2003

Comprehensive Market Research Analysis
Prepared for Wasatch Academy / Prepared by Marriott Student Marketing

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Fabbri, Shannon; Fenton, Alexia; and Stran, Carrie, "Comprehensive Market Research Analysis Prepared for Wasatch Academy / Prepared by Marriott Student Marketing" (2003). All Student Publications. 33.
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Acknowledgements

Marriott Student Marketing (MSM) would like to acknowledge the following people for their help in this research project:

Michael Geurts
Marketing Research Professor
BYU Marriott School of Management

Mark Thomas
Director of Field Studies
BYU Marriott School of Management

Robert Booth
Assistant Head of School for Advancement
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And to the rest of Wasatch Academy's faculty and staff
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Executive Summary

Introduction
Marriott School Marketing (MSM) worked with Robert Booth, Assistant Head of Advancement, in conducting market research on behalf of Wasatch Academy. The purpose of this research was to provide the school with information which would help them better understand some fundamental aspects of their school, and in turn help them to better define the focus of the school. MSM gathered some data related to the general boarding school market, but the focus was on specific issues concerning Wasatch Academy.

Objective
The main goals of the project were to determine areas in which Wasatch Academy should focus and also to recommend ways in which the school could better reach its target market. Other areas of concern to the school included a proposal to enhance the performing arts programs, and a desire to better understand strengths and weaknesses of the school, as well as the selection process of parents who are seeking a boarding school.

Methodology
MSM conducted research through surveys, focus groups, and in-depth interviews. Data was gathered from several groups including school consultants, students, parents of current students, parents who are currently looking for a boarding school, and parents of students who applied to Wasatch and were accepted, but chose not to attend the school.

Significant Findings
The research findings helped MSM to draw conclusions in the following areas:

- **Target Market:** Most students at Wasatch Academy felt that academics were of great importance to them and that certain “problem” students detracted from an ideal learning environment. In order to better reach its target market, Wasatch should improve relationships with educational consultants, target public schools, and increase its presence on the internet.

- **Performing Arts:** The majority of parents and students did not view an enhanced performing arts program as a significant improvement to the school. When asked how likely they would be to participate in these programs, students showed only moderate interest.

- **Areas of Focus:** Wasatch should concentrate on serving the college prep and learning strategies areas. Academics were of greatest importance to parents and students alike. The nurturing and caring environment of Wasatch was another important feature, as well as the wide variety of outdoor recreational and extracurricular activities available.

- **Strengths and Weaknesses:** In addition to academics, the nurturing environment and the recreational activities, parents and students mentioned the small school size and individualized attention as a strength of the school. Weaknesses included poor communication with parents, poor quality of food, high teacher turnover and lack of expertise, and a blurred focus on academics.
• Parent Selection Process: The basic boarding school selection process outlined by parents included searching the internet, contacting educational consultants, contacting the school, and finally visiting the school.

Recommendations
Based on these conclusions, MSM was able to make the following recommendations to Wasatch Academy:

• Target Market: Wasatch should focus on college prep and learning strategies students. Trying to focus on other segments, such as performing arts, will detract from the academic focus.

• How to Reach Target Market: The most valuable method of contacting the target market is through educational consultants. Wasatch should focus on building strong relationships with as many consultants as possible. The school should also try to establish a more dominant presence on the web. Finally, potential students and their parents should be strongly encouraged to visit the campus.

• Areas of Focus: Continue to focus on academics (specifically college prep and learning strategies) and the wide variety of outdoor and recreational activities that are offered. Do not spend large sums of money on enhancing the performing arts programs.

• Suggested Improvements: There is a significant need for improved communication with parents. Wasatch should put a great deal of effort into keeping in close contact the parents. The cafeteria should contain more fresh foods with greater nutritional value. Wasatch should continue to improve older facilities and dorms. There should be a greater emphasis placed on retaining quality teachers in order to avoid high turnover rates. Finally, once Wasatch is able to broaden its applicant pool, it will be able to be more selective when screening the students that are admitted into the school thereby reducing the amount of “problem” students.
S-1
STATEMENT OF OBJECTIVES
Statement of Objectives

[The following is an excerpt from the Engagement Letter, see appendix A-2]

We plan to accomplish the following:

- Recommend areas Wasatch Academy should focus on
- Recommend ways to better reach target market
- Feedback regarding a possible expansion of a performing arts program
- Understand the strengths and weaknesses of Wasatch Academy and propose possible improvements for the school
- Understand the selection process of parents for boarding schools

These are the areas in which we plan to gather research:

- Students – through focus groups and surveys
- Parents of current students – through questionnaire surveys
- Parents of students who applied, were accepted, but rejected – through questionnaire surveys
- Parents who are currently looking for a school for their children – through questionnaire surveys
- School consultants – through in-depth interviews
S-2
EXPLORATORY RESEARCH
Exploratory Research

Exploratory research is small-scale research that helps define the precise nature of the problem and helps researchers gain a better understanding of the environment they are working in. MSM spoke to Robert Booth, Assistant Head for Advancement, and later met with faculty of Wasatch Academy. Through this exploratory research, Marriott Student Marketing (MSM) gained a better understanding of the boarding school market, and of what Wasatch wanted to gain from this study.

Meeting with Robert Booth was the first step taken in the exploratory process. In this meeting, MSM members were able to ask several questions about Wasatch’s current situation and needs. MSM was able to devise a research plan to meet the client’s needs and requirements.

MSM also met with faculty members of Wasatch Academy at their campus. In this meeting, ideas about the research plan were shared by both parties. Basic ideas of what to research and methods of researching were agreed upon at this meeting. Also at this meeting, MSM members were given a tour of the campus and met some of the students and other members of the faculty. This was a great opportunity for the members of MSM to gain a better understanding of the school.
S-3

Methodology
Primary Research

MSM conducted three separate studies to obtain data for this research project. The studies included questionnaires, focus groups, and in-depth interviews.

*Questionnaires*

Students of Wasatch Academy, their parents, and parents interested in boarding schools were our target for this survey. MSM developed three twenty-question surveys and pretested them on small groups. These pretests were done to check the surveys for possible errors, and to come up with a standard deviation so sample sizes could be calculated. With a standard deviation of 1.5, a desired level of significance of 1.645, and an acceptable amount of sampling error of .32, it was calculated that a sample size of fifty-nine students was needed for student questionnaires to be statistically significant. With a standard deviation of 1.0, a desired level of significance of 1.645, and an acceptable amount of sampling error of .28, it was calculated that a sample size of thirty-five parents was needed for parent questionnaires to be statistically significant.

Questionnaires for the students were handed out by Wasatch Academy staff on February 28, 2003. A total of fifty-nine completed student surveys were collected. Questionnaires for parents of students at Wasatch Academy, and parents interested in boarding schools were sent out by mail on March 1, 2003. A total of thirty-five completed surveys were sent back. To increase this amount, MSM sent out online surveys to the same people through email.

The data from the questionnaires was then organized and entered into the statistical processing computer program, SPSS. Based on the reports generated in SPSS and the data gathered from the questionnaires, MSM was able to conduct an analysis, arrive at conclusions, and make recommendations regarding Wasatch Academy. Copies of the student questionnaire can be found in A-6 of the appendix, and copies of the parent surveys can be found in A-5 of the appendix.

*Focus Groups*

In order to obtain specific information from students at Wasatch Academy, three small focus groups were held. The first group consisted of freshman, the second of sophomores, and the third of juniors and seniors. From these focus groups, MSM acquired valuable insights and information about the perceptions of students. A detailed description of the process that was used and MSM’s findings are found in A-3 of the appendix.

*In-Depth Interviews*

Through in-depth interviews of the four boarding school consultants, MSM gathered expert opinions about what potential boarding school applicants look for in schools, strengths and weaknesses of Wasatch Academy, ways to better reach potential students, and recommendations for Wasatch Academy. A detailed description of the process that was used and MSM’s findings are found in A-4 of the appendix.
S-4
Findings
Parent Survey Findings

1. How did you first hear about Wessel Academy?

This question was included in the survey to determine how the parents first heard about Wessel Academy. The results will allow Wessel Academy to understand and improve its marketing and outreach efforts. The data may also help identify the best channels for reaching potential parents.

How did you first hear about Wessel?

Parent Survey findings
Parent Survey Findings

1. How did you first hear about Wasatch Academy?

This question was included in the survey to understand how parents learned about Wasatch, which will allow Wasatch to concentrate its funds on the most effective means of marketing and advertising. The data show that educational consultants (42.9%) and the Internet (20%) are the most common mediums of communication through which parents discovered Wasatch.

The most common answer to the selection “other” was the Peterson’s Guide. Other ways parents first heard about Wasatch Academy were through magazine articles and public school counselors.
2. What was your first step in researching boarding schools when you started to consider sending your child to one?

This question was asked to find better ways to reach potential parents. In finding out what parents' first steps were in researching boarding schools, Wasatch Academy could focus its resources to the most used outlets. The most common first step in researching boarding schools was exploring the Internet. The next most common steps were through consultants, referrals, Peterson's Guide, and direct contact from Wasatch.

3. In order, what are all the steps you took in researching and selecting a boarding school?

This question was asked to give Wasatch Academy an idea about the first three steps parents take in researching and selecting boarding schools. The following graphs show the most common first three steps taken by parents.
4. List the three most important ways Wasatch Academy could better reach parents who are interested in sending their child to boarding school.

This question was asked to gather ideas from parents about how they think Wasatch could reach other potential parents. The most popular answer (25% of all respondents) was for
Wasatch Academy representatives to visit other schools, such as middle schools, and to educate them about Wasatch and leave information. This would also include providing information to school counselors, and teachers.

The second most popular answer (19% of all respondents) was to use the Internet. This would include updating the school’s website, taking a larger part in websites that have to do with boarding schools (such as the Western Boarding School Association), and possibly being in more online search engines.

The third most popular answer (13%) was for Wasatch to participate in more media advertising. Suggestions included advertising in local, national, or even international papers, magazines, and so on.

Contacting consultants was another popular answer (8%). Parents suggested to continually inform consultants all across the country about the school ensuring that they know what Wasatch has to offer and what its target market is.

Another popular answer is to involve alumni of the school (8%). Alumni can be a great resource for interested parents to contact; they also provide great word-of-mouth advertising and make great referrals.

Another popular answer (8%) was to put on local socials or mixers in areas Wasatch has interests in. These provide a great way to locally advertise and educate people about the school by giving information presentations.

Being in publications relating to boarding schools was another popular answer (6%).

Other responses (13%) included such as sending students home with information about the school to give to friends and family, sending direct mail out to targeted families, and developing a visiting student program.

5. List the three most important things you look for in a boarding school you would send your child to.
6. How important was the rural location of Wasatch Academy in selecting the school?

This question was asked to give Wasatch Academy an idea of what parents look for in boarding schools. As the graphs illustrate, high-quality academics and a nurturing environment were by far the most important aspects of a boarding school for parents.

This question was rated on a seven-point scale. One was labeled as not important, four was labeled as somewhat important and seven was labeled as very important. Each parent circled the appropriate number. The results show that 83% (29/35) of the parents thought that the rural location was between somewhat important and very important.

7. Did you visit Wasatch Academy before making your final decision?
Parents simply circled yes if they visited the school and no if they did not. As shown, almost all parents did visit the school before making their final decision.

8. How did your interest in the school change after visiting Wasatch?

This was answered on a scale of one to seven. One represented “much less interested”, four represented “no change” and seven represented “much more interested”. The graph illustrates that most parents were moderately to much more interested after visiting the school.

9. How has your relationship changed with your child due to his/her enrollment at Wasatch Academy?

This question was also measured on a one to seven point scale. One was “not important, four represented “somewhat important” and seven represented “very important.” The data show that most of the child-parent relationships from the parent’s perspective have improved since the child was enrolled at Wasatch Academy.
10. Name the three most important things you like about Wasatch Academy.

This question was asked to give Wasatch an idea of what current parents of students like most about the school. This will help Wasatch decide what areas to focus on. By far, the most popular response was that parents really liked Wasatch’s faculty and staff. Many parents commented that they felt the staff and faculty are very caring and take an effort to give their children individual attention.

Academics was the next most popular response. Many parents commented that they liked how the academic program was challenging, while others liked how flexible it was. Others commented on how they enjoy the individual help their children receive in their classes. This was helped by the small class size, which was the next most popular response. Many parents commented on how the small class size has really helped their children learn better.
Wasatch’s unique atmosphere was the next most popular response, followed by the website. Many parents commented that they enjoy the interactive grade book that is available on Wasatch’s website. They like how they are able to periodically check up on how their child is doing academically. Although many liked the website, others (as you will see later in the study) think the website needs improvement.

Finally, many commented on the fact that they enjoy the many opportunities Wasatch offers in athletics and recreational activities.

Other responses [In order of number of responses] were the location, curriculum, technology (specifically the use of laptop computers), facilities, dorm life, balance of rules vs. freedom of students, learning strategies, structure, formal dinners, and Wasatch’s low key approach.

