ENROLLMENT MANAGEMENT PERCEPTIONS AND

PRACTICES OF PUBLIC COMMUNITY

AND TWO-YEAR COLLEGES IN

OKLAHOMA AND KANSAS

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CHAPTER I

INTRODUCTION

Amidst the many crises which have affected higher education during the last two

decades, two interrelated problems have become dominant as long-term concerns. Those

concerns are the societal shifts that produce declining students numbers, and the

accompanying economic problems that produce financial changes in the future of colleges

and universities (Miller, 1986). These financial changes tend to be either directly or

indirectly tied to enrollment, and, because of that linkage, enrollment trends and

projections have gained a high degree of prominence on most campuses. On the surface,

it appears that predicting future enrollment patterns should be easy; a simple matter of

counting the noses of the college age cohort should suffice. In reality, the problem is

extremely complex, even to the point of being bewilderingly so (Kruetner & Godfrey,

1980). Variables such as birthrates, unemployment, cost of living, composition of college

student bodies, ethnic mix, retention and attrition rates, state funding patterns, federal

financial aid, and vocational demands, all figure to a greater or lesser degree in predicting

enrollment trends (Clagett & Kerr, 1992). As Lewis (1990) pointed out:

> The need to manage or influence college enrollment from the ititial contact
> by a prospective student to graduation has long been obvious to many in the
> college community. During the last 20 years the intensity of their interest has
> increased. The term enrollment management has come into existence to describe
> an aggressive program of activities which will result in the enrollment and
> retention of the appropriate number of qualified students needed to maintain or
> enhance institutional quality (p. 5).

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Given the above, it has become incumbent upon institutional leaders to examine carefully

their practices in the area of student recruitment and retention, consolidating those efforts

into an overall plan embracing strategic planning and institutional quality, as well as

recruitment and retention (Claffey & Hossler, 1986). That overall plan has helped

crystalize the idea of enrollment management (Clagett & Kerr, 1992).

Background

Enrollment management has been described as both a concept and a procedure

(Kemerer, Baldridge & Green, 1982). As a concept, enrollment management implies an

assertive approach to ensuring a steady supply of qualified students required to maintain

institutional viability. As a procedure, enrollment management involves a set of activities

to help institutions interact more successfully with their students and retain those students

from matriculation to graduation.

As pointed out by Hossler (1984), there is a commonality of functions included within

most enrollment management systems. Those are:

Student Marketing and Recruitment. Enrollment management must be based upon

the data that identify current and potential markets. Procedures should be established to

inform, motivate, and serve those markets with the ultimate goal of recruiting students

who find satisfaction, stimulation, and personal growth at the institutions they have

chosen.

Pricing and Financial Aid. Since they exert an enormous influence on the success of

any marketing or recruitment efforts, these two factors are an integral part of any

enrollment management system. Tuition levels and the ability to award financial aid in a

manner which maximizes student enrollment are crucial to any enrollment management scheme.

Academic and Career Advising. The advisement a student receives on academic and career decisions has a direct correlation to that student's satisfaction and persistence. A student who perceives his or her advisor as a mentor concerned with fostering academic and career goals will have a high satisfaction and persistence level.

Student Services. Student services help shape the institution's attractiveness to a student. Athletics, student activities, counseling and residential life have a major impact, not only on the recruitment of students but on their retention.

Orientation Programs. These programs prepare students for the collegiate environment they will be entering and help reduce any anxiety they may be feeling. Orientation programs should be viewed as important to both the recruitment and retention efforts of an enrollment management system.

Academic Assistance Programs. Academic assistance programs should be available to respond to the varying levels of preparation with which students arrive at college. Also, they should be adaptable to the needs of students as they progress within the system.

Retention Programs. Sound retention programs are intended to improve student persistence. Retention must be an institution-wide effort involving faculty and staff in daily activities that enhance a student's intention to stay. A sound retention program should be an integral part of an enrollment management system.

Institutional Research. Data from institutional research must be available, particularly in regard to characteristics of potential and actual matriculants, student satisfaction, and

student outcomes. Enrollment management data should be a high priority in the area of institutional research.

