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Increased Enrollment for the Graphic and Print Science Program Through Specialty Print Advertisement

Christa Ickowski
Western Michigan University

IMAG 4850: Research and Design/Honors Thesis

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Advisors: Larry Ahleman; Tom Joyce, Ph.D.

Abstract

This project evaluates whether a mailer (containing information on the Graphic and Print Science program) that is folded in a unique manner and containing color graphics would attract more students to the program. With this printed piece, we will demonstrate the capabilities of our students and our program which will attract more motivated students who wish to pursue the Graphic and Print Science field.

The current method of advertising our program consists of sending form letters which tend to be of little interest to the target audience of high school graphic arts students. With a specialty folded, 4-color mailing in a brightly colored envelope, the high school student would more likely become interested in the Graphics and Print Science program and actually take the time to look at the information presented by the piece.

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Introduction

In this digital age, the Graphic and Print Science (GPS) program must find ways to combat the loss of print media while attracting students to the program. In order to attract students, the program must determine what types of media will garner the largest number of high quality students. This project is focusing on print media as a method of emphasizing the quality of the program and reinforcing the need for printed material.

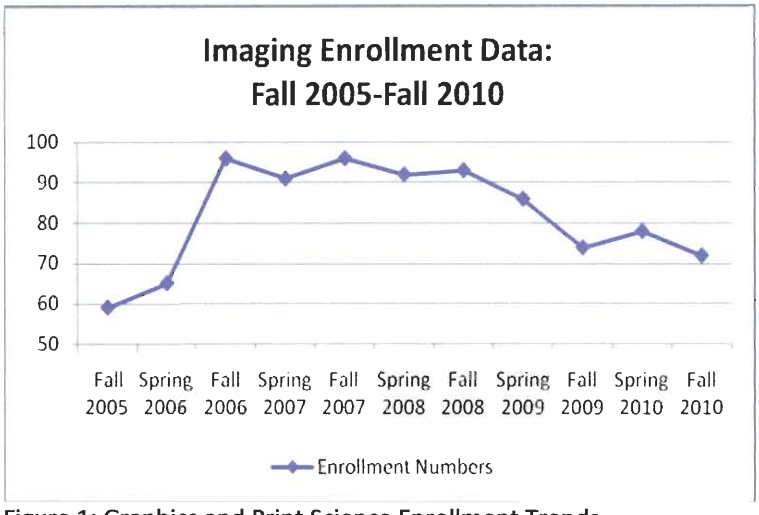

Figure 1: Graphics and Print Science Enrollment Trends

Enrollment for the GPS program has decreased over the past years (Figure 1). Using the Primary Program Preference reports developed by the Western Michigan University Office of Student Academic and Institutional Research, the enrollment from 2005 to 2010 has decreased from 96 students in Fall 2007 to the current 72 students (Western Michigan University Office of Student Academic and Institutional Research, 2005-2010 spreadsheets). However, enrollment for the university as a whole has increased (Figure 2). While direct contact with the students remains one of the best methods of reaching out to students follow-up is required in order to keep the students interested (Martin, 2000). The current form letter method of marketing the program does not appeal to this upcoming college

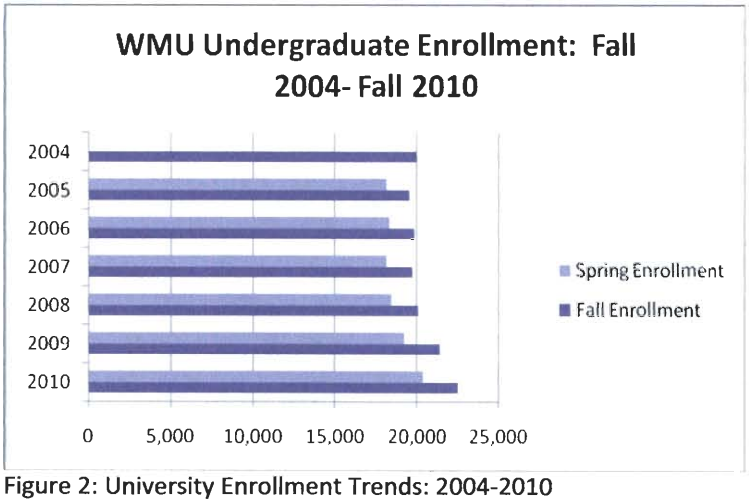

Figure 2: University Enrollment Trends: 2004-2010

generation; full color graphics and personalization due to digital capabilities are fast becoming the norm (Haymarket Business Publications Ltd., 2005).

Literature Review and Analysis

Conrad (2001) discussed academic reputation of a secondary education institution and how the academic reputation of an institution affects the potential student's decision to attend that university. While many aspects of a college affect the way a student chooses a college, it is important to pinpoint which areas have the most effect. Without knowing what the student is looking for, the college cannot hope to effectively market to potential new students.

