enrolling students (mean = 577). Similarly, the mean SAT Math score was 549, which is lower than the SAT Math score of 591 reported in 2003. The average SAT math score of enrolling students (mean = 544) was also lower than the average SAT math score of non-enrolling students (mean = 566). The mean SAT Writing scores of admitted students was 556, and enrolling (mean = 556) and non-enrolling (mean = 558) students scored similarly.

Number of College Admissions. Of the survey respondents who enrolled in EMU, 21% had applied only to EMU and 28% were accepted only by EMU. The majority of enrollees applied to (99%) and were admitted to (100%) between 1 and 6 colleges. Non-enrollees applied to (92%) and were admitted to (97%) between 2 and 9 colleges. Overall, the majority of students applied to (91%) and were admitted to (93%) between 1 and 7 colleges.

Plans to Attend College. Of the non-enrolling students, 97% stated that they planned to attend college in the next 12 months.

ANALYSIS

Admitted Students' Perceptions of College Characteristics

Students were asked what college characteristics were very important to them in choosing the college they would attend, and were asked to rate EMU in comparison with other schools that they had seriously considered. The percentage of students who classified each characteristic as "very important" is listed in the table below, along with the percentage who rated EMU as "best" or "better" than other schools that they considered. Due to the change in items between survey administrations, trend data are not available for each item. Additionally, there was a marked increase in importance ratings for a number of items. For example, "cost to your family" rated as "very important" increased from 67% in 2003 to 81% in 2006. Similarly, "very important" ratings of

⁴ In March 2005, the SAT underwent several changes, which included changing the name of the SAT Verbal to the SAT Critical Reading subtest. Comparisons with the current year's SAT scores and the previous years' scores should be made cautiously. This year's report is the first to include SAT Writing scores.

“quality of social life” increased from 52% in 2003 to 74% in 2006. In general, this year students selected “very important” more frequently than in 2003. See Table 1.

Table 1. *Admitted students’ ratings of characteristics sorted by importance ratings*

Characteristic	Percent rating EMU best or better than other schools		Percent rating characteristic very important			
	2006	2006	2003	2001	1999	1997
Quality of majors of interest to you	45%	82%	---	---	---	---
Cost to your family	28%	81%	67%	72%	70%	74%
Quality of faculty	58%	77%	---	---	---	---
Quality of social life	44%	74%	52%	61%	54%	54%
Access to faculty	63%	66%	---	---	---	---
Quality of on-campus housing	37%	62%	44%	48%	43%	44%
Attractiveness of campus	61%	56%	36%	40%	35%	35%
Overall academic reputation	42%	55%	59%	61%	61%	61%
Surroundings	52%	54%	38%	43%	38%	47%
Variety of courses	33%	53%	---	---	---	---
Availability of religious activities	75%	52%	---	---	---	---
Concentration on undergraduate education	39%	51%	---	---	---	---
Access to off-campus cultural and recreational opportunities	48%	51%	31%	31%	32%	26%
Part of the country in which the college is located	50%	50%	---	---	---	---
Ease of getting home	41%	49%	---	---	---	---
Quality of academic facilities	35%	45%	52%	60%	48%	59%
Chance to be with students from different backgrounds	56%	43%	---	---	---	---
Availability of extracurricular activities	31%	42%	45%	51%	43%	45%
Athletic programs in which you would like to participate	33%	33%	---	---	---	---
Prominent intercollegiate athletics	29%	28%	---	--	--	---

Characteristics most often rated as “very important”. The characteristic most frequently rated as “very important” was “quality majors of interest to you” (82%). A similar item, “availability of majors”, not on this year’s survey, was also ranked first in importance in previous years. The item rated “very important” second most often was “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” (81%). More students in 2006 rated cost as “very important” than in previous survey years. In 1997, 74% of the respondents rated cost as “very important”; however, the trend declined and in 2003 a mere 67% rated cost as “very important”. Also rated “very important” by the majority of respondents was the quality of the faculty (77%), quality of social life (74%), access to faculty (66%), quality of on-campus housing (62%), attractiveness of campus (56%), and the overall academic reputation (55%).