11. Name three things you do NOT like about Wasatch Academy.

![Bar Chart]

The most frequent response was the poor communication to parents. Many parents commented that Wasatch was slow to call back parents, if they actually called back at all. Some said that they have left messages, or have emailed someone, and never heard back from them. Some commented that there wasn’t enough teacher-to-parent communication. They would enjoy it if teachers communicated more frequently with the parents on how their child is doing in classes. Some commented that they felt there was a lack of communication to parents about upcoming events and activities, and that many times they heard about things last minute. Finally, Parents want to hear reports on the good things their children do, not just when they are in trouble.

The next dislike was Wasatch’s location. They mostly disliked the distance of the school from their homes and airports.
Next was cost. Some felt the tuition was too expensive, while others felt there were too many additional costs not included in tuition. The high cost of traveling to the nearest airport was also mentioned.

Facilities was the next most popular dislike. Many felt some of the facilities were too old and rundown. The most common building mentioned was the senior dorm.

The next most popular dislike is the interactive website. Many parents commented on how much they valued the website, but felt it still could be improved by updating it more often and including more on the website.

Some of the parents mentioned how they dislike the inconsistent rules Wasatch follows. They indicated that they change depending on the student. Several also indicated they did not like the food selection. They felt there should be more fresh food, fruits and vegetables.

Other dislikes of Wasatch that parents mentioned in the order of number of responses were smoking/alcohol/drug use on campus, difficulty in reaching child by phone, lack of fulfilling all duties advertised by the school, lack of consistent exercise program (no P.E.), theft, high teacher and student turn-over rate, no pool facility, lack of study areas with access to tutors, lack of performing arts program, and loss of focus.

12. In what ways could Wasatch improve?

The most popular improvement parents suggested had to do with Wasatch’s communication with parents. Many parents complained that they don’t know enough of what is going on with their child. Some ideas on ways to improve communication was to have teachers report more to parents on how their child is doing in class, possibly by using the interactive web site. One parent also requested that dorm parents report how their child is doing using the interactive website. Also, parents wish to be more involved, or have more participation.
The next most popular suggestion on improvement was to have Wasatch be more consistent with rules. This includes having specific, consistent punishments for violations of smoking, drug use, dress code, cleaning checks, etc. Some parents felt that some students get off the hook, while others are severely punished.

Another suggestion was to improve the website, mostly the interactive part. Many thought the information on the interactive website was limited and usually outdated.

There were a few other popular suggestions on ways Wasatch could improve. A few parents suggested improving the facilities on campus while others suggested improving the food and the performing arts program.

Some other suggestions for improvement were: defining and focusing its mission, screening students better before admitting, creating a P.E. program, having more girls at the school, having more parent weekends, teaching a course on manners, getting permission before taking student out of state, providing a study hall with tutors, promoting personal and competent teachers, offering a pool facility, banning instant messaging and electronic games, offering community an/or charitable service opportunities, assisting in researching, applying for and procurement of summer jobs and internships, adding more G&H block slots for some things (like weights), adding more ways for students to communicate with parents in private, having mandatory uniforms, and improving the ski program.

13. How important was the relative cost of Wasatch Academy in selecting a boarding school?

The seven-point scale was used again for this question. Number one represented that cost was not important, four represented the “somewhat important” opinion, and seven represented that the cost was very important. Not surprisingly, 80% of the parents circled a 4 (somewhat important) or higher.

14. What factors would eliminate a school from being selected by you?
This question was asked to give Wasatch an idea of what parents do not like in boarding schools. The most common answer for eliminating a school was if it was too expensive. Second was having an unhappy, uncaring atmosphere without individual attention was the next most popular answer. Also, among the most frequent and important answers was having poor quality faculty and being in a bad location.

15. What is the main academic reason you sent your child to Wasatch?

This question categorized the kind of student parents sent to Wasatch into 4 categories: 1-College prep, 2-Learning strategies, 3-English as a second language, and 4-Other. However, no international parents were surveyed and as a result no one chose English as a second language.
The most common answer given for "other" was to put the child in a new environment. A new environment included a safer environment, a more academically challenging environment, and an environment where the child would be more independent. Other answers included to build child’s self-esteem.

16. Excluding academics, what is the most influential factor that caused you to choose Wasatch over other boarding schools?

This question was asked to give Wasatch an idea of what parents liked in Wasatch, excluding academics that influenced them to choose Wasatch over other boarding schools. This way Wasatch can get an idea of what some of its best qualities are, and what it might want to improve on. The faculty of Wasatch was by far the most popular answer. Many expressed that they were greeted warmly during their first visit, and had a feeling that the staff honestly cared about the children. A couple parents commented specifically on how nice Kim Stevens, the admissions secretary, was.
Twenty-eight percent of parents viewed activities, snowboarding/skiing, and sports as the most influential factor (excluding academics) in choosing Wasatch. This ranks recreational activities/sports as the number one influential factor along with faculty and staff.

Answers in the other category included the small size, facilities, technology, and reputation.

17. If Wasatch Academy were to enhance its performing arts program, how important would that be in influencing you to send your child to Wasatch?

This question was asked to assess the value of possibly enhancing the performing arts to the parents of the students at Wasatch. It was measured on a one to seven scale again. One represented “not important,” four was “somewhat important,” and seven was “very important.” The data illustrate that enhancing the performing arts program is one where the majority of parents rank it only as somewhat important. However, there were several responses at each extreme.

18. If you were advising good friends, how likely would you be to refer them to Wasatch Academy?

This question was answered by selecting a number from a seven-point scale. In this case one stood for “definitely not,” three stood for “probably not,” five stood for “probably,” and seven stood for “definitely.” The vast majority gave positive indications of Wasatch by circling the numbers five through seven. Based on the buyer intention scale, the data shows that 71% (25/35) of parents most likely will recommend Wasatch to a friend.
Cross Tabulations (SPSS)

The following are statistically significant cross tabulations of questions in the parent survey [see appendix A-5]:

A. **Questions 1 & 15.** "How did you hear about Wasatch Academy?" and "What is the academic reason you sent your child to Wasatch?" The cross tabulation shows the following:

Parents of students in the "College Prep" category found out about Wasatch mainly through Consultants and the Internet. Also, note that in this category, none of the parents were referred by other parents or people.

Parents of students in the "Learning Strategies" and "Other" categories learned about Wasatch through referrals as well as consultants, but not very much through the Internet.

B. **Questions 9 & 18.** "How has your relationship changed with your child since his/her enrollment" and "How likely would you be to refer a good friend to Wasatch Academy?"

This cross-tabulation shows a pattern—the more the relationship has improved, the more likely the parent will be to refer Wasatch to a friend. Therefore Wasatch has a vested interest of improving the parent/child relationship.

C. **Questions 8 & 18.** "How did your interest change after visiting Wasatch Academy?" and "How likely would you be to refer a good friend to Wasatch Academy?"

This cross-tabulation shows that the more interested they were after visiting, the more likely they will refer a friend.

D. **Question 7 and 9.** "Did you visit Wasatch?" and "How has your relationship changed with your child since his/her enrollment?"

The data show that parents who visited Wasatch show more improvement in their relationships with their children. Therefore Wasatch should encourage school visits from parents interested in Wasatch.
E. **Question 9 & 15.** “How has your relationship changed with your child since his/her enrollment?” and “What is the main academic reason you sent your child to Wasatch?”

This cross-tabulation shows that those students enrolled at Wasatch for the primary reason of preparing for college indicated a stronger improvement in their relationships with their parents than those students going to Wasatch for other reasons.

**Correlations**

The following are statistically significant correlations of questions in the parent survey:

- **Correlation between importance of cost and change in relationship with child**
  
  \[ R = -0.352 \]

  The relationship between importance of cost to parents and the change in the parent/child relationship have a negative relationship. This correlation means that the more important cost becomes to the parent, the less their relationship with their child will improve. The correlation can also be viewed in this way—the more the child relationship improves, cost becomes increasingly less important to the parent.

- **Correlation between importance of cost and likelihood of referral**
  
  \[ R = -0.212 \]

  The relationship between cost and likelihood of referral is negative also. This correlation shows that the more important cost is to the parent, the less likely they will be to refer another parent to Wasatch. It also shows that the less important cost is to the parent, the more likely they will be to refer another parent.

- **Correlation between importance of rural location and interest after visit**
  
  \[ R = 0.10 \]

  The relationship between importance of rural location and interest after visit is slight and positive. The correlation illustrates that the more important rural locations are to parents, the more likely they will be to become much more interested after visiting the school.
STUDENT SURVEY FINDINGS
**Student Survey Findings**

1. What year are you in school?

The first question provides Wasatch Academy with the general demographics of the students who participated in the survey. The sample contains a fairly even distribution over the four class levels.

![Year in School Pie Chart]

2. How long have you been a student at Wasatch Academy?

This question also gives some general demographic information about the sample of students surveyed. The majority of the students surveyed (59.3%) are first-year students. 32.5% are second-year students, and 8.5% are third-and fourth-year students.

![Number of Years at Wasatch Academy Bar Graph]
3. How much input did you have in deciding which school you would attend?

This question was asked to help Wasatch Academy understand how much input the students had when deciding which boarding school they would attend. The data show that 78% of students had equal or greater influence than their parents in deciding which school they would attend. Wasatch Academy should focus more advertising resources aimed at potential students and not just parents.

![Amount of Input in decision chart]

4. If you had been allowed to choose a school on your own, Wasatch Academy would have been your:

This question is similar to question nine in that it gives Wasatch an idea of how students felt about the school before attending. If students were allowed to choose a boarding school entirely on their own, 27.1% of said that Wasatch would have been their first choice. Another 51.7% said they were indifferent or that it was among their top choices.

![Was WA your first choice chart]
5. Did you visit Wasatch Academy before making your final decision?

Students marked whether they came to visit the Wasatch campus before making their final decision. As shown, 73% visited the campus.

6. After your first visit to Wasatch Academy were you:

Students were asked to indicate how their opinion of Wasatch Academy was changed after visiting the campus. This will help Wasatch better understand the first impression it makes on students interested in attending.

The data show that of the students who visited the campus, 64.7% felt that the visit had a positive effect on their opinion. Another 23.5% said that their opinion did not change after visiting.
7. Did the rural location of Wasatch Academy make the school:

This question was designed to help Wasatch understand students’ initial feelings about attending a school in an extremely rural location. As shown, 53.4% of students felt that the location detracted from the school’s appeal, 29.3% were not affected by the location, and only 17.2% felt that the rural location made the school more appealing.

![Appeal of Rural Location](image)

8. List some good ways Wasatch Academy could reach potential students.

This was an open-ended question designed to help Wasatch Academy see how students feel the school could better reach potential applicants. In reaching the target market, it is important to understand the best ways of contacting both students and parents.

The number-one answer given by students concerned the quality of students who are admitted to the school. They felt that Wasatch should be more selective about the students who attend so that the focus would be on college preparation rather than reformatory problems. By increasing the overall quality of students at Wasatch, the school would be more attractive to potential students.

The second most popular answer was that Wasatch Academy should do more advertising and recruiting.

Other answers included improving the food and facilities, having current students call potential students who have similar interests, and focusing on providing a more loving environment at the school.
9. Overall, how did you feel about Wasatch Academy **before** beginning school here?

Students were asked to give their opinion of Wasatch Academy before they actually came to the school. In the next question, they were asked to give their current opinion of the school. The findings show that prior to attending the school, 41.4% of students had a neutral opinion of Wasatch Academy, and 53.4% had a somewhat to very positive opinion. Only 5.1% had a somewhat to very negative opinion of the school.
10. Overall, what is your **current** opinion of Wasatch Academy?

Compared with opinions prior to attendance, findings show that overall, students have a more positive opinion of the school after attending. Only 20.3% remain neutral, while somewhat to very positive opinions jump to 59.3% and somewhat to very negative opinions drop to 20.7%.

![Current Opinion of WA](image)

11. During your time at Wasatch have you been involved in any of the following performing arts programs?

Students were asked to circle programs from a list including choir, music, drama, dance, and debate, and indicating which programs they have participated in at Wasatch. This question provides Wasatch with information on current levels of participation in specific performing arts programs.
12. If Wasatch were to devote a significant amount of resources to enhancing the performing arts programs offered at the school, how likely would you be to participate in one of the programs (i.e., choir, music, drama, dance, or debate)?

This question was designed to help Wasatch Academy determine the potential interest of students in enhancing their performing arts programs.

It appears that the potential participation is undetermined, with 31.6% of students being somewhat to very unlikely to participate, 33.3% will maybe participate, and only 35% being somewhat or very likely to participate.
13. Of your entire experience here at Wasatch (your friends, and roommates, your dorm, the food, the fieldtrips, etc.), how important have academics been in shaping your experience as a whole?

This question was asked to give Wasatch a general view of the importance that students place on academics at their school. An overwhelming 89.8% of students stated that academics are of somewhat to very important to them.

