2020

DIGITAL ADMISSIONS

HOW PROSPECTIVE STUDENTS USE ONLINE TOOLS FOR COLLEGE RESEARCH AND CHOICE

mStoner   TARGET X

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INTRODUCTION

Welcome to *Digital Admissions: How Prospective Students Use Online Tools for College Research and Choice*, the result of a collaboration between TargetX and mStoner, Inc. We worked together to update the venerable Social Admissions report, formerly produced by TargetX and the National Research Center for College and University Admissions (NRCCUA), and expand it to include other types of digital marketing colleges and universities use to reach prospective students.

For this study, we surveyed juniors and seniors who were in the midst of searching for and choosing a college. We wanted to learn how these prospective students used a range of digital tools — social media, websites, email, digital ads — in making this vital life decision.

Because new channels emerge quickly and become significant (here's looking at you, TikTok, which was only emerging when we conducted this survey) and older ones decline in use or disappear entirely (anyone remember MySpace?), it's important to keep on top of the changing relationship teens have with digital channels in general. It's also necessary to remember that they use certain channels to keep in touch with their friends — and are perfectly capable of switching to others when they are seeking information on colleges and universities.

Teens in general have a reputation for being immersed in their devices and too dependent on their phones and social media in their interactions. It's easy to ignore that the reason they're so deeply attached to their phones is, in part, because these devices help them stay connected to their networks of friends. Teens still value face-to-face (FTF) communication, and our results validate the fact that while online research about colleges is an important part of the college search and choice process, direct contact is even more important. Sometimes this is facilitated by phone, texts, or email, but often it occurs in person.

KEY OBSERVATIONS

1. They like some social media ...
Our respondents use social media in their day-to-day lives, in researching colleges, and in deciding where to go. But they're picky: The only channels used at least once a day by a majority of respondents are Instagram (59%), YouTube (55%), and SnapChat (51%). Interestingly, half (50%) use Facebook (though not necessarily daily) — and the other half said they "never" used Facebook.

2. ... but it's not hugely influential in their decision of where to enroll ...
When asked if they did — or would — use social media as a resource when deciding where to enroll, respondents were about evenly divided between "yes" (36%), "no" (32%), and "I'm not sure" (33%). They do pay attention to posts from currently enrolled students, though not on college-sponsored channels.

3. ... and there are signs of overall disenchantment with social media.
Over the last year or so, there's been some reporting in the news about the general public's growing disenchantment with social media. Our research indicates that at least some teens are electing to stay away from social media: A full third (33%) of our respondents said that they didn't use it at all to research colleges and universities, and numerous open-ended comments disparage social media.

Here are some examples:
- "Personally, I don't have any social media accounts, so I did not get my information from there. I looked up the university and used the website." (female junior)
- "Nothing: Social media is harmful to our youth and I will not be part of the problem. Colleges have their own websites for information." (female senior)
- "I never went on social media for college anything ... I just did research on the web and talked to friends face to face." (male senior)

4. They're really interested in videos.
The second most popular social channel among our respondents is YouTube; 55% use it at least once a day. Videos posted there have a significant influence on where to enroll: 27% said college videos on YouTube were a major influence, with another 45% saying they had some influence. And 46% of our respondents said they'd watched a college video in the past week! Only 16% of teens said they'd never watched a video during their college search.

Their interest seems to be confined to videos hosted (especially) on YouTube and also by other social channels. They don't appear to be interested in livestreaming: 82% never participated in a college livestream.[1]

5. FTF is still important.

Yes, teens use social media and websites to learn about colleges and universities. But when it comes to enrollment, conversations (either in person or on the phone) with friends who attend the college were the most important influence. They were a major influence for 41% of respondents and had some influence on an additional 36%. About a quarter of respondents (24%) said that this type of contact had no influence. This echoes findings from "Mythbusting Enrollment Marketing," a study mStoner conducted with NRCCUA in 2018.[2]

Some sort of personal contact from a college — in person or by phone — is particularly welcome when they've been accepted and are deciding where to go. This is the stage at which 46% said they wanted in-person contact and 41% wanted a phone call.

6. Don't expect them to interact on your social channels.

Teens do use college and university social channels in their college search: 63% of our respondents liked or followed a college- or university-sponsored page or profile on Instagram and 34% on YouTube. But they're not inclined to interact there with content or with college representatives. Here are some things they've never done as part of their college search:

- 94% never wrote a blog post.
- 90% never uploaded a video related to a college or their college search, and 69% never uploaded a photo.
- 87% never tweeted with a specific college or university hashtag.
- 80% never asked questions or chatted about a college on Reddit, Discord, or a similar channel.
- 80% never posted a question for staff on a college social media site, and 74% never posted a question to a current student on one of these sites.
- 51% never searched for an institution's hashtag.

[1]*We asked specifically about YouTube, Instagram, Snapchat, Facebook, Twitter, Pinterest, Facebook Messenger, Reddit, WhatsApp, Tumblr, LinkedIn, Kik, and Telegram. We didn't include questions about TikTok in this survey because it was only emerging when we wrote our questions. But its rapid rise and large (and quickly growing) membership indicates just how interested teens are in video content.*

[2]*"Mythbusting Enrollment Marketing," by Gil Rogers and Michael Stoner, published by mStoner, Inc., and NRCCUA, February 2018. Available at mstnr.me/EnrollmentMyths.*

7. Websites are vital for teens researching and deciding on colleges.
Fifty-four percent of respondents said a college's website was very or extremely important in their decision about whether to apply to that college. In contrast, just 16% said that a college's social media presence was very or extremely important. When asked which was more important in their college search, the college's website or its social media, 92% said the website was more important. And the website remains the most important source of information about a college throughout the process of research, application, and decision making.

8. Online ads don't turn teens off.
Nearly three-quarters (73%) of respondents have noticed college or university ads on their computer or mobile device. And of those who have, 56% have clicked on at least one.

A majority of respondents — 58% — said they remembered seeing an ad for a college or university online or on social media after they visited the institution's website; 24% said they hadn't, and 18% weren't sure. Of those who remembered seeing such an ad, 46% said it had no impact on their impression of the institution, and 41% said that it had a somewhat positive to very positive effect on their perception of the college. Only 13% reported a somewhat to very negative response. In mStoner's "Mythbusting Enrollment Marketing" study, two out of three teens indicated that retargeting had no impact on their perception of a university at all.

1. SOCIAL MEDIA

Large numbers of the teens who responded to our survey use social media in their life in general — and the majority use it to inform their decisions about college. In all, 58% of those researching colleges use social media in their research, and the percentage increases once they've decided where to apply (68%) or what college to attend (also 68%).