Comparisons with other institutions. Students were asked to specify how EMU rated in comparison to other schools that the student seriously considered. Of the two characteristics rated most important, 45% students rated quality of majors and 28% rated cost as “best” or “better” than other schools. In fact, cost was the characteristic most frequently rated “poorer than most” or “worst” (34%). The characteristics that the majority of students rated “best” or “better” than other schools they considered were the availability of religious activities

(75%), access to faculty (63%), attractiveness of campus (61%), quality of faculty (58%), and the chance to be with students from different backgrounds (56%).

Characteristics rated “very important” by the majority of students, yet less favorably in comparison with other schools included cost of attendance, quality of majors, quality of social life, quality of on-campus housing, overall academic reputation, variety of courses, access to off-campus activities, and emphasis on undergraduate education. Characteristics rated very important by significantly more *enrolling*⁵ than non-enrolling students included the quality of faculty (90% enrolling versus 66% non-enrolling) and the availability of religious activities (62% enrolling versus 44% non-enrolling). Significantly more *non-enrolling* (41%) than enrolling students (24%) rated availability of athletic programs very important. Not surprisingly, significantly more enrolling students than non-enrolling students rated EMU more favorably than the other schools they considered on many of the characteristics. No characteristic was rated significantly more favorably by non-enrollees than enrollees. An examination of the items with the greatest difference between the percent who said the item was very important and the percent who rated EMU better or best indicates we might want to focus on net costs and promoting the quality of majors. Table 2 includes students’ comparison of EMU to other schools on images selected by 50% or more students as “very important” to them when choosing a college.

Table 2. Comparison of EMU to other institution on characteristics rated “very important” by more than 50% students

Most Marketable Characteristics ^a	Areas to Refocus Marketing or Improve ^b
Quality of faculty (77% & 58%)	Cost of attendance (81% & 28%)
Access to faculty (66% & 63%)	Quality of majors (82% & 45%)
Attractiveness of campus (56% & 61%)	Quality of social life (74% & 44%)
Availability of religious activities (52% & 75%)	Quality of on-campus housing (62% & 37%)
Surroundings (54% & 52%)	Overall academic reputation (55% & 42%)
Part of the country (50% & 50%)	Variety of courses (53% & 33%)
	Access to off-campus activities (51% & 48%)
	Undergraduate emphasis (51% & 39%)

^a 50% or more rated EMU as “best” or “better than most”

^b Less than 50% rated EMU as “best” or “better than most”

College Images

Students were presented a list of 23 adjectives (e.g., relaxed, prestigious, career-oriented, etc.) and were asked to circle the words describing the “most widely-held images of our college”. The adjectives most frequently used by both enrolling and non-enrolling students when describing EMU were *friendly*, *comfortable*, *personal*, and *relaxed*. Non-enrolling (46%) were more apt than enrolling students (28%) to describe EMU as “conservative”. Both groups of students least often described EMU as “impersonal”, “snobbish” and “intense”. As would be expected, fewer enrolling students (4%) selected EMU as a “back-up school” or “average”. Table 3 includes the images that students most often selected.

Table 3. Most frequently selected adjectives describing college image (in descending order)

All admitted students	Enrolling students	Non-enrolling students
Friendly (65%)	Comfortable (81%)	Friendly (61%)
Comfortable (69%)	Friendly (78%)	Comfortable (51%)
Personal (55%)	Social (65%)	Personal (51%)
Relaxed (52%)	Relaxed (61%)	Conservative (46%)
Fun (49%)	Fun (58%)	Relaxed (44%)
Social (46%)	Personal (59%)	
	Close-knit (50%)	

⁵ Significant differences are evaluated at the 99% confidence level.

The college image with the highest yield rate was “social”; that is, 66% of students describing EMU as “social” enrolled in EMU. The college image with the lowest yield rate was “conservative”; only 35% of students describing EMU as “conservative” actually enrolled. A significantly higher percentage of enrolling versus non-enrolling students described EMU as “friendly”, “comfortable”, and “social”.