![Importance of Academics](image)

14. What is your primary reason for attending Wasatch Academy?

This question asked students to identify their academic focus among four choices. 47.5% of students listed college preparation as their main reason for attending the school. 18% stated that they were seeking extra help in a specific subject such as math, science, history, etc. Another 6.5% are focusing on learning English as a second language, and 27.8% indicated “other” reasons for coming to the school.
15. Overall, how do you think your relationship with your parents has changed due to your attendance at Wasatch Academy?

Wasatch Academy seeks to provide a loving and nurturing environment for its students. Many of the students come to the school because of challenging home and family situations. This question provides information on the level of improvement in student-parent relationships due to attendance at Wasatch. 32.8% of students feel that their relationship has not changed, yet 50% say that the relationship has improved, and only 17.2% feel that their relationship has gotten worse since they have been at the school.

16. The outdoor recreation activities offered at Wasatch made the school:
One of the advantages of Wasatch Academy’s rural location is the opportunity for several unique outdoor recreational activities. This question identifies the appeal of these activities to the students.

32.2% of students said that the outdoor recreational activities did not change the appeal of the school, but 62.7% felt that these activities made the school more appealing.

![Appeal of Outdoor Recreation](image)

17. Please circle all of the activities or classes that you have participated in during your time at Wasatch Academy.

This question provided students with a list of 53 extracurricular activities offered by the school and asked them to indicate which ones they had participated in. This information will help Wasatch identify the current interests and levels of participation in these activities.

The nine most popular activities were: basketball, community service, hiking, soccer, photography, weight training, painting, meditation, and computer design.
18. List the number of the three most important ones.

Students then identified which activities they felt were most important to them.

The eight most popular activities were: basketball, snowboarding, hiking, volleyball, snowboard team, rock climbing, and photography.
19. How important were these activities in your decision to come to Wasatch?

This purpose of this question was to indicate whether particular extracurricular activities provided at Wasatch Academy influenced the students' decision to come to the school.

21% of students said that these activities were not an important factor, 17.5% said the activities were of average importance, and 61.4% of students felt that these activities were an important factor in deciding to come to Wasatch Academy.
20. Would you refer a good friend to attend Wasatch Academy?

This question is important in helping Wasatch Academy understand the students’ overall satisfaction with the school and the potential for referral sources from current students. It appears that the vast majority of students are relatively satisfied with the school. 42.1% of students would definitely refer a good friend, and 38.6% would probably refer a good friend.

21. What are some suggestions for improving Wasatch Academy overall?

The final question provided students the opportunity to share any additional ideas or suggestions they had for improving Wasatch Academy as a whole.

The number one suggestion listed by students was to improve the quality of food.

The second most popular answer expressed the students’ desires to have less strict rules, particularly later check-in.

Next, students are concerned about the quality of academics at the school. Many students feel that there should be more of a focus on college preparation. They feel that those students who are not serious about academics are a distraction to the learning process and that these “problem” students receive too many second chances.
The quality and number of teachers was of equal concern to the students. They would like to receive more personalized attention, from better qualified instructors.

Also, there is a need for improved facilities on the campus. Students feel that more resources should be devoted to fixing up the dorms and other older buildings.

Several students expressed concern about drug testing. They feel that it is a waste of time and also adds unnecessary stress.

Other suggestions included solving the problems with wide-scale drug use, improving the quality of performing arts programs – particularly music and dance – having a football team, a swimming pool, a rock wall, more break time and days off, improved technology, an established tutoring program, more recognition for achievements, and more senior privileges.
Cross-Tabs for Student Survey Findings (SPSS)

Cross-tab for question #1 and question #12: “What year are you in school?” and “If Wasatch were to devote a significant amount of resources to enhancing the performing arts programs offered at the school, how likely would you be to participate in one of the programs (i.e. choir, music, drama, dance or debate)?”

The cross-tab between these two questions suggests that students in the higher grade levels are more likely to participate in an enhanced performing arts program. As the year in school increases, so does the interest in the performing arts.

Cross-tab for question #5 and question #6: “Did you visit Wasatch Academy before making your final decision?” and “After your first visit to Wasatch Academy were you: (select level of interest)”

This cross-tab shows that students who visited the campus before deciding to attend Wasatch Academy were more interested in the school after visiting.

Cross-tab for question #10 and question #20: “Overall, what is your current opinion of Wasatch Academy?” and “Would you refer a good friend to attend Wasatch Academy?”

This set of questions shows that students whose current opinion of the school is positive are also more likely to refer a good friend to attend Wasatch Academy.

Cross-tab for question #5 and question #14: “Did you visit Wasatch Academy before making your final decision?” and “What is your primary reason for attending Wasatch Academy?”

The cross-tab for these two questions shows us that of the four academic categories, ESL students are highly unlikely to visit the campus before attending. This is probably due to the fact that most of these families live outside of the US, making it somewhat more difficult to visit the campus.

Cross-tab for question #14 and question #20: “What is your primary reason for attending Wasatch Academy?” and “Would you refer a good friend to attend Wasatch Academy?”

This set of questions shows the likeliness of students in the four academic categories to refer a good friend to the school. Again, ESL students are less likely to make a referral probably due to the fact that most of them are international students.

Correlations from Student Surveys

The following are statistically significant correlations of questions in the student survey:
There is a strong positive correlation between the amount of input the student had in the decision to come to Wasatch and their likeliness to rank Wasatch as their first school of choice. The more input the student had, the higher they ranked Wasatch in their rank of choices.

\[ R = 0.6769 \]

There is a slight positive correlation between the amount of input the student had in the decision and the appeal of the rural location to the student. The more input the student had, the more positive they felt about the rural location. In reverse, the less input a student had, the less appealing the rural location was to him or her.

\[ R = 0.1395 \]

A strong correlation exists between the amount of input the student had in the selection decision and their opinion of the school before attending. The more input a student has, the more positive they felt about Wasatch Academy before attending the school.

\[ R = 0.4194 \]

Also, the positive correlation between the amount of input the student had their current opinion of the school shows that students with greater levels of input also have a more positive overall opinion of Wasatch Academy currently.

\[ R = 0.2902 \]

There was a positive correlation between the amount of input the student had in the school selection decision and their likeliness to participate in performing arts programs. Students who were more proactive in the decision were more receptive to the idea of participating in an enhanced performing arts program.

\[ R = 0.3158 \]

There is a slight positive correlation between the amount of input the student had and the importance that the student places on academics. Students who had more participation in the selection decision also view academics as being a more important part of their Wasatch Academy experience.
A slight positive correlation exists between the amount of input the student had and the improvement of their relationship with their parents. The more input a student had, the more their relationships have improved.

| Correlation between input and parents | R= 0.1002 |

There is a slight positive correlation between the amount input the student had in the selection decision and the appeal of the outdoor activities offered at the school. Students who had more input also found the outdoor recreational activities more appealing.

| Correlation between input and outdoor | R= 0.1081 |

The correlation between the amount of input the student had and the importance of extracurricular activities in making that decision is positive. This shows that students who had more input in the school selection decision also felt that extracurricular activities were a more important part of that decision.

| Correlation between input and extra | R= 0.3416 |

There is a strong positive correlation between the positive change of opinion felt by students who visited the campus and how likely they were to select the school as their first choice of boarding schools. Students who felt more positive about the school after visiting also ranked the school as one of their first choices for boarding schools.

| Correlation between choice and change | R= 0.4315 |

There is a strong positive correlation between the students who placed Wasatch Academy among their top choices of boarding schools, and the degree to which they felt positively about the school before attending. Students who said Wasatch was their first choice also felt more positively about the school before attending.

| Correlation between choice and before | R= 0.4641 |

Similarly, there is a positive correlation between the students who placed Wasatch Academy among their top choices of boarding schools, and the degree to which they feel positively about the school currently.

| Correlation between choice and current | R= 0.3764 |
There is a positive correlation between the likeliness of students to indicate Wasatch as one of their top choices and the importance they placed upon extracurricular activities in making their decision to come to the school. The more importance they placed on extracurricular activities, the more likely they were to select Wasatch as their first choice.

\[
R = 0.2464
\]

The correlation between the positive change the students felt after visiting the campus and appeal of the rural location of the campus was also positive. The more positively a student felt after visiting, the more appealing the rural location was to him or her.

\[
R = 0.2516
\]

There is a positive correlation between the positive change students felt after visiting the campus and the way they felt about the school before attending. Students whose opinion became more positive after visiting the school also had a more positive view of the school overall before attending.

\[
R = 0.4565
\]

There is a correlation between the positive change that students felt after visiting the campus and the importance that they place on academics. Students who felt more positively after visiting the campus also indicated that academics were very important to them.

\[
R = 0.3239
\]

There is a positive correlation between the positive change of opinion that students felt after visiting the campus and the degree of importance that they placed on extracurricular activities when deciding to attend the school. Students whose opinion was influenced positively by their visit to campus also said that extracurricular activities were of greater importance to them when deciding which school to attend.

\[
R = 0.3036
\]

There is a slight positive correlation between the way students felt about the rural location of the school and the opinion they had of the school before attending. Students
who felt that the rural location was more appealing also had a higher opinion of the school before attending.

<table>
<thead>
<tr>
<th>Correlation between rural and current</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.314</td>
</tr>
</tbody>
</table>

There is a stronger positive correlation between the way students felt about the rural location of the school and their current opinion of the school overall. Students who felt that the rural location was more appealing also have a higher opinion of the school currently.

<table>
<thead>
<tr>
<th>Correlation between rural and academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3913</td>
</tr>
</tbody>
</table>

There is also a positive correlation between the appeal of the rural location to students and the importance they place on academics. The more appealing the rural location was to the students, the more importance they place on academics currently.

<table>
<thead>
<tr>
<th>Correlation between rural and outdoor</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3594</td>
</tr>
</tbody>
</table>

The appeal of the rural location and the appeal of the outdoor recreational activities had a positive correlation. Students who felt that the rural location was more appealing also said that the outdoor recreational activities were more appealing. Reversely, students who felt that the rural location was less appealing were also likely to feel that the outdoor recreational activities were less appealing.

<table>
<thead>
<tr>
<th>Correlation between rural and extra</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.2917</td>
</tr>
</tbody>
</table>

Similarly, there is a positive correlation between the amount of appeal the rural location had to students and the importance they place upon extracurricular activities. Students who felt that the rural location was more appealing also said that extracurricular activities were an important part of their decision to come to Wasatch Academy.

<table>
<thead>
<tr>
<th>Correlation between before and current</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3815</td>
</tr>
</tbody>
</table>

There is a positive correlation between the way students felt about Wasatch Academy before attending the school and the way they feel about the school currently. Students who had an overall positive opinion of the school before attending also have an overall positive opinion of the school currently.

<table>
<thead>
<tr>
<th>Correlation between before and outdoor</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.2463</td>
</tr>
</tbody>
</table>
The correlation between the way students felt about the school before attending and the appeal that the outdoor recreational activities had to them, was also positive. The more appealing the outdoor activities were to the students, the higher was their overall opinion of the school before attending.

<table>
<thead>
<tr>
<th>Correlation between before and extra</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3309</td>
</tr>
</tbody>
</table>

Similarly, there is a positive correlation between the importance of extracurricular activities and the students’ opinion of the school before attending. The more importance the student placed on extracurricular activities relates to the degree to which the student felt positively about the school before attending.

<table>
<thead>
<tr>
<th>Correlation between current and arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3175</td>
</tr>
</tbody>
</table>

There is a positive correlation between the students' current opinion of the school and the likeliness of the students to participate in an enhanced performing arts program. Students who are more satisfied with the school currently are also more likely to participate in an enhanced performing arts program.

<table>
<thead>
<tr>
<th>Correlation between current and academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.1877</td>
</tr>
</tbody>
</table>

There is a slight positive correlation between the students' current opinion of the school and the importance that they place on academics. Students who place a higher importance on academics have a slightly higher opinion of the school currently.

<table>
<thead>
<tr>
<th>Correlation between current and parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.4781</td>
</tr>
</tbody>
</table>

There is a strong correlation between the students' current opinion of the school and the positive change the students have felt in the relationship with their parents. The higher the students’ current opinion of the school, the more their relationship with their parents has improved.

<table>
<thead>
<tr>
<th>Correlation between current and outdoor</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3188</td>
</tr>
</tbody>
</table>

There is also a positive correlation between the students' current opinion of the school and the appeal of the outdoor recreational activities offered at the school. The more appealing the outdoor activities are, the higher the students’ current opinion of the school.

<table>
<thead>
<tr>
<th>Correlation between current and extra</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3371</td>
</tr>
</tbody>
</table>
There is a correlation between the students' current opinion of the school and the importance they place on extracurricular activities. The more importance the student places on extracurricular activities, the more satisfied they are with the school currently.

<table>
<thead>
<tr>
<th>Correlation between arts and academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3561</td>
</tr>
</tbody>
</table>

There is a correlation between the amount of importance a student places on academics and the likeliness of the student to participate in an enhanced performing arts program. The more importance a student places on academics, the more likely the student is to participate in the performing arts program.