It's interesting to see what they use — and what they don't use. More than 80% of our respondents don't use Telegram, Kik, LinkedIn,[3] Tumblr, WhatsApp, or Reddit for any purpose, and 70% don't use Facebook Messenger at all. Here's what they do use at least once a day: Instagram (59%); YouTube (55%); Snapchat (51%); Twitter (23%); Facebook (20%); Pinterest (14%).[4]
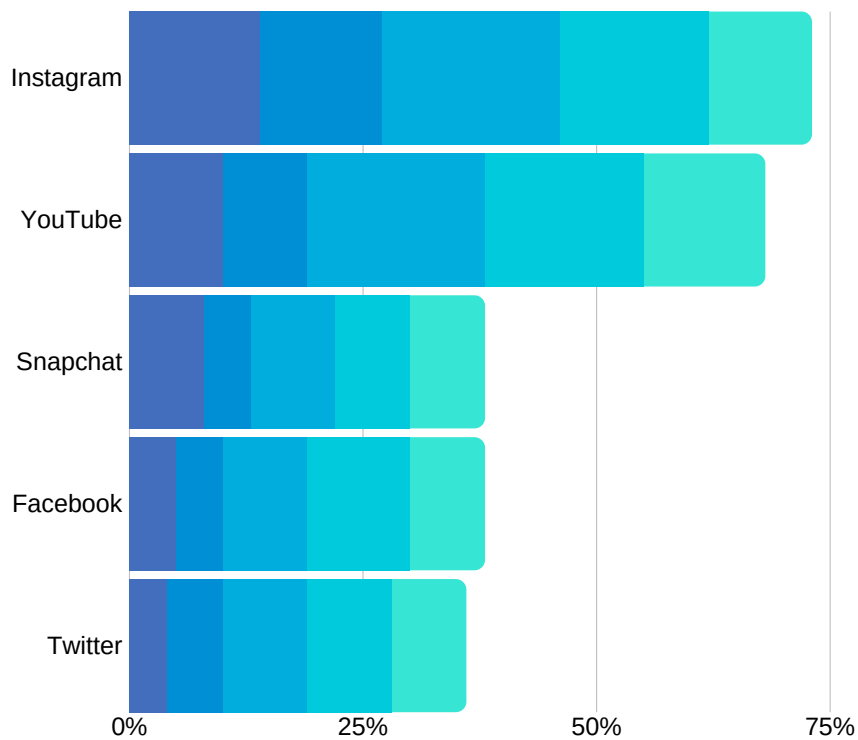
About two-thirds (67%) use these social channels to research colleges and universities. Of those who said they do this, 45% log on once a week or more to do their research; 34% do so a few times a month; and 21% use social media for college research once a month or less. Out of all respondents, regardless of whether they actively use social media for this purpose, 61% said that these sources were at least somewhat influential in their search (17% said extremely or very influential, and 39% said not at all or not too influential).

[3] *The fact that they don't use LinkedIn isn't a surprise given the age of our respondents. In contrast, older students who have entered the workforce do use LinkedIn, which has become an important channel for advertisements for an institution like Southern New Hampshire University, which is targeting older students who haven't finished their degrees or who are seeking to continue their education. See "Marketing for a Massive Online University," www.insidehighered.com/news/2019/10/08/how-marketing-helped-southern-new-hampshire-university-make-it-big-online.*

[4] *According to the Pew Research Center ("Teens' Social Media Habits and Experiences," November 2018), the most popular social channels among teens are YouTube (85%), Instagram (72%), Snapchat (69%), and Facebook (51%). Pew's research was conducted March 7–April 10, 2018, among respondents ages 13 to 17.*

They also use college and university social media accounts in their research. Sixty-three percent visited college social media channels on their smartphone or tablet. Among our respondents, Instagram is the most widely used college/university social channel, followed by YouTube (Figure 1).

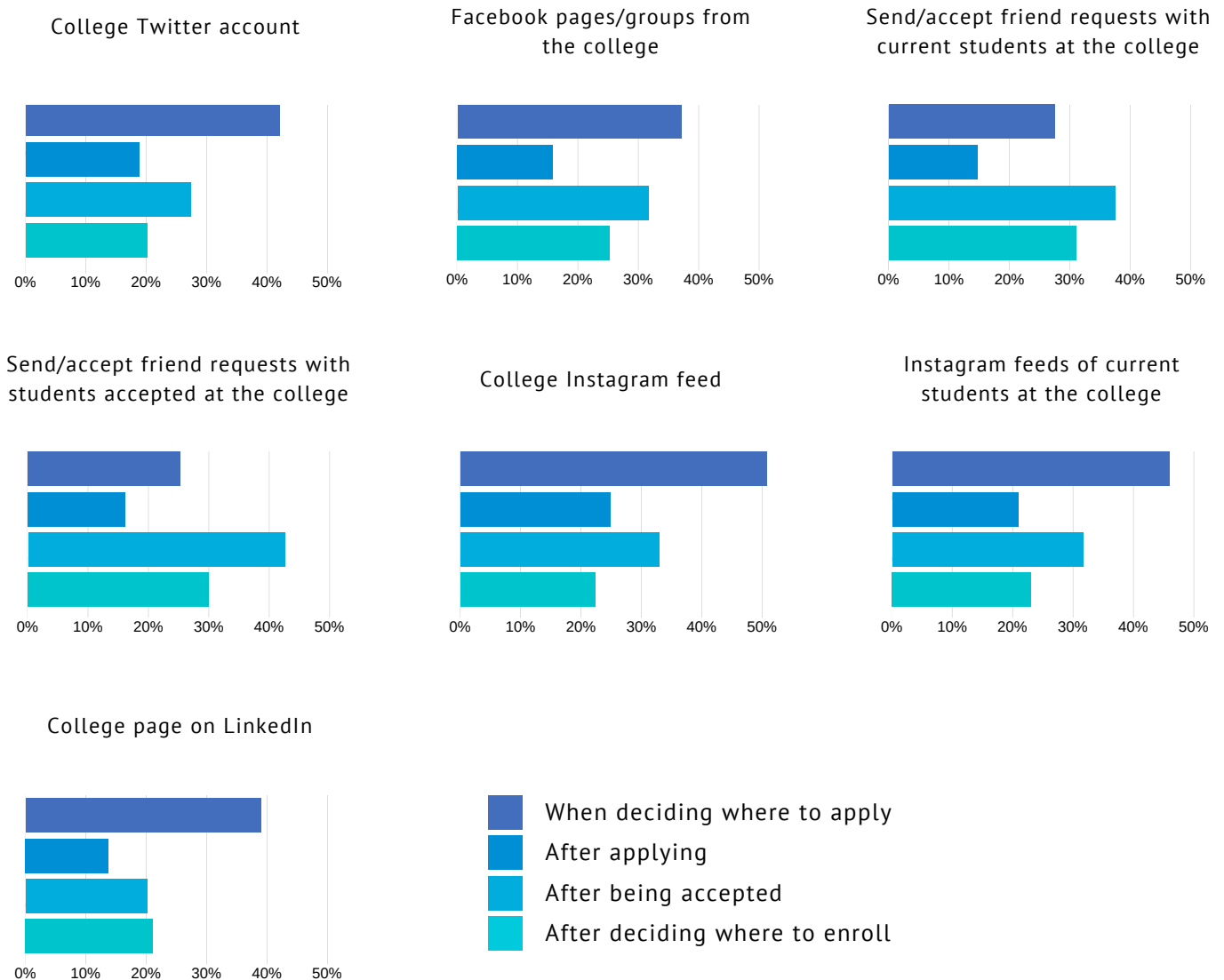## FIGURE 1. HOW OFTEN TEENS USE COLLEGE/UNIVERSITY SOCIAL CHANNELS

- More than once per day
- About once a day
- About once a week
- About once a month
- Less than once a month

In response to the question "How often do you view the following types of social media for colleges/universities you have considered attending?" (n = 1,295–1,303)
Note: Results for Pinterest, Facebook Messenger, LinkedIn, Reddit, Tumblr, WhatsApp, Telegram, and Kik were omitted from this table because fewer than 25% of respondents used these channels.

In fact, responses to the open-ended comments support the importance of YouTube generally. Here's an example from a female senior: "The YouTube videos that gave me a very in-depth view of the actual campus life were most helpful. It made me be able to picture myself there and that helped me make the final choice of what school I wanted to attend."

Figure 2 offers a look at the social media resources teens use at different stages of the college admission process.

