McCormick Foundation Colloquium on Journalism Education Evaluation

Background Paper on Methodology of the *Annual Survey of Journalism & Mass Communication Graduates*

Lee B. Becker • Megan Vogel • Donna Wilcox • Stephanie Hanisak • Tudor Vlad

James M. Cox Jr. Center for International Mass Communication Training and Research
Grady College of Journalism & Mass Communication
University of Georgia
Athens, GA 30602
Tel. 706 542-5023
www.grady.uga.edu/annualsurveys/

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Overview and Background

The *Annual Survey of Journalism & Mass Communication Graduates* monitors the employment rates and salaries of graduates of journalism and mass communication programs in the United States in the year after graduation. In addition, the survey tracks the curricular activities of those graduates while in college, examines their job-seeking strategies, and provides measures of the professional attitudes and behaviors of the graduates upon completion of their college studies.

The *Annual Survey of Journalism & Mass Communication Graduates* and the companion *Annual Survey of Journalism & Mass Communication Enrollments* are directed by Dr. Lee B. Becker, a professor in the Grady College of Journalism and Mass Communication at the University of Georgia and director of the James M. Cox Jr. Center for International Mass Communication Training and Research. Since 2000, Dr. Tudor Vlad, associate director of the Cox Center, has assisted with the survey project.

The *Annual Surveys of Journalism & Mass Communication* are housed in the Cox Center and funded by a consortium of sponsors that has remained relatively stable in recent years. The sponsors of the 2007 *Annual Surveys* are: the American Society of Newspaper Editors, the Association for Education in Journalism and Mass Communication, the Association of Schools of Journalism and Mass Communication, Cox Newspapers Inc., Gannett, the Hearst Corporation, the John S. and James L. Knight Foundation, the National Association of Broadcasters, the Newspaper Association of America, the Sigma Delta Chi Foundation of the Society of Professional Journalists, the Scripps Howard Foundation, the Specialized Information Publishers Foundation, and the Grady College of Journalism and Mass Communication at the University of Georgia.

The *Annual Surveys of Journalism & Mass Communication* operate with input from a Steering Committee composed of representatives of each of the survey sponsors. The Steering Committee meets each year, usually in August.

The *Annual Survey of Journalism & and Mass Communication Graduates* began in 1964 at the Dow Jones Newspaper Fund. The survey moved to Ohio State University in 1987, when Dr. Becker assumed responsibility, and to the University of Georgia in 1997. In 1988, Dr. Becker also assumed

responsibility for the *Annual Survey of Journalism & Mass Communication Enrollments* and standardized the population definition for the two surveys.

From 1964 to 1975, administrators of journalism programs were asked to report on the employment experiences of their graduates. These data were compiled to create a national report on employment. Since 1975, the graduate survey has employed a national sample of graduates of journalism and mass communication programs.

Since 1997, the *Annual Survey of Journalism & Mass Communication Graduates* has employed a consistent methodology. Each year a sample of schools is drawn from those listed in the *Journalism and Mass Communication Directory*, published annually by the Association for Education in Journalism and Mass Communication, and *The Journalist's Road to Success: A Career Guide*, formerly published and printed by the Dow Jones Newspaper Fund, Inc., and now available on the web at the following site: http://djnewspaperfund.dowjones.com/fund/pubcareerguide.asp. Schools list themselves in the AEJMC *Directory*. All U.S. programs accredited by the Accrediting Council on Education in Journalism and Mass Communications and all U.S. members of the Association of Schools of Journalism and Mass Communication are in the AEJMC *Directory*. To be included in the Newspaper Fund *Guide*, the college or university must offer at least 10 courses in news-editorial journalism and those courses must include core courses, such as an introduction to the mass media and press law and ethics, as well as basic skills courses such as reporting and editing. Selection of schools for the sample is probabilistic, so that those chosen represent the population of schools in the two directories.

This definition of the population of journalism and mass communication programs around the country also is used for the *Annual Survey of Journalism & Mass Communication Enrollments*. For that survey, a census of journalism and mass communication programs is conducted each year. Data from the *Enrollment Survey* are used to provide information about the population for use in the *Graduate Survey*.