<table>
<thead>
<tr>
<th>Correlation between academics and parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3113</td>
</tr>
</tbody>
</table>

There is a positive correlation between the importance a student places on academics and the improvement in the student's relationship with their parents. The more importance a student places on academics, the more their relationships with their parents have improved.

<table>
<thead>
<tr>
<th>Correlation between academics and extra</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.282</td>
</tr>
</tbody>
</table>

The correlation between the importance of academics and the importance of extracurricular activities is positive. The more importance the student places on academics is correlated with the amount of importance the student places on extracurricular activities.

<table>
<thead>
<tr>
<th>Correlation between parents and extra</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3765</td>
</tr>
</tbody>
</table>

There is also a positive correlation between the importance a student places on extracurricular activities and the level of improvement the student has had in the relationship with their parents. Students who place higher importance on extracurricular activities also show more of an improvement in the relationship with their parents.

<table>
<thead>
<tr>
<th>Correlation between outdoor and extra</th>
</tr>
</thead>
<tbody>
<tr>
<td>R= 0.3476</td>
</tr>
</tbody>
</table>

Finally, there is a positive correlation between the importance a student places on extracurricular activities and the appeal that the outdoor recreational activities had to them. The more important the extracurricular activities were, the more appeal the outdoor activities had to the student.
S-5

Conclusions
Conclusions

A careful analysis was conducted by MSM on all the research findings. The following paragraphs include the conclusions MSM drew based on that research.

**Target Market (See S-4 and A-3)**

The student segments Wasatch should concentrate on are college prep and learning strategies. MSM found during the student focus groups (See appendix A-6) that many of the students feel that their academic experience at Wasatch is the most important reason why they are attending. These students feel that accepting students that are not at Wasatch to learn, but rather for emotional help, and who consistently get bad grades, take away from their experience. Comments on student surveys reinforce this opinion.

Based on consultant comments, another way to capitalize on target market is to focus advertising on the western states because parents are more hesitant to send children farther away. Parents who live in western states are also more likely to come visit the school, which in most cases (based on the parent survey) significantly increases the parent’s interest in the school.

The number one suggested method of reaching the target market better, based on parent survey comments, is to contact and inform more public schools about Wasatch. However, currently most parents find out about Wasatch through consultants. Consequently, MSM concluded the best way to spend advertising dollars would be on the consultants.

The most common first step in researching boarding schools is searching the Internet; however, the majority of Wasatch parents only hear about the school after speaking with a consultant. Therefore, Wasatch needs to increase accessibility to their Internet site so more parents can learn about the school during their first step of research.

**Performing Arts Program (See S-4 and A-3)**

The majority of parents saw improving the performing arts program only as somewhat important. It was not high on their list of suggestions either. In fact only two parents listed improving the performing arts program as a suggested improvement. Most parents thought improving the parent/school communication system, the school website, and the cafeteria food were more important.

Students were also asked on the survey as well as in the focus groups if they would be likely to participate in performing arts if it was improved. Responses showed only moderate interest in performing arts and a slight possibility of participating. However, there were several comments to improve the music program and dance instruction.

As a result of these findings, MSM concluded that expanding and improving the performing arts program and facilities should not be a main priority. However, based on student surveys and focus groups, simply improving the instruction of the programs would be well received.

**Areas of Focus (See S-4 and A-3)**

Wasatch should concentrate on serving the college prep and learning strategies areas. A strong academic program was consistently found to be the most important to parents as well as students.
Another important area Wasatch should concentrate time and resources on is providing a nurturing, caring environment for the students. This area is a main concern for parents and was listed as one of the primary reasons parents chose Wasatch over other schools. Consultants also commented that this is what they like best about Wasatch. Wasatch needs to capitalize on this strength and continue to improve it.

Finally Wasatch should continue to offer a wide variety of sports and recreational activities. Although academics is the primary reason for attendance, most Wasatch students participate in the activities and enjoy them. The activities keep students happy and increase their likelihood of returning for another year. The recreational opportunities at Wasatch, according to parent comments, gave Wasatch an edge over other schools despite having an academic focus. Parents needed to know their children would have plenty of opportunities to participate in non-academic activities.

Strengths and Weakness of Wasatch (See S-4 and A-3)
Strengths:
According to all the sources of research, MSM concluded that Wasatch’s biggest strengths are in these areas:

- A caring, nurturing environment created by the staff and faculty. Parents, students, and consultants all commented that Wasatch gives quality, individual, and thoughtful attention to its students.

- The academic program. Parents liked how the program is flexible, and feel they are preparing students well for college. Students commented that they feel they have good relationships with most of their teachers, and especially enjoy the small class sizes because they receive a lot of individual attention and help.

- A small overall size of the school. This aspect of Wasatch allows students to get to know each other really well and establish quality relationships. Most students in the focus groups when asked what the best feature of the school was commented on the great friends they’ve made at Wasatch, and how everyone can find a friend there.

- The wide variety of quality outdoor and indoor recreational activities and sports. Parents viewed activities/skiing/snowboarding/sports opportunities as one of the most influential factors, excluding academics, in their decision to send their child to Wasatch. (See parent survey findings, section S-4, question 16)

- Satisfaction of experience as a whole. The large majority of parents and students are satisfied with their experience and would be highly likely to refer a friend to the school.

Weaknesses:
After reviewing all the data, MSM found five areas that were viewed as weaknesses:

- Poor communication to parents. Parents need more timely and up-to-date feedback on how their children are doing. Parents also want to hear more good news about how students are doing, not just when there is a problem. In addition, quite a few parents complained about not being called back after leaving a message with a faculty member at Wasatch.
Parent Selection Process (See S-4)
After analyzing the steps parents took to research boarding schools, MSM found that the majority of parents take the following steps when researching boarding schools:
- Search the Internet
- Contact a educational/boarding school consultant
- Contact school through phone, mail, and e-mail
- Visit school

Other Conclusions from Parent Survey Results (See S-4)
- The four most important factors parents look for when selecting a boarding school they would send their child to are a high-quality academic program, a nurturing environment, an appropriate size, and educated faculty.
- Based on the parent survey, most parents who visited the school were much more interested in the school after their visit.
- Most parents feel that their relationship has improved with their child since their enrollment at Wasatch.
- Parents of Wasatch students are somewhat price sensitive because it was an important factor in selecting the school to the majority of parents.

Other Conclusions from Student Survey Results (See S-4)
- Students who have more input in the school selection process are much more satisfied with the school in general and with individual programs; they also have slightly better relationships with parents.
- The outdoor and extracurricular activities are a positive factor for students when selecting a school, therefore Wasatch should emphasize these opportunities when advertising to students.
- Based on student survey correlations (see section S-4) after visiting the campus, their opinions of the rural location, view of academic program, view of activities provided, and their overall opinion of the school are drastically changed for the better.
- Students generally had a significant amount of input in deciding which school to attend.
- Parents who visited Wasatch show more improvement their relationships with their children. Therefore, Wasatch should encourage school visits with parents who are interested in Wasatch.
- The more the child/parent relationship improves, the more likely the parent will be to refer Wasatch to a friend. Therefore, Wasatch has a vested interest of improving the relationship.

*Other Conclusions from Consultant Interviews (See A-4)*

- Wasatch’s main advantages are the support and one-on-one attention faculty and staff provides students, community-like atmosphere, technology, and location.
- The most common type of student the consultants recommend to Wasatch are: average students, students who have not reached their full potential, students who would benefit from more individual attention, students that need extra social and academic support, and students who need to develop a sense of who they are.
- All consultants interviewed had very high opinions of Wasatch
S-6
Recommendations
Recommendations

**Target Market**

- Focus on college prep and learning strategies. Most of the students already attending Wasatch are there for those two reasons. The current Wasatch environment already caters to this segment with its small class size, individual attention from teachers, and the nurturing environment. Trying to focus on other segments, such as performing arts, would detract from the academic focus and make the mission of the school harder to define. Trying to serve too many market segments would stretch Wasatch resources and take away from their current strengths.

**How to Reach Target Market**

- Most importantly, since consultants are usually how parents find out about Wasatch, the school needs to build relationships with as many consultants as possible. In addition, Wasatch should constantly be informing consultants of the type of students they want to have sent to the school and of latest developments on campus. A Wasatch representative should make visits to the consultants as much as possible as well as update them on developments through phone, email, and mailers.
- Since the Internet is the most common first step in researching schools, Wasatch should concentrate resources on becoming as accessible as possible on the web.
- Encourage students and parents to visit the campus. Wasatch could possibly even offer to subsidize the trip for a select few because the surveys showed that interest in Wasatch was significantly greater after having visited the school. The child/parent relationship also improved more in families where a parent visited the school.

**Areas of Focus**

- Keep advertising and focusing on the various activities and sports offered by the school. Excluding academics, this area is one of the most important factors that influence parents and students. This is especially important as well because MSM found that students had a large amount of input in the selection of a boarding school and activities were one of the most important factors in making their decision.
- Do not spend large sums of money to change the school to cater toward the performing arts segment. Enhancing the performing arts program was only of average importance to parents and students. Resources could be better used elsewhere. However, Wasatch should try to find faculty that have more experience and expertise in the dance and music areas.

**Suggested Improvements**

- Communication: Wasatch should update and improve the interactive grade book. This feature is important to parents, but is currently a source of frustration for many parents. Wasatch should call parents once a semester giving them an update on their child’s progress, achievements, and areas for improvement. The
Newsletter Wasatch is currently sending is a good idea, but needs to include more information, be sent out more often, and be sent on time. Parents would like to be included in more activities if possible with more advanced notice. Finally, Wasatch should make a special effort to return every phone message and email received.

- **Food:** The cafeteria should contain more fresh food and less greasy food with more nutritional value.
- **Facilities:** Wasatch should continue to update school buildings and dorms.
- **Teacher turnover:** This understandably is a problem at Wasatch, but the school should do whatever possible to find quality teachers who will be willing to stay at the school for as long as possible.
- **Student Screening:** Once the applicant pool is increased by working more with consultants and increasing accessibility on the Internet, Wasatch will be able to be more selective in the students they admit to the school. Consequently, Wasatch will be able to reduce the number of “problem” students admitted each year who take away from the academic focus and learning environment that the college prep and learning strategies students enjoy.
S-7
ERRORS AND LIMITATIONS
Limitations and Errors

Throughout the entire research process, MSM used conventional methods of collecting, organizing and analyzing data in order to minimize the risk of error. However, certain limitations on accuracy are expected throughout the research process. Research conducted by MSM was limited by time, money, sampling error, processing, and response and non-response bias.

Limitations

Time and money limited the research conducted by MSM. MSM’s time was limited to three and a half months because semester deadlines. More time may have reduced the research limitations.

MSM was given a predetermined budget that it could not exceed. Although the budget given was sufficient for a quality research project, more money would have increased both the amount of respondents, and the depth and complexity of the research.

Errors

Circumstances out of MSM’s control, could have allowed error to enter the research process. Sampling error is the first possible error. Sampling error occurs when the sample used does not properly represent the population. Although MSM did their best to minimize the occurrence of sampling error by only sampling students of Wasatch, parents of students of Wasatch, and parents who requested information about Wasatch, some error might have occurred.

Another type of error that might have entered into the research process is processing error. Processing error is error that results from the incorrect transfer of information from a document to the computer. MSM did their best to prevent processing error by adhering to a specific processing procedure for our survey results.

Response bias is another error that might have entered into the research process. Response error results from the tendency of people to answer a question incorrectly, either deliberately or without knowledge. MSM carefully developed and tested the questionnaires in hopes of minimizing response bias.

Non-response bias is an error that entered the research process. Non-response bias results from those who do not respond to a survey. Response rates of 5% or less are common in mail surveys. MSM sent out 150 surveys to parents, and received 35 back, which is about a 23.3% response rate (very high). Although MSM would have liked to receive more surveys back, they got enough back for the findings to be considered significant.
APPENDIX
A-1

PROPOSAL
January 30, 2003

Robert Booth
Assistant Head of School for Advancement
Wasatch Academy
Mt. Pleasant, Utah

Dear Mr. Booth:

Our BYU student group appreciates the opportunity to work with Wasatch Academy. We are pleased to submit to you this proposal of the market research project we will conduct on behalf of the Academy. With this project, we hope to accomplish the following:
- Recommend a niche market for Wasatch Academy
- Recommend ways to better reach target market
- Understand the strengths and weaknesses of Wasatch Academy and propose possible improvements for the school
- Understand the selection process of parents for boarding schools

These are the areas in which we plan to gather research:
- Students - through focus groups and surveys
- Parents of current students - through in depth interviews and surveys
- Parents who were interested in school but went elsewhere - through in depth interviews and surveys
- Parents who are currently looking for a school for their children - through in depth interviews and surveys
- School consultants - through in depth interviews

Research Process
Our first step in the research process will be to conduct focus groups of Wasatch Academy students to determine current satisfaction of the program, what attracted them to the school, their interests, whether they belong to any extracurricular organizations, and changes they would make to the program. We will conduct four different focus groups, one for each grade, which will consist of three randomly selected students. These focus groups will help determine questions for our surveys we will hand out to students, and send to parents of current, past, and future students, as well as parents that considered the school but didn’t send their child to Wasatch Academy.