Surveys were used in this article to collect student data. Of the 1,004 students who received this survey, only 198 students responded (Conrad, 2001). The response rate of 198 students is close to 20% of the total surveys sent. This is an indication that high school student responses may be difficult to garner, something I will keep in mind when I send out the response cards for IMAG 4860. The researchers in this project were able to make conclusions based on this rate, so I will aim for the same rate of response.

Several key points were listed in this article which will help me in developing a piece of mail for our potential students. While it did not list specifics for a university program, the article touched on areas in the university that could be emphasized in a mailing to attract students. In previous studies listed in this article students listed obtaining a job after graduation and faculty expertise factored greatly into a university's academic reputation. In the study reported in the article, the academic reputation of the university was the key hypothesis- will students be more likely to attend a college with a perceived higher academic reputation. Which academic factors affect how they perceive academic reputation? Results indicate that creating a rigorous curriculum, enhancing the selectivity of the university and adding more social/cultural activities

would all increase a perceived academic reputation, but only the rigorous curriculum would enhance the desire to attend (other areas increased the desire to attend, but these were the top 3 academic reputation enhancers). As such, the article addresses some areas which I may need to incorporate in any mailing I send to students. While areas of academic reputation must be included, other considerations must be made from a general marketing standpoint.

Marketing techniques tend to transcend beyond the area in which they are applied, as I noted in the article "Changes in Retailing, Print Technology will Force Focus on Customer Needs" (Klass, 1999). Though focused on the paper industry, Klass (1999) also emphasized the need for customer focus and attention also applies to attracting potential students. The trend in this article was toward producing lower-cost commodity goods that have a broad appeal and are not specific to any one customer. In this way, the companies are cheating themselves and the customer because there is no value-added in these items and the customer may receive the same type of items anywhere (Klass, 1999). This is true for college mailings- any college can send out a brochure or form letter but it doesn't really say much for the college. The student becomes inundated with all of this information and the universities start to appear as one giant form letter.

Understanding the generation that the marketing is directed toward means knowing what they want and how they want it. This generation is attracted to colorful items, but lack the attention span needed to read a novel of information on a university (Klass, 1999). As such, the marketer must harness these facts into something the customer will understand and wish to understand. If there is no gratification for the student, they will not even bother. Novelty may be one of the keys to grabbing the attention of future students (Klass, 1999). Using a printed piece that pops up could be engaging and allow for more time to instill the desired information into the student's memory. If we take the example from the article, we need to market to the student

and fulfill the needs they request. Hopefully we are marketing towards students who have an interest in printing initially, making the fulfillment aspect easier when we provide an example of how printing can be put to good use. The use in this case would be marketing the program and university to potential students.

In order to showcase certain university attributes, marketing must be used as a multi-faceted tool to reach students. Knowing the target audience and approaching them from all sides in the best way possible is an approach that many schools have tried (Martin, 2000). Due to budgetary concerns, the schools must be conscientious in their marketing and find the best way to approach students and the other groups which influence the student's decision.

Niche marketing and branding was part of the marketing policy discussed (Martin, 2000). However, when a school or department is over-branded, the students may feel as though their freedoms are being quelled or even get the wrong impression of the program. In one instance, the article discusses how a school had branded their technology based programs (Martin, 2000). After such marketing, the school came off as only being concerned with technology and appeared somewhat cold and isolated from the actual students. While each department in a university may have a very special way of doing or looking at things, the department must be open to new ideas and perceptions which could possibly increase enrollment.

The overall sense of the article finds that having a general appeal that also has a small specialty within the area seems to work better at attracting students and those influencing the students (Martin, 2000). This works well with my mailing proposal, as it would be a specialty piece highlighting the GPS field and would have information on the department as well as information on the university and activities at the university which could influence a student's

decision to attend. While the concept of creating a piece directed towards the GPS program's potential students sounds alluring, the effectiveness of the piece must be evaluated.

When considering value-added services and incorporating new elements into an existing process, the costs and benefits must be examined. This article focuses mainly on how the printer should take on value added functions and whether they should expand into non-print areas like distribution (Rutherford, 2004). However, the concept can be applied broadly and has some good marketing points to be considered in this project.

One point of this article is the fact that a somewhat pricy upgrade that seems to set the company apart can become a commodity/commonplace in the future (Rutherford, 2004). The savvy marketer must determine whether the upgrade will truly differentiate the printer in the long run and also if the upgrade will actually help increase business (Rutherford, 2004). Will the upgrade to a value added service be well received by the customer or will new customers be needed to consume the new product? The article asked a lot of good questions which also apply to my project: with a value added piece, will the student be more likely to read the information? And if the students don't read the piece, how will they receive the information?

In one section of the article, the Rutherford discusses the need to help the customer and fully meet their desires. One such printer discovered that their product was not even reaching the customer; after this discovery, the printer restructured how the delivery process works and increased business a great deal (Rutherford, 2004). For the PCI department, attracting the attention of the potential WMU student is the problem. After being barraged by countless brochures from universities, what is to say that the student will bother to read the brochure from Western? Previous sources referenced the need for color and eye-catching information which can be processed in short bursts (Klass, 1999).