Hossler's (1984) taxonomy of functions, summarized above, helped quantify enrollment management as a concept and complemented the observations of other authors. For example, Muston (1984), in his paper on enrollment management strategies, noted that by the late 1970s, institutions of higher education began to exhibit at least three patterns of response to the notion of enrollment management: business as usual; increased activity in institutional promotion and student recruitment; or establishment of enrollment management systems based on principles of strategic planning.

By the mid-1980s, Graff (1986) pointed out that those institutions whose leaders opted for business as usual began to suffer unexpected enrollment downturns. Those who relied upon recruitment and promotional strategies alone risked the integrity of their institutions, as well as any long-term institutional stability. Those who chose the third alternative, enrollment management based on strategic planning, gave themselves the tools to adjust to societal trends by their ability to affect institutional action.

Problem Statement

In the state of Oklahoma, institutions of higher education were not immune to the effects of declining numbers of traditional-age college students which began in the mid-1980s and continued through the early part of the next decade. The problem was further exacerbated for some institutions by new admission standards fully implemented in 1990 by the Oklahoma State Regents for Higher Education which established a three-tiered admissions system for the state (OSRHE, 1993).

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The administrative issues which faced Oklahoma institutions as a result of the new admission standards had to do with features of the system which did not directly connect enrollment with the state funding formula for state aid. One of these issues came to the fore at the community colleges, and, to a lesser degree, at the regional four-year colleges and universities. The new admission standards required students at the state's two comprehensive universities, Oklahoma State University and the University of Oklahoma, to have a minimum 22 ACT or SAT equivalent, or a 3.0 GPA and be in the top one-third of their graduating classes (OSRHE, 1993). As a result of these admission criteria, approximately 55-60% of each year's high school graduating classes since 1992 were mandated and continue to be mandated, if they remain in-state, to attend one of the state's 17 two-year or community colleges or one of its 10 regional schools, instead of either of the two comprehensive universities (OSRHE, 1993). The enrollment growth at the regional schools over a five-year period has been 7.7%. The enrollment growth at the community colleges has been 10.9%. The enrollment decrease at the comprehensive universities has been 4.8% (OSRHE, 1994).

Using a four-step budgeting process for each of the "tiers" (OSRHE, March, 1994) or groups of institutions within the state, the Oklahoma State Regents for Higher Education budgeting process is not directly tied to enrollment numbers. As noted as part of an extensive illustration of how the process works:

> One of the commonly misunderstood aspects of the State Regents' program budgeting system is program mix and enrollment in programs. Many assume that colleges of approximately the same size would likewise have the same budget, as is the case in some states. In other words, colleges would receive approximately the same amount of state funding for each student enrolled (p. 3).

Instead of being directly tied to raw enrollment numbers, state allocations are driven by programatic costs and a peer factor.

> The enrollment in each program is multiplied by the standard cost per student for that program. The product is then further multiplied by the peer factor, a measure of funding for Oklahoma's colleges compared to similar institutions in other states. That product then is the budget needs for that program at that college, which are then summed to give the total need for the college (p. 3).

The key elements of the budget process that affect the outcome can be summed up as follows:

a. Peer institutions selected

b. Peer funding per student for each tier of institutions

c. Ratio of students fees to state appropriations

d. Projected credit hour production by academic field of study

e. Cost of high/medium/low cost programs

f. Deviation of each actual program cost from the standard program cost (p. 5).

Additionally, new fiscal year budget increases are factored in at 102% per year, projected by a "rolling five-year plan." In the fifth year of the "rolling plan" the first-year allocation is subtracted from the fifth-year need to compute a "funding gap." One-fifth of that "funding gap" is then added to the current year allocation in order to compute the next fiscal year's budget needs (p. 84).

Given that state aid funding has been essentially static and not directly driven by enrollment growth or downsizing, the regional schools and two-year or community colleges are faced with a complex funding formula that does not respond proportionately to direct enrollment growth or loss. These circumstances being encountered by the regional schools and the community colleges suggest that enrollment management

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practices should be useful in coping with their dilemmas; however, for purposes of this study, only the enrollment management practices of Oklahoma's public community and two-year colleges will be considered.