Finally, we will conduct in depth interviews with boarding school consultants, representatives of Green Mountain College, and a selection of parents of students. This process will provide information which we will analyze and will be the basis of our statistical conclusions and recommendations.

Funding
Mark Thomas informed us that you agreed on costs of: $400 for each of the three students conducting this project. In addition, Wasatch Academy will cover out-of-pocket expenses up to $800. This price for expenses is consistent with the costs of prior projects. For
telephone expenses, Wasatch Academy will either provide us with phone cards (this would probably be the easiest), or choose to be billed at the end of the project.

**Conclusion**

If Wasatch Academy agrees on this proposal, a letter of engagement will be made, sample outlines of focus groups and in depth interviews and questionnaires will be given. We appreciate this opportunity to work with Wasatch Academy.

Sincerely,

Shannon Fabbri
Alexia Fenton
Carrie Stran
A-2
Engagement Letter
February 17, 2003

Robert Booth  
Assistant Head of School for Advancement  
Wasatch Academy  
Mt. Pleasant, Utah

Dear Mr. Booth:

Our BYU student group appreciates the opportunity to work with Wasatch Academy. We are pleased to submit to you this letter of engagement of the market research project we will conduct on behalf of the Academy. With this project, we hope to accomplish the following:

- Recommend areas Wasatch Academy should focus on
- Recommend ways to better reach target market
- Feedback regarding a possible expansion of a performing arts program
- Understand the strengths and weaknesses of Wasatch Academy and propose possible improvements for the school
- Understand the selection process of parents for boarding schools

These are the areas in which we plan to gather research:

- Students – through focus groups and surveys
- Parents of current students – through questionnaire surveys
- Parents of students who applied, were accepted, but rejected – through questionnaire surveys
- Parents who are currently looking for a school for their children – through questionnaire surveys
- School consultants – through in-depth interviews

**Research Process**

Our research process consists of the following four stages:

1. **Student Focus Groups**
   On March 19, 2003 starting at 9 a.m. we will conduct focus groups of students on Wasatch Academy's campus. Five focus groups will take place. Two focus groups with seniors, the first being seniors who have attended Wasatch for 1-2 years, and the second group with seniors who have attended Wasatch for 2-3 years. The final three groups will consist of students from the three other grades. Each focus group will consist of three randomly selected boys and three randomly selected girls.

   In the focus groups, we will gather information determining current satisfaction of the program, what attracted them to the school, if the location of the school played a major factor in their decision of coming to the school, whether their relationships with their parents have changed since attending the school, their interests, whether they belong to any extracurricular organizations, if they would take advantage of opportunities to become more involved in programs such as music and drama if the school improved the
program, and changes they would make to the program. These focus groups will also help determine questions for our surveys we will hand out to students, and send to parents of current, past, and future students, as well as parents that had applied, but rejected acceptance.

2. Surveys

Questionnaire surveys will be given out to students, parents of students, parents of students who were accepted to Wasatch Academy but rejected, and parents of students who are currently looking for a school. The questionnaires for the students will be passed out to the students by the dorm parents on Thursday, February 27. Once completed, Wasatch Academy will send the questionnaires back to us at the following address:

Lexi Fenton
560 North 844 East #1
Provo, UT 84606

The questionnaires for all three groups of parents will be sent out through mail by March 1, 2003. The purpose of the questionnaires will be to gather information regarding the five bulleted items listed in the first paragraph.

3. In-Depth Interviews of Consultants

In-depth interviews of boarding school consultants will be conducted by phone by March 15, 2003. Through the interviews, we will gather information regarding the top five things people look for in boarding schools, Wasatch's current appeal to parents and students, how to better reach parents who are interested in boarding schools, and what the selection process of parents consist of.

This process will provide information, which we will analyze and will be the basis of our statistical conclusions and recommendations.

4. Report Delivery

A delivery of our findings, analysis, and final recommendations will be given on Brigham Young University's campus. Your attendance is requested. You have the option of attending our presentation on the following days:

Thursday, April 10 at 5pm
Monday, April 14 at 5pm
Tuesday, April 15 at 5pm
Wednesday, April 16 at 5pm

Funding

An estimate of the costs are as follows:

- $600 payable to the Marriott School of Business – which includes money for copies of questionnaires, travel, and reports.
- $400 payable to the three students upon completion
- Wasatch will provide calling card, company letter head, envelopes, and stamps

This price for expenses is consistent with the costs of prior projects. Any additional expenses must first be approved by Wasatch Academy.
Disclaimer
The signers of this engagement letter are responsible for the preparation of a report to
Wasatch Academy. The information gathered will be information believed to be accurate
and from reliable sources, but its accuracy and reliability cannot be guaranteed. Brigham
Young University, its boards, employees, students, and the Marriott School of
Management are not responsible for the work and research conducted under this study or
for the resulting recommendations. Wasatch Academy, its employees, directors, and
board agree to hold harmless the Marriott School of Management, its faculty and
administration, and the students preparing the report for work relating to this project, for
the resulting information and recommendations, and for any implementation of the
recommendations.

Conclusion
We look forward to working with you on this important endeavor. Please sign below,
evidencing your agreement to, and approval of the terms of this engagement letter.

Sincerely,

Shannon Fabbri
Carrie Stran
Alexia Fenton

Michael Geurts
BYU Marketing Research Professor

Accepted by:
Signature: Date: 3.19.03
Authorized Representative of Wasatch Academy
Print Name and Title: R.B. Booth
Ass't. Hld. of Sch. for Advancement
A-3

Focus groups
Focus Groups

Intro
• Name, where are you from, how long have you been here?

Decision
• How much input did you have in deciding which school you were going to attend?
• Did you tour the campus and what role did that play in your decision?
• Was Wasatch your first choice? Why or why not? Where else would you have rather gone?

Location
• Was the location of the school a major factor in your decision?
• Did the outdoor recreation programs appeal to you?

Perception
• What was your perception of the school before you came?
• How has your perception of the school changed during the time that you've been here?

Involvement
• What programs are you involved in? (Sports, arts, etc.)
• How important were those programs in your decision to come here?

Performing Arts
• Are you involved in the performing arts program?
• Would you take advantage of opportunities to become more involved in programs such as music and drama if the school improved the program?

Academics
• How important are academics in relation to your experience as a whole at Wasatch?
• What areas do you feel you need most help in? (College prep, ESL, specific subjects)
• How could your academic experience be improved?

Relationship with Parents
• How has your relationship with your parents changed during the time that you've been here?

Conclusion
• What are your likes and dislikes about the school? What could be improved?
• What is the best feature about the school that you think would attract more students?
• Overall, are you satisfied with your experience here at Wasatch?
• 3rd and 4th year Seniors: What changes have you seen during the time you've been here?
Student Focus Groups

Introduction

Our research group conducted three focus groups on the afternoon of March 19, 2003. The purpose of holding the focus groups was to get feedback from the students about their experiences at Wasatch, how those experiences affected their lives, and their opinions of the school. With this in mind, the group divided the focus groups by grade and then Shannon Fabbri and Alexia Fenton led a discussion at the Wasatch Academy assembly hall with the selected students where they were able to share their feelings. Group 1 was comprised of four freshman students who had been at Wasatch Academy between one and three quarters. Group 2 consisted of three sophomores who had been at Wasatch Academy between one and two school years. The last focus group, Group 3, was a group of five Juniors or Seniors who have attended Wasatch between one and two years. Each group discussion lasted 30-40 minutes. A video recording device was used for later review by the members of the research group.

Methodology

To start the focus group, students were given an explanation that clarified the purpose of the meeting, and the rules and procedures to be followed during the discussion. During the meeting the moderator prompted discussion on the following topics:

- The decision to come to Wasatch
- The location of Wasatch
- The perception of Wasatch before and after enrollment
- The students involvement in available programs (sports, art, etc.)
- The academic programs of Wasatch
- The student-parent relationship
- The likes, dislikes, and recommended improvements of Wasatch
- Their overall satisfaction of Wasatch

Findings

The following pages include the specific questions asked by the moderator, and the comments made by the members of the focus groups.
Focus Group: Freshman

Involvement
What programs are you involved in?

“I’m in choir and golf”
“I tried to get into climbing, but it is hard to get in”
“I’m in golf, I coach”
“I was in basketball and volleyball”

If Wasatch improved these programs, would you take advantage of the opportunity?

“I think we would if the staff were more qualified in some of the activities they teach”
“I would take advantage of choir if they sang more than just church songs”
“I would do theatre if they had a better program”
“I would if the staff had more expertise in some of the areas they teach”

Academics
How important are academics in relation to your experience as a whole at Wasatch?

“It’s not hard to get good grades here, you just have to try”
“On a scale of 1-10, I would give academics a 6 on its importance for my experience as a whole”
“I would give it a six too. Its important to me”
“It’s not that important to me”
“If we were in Salt Lake City, I would not be in class”

What areas do you feel you need the most help in?

“I have ADD so I came here to get help mostly in math. But my first day I found I was not smart enough to keep up and ended up getting kicked out so I’m not even learning the subject I came here for. But, my English is getting a lot better.
“I came here because my old school at home was really bad, and to prepare for college”
“I wanted to prepare myself for college and to help with math”

How could your overall academic experience be improved?

“If the teachers followed up with your grades. They just tell you your going to fail and then don’t follow up to help”
“Teachers could make the classes more “hands-on. That would make it more interesting”
“Not too strict because then it makes the class too intimidating”

Location
Was the location of the school a major factor in your decision to come to Wasatch?
"It's too secluded and hard to get here"
"I chose this school because it was one of the closest ones to my parents (in the west)"
"The location was not that big of a deal. I came because I heard the golf team was good."
"This school was rural compared to the other schools I looked at but it looked like there were more things to do, like recreational activities

**Decision**

*How much input did you have in deciding which school you were going to attend?*

"If I really did not want to go here then I did not have to go here, but I chose to come here."
"I visited three schools and thought this one was the best. The teachers seemed better and the facilities were better."
"I had all the input. We ordered videos, and I visited here so I chose to come here."

*Was Wasatch your first choice?*

"Yeah. I picked this one over the other schools I visited."

**Relationship to Parents**

*How has your relationship changed with your parents since you have been here?*

"It has gotten better because being away makes them fonder of me, so we don't have personality conflicts all the time. Talking over the phone is better."
"Mine have gotten a lot better."
"Mine has not gotten better or worse, it's just different because I live farther away."
"I think they are mad at me for leaving, but it's not worse, it's just different."

**Perceptions**

*How has your perception of the school changed since you have come here?*

"It is not as run down as I thought it would be, but the facilities could still be improved."
"This is the nicest school I have been to. It's a lot nicer than I thought it would be."

**Conclusion**

*What are your likes, dislikes, and what would you change about the school?*

"I think the dorms are pretty good. But I think we should have smaller rooms, but then have our own room."
"The food needs to be improved."
"The food is too greasy."
"There is no fresh food."
"The cafeteria should have more vegetables, and less greasy food."
"There is no food for vegetarians to eat."
"The food is better than my other schools, but it needs to be better because we eat here for every meal for the school year."
"I would change some of the rules. We can't even go on the internet at certain times. If we have no practice planning our time, what are we going to do at college?"
"I would change some of the things they passed out that made it sound like Wasatch had a pool cause it doesn't. The nearest one is Snow College and you have to pay to go."
"I think they should have a pool for exercise and free time"

*What do you feel is the best feature of Wasatch?*

"The fact that everyone can find a friend here. Everyone on campus has at least one friend."
"Everyone can fit into one group"
"It fixes up your life better. Keeps you out of trouble"
"They have really fast internet"
"Smaller class sizes so more attention from teachers."
"Class sizes are smaller than other boarding schools."

*Are you overall satisfied with your experience at Wasatch?*

"Yeah, I like it here. I'm even getting a job for the summer"
"Yes"
"Yes"
"I'm finishing out this year, because I miss my family."

**Focus Group: Sophomores**

**Decision**

*How much input did you have in deciding which school you were going to attend?*

"I had complete input."
"I was given some options to choose from."
"I did some research on my own."
"I was told I did not have to go here if I didn’t want to."

**Location**

*Was the location of the school a major factor in your decision?*

"I liked seclusion of the school."
"I liked the small town feel—thought there would be less problems."
"It’s not near anyone I know."
"Came here because I know people close by."

**Did the outdoor recreation programs appeal to you?**

"I'm not a nature person, but I like the variety.
"I really enjoy the camping and weekend trips. I like the geography of Utah."
"Yes, but they cancelled girls soccer."
Perception
How has your perception of the school changed during the time that you have been here?