The sample of schools to be included in the *Annual Survey of Journalism & Mass Communication Graduates* is selected probabilistically, stratified by state and/or region of the country. The sample of schools has remained relatively stable since 1990. As schools withdraw their participation, replacement schools are selected probabilistically from the same state or region. In addition, starting in 1992, the

population was expanded to include Puerto Rico, and one of the two journalism programs from the Commonwealth was selected by chance. In 1995, Florida A&M University was added to the sample nonprobabilistically to increase representation of African-American graduates. The Ohio State University was included in 1987 and the University of Georgia in 1997 nonprobabilistically. Ohio State withdrew from the survey in 2007.

Administrators at the selected sample of schools are asked in early summer to provide the names and addresses of their spring degree recipients. The head of the program also is asked to provide an endorsement letter. From 1964 to 1988, only bachelor's degree recipients were included in the graduate survey. Beginning with the 1989 survey, administrators who had a master's program have been asked to include the names and addresses of their spring master's degree recipients.

In November, a questionnaire is mailed to all spring graduates who received either a bachelor's or a master's degree from the selected programs. A second questionnaire is sent to nonrespondents in January. Starting in 1993, a third mailing was sent in March to graduates of programs that produced a return rate of less than 45% after two mailings. From 1999 on, three mailings have been sent to graduates of all programs. Graduates receive the mailed materials in an envelope identified as from the *Annual Surveys of Journalism &Mass Communication*, a cover letter explaining the purpose of the survey, the instrument itself, and a postage paid return envelope. If the administrator provided a cover letter of endorsement, that letter is included as the first item the graduate will confront upon opening the mailed materials.

Beginning in 2006, an incentive was used to encourage participation. In 2006, three separate lotteries were conducted for those who returned the survey during each of the three waves. The winner received an iPod. In 2007, a single lottery was held, with the winner again receiving an iPod.

Graduates in 2003, in 2006 and again in 2007 also were given the option of completing the survey online. In 2003, 4.4% of the usable questionnaires were completed by students via the web. In 2006, 13.8% were completed online. In 2007, the figure was 24.4%.

Return Rates Across Time

Return rates for the *Annual Survey of Journalism & Mass Communication Graduates* have been dropping consistently over the last 20 years. In 1987, 61.0% of those to whom the survey was mailed returned the instrument **(Chart 1)**. That figure was 33.1% in 2007. The return rate remained above 50% until 2000, and it has fallen precipitously since that time.

The return rates shown in Chart 1 are calculated with bad addresses eliminated. In 2007, the error rate with bad addresses included was 30.2%. The error rate with bad addresses eliminated underestimates the error in the estimates, but it is the error that is influenced by the survey field procedures.

One possible source of return rate error is the experiences of the graduates once they enter the job market. It is possible that graduates are less likely to return the instrument when the economy is bad and they have had less success in the market. Of course, it also is possible that graduates are more likely to return the instruments in a bad economy as a way of signaling their problems to their administrators and to the students entering the market the following year.

In fact, there is little evidence to support either expectation. Return rate is highly correlated with the year the survey was fielded. The Pearson's Produce Moment Correlation Coefficient is -.95. The return rate is slightly negatively correlated with the unemployment rate. The Pearson's r is -.16, meaning that there is some small link between high unemployment and low return rates. Unemployment and Year also are slightly correlated. The partial correlation between return rate and unemployment rate, controlling for year, is -.13. If return rate is regressed on year, and then unemployment is entered into the equation, the R Square and Adjusted R Square change marginally. The R Square for the original regression is .900, and the R Square for the second equation with unemployment entered is .902. The adjusted R Square actually declines from .895 to .891. The partial correlation between return rate and unemployment rate, controlling for year, is -.13. In sum, year is the predictor that matters.

Modifications of the 2007 Methodology

In 2007, two manipulations were made to the standard mailing procedure for the *Annual Survey of Journalism & Mass Communication Graduates* in an attempt to increase the overall return rate and to

increase the number of web returns. The first involved use of web returns exclusively, versus use of web and standard mail returns. The second involved use of e-mail as a supplement to the traditional mailing.

The 83 schools in the sample were examined to find eight comparable pairings, based on return rate for 2006 and size and nature of the school. The pairings were as follows: University of Georgia and University of Missouri-Columbia, University of Florida and Michigan State University, University of Oklahoma and the University of Washington, Marquette University in Wisconsin and Elon University in North Carolina, University of South Carolina and Arizona State University, Ohio University and University of Minnesota, University of Iowa and University of Kentucky, and University of Massachusetts and University of Maryland.