As such, the benefits of creating a value added piece may outweigh costs and allow for an increase in "business" if all of the other schools don't also create pieces like this in the future. Considering the budgets for advertising in traditional media, the prospect of print opposition seems small. Along with the budget concerns, schools may be tempted to limit mailings and not consider simply revising the types of mailings sent.

Assuming the GPS program wishes to contain mailing information to students, several student considerations must be taken into account. DeDiemar (2003) has found that mailing your piece three times to the same list will actually improve the response rate, rather than mailing to simply a larger number of recipients. For example, with a budget for 500 mailings the best method would be to mail to 166 people three times rather than send out 500 mailings to 500 different people (DeDiemar, 2003). Another consideration for the program is the memory of the students. A person can see a piece of mail up to seven times before actually remembering seeing that piece before (DeDiemar, 2003). This only underscores the fact that a form letter will more likely be forgotten than an interesting, dynamic piece which actually involves the student's interaction.

Research within DeDiemar's (2003) piece touched upon the use of novelty items or irregularly sized mail. Certain companies have started using repositionable notes (RPNs) which are similar to sticky notes and can be attached to the outside of an envelope. The idea of the note is that consumers can stick the note in an area to be addressed later (DeDiemar, 2003). Those companies involved with the RPN pilot study saw a response rate increase of 37% (DeDiemar, 2003). In a similar vein as the RPNs, using oversized postcards and specialty envelopes was mentioned as a method of attracting consumer attention. Such information is invaluable in this project, as one of the main points of the new piece is the irregularity of shape. While the

envelope will be a standard 6"x9", the color will be eye-catching and the printed piece will be a square which folds open in a unique manner. DeDiemar (2003) stresses that there is no one method that will guarantee higher response rates, but utilizing an eye-catching direct mail will be more likely to inspire consumer interaction.

Along with irregular printed pieces, we should consider the impact that 4-color printing has the potential market. Haymarket Business Publications Ltd. (2005) established that a color mailing versus the monochromatic version may be kept and even read by the intended audience. Critics have said that digital printing was not capable of quality printing at required speeds in the past (Haymarket Business Publications Ltd., 2005). Currently, digital printing costs have decreased and speeds have increased with better knowledge of the medium and more integrated software on the front end of the process (Haymarket Business Publications Ltd., 2005).

With the improvement of digital printing technologies, marketing full-color advertisements to your customers has become a necessity for increasing response rates. Color printing has a higher impact on the recipient which could lead to lasting results. In one study reported in the article, customers found a response rate increase of three to four times the previous rate; others even saw an increase of up to 20 times the previous rate (Haymarket Business Publications Ltd., 2005).

Direct marketing is leaning toward more targeted and personalized mailings, as noted by experts in the Haymarket Business Publications Ltd. article. Students receiving mailings from the GPS program have given the program their information as a way of indicating their interest in the program; as such, the mailings are already targeted at an audience that has indicated a willingness to receive our message. While the monochrome mailings still remain more inexpensive than the full-color mailings, targeting the audience through more precise mailings

can help overcome the price difference and produce stronger results. In the GPS program, sending the full-color printed piece to the students signed up for receiving information could improve enrollment statistics significantly.

With students signing up to receive information, finding a quick and less expensive way to increase enrollment statistics may lend one to consider the digital era and how the Internet could take away business from the direct marketing print medium. Though the GPS program would like to consider print medium as the way to communicate with our students, we must not preclude email and the potential it offers.

Blank (2006) considers the issues facing direct marketing using email. In 2005, the open rate for emails through direct marketing was just 27.5% (Blank, 2006). This low open rate may be due to the sheer volume of emails received by the average consumer in one day, with estimates hovering around 50-100 emails per week (Blank, 2006). Also, the potential virus-laden email has made consumers more wary and apt to delete the email before even reading it (Blank, 2006). Though the GPS program embraces the digital age with classes such as Digital Imaging and Workflow, the computer track, and the multimedia track, the public weariness of digital barrages is a welcome relief. The open rate for direct mail was 73 percent, which is almost three times greater than the digital version (Blank, 2006). Without automatic filters, like those in email, the recipient is more likely to take time to open the piece in the first place.

Another advantage of print is the outward appearance even before opening the piece. Email faces a disadvantage here; the first thing the recipient sees is the tagline/subject line for the email. This is similar to judging a book by its cover. The email only has that small line of text to convince the recipient that the email is worth opening. In contrast, a printed piece can catch the eye through the use of color, text and size. With this advantage, I hope to draw the potential

student into actually finding out what is being sent to them. A brightly colored envelope has already made itself stand out amongst the off-whites and egg shell colors in the pile. Once the printed piece is open, the recipient faces another surprise with the unique fold presented. As such, the printed piece has already engaged the recipient further than any unopened email could. The printed piece is tangible and can be examined from many angles, allowing for more interaction time and potentially more retention of the information presented.

Problem Statement

Without an adequate system to recruit high school students and keep their interest in the GPS program, the enrollment numbers for the major will continue to decline. In order to meet the needs of the students, the program must completely revise the current marketing campaign. The desire to use traditional print media as advertisement for the GPS program must take into account the competition from digital media sources and then newest trends in direct mail. The objective of this study is to determine if a specialty folded piece with information about the GPS program will increase enrollment in the program.

