

By

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SENIORTM PROJECT

**PRELIMINARY
RELEASE**

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Senior Project
College Admissions
Survey
November 2001

Introduction

What Is Senior Project?

Senior Project is a culminating assessment for twelfth-graders that demonstrates what they know and what they can do as they prepare to graduate from high school. It consists of a research paper on a topic of the student's choice, a project related to the paper, and a presentation to a panel comprised of community members and school faculty.

Why Did SERVE Conduct the Survey?

The survey focuses on whether Senior Project, or a similar type of culminating performance assessment, is used in the freshmen admissions process at the selected colleges.

How Were Colleges Selected?

Schools to be surveyed were selected to represent a meaningful sample of colleges and universities in each of the six states of the SERVE region. Both public and private, or "independent," schools were included, representing each of the most commonly used size designations (small, medium, and large). They also represent each of the generally referenced selectivity levels. This factor is sometimes referred to as the relative level of competition of students seeking admission or sometimes as the difficulty of admission to a school. The surveyed schools range from generally non-competitive (equivalent to open-admissions) schools to the most selective, designated as highly selective. A sample of schools in the Southeast and throughout the U.S. is also included.

What Was the Protocol?

Procedures

This study focuses on the importance of Senior Project participation in the admissions process at American colleges and universities. During the months of August and November 2001, admissions officers from 50 colleges and universities from across the country were notified via e-mail (see **Exhibit One**) about a Senior Project telephone survey and then called and asked to participate. Participation was voluntary, and all the names of participants and/or the names of corresponding colleges or universities are to remain anonymous.

Name and Description of Data Gathering Tool

The Senior Project College Admissions Survey was created by SERVE staff and consists of several Yes/No questions with accompanying open-ended questions (see **Exhibit Two**). The survey went through an internal review process and several revisions. It focuses on Senior Project awareness, its purposes, and whether Senior Project participation or a similar culminating performance assessment is considered in the admissions process.

Recording the Data

The interviewer wrote the admissions representatives' responses on a survey form. Throughout the process, a coding process was used to keep the subjects' identities anonymous, and their colleges and universities were not identified in the report.

Number of subjects, respondents, or participants

Fifty college admissions officers from across the country were contacted, and forty-one participated in the survey.

Duration of the procedure

The planned duration was 15 minutes. Several required less time.

Relationship, if any, between the researcher and the subjects

None.

Relationship, if any, between the researcher and agencies participating in the data collection

None.

Special situations

None.

If data collection is done in class, explain what students who do not participate will be doing.

N/A

Attach statement of approval from any agencies that will be involved with recruitment of subjects/participants or data collection.

N/A

What Questions Were Asked? (see Exhibit Two)

1. "Aside from the above description, are you aware of a program in high schools known as the Senior Project?" (Yes or No)
2. "Aside from the above description, are you familiar with the goal(s) and general structure of this program?" (Yes or No)
3. "Do you use the Senior Project, or something similar, in your admissions process?" (Yes or No)
 - a. "If something similar, what is it?"
 - b. "If no, are you considering something like Senior Project, or something similar, in your admissions process?"
4. "Do you have any other comments or questions?"
5. "Would you like to have information on Senior Project?"
6. "Would you like to have additional information on SERVE?"

The Survey

Codes and Abbreviations*

Selectivity levels (from most selective to least selective):

HS	Highly selective
VS	Very selective
S	Selective
NS	Non-selective; equivalent of open admissions

Region:	NE	New England
	M-A	Mid-Atlantic
	MW	Midwest
	S	South
	SW	Southwest
	W	West

State: U.S. postal two-letter state abbreviation

Size:	Small	Fewer than 4,000 undergraduates
	Medium	4,000 to 10,000 undergraduates
	Large	10,000 or more undergraduates

The Tables

In the tables that follow, the information codes and abbreviations illustrated above are used for each college.* To conform to the survey's anonymity rule, the first column of each table contains an alphanumeric code for the participating college or university. The participating colleges and universities are then organized into four groups representing the four selectivity levels (arranged from most selective to least selective). Then, the remaining codes are arranged from left to right identifying the school's geographical region of the U.S., its state, and the size of its undergraduate population. Moving further to the right, the next four columns are the one-word responses to questions 1, 2, 3, and 3-b.