FIGURE 2. SOCIAL MEDIA USED AT DIFFERENT STAGES OF COLLEGE ADMISSION

In response to the question "What social media resources did/would you use at different stages of the college admission process? Select all that apply." (n = 1,350)
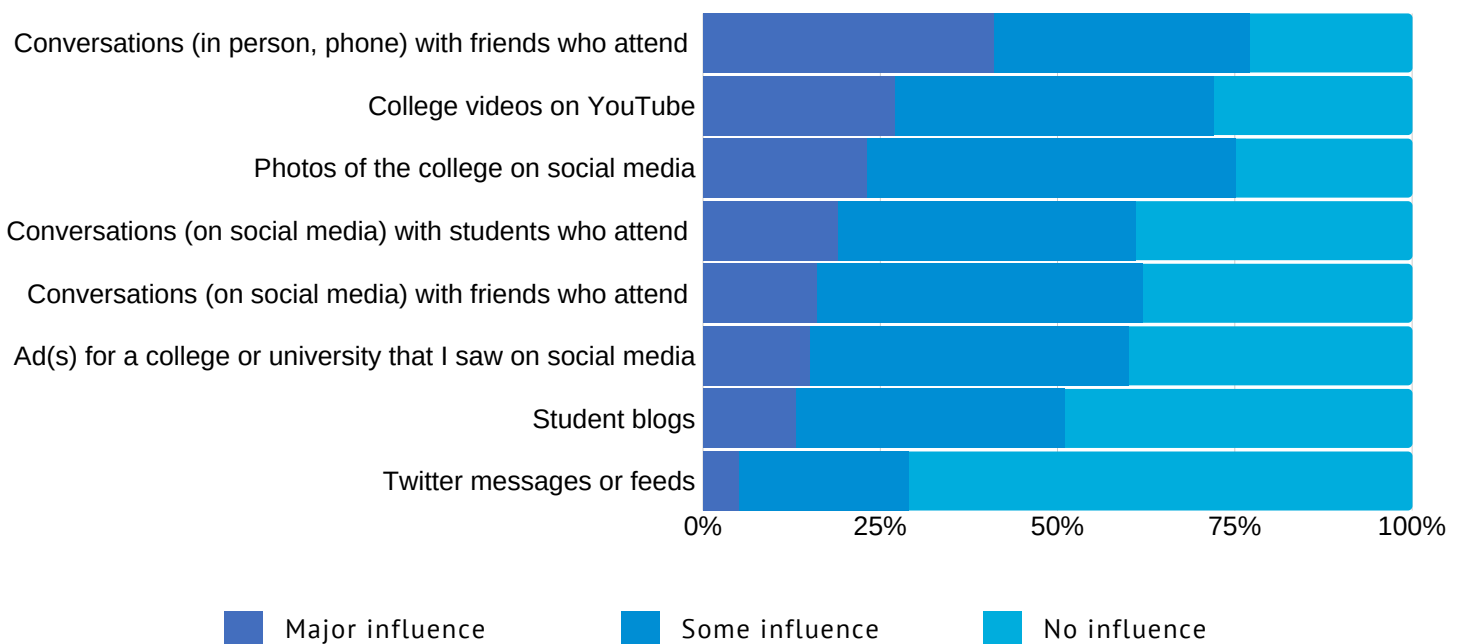
When we asked them whether they did, or would, use social media as a resource in deciding where to enroll, 36% said yes and 32% said no, with 33% saying they weren't sure. Furthermore, we asked in another question how important a particular college's social media was in their decision about whether or not to apply to that college: 48% said that it was either not at all or not very important; 36% acknowledged that it was somewhat important; and only 16% said it was very or extremely important.

So social media may not be as influential as we adults — and admission and marketing professionals — might think. Still, what teens learn on social media was influential in shaping their impression of where they decided to enroll (Figure 3)

Remember that while they use social media to shape their impressions of an institution generally, they may not remember where they saw a particular image or images (on a university's Facebook page? in its Twitter feed? on its Instagram? or perhaps on a student's Snapchat story?). It can be confusing — but the images and other content do create an impression that sticks with them.

FIGURE 3. SOURCES OF INFORMATION THAT INFLUENCED ENROLLMENT DECISIONS

In response to the question "How much has each of the following influenced where you decide(d) to enroll for college?" (n = 1,361–1,414)
Note: Ads and YouTube videos are more influential during the researching process, then drop off. Ads and YouTube videos were the only two items in this list that saw a significant change in influence based on where teens were in the decision process.
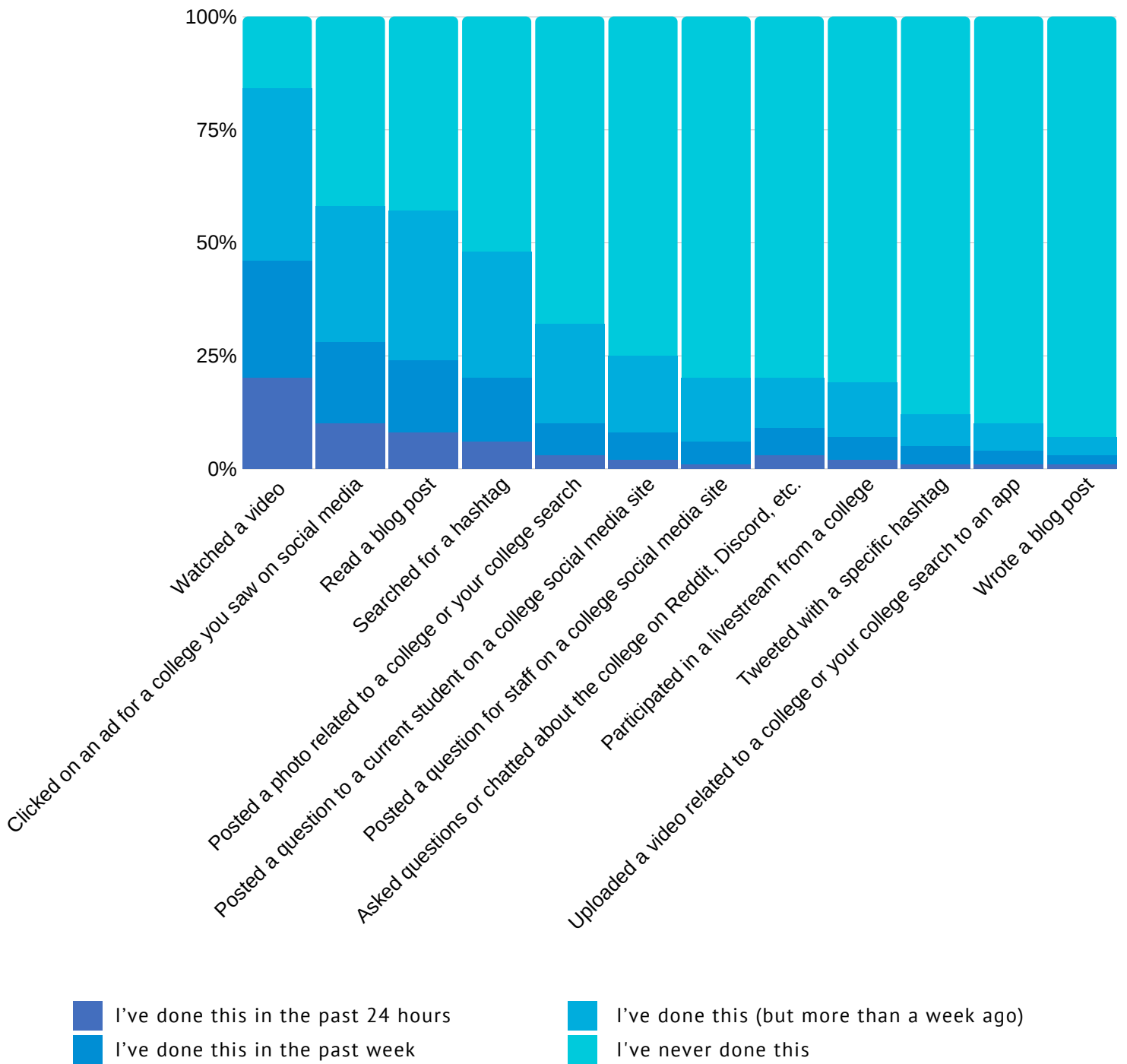
What they learn — and what they don't do — on institutional social channels

It's important to remember that teens' consumption of social media is largely passive. If you imagine teens browsing college and university Instagram feeds, YouTube videos, and Facebook pages much in the same way they browse institution websites, you're right on. That's exactly what they do: They're seeking information and impressions on institutions. We asked whether they had liked or followed a college- or university-sponsored social channel: 63% said they'd done so with Instagram, 34% with YouTube, 24% with Facebook, and 21% with Twitter.

Teens favor Instagram for this purpose: Among our respondents, 51% said they followed college Instagram feeds when deciding where to apply, and 46% said that they looked at Instagram feeds of current students at the college when deciding where to apply.