In each pair, one school was selected probabilistically to receive the manipulation, which was designed to increase web participation and thereby save return postage costs. In the listing above, each school listed second received the manipulation; the first listed school was the control. In the experimental condition, the respondent did not receive a postage paid return envelope with the first mailing. The respondent was instructed to go online to complete the survey. The first mailing for the programs in the control condition used the standard procedure, which included the option of completing the survey on paper or online. A postage paid return envelope was included.

The second manipulation also was designed to increase participation, either via the mail or online. In 2007, five schools provided e-mail addresses for their graduates, either in response to the original request for names and addresses of graduates or to a special request for e-mail addresses. Each of these five schools was paired with five others, again based on similarity of the programs. The 10 programs, with the experimental program listed second, were: University of Missouri-Columbia and University of Georgia, Bethany College in West Virginia and Berry College in Georgia, Marquette University in Wisconsin and Northwestern University in Illinois, University of Iowa and University of Nebraska-Lincoln, and Texas Christian University and Auburn University in Alabama.

The graduates from the experimental programs received an e-mail message as a supplement to the third mailing. Graduates from University of Georgia, Berry College and Northwestern University received the message between one week and one month after their third mailing. Graduates from

University of Nebraska-Lincoln and Auburn University received the message two weeks before their third mailings were sent. The message was an electronic version of the explanatory cover letter that was included in the third mailing. It stressed the importance of the respondent's participation and the confidentiality of the answers and asked the respondent to complete the survey online immediately. The message also included a hyperlink to the online survey, the respondent's identification number, and a unique password to access the survey. Except for the University of Missouri-Columbia, which received the web-only option in the first wave, each of the schools in the experimental and control groups had received standard mailings for the first two waves. The control group received the standard mailing for the third wave.

A third manipulation occurs each year as a result of differential availability of letters of endorsements from the program heads. In 2007, 61 administrators had provided letters of endorsements, and 21 had not. The University of Georgia was not used in the comparison because all mailings are sent from the University of Georgia. While this "manipulation" of cover letter versus no letter was not probabilistic, an examination of the impact of the letter of endorsement in terms of return rates should provide a suggestion about the importance of this factor in explaining respondent participation or unwillingness to participate.

By examining return rates and web return rates for the respondents in the experimental and control groups in these three "experiments," it is possible to determine the impact of the manipulations.

Findings

In 2007, 83 schools were selected to represent the population of Journalism and Mass Communication programs in colleges and universities throughout the United States and Puerto Rico **(Appendix)**. In total, 8,129 surveys were sent to spring 2007 graduates. Of these, 2,455 were returned, 2,271 were usable, and 709 respondents could not be reached due to bad addresses. The 184 surveys that were unusable were completed by respondents who indicated that they had graduated sometime other than April, May, or June 2007. As noted, return rate, computed as the number of questionnaires returned divided by the number mailed, was 30.2%. Return rate, computed as the number returned divided by the number mailed minus the bad addresses, was 33.1%. The return rates in 2006 were 25.2%

and 33.2%. Of the 2,271 usable questionnaires in 2007, 2,112 (93.0%) were from bachelor's degree recipients and 159 were from those who received a master's degree.

Of the usable surveys in 2007, 554, or 24.4%, were completed online. Graduates in 2003 and again in 2006 also had been given the option of completing the survey online. In 2003, 4.4% of the usable questionnaires were completed by students via the web. In 2006, 13.8% were completed online.

The increase in the percentage of returns on the web is quite striking. To determine how much of that was attributable to the two manipulations, results across the three waves for the experimental and control programs were analyzed. For these analyses, 21 returned surveys were eliminated because the respondent did not provide the date when the survey was completed, making it impossible to place the response in the appropriate wave.

In **Table 1**, the results of the initial manipulation are presented. In the experimental condition, respondents were not given a return envelope and were told to use the web as the return option. When all eight pairs are merged, the data show that the manipulation had the predicted impact of producing a higher return rate by the web. But the overall return rate for those schools in the manipulation condition was markedly lower than the return rate for the control programs. Respondents, when not provided with postage paid return envelopes, were more likely to go to the web to return their instruments than graduates given both options, but they also were less likely to simply return the forms at all. And the gap created at wave 1 was not erased by subsequent mailings. The final return rate for the control group remained about 7% higher at the end of the survey than for the control group.