None of the participants use the Senior Project program or any other program similar to Senior Project as part of the admissions process. Consequently, all responses to question 3 are "no," and, therefore, all responses to 3-a are blank. To manage the use of tabular space, the "blank" responses for question 3-a are not illustrated in a column. However, comments generated from 3-a were captured and incorporated into the "Comments of Admissions Officer" area of the table. Question 3-b asks whether the school may be thinking of incorporating something like Senior Project into the admissions process. All responses to question 3-b are "no." These responses are displayed in a separate column.

Finally, the last column displays the major areas of study for each school and a synopsis of relevant comments of the admissions officer.

* The Princeton Review *Complete Book of Colleges*, 2001 Edition. New York: Random House, Inc. These categories were inspired by the work of the staff of The Princeton Review and used directly, as with the terms *selectivity*, *region*, and *size* (p.14–15), or through their research and reporting of the "*disciplines with the highest percentage of degrees awarded*" at each school, as published throughout this reference volume.

The Responses

Summary—Highly Selective Colleges

In this survey, the schools in this category are all independent, that is, private. They are the most likely group to incorporate Senior Project, in part or in full, into admissions decisions. High-achieving students throughout the country compete for admission to these schools. The institutions themselves also compete with each other for these students. Highly selective schools are looking for achievements, talents, or evidence of vigorous individual initiative that applicants may have included in their applications. Likewise, programs that contain such challenges are met with piqued interest. Three colleges in this group were “aware” of Senior Project, if only vaguely. Before deciding to participate in the survey, some admissions officers found and read through the Senior Project link at the SERVE web site. This occurred four times among the “highly selective” colleges and twice in the “very selective” group. By contrast, it never occurred with the “selective” and “non-selective” colleges in the survey. Moreover, participants in the “highly selective” group extended the discussion after completing the survey, even offering suggestions to make the program more useful in their admissions process. Two participants even asked for a list of schools using Senior Project. See the following table for a summary of responses.

Highly Selective Colleges									
School Code	Region	State	Size	1	2	3	4	Major areas of study	Comments of Admissions Officer
A-1	NE	NH	Medium	no	no	no	no	Social sciences and history, biology, English	Program makes enormously good sense. It is a validator of student effort, directly. Also a validator of the academic program from which the student is coming. For us, the second point is probably the more important thing.
A-2	NE	MA	Medium	no	yes	no	no	Government, economics, biology	We are always looking for these types of programs to show up in applications. Program sounds very beneficial. Enclose description sheet or incorporate description in school profile sheet.
A-3	M	IL	Medium	no	no	no	no	Social sciences and history, engineering/engineering technology, English, communications	If student included Senior Project in application, we would certainly read it and count it in our decision process. It would be necessary for student to provide a description of the program.
A-4	W	CA	Large	no	no	no	no	Business administration, psychology, biological sciences	Unaware of Senior Project. We solicit information about papers, projects, research, mock trials, Model U.N., and so forth. We are looking for evidence of the student's initiative. If student described successful completion of a Senior Project, we would take into consideration what they did. Appears to be a good program.

Table continued next page

Highly Selective Colleges continued from previous page

School Code	Region	State	Size	1	2	3	4	Major areas of study	Comments of Admissions Officer
A-5	M	IN	Medium	no	no	no	no	Business/ marketing, social sciences and history, engineering	I recently found information on Senior Project and was very interested in the features of the program. Applicants should tell us about it in their applications.
A-6	M-A	NY	Large	yes	yes	no	no	Engineering/ engineering technology, business/ marketing, English	We would definitely consider this program if included in student's application. We are familiar with Senior Project. Advantage to student in application is it gives a sense of student's general motivation and focus.
A-7	M-A	VA	Medium	no	no	no	no	Social sciences and history, business/ marketing, biology, psychology	Our admissions forms invite applicants to tell us about special programs, accomplishments, and experiences. If student tells us about Senior Project, it would get our attention and add value. Please add one-page attachment to transcript indicating student has completed Senior Project and giving description of the program.
A-8	S	VA	Large	no	no	no	no	Social sciences and history, English, architecture, engineering, biology	If applying freshmen include Senior Project information in application, it would be considered a "plus." Evaluation would be subjective.
A-9	S	NC	Small	yes	yes	no	no	Business/ marketing, social sciences and history, psychology	Any kind of extra work or projects students have completed are of interest to us.
A-10	M-A	PA	Medium	no	no	no	no	Social sciences and history, business/ marketing, psychology, physical sciences	We definitely value special programs and count on applicants telling us about special research, papers, etc. We will include it in the application and admission decision.
A-11	S	GA	Medium	no	no	no	no	Social sciences and history, business, biology/life sciences, psychology	Unaware of the program. Students doing it should tell us and describe what the program is.