Otherwise, teens rarely take other actions: They seldom upload images or videos related to their college search or even post questions to staff or to current students at the college. And they rarely participate in a livestream from a college on any channel (Figure 4).

FIGURE 4. HOW TEENS USE SOCIAL MEDIA
TO CONDUCT THEIR COLLEGE SEARCH

Legend:
- ▪ I've done this in the past 24 hours
- ▪ I've done this in the past week
- ▪ I've done this (but more than a week ago)
- ▪ I've never done this

In response to the question "How often have you done each of the following during your college search?" (n = 1,271–1,286)

We asked teens what information that institutions posted on their social channels was most valuable to them. Their open-ended responses include many comments about how pictures and videos help prospects suss out the atmosphere on campus, campus life, and student activities. Also, they look for information about:
- academics and majors (including pictures of faculty in action)
- admission, including deadlines
- tuition and financial aid.

There is also considerable interest in seeing authentic posts and interacting with current students. For example:

- "From a college's social media site, the most valuable information I can gain is knowledge about their campus. The people, diversity, and a helpful community is something that is very important to me. When I see this promoted on their social media, it means they are proud of it, and it makes me interested in their school." (female junior)

- "As shocking as it sounds, there is nothing that I can deem as 'not valuable' from a college's social media site. I say this because everything posted tells me a little more than I already knew about the college, whether it be the atmosphere, scenery, or representation." (female sophomore)

Here's a response that indicates how a member of the class of 2019 who is also a member of an

> *"Social media allowed me to view my college's culture and environment."*

underrepresented group used Instagram to see whether she'd fit in:

- "Social media allowed me to view my college's culture and environment. While deciding on what university to attend I used Instagram as a platform to view each university's environment as well as clubs within the universities, which helped in my decision. Coming from a hispanic and latinx community, finding a campus with latinx clubs was very important in order to make my college transition less difficult. The photos posted on UC Berkeley's Instagram profile regarding clubs were instrumental in helping me decide to attend UC Berkeley."

The many comments like these reinforce the hypothesis that teens use social feeds containing many different types of content to form an impression of an institution. One young man, who was planning to graduate in 2022, wrote, "I have not found anything that is not useful in some way, whether it be positive or negative, in my decision."

The one notable exception: There were quite a few comments about the negative impressions created by too much content focused on athletics. Here's an example, from a member of the class of 2021 who didn't share a gender identification: "I didn't like seeing sports information about the schools. Frankly, I didn't care about the sports of the school for where I'm going. I just wanted to focus on getting my degree and if this college will help me in getting that."

For our respondents, the comments and posts on college social media that were most important to them were from current students (61% said this was very or extremely important) and admission counselors (50% said this was very or extremely important). Only 19% thought content from coaches was very or extremely important; 56% said it was not at all or not too important, reinforcing the statements about the general lack of interest in athletics content that emerged in the open-ended comments.

While teens may explore college and university social media and may read a blog post or consume videos on these channels, they don't necessarily interact with that content or with other people in those venues. In fact, only 15% of students still in the process of researching colleges "liked" or followed an institution's Facebook page, and only 16% of those researching colleges followed them on Twitter.

We asked how important it was for them to personally interact with various people from the college on social media.

Our respondents told us that they wanted to interact with admission counselors (58% said this was very or extremely important) and currently enrolled students (52% said this was very or extremely important). But 62% said it was not at all or not too important to interact with coaches on social media. Not surprisingly, 52% told us that it was very or extremely important to interact on college social channels with currently enrolled students, while 45% said the same about interacting with other newly admitted students.

As they narrow their selections, decide where to apply, and are admitted to specific colleges, teens have a greater incentive to interact with institution-sponsored social media. Yet, even among those who have decided on a college, only 30% say they "liked" or followed its Facebook page (compared with 24% across the total respondent group), and just 26% followed their chosen institution's Twitter feed (compared with 21% overall).

We asked whether they did (or would) use a social network app created by "your college," either before or after admission. Among our respondents, 43% said they would, 32% said they wouldn't, and 25% said they weren't sure. And, in response to another question, only 20% said they'd downloaded an app from a college — although that figure, too, shows changes based on where respondents are in the college search process: Only 11% of those still in the researching phase had downloaded a college's app, while 30% of those who had decided on a college had done so.

How they use other social channels to learn about colleges and universities

It shouldn't surprise college and university staff to learn that prospective students also check out the social media of students who are already enrolled to get a sense of what they are posting and saying about their institutions. While they may not interact with the enrolled students, their words and images help to round out the impression the prospective students have developed about an institution. And, since these observations are coming from near-peers in age, they seem more authentic than the institution's own messages.

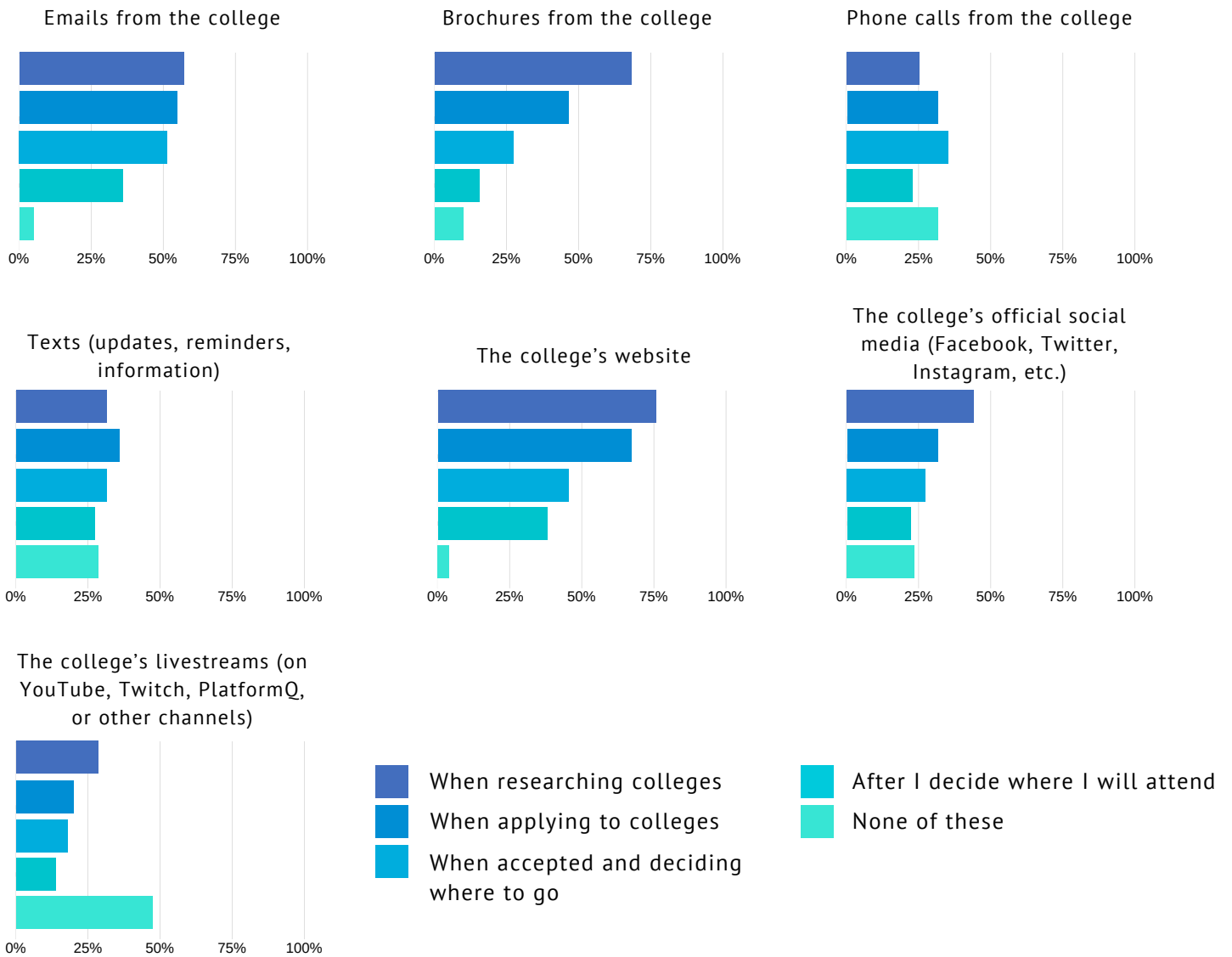Here are some examples from the open-ended comments:

- From a female from the class of 2020: "I look on colleges' social media sites because I want to see how the students interact with each other. It's important for me to go to a school where I feel safe and happy with the people that I'm going to spend about four years with. I like when I see students on Snapchat having fun at a party or studying with a group of friends rather than getting dangerously drunk with bad friends and being alone all the time on campus. The environment of the school really matters to me and I feel like I can see this the most authentically through the students' Snapchats and Instagrams."