The circumstances in higher education in the state of Kansas have tended to parallel the scenario in Oklahoma during the late 1980s, especially as far as enrollment is concerned (Schultz, 1991). Differences, though, show up in the area of funding patterns. While the effect of the decline in numbers of traditional age students was not exacerbated by new admissions criteria, as it was in Oklahoma, several on-going problems related to enrollment-based funding and the state's fiscal health came to impact upon the management of public community and two-year college resources during the early 1990s.

Kansas' public two-year tier of colleges were and continue to be, funded primarily by a combination of tuition, state aid, and property taxes within each college district (Kansas State Department of Education, 1994). This combined funding base has two built-in restrictions which tend to increase the fiscal importance of credit hour production in the state's community colleges. First, there are restrictions in place on tuition charges. No school may charge more than $27.00 per credit hour (Kansas State Department of Education, 1994, p. iv). Consequently, a school already at the maximum tuition charge has no opportunity for additional funding via tuition increases; only by adding credit hours at the maximum tuition rate. Second, there is a property tax lid in place statewide. According to Dr. Ed Berger, (personal communication, Feb. 28, 1996) president of Hutchinson Community College, the property tax lid precludes increasing ad valorem property taxes beyond valuation increases attributable to new construction.

These two limitations would seem to place a tremendous amount of emphasis on

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credit hour generation for state aid reimbursement; however, that avenue, too, has its own limitations. According to Dr. Merle Hill, (personal communication, Dec. 13, 1994) Executive Director of the Kansas Association of Community Colleges, during the 1989-90 school year, public community colleges in Kansas received special supplemental funding in the amount of $31.41 per credit hour, or $3.41 per credit hour over the $28.00 per credit hour state aid mandated by statute. Since that time, state funding levels have dropped to $27.72 per credit hour for FY 94--actually below statutory level. The only new funding now available must be created through growth, i.e., the generation of additional credit hours. Over a five-year period, from 1989 to 1993, credit hour production had increased almost 45%; however, in the fall of 1994, credit hour production leveled off, or in some cases declined. As it now stands, according to Hill, Kansas public community colleges no longer have the potential for additional funding previously provided by increasing tuition and/or property taxes, and have not demonstrated a resurgence of the ability to generate additional credit hours.

In a fashion very similar to that found in Oklahoma, Kansas public community and two-year colleges are viable candidates to utilize enrollment management techniques as tools to maintain institutional vitality during difficult economic times. While Oklahoma's two-year schools are faced with increased enrollment without a proportionate increase in funding to accommodate the new students, Kansas' two-year schools are faced with static enrollment and potentially fewer dollars. Even though schools in both states are funded by distinctly different funding formulas, applied enrollment management techniques would appear to be useful in both states in order to assist in making good administrative decisions.

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As suggested by Muston (1984) enrollment management in institutions of higher education has been proposed as a way of effecting a recognition on the part of institutions that changes in environment, clientele, and constituents must be addressed in a pro-active manner. Ewell's (1984) description is even more succinct: "When regarded as a sum of its parts, enrollment management is really nothing new" (p. 4). Colleges have been admitting, enrolling, advising, and dismissing or graduating students from the beginnings of their existence. Most, in fact, have evolved fairly sophisticated and complex mechanisms for accomplishing these tasks. The problem is, as Ewell notes, "that they have tended to develop each of these mechanisms in isolation--locating each in a different office, subjecting each to different regulations and policies, and judging each...in terms of a different set of criteria" (p. 4). The function of enrollment management is to coordinate these rather disparate programs and policies and monitor their effects, in order that sound administrative decisions can be made. The complexity of the process of change played out against the complexity of an institution necessitates a planned and coordinated commitment from all elements of the institution (Kreutner and Godfrey, 1980).

Purpose of the Study

For obvious reasons of continuity, institutional leaders in higher education must be concerned with their institution's vitality and stability during a relatively tumultuous period in American higher education. In an era of constrained financial resources, dwindling public support, and shifting demographic and societal trends, these higher education leaders may need a greater degree of sophistication to help them deal effectively with these inter-related variables.