Summary—Very Selective Colleges

There is a greater variation of selectivity in this group of institutions than in the more similarly matched colleges of the “highly selective” group. In this present group of “very selective” colleges, the smaller independent colleges are substantially more selective than the larger public colleges and universities. This observation is derived from descriptions of the larger public schools offered by the top admissions officers from those schools. Likewise, the “comments” associated with the smaller independent colleges of this “very selective” group seem more closely aligned with those of the “highly selective” colleges than with those of the larger colleges of this same group. Very strong students certainly compete to gain admission to the smaller private (independent), “very selective” schools. Survey participants from these independent colleges are impressed with the value of Senior Project. They indicate a willingness to include part or even all components of the program in individual admission decisions. By way of contrast, the public colleges and universities of this group more closely resemble colleges of the next lower level, i.e., “selective” colleges. The admissions process of these “very selective” public colleges is generally guided by less flexible rules that have been set by state authorities. With some exceptions, those rules do not provide for consideration of special accomplishments, projects, portfolios, or experiences such as a significant academic recovery. The exceptions are individual situations of marginal applications and appeals of rejected applications. See the following table for a summary of responses.

Very Selective Colleges									
School Code	Region	State	Size	1	2	3	4	Major areas of study	Comments of Admissions Officer
B-1	S	GA	Large	yes	no	no	no	Engineering/ engineering technology, business/ marketing	In applications and interviews, we are looking for what the student has done to increase college preparedness. Senior Project has been mentioned by students, but students did not make us aware of what it is.
B-2	M-A	PA	Medium	no	no	no	no	Engineering/ engineering technology, business/ marketing	Was previously unaware, but very impressive program. If student tells us about doing Senior Project, even if currently in progress, we would incorporate it into overall assessment of that student.
B-3	W	CA	Small	no	no	no	no	Communications/ communications technology, business/ marketing, area and ethnic studies, social sciences and history	Program sounds extremely worthwhile. Applicants have not brought it to our attention, but we would be interested in their doing so. Parts would certainly be valued in our decision.

Table continued next page

Very Selective Colleges continued from previous page

School Code	Region	State	Size	1	2	3	4	Major areas of study	Comments of Admissions Officer
B-4	S	FL	Small	no	no	no	no	Social sciences and history, visual and performing arts, psychology, English	It would be appropriate for students to tell about completing this program. We look for examples of academic achievement, including special projects and products. Parts of the program would apply here.
B-5	S	FL	Large	no	no	no	no	Business/ marketing, social sciences and history, education	This sounds like an excellent program. We make our decisions based upon prescribed guidelines. Interviews are not used except for students on the margin and negative decision appeals. Then the student can tell us about essays, projects, and portfolios, all of which would be considered.
B-6	S	SC	Small	no	no	no	no	Social sciences and history, business/ marketing, education	Program would not normally be considered for admissions. But, successful participation in this program would be an influencing factor for admission to honors college or for special talents students.
B-7	S	GA	Large	no	no	no	no	Business/ marketing, education, social sciences and history	We would like to become aware of the program so we can watch for it in applications. Most likely use would be in interviews we conduct with applicants on the margins or applying for honors programs.
B-8	S	NC	Small	yes	yes	yes	yes	Biology/life sciences, English, social sciences and history	This is a sound and worthwhile program. We would be interested in one part, the research paper, should the student include it in the application.

Summary—Selective Colleges

In this group, it is useful to consider the independent, private schools separately from public schools. Regarding the private schools, it was clear in the survey that admissions officers are interested in students telling them about a Senior Project and doing so both in the application and in the interview. Moreover, it is actually in the interview that attention is most likely to fall upon the student's Senior Project. This applies both to standard applicant interviews and also to interviews for marginal applications. Admissions officers are very unlikely to actually search the applicant's file for Senior Project. It is the applicant's responsibility to mention his or her project. Finally, admissions officers in the private schools did express an interest in learning more about the program. In contrast to the private schools, the public schools in this group reported little possibility of including Senior Project in admissions decisions, except for marginal applicants or in rejection appeals. Some public schools in the "selective" category are actually much closer to being "non-selective," open-admissions schools for state resident applicants. See the following table for a summary of responses.