“I was excited to come at first, but after I got here, it was hard to make friends.”
“I viewed it a lot differently. I thought it would be more strict, only focused on academics, but that view changed. They are more lenient than I thought.”

Involvement
What programs are you involved in? (Sports, arts, etc.)
- choir
- private voice lessons
- rock climbing
- Ti Chi
- Softball

How important were those programs in your decision to come here?
- Not important

Performing Arts
Are you involved in the performing arts program?
- Choir
- Theater Arts

Would you take advantage of opportunities to become more involved in programs such as music and drama if the school improved the program?
“Maybe, it depends.”
“I would if I had more time.”

Academics
How important are academics in relation to your experience as a whole at Wasatch?
“Most important.”
“Most of my time is spent on academics.”

What areas do you feel you need most help in? (College prep, ESL, specific subjects)
“Math”
“Chemistry”
“Foreign languages”
“I came here for learning strategies. That was the major factor, to get more challenge.”
How could your academic experience be improved?

“Strengthen the math department.”
“Expand the foreign language department by introducing more languages”
“Offering more tutors, especially for math”

Relationship with Parents

How has your relationship with your parents changed during the time that you’ve been here?

“Stayed the same, but communicate differently. We are not as open”
“Not the same. It’s hard to keep them updated on my life. There is lots of backtracking when I talk to them.”

Conclusion

What are your likes and dislikes about the school?

Likes
“I like the dorms.”
“I’ve made great friends here.”

Dislikes
“Hard to deal when people you know are kicked out and suddenly leave.”
“The school is inconsistent with their discipline policies. Sometimes they allow people to come back, sometimes they don’t.”

What could be improved and what is the best feature about the school that you think would attract more students?

“Diversity”
“Lots of nationalities”
“Good friends/relationships”

Overall, are you satisfied with your experience here at Wasatch?

“Yes” said by 3 people

Focus Group: Juniors, 1st and 2nd year seniors

Involvement

What programs are you involved in and how important were those in deciding to come to Wasatch?

“I came here for the academics, but I still participate in activities, and founded a number of clubs”
"I'm here for academics, but now that I'm here I like having a variety of things to do and be a part of the activities."
"I was in girls soccer last year, but they don't have one this year. I was big into (girls) basketball, but I don't play because the team isn't very good. If they did not have any sports here that would be a bad thing, but it was not something I put to much weight on."
"They have a lot of outdoor recreational activities, and not many other school have that so that helped in decided to come here."
"It's good because if there is an interest in something we can plan to activity or start a club up."
"It was not the activities, I wanted to come to a school where I could learn and where kids can't just coast through school."
"Snowboarding team is something that attracts a lot of people and also keeps them coming back."

Are you interested in the performing arts programs and would you take advantage of them if they were improved?

"Yes. I have quit French horn and violin since I have been here because there really isn't a program. I'm sad that I'm not still doing that."
"I would not take advantage of it"
"I do like yoga though even though my teacher isn't certified, I'm leaning a lot"
"I have really enjoyed piano and guitar lessons. I have found it is kind of what you make of it. If you practice you get a lot out of it. My guitar teacher was great. There is a lot of opportunity here, but it is up to the students to do it. No one is stopping them from learning."

Academics
How important is academics in your experience as a whole at Wasatch

"Certain areas are more strong that others. I have had a lot of problems with the math teacher, but my science teacher is good and English and History is really good."
"My reason for coming here was to pursue academics to get into the best school I can"
"It's a big part of why I am here because there is almost a 100% chance of going to college."
"Its great the teachers really work with you and make themselves available to help you with your work."
"Teachers are really approachable and the size of classes helps that too."

How could your academic experience be improved?

"Student feedback on teachers should be considered. It would help them weed out the really bad teachers faster."
"Its hard to get teachers to live here so there is a fair amount of turnover which is detrimental. "They should try to find teachers that will stay for more than a couple years. It would build a stronger sense of community."
"Its really important to have good teachers because with a lot of subjects because it's a small school you can't switch teachers."
“Students should be able to fit their schedules better with their classes to avoid so many independent studies where students don’t learn as much. Maybe more classes could be offered to make scheduling less difficult.

**Relationship with parents**

*How has your relationship with your parents changed since you have come to Wasatch?*

“Mine has gotten worse. I’m on my own now.”
“Mine has improved because I’m relieved of the minor day tensions, but we don’t have as strong as connection as before because I’m so far removed from them.”
“Mine has gotten better. I don’t fight with my parents all the time and the even give me hugs when I come home.”
“Mine has not really changed. I’m living on my own so it has changed, its just like I’m going to college.

**Perception**

*How has your perception changed since you have been here?*

“I was surprised with how much structure there was. This could have been explained better in the information we received.”
“I got pretty clean information. The woman that took us on the tour answered all our questions.”
“It’s kind of like eating a jelly doughnut, you know what your eating, but you don’t know what’s on the inside.”
“I thought there would be more things to do on the weekends, more activities.”
“I was told there was a pool, but then I found out it was 15 miles away at snow college.”
“I did not know it was this rural. But, it has not bothered, me I’ve really enjoyed it here.”
“It’s more rural, but it is a good experience since I’ve lived in suburbia my whole life.”

**Decision**

*How much input did you have in your decision to come here?*

“My mom used to tell me if I was bad, she would not let me come back. So yeah, I had a lot of choice to come here in the first place.”
“It was completely my choice to come here.”
“I chose to come here, I wanted to do this for myself and improve myself.”

*How much was location a factor in your decision?*

“I did not care that much. What kind of people were at the school affected me more.”
“I have always had to commute to school in Seattle. I’m a city boy, but I figured it was just one year, so I would come and get a good education.”

**Conclusion**

*Overall, what are your likes, dislikes, and what would you improve about the school?*
“If they really want to improve this school they need to make it more college prep. Right now it doesn’t really seem like that.”

“They should stop accepting back students that barely get a 2.0 GPA and are constantly in structured study hall.”

“We need to really raise our applicant pool so they can be more selective in who they select because right now almost everyone is getting accepted because the school needs the money.”

“We should do more fundraising so we can be more selective on who comes here.”

“I came to this school because I want to get into an Ivy league college, but the last person that went was a long time ago. It would be nice to have alumni to get in touch with that went to an Ivy League after leaving here, but there is really no one for me to talk to.”

“In previous years there was a lot more community and sense of tradition. This year there is just a lot more negative attitudes.”

“I agree with the tradition comment. But in the last 4 years we have lost a significant amount of tradition. I hear about stories of bonfires and more school activities...I think if we had a stronger sense of tradition and community, we would have more pride for the school because right now we don’t really have that when we say ‘I’m a student at Wasatch Academy.’”

**What is the best feature of the school?**

“Almost guaranteed you can get into college.”

“Developed great friends here. Its almost like having sisters.”

“You know everyone here.”

“You feel a lot closer to teachers because of the student teacher ratio.”

“Relationships improve with parents”

**Overall, are you satisfied with your experience at Wasatch?**

“It is what you make out of it. Some people have bad experiences here, but there are a lot of people that leave here and then miss it. You can find stuff to do on the weekends. It depends on your creativeness.”

“They have good recreational trips.”

“I have had a positive experience. When I graduated, I will think about the good things.”

“This school has incredible opportunity. If you have drive and want to go out there and do it, then you can.”
A-4
In-depth interviews
Consultant Questions

1. In general, what features do you look for in a boarding school that you would recommend to a client?

2. Top 5 things your clients look for in boarding schools?

3. What is your overall opinion of Wasatch Academy?

4. What do you feel Wasatch’s top 3 advantages are compared to other schools?

5. What type of students do you typically send to Wasatch?

6. What are some specific ways that Wasatch Academy could improve?

7. How do you think Wasatch could better reach potential students?
In-Depth Interviews with Consultants

Introduction
MSM conducted six in-depth phone interviews of boarding school consultants during the weeks of March 17-28. The purpose of the interviews was to gather expert opinions of what potential boarding school applicants look for in schools, strengths and weaknesses of Wasatch Academy, ways to better reach potential students, and recommendations for Wasatch Academy. The phone interviews lasted approximately 10 minutes each.

Boarding School Consultants
Miriam Bodin
Paul Auchterlonie
Brooke Dudley
Diane Albrecht
Shirley Darling

Findings
The following pages include the specific questions asked by members of MSM, and the comments made by the consultants.

In general, what features do you look for in a boarding school that you would recommend to a client?

- One that has a strong sense of community. One where the students feel a sense of loyalty, where they don't feel alienated or wish they were elsewhere.
- One which has diversity.
- Has wide variety of sports and activities.
- The school has a sense of what their mission is, and make sure to live up to who they are.
- Has a strong boarding school culture, where faculty and the majority of students live on campus. Faculty should be available 24/7. The energy of the school goes to the boarding students.
- Has a good mentoring system. There needs to be an advocate for the individual student, who will take a personal interest in all layers of the students' life (emotional, academic, etc.); like a parent on campus.
- Has a residential life curriculum which is more than just a room, but an active life that works on values and relationships.
- One what knows and understands how an individual student learns as opposed to others.
- Has good structure and supervision.
- Has a quality of academics for appropriate niches.
- Has experienced and high quality faculty.
- A school whose academic pace matches ability of a given student.
**Top five things your clients look for in boarding schools**

- Structure
- Supervision
- Experience and quality of faculty - Caring teachers
- Wide opportunity to do a lot of things you can't do in a public school
- Academics
- Safety
- Geography - location
- Good Reputation
- College Placement
- A place for the child to succeed
- Other kids that the parents would approve of as friends.
- Good mentor who understands the child.
- A place to broaden the student's life; participation in a variety of activities.
- Price
- Schools that run well

**What is your overall opinion of Wasatch Academy?**

- I like Wasatch because it serves a variety of students, and is a safe place to be.
- My opinion of Wasatch is good and positive. They have developed support programs, great facilities, and they enhance the quality of their students.
- I love it to death!
- It's a good place for the type of kid they serve.
- It's small, safe, & structured.
- It's a warm, caring, good boarding school.
- It has an incredibly dedicated administration and faculty.

**What do you feel Wasatch's top three advantages are compared to other schools?**

1. Takes in a wide range of students
2. It is safe
3. Has great computer technology-provides a variety of programs that are appealing

1. Closeness to California
2. Family-like atmosphere
3. Provides a consistent experience

1. Good clear sense of mission
2. Provides support at every level: emotional, learning, etc.
3. Commits to their students – they keep working with students long after other schools may have given up on them.

1. Attention focused on kids on an individualized level
2. Faculty – quality people who have been there a long time
3. The online grade book
1. Quality of faculty and administration in being genuinely interested in taking the best possible care of their students
2. Does a very good job of giving academic support to students who are in need of it
3. Extraordinary ability to give students a better self-esteem, which is a magical quality

What type of students do you typically send to Wasatch?
- Prefer the west
- Have at least average intelligence, who might need extra academic or social support
- Have not reached their full potential, who need some nurturing
- Average students, who would benefit having small class sizes
- Who need extra attention
- Students that are under-achieving and need to develop a sense of who they are.
- Students of good character
- Kids who are struggling and need individualized attention (may have mild learning issues)
- Those who have an interest in outdoor activities and a small environment
- Students who have good potential, who may not be working to their ability yet
- Have interests outside of the classroom which match well with what Wasatch offers
- Who will profit enormously with Wasatch’s structure
- Who need to find his/her own strengths

What are some specific ways that Wasatch Academy could improve?
- Upgrade school buildings
- Don’t ever lose track of what their mission is, because that is what makes them successful. Don’t focus too much on college prep.
- Try to better screen students
- Better communication with parents: they don’t return phone calls.
- Better stability in administration
- They should better define the type of kids that they want to work with. Some kids kind of get shoved in and Wasatch is “dumped on.” They need to draw the line on the type of kids they want to work with; the ones they have expertise with. Once they do this, then they should market hard toward that type of student.

How do you think Wasatch could better reach potential students?
- Not using the Internet, because the Internet provides no screening
- Using consultants
- Send representatives from Wasatch more often to visit consultants. This helps the consultants to know more about recent developments of the school, so they can better inform parents and make better matches.
- Get the referral sources to come see the campus. People need to know who they are. (It’s a safe place for students who are just leaving therapeutic schools.)
- Parent and alumni referral source.
- Work with educational consultants: develop a distinct message of who they are and who they want to serve.
- Continue with current literature and family events
- Can’t do mass marketing (too expensive), but have a direct message that they can target to consultants.
- Send someone on the road to visit with consultants
- Focus on the West Coast and Rocky Mountain States (there may be some overlap with Vermont Academy).
A-5

Parent surveys
And cover letters
March 3, 2003

Dear Parent or Guardian of Wasatch Academy Student(s),

We are students at Brigham Young University conducting marketing research for Wasatch Academy. The purpose of the research is to help improve the quality of the school and to help Wasatch better target potential students. For our research, we are conducting surveys gathering information and opinions from parents or guardians of Wasatch Academy students. We are relying on parents like you to give us the information we need to fulfill this project.