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In 1993, the third in a series of nation wide studies of enrollment management practices was conducted by Williams-Crockett, an affiliate of the Noel-Levitz Center for Enrollment Management located in Iowa City, IA. The Fall 1993 National Enrollment Management Survey was published the following September (Williams-Crockett, 1994). The purpose of the study was to identify the extent to which enrollment management practices were being employed by colleges and universities across the nation. The findings suggested that the use of specific enrollment management practices were increasing and that the integration of enrollment management practices was gaining wider acceptance by all levels of higher education. Of particular interest was the fact that only four Oklahoma public community and two-year colleges and two such schools in Kansas out of a total of 171 similar institutions surveyed nationally participated in the study. Since the two states have a total of 36 public community and two-year colleges, such low participation gave impetus for a study of enrollment management practices in Oklahoma and Kansas in these institutions, and the opportunity for an assessment of enrollment management perceptions in the two states.

The purpose of this study was to describe and compare the perceptions of enrollment management in evidence in the public community and two-year colleges in Oklahoma and Kansas, and to describe and compare enrollment management practices in those same schools. To that end, two major hypotheses were developed and tested. The first hypothesis dealt with the perceptions of the chief admissions officers in Oklahoma and Kansas as they related to enrollment management practices:

1. There are no significant differences between the perceptions of Oklahoma and Kansas chief admissions officers regarding the value and importance of enrollment

management practices in public community and two-year colleges.

The second hypothesis describes and compares a selected number of enrollment management practices employed by public community and two-year colleges in Oklahoma and Kansas:

2. There are no significant differences between the type and frequency of enrollment management practices employed by public community and two-year colleges in Oklahoma and Kansas.

2a. There are no significant differences in the enrollment goals set by public community and two-year colleges in Oklahoma and Kansas.

2b. There are no significant differences in the enrollment results achieved by public community and two-year colleges in Oklahoma and Kansas.

2c. There are no significant differences in conversion and yield rates achieved by public community and two-year colleges in Oklahoma and Kansas.

2d. There are no significant differences in the enrollment management organizational structures of public community and two-year colleges in Oklahoma and Kansas.

2e. There are no significant differences in the manner in which prospective students are contacted in public community and two-year colleges in Oklahoma and Kansas.

2f. There are no significant differences in the use of telecounseling in the public community and two-year colleges in Oklahoma and Kansas.

2g. There are no significant differences in financial aid awarded by the public community and two-year colleges in Oklahoma and Kansas.

2h.   There are no significant differences in budgeting and staffing of admissions offices in public community and two-year colleges in Oklahoma and Kansas.

2i.   There are no significant differences in enrollment planning occurring in public community and two-year colleges in Oklahoma and Kansas.

2j.   There are no significant differences in recruitment practices in public community and two-year colleges in Oklahoma and Kansas.

2k.   There are no significant differences in maintaining contact with present students in public community and two-year colleges in Oklahoma and Kansas.

2l.   There are no significant differences in retention and graduation rates in public community and two-year colleges in Oklahoma and Kansas.

Scope of the Study

The sample for this study was limited to 36 public community and two-year colleges in the states of Oklahoma and Kansas as recognized by the Oklahoma State Regents for Higher Education and the Kansas State Department of Education, the two respective coordinating boards of governance for such institutions. Included in the sample in Oklahoma were the two associate degree granting technical branches of Oklahoma State University located in Okmulgee and Oklahoma City. Likewise, Tulsa Junior College, the state's sole and largest multi-campus two-year institution, was treated as three separate entities: Tulsa Junior College-Metro Campus, Tulsa Junior College-Northeast Campus, and Tulsa Junior College-Southeast Campus. The rationale for such treatment was based

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on the administrative structure of each of the three campuses and the degree of autonomy that exists in the enrollment process on each campus.

Excluded from the study in Oklahoma were St. Gregory's College, Bacone College, and Oklahoma Junior College, all privately supported two-year colleges; the branch campus of Southwest Oklahoma State University at Sayre, Oklahoma, because it is not an associate degree granting institution; and the branch campus of Northeastern State University at Muskogee for the same reason.

