NAGAP

The Admissions Process: What Works, What Doesn't?

In fall 2001, the National Association of Graduate Admissions Professionals (NAGAP) distributed a survey to 948 members of the association; 193 (20.4%) of the surveys were returned. Although a small number of participants responded to the survey, it was a fairly representative sampling of our membership as seen in the demographic data below.

This survey details what works and what doesn't in the entire admissions process. We further envision that it will start a dialogue about the best practices in our profession. We divided the responses into four distinct areas—marketing and recruiting, the application process, closing the deal, and admittance to matriculation—in order to gain a better understanding of our perceptions about our philosophies and practices throughout the entire admissions process.

Demographics

Almost 60% of the members who replied to the survey came from private institutions (see Figure 1). (In December 2001, 57.4% of our members represented private institutions, 38.4% were from public institutions, 0.8% were from proprietary units, and 3.4% were unknown). The largest number (see Figure 2) of the survey respondents (50%) were employed at schools with 1,001-5,000 students. (The December 2001 membership data showed that 34% of NAGAP membership represented schools with student populations under 1,000, 45.5% came from schools of between 1,001-5,000 students, and 20.1% represented schools with over 5,000 students).
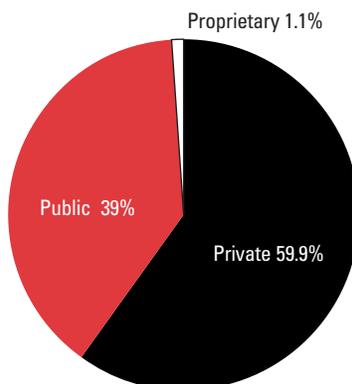

Proprietary 1.1%
Public 39%
Private 59.9%

Figure 1: **Respondents by Institution Type**

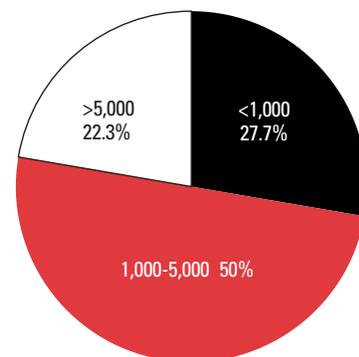

>5,000 22.3%
<1,000 27.7%
1,000-5,000 50%

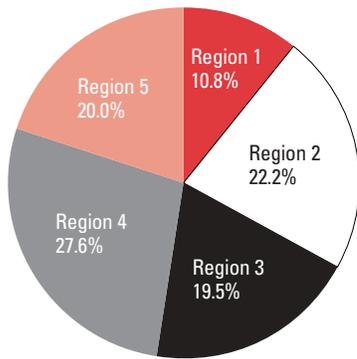**Figure 2:** **Respondents by Size of Institution**

Figure 3: Respondents by NAGAP Region

Region 1:
New England—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Region 2:
Mid-Atlantic—Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico

Region 3:
Southern—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia

Region 4:
Central—Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin

Region 5:
Western—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, Nebraska, Nevada, North Dakota, New Mexico, Oregon, South Dakota, Utah, Washington, and Wyoming

By NAGAP region, of the respondents who answered this question, most came from the central region with 27.6% (see Figure 3) followed by the mid-Atlantic with 22.2%. (December membership totals showed 24.2% of our members in the central region and 26.4% in the mid-Atlantic.) The smallest number of respondents came from the New England region with 10.8%. (December members from New England represent 11.1% of our membership, the smallest region.) Length of NAGAP membership is detailed in Figure 4. And, of those respondents who answered the question, 49% had been in NAGAP for 3 or fewer years.

Additional information collected on the respondents showed that 36% of the respondents worked in a graduate admissions office. It was interesting that 14.5% of the respondents worked in a program or department office. Although people report to numerous academic and professional officers, 32.6% of the respondents were responsible to a dean.

Marketing and Recruiting

Less than five years ago, many of us were just beginning to adjust our marketing/recruitment practices to include a larger range of technologically enhanced products and services. It is likely that many of us are still trying to incorporate new technological enhancements as they become available, as well as learn new skills to stay "current" in this rapidly changing field. In this part of the survey, we tried to gauge the effects of those electronic marketing and recruiting techniques for graduate admissions offices.

