Come One, Come All: Exploring Geographical Diversity at Marquette University

Catherine McCoy
Marquette University, catherine.mccoy@marquette.edu

Follow this and additional works at: http://epublications.marquette.edu/english_3210ur

Recommended Citation
McCoy, Catherine, "Come One, Come All: Exploring Geographical Diversity at Marquette University" (2016). 3210 English Undergraduate Research: Ethnography of the University. 30.
http://epublications.marquette.edu/english_3210ur/30
Come One, Come All:
Exploring Geographical Diversity at Marquette University
Catherine McCoy | catherine.mccoy@marquette.edu

**Research Question:** How does Marquette draw admissions from different areas of the country and world, and what influences a heavy draw from certain areas more than others?

**Introduction**
The idea of home has always been something that was part of me. When I came to college, I was eager to find out how my hometown differed from those who came from different geographical backgrounds, and how our hometowns are similar. When I began my research question for this class, I was curious how my roots influenced me, and how my peers’ roots influenced them. I wanted to know how people are shaped by their hometowns, and how people view home. I wanted to find stories of those people from all over the country, and here what they had to say.

What I found was that I had trouble finding people who were from places outside of the Midwest, particularly Wisconsin and Illinois. It was hard to find a difference between my answers and those whom I was interviewing, because we came from such similar upbringings. We were all small town kids from the Midwest, and shared many commonalities, but very few differences. Around the time of midterms, my research question began to shift as I identified a greater problem: despite almost every state being represented at Marquette, a vast majority are from the Midwest. That led me to a greater question: How actually geographically diverse is Marquette University? And how does the university draw from each state and beyond?

**Methods**

**Research Design:**
Using a mixed method approach, I drew qualitative research from a variety of sources. Those outlets of information include web sources, interviews, scholarly literature, and institutional data.

**Data Collection:**
- 3 Interviews: Three with undergraduate students using convenience sampling, one with an admissions faculty member.
- Institutional Data: Using the OIRA website as well as Marquette University archives, I observed trends in enrollment from the past ten years as well as from the 1950s.
- Scholarly Articles: A variety of scholarly articles examining the importance of geographical diversity on campuses across the country.

**“We are trying to work to make the world feel a little smaller.”**
_Tara Mullarkey, Undergraduate Admissions_

**References and Acknowledgements**
A-6-4, Office of Registrar. Series 2: Freshman Enrollment. Box 4, Folder 1. Freshman Enrollment Trends, 1953/52-1957/58. Department of Special Collections and University Archives, Marquette University, Milwaukee, WI.

"Student Enrollment/FTF Interactive Report." Office of Institutional Research and Analysis, Marquette University.


Special thanks to all interview participants, Katie Blank, Amy Cary, Beth Godbee, Heather James, and Jessica Rice for all of your tremendous help.

**Findings**
- Based on observations from the Marquette University Archives and the Office of Institutional Research and Analysis, the amount of In-State enrollment has been steadily decreasing through the years, even through the last several decades.
- Statistics also show that the states that rank highest in undergraduate enrollment are states that are home to big cities (e.g. Chicago, Minneapolis, St. Louis). Rural states like Iowa, and Kansas are represented less.
- As undergraduate admissions counselor, Tara Mullarkey explained, there are three different kinds of “fit” that goes into a prospective students decision to choose a college or university:
  1. Academic Fit: whether or not the programs they are interested in are offered.
  2. Social Fit: whether or not they feel at home on campus.
  3. Financial Fit: whether or not it is feasible possible to attend the university.
- College bound students end up choosing a university within 100 miles of their home.
- Admissions has also noted that students choose their new home that is culturally similar to the home that they have known. Students from urban areas are more likely to go to school in the city than students from rural areas.

**Proposals for Change**

**Admissions Goals:**
- In building relationships among students from different geographical locations, it is important to start at the high school level. I would propose holding exchange programs for high school students, particularly those at Jesuit high schools (e.g. Marquette University High School and Boston College High School).
- Broaden the scope of what a good fit for the university would be, and continue to reach out to areas to whom have not been as attended.