Procedures

Replacing the form letters with the specialty folder, 4-color piece allows the GPS program to showcase its digital printing capabilities while utilizing the technology taught. Another aspect that could increase response rate and also attract the students is that of personalization (Haymarket Business Publications Ltd., 2005).

Establishing the information needs of the students and design desires, the folded piece can then be modified to fit those needs. Taking the specialty folded piece created by Lithographix for Sappi (Finishing Experts Group) (Appendix Table E1), the information can be laid out in Illustrator or InDesign. The information/text (discussed below) will need to fall within

the die line of the piece and must be aesthetically pleasing. By placing the text at interesting angles, the students may become more engaged in reading the piece. Images must be included with the file and linked properly to ensure accurate printing. Personalization has been discussed in much of my research (Haymarket Business Publications Ltd, 2005); however, the personalization would require more time when stuffing envelopes, as the pieces would need to be matched with the corresponding envelope. Information about the department and Western Michigan University will be included along with 4-color graphics of GPS students in action. This information will discuss class sizes, faculty to student ratios, extracurricular organizations specifically based around GPS, and scholarship opportunities as a way to increase the academic reputation of WMU (Conrad, 2000). This data will stem from the GPS brochure created by R. Grotans for the department.

The finished design and layout (Appendix Table H1) can be sent to Lithographix in Los Angeles for printing and scoring. The printed and scored piece will be shipped back to the PCI department for folding and mailing. However, an alternative method of printing and scoring the piece is discussed below along with more details on mailing since it has not been patented.

Completion of designing allows the piece to be printed on the Canon ImagePress. The piece will be 12"x12" due to the paper size restriction of 12"x18" on the ImagePress. All images must be properly linked with the file to ensure accurate printing. The folded piece will be 6"x6". The current list of high school students interested in the GPS program entails 160+ names; when running the printed pieces, we should expect to mail to our list at least 3 times for the best results/highest response rates (DeDiemar, 2003). The entire list of students was chosen for this project in order to create the largest sample size possible and therefore receive a larger response rate. These students filled out an information card for the PCI department (available in PCI

office; potential student information restricted under HSIRB and FERPA), allowing the department to mail them information about the GPS program. As such, we would print approximately 480 pieces when we run the ImagePress (if we run the whole list). These pieces would then be aligned properly and the piece would be trimmed on one side in C111 (leaving a ¼" margin on all sides).

Scored pieces would be picked up from Excel Press and taken back to C111 for folding by a volunteer. GAS (Graphics Arts Society) will be enlisted to help fold the pieces along with students working in the office for the PCI department. With larger numbers of students, the folding will take less time. The students will be trained by me how to fold this piece. Each piece will be placed in an envelope. Envelopes will have addresses applied via labels printed in the PCI office (by the student desk).

For the experiment aspect of this research, a response card will be included with the piece (Appendix Table C1) which will allow the student to choose whether the piece has affected their decision to come to Western's GPS program in any way. The response card will be 4.125" high by 5.5" wide as required by the United States Post Office (same size as GPS response cards). The cost of postage is $0.47 and would be handled by attaching stamps to the cards before sending them to students (R. Grinage, personal communication, October 28, 2010). These response cards will

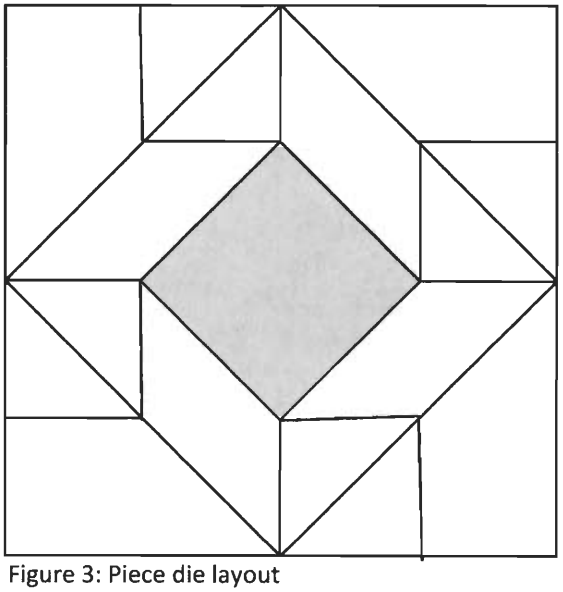

Figure 3: Piece die layout

be positioned 8-up on 12"x18" stock (60-80 lb text weight) and cut down in C111. A small card containing information about the program could be included within the piece in the small center square (or even a sticker created by GPS students) (Figure 3).

In this project, two groups will be created to establish a control group and an experimental group. Using the GPS recruiting list, half will receive the standard form letter (Appendix Table D1) this letter consists of printing the letter, envelope and also includes a response card which will look almost identical to the card for the new piece; the response card will, however, have a small triangle following the 'check only one' instruction on the response side. The other half of the list will receive the newly designed specialty folded piece (though the estimates and budget are for sending the piece to the whole list, as a certain number of pieces are required for scoring purposes).