Table 4, below, illustrates images in which EMU is either higher or lower than the norm sample. As may be seen, descriptions of EMU often did not deviate greatly from the norm sample. Exceptions included descriptions of EMU as *more* conservative, relaxed, fun and comfortable and *less* prestigious (EMU 7% versus norm 29%) and challenging (EMU 31% versus norm 42%). The college images presented in this year’s version of the ASQ differed slightly from those presented in the 2003 administration (ASQ+). Descriptions similar to students admitted in 2003 were “comfortable” and “fun” by 10% or more EMU students than the norm sample, and “challenging” and “prestigious” by 10% or fewer EMU students than the norm sample. In 2003, however, at least 10% fewer EMU students than the norm group described EMU as a “back-up school”.

Table 4. *Comparison of images associated with EMU and the norms for baccalaureate institutions*

<i>Images where EMU is higher than the norm</i>		<i>Equal to norm</i>	<i>Images where EMU is lower than the norm</i>	
<i>plus 10% or more</i>	<i>plus 1 to 9%</i>		<i>minus 1 to 9%</i>	<i>minus 10% or more</i>
Conservative	Not well-known	Exciting	Intense	Prestigious
Relaxed	Average	Impersonal	Intellectual	Challenging
Fun	Social		Isolated	
Comfortable	Friendly		Career-oriented	
	Close-knit		Snobbish	
	Back-up school		Liberal	
	Personal		Athletics	
	Partying			

Note. The table compares difference in the percent of EMU students compared to the percent of baccalaureate norm-group students who selected the particular adjective. However, the percentage of students who actually selected the various images ranged from 1% (Impersonal) to 69% (Friendly). That is, an adjective may be included on the list of images selected more often by EMU students than the norm group, yet not have been highly endorsed by EMU students (e.g., only 17% of admitted EMU students described EMU as “back-up school”, yet this is higher than the norm of 13% baccalaureate students. Similarly, only 12% of EMU students described EMU as a “partying” school, yet this is slightly higher than the norm of 10 %.).

Factors Associated with Yield

Regardless of how *important* a student rated quality of social life, access to off-campus activities, and the opinion of friends and parents, the more favorably the student rated EMU in comparison to other schools, the higher the likelihood that the student enrolled in EMU. No students rated the quality of EMU faculty as “poorer or worst” in comparison to other schools. However, students rating the quality of faculty as “very important” were more likely to come if the student felt that EMU was “best or better than” other schools that the student had considered. In contrast, enrollment of students who did not place importance on the quality of the faculty did not differ, regardless of whether they stated that the quality of EMU faculty was “about the same” or “best or better than” other schools they had considered. No students enrolled who rated their parents’ opinion as “very important” and their parents’ opinion of EMU as “worst or poorer than” other colleges they considered. Regardless of the *importance* of students’ friends’ opinions, having friends with positive opinions of EMU was related to a substantial increase in the likelihood that the student would enroll.

Exposure to Information Sources

The information sources most often cited by students were post-admission communication (92%), college website (90%), financial aid communications (90%), college publications (87%), electronic communication (87%), contact with students (84%), visit to campus (80%), and contact with faculty (79%). The top four sources of information remained the same as those indicated in the 2003 survey; however, in general, a higher percentage of students in 2006 than in 2003 cited each source. The least often cited information sources were college videos/CD-ROMs (37%), college-sponsored meetings (46%), and contact with coaches (48%).

The sources of information that were associated with the highest yield rate were on-campus interviews (53% of respondents who had an on-campus interview enrolled), visit to campus (51% of respondents who visited campus enrolled), and contact with faculty (51% of respondents who had contact with faculty enrolled). Note that the sources of information that were most often cited are not necessarily the sources that resulted in the highest yield. However, it is likely that the sources of information resulting in the highest yield rates (on-campus interviews, campus visits, and contact with faculty) are also the ones used by students more intent on attending EMU.

Students also rated sources of information about EMU in comparison with other schools that they seriously considered. Sources of information students most often rated as “best or better than” other schools more they considered included post-admissions communication (73%), visit to campus (68%), contact with faculty (68%), on-campus interview (64%), college publications (62%), contact with students (60%), electronic communication (58%), high school visits (53%) and contact with graduates (51%).