Clearly, many technological enhancements are circumscribed by budget limitations. A very wide range of budgets targeted to marketing and recruiting were reported by the respondents (see Figure 5): almost
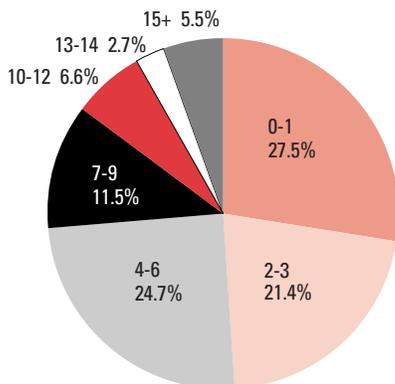

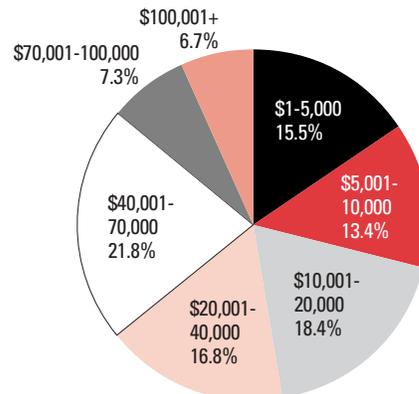Figure 4: Respondents by Length of NAGAP Membership in Years

Figure 5: Annual Recruiting/ Marketing Budgets

Table 1: Goals of Marketing/Recruiting in Order of Importance

Marketing/Recruiting Goal	Most Important	Important	Not Too Important	Least Important
Recruiting quality students	67.9%	25.8%	4.2%	2.1%
Name recognition	38.8%	41.5%	14.4%	5.3%
Recruiting students in quantity	34.9%	34.4%	18.8%	11.8%
Positive image building	34.2%	39.0%	20.8%	6.0%

Table 2: Most Effective Marketing/Recruiting Media in Order of Importance

Media	Most Important	Important	Not Too Important	Least Important
Web site information	75.3%	21.6%	3.2%	0.0%
Printed materials	58.0%	34.0%	6.9%	1.1%
Open houses	35.8%	31.1%	22.3%	10.8%
Web catalog	34.9%	40.8%	16.4%	7.9%
Campus visits	31.0%	37.4%	21.3%	10.3%
E-mail	28.8%	46.3%	18.1%	6.8%
Printed catalog	23.3%	34.7%	26.1%	15.9%
Direct mail	22.3%	40.0%	26.0%	13.8%
Graduate/professional fairs	15.7%	37.1%	29.2%	18.0%
Newspaper advertising	11.3%	26.6%	21.8%	40.3%
Community events	5.5%	22.8%	40.9%	30.7%
Radio advertising	5.4%	21.7%	28.3%	44.6%
Television advertising	3.5%	10.5%	10.5%	75.4%

16% had $5,000 or less budgeted for recruiting and marketing while 14% had more than $70,000 budgeted. Almost one-half (48.6%) of the respondents reported budgets from $5,001 to $40,000.

Whatever budget constraints existed, most respondents were in agreement regarding the most important goals of their marketing/recruiting efforts (see Table 1). Almost 94% responded that "recruiting quality students" was the "most important" or "important" goal; 80% answered that "name recognition" was either "most important" or "important." There was also agreement about whom we target in our marketing/recruiting efforts: 91% target those applicants who contact their institutions, 85% target other regional institutions, 73% target their own undergraduates, 65% target students outside the region, 59% focus on regional professionals, 50% target adults and non-traditional students, and 32% target recruiting efforts at international students.

On the question about the most effective media for delivering the institution's message, there was also wide agreement as well as interesting results about electronic and paper media (see Table 2). Ninety-seven percent believed that materials on the "Web site" were the "most important" or "important" media relied upon to

deliver the institution's message while 92% believed "printed materials" were "most important" or "important." There was certainly no indication to drop printed materials in lieu of using the Web as an exclusive marketing tool based on these results. Additionally, it is probably an indication that our members are aware that students today are equally using print and electronic media, so both environments have become important recruiting arenas.

Although our perceptions about the effectiveness of certain media appear very clear, these perceptions are not always based upon our data gathering efforts. In almost every case, only 40% of us tracked the effectiveness of different media. The one exception was graduate fairs where 80% of those attending the fairs tracked their effectiveness. Perhaps, this speaks primarily to the concerns with graduate fair attendance our members have been expressing lately in conversations and at the conferences.