- From a female in the class of 2020, illustrating that students look well beyond official college feeds on social media: "I wasn't really looking at the college [social media] sites, but I looked up the college under 'Places' on Instagram to find pictures posted by students at the college. It would help me determine the kind of student life they had on campus. I would also go and look at the college's account just to get an idea of what the campus looked like."

2. WEBSITES

It's impossible to deny how important a college or university website is for recruitment purposes: A college's website remains the most important source of information for teens at all stages of their search and choice. Among our respondents, 92% said it was more important than social media. And it remained significant across all the stages of their college search and choice (Figure 5).

FIGURE 5. MOST VALUABLE TYPES OF CONTENT DURING DIFFERENT STAGES OF THE RESEARCH/CHOICE PROCESS

In response to the question "What are the most valuable types of content you used during any of the following phases of the college admission process? Please select as many options as apply to you personally. Select at least one column per row." (n = 1,023)

Even those who didn't use social media in their college search (fully a third of our sample) did use the institution's website in their research, as responses to the open-ended questions confirm. Here's an example from a female member of the class of 2020: "Personally, I don't have any social media accounts, so I did not get my information from there. I looked up the university and used the website."

In fact, 54% of our respondents told us that a college's website was very or extremely important in shaping their decision to apply to a college; only 12% said it was not at all or not too important. In contrast, 48% told us that social media was not at all or not too important in their decision about whether to apply to a particular college or not.

We asked our respondents about the importance of various information areas commonly found on a college website. Here they are, ranked by the percentage of respondents describing them as "very important" or "extremely important":

1. Majors/academic programs: 95%
2. How much it costs to attend (e.g., tuition, cost of living): 93%
3. Financial aid: 90%
4. The application process (how to apply, next steps, etc.): 84%
5. Where it is located or how to visit: 78%
6. Campus culture and student life: 75%
7. How to ask questions or find ways to contact someone who works there: 74%

> " *I don't have any social media accounts ... I looked up the university and used the website.* "

8. Professors (what they teach, research interests, etc.): 66%
9. The students, so I can figure out whether the college is a good fit for me: 52%

A large majority (80%) of respondents reach a college's website by searching for it using Google or another search engine and clicking the link to the home page; 64% search and then "click the results that interest me." And 54% go directly to a college's home page because they've saved the link. Only 19% follow a link from an admission help site like Chegg, US News, or Princeton Review.

Not surprisingly, the links on a college website that teens use vary in importance to them depending on whether they are doing initial research, are considering where to apply, are deciding which college to attend, or have made the decision. Figure 6 summarizes how their website use changes over the course of this process. Again, note the lack of interest in athletics (42% of respondents didn't use — or at least don't recall using — this link) and alumni (40% didn't use it).

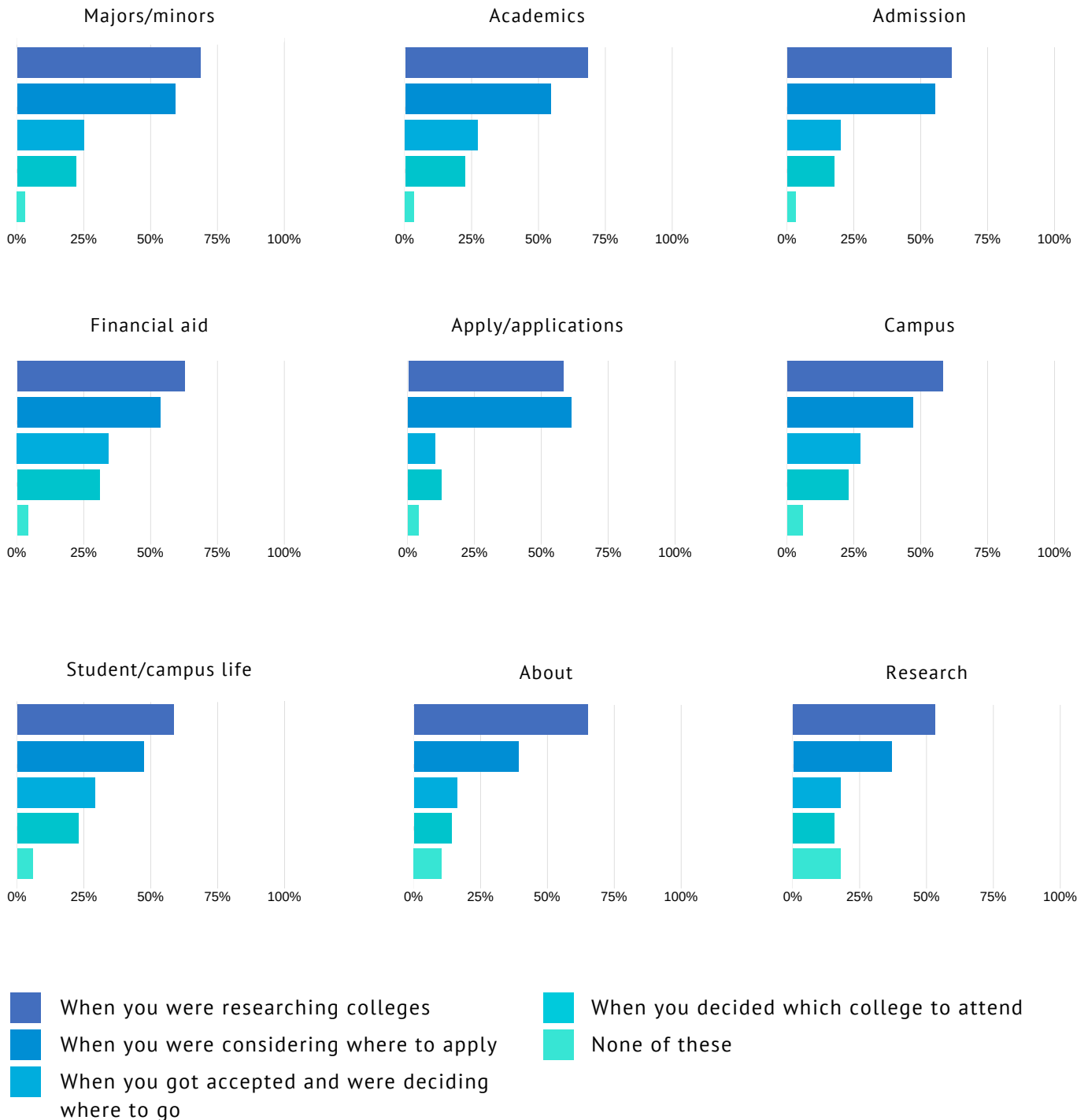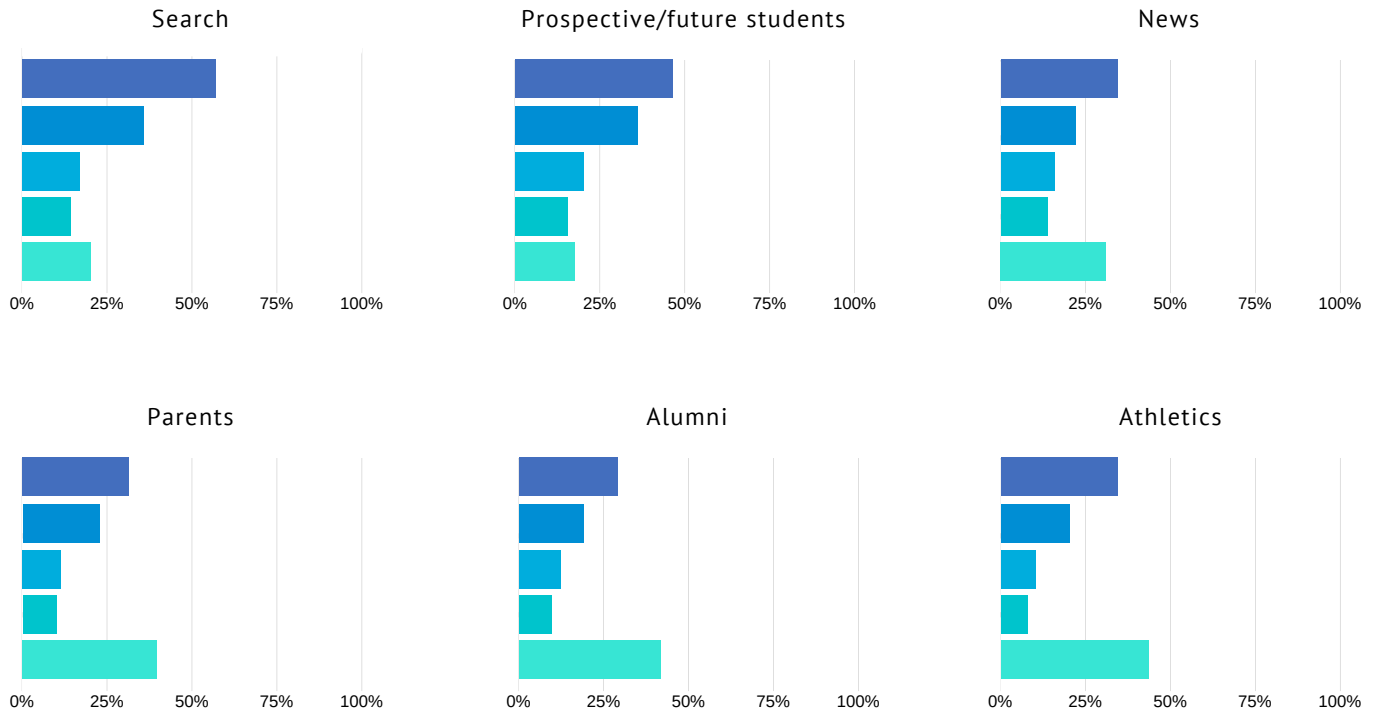## FIGURE 6. MOST IMPORTANT HOME PAGE LINKS AT DIFFERENT STAGES OF CHOICE/DECISION