To ensure fairness of response, all pieces will be mailed at the same time. Two week's time will be allowed for the return of the response cards; the students will simply check off the box which best applies to them and drop the card in the mailbox. This timeframe allows for one week of return time and three days for the card to actually reach the student in the first place (L. Ahleman, personal communication, November 14, 2010). Due to the speed of the mail and the ease of which the students can respond, two weeks should be sufficient time for return of the card. If any more time is given, the students will be more likely to lose the card or not respond at all.

Data will be gathered from the response cards in a spreadsheet. The only information collected at this time will be whether the pieces have affected the student's decision to attend the GPS program. The spreadsheet (Appendix Table E1) will also contain the number of students sent each type of the mailing. The crucial aspect of this data is to keep the cards from the old

mailing method separate from the new mailing method. After one week, I will begin the data analysis; completion of data analysis will allow me to make conclusions about the new mailing's effectiveness and create any recommendations. The data will be divided into the two categories: new mailing and current mailing. The number of students who checked each box will be recorded; the three categories will be: this piece positively affected my decision to join the GPS program, this piece negatively affected my decision to join the GPS program, and finally, this piece did not affect my decision to join the GPS program. If the assumption of this project is correct, the number of students positively affected by the new piece will be greater than that of the current mailing method. The numbers of students unaffected or negatively affected should be greater for the current mailing method. If the new piece does not have a greater number of students positively affected, or has the same number of students affected as the current method, we can deduce that the new method does not work as effectively as desired. The hypothesis that the new piece will attract more students would then be negated.

Data Collection and Analysis

Data collection in Microsoft Excel will allow me to perform functions with the data easily. The number of new mailings sent to students will be compared to the number of response cards received. The same comparison will be made with the cards from the old type of mailing and response cards received from this. These two comparisons will tell me the response rate by type of mailing. Based on the Conrad article, I hope to receive a 20% response rate from the approximately 160 students (divided into two categories- control and experimental. As such, 16 students from each group must respond in order to meet the 20% rate (80 students per group x 20%).

Another area to compare is the actual responses on the cards. I will tally the number of students who find the mailing effective on their decision to attend the GPS program; this data will also be divided into the new and old mailing categories. Those who were not affected by the mailings will also be recorded and divided by mailing category. The piece with the most influence on the students will be demonstrated through the responses of the students (more effective will have more tallies in the effectiveness field on the cards).

Finally, the cost of the old piece compared to the new piece must be established. Once the cost is compared, we must decide whether the positive response rate of the new piece is of a significantly larger rate than that of the old piece to warrant the higher cost. This decision is more of a judgment call by the department chair. The cost of the new piece may be twice that of the original piece but bring in twice as many students. As such, the department chair may find that our recruiting budget would be better spent sending a higher quality piece based on the number of students impacted. The department chair may also decide that sending out fewer of the new mailings would benefit the program more than sending the old mailing to every student. During a discussion, Dr. AbuBakr stated that ten new students per year would be the ideal increase in enrollment (Nov 19, 2010). Whether the program is feasible also depends on the availability of funds as well. If the new piece is found to be significantly more effective, the GPS department could potentially have a new method of attracting students with the specialty folded piece.

Budget/Funding

Should the project utilize Lithographix services, the quoted amount for printing and scoring 500 pieces is $3,497 (L. Ahleman, personal communication, October 14, 2010). Funds for the response card, envelopes and postage must be taken into account along with the quote

Item	Quantity	Price
6x9 envelopes: Glo-Tone Shocking Green from French Paper	500	$110.50
Lithographix printed piece	500	$3,947
Postage for Response Cards and Main Piece	500	$470
Labels	750	$9

Figure 4: Budget Breakdown/Estimation

from Lithographix. Postage will be needed for both the mailed piece and the response cards. Postage for the response card would require 47 cent stamps; postage for the mail piece is estimated at 47 cents as well (R. Grinage, personal communication, October, 28, 2010). Thus, if I used the WMU postal service, I would estimate the postage for 500 pieces with return cards at $470 (R. Grinage, personal communication, November 3, 2010). Also, the envelopes would need to be of a larger size than estimated if using the Lithographix service. However, using the quote from Lithographix allows for a reasonable estimate of the price if we decide to print the job ourselves.

Several areas of this piece will need funding or donations. The paper for the new printed piece will need to be a heavier weight text (approximately 60-80 lb text stock), which may be found in C111. The response cards will need to be a cover stock to meet the postal requirements of a self-shipping piece. Funds for the actual printing, scoring (if printing the piece ourselves) and mailing will be obtained. The Print Advisory Committee will be approached as a source of funding. The cost of the envelopes must also be taken into account plus the cost for the labels. The labels will be 1" by 2.625" and come in packs of 750 at a price of $8.99 (K. Lawrence, personal communication, November 5, 2010).