Only 45% of the respondents used surveys as a way to validate marketing/recruiting efforts. Of those who conducted these follow-ups, 37% surveyed enrolled students, 33% applicants, and 22% alumni. When asked to provide examples of effective survey techniques, of the respondents who answered the open-ended question, 40 mentioned some kind of questionnaire (paper or phone) at the point of admittance, acceptance, or orientation; 11 mentioned focus groups; 9 reported direct question and answer/interview techniques; and only 3 mentioned using either Web or e-mail surveys. It would appear that our utilization of technology has yet to expand to all of its potential uses. This is not surprising given the rapid manner in which technology has been introduced into our profession.

In light of the continuing advancement of technology into day-to-day operations, it was interesting to see how much energy respondents were devoting to some of the more traditional face-to-face recruitment techniques. Eighty-eight percent of respondents continue to attend graduate/professional fairs with 39% attending between two and ten per year, 17% between 11 and 20 fairs, and 17% between 21 and 30 fairs. Currently, 80% of respondents indicated that on-site open houses were held on their campuses (10.6% reported virtual/online open houses on their campuses). Slightly over 56% of the respondents used alumni in recruiting students. When asked how alumni were used, of those who commented, 18 invited alumni to open houses, receptions, and informational sessions as speakers or guests; 15 listed them as graduate fair representatives; 14 used them as referrals; 13 used them as contactors for either admitted or prospective students; 5 mentioned advertising testimonials from alumni; and 2 used special incentives for alumni finding students (one an actual finders fee and another a gift certificate for alumni who were named in "how heard about us").

For many professionals, electronic responsibilities are increasingly time-consuming add-ons to the in-person contacts. At the time of the survey, 96% of all responding institutions maintained their own Web site. Of these, 54% were managed by university or school Webmasters and 46% were maintained by a staff member in the admissions/graduate office. Almost all respondents said that they managed a very interactive Web site with links to most information that graduate students need to obtain in the application process.

Assembling and updating information for electronic and printed environments require much time in our offices. Interestingly, only 72% reported an online catalog and 71% provided an online viewbook, even though a large majority (97%) of respondents thought Web-based marketing was the most important marketing strategy. Ninety-three percent of the respondents still maintained a printed edition of the catalog, although 63% of those have reduced the number of printed catalogs and 47% of respondents have reduced the number of printed viewbooks.

As we watch our profession change and adopt new technologies every year, the responses to one of the final questions confirmed the continuing emphasis upon both technology and face-to-face contact. Respondents were asked, "If you had the resources for only two marketing/recruiting strategies, which would you depend upon to successfully recruit students to your program?" Of the 26 response choices, only the choice "Web

Table 3: Preparation for Recruiting Students in Order of Importance

Activity	Most Important	Important	Not Too Important	Least Important
Learned by doing it	72.7%	21.9%	4.9%	.5%
Contact with other admissions professionals	42.5%	38.5%	16.1%	2.9%
Was undergraduate recruiter	42.1%	31.6%	15.8%	10.5%
On-the-job training with other program recruiters	31.8%	40.0%	20.9%	9.3%
NAGAP conferences	26.9%	45.4%	19.3%	8.4%
NAGAP professional development workshops	20.2%	44.0%	27.4%	8.3%
Non-NAGAP professional development activities	18.4%	40.8%	31.1%	9.7%
Journals, marketing texts, and how-to guides	17.0%	44.9%	29.9%	8.2%

site" yielded 45% as a first or second choice. The next highest response was campus visits (21% with first or second choice).