Selective Colleges									
School Code	Region	State	Size	1	2	3	4	Major areas of study	Comments of Admissions Officer
C-1	S	FL	Small	no	no	no	no	Biology/life sciences, business/marketing, social sciences and history	This program would be weighed as a plus if seen in an application. But, student must take responsibility for telling us about it. We do look for significant research, significant writing, IB, etc.
C-2	S	FL	Large	no	no	no	no	Business/marketing, education, social sciences and history	This program would enhance the value of the student's application if the student included it for us to see. It would be brought to the table in our group decision process. It also may help a student with a marginal application or who is appealing a negative decision.
C-3	S	AL	Large	no	no	no	no	Business/marketing, engineering/engineering technology, education	The personal confidence from having made a formal oral presentation can be an asset, as can be the extra initiative demonstrated by the student in this program. At our school, most likely use would be in the interview conducted with marginal applicants.
C-4	S	AL	Small	no	no	no	no	Education, speech/language pathology, art	No students have brought a Senior Project to our attention. Unaware of any high schools that are doing it.
C-5	S	AL	Medium	no	no	no	no	Business/marketing, education, public administration, health professions	Unaware of program. Otherwise no additional comments.

Table continued next page

Selective Colleges continued from previous page

School Code	Region	State	Size	1	2	3	4	Major areas of study	Comments of Admissions Officer
C-6	S	AL	Large	no	no	no	no	Business/ marketing, psychology, nursing	Unaware of program until the survey. Very supportive of the concept and philosophy. Would be useful for scholarship applications and marginal decisions. This type of prolonged, intensive program shows student initiative, especially if it is an elective rather than requirement.
C-7	S	SC	Large	no	no	no	no	Business/ marketing, social sciences and history	We are looking for qualities such as extra academic achievement, leadership, public speaking, or special talents. The Senior Project program would help us find those qualities in applicants.
C-8	S	SC	Small	yes	no	no	no	Business/ marketing, social sciences and history	In our admissions process, most students do an interview. This is the time Senior Project accomplishments can be introduced. We would be interested in hearing about that, and we would place value on what the applicant can show us.
C-9	S	SC	Large	no	no	no	no	Engineering/ engineering technology, business/ marketing, education	Students can tell us about what they have accomplished in the Senior Project and ask us to include it if they feel it is relevant.
C-10	S	SC	Medium	no	no	no	no	Business/ marketing, education, social sciences and history, communications	It sounds like an excellent program; would want to learn more about it.
C-11	S	NC	Large	no	no	no	no	Engineering/ engineering technology, business/ marketing	No comments.
C-12	S	NC	Small	no	no	no	no	Business/ marketing, education, communications, social sciences	The program is worthwhile, but there is an inherent problem for admissions staff. Since the program is not objectively the same in each school district, admissions staff must evaluate the student's Senior Project. Constraints of time precludes their doing so.

Selective Colleges continued from previous page

School Code	Region	State	Size	1	2	3	4	Major areas of study	Comments of Admissions Officer
C-13	S	NC	Small	no	no	no	no	Psychology, English, management	We are very aware of issues currently being researched and reported concerning the high school senior year. Senior Project sounds as if it may help make it better and improve students' abilities to successfully make the transition to college.
C-14	S	NC	Small	no	no	no	no	Business/marketing, psychology, social sciences and history	Previously unaware of Senior Project. We would welcome applicants telling about their Senior Project during the admissions interview. This seems to be an impressive program.
C-15	S	MS	Small	no	no	no	no	Business/marketing, social sciences and history, engineering	Was unaware until survey. Sounds like students completing this program would have demonstrated strong personal initiative. This is very important to us. We want to know more about it, so our staff can know it's value when included in applications.
C-16	S	MS	Medium	no	no	no	no	Business/marketing, education, social sciences and history, health professions	Would not be used at our school. Admissions are almost non-selective.
C-17	S	MS	Large	no	no	no	no	Business/marketing, education, engineering	We have open admissions except in engineering and architecture where interviews are required. Oral presentation skills learned in Senior Project would support those interviews.
C-18	S	MS	Large	no	no	no	no	Biological sciences, education, psychology	We do not use this program or anything similar in the admissions process. However, a student may include this in an optional interview. What he tells or shows us will certainly be taken into account. A negative decision can be overridden by the interview.