The basic pattern holds for six of the eight pairs of schools. The exceptions are the University of Florida and Michigan State and the University of Massachusetts and the University of Maryland. In the case of the Florida-Michigan State comparison, graduates even in the web only return condition did not go to the web at a higher rate than did the graduates with both options. The gap in return rates did persist to the end of the mailings. In the case of Massachusetts and Maryland, Maryland had a higher return rate after Wave 1 and Wave 3, but the web return rate was higher for Maryland, the experimental school, than it was for Maryland, the control school, as expected, both after Wave 1 and overall.

The resistance to using the web is at odds with expectations about young people and their comfort level with the web. All respondents were given a web option and instructions on using it. These included the URL for the site, the login procedures, and a password. For the control group, only 9% of the respondents used this option. For the experimental group, that figure was 11.9%. Overall, for all respondents, the figure was 7.4%. In the control group, two graduates returned the survey instrument in an envelope they provided themselves and with a stamp they paid for. In the control group, 28 graduates did that, mostly in the first wave when no envelope of any type was included with the survey.

The results of the second manipulation, an e-mail supplement that accompanied the third mailing, are shown in **Table 2**. Overall, the return rate for the graduates receiving the manipulation of the email supplement in Wave 3 had a return rate that was 9.2% higher than the return rate for the graduates not receiving the supplement. But some of this difference existed before the third mailing even took place, so the effect of the supplement is probably closer to a 5 percent gap. With the third mailing, the return rate for the graduates in the control condition went from 31.6% to 37.5%, or an increase of 5.9 points, while the return rate for the graduates in the manipulation condition went from 35.6% to 46.7%, or an increase of 11.1 percentage points. So the gap in amount of change was of 5.2 percentage points. In terms of web returns, the change was from 9.6% to 10.6 (an increase of 1.0 percentage point) for the control condition to from 7.3% to 12.5% (an increase of 5.2 points) for the experimental condition.

This pattern is generally consistent across the five pairs. The exception is the Iowa-Nebraska pairing, where neither school showed much of an effect, and Iowa actually gained just a bit more though it was in the control condition. In the case of the Texas Christian and Auburn pair, the gain for Auburn in the experimental condition was only slightly greater than the gain for Texas Christian, and Auburn did not gain in terms of web return rate.

In general, the e-mail probe seems to work, but it is not clear that it is radically different from a fourth mailing. The e-mail nudge did seem to produce most of its impact on web based returns, perhaps because of the hot link inside the e-mail message itself.

In 2007, 61 schools provided endorsement letters that were sent with each of the mailings. All of the schools that provided these letters were merged and compared with those that did not in **Table 3**. The

University of Georgia was taken out of this comparison. Its mailings did not include an official endorsement letter from the dean of the college, but the survey was disseminated from the University, perhaps having the same effect as an official endorsement. As the table shows, the final total return rate for graduates of those schools that included an endorsement letter from the local administrator was 8.3 percentage points higher than the return rate for the schools that did not. This pattern emerged after the first mailing and persisted through the subsequent two mailings. After the first mailing, the "experimental" condition had a higher return rate using the web, but after the third mailing, the graduates in the "experimental" condition had a slightly lower web return rate.

The design of the two experiments was set before all the mailing materials were in, so it was not possible to match schools in terms of endorsements letters. In the end, all of the schools used in the first experiment except the University of Maryland had provided a cover letter. Maryland's results were inconsistent with the general pattern, as the return rate for Maryland was higher than the return rate for the matched school, the University of Massachusetts. In the second experiment, Bethany College along did not provide an endorsement letter. That would seem to explain part of the gap between it and Berry College.

The appendix shows the final records for the 83 participating programs in 2007 and, if the program had been in the sample in 2006, the records for that year. The return rates for schools are not always consistent year-to-year. Some of the variability can be explained by the experimental manipulations, and some no doubt is explained by the presence or absence of a cover letter. Schools are not consistent in providing letters year-to-year.