Finally, respondents were asked to identify activities that were most important in their own professional development. They were asked, "How have you prepared yourself to successfully recruit students to your program?" Seventy-three percent answered "learned by doing," (flexibility becomes a necessary virtue given the changing nature of the job) and 43% "learned through contact with other graduate admissions professionals." (See Table 3 for more details.)
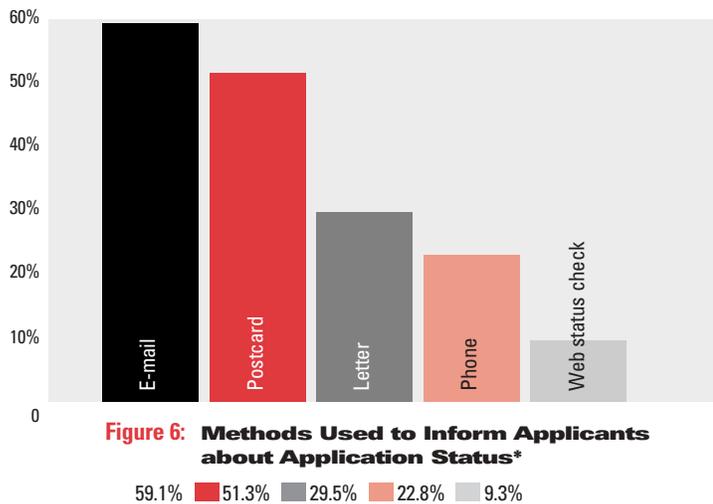
The Application Process

The survey results show that admissions offices are in a transition phase caught between technology and the paper chase. We're no longer in the infant stages of using technology, as we've enthusiastically embraced online applications and e-mail.

On the other hand we've been slower to take advantage of other technologies that promise to make the application process easier and more efficient. We haven't given up our traditional processes in some cases, even when they are duplicative, and for the most part we haven't been able to address new process issues created by technology, with technology. The survey results also show that despite fears to the contrary, the application process still is personal and service-oriented.

Of those with online applications (162), 13% have a reduced fee. One-third of those with a reduced fee felt it increased the number of their applications. The remainder said the reduced fee had no impact or they didn't know if it had an impact. A possible conclusion is that a reduced fee may not be worth the loss in revenue and additional work of processing different fees.

Sixteen percent of those responding don't have an online application. Demographically, these respondents were distributed fairly representatively: 58% were from public institutions while 42% were from private schools. Fifty-two percent were located in institutions with 1,000 or fewer students and 29% were in schools

Figure 6: **Methods Used to Inform Applicants about Application Status***

59.1% 51.3% 29.5% 22.8% 9.3%

*More than one method of notification was reported.

of 1,001-5,000 students. Twenty-nine percent were located in the NAGAP central region and 26% were from the southern region. Further study should investigate what percentage of those with online applications have a system that uploads the online application data directly into the student database. Other studies indicate a much smaller percentage have this capability.

After years of promoting the self-managed application and reducing processing time as a result, mail volume has increased due to the online application. A little over half with online applications (59%) say they have a process for matching transcripts/credentials with the paper online application, but comments indicate for the most part the process is a manual matching of loose credentials with the paper online application, often with an electronic tracking assist. In other words, essentially the same process as with paper applications.

There were a few innovative solutions: 1) other credentials are sent directly to the departments; 2) the applicant prints a hard copy of the online application, adds the other credentials and sends the whole packet to the admissions office; 3) the credentials are scanned into an electronic file; and 4) applicants are encouraged to fax copies of their transcripts at the same time they submit their online application and are then required to submit official transcripts before they register.

One hundred twenty-six of the 181 responding (70%) used a self-managed application. Nearly everyone (90%) contacts the applicant if the self-managed application isn't complete, as opposed to returning the application. Continued use of self-managed applications will become a challenge as an increasingly high percentage of applicants apply online.

Twenty-two percent (42 of 192) used a company or external university unit as a centralized application service. Further study could be done to learn how many are using an outside vendor.

A high percentage of institutions contacted applicants at various times to inform them of the status of their applications. The most common notice is regarding missing information. Ninety-four percent notify applicants at least once of what's missing.

The most common number of notifications were once, monthly, twice, every 2 weeks, and as needed. Other notifications were also made by the vast majority of institutions. Eighty-eight percent indicated when an application was received and 72% indicated when an application was complete.

The most common method for informing applicants of the status of their application was e-mail (59%) but paper was still being used by a high percentage of institutions (see Figure 6). One hundred and fourteen (114) respondents used e-mail but 99 used postcards, so both methods were being used by many offices. Only 9% used a Web status check. Nearly all other notification was by either letter or telephone. Nearly half (47%) didn't indicate a particularly effective method of notification, but of those who did, e-mail was the most preferred method, favored by 28%.

Fourteen percent used application and credentials scanning. Of the 12 comments about experiences with scanning, 7 were positive. One respondent indicated scanning had caused a backlog in processing and another complained about the temperamental hardware. Two users are changing to a different system but didn't indicate why.