Legend:
- When you were researching colleges
- When you were considering where to apply
- When you got accepted and were deciding where to go
- When you decided which college to attend
- None of these

FIGURE 6. (CONTINUED)

Search

Prospective/future students
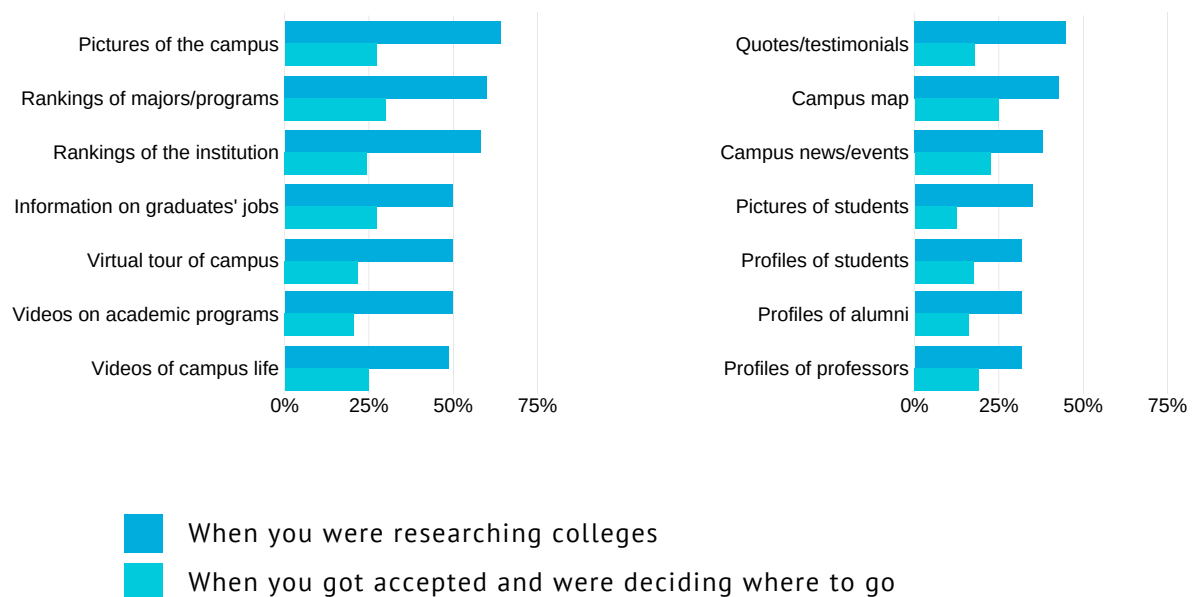
News

Parents

Alumni

Athletics

■ When you were researching colleges

■ When you were considering where to apply

■ When you got accepted and were deciding where to go

■ When you decided which college to attend

■ None of these

In response to the question "College websites typically have many links on their home page. Which of the following links did you use during each of the following phases of the college admission process? Select as many as apply." (n = 1,081)

Aside from finding out what links teen prospects use most often when they explore a college website, we also wanted to know about particular kinds of web content they found useful on higher ed websites. We offered them the opportunity to select as many options as they wanted from a list of 14 different choices.

In Figure 7, we show teen responses during two key stages of their process: when researching colleges, and after they've been accepted and are deciding where to go. This table underscores how important images and videos are as prospective students are forming an impression of an institution during the research phase. When teens are deciding which institution to attend, images and videos weigh more equally with other types of information. We also found it interesting that, in general, profiles of professors, students, and alumni appear to be valued less at all stages of the process.

FIGURE 7. AREAS OF UNIVERSITY WEBSITE CONTENT STUDENTS FIND VALUABLE WHEN RESEARCHING COLLEGES AND DECIDING WHICH COLLEGE TO ATTEND

Pictures of the campus	Quotes/testimonials
Rankings of majors/programs	Campus map
Rankings of the institution	Campus news/events
Information on graduates' jobs	Pictures of students
Virtual tour of campus	Profiles of students
Videos on academic programs	Profiles of alumni
Videos of campus life	Profiles of professors

■ When you were researching colleges
■ When you got accepted and were deciding where to go

In response to the question "Which of the following content areas did you find valuable during each phase of the admission process? Select as many as apply." (n = 1,032)

3. DIGITAL ADVERTISING

In general, the teens we surveyed are well aware of college and university advertising on both websites and social media. Among our respondents, 73% told us that they had seen an ad from a college or university on their computer or mobile device.

A majority of teens (56%) who saw the ads actually clicked on at least one of them. More importantly for advertisers, among respondents who'd seen these ads, 63% of those actively researching colleges said they'd clicked on one, 55% of those deciding said they'd done so, and so did 50% of those who have decided. Even many of those who had not yet seen a college or university ad (or weren't sure if they had) would consider clicking on one: While 25% said they were "not at all likely" to do so, 43% said they were at least somewhat likely to click through.

In any case, these ads don't turn students off, even if they associate them with a college or university they have already visited — indicating that they are being tracked and targeted by that institution. Fifty-eight percent of our respondents said that they were aware of seeing an ad for a particular college on social media after they'd visited that college's website. Among that group, 46% said that it had no impact on their impression of a college when they noticed the targeted ad, and for 41%, the impression was somewhat to very positive!