Summary—Non-Selective Colleges

These schools are very unlikely to consider Senior Project in admissions decisions. Most are public institutions that are guided by a rigid, “low target” set of admissions guidelines. See the following table for a summary of responses.

Non-Selective Colleges									
School Code	Region	State	Size	1	2	3	4	Major areas of study	Comments of Admissions Officer
D-1	S	MS	Small	no	no	no	no	Business/ marketing, education, psychology, computer sciences, biology	No comments.
D-2	S	GA	Large	no	no	no	no	Business/ marketing, social sciences and history	We strictly follow the admissions requirements as set forth by the state. This program could be included in a written appeal. Interviews are not used.
D-3	S	GA	Large	no	no	no	no	Management, marketing, accounting	Regular admissions follows a strict set of guidelines. Nothing outside the application is considered. For appeals and marginal students we can consider other work. We especially value portfolios documenting work the student has completed. Senior Project might help here.
D-4	S	NC	Large	no	no	no	no	Business/ marketing	Aware of SERVE and its various programs. Knows of Senior Project but not familiar with details. Never had an applicant mention Senior Project. Asked whether the program is in any North Carolina high schools.

Conclusion

What Has Been Learned

- **Senior Project is almost unknown to the participants in this survey.** Two “highly selective” schools in the South did have enough knowledge to loosely describe a generic model of the program. However, there was a very substantial difference between each of their generic descriptions as well as between their more detailed descriptions. None of the remaining 39 participants were aware of the program.
- **Busy admissions officers do not have time to consider a non-standardized program such as Senior Project.** An admissions officer of a “selective” private college in the southern region reported attending a professional meeting for independent college admissions officers in 2000. At that meeting, Senior Project emerged as an unscheduled discussion. Questions arose about a lack of commonly agreed upon program descriptions and standards among Senior Project high schools; there is an uncomfortable degree of program variation among high schools. One question asked was, “Does Senior Project have an objective meaning for us like the SAT and ACT exams do?” A lively discussion suggested that without a reasonable level of objective meaning, the admissions staff would have to separately evaluate the student’s Senior Project. However, they have insufficient time to do so. Also, see the comments of the admissions officer for school C-12.
- **Admissions officers would like to receive a written program description from Senior Project high schools.** Some participants extolled the merits of receiving a written program description produced by the student’s high school. Without a descriptive and validating document, there is no adequate way for the college admissions staff to evaluate what the student has completed. This was another expression of the non-standardization issue. Senior Project varies in form and content from school to school. Participants inferred the likelihood of school-to-school variation in the program from the survey instrument’s Introductory Statement. Concern was expressed that it is of little utility to become familiar with the generic model of Senior Project. Staff would still need to have a description of how the program was conducted at the applicant’s specific high school. Survey participants report having never received such descriptions from schools. Suggestions included providing the description sheet directly to the student to send with the college application during the fall and attaching the same sheet to the student’s transcript sent to colleges from guidance offices at the end of the year. The attachment would identify the student, indicate successful completion of Senior Project, and specifically describe that school’s program.
- **“Highly selective” and “very selective” schools are the most likely to recognize the term Senior Project.** These schools are more likely to recognize the term because most of their applicants choose to have an admission interview. Participants commented that the interview is the most likely point in the admissions process that students will bring forward and introduce programs and projects they have completed. This is reported to be true even when the written application clearly invites descriptions of special programs.
- **Senior Project college applicants may not recognize that the program is special.** From the previous comment regarding name recognition, it can be readily inferred that only rarely do Senior Project students make mention of the program in either their applications or their interviews. Of the 41 participants, only two reported having heard of Senior Project from an applicant, and only one of those students provided a description of his/her specific project. Participants regarded it as an important

responsibility of the applicant to mention the project. Unfortunately, applicants' failure to mention Senior Project will ensure it remains outside the admissions process. It is questionable whether college applicants who complete Senior Project realize the distinctiveness of the experience and its potential résumé value.