There were very few examples of technology being used other than scanning/imaging, e-mail, and the Internet. One office was using the student's e-mail address as a unique identifier. Another had a label maker that could be accessed by all office computers. A couple of offices were using Contact Plus or Access software to manage their inquiries. One office used databases that automatically post pre-specified field information about students and faculty to their Web site.

Forty-four percent described their e-mail volume as high, while almost 50% termed it medium, and 6% said it was low. (see Figure 7) This is somewhat of a surprise since at NAGAP and other meetings the overwhelming volume of e-mail has been a primary topic of discussion. The majority of offices (66%) dealt with their e-mail by having a dedicated staff member. The second highest percentage of offices (22%) don't consider e-mail to be a problem. Only 3% used e-mail management software. The two most common other means of handling e-mail were the use of student workers and all staff sharing the responsibility.

The methods employed to address the seasonal nature of the admissions cycle (see Figure 8) in order of popularity were student workers (45%), overtime (35%), temporary workers (18%), part-time employees (8%), and shared positions (4%). Many offices used more than one method. Two institutions addressed the problem by having rolling admissions and one uses flex-time. Twenty-seven percent said the seasonal nature of admissions work was not a problem.

The most common way of informing faculty and department staff about admissions office procedures and policies was by e-mail. Seventy-six percent used that method. The second most common way was through faculty/staff workshops or seminars, and meetings (59%). Faculty/staff handbooks, snail mail, and the Web were all used by about 20% of institutions.

The comments reinforced that e-mail is regarded as the most effective way to communicate with faculty, although there was concern expressed by one respondent that "e-mail can be ignored," another follows e-mail with hard copy, and one school is having problems with faculty who have multiple e-mail addresses and don't turn on the forwarding function. One institution sends a weekly e-mail to a listserve of 10,000.
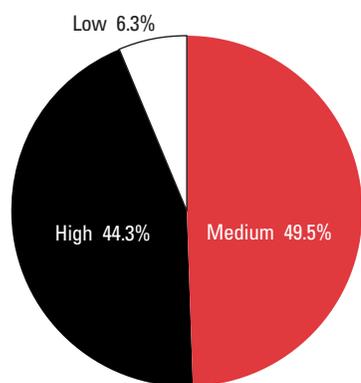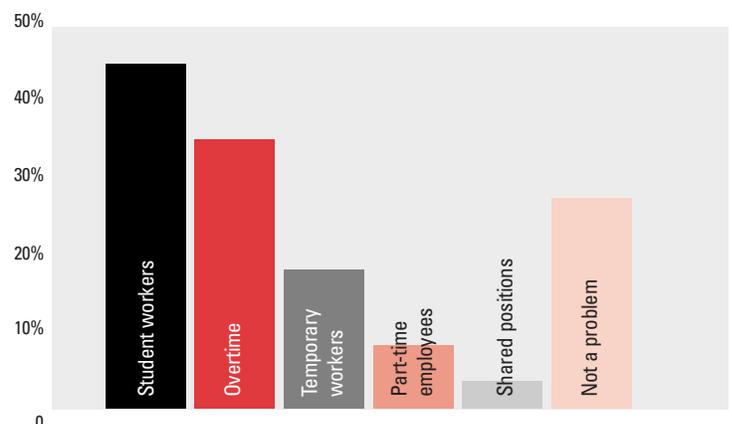

Figure 7: **E-mail Volume in Admissions Offices**

Low 6.3%
High 44.3%
Medium 49.5%

Figure 8: **Methods to Handle Seasonal Nature of Admissions Offices***

Student workers — 45.1%
Overtime — 35.2%
Temporary workers — 18.1%
Part-time employees — 8.3%
Shared positions — 3.6%
Not a problem — 27.5%

*Some offices employed more than one method.

There were a variety of kinds of meetings that were endorsed for informational purposes—meeting with the admissions staff, monthly meetings with department staff, meetings with chairs, monthly meetings with the graduate council, a Dean's conference, workshops, meetings with e-mail follow-up. Three respondents recommended personal, one-on-one contact. One school is considering videotaping its workshops and putting them on the Web, and one respondent uses all methods of contact out of deference to different learning styles.