College Costs and Financial Aid

As mentioned previously, 81% of the students surveyed rated cost as a “very important” factor in choosing a college, second only to quality of majors that a college offers. Yet, only 28% of the students surveyed rated EMU as “best or better than” other schools that they had considered. Roughly one-third rated EMU “about the same” as other schools, and roughly one-third rated EMU as “worst or poorer than most”. Not surprisingly, non-enrollees were somewhat more likely than enrollees to rate the cost of EMU as “worst or poorer than most”. In contrast to the 81% EMU survey respondents, only 67% of the norm sample of baccalaureate students rated cost as “very important”.

Students were also asked “Were either financial aid or college costs significant factors in your decision to enroll in the college you plan to attend?” Overall, 74% of EMU survey respondents (65% enrollees and 81% non-enrollees) compared to 66% of the norm group of private baccalaureate students said “yes”.

The majority of students were awarded financial aid at EMU (90% overall; 94% enrollees; 86% non-enrollees). In contrast, only 69% of students admitted to the baccalaureate norm sample were awarded financial aid. No-need financial awards (i.e., in recognition of athletic, musical, or academic talent) were offered to 61% EMU survey respondents compared with 46% of the national norm sample. Yield rates of students receiving financial aid offers (48%) were similar to the overall yield rate of 47%. As expected, the yield rates for students who either did not apply for (29%) or were not offered (28%) financial aid were lower than the yield rates of those offered financial aid. Yield rates of students who indicated that cost and financial aid *are significant factors* in their decision were slightly lower (41%) than the overall yield rate. The yield rate of students who indicated that cost and financial aid are *not* significant factors in their decision-making was 61% overall and 82% for those who applied for financial aid, anyway.

The total cost of EMU without aid was described as “highest or higher than most” by 68% of survey respondents, overall, and by 72% of those who had applied for financial aid. The net cost of EMU after financial aid was described as “highest or higher than most” by 54% of survey respondents and 57% of those who had applied for financial aid. This is only somewhat higher than the norm group rating of net cost after financial aid (46% said “highest or higher than most”).

One-fifth of the overall sample, as well as one-fifth of both the enrollee and non-enrollee groups cited EMU's offer of financial aid as "highest" in comparison to other colleges to which they had applied. The total dollar amount of financial aid was rated as "highest or higher than most" by 41% of survey respondents (47% of enrollees and 37% of non-enrollees). Overall, 76% stated that the portion of financial aid was at least "about the same" or higher than other schools to which they had applied. The portion of aid that was grant money was rated "about the same" or higher by 83% of the students completing the survey. This is slightly higher than the norm sample (73% "about the same" or higher). Figure 1 illustrates the percent of admitted students in each category of dollar amount of total financial aid award reported by those accepted to EMU.

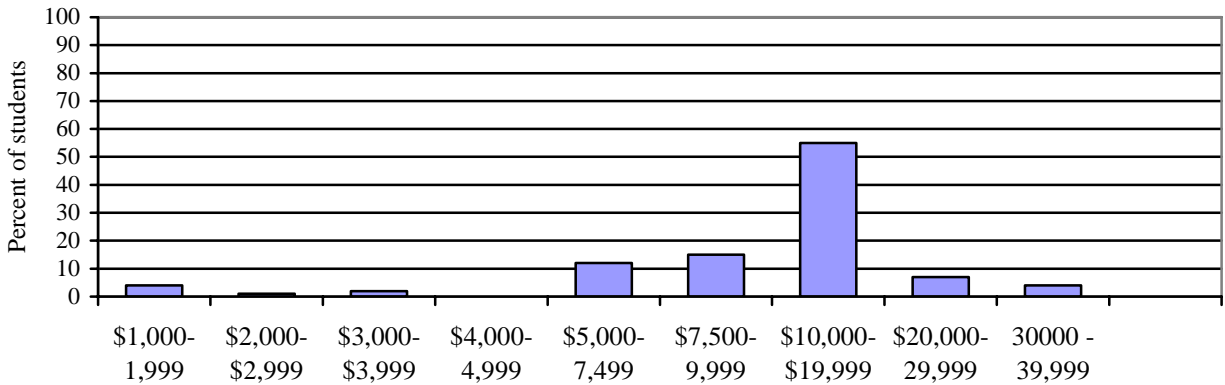


Figure 1. Percentage of admitted students reporting the various dollar amount of total financial aid awarded.