**Student Goals:**
- Implement programming to highlight geographical diversity on campus (i.e. have activities centered around it during orientation week.)
Come One, Come All: Exploring Geographical Diversity at Marquette University

The idea of home has always been something that I thought was a huge part of me. When I came to college, I was eager to find out how my hometown differed from those who came from different geographical backgrounds, and those who came from places similar to mine. I wanted to hear all about the words that people said weird, or foods that had only been present in the place they grew up. The things that can seem trivial, but have collectively played a part in our upbringing. These small pieces of our hometowns are what make us into the people we are today. When I began my research question for this class, I was curious how my roots influenced me, and how my peers’ roots influenced them. I wanted to know how people are shaped by their hometowns, and how people view home, both here in Milwaukee and their original hometown. I wanted to find stories of those people from all over the country, and hear what they had to say.

What I found was that I had trouble finding people who were from places outside of the Midwest, particularly Wisconsin and Illinois. It was hard to find a difference between my answers and those whom I was interviewing, because we came from such similar upbringings. We were all small town kids from the Midwest, and shared many commonalities, but very few differences. Around the time of midterms, my research question began to shift as I identified a greater problem: despite almost every state being represented at Marquette, a vast majority are from the Midwest. Even more so, the great majority of students in the Midwest were centered around cities like Chicago and Minneapolis.
That led me to a greater question: How actually geographically diverse is Marquette University? And how does the university draw from each state and beyond?

**Motivations for Research**

My motivations for exploring geographic diversity on Marquette’s campus boiled down to an importance for inclusion among students and faculty. All students on campus have had at least 18 years of life that their peers have not seen. One of the coolest parts of this is that we are all taking our lives that were once completely separate from each other, and our lives collide at this moment in our lives. While this is a beautiful thing to see everyone come together in this way, it can take patience and understanding to know that people are coming from different places and lives that are different than our own. I love the idea of discussing how places shape us, and Marquette University is shaping its students every day. It is important to make sure that all students are being shaped for the better, and hopefully they can look back on their experience one day and see that this was a place that really felt like home.

**Methods**

Using a mixed method approach, I drew a qualitative research from a variety of sources. Those outlets of information include web sources, interviews, auto-ethnography, scholarly sources, and institutional data. Using these different outlets helped gather information on a wide scope, including issues that are specific to our university, and issues that pertain to admissions throughout the country. This project received IRB approval on November 10, 2016.

**Ethics in Research**

In my research methods, a great deal of information came from human subjects. Recognizing the confidentiality with all interviewees and the importance of disclosing their
knowledge and stories, I had all participants sign a consent form before conducting the interview. All student participants were able to choose a pseudonym. For this research paper, any direct or indirect quotes from my two student interviewees will be referred to as “Student 1” and “Student 2.” In the interview with admissions counselor, Tara Mullarkey, I also had a signed consent form, but for reasons of professionalism her name does appear in the research methods as is.

Web Sources

The first information that I ended up finding was actually something that I just stumbled upon in my original research question. I was searching for any statistics I could find in regarding the enrollment of the university, and I was directed to Marquette’s OIRA website for information on demographics. On the website, I was able to look at the Marquette population broken down in a variety of ways: by college, by gender, but the most helpful to me was the breakdown by state. The website gave me a headcount of each state and the percentage in which they make up the larger student population. While I knew that there was a large draw from Wisconsin and Illinois, I had no idea how much of an overwhelming majority was made up of these two states. Around 33% of undergraduate students hail from Wisconsin, and 40% of undergraduates are from Illinois. I wish that I could say I was not surprised, since it seems like everyone I meet is from the Chicago suburbs or from a Wisconsin town, but I was. When I looked at Marquette, the school had painted a picture of a school in which almost all states are represented. And while that may be so, many states get washed away by the vast majority that these two states present.

I also was able to see how the total student population had shown trends in the last ten years. Inserted below are some of the photos that I found on the OIRA website. Both the map of the head count of undergraduate students and the graph showing trends were helpful in analyzing the data of geographic location of students.
Interviews

I conducted three interviews for my research design: two were with students from Wisconsin and Illinois, and one was with an undergraduate admissions counselor. The purpose of conducting interviews with students was to gain insight into their admissions process in choosing Marquette, as well as looking at schools in various other locations. In interviewing two students from the two states from the highest enrollment, I was able to gain insight as to why there is such a large draw from their states. In my interview with admissions counselor, Tara Mullarkey, I was able to close many gaps in my questions that I was not able to answer within student interviews. I got to look more closely at how the admissions process works from the school’s perspective. This was beyond helpful, because much of the data and trends that I was finding, they had already analyzed. In the coding process, I used both transcriptions as well as notes to create coding categories. My coding sections came down to student motivations, admissions and recruitment strategies, and relationships among students and faculty. I got to gain this insight and apply it to student interviews as well as my own experiences.