Closing the Deal

We asked a series of questions to help determine what influences an applicant to choose one university over another, or, in instances when an applicant has applied to one school, what motivates the decision to accept an offer of admission, and what is done to facilitate the process. Questions ranged from what is done in the admissions operation to facilitate timely release of decisions to what directors and applicants think/indicate is most influential in decision-making.

Table 4: Influential Strategies in Closing the Deal with Applicants in Order of Importance				
Activity	**Most Important**	**Important**	**Not Too Important**	**Least Important**
Personal contact	66.1%	27.4%	5.4%	1.1%
Faculty/program quality	62.7%	31.9%	4.9%	.5%
Financial support	58.5%	28.4%	9.8%	3.3%
Timely admit offer	42.5%	43.5%	10.8%	3.2%
On-going communications	39.6%	40.8%	16.0%	3.6%
Campus location	29.3%	42.4%	22.3%	6.0%
Reputation rankings	23.7%	46.2%	24.3%	5.8%
Placement data	8.3%	29.7%	39.3%	22.8%
Housing	3.6%	26.1%	41.3%	29.0%

One of the first things the survey results verified was that we probably do not know enough about what motivates applicants' decisions. Only 49.2% of us collect survey information on admits who choose to attend another university. Although we think we know certain things—for example, that personal contact is most important—we may not have enough research evidence to support such assumptions. (See Table 4 for respondents' ideas about the most influential strategies in closing the deal, based on those with an opinion.)

Financial support offers and personal contact are believed to be significant factors in the student's choice of institution. At the 49.2% of universities that collect information on students going elsewhere, over one-third of the applicants indicate that they go elsewhere because of better financial support offers. A significant number of NAGAP respondents (32.1%) also indicated that personal contact/ongoing communication was the single most effective tool in closing the deal (see Figure 9 for more details). However, in the survey results for the question, "If you collect survey information on admits who decide to go elsewhere, what is their most common reason?"—two options, recruitment efforts at selected university and housing, yielded no results. Does this mean that admissions directors think personal contacts are important but applicants don't? Or are applicants not given those choices to answer in member university surveys? At one large institution, for example, for Fall 2001 admits who declined the offer, 35.0% indicated they were going elsewhere because of a more suitable program, and 18.0% because of a better financial support offer. "More favorable recruitment" by the other
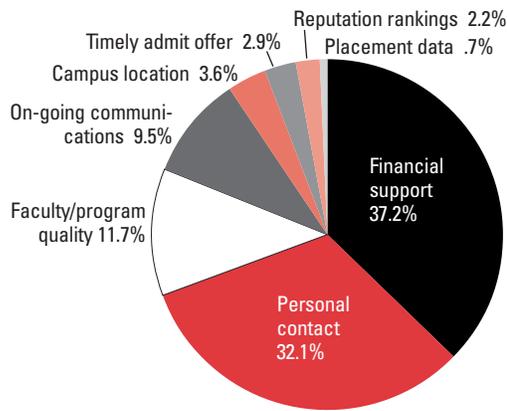
Figure 9: Single Most Effective Strategy in Closing the Deal Based on the Listing in Table 4

university was one of the least frequent responses, at 2.0%. Since these data appears somewhat contradictory, more studies certainly need to be completed in the area of why students decline offers.

It is a clear perception by respondents that diversity outreach greatly depends upon personal contact. How these applicants are recruited is shown in Figure 10. Fifty-seven percent use faculty to contact the applicants, 47.2% use students, 32.1% use alumni, 17.6% provide summer research programs for recruited applicants, and 28.5% provide special workshops or other programs for this group.

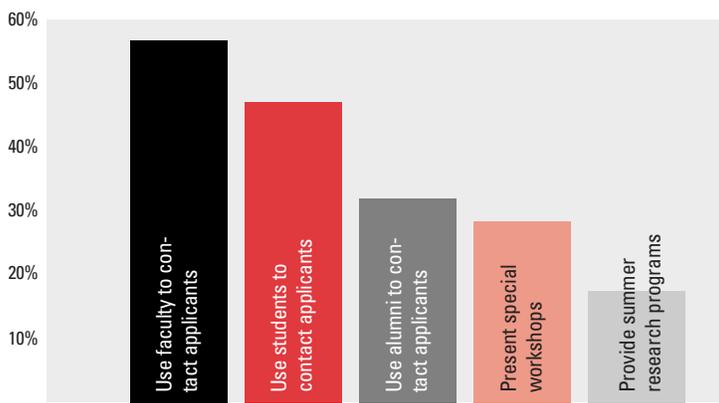The impact of interviews can be influential in later decision-making, and many of the respondent's institutions conduct interviews. Of the 178 respondents who answered this question, 51.7% reported that they require interviews, at least in some programs. Of the 124 respondents who answered the question about using interviewers as recruiters, 41.1% did use them as recruiters. Only 109 respondents answered the question about interviewers being trained; but 52.3% of this group of respondents indicated that they train interviewers in interviewing techniques. There were many open-ended comments indicating that interviewing is unique to some programs and that interviewers range from admissions directors to faculty committees.