The schools also vary in terms of the quality of the mailing records they provide. In 2007, 709 of the mailed surveys were returned as undeliverable, while the 73 comparable schools from 2006 produced 1,111 returned questionnaires with unusable addresses. In 2007, the schools that also returned an endorsement letter averaged 10.5 bad addresses each, and the schools that did not include a cover letter averaged 3.3 bad addresses each. Clearly the absence of a cover letter does not mean that the school was careless in keeping student records.

Discussion

The decline in the return rate for the *Annual Survey of Journalism & Mass Communication Graduates* has been dramatic in recent years. Decline in return rates is a national phenomenon, affecting most surveys. Yet lower return rates, while not guaranteeing that the estimates from the survey are biased, certainly raise that possibility. Even if they do not produce biases in the estimates, they are wasteful of resources. Higher return rates would mean that the number of mailings could be reduced, saving money now spent for posting, duplication, and processing.

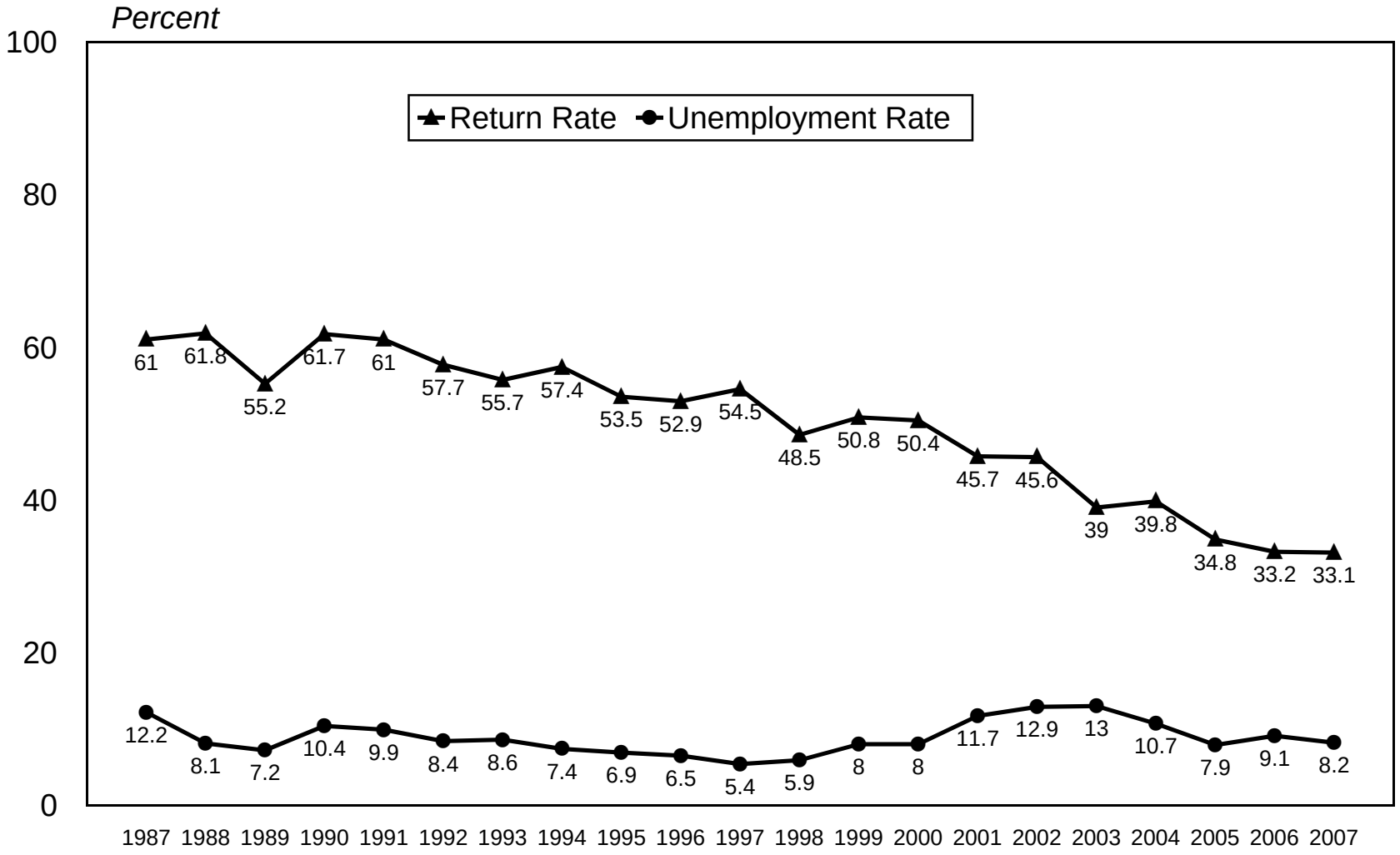
Another way to reduce costs is to get more returns on the web, and to use the web as an alternative to traditional mail as a way to reach graduates. The two experiments conducted as part of the 2007 survey suggest that this strategy has limitations. While more graduates did use the web to return their instruments in 2007 than a year earlier, elimination of a post-paid envelope as a way of encouraging use of the web backfired. More graduates did use the web under that circumstance, but the overall return rate dropped, and it did not recover even with subsequent traditional mailings with return, postage-paid envelopes.