Auto-ethnography

Beyond looking into other students’ admissions experiences, I also began to channel my own admissions process and how I winded up at Marquette. Through the interviews and coding process, I could not help but compare my experiences with that of my peers. I looked back to my junior year of high school, when I first began to get letters from Marquette, and when I saw the campus for the first time. This auto-ethnography has not only allowed me to compare my experience with others, but also evaluate how my perceptions have changed over time. I saw that the idea of home still held as much value as it did in the first half of the semester as portrayed in my narrative inquiry. The difference this time around was that I focused not only on what my
home meant to me, but how it is represented here on campus and how others’ homes are represented on Marquette’s campus.

**Institutional Data**

To compare the data I was collecting to that of the past, I looked to the archives to look at student enrollment statistics from past decades at Marquette University. The statistics showed all different kinds of demographics: from comparing male to female populations, to identifying home regions, to looking at ethnic diversity on campus, it was all provided. While I did spend a brief period looking at this data, my main focus was on the home regions of undergraduate students, and how trends changed throughout the years. I looked at a few different decades, but I found the most helpful information in the statistics of the 1950s. The registrar gave me specific percentages of the in-state enrollment, out of state enrollment, and the trends from year to year. I was able to compare that to the trends found on the OIRA website.

**Findings**

In looking at some sources that look at geographic diversity on a scope outside of just the university, there are many benefits that geographic diversity can have on both the student and the university. As noted in one of my scholarly sources entitled, “Cast a wide net: geographic diversity and college admissions,” a student’s willingness to travel can lead to a higher chance of admittance and also higher financial aid opportunities. This comes down to the fact that colleges and universities really do value geographic diversity. Geographic diversity increases the credibility and desirability for a university, as well as the ability to increase revenue and enrollment. Obviously some of this comes along with prestige for the university, as noted that colleges like Yale and Harvard have to put a cap on the number of out-of-state students admitted,
since they are so sought after (Belasco). One of my other sources, “Beating the Admissions Odds: 11 Tips Every Applicant Should Know,” it encourages students to differentiate themselves by their geographic location during the application process (Lubell). So, it is true that while not often recognized, this is a legitimate issue for many colleges around the country, as well as something that students should be flaunting in their applications. If this is a wider issue, what is Marquette doing to increase geographic diversity, as well as promote the importance of geographical diversity among enrolled students. As it is noted, Marquette does draw from all 50 states, but there is still a heavy pull from the Midwest. Why is this so?

*Trends*

Based on observations from the Marquette University Archives and the Office of Institutional Research and Analysis, the amount of In-State enrollment has been steadily decreasing through the years, even through the last several decades. Looking back to the data found in the archives, Wisconsin alone was making up nearly 75% of the total admissions at the university in 1951. Throughout the course of the decade, that number began to steadily decrease. In 1956, only 61% of the total enrollment was from Wisconsin. About 18% of the total student enrollment was from Illinois. Inserted below is a chart depicting the archival data and trends from the 1950s.
As we look at the data from 2006-2016, it shows that the in-state enrollment has continued to decrease. In 2006, the in-state enrollment was at 54%, and in 2016 it was at 39%. Despite this steady decrease in in-state enrollment, the enrollment for the state of Illinois has increased pretty substantially; from 18% in 1956 to 31% in 2016. The out of state enrollment beyond Illinois has been fluctuating through the years as well, but it has stayed more constant than the enrollment in Wisconsin and Illinois.

This data shows that despite the fact that there is still a heavy pull in enrollment from Wisconsin and Illinois, admissions is steadily reaching out to students from out of state. While I cannot speak to the trends of that in the 1950s, since there was nowhere to gain insight of this time beyond statistics, admissions counselor Tara Mullarkey had some insight as to why the enrollment of Wisconsin students has decreased in the last ten years. She noted that the amount of high school students graduating in Wisconsin has been decreasing in the last ten years. Similarly, the high school graduation rate for the state of Minnesota has been increasing, as well as the enrollment from the state of Minnesota. An explanation such as this one may be a simple reason as to why the enrollment of certain states changes over time.