Outsourcing is necessary for quick and accurate scores. Scoring by hand would be time consuming and also relatively inaccurate from piece to piece. The printed pieces would be taken to Excel Press after a die is ordered and paid for. The scoring performed would be one of the four areas which could bring up cost (along with postage, paper costs and envelope costs).

The pick-up and delivery from Excel Press will be handled by a volunteer (initially me when I conduct the research). Folding and addressing will be done by GAS members and office students, as this is a recruitment initiative for the GPS program

Timeline

Designing and layout for the new printed piece will entail gathering information and applying this information to the design. Images of students (Appendix Table G1) in action along with department statistics and information will be presented in an appealing manner. Allowing for all of these aspects, the design section will be given one week to complete the look of the new specialty piece.

Printing the new piece will be a quick process. The 480 cards printed can be accomplished in less than half a day. Another day will be allotted for cutting down the pieces and bringing the cut pieces to Excel Press for scoring. In this way, the schedule of the person cutting the pieces can be accounted for (this process may be accomplished in a much shorter time depending on the volunteer's schedule).

Scoring time at Excel Press depends on the price willing to be paid. In an effort to keep costs down, the scoring time will be one week. By allowing one week, the pieces will not become a rush job and Excel Press can fit in the job with other business they need to accomplish first. If we notify Excel Press of our intention to drop off the pieces ahead of time, the company may also help us on cost.

After the volunteer picks up the pieces from Excel Press, the folding process should take no more than one week. At this time, the envelopes can be printed along with the old mailings for the control group. The response cards should be printed and cut down during the time allotted for the scoring of the new piece.

Completion of the folding and envelope stuffing (putting the new piece in the envelopes) signals the time for all pieces (new mailing and old mailing types) to be gathered. Two days will be allotted for pick-up of the mailed pieces. One week is given for return of the response cards. Upon the end of the week for response cards, data collection should take no more than one additional week.

Conclusions

Based on research and the proposed mailings, the GPS department can expect to have a greater impact of students considering the department. Full color graphics and an overall more interesting piece will be more likely to capture their attention than the standard letter mailing. If the results from the experimental group yield a higher positive response rate, the GPS program could use this project as the basis for future mailings. Improvement in the recruiting section yields more enrolled students and more funding for the department as a whole.

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Appendices

Table A1: Undergraduate Enrollment for University

Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010
22,502	20,392	21,434	19,261	20,081	18,454	19,718	18,152	19,854	18,351	19,547	18,137	19,966

Table A2: Enrollment of Undergrads in Graphics and Print Science

Year	Overall Total
Fall 2005	59
Spring 2006	65
Fall 2006	96
Spring 2007	91
Fall 2007	96
Spring 2008	92
Fall 2008	93
Spring 2009	86
Fall 2009	74
Spring 2010	78
Fall 2010	72

Table B1: Lithographix Quote

Estimate # SR144821 Page 1
CUSTOMER:
ATTN:
WESTERN MICHIGAN UNIVERSITY
A217 4601 CAMPUS DRIVE
KALAMAZOO, MI 49008-5462
LARRY AHLEMAN
DESCRIPTION: INVITATION FLAT 15 X 15
ARTWORK: DISC FURNISHED WITH ALL IMAGES & SCREENS IN POSITION - EPSON COLOR PROOF
PROOFING: SETS OF STRIPPED COLOR PROOFS -- 1
SET OF STRIPPED BLUELINES -- 1
FORM #1: Colors: 4/4
Both Sides: 4/C PROCESS + ACQUEOUS COATING--DULL
Paper: 80# OPUS DL BOOK
BINDERY: DIE SCORE (AS PREVIOUS SAMPLE), TRIM & CARTON PACK CONV.
FOB: LOS ANGELES
QUANTITY: 500 1,000 2,000
PRICE: $3,947 $4,104 $4,322
ACCEPTED: SALES REP: SUSAN

ROSENBERGBATTAT
APPROVED:
DATE: DATE: October 13, 2010

This quotation is subject to approval of customer's credit and to conformity of final artwork to customer's bid request. All prices quoted are based upon current paper stock cost and are subject to change if mill prices change. Terms: Net 30 days; thereafter buyer pays interest at 1-1/2% per month. Upon acceptance of this Proposal, or any modification thereof, Lithographix, Inc. will be entitled to recover all costs that it may incur, including reasonable attorney fees, in initiating any legal proceeding to recover the contract price or any portion thereof. This quotation is subject to the conditions set forth by the Printing Industry of America Printing Trade Customs and is based upon the relationship between Lithographix, Inc. and the above named customer. There can be no assignment of the obligation for payment without Lithographix's approval in writing. This quotation is subject to review after 30 days. Changes and alterations will be charged as extra.
"THANK YOU FOR THE OPPORTUNITY TO SERVE YOUR PRINTING NEEDS"