On a question about reputation rankings, respondents replied that they are used but not in large numbers. For example, 44.0% do not publicize rankings. Of those that do, 34.2% publicize *US News and World Report* rankings and 8.8% publicize National Research Council rankings (now quite dated).

Faculty achievements though are publicized by many member institutions. Fifty-seven percent of the respondents used print publications and 58.0% used online publications to profile faculty achievements.

Although placement activities and housing both appear at the bottom of the importance listings on the respondents lists, it would be interesting to see how students would rate both of these strategies in a future survey. About 50% of the respondents indicated that they provide placement data for their student applicants. Over 53% have single graduate student housing on campus, and 35% have family graduate student housing on campus. However, only 5.2% of these respondents provide slots for highly recruited students and only 2.1% of respondents provide a housing subsidy for highly recruited applicants.

Figure 10: Successful Techniques for Diversity Outreach*

■ 57.0%   ■ 47.2%   ■ 32.1%   ■ 28.5%   ■ 17.6%

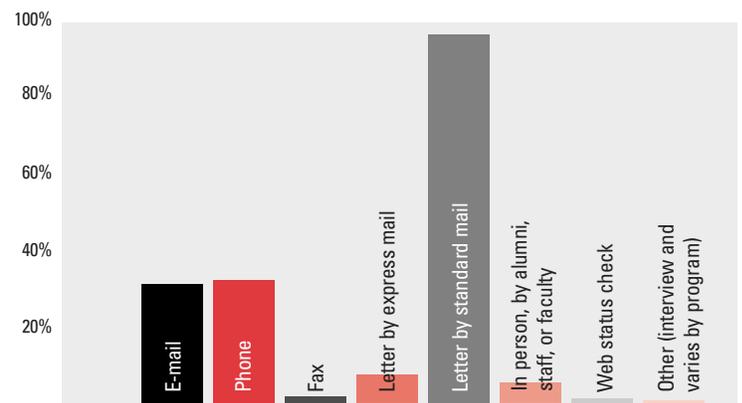*Many respondents checked more than one technique.

Figure 11: Methods for Notification of Applicants' Acceptance to a Program*

■ 31.6%   ■ 32.6%   ■ 2.1%   ■ 7.8%   ■ 96.9%   ■ 5.7%   ■ 1.6%   ■ 1.0%

*Many respondents use more than one method of notification.

9

Many of us have heard the familiar words, "We need to increase our graduate enrollment!" And to do this many of our institutions make new recruitment CDs or glossy brochures, others will put more money into financial support, and still others will expend more in recruitment travel. We consume a lot of time, resources, and energy in recruiting students to consider our institution, but what do we do to make sure that once admitted to our graduate programs, these students end up in class that first day?

When students were accepted, over half of the respondents indicated that both the department and the graduate admissions office notified the applicant of this decision, with almost 30% indicating the applicant was contacted by the Graduate School. One-third stated they contacted the applicant by either e-mail or phone; a majority (97%) stated they sent the student a letter by standard mail (see Figure 11).

When asked about sending financial support information to admitted students, over 60% responded that when notifying the applicant about their acceptance, all that was included was the notification. Of those who sent financial information, one-fourth included information about federal financial aid or scholarship/fellowship information and over 20% included the cost of tuition and fees for the applicant's first semester.

When asked about sending academic support information, 43% said they send no information about academic support, 30% send the date of the department's orientation, and 29% of the institutions' reported that they assign an academic advisor/mentor with the letter of admittance.