**Student Motivations**

One thing I noted throughout the course of my studies is that despite the university’s efforts to pull from areas all over the country and world, much of the actual enrollment comes down to a student’s decision and motivations to attend a certain school. While much of these motivations come down to each student individually, there are some general things I found through different interviews and looking at institutional data. After conducting several different interviews with students and faculty, there are many different reasons as to why there is a substantial draw from certain states, as well as different motivations for a student to choose one
school over the other. As undergraduate admissions counselor, Tara Mullarkey explained, there are three different kinds of “fit” that goes into a prospective student’s decision to choose a college or university:

1. **Academic Fit**: whether or not the programs the student is interested in are offered.
2. **Social Fit**: whether or not the student feels at home on campus.
3. **Financial Fit**: whether or not it is feasibly possible for the student to attend the university.

When it comes down to it, these three factors will outweigh all others, no matter how the school presents itself. Statistics also show that the states that rank highest in undergraduate enrollment are states that are home to big cities (e.g. Chicago, Minneapolis, St. Louis). Rural states like Iowa, and Kansas are represented less. Studies have shown that college bound students end up choosing a university within 100 miles of their home. This may be because of the transition from high school to college, and that it can be much easier to adjust when you are not so far away from home.

Admissions has also noted that students choose their new home that is culturally similar to the home that they have known. This would explain the large draw from the Chicago area, as well as other states that are home to big cities. But when we speak about Chicago in particular, there are many elements of the city that are emulated in Milwaukee. You have Lake Michigan, the cultural elements such as museums and the restaurants, and it is no more than two hours from home. Based on the ideas presented by Tara, it is also more “culturally normal” for students from big cities to go to all different locations, whereas a good majority of student from rural areas stay close by. This is reflected in an article from the *Chronicle of Higher Education*, where it is noted that East and West Coast students are more likely to travel, whereas Midwestern students stay close by. When looking at the OIRA map and seeing that the highest draw from states outside of
the Midwest, California and New York hold the highest percentage. Students from urban areas are more likely to go to school in the city than students from rural areas.

I can attest to this pattern just from my own experience in growing up in a rural area. Most of my peers were from families who had lived on the same street for generations, and it can be hard to leave that behind. There is a sense of community felt in small towns, and many young perspective students find it difficult to start anew in a community different from their own. Out of my 210 classmates, I would make a rough estimate and say that only about 10-15 students went out of state for college. This rural space can feel like a comfort zone at times, and I think that it is true that many young adults find it difficult to step out of that space.

Importance of Geographical Diversity

Geographical diversity is as important as any other form of diversity on a college campus. Whether it be geographical diversity, ethnic diversity, religious diversity, you name it, diversity on campus is crucial for a learning environment and to become more culturally competent of the world around us. By having a wide range of diversity on a college campus, it creates a sense of inclusivity for students to become more aware of their peers and to understand that everyone has a different story to tell. Once we understand that not everyone is coming from the same background as us, we understand the importance of listening. As Tara said, “As our world and country become more diverse, I think it is important for our students to recognize our neighbors, classmates, peers, our country does not all think and act like we do, and doesn’t come from the same places we do.”

As Student 2 was an Illinois native, she shared her insight in interacting with students from her state. She says, “…There are so many people here from Illinois, like I don’t know exactly where they are from, but I can just tell when the start introducing themselves. Like we all
act a little different. And it’s hard to grasp...but when someone asks where you’re from and go
to say Illinois, everyone just looks disappointed.” It is important to note that despite the heavy
Illinois population, all Illinois students should be proud of their home state. However, she makes
a good point when she notes that it can be boring to only know people of a certain area, and
geographic diversity is a way to bring life to a campus.

I find this to really ring true from my own experience in experiencing diversity at
Marquette. As I came from my tiny town in Iowa, I had not been previously exposed to many
forms of diversity. Everyone I knew lived relatively similar lives, everyone and their families
had spent most of their lives in the area. My traveling to Milwaukee was the first time that I had
really interacted with people who had different upbringing than my own in different parts of the
country. Despite feeling like a lone wolf from Iowa, I found that I had a lot more in common
with others than our differences. I loved hearing everyone’s stories, and even though there were
some parts that were different from my own, I liked hearing them. I liked knowing how our
differences made us more connected, and a larger part of this Marquette community.

Proposals for Change

Admissions Proposals

One thing that I noticed in my studies, and something Tara also pointed out was that
despite our different areas that everyone is coming from, we still have a lot in common. It is
important to focus on these similarities, while still acknowledging our differences. In building
relationships between students from different geographical locations, it is important to start at the
high school level. I would propose holding exchange programs for high school students,
particularly those at Jesuit high schools (e.g. Marquette University High School and Boston
College High School). By having these students see that they have very similar high school experiences, we find that they can then discuss things that they have in common, and in turn talk about things that the other person might not know as much about. The most important thing is to have the discussion, and by starting the conversation before students even choose their college, it would open this understanding that they may have not previously been aware of.