Dollar amounts awarded to students for on-campus work ranged from \$500 to \$2,999, with the majority (73%) receiving between \$1,000 and \$1,999. Student loan amounts ranged from \$1,000 to \$20,000 or more, with the majority (98%) of need-based aid ranging from \$1,000 to \$19,999. The majority of merit-based aid (98%) ranged between \$3,000 and \$19,999, with total aid packages ranging from \$1,000 to \$39,999. Figure 2 illustrates the percent of students receiving various forms of financial help from their parents (students were given the option of selecting more than one type of aid); the source of parent contribution of enrolling and non-enrolling students was similar.

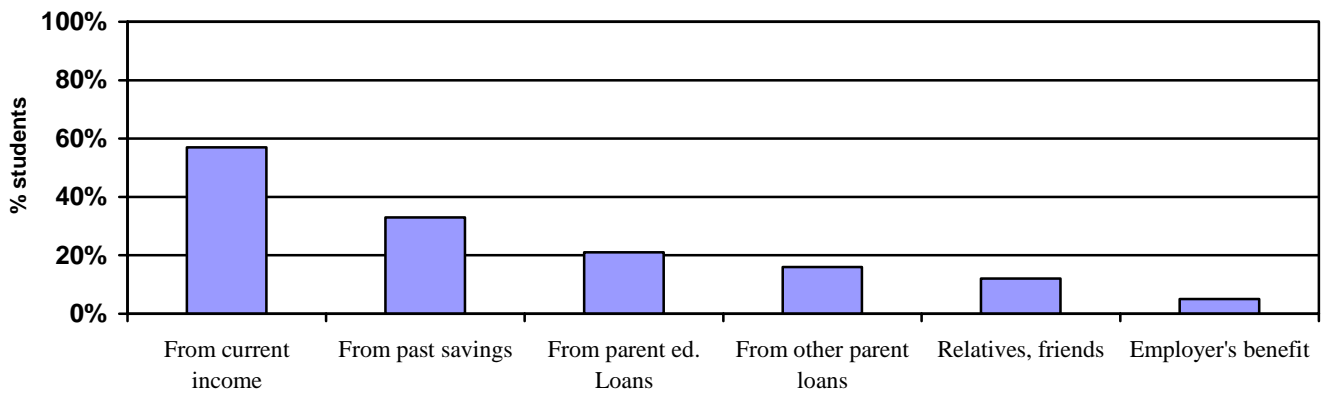


Figure 2. Percentage of students receiving various sources of parent financial contribution

A higher percentage of enrolling students came from lower income families, in comparison to non-enrolling students. Parental income of the majority of students (93%) ranged from the less than \$30,000 response category to the \$100,000 to \$149,999 category; only 7% reported incomes above \$149,999. The majority of parents of non-enrolling students (84%) ranged from the \$40,000 to \$149,999 categories, compared to only 62%

of enrolling students' parents. In contrast, 28% of enrolling students' parents were in the lowest two categories (Less than \$30,000 to \$39,999) than non-enrolling students' parents (12%).

Overlap with Other Colleges

The percentage of students applying to only EMU (10%) was lower this year than in previous years (12% in 2003, and 15-20% in prior years). Schools with the most common cross applications included James Madison University (JMU), Bridgewater College, Goshen College, Hesston College, Messiah College, Liberty University, Bluffton University, Virginia Tech, Eastern University, and Radford University. This year was the first year that JMU, Bridgewater College, Liberty University, Eastern University, and Virginia Tech were included in the list of EMU's top cross-applications. In fact, JMU had the highest number of reported cross-applications, followed by Bridgewater College and Goshen College. This finding possibly reflects the concerns with cost that are increasingly reported by students, as well as the increasing number of schools to which students are applying.