Please take the time to fill out this survey and return it in the enclosed self-addressed stamped envelope no later than March 15. It shouldn't take more than 10 minutes to complete. Please answer all questions honestly and as accurate as possible. We welcome any additional comments you may have. Thank you and we look forward to receiving your results.

Sincerely,

Shannon Fabbri
Alexia Fenton
Carrie Stran
1. How did you first hear about Wasatch Academy?
   A. Brochure
   B. Boarding school consultant
   C. Internet
   D. Referral
   E. Other

2. What was your first step in researching boarding schools when you started to consider sending your child to one?
   A. 

3. In order, what are all the steps you took in researching and selecting a boarding school?
   A. 
   B. 
   C. 
   D. 
   E. 

4. List the three most important ways Wasatch Academy could better reach parents who are interested in sending their child to boarding school
   A. 
   B. 
   C. 

5. List the three most important things you look for in a boarding school you would send your child to?
   A. 
   B. 
   C. 

6. How important was the rural location of Wasatch Academy in selecting the school?
   - Not important
   - Somewhat important
   - Very important
7. Did you visit Wasatch Academy before making your final decision?
   1 – Yes
   2 – No

8. After your first visit to Wasatch Academy were you:

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9. How has your relationship changed with your child due to his/her enrollment at Wasatch Academy?

<table>
<thead>
<tr>
<th>Much Worse</th>
<th>Unchanged</th>
<th>Much improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Name the three most important things you like about Wasatch Academy

   A. ____________________________
   B. ____________________________
   C. ____________________________

11. Name three things you do NOT like about Wasatch Academy

   A. ____________________________
   B. ____________________________
   C. ____________________________

12. In what ways could Wasatch improve?

   _______________________________________________
   _______________________________________________
   _______________________________________________
   _______________________________________________

13. How important was the relative cost of Wasatch Academy in selecting a boarding school?
14. What factors would eliminate a boarding school from being selected by you?
   A. _______________________
   B. _______________________
   C. _______________________
   D. _______________________

15. What is the main academic reason you sent your child to Wasatch?
   1—to prepare him/her for college
   2—to receive extra help in a particular subject such as Math, Science, etc
   3—to receive extra help in learning English as a second language
   4—Other _______________________

16. Excluding academics, what is the most influential factor that caused you to choose Wasatch over other boarding schools?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

17. If Wasatch Academy were to enhance its performing arts program, how important would that be in deciding to send your child to Wasatch?

Not important  1  2  3  Somewhat important  4  5  6  Very important  7

18. If you were advising a good friend, how likely would you be to refer them to Wasatch Academy?

Definitely not  1  2  Probably not  3  4  Probably  5  6  Definitely  7
February 27, 2003

Dear Parent or Guardian,

This survey we are sending you is for educational purposes. We are students at Brigham Young University conducting marketing research on boarding schools. The purpose of this research is strictly to improve the quality of schools and help them better reach potential students. We are relying on parents like you to give us the information we need to fulfill this project.

Please take the time to fill out this survey and return it in the enclosed self-addressed stamped envelope no later than March 15. It shouldn't take more than 10 minutes to complete. Please answer all questions honestly and as accurate as possible. We welcome any additional comments you may have. Thank you and we look forward to receiving your results.

Sincerely,

Shannon Fabbri
Alexia Fenton
Carrie Stran
BYU Marriott School of Management  
Parent Survey

1. What was your **first** step in researching boarding schools when you started to consider sending your child to one?

   A. 
   
2. In order, what are all the steps you took in researching and selecting a boarding school?

   A. 
   B. 
   C. 
   D. 
   E. 

3. List the three most important ways schools could better reach parents who are interested in sending their child to boarding school

   A. 
   B. 
   C. 

4. List the three most important things you look for in a boarding school you would send your child to?

   A. 
   B. 
   C. 

5. How important is the location of the school in the selection process?

<table>
<thead>
<tr>
<th>Not important</th>
<th>Somewhat important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. How important is a **western** location of a school in the selection process?

<table>
<thead>
<tr>
<th>Not important</th>
<th>Somewhat important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. If your child is already enrolled, how has your relationship changed with your child due to his/her enrollment at boarding school?

<table>
<thead>
<tr>
<th>Much Worse</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Unchanged</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Much improved</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle: not enrolled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What percent of your decision is based on cost?

<table>
<thead>
<tr>
<th>0%</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What percent of your decision is based on school reputation?

<table>
<thead>
<tr>
<th>0%</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>50%</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. What percent of your decision is based on curriculum?

<table>
<thead>
<tr>
<th>0%</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
<tr>
<td>50%</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. What factors would eliminate a boarding school from being selected by you?
   A. 
   B. 
   C. 
   D.

12. What is the main academic reason you wanted to send your child to boarding school for?
   1—To prepare him/her for college
   2—To receive extra help in a particular subject such as Math, Science, etc
   3—To receive extra help in learning English as a second language
   4—Other

13. Excluding academics, what is the most influential factor that caused you to consider sending your child to boarding school?

   

14. If a school were to enhance their performing arts program, how important would that be in deciding to send your child to that school?

<table>
<thead>
<tr>
<th>Not important</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Somewhat important</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Very important</th>
<th>7</th>
</tr>
</thead>
</table>
February 27, 2003

Dear Parent or Guardian,

This survey we are sending you is for educational purposes. We are students at Brigham Young University conducting marketing research for Wasatch Academy. The purpose of the research is strictly to improve the quality of the school and help Wasatch better reach potential students. We are relying on parents like you to give us the information we need to fulfill this project.

Please take the time to fill out this survey and return it in the enclosed self-addressed stamped envelope no later than March 15. It shouldn't take more than 10 minutes to complete. Please answer all questions honestly and as accurate as possible. We welcome any additional comments you may have. Thank you and we look forward to receiving your results.

Sincerely,

Shannon Fabbri
Alexia Fenton
Carrie Stran
1. What was your first step in researching boarding schools when you started to consider sending your child to one?

A. 
B. 

2. In order, what are all the steps you took in researching and selecting a boarding school?

A. 
B. 
C. 
D. 
E. 

3. List the three most important ways schools could better reach parents who are interested in sending their child to boarding school

A. 
B. 
C. 

4. List the three most important things you look for in a boarding school you would send your child to?

A. 
B. 
C. 

5. How important is the location of the school in the selection process?

Not important
1  2  3  Somewhat important
4  5  6  Very important
7

6. How important is a western location of a school in the selection process?

Not important
1  2  3  Somewhat important
4  5  6  Very important
7
7. If your child is already enrolled, how has your relationship changed with your child due to his/her enrollment at boarding school?

<table>
<thead>
<tr>
<th>Much Worse</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Unchanged</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Much improved</th>
<th>7</th>
</tr>
</thead>
</table>

Circle: not enrolled

8. What percent of your decision is based on cost?

| 0% | 1 | 2 | 3 | 50% | 4 | 5 | 6 | 100% | 7 |

9. What percent of your decision is based on school reputation?

| 0% | 1 | 2 | 3 | 50% | 4 | 5 | 6 | 100% | 7 |

10. What percent of your decision is based on curriculum?

| 0% | 1 | 2 | 3 | 50% | 4 | 5 | 6 | 100% | 7 |

11. What factors would eliminate a boarding school from being selected by you?
   A. 
   B. 
   C. 
   D. 

12. What is the main academic reason you wanted to send your child to boarding school for?
   1—To prepare him/her for college
   2—To receive extra help in a particular subject such as Math, Science, etc
   3—To receive extra help in learning English as a second language
   4—Other

13. Excluding academics, what is the most influential factor that caused you to consider sending your child to boarding school?

14. If Wasatch were to enhance their performing arts program, how much would that have affected your decision regarding the school?

<table>
<thead>
<tr>
<th>Not affected</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Somewhat affected</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Very affected</th>
<th>7</th>
</tr>
</thead>
</table>
15. What are the three main reasons you decided not to send your child to Wasatch Academy?
   A. 
   B. 
   C. 

16. Did you visit Wasatch Academy before making your final decision?
   1 – Yes
   2 – No

17. After your first visit to Wasatch Academy were you:

   Much less interested | No change | Much more interested
   1                  2     3         4   5   6    7

   Circle: Did not visit school

18. In what ways could Wasatch improve?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

19. If you were advising a good friend, how likely would you be to refer them to Wasatch Academy?

   Definitely not | Probably not | Probably | Definitely
   1            2      3       4   5   6    7
A-6

STUDENT survey
BYU Marriott School of Business
Student Survey

This survey is for a marketing research project we are conducting for BYU. It is intended to improve the quality of Wasatch Academy. It is strictly anonymous. Circle the best answer for each question. Please feel free to add any additional comments.

1. What year are you in school?
   1 - Freshman
   2 - Sophomore
   3 - Junior
   4 - Senior

2. How long have you been a student at Wasatch Academy?
   1 - one year or less
   2 - two years
   3 - three years
   4 - four years

3. How much input did you have in deciding which school you would attend?
   Completely parents decision
   1 
   Equal participation
   3 4
   Completely my choice
   5 6 7

4. If you had been allowed to choose a school on your own, Wasatch Academy would have been your:
   Last choice
   1 2
   Indifferent
   3 4 5
   First choice
   6 7

5. Did you visit Wasatch Academy before making your final decision?
   1 - Yes
   2 - No

6. After your first visit to Wasatch Academy were you:
   (*If you did not visit Wasatch before making your decision, please answer how you think your opinion may have changed if you had visited the campus.)
   Much less interested
   1 2
   No change
   3 4 5
   Much more interested
   6 7

7. Did the rural location of Wasatch Academy make the school:
   Much less appealing
   1 2
   No change
   3 4 5
   Much more appealing
   6 7

8. List some good ways Wasatch Academy could reach potential students.
9. Overall, how did you feel about Wasatch Academy before beginning school here?

<table>
<thead>
<tr>
<th>Very negative opinion</th>
<th>Neutral</th>
<th>Very positive opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

10. Overall, what is your current opinion of Wasatch Academy?

<table>
<thead>
<tr>
<th>Very negative opinion</th>
<th>Neutral</th>
<th>Very positive opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

11. During your time at Wasatch have you been involved in any of the following performing arts programs? (Please circle all that apply)

1 - Choir
2 - Music
3 - Drama
4 - Dance
5 - Debate

12. If Wasatch were to devote a significant amount of resources into enhancing the performing arts programs offered at the school, how likely would you be to participate in one of the programs (i.e. choir, music, drama, dance, or debate)?

<table>
<thead>
<tr>
<th>Very unlikely</th>
<th>Maybe</th>
<th>Very likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

13. Of your entire experience here at Wasatch (your friends and roommates, your dorm, the food, the fieldtrips, etc.); how important have academics been in shaping your experience as a whole?

<table>
<thead>
<tr>
<th>Very unimportant</th>
<th>Somewhat important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

14. What is your primary reason for attending Wasatch Academy?

1 - To prepare for college
2 - To receive extra help in a specific subject such as math, science, history, etc.
3 - To receive extra help in learning English as your second language.
4 - Other ___________________________________________________________________

15. Overall, how do you think your relationship with your parents has changed during the time you have been at Wasatch Academy? Please explain in space provided.