In the discussion of “fit” for a student on campus, much of the fit comes down to a student’s decision of what college feels right. I know from my own experience in choosing a university, I would visit a school that was very credible and I knew that I could do well there, but it just did not feel right. Tara even mentioned that admissions is aware that not every 18-year-old in the country is going to be a good fit for the university, and this university is not going to speak to every perspective student. That being said, it is important to make sure that no student feels excluded from the university. Particularly when it comes around to finances, it is no secret that college, Marquette in particular, costs a fair amount of money, which I think is one of the biggest things that deters a student from coming to school here. Something that Student 1 noted in her interview was the possibility for Marquette to make their scholarships better known when they are deciding whether or not to come to school here. I remember from my own experience knowing that there were scholarships that would be offered, but I did not know exactly which ones to apply for until after I had been accepted to the university, and I felt like I had to seek them out. In the future, I would propose that the university advertises their scholarships more to prospective students, and that they make it known the counselors they can turn to when they are wondering about scholarships and other opportunities that would reduce the costs for admission.
Student Proposals

While there are some things that are specific changes that can only be implemented by the Office of Undergraduate Admissions, there are some changes that can be seen amongst students on campus. In researching and gathering data on geographical diversity, I found it difficult to isolate geographic diversity without then talking about ethnic diversity or religious diversity, or whatever the case may be. While it is important to recognize diversity on campus, we need to realize that all of diversity is interconnected. In creating a space that is inclusive for all students of all different backgrounds, it is important to recognize all forms of diversity. I think this is especially prevalent among new students, mostly because they are away from home for the first time, and it can be very difficult to feel like you are the only one from a certain background. I would propose doing activities during Preview and Orientation Week that center around people’s hometowns. To have activities that purposely put students in groups based on geographic origin, they can see both students who are from areas similar to theirs, and also areas that are different from theirs. This translates into the idea of cultural geography, and seeing how different people’s areas affect their culture and their upbringing, which is really what interested me in this topic in the first place.

Beyond the emphasis of geographic diversity among new freshman, I truly believe that diversity, geographic diversity in particular, is something that should be celebrated. It is incredible that we all get the opportunity to go to school in a city where students are from all areas of the country. I think it would be a great idea for MUSG or some student organization on campus to organize some kind of event on campus where people can discuss and celebrate their hometowns. I have called it “Throwdown for Your Hometown,” week for the time being, but to have some kind of event where people get to share food that is only made in their hometown, or
to talk about what their state is known for, would be a great way for people to spread excitement for geographic diversity, and to take pride in the places that raised them.

Home is something that is so specific to each person, but while we are at college, our campus should be a place that makes everyone feel at home. By understanding the student motivations and admissions strategies in recruiting new students, I was able to gain more insight into the admissions process, and how it is specific to each individual student. The main premise that I have learned through this entire research experience is that while everyone has their own story to tell, we are all part of a greater Marquette community. When we say “We Are Marquette,” we mean everyone, no matter their geographic location, ethnic background, sexual orientation, religious affiliation, etc. This is not an exclusive phrase. In reflecting on my own Marquette admissions experience, and learning about others’, I can see that while not every high school student will decide to come to Marquette, it is important to make sure that they are still welcome here regardless. Furthermore, we must continue to express the importance of geographic diversity on campus, so enrolled students and faculty can gain better understanding of each other, and continue to grow more geographically diverse for years to come.
Works Cited

A-6.4: Office of Registrar. Series 2: Freshman Enrollment, Box 4, Folder 1. Freshman Enrollment Trends, 1951/52-1957/58. Department of Special Collections and University Archives, Marquette University, Milwaukee, WI.


“Student Enrollment/FTE Interactive Report.” Office of Institutional Research and Analysis, Marquette University.
Appendix A: Interview Consent Form

MARQUETTE UNIVERSITY
AGREEMENT OF CONSENT FOR RESEARCH PARTICIPANTS

Come One, Come All: Exploring Geographical Diversity at Marquette University
Catherine McCoy
English Department

You have been invited to participate in this research study. Before you agree to participate, it is important that you read and understand the following information. Participation is completely voluntary. Please ask questions about anything you do not understand before deciding whether or not to participate.