What clearly does matter is the endorsement of the local administrator as reflected through a letter inserted with the mailings. Tactics to exploit this advantage are probably most worth exploring for the future.

The increased use of the web for returns, and the possibility of doing a fourth probe through e-mail, indicate the importance of using multiple methods to reach the graduates of the journalism and mass communication programs. The challenge is only likely to increase in the future.

1. Return rate and unemployment rate by year

Unemployment rate at time of survey completion for bachelor's degree recipients who looked for work



Source: Annual Survey of Journalism & Mass Communication Graduates

Table 1. Web Only Option Versus Standard Mailing

University	ST	Web Only	Number Mailed	Wave 1 Return Rate	Web Return Rate Wave 1	Wave 3 Return Rate	Web Return Rate Wave 3	Total Hand Addressed Enveloped Received	Total Returns	Total Web Returns
The University of Georgia	GA		292	22.5%	4.4%	57.5%	16.7%	0	158	46
University of Missouri - Columbia	MO	X	351	15.0%	12.1%	36.8%	14.4%	8	125	49
University of Florida	FL		443	18.9%	5.0%	31.8%	7.9%	0	133	33
Michigan State University	MI	X	86	7.3%	1.2%	22.0%	2.4%	1	18	2
University of Oklahoma	OK		203	21.3%	2.8%	30.9%	5.6%	1	55	10
University of Washington	WA	X	265	7.4%	5.1%	20.5%	6.8%	2	36	12
Marquette University	WI		158	24.2%	3.4%	38.9%	6.0%	0	58	9
Elon University	NC	X	200	23.3%	8.3%	32.1%	11.9%	3	62	23
University of South Carolina	SC		178	18.9%	3.7%	31.7%	7.3%	0	52	12
Arizona State University	AZ	X	182	8.9%	5.7%	28.0%	8.9%	2	44	14
Ohio University	OH		142	23.7%	4.3%	37.4%	9.4%	0	52	13
University of Minnesota	MN	X	159	10.5%	8.5%	30.7%	11.8%	2	47	18
University of Iowa	IA		103	23.2%	5.1%	42.4%	8.1%	1	42	8
University of Kentucky	KY	X	156	15.9%	9.3%	33.1%	12.6%	8	50	19
University of Massachusetts	MA		96	10.2%	2.3%	27.3%	8.0%	0	24	7
University of Maryland	MD	X	96	18.3%	16.1%	39.8%	25.8%	2	37	24
Total			1,615	20.6%	4.1%	38.0%	9.1%	2	574	138
		X	1,495	13.8%	8.8%	31.2%	11.9%	28	419	161

Note: Return rates are computed with bad addresses removed from the denominator.

Table 2. E-mail Supplement Versus Standard Mailing

University	ST	E-mail	Total Mailed	Return Rate Wave 2	Web Return Rate Wave 2	Return Rate Wave 3	Web Return Rate Wave 3	Total Returns	Total Web Returns
University of Missouri - Columbia	MO		351	28.5%	13.2%	36.8%	14.7%	125	50
The University of Georgia	GA	X	292	42.5%	8.7%	57.5%	16.7%	158	46
Bethany College	WV		29	37.9%	6.9%	41.4%	6.9%	12	2
Berry College	GA	X	21	40.0%	15.0%	60.0%	30.0%	12	6
Marquette University	WI		158	36.2%	6.0%	38.9%	6.0%	58	9
Northwestern University	IL	X	227	22.8%	4.1%	31.7%	6.5%	39	8
University of Iowa	IA		103	34.3%	7.1%	42.4%	8.1%	42	8
University of Nebraska, Lincoln	NE	X	95	34.5%	9.5%	41.7%	11.9%	35	10
Texas Christian University	TX		103	30.3%	5.6%	31.5%	6.7%	28	6
Auburn University	AL	X	84	31.6%	2.6%	34.2%	2.6%	26	2
Total			744	31.6%	9.6%	37.5%	10.6%	265	75
		X	719	35.6%	7.3%	46.7%	12.5%	270	72

Note: Return rates are computed with bad addresses removed from the denominator.