<table>
<thead>
<tr>
<th>Much worse</th>
<th>No change</th>
<th>Much improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
16. The outdoor recreation activities offered at Wasatch made the school:

<table>
<thead>
<tr>
<th>Much less appealing</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>No change</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Much more appealing</th>
<th>7</th>
</tr>
</thead>
</table>

17. Please circle all of the activities or classes that you have participated in during your time at Wasatch Academy.

1 - Aerobics
2 - Back Country Skiing
3 - Baseball
4 - Basketball
5 - Cheerleading
6 - Chess
7 - Choir
8 - Community Service
9 - Computer Design
10 - Creative Writing
11 - Cross Country
12 - Dance
13 - Debate
14 - Drama
15 - Drawing
16 - Dry-land Training
17 - Fabric Arts
18 - Film Making
19 - Fly Fishing
20 - Golf
21 - Graphic Arts
22 - Guitar
23 - Hiking
24 - Horseback Riding
25 - Jewelry Making
26 - Literary Magazine
27 - Martial Arts
28 - Meditation
29 - Mentoring
30 - Mountain Biking
31 - Music
32 - Painting
33 - Photography
34 - Piano
35 - Pottery/Ceramics
36 - Racket ball
37 - Rock Room
38 - Rock climbing
39 - Sculpture
40 - Ski Club
41 - Snowboarding
42 - Snowboard Team
43 - Soccer
44 - Softball
45 - Stained Glass
46 - Strategic Games
47 - Strings
48 - Tech Support
49 - Tennis
50 - Track & Field
51 - Volleyball
52 - Weight Training
53 - Yearbook

18. Were these activities important in your decision to come to Wasatch?

1. Yes
2. No

19. If yes, list the number of the most important one(s).

20. What are some suggestions for improving Wasatch Academy overall?
A-7
SPSS CHARTS
Parent Survey Cross Tabulations
### Crosstabs

**Case Processing Summary**

<table>
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<th>Valid</th>
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<td>Percent</td>
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</tr>
<tr>
<td>INTEREST * REFER</td>
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<td>97.1%</td>
<td>1</td>
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</tbody>
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<tr>
<th>INTEREST * REFER Crosstabulation</th>
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</thead>
<tbody>
<tr>
<td>Count</td>
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</tbody>
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<th>Probably not</th>
<th>4.00</th>
<th>Probably</th>
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<tbody>
<tr>
<td>INTEREST</td>
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<td></td>
<td></td>
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<tr>
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<td>6.00</td>
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<tr>
<td>Much more interested</td>
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</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
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</table>

<table>
<thead>
<tr>
<th>INTEREST * REFER Crosstabulation</th>
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<tbody>
<tr>
<td>Count</td>
</tr>
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</table>

<table>
<thead>
<tr>
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<th>6.00</th>
<th>Definitely</th>
<th>Total</th>
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<tbody>
<tr>
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<td>2</td>
<td></td>
</tr>
<tr>
<td>5.00</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>6.00</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Much more interested</td>
<td>6</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
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<td>10</td>
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### Chi-Square Tests

<table>
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<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>( 38.067^a )</td>
<td>20</td>
<td>(.009)</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>26.723</td>
<td>20</td>
<td>(.143)</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>5.163</td>
<td>1</td>
<td>(.023)</td>
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</table>

N of Valid Cases: 34

\( ^a \) 29 cells (96.7%) have expected count less than 5. The minimum expected count is .06.
## Crosstabs

### Case Processing Summary

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<tr>
<td></td>
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<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>VISIT * RELATION</td>
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### VISIT * RELATION Crosstabulation

#### Count

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<th>5.00</th>
<th>6.00</th>
<th>Much improved</th>
<th>Total</th>
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<td>Visited Wasatch</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>9</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Did not visit Wasatch</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>34</td>
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<td>2</td>
<td>12</td>
<td>10</td>
<td>8</td>
<td>34</td>
</tr>
</tbody>
</table>

### Chi-Square Tests

- **Pearson Chi-Square**: \(22.813^a\), df = 4, Asymp. Sig. (2-sided) = .000
- **Likelihood Ratio**: 13.792, df = 4, Asymp. Sig. (2-sided) = .008
- **Linear-by-Linear Association**: 2.292, df = 1, Asymp. Sig. (2-sided) = .130
- **N of Valid Cases**: 34

*a. 7 cells (70.0%) have expected count less than 5. The minimum expected count is .18.*
### Case Processing Summary

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</thead>
<tbody>
<tr>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>REFER * RELATION</td>
<td>34</td>
<td>97.1%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0%</td>
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</table>

### REFER * RELATION Crosstabulation

#### Count

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<th>RELATION</th>
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<th>No change</th>
<th>5.00</th>
<th>6.00</th>
<th>Much improved</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Definitely not</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Probably not</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4.00</td>
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<td>1</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Probably</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>6.00</td>
<td></td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Definitely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

#### Chi-Square Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>33.191a</td>
<td>20</td>
<td>.032</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>25.448</td>
<td>20</td>
<td>.185</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.163</td>
<td>1</td>
<td>.686</td>
</tr>
<tr>
<td>Association</td>
<td>N of Valid Cases</td>
<td>34</td>
<td>.06</td>
</tr>
</tbody>
</table>

*a. 29 cells (96.7%) have expected count less than 5. The minimum expected count is .06.*
### Crosstabs

#### Case Processing Summary

<table>
<thead>
<tr>
<th></th>
<th>Valid N</th>
<th>Percent</th>
<th>Missing N</th>
<th>Percent</th>
<th>Total N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAR * ACADEMIC</td>
<td>35</td>
<td>100.0%</td>
<td>0</td>
<td>.0%</td>
<td>35</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### HEAR * ACADEMIC Crosstabulation

<table>
<thead>
<tr>
<th></th>
<th>College prep</th>
<th>Extra help in subject</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEAR Brochure</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Consultant</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Internet</td>
<td>6</td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Referral</td>
<td>2</td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>4</td>
<td>7</td>
<td>35</td>
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</tbody>
</table>

#### Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>15.937\textsuperscript{a}</td>
<td>8</td>
<td>.043</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>19.697</td>
<td>8</td>
<td>.012</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.027</td>
<td>1</td>
<td>.869</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{a} 14 cells (93.3\%) have expected count less than 5. The minimum expected count is .11.
# Crosstabs

## Case Processing Summary

<table>
<thead>
<tr>
<th>Cases</th>
<th>N</th>
<th>Percent</th>
<th>N</th>
<th>Percent</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>**ACADEMIC <strong>&lt;br&gt;RELATION</strong></td>
<td>34</td>
<td>97.1%</td>
<td>1</td>
<td>2.9%</td>
<td>35</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## ACADEMIC * RELATION Crosstabulation

### Count

<table>
<thead>
<tr>
<th>RELATION</th>
<th>3.00</th>
<th>No change</th>
<th>5.00</th>
<th>6.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC College prep</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Extra help in subject</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

### ACADEMIC * RELATION Crosstabulation

Count

<table>
<thead>
<tr>
<th>RELATION</th>
<th>Much improved</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC College prep</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Extra help in subject</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>34</td>
</tr>
</tbody>
</table>

### Chi-Square Tests

<table>
<thead>
<tr>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>13.786&lt;sup&gt;a&lt;/sup&gt;</td>
<td>8</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>15.361</td>
<td>8</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.008</td>
<td>1</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

---

<sup>a</sup> 12 cells (80.0%) have expected count less than 5. The minimum expected count is .24.
STUDENT SURVEY CROSS TABULATIONS
### Case Processing Summary

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>YEARS * ARTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>57</td>
<td>96.6%</td>
<td>2</td>
</tr>
</tbody>
</table>

### YEARS * ARTS Crosstabulation

<table>
<thead>
<tr>
<th>ARTS</th>
<th>Very unlikely</th>
<th>2.00</th>
<th>3.00</th>
<th>Maybe</th>
<th>5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEARS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One year or less</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Two years</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Three years</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Four years</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>19</td>
<td>5</td>
</tr>
</tbody>
</table>

### YEARS * ARTS Crosstabulation

<table>
<thead>
<tr>
<th>ARTS</th>
<th>6.00</th>
<th>Very likely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEARS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One year or less</td>
<td>2</td>
<td>9</td>
<td>33</td>
</tr>
<tr>
<td>Two years</td>
<td>3</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Three years</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four years</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>13</td>
<td>57</td>
</tr>
</tbody>
</table>

### Chi-Square Tests

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>10.047a</td>
<td>18</td>
<td>.930</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>12.261</td>
<td>18</td>
<td>.833</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.253</td>
<td>1</td>
<td>.615</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 25 cells (89.3%) have expected count less than 5. The minimum expected count is .07.
Symmetric Measures

<table>
<thead>
<tr>
<th>Interval by Interval</th>
<th>Value</th>
<th>Asymp. Std. Error</th>
<th>Approx. T</th>
<th>Approx. Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson's R</td>
<td>-.067</td>
<td>.133</td>
<td>-.500</td>
<td>.619</td>
</tr>
<tr>
<td>Ordinal by Ordinal Spearman Correlation</td>
<td>-.112</td>
<td>.130</td>
<td>-.838</td>
<td>.406</td>
</tr>
</tbody>
</table>

N of Valid Cases 57

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.
### Case Processing Summary

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>VISIT * CHANGE</td>
<td>51</td>
<td>86.4%</td>
<td>8</td>
</tr>
</tbody>
</table>

### VISIT * CHANGE Crosstabulation

<table>
<thead>
<tr>
<th>CHANGE</th>
<th>2.00</th>
<th>3.00</th>
<th>No change</th>
<th>5.00</th>
<th>6.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISIT Yes</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>VISIT No</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>11</td>
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<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

### Chi-Square Tests

- **Pearson Chi-Square**: 10.875, df 6, Asymp. Sig. (2-sided) = .092
- **Likelihood Ratio**: 11.897, df 6, Asymp. Sig. (2-sided) = .064
- **Linear-by-Linear Association**: 2.014, df 1, Asymp. Sig. (2-sided) = .156

A. 10 cells (71.4%) have expected count less than 5. The minimum expected count is .16.

### Symmetric Measures

- **Pearson's R**: -.201, Asymp. Std. Error = .147, Approx. T = -1.434, Approx. Sig. = .158
- **Spearman Correlation**: -.188, Asymp. Std. Error = .131, Approx. T = -1.337, Approx. Sig. = .187

A. Not assuming the null hypothesis.
B. Using the asymptotic standard error assuming the null hypothesis.
C. Based on normal approximation.
### Crosstabs

**Case Processing Summary**

<table>
<thead>
<tr>
<th>Cases</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>Missing</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>Total</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>REFER * CURRENT</td>
<td>57</td>
<td>96.6%</td>
</tr>
</tbody>
</table>

**REFER * CURRENT Crosstabulation**

<table>
<thead>
<tr>
<th>Count</th>
<th>CURRENT</th>
<th>2.00</th>
<th>3.00</th>
<th>Neutral</th>
<th>5.00</th>
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</thead>
<tbody>
<tr>
<td>REFER</td>
<td>Definitely opinion</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Probably</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Probably not</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Definitely not</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Very negative</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

** REFER * CURRENT Crosstabulation**

<table>
<thead>
<tr>
<th>Count</th>
<th>CURRENT</th>
<th>6.00</th>
<th>Very positive opinion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFER</td>
<td>Definitely opinion</td>
<td>4</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Probably</td>
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<td></td>
<td>Probably not</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Definitely not</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Very positive opinion</td>
<td>10</td>
<td>10</td>
<td>57</td>
</tr>
</tbody>
</table>

### Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>67.984&lt;sup&gt;a&lt;/sup&gt;</td>
<td>18</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>48.639</td>
<td>18</td>
<td>.000</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>12.709</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 25 cells (89.3%) have expected count less than 5. The minimum expected count is .07.
### Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Asymp. Std. Error&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Approx. T&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Approx. Sig&lt;sup&gt;c&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval by Interval</td>
<td>-.476</td>
<td>.133</td>
<td>-4.018</td>
<td>.000&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>Ordinal by Ordinal</td>
<td>-.436</td>
<td>.126</td>
<td>-3.597</td>
<td>.001&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **a.** Not assuming the null hypothesis.
- **b.** Using the asymptotic standard error assuming the null hypothesis.
- **c.** Based on normal approximation.
### Crosstabs

#### Case Processing Summary

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>VISIT * REASON</td>
<td>58</td>
<td>98.3%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>59</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

#### VISIT * REASON Crosstabulation

<table>
<thead>
<tr>
<th></th>
<th>College prep</th>
<th>Learning Strategies</th>
<th>ESL</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISIT Yes</td>
<td>21</td>
<td>9</td>
<td>13</td>
<td>43</td>
<td></td>
</tr>
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<td>No</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>10</td>
<td>4</td>
<td>16</td>
<td>58</td>
</tr>
</tbody>
</table>

#### Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>13.212a</td>
<td>3</td>
<td>.004</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>12.872</td>
<td>3</td>
<td>.005</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.047</td>
<td>1</td>
<td>.829</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>58</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.03.

#### Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Asymp. Std. Errora</th>
<th>Approx. Ta</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval by Interval</td>
<td>.029</td>
<td>.128</td>
<td>.215</td>
<td>.831c</td>
</tr>
<tr>
<td>Pearson's R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ordinal by Ordinal</td>
<td>.015</td>
<td>.130</td>
<td>.114</td>
<td>.910c</td>
</tr>
<tr>
<td>Spearman Correlation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.
## Crosstabs

### Case Processing Summary

<table>
<thead>
<tr>
<th>Cases</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid</td>
<td>Missing</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>REASON * REFER</td>
<td>57</td>
<td>96.6%</td>
<td>2</td>
<td>3.4%</td>
<td>59</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### REASON * REFER Crosstabulation

#### Count

<table>
<thead>
<tr>
<th>REASON</th>
<th>College prep</th>
<th>Learning Strategies</th>
<th>ESL</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>22</td>
<td>9</td>
<td>2</td>
<td>57</td>
</tr>
</tbody>
</table>

### Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>17.301a</td>
<td>9</td>
<td>.044</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>15.276</td>
<td>9</td>
<td>.084</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>3.622</td>
<td>1</td>
<td>.057</td>
</tr>
<tr>
<td>Association</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 12 cells (75.0%) have expected count less than 5. The minimum expected count is .14.

### Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Asymp. Std. Errora</th>
<th>Approx. Tb</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interval by Interval</td>
<td>Pearson's R</td>
<td>.254</td>
<td>.128</td>
<td>1.950</td>
</tr>
<tr>
<td>Ordinal by Ordinal</td>
<td>Spearman Correlation</td>
<td>.289</td>
<td>.123</td>
<td>2.240</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.