Table C1: Response Card Mock-Up

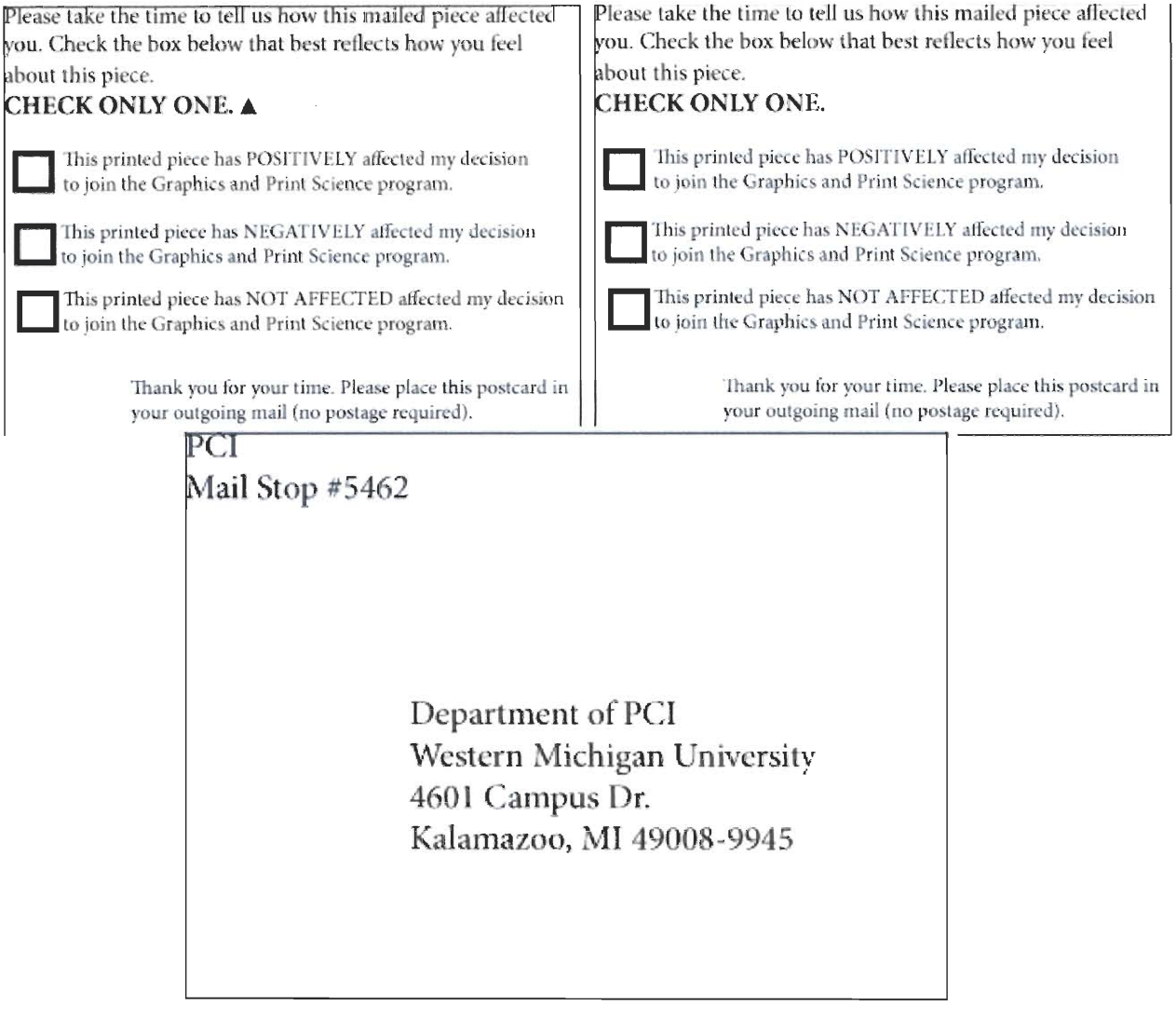


Table D1: Standard Form Letter

Date

Dear Student,

We are looking forward to your arrival at WMU for orientation and the start of the Fall 2008 semester! I'm sure Dr. Raj, our academic advisor, will make you feel at ease when you meet with him to schedule your classes.

We have placed all of our intern applicants for Summer 'Insert Date. In fact, we have more internship opportunities than students to place! Some of the job offers are coming from Battle Creek, Chicago, Detroit, Kalamazoo, and many more locations. Many of the companies have positions available for freshmen and sophomores. In addition, all of our graduating seniors have job offers or have already started their full-time positions. Even in these difficult economic times, our students are finding summer jobs, internships, and full time employment. Why? Our program and students are highly valued in the printing community.

You may be considering taking summer classes at your community college. If so, it might be helpful to e-mail Dr. Raj to ensure that the courses you take will transfer to our program. Dr Raj's email address is raja.aravamuthan@wmich.edu. Please include your WIN number. In addition, you may consider investigating the Western Edge. This new strategic plan can ensure that you save time and money in completing your degree.

It would also be beneficial for you to begin using your WMU e-mail account so you do not miss any important information. If you have any problems with your account, just call (269) 387-5161 and enter 1 at the prompt. Also, if you are interested in connecting with any of our current Imaging students, let me know and I will introduce you.

I am here anytime you want to ask a question about WMU or the Imaging program. I answer my calls and e-mails promptly, even in the evening, so please do not hesitate to contact me. As I always tell my students, I am here when you need me!