Table 3. Endorsement Letters Included Versus No Endorsement Letter

Endorsement Letter	Number of Schools	Number Mailed	Return Rate Wave 1	Web Return Rate Wave 1	Return Rate Wave 2	Web Return Rate Wave 2	Return Rate Wave 3	Web Return Rate Wave 3
Yes	61	6,608	18.6%	4.6%	27.7%	6.3%	32.3%	7.3%
No	21	1,521	11.5%	3.2%	20.2%	5.9%	24.0%	8.1%
Total	82	8,129	17.2%	4.3%	26.2%	6.2%	30.7%	7.4%

Note: Return rates are computed with bad addresses removed from the denominator.

Appendix. Mailing Logs for 2007 and 2006 for Participating Schools in 2007

University	ST	Number Mailed 2007	Bad Addresses 2007	Total Returns 2007	Return Rate 2007	Mailed 2006	Bad Addresses 2006	Return Rate 2006
Auburn University	AL	84	8	27	0.3553			
University of Alaska, Anchorage	AK	28	4	5	0.2083	33	7	0.50
Arizona State University	AZ	182	25	44	0.2803	157	16	0.35
Arkansas State University	AR	52	5	16	0.3404	41	5	0.36
Ouachita Baptist Univ.	AR	24	0	7	0.2917	33	2	0.61
California State University, Fullerton	CA	65	6	13	0.2203	279	27	0.27
Humboldt State University	CA	33	2	4	0.1290	68	13	0.29
San Jose State University	CA	77	9	20	0.2941	115	2	0.32
Santa Clara University	CA	64	7	15	0.2632	71	13	0.16
Azusa Pacific University	CA	54	5	16	0.3265	54	7	0.38
University of Denver	CO	96	4	31	0.3370			
University of Bridgeport	CT	8	1	2	0.2857	7	0	0.14
Quinnipiac University	CT	207	7	73	0.3650			
Florida A & M University	FL	39	1	8	0.2105	29	3	0.12
University of Florida	FL	443	25	134	0.3206	396	44	0.36
The University of Georgia	GA	292	17	158	0.5745	339	20	0.47
Berry College	GA	21	1	12	0.6000	28	0	0.39
University of Idaho	ID	54	5	11	0.2245	60	6	0.31
Columbia College - Chicago	IL	66	6	25	0.4167	166	39	0.24
Northern Illinois University	IL	41	2	15	0.3846	42	2	0.30
Northwestern University	IL	227	104	41	0.3333	262	11	0.43
Butler University	IN	47	3	8	0.1818	57	2	0.31
Indiana University-Bloomington	IN	174	13	47	0.2919	208	15	0.31
University of Southern Indiana	IN	80	9	22	0.3099	69	10	0.19
University of Iowa	IA	103	4	42	0.4242	133	8	0.31
Wichita State University	KS	49	14	12	0.3429	67	17	0.40
Eastern Kentucky University	KY	34	4	10	0.3333	52	2	0.36
University of Kentucky	KY	156	5	51	0.3377	138	5	0.32
Northwestern State U. of Louisiana	LA	8	0	4	0.5000	8	1	0.43
University of Maryland	MD	96	3	37	0.3978	94	4	0.41
University of Massachusetts	MA	96	8	24	0.2727	102	2	0.43
Michigan State University	MI	86	4	18	0.2195	352	37	0.32
Oakland University	MI	6	0	5	0.8333	16	2	0.43
University of St. Thomas	MN	73	5	28	0.4118	71	1	0.49
University of Minnesota	MN	159	6	47	0.3072	144	3	0.49
Rust College	MS	12	1	1	0.0909	4	0	0.00
The University of Mississippi	MS	45	8	9	0.2432	43	3	0.28

Note: Return rates are computed with bad addresses removed from the denominator.