PURPOSE:
• The purpose of this research study is to explore geographical diversity on Marquette’s campus, and to better understand how geographical diversity can create a better campus atmosphere.
• You will be one of approximately 3-6 participants in this research study.

PROCEDURES:
• The study will consist of an interview exploring the general admissions process of Marquette University, as well as students’ personal experiences with their college admission process and choosing to go to school in/out of state.
• Topics will include applying to different schools, the admissions process at Marquette specifically, and the students’ knowledge of geographical diversity and how it is addressed in their day to day lives.
• The procedures will occur in a private room on campus (e.g. a dorm room, private office).
• You will be [audio or video] recorded during the interview portion of the study to ensure accuracy. The tapes will later be transcribed and destroyed beyond the completion of the study. For confidentiality purposes, will be recorded and will be removed during transcription to be replaced with a pseudonym.

DURATION:
• Your participation will consist of one interview lasting approximately 20-30 minutes.

RISKS:
• The risks associated with participation in this study are no greater than you would experience in everyday life.

BENEFITS:
• There are no direct benefits to you for participating in this study. This research may benefit society by creating a better understanding of geographical diversity and how it can be addressed on Marquette University’s campus.

CONFIDENTIALITY:
• Data collected in this study will be kept confidential.
• All interviews and audio recordings will be stored on a password protected computer, and may be stored indefinitely.
• The data may be used for further research in the future.
• When the results of the study are published, you will not be identified by name.
• Direct quotes may be used in publications.
• The data will be destroyed by shredding paper documents and deleting electronic files after the completion of the study, the time frame being indefinite.

**VOLUNTARY NATURE OF PARTICIPATION:**
• Participating in this study is completely voluntary and you may withdraw from the study and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.
• Your data will not be used if you withdraw from the study.
• You may skip any questions you do not wish to answer.
• Your decision to participate or not will not impact your relationship with the investigators or Marquette University.

**ALTERNATIVES TO PARTICIPATION:**
• There are no known alternatives other than to not participate in this study.

**CONTACT INFORMATION:**
• If you have any questions about this research project, you can contact Catherine McCoy at (563)-513-8776 or catherine.mccoy@marquette.edu or Beth Godbee at amanda.godbee@marquette.edu.
• If you have questions or concerns about your rights as a research participant, you can contact Marquette University’s Office of Research Compliance at (414) 288-7570.

I HAVE HAD THE OPPORTUNITY TO READ THIS CONSENT FORM, ASK QUESTIONS ABOUT THE RESEARCH PROJECT AND AM PREPARED TO PARTICIPATE IN THIS PROJECT.

____________________________________________
(Printed Name of Participant)

____________________________________________
(Signature of Participant)                           Date

____________________________________________
(Printed Name of Individual Obtaining Consent)

____________________________________________
(Signature of Individual Obtaining Consent)                           Date
Appendix B: Interview Scripts

Admissions Staff Interview Questions:

1. Tell me a little bit about yourself and your role in the admissions program.
2. What are some of Marquette’s strategies in recruiting new students?
3. When I looked at some statistics as to where most students are from, a vast majority are from Wisconsin and Illinois. Is there a reason for this?
4. In what ways do you reach out to students from other states?
5. Could you tell me a little bit about the recruitment process for international students?
6. What factors go into a student’s decision to come to a school out of state, Marquette in particular?
7. Over the past 10 years the number of in-state Marquette students has been steadily decreasing. Why do you think the percentage of students from out of state has increased over the years?
8. What effect can geographical diversity have on a college campus?
9. How does Marquette plan to continue to grow geographical diversity in the future?
10. Is there anything else you'd like to share or think would be important for me to know for my research on geographical diversity?
Student Interview Questions:

1. Tell me a little bit about yourself and where you are from.
2. When did you start looking at colleges?
3. What different factors went into your college search? What criteria did you have for each school?
4. What about Marquette first caught your eye?
5. How many schools did you apply to and where were they located?
6. How important was attending to college in/out of state in your college decision?
7. During your admissions process, how much did Marquette reach out to you?
8. Did you any of your high school classmates also choose to go to Marquette?
9. Do you feel like Marquette is geographically diverse? Why or why not?
10. How do you think that Marquette could better reach out to students from different parts of the country and world?
11. Do you have friends/undergraduate colleagues from diverse locations? How do you talk about your hometowns?
12. Is there anything else you would like to add?