- **Survey participants' interest in Senior Project varies with the selectivity levels of their colleges.** Every participant from the "highly selective" and "very selective" colleges indicated that he or she "would want to know" about an applicant having completed a Senior Project. This is, for the most part, not the case in colleges with a lower selectivity level. It is clear that "selective" schools have not heard of the program. They see little likelihood of it being included in admissions decisions now or in the future, except on occasion with marginal applications or for students appealing a rejection notice. "Non-selective" colleges comment that it would not be used at all for admissions decisions.
- **Senior Project is still unknown among senior admissions officers who have worked for a long time on the West Coast.** Three senior admissions officers offered a surprising observation. Referring to their current and prior positions at national, highly selective schools on the West Coast, each commented that Senior Project was completely unknown to them. Each had been in such positions for at least 20 years.
- **On the college selectivity scale, Princeton Review's "Selective" (S) rating may be somewhat generous for some of the public colleges in this survey.** Participants at public institutions with Princeton Review's "S" rating referred to their institutions as "non-selective," "non-competitive," or "close to open admissions." In this survey and report, the selectivity ratings for those schools were not amended to reflect those descriptions; they are the same as published in the Princeton Review *Complete Book of Colleges*, 2001 edition.

Recommendations for Further Study

- **Development of program descriptions for each Senior Project high school.** Research needs to be conducted on the practice or willingness of SERVE's Senior Project schools to produce an official description sheet of their Senior Project programs to be included in college applications during the first semester and attached to transcripts at the end of the year.
- **Research seniors' awareness of the potential advantage of including Senior Project in their college applications.** At Senior Project Network schools, research needs to be conducted to ascertain whether seniors are aware that most college applicants do not have a senior project and that there can be a small, potential advantage to those who have completed the program, mentioned it in their college application, and included a description of the program at their school in the application.

Exhibit One

Letter of Introduction E-mailed to Dean of Admissions

Date _____

Dear _____,

My name is Bill Taaffe. I represent SERVE, the federally funded educational lab serving the Southeast. SERVE is affiliated with the University of North Carolina at Greensboro. The High School Senior Project has been an area of research for SERVE since the mid-90s; currently, there are over 70 high schools that are a part of the SERVE Senior Project Network.

I will be calling you and admissions officers at 50 other universities and colleges across the United States to ask about your awareness of the Senior Project program and whether it is used in the freshmen admissions process at your school. We would like to learn whether you are aware of, or perhaps already use, the Senior Project or something similar in your freshman admissions process. This telephone survey will take less than 15 minutes to complete, and your participation will be most appreciated. I will make every effort to arrange a time to talk that is convenient for you.

If you should have any questions about this process, feel free to call me at 770-953-3348 or contact Dr. Paula Egelson, the project director for Senior Project at SERVE. She can be reached at 800-755-3277.

Very truly yours,

William R. Taaffe

Exhibit Two

Senior Project College Admissions Survey

School: _____

Contact/Title: _____

Address: _____

Telephone: _____

E-mail: _____

Interview date: _____

Send additional information on:

Senior Project

SERVE

Introductory Statements

- I sent you an e-mail message _____ ago about conducting a phone survey focusing on Senior Project or a similar type of culminating performance assessment and whether it is used in the freshmen admissions process at your school. This survey will take less than 15 minutes to complete. Is this a good time to talk?
 - This survey is being conducted by SERVE, the federally funded education lab serving the Southeast. SERVE is affiliated with the University of North Carolina at Greensboro. Senior Project has been an area of research for SERVE since the mid 90s; currently, over 70 high schools are part of the SERVE Senior Project Network. Senior Project is a culminating assessment for twelfth-graders and includes a research paper on an approved topic of student choice, a related product, a portfolio, and a presentation before a panel of judges comprised of community and faculty members. Participation in Senior Project determines what students know and what they can do as they prepare to graduate from high school.
 - Responding to this phone survey is strictly voluntary, and your responses will remain anonymous. In our final report, no names or the names of corresponding colleges or universities will be used.
-

Survey

1. Aside from the above description, are you aware of a program in high schools known as the Senior Project?

Yes No

2. Aside from the above description, are you familiar with the goal(s) and general structure of this program?

Yes No

3. Do you use the Senior Project, or something similar, in your admissions process?

Yes No

a. If something similar, what is it?

b. If no, are you considering something like Senior Project, or something similar, in your admissions process?

Yes No

4. Do you have any other comments or questions?

5. Would you like to have information on Senior Project? (indicate at top of page)

6. Would you like to have additional information on SERVE? (indicate at top of page)