Over one-fourth of the respondents report sending a complete list of items for the admitted applicants to complete before enrolling in classes at their institution. Other items sent with the acceptance notification included information about non-university employment (30%), housing (27%), the campus community (21%) and the city/surrounding area (19%). Only 6% reported sending information about childcare opportunities.

Almost 60% of the respondents required applicants to respond to an offer of admission within a given time period. After the applicant communicated his/her acceptance, 29% of respondents reported that the applicant was next sent information about academic plans; and over 25% sent information about campus community and/or financial support information. Approximately 18% sent nothing after getting the notification that the student accepted an offer of admission.

Deposits and orientations are two ways of ensuring those applicants who accept the offer of admission are committed to attending a graduate program. Over 40% report requiring accepted applicants to place a deposit to secure a place in the class, while 50% do not use an admission deposit for their accepted applicants (see Figure 12). The majority of those institutions that used deposits and chose to report them, the amounts primarily indicated ranged between $76.00 and $100 (see Figure 13 for more detail). Almost 85% report holding an orientation before classes begin, with 48% reporting that attendance is mandatory.

When asked whether or not the graduate program(s) have a timed communication plan for the admitted to matriculation time lag, over 50% said their program had no such plan.
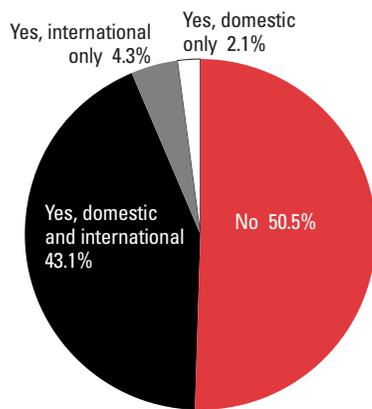
Figure 12: Is a Deposit Required for Admitted Students to Secure a Place in Class?
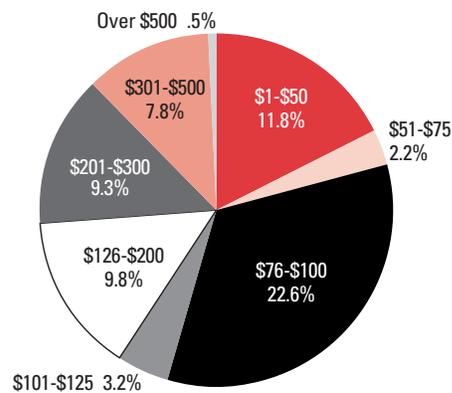

Figure 13: Amount of Deposit Required for Admitted Students

Conclusions

This is the first survey in which we have asked members for their perceptions about the entire admissions process. While there were several areas that we missed in our questions, there were also several recurrent themes in the survey responses.

For example, it is apparent that we are no longer strangers to technology. Our offices have incorporated certain aspects of the technology world—online applications, e-mail communication, and Web site marketing in particular. However, there is still a great divide between technology adoption and how technology has come to really benefit our office processes. While we use the Web for marketing our Web site, few use it to conduct surveys about the effectiveness of their marketing strategies. We also encourage online applications from our applicants, but few have created Web status checking for that applicant wanting to know what happened to his/her application. And finally, while we encourage e-mail communication, we still devote a staff person to initially read and respond to those e-mails rather than manage those e-mail requests electronically.

Communication, or lack of it, is another troubling finding. From the responses in this survey, there certainly appears to be little organized communication once a student has been admitted into a graduate program. Yet for the applicant, especially those who have several good choices to pick from, the admission decision is far from over. For many applicants, the application process now begins to have new definition and meaning. How many of us are communicating with that admitted student to help him/her make an informed decision about whether our program is the best fit for his/her graduate or professional career? We would encourage NAGAP members to spend some time reflecting on this question and to share their ideas with the membership through conference sessions.

Finally, we have several perceptions from graduate admissions officers on the entire admissions process. But how would students respond to many of these same questions? For example, we seem to believe that financial aid is the single most important factor in closing the deal, but would students tell us the same thing? Based on the comments we received indirectly from student data in that section of the survey, we think that students may have different ideas about our recruitment strategies. That may also be true for other areas of the admissions process as well. It would be interesting to see what our clients—the graduate/professional students—would tell us about our current practices in the admissions process. This Research and National Issues Committee would like to see a future survey conducted with that portion of the admissions community because only then can we generate a useful best practices guide for our profession.

Acknowledgements