In the "Mythbusting Enrollment Marketing" research, a majority of respondents told us that retargeting had no effect on their impression of a college or university.[5]
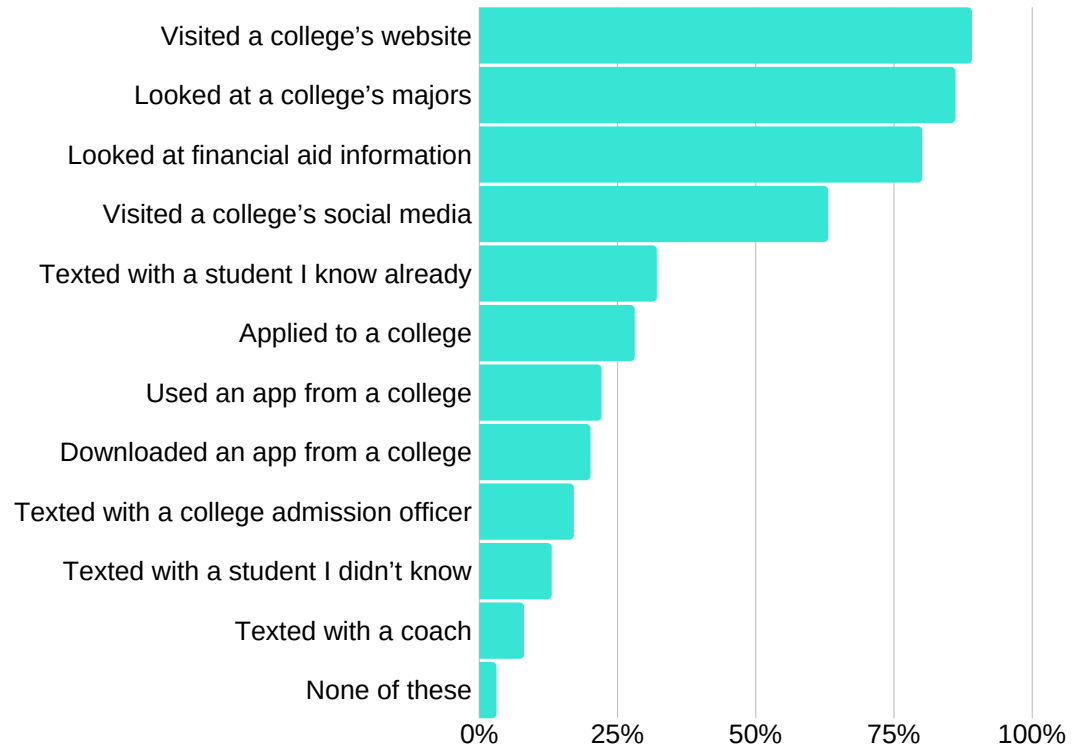
[5] "Mythbusting Enrollment Marketing," figure 11, page 9.

4. REACHING OUT TO TEENS

We don't need to remind anyone reading this report how important smartphones are to today's teens. Teens applying to colleges use their phones for many different purposes.

We asked them about various ways in which they might have sought information from a college or university and interacted with an institution or its representatives using a smartphone or tablet. See Figure 8 for their responses.
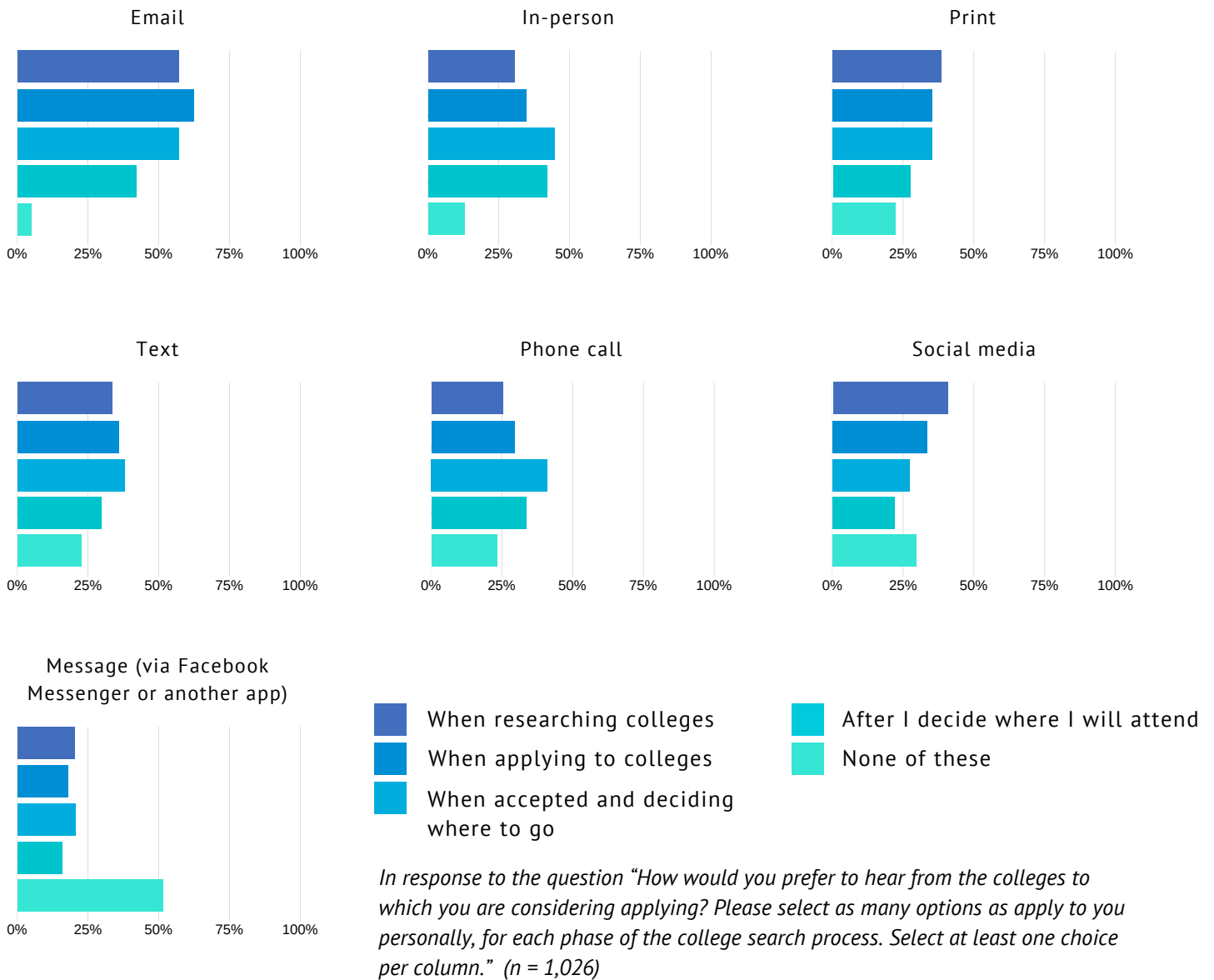
FIGURE 8. WAYS IN WHICH TEENS USE THEIR SMARTPHONE/TABLET TO INTERACT WITH COLLEGES

In response to the question "Which of the following have you done on a smartphone or tablet during your college search? Select all that apply." (n = 1,123)