Appendix. Mailing Logs for 2007 and 2006 for Participating Schools in 2007

University	ST	Number Mailed 2007	Bad Addresses 2007	Total Returns 2007	Return Rate 2007	Mailed 2006	Bad Addresses 2006	Return Rate 2006
University of Central Missouri	MO	39	0	11	0.2821	39	0	0.49
Evangel University	MO	19	2	8	0.4706	44	3	0.32
University of Missouri - Columbia	MO	351	11	125	0.3676	313	16	0.40
University of Missouri--Kansas City	MO	62	10	16	0.3077	57	13	0.20
University of Montana	MT	89	4	33	0.3882	97	15	0.32
Hastings College	NE	11	0	3	0.2727	19	3	0.44
University of Nebraska, Lincoln	NE	95	11	37	0.4405			
University of Nevada, Las Vegas	NV	124	13	31	0.2793	124	28	0.35
University of New Hampshire	NH	21	1	6	0.3000			
Rutgers University	NY	143	4	36	0.2590			
University of New Mexico	NM	51	6	12	0.2667	87	13	0.49
Hofstra University	NY	110	5	15	0.1429			
St. Bonaventure University	NY	52	4	19	0.3958	68	1	0.34
Buffalo State College	NY	71	7	21	0.3281			
Syracuse University	NY	484	10	197	0.4156	531	379	0.30
SUNY at Plattsburgh	NY	6	0	1	0.1667	8	0	0.50
Elon University	NC	200	7	63	0.3264	198	15	0.42
Lenoir-Rhyne College	NC	13	0	4	0.3077	7	0	0.14
University of North Carolina at Pembroke	NC	22	2	3	0.1500	13	1	0.58
University of North Dakota	ND	72	5	24	0.3582	0	0	
Ohio University	OH	142	3	53	0.3813	144	2	0.44
Ohio Wesleyan University	OH	14	0	4	0.2857	13	0	0.38
Youngstown State University	OH	3	0	1	0.3333	6	0	0.67
Oklahoma State University	OK	138	9	42	0.3256	107	8	0.36
University of Oklahoma	OK	203	25	56	0.3146	261	18	0.23
University of Oregon	OR	188	10	75	0.4213	208	14	0.36
Temple University	PA	105	6	22	0.2222	219	8	0.29
Elizabethtown College	PA	30	0	14	0.4667	39	0	0.41
La Salle University	PA	117	3	33	0.2895	108	6	0.65
University of South Carolina	SC	178	14	52	0.3171	170	15	0.36
University of Memphis	TN	52	7	16	0.3556			
Tennessee Technological University	TN	9	0	2	0.2222	5	1	0.75
University of Tennessee, Martin	TN	20	1	5	0.2632	15	1	0.24
Abilene Christian University	TX	26	1	8	0.3200	20	3	0.47
Texas State University-San Marcos	TX	152	13	27	0.1942			
Texas Christian University	TX	103	14	28	0.3146	109	17	0.37
Brigham Young University	UT	148	27	53	0.4380	139	41	0.41

Note: Return rates are computed with bad addresses removed from the denominator.

Appendix. Mailing Logs for 2007 and 2006 for Participating Schools in 2007

University	ST	Number Mailed 2007	Bad Addresses 2007	Total Returns 2007	Return Rate 2007	Mailed 2006	Bad Addresses 2006	Return Rate 2006
Castleton State College	VT	26	2	6	0.2500	30	1	0.21
James Madison University	VA	148	6	40	0.2817	269	34	0.26
University of Richmond	VA	17	0	6	0.3529	19	0	0.42
University of Washington	WA	265	89	36	0.2045	229	64	0.29
Bethany College	WV	29	0	12	0.4138	29	4	0.36
Marquette University	WI	158	9	58	0.3893	217	9	0.39
University of Wisconsin-Milwaukee	WI	83	3	27	0.3375	96	3	0.35
Howard University	DC	260	28	48	0.2069	287	42	0.22
University of Puerto Rico	PR	99	6	24	0.2581	185	4	0.25
Totals		8,129	709	2,455	0.3309	8,267	1,111	0.35

Note: Return rates are computed with bad addresses removed from the denominator.