Appendix 1

ASQ Comments 2006

The comments, below, were in response to "Please use the space below for any comments you would like to share with us about our college's admission program."

Comments from enrolled students:

- Your admissions counselors are among your greatest assets...especially Jason. We were also very impressed that your President L. Swartzendruber came out of his office personally to shake our hands when we toured campus. We are delighted that our son will be at EMU in the fall of 2006.
- It would be nice if it was easier to let the college know that you are planning to attend or decline admittance.
- I liked the best that I could communicate electronically with my admissions counselor Brad Miller... He could answer all my questions!!! and it was really helpful!!! Thank you!!!
- I am very excited to attend EMU next year. The requirements were great and I think EMU will be a great fit for me! Thanks for everything!
- It was a great program. Lots of friendly people and support.
- I don't know my parents income
- I know that I go to college to learn, not to play sports, but it seems like athletics should get the same privileges scholarship-wise that music/ art students get. If music majors can get \$2000, then sports-related majors should, too. I don't know about art majors, but it should be the same, too. (Although since I am not majoring in sports therapy, management, physical education, etc., this would not have applied to me.)
- I didn't apply to any other colleges so I don't have much to compare my experiences to
- I feel that EMU has an easy admission program and that the admissions counselors do their jobs very well.
- EMU's admission program was, by far, exemplary compared to others. My admissions counselor was with me every step of way and she was very enthusiastic. She regularly checked in with me and let me know the status of my application, which made me sleep better at night. Might I add that after I was accepted to EMU, I received all of the necessary information right away. They did not hesitate to answer any questions I had and made my overall college application experience enjoyable.
- EMU's admission program is great. I have no complaints.
- It's the best!
- The admission program was very good and I liked how the school kept in contact with me throughout the purpose. The admission staff was very helpful.
- The need based financial aid was very limited and not up to par.
- Working with everyone during the college admissions staff made everything go very smoothly. My Thanks to Colleen who went above and beyond for me .
- personal and friendly
- EMU had by far the most persistent admissions staff as far as contacting me on a regular basis. Jason L. Good called me sometimes once every other week and sent me some kind of postcard every week. I enjoyed the personal connection with staff.
- We were disappointed that I was not eligible for the work-study program.
- I could not find my financial packet at the moment so I do not know what other financial aid I got from EMU.
- I found your admission program very helpful. Before making my decision I could usually count on a call every 1 to 2 weeks from admissions counselor or someone else from the college. If I ever had questions they were always promptly answered.
- I have already been accepted to EMU. This is true to the best of my knowledge.
- Admission program is wonderful, helpful, considerate of families' needs. We pray that our FAFSA application comes through well. (Student's) dad is unemployed at this time and all avenues will be looked at and FAFSA, grants, scholarships, and loans to keep (student) enrolled (parent).
- The people at EMU were very helpful!

Comments from non-enrolled students:

- This survey is kind of personal!
- Only reason I did not attend EMU is because there are no TV's in the rooms
- I received many friendly phone calls from admissions staff and students, as well as e-mails from coaches.
- Although EMU sounds like a great school academically, it is a little more money than I am willing to pay. I am also concerned about my ability to function there and get my school work done because it is known as somewhat of a party school, although that didn't factor into my decision to not attend EMU very much at all.
- I do not feel that EMU is the right choice for me at this time.
- I felt like EMU had a lot of people after me and it was nice to know they care, I just feel it wouldn't be the best fit for me. I'm currently doing a year of service in Oregon and an EMU representative from back home (I live 4 min. from EMU) came and took me out for coffee when she was in the state.
- I loved the college but I did not receive enough scholarship money to attend it.
- I really enjoyed all the contact and advice given to me by my admissions counselor. She was really sweet, and we ended up discussing a variety of my concerns through several phone calls. It was really hard for me to pick JMU over EMU, especially after such close contact with the staff and students.
- I had a good experience with EMU's admission program. I felt that my admission's officer was both helpful and friendly. I also felt that the program provided enough information to make my college decision.