We asked our respondents how they wanted colleges to communicate with them. Email is surprisingly popular at all stages of their search and decision making; see Figure 9.
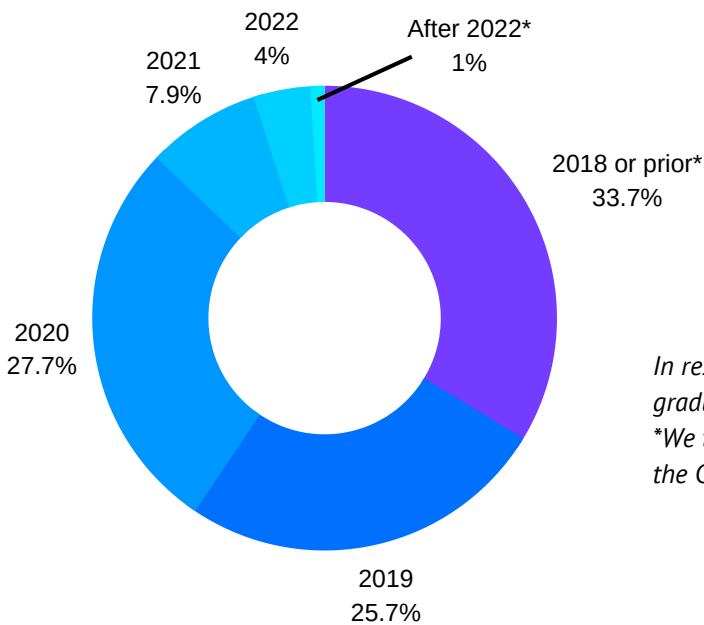
FIGURE 9: HOW TEENS PREFER
COLLEGES COMMUNICATE WITH THEM

In response to the question "How would you prefer to hear from the colleges to which you are considering applying? Please select as many options as apply to you personally, for each phase of the college search process. Select at least one choice per column." (n = 1,026)

This is consistent with findings from "Mythbusting Enrollment Marketing." Respondents to that survey consistently selected email as their preferred channel for communications throughout the college research and selection process, though in that study, it was selected by higher percentages of respondents across all stages of the process.[6]

[6]*"Mythbusting Enrollment Marketing," figure 2, page 4.*

DEMOGRAPHICS

For this survey, 53.4% of our overall respondents were on track to graduate in 2019 or 2020 (Figure 10).
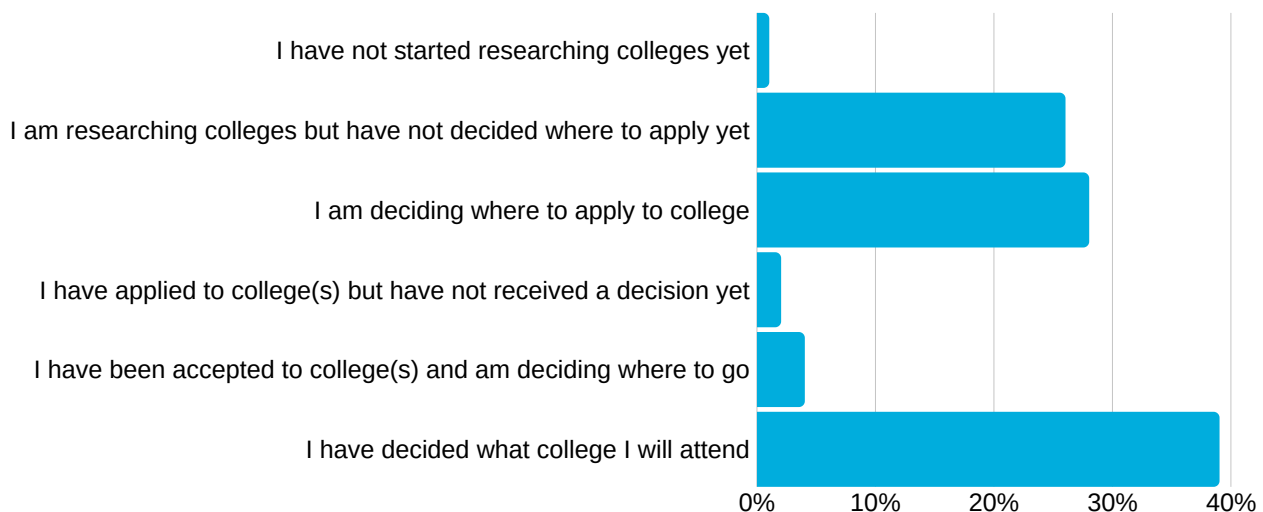
FIGURE 10. RESPONDENTS' YEAR OF GRADUATION

In response to the question "What is your year of high school graduation (or expected graduation)?" (n = 2,281)
*We terminated the survey for those who responded that they were in the Class of 2018 or before or in classes after 2022.

At the time they responded to the survey, the majority of our respondents were researching colleges and deciding where to apply; 39% already knew what college they were attending (Figure 11).
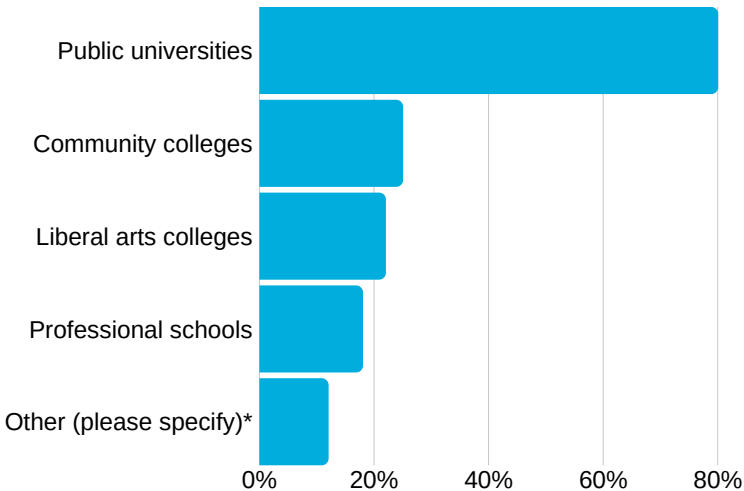
FIGURE 11. RESPONDENTS' STAGE IN THE COLLEGE ADMISSION PROCESS

In response to the question "Which of the following best describes where you are currently in your college admission process?" (n = 1,464)

A large majority of respondents (80%) were thinking of applying to public universities (Figure 12).

FIGURE 12. TYPES OF INSTITUTIONS TO WHICH RESPONDENTS INTENDED TO APPLY

In response to the question "Which of the following best describes the higher education institution(s) you are considering applying to and enrolling? Select as many as apply." (n = 1,458)
*We didn't offer "Private universities" as an answer option, but it was written in by 9% of respondents.

Three-quarters (76%) of those who answered a question about gender said they identified as female, though there was no detectable statistical difference between males and females in the responses to the survey (Figure 13). And 44% of those who responded to a question about ethnicity identified as "Caucasian or White," with 23% identifying as "African American or Black" and 23% as Latinx (Table 1).

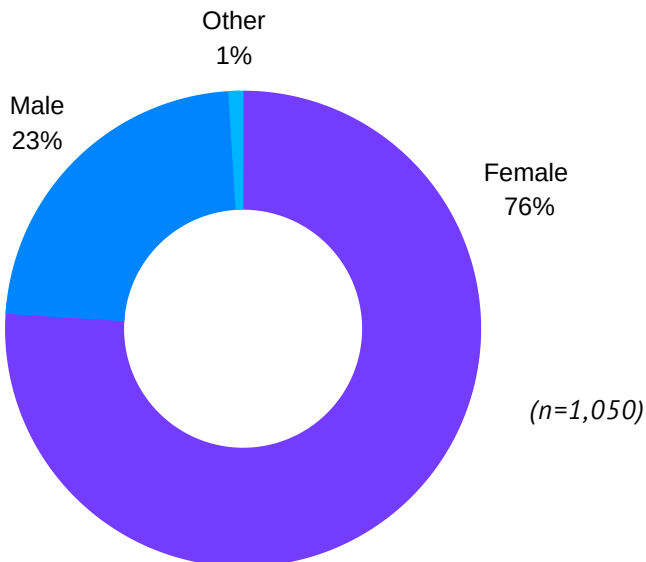## FIGURE 13. GENDER IDENTIFICATION OF RESPONDENTS

(n=1,050)

TABLE 1. ETHNIC CATEGORIES WITH WHICH RESPONDENTS IDENTIFY

ETHNIC CATEGORY	%
Caucasian or White	44%
African American or Black	23%
Hispanic or Latino	23%
Asian	15%
American Indian or Alaska Native	3%
Native Hawaiian or other Pacific Islander	2%
Other (please specify)	1%
Prefer not to answer	4%

In response to the question "Which ethnic category or categories do you most identify with? Please select all that apply." (n = 1,045)

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