Sincerely,

Larry Ahleman
Master Faculty Specialist

Table E1: Lithographix Piece

Table F1: Graphics and Print Science Recruiting Data Collection Card

WESTERN MICHIGAN UNIVERSITY

Department of Paper Engineering, Chemical Engineering, & Imaging

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (____)_____ Email: _____

Year of Graduation: _____

I am interested in _____ PAPER _____ CHEMICAL _____ IMAGING

High School, College or Compamy: _____

Please print clearly
Mail this postage paid card for more information.

Table G1: Students in Action for GPS

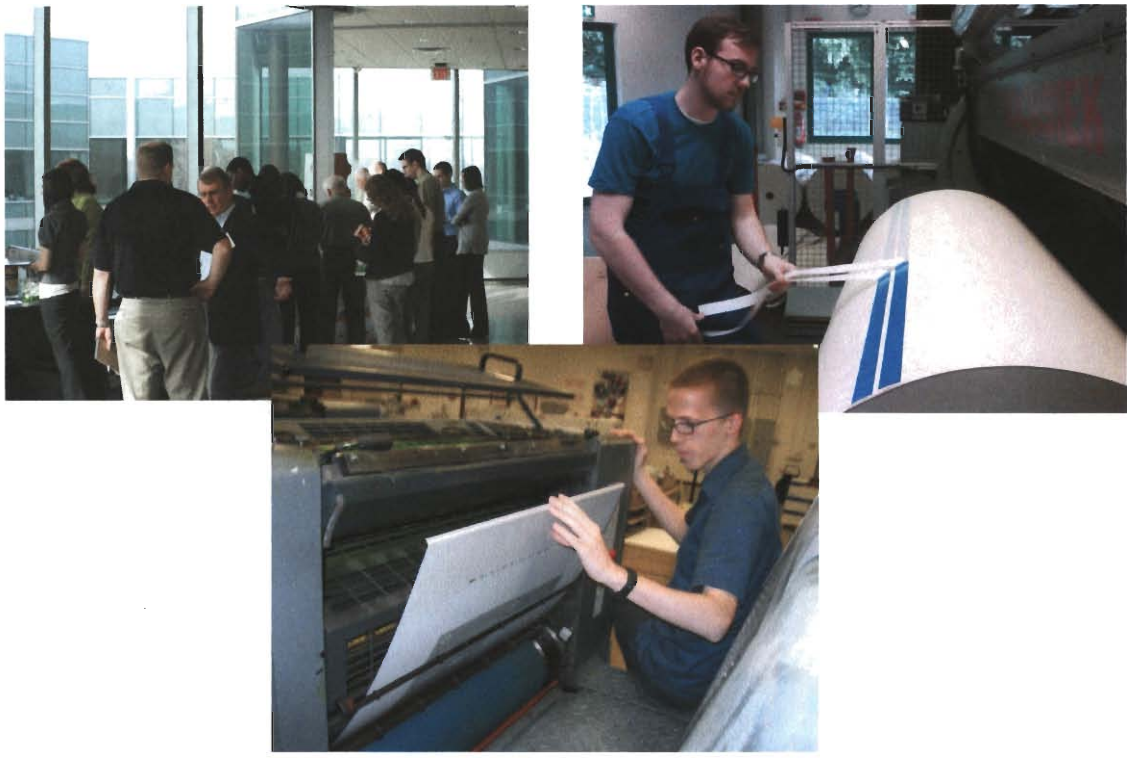
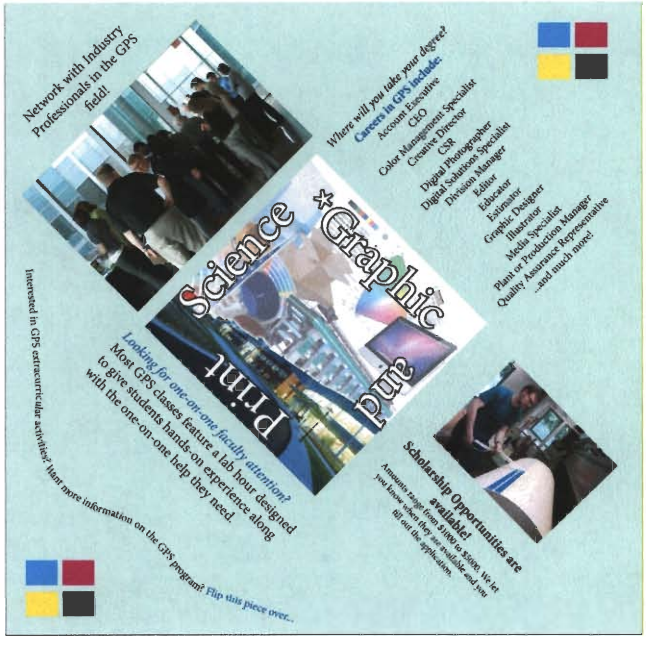


Table H1: Initial Design for Specialty Piece



Inside/Front

Back