Inclusionary and exclusionary factors in Kansas were a bit simpler than Oklahoma because the two-year college system is not as multi-faceted. Included were all public supported two-year colleges under the Kansas State Board of Education. There were no branch campus considerations to be made, although most of the public two-year schools do have outreach centers within their designated service areas.

Excluded from the study because they were either proprietary or privately funded two-year institutions were Brown Mackie College, Donnelly College, and Hesston College.

Assumptions and Limitations

This study was initiated within the parameters of the following assumptions and limitations.

Assumptions

1. It was assumed that enrollment management is a viable and effective concept for helping leaders of public community and two-year colleges deal with funding and

enrollment issues and the resultant challenges to institutional vitality and stability.

2. It was assumed that the chief admissions officers included in this study have significant knowledge of and about the enrollment processes and practices of their respective institutions.

Limitations

1. It was a consideration and concern that the scrutiny being given to higher education management practices in both states may have influenced perceptual responses to this study.

2. It was a consideration and concern that the awareness of enrollment management as a phrase gaining in prominence in educational circles may have influenced perceptual responses to this study.

3. It was a consideration and concern that awareness on the part of respondents that their institution was part of a two-state study of enrollment management may have influenced their perceptual responses to this study.

4. It was a consideration and concern that the limitations imposed by the relatively small intact group size of 36 subjects would preclude the generalizability of the results of this study to public community and two-year colleges outside the states of Oklahoma and Kansas.

Definitions

As noted in the introductory portion of this chapter, the philosophical definition of enrollment management has been provided by Kemerer and others (1982) and is a two-part definition. Kemerer defines enrollment management as both a concept and a

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procedure: As a concept, "...enrollment management implies an assertive approach to insuring the steady supply of qualified students required to maintain institutional vitality." As a procedure, "...enrollment management is a set of activities to help institutions react more successfully with their potential students" (p. 21).

More specifically, for purposes of this study, selected functions of enrollment management were also defined in order to arrive at a common understanding in responding to the survey instrument.

Student Marketing and Recruitment - refers to data that identifies current and potential markets and allows colleges to inform, motivate, and stimulate students to matriculate to a given institution.

Pricing and Financial Aid - Refers to the necessity of setting market sensitive, competitive tuition rates, and providing financial assistance at a level sufficient to maximize student enrollment.

Academic and Career Advising - refers to those student counseling activities which provide advice on academic and career decisions and which have a direct correlation to student satisfaction and persistence.

Student Services - refers to those ancillary functions of the institution such as residential life, personal counseling, student activities, and athletics which have a direct impact on attracting and retaining students.

Orientation Programs - refers to on-going activities designed to prepare students for a collegiate environment and help reduce the anxiety of beginning college life.

Academic Assistance Programs - refers to on-going activities such as tutoring, study skill sessions, early alert intervention, and similar efforts to meet student's academic needs.

Retention Programs - refers to on-going campus wide efforts involving faculty and staff to retain students from the point of matriculation through graduation.

Institutional Research - refers to an institution's ability to provide data about itself and its student's characteristics in order to make sound enrollment management decisions.

Two other terms also required definitions in order to quantify the survey instrument responses.

Public Community and Two-Year Colleges - In 1987, a Carnegie Foundation technical report, A Classification of Institutions of Higher Education, defined two-year, community, junior and technical colleges as being those which "offer certificate or degree programs through the Associate of Arts level, and with few exceptions, offer no baccalaureate degrees" (p. 7). For purposes of this study, "public community colleges" and "two-year colleges" were terms in agreement with the Carnegie definition, but were as a whole more descriptive of the publicly funded two-year institutions in Oklahoma and Kansas than the terms "junior college" or "technical college." The terms "public community colleges" and "two-year colleges" were used synonymously and interchangeably in this study.

Chief Admissions Officer - refers to the public community college or two-year college administrator who has direct responsibility for the enrollment of the institution. Titles of those administrators responding to the survey instrument ranged from "Director of Admissions" to "Dean of Students," to "Vice President for Student Services," to "Interim Vice Provost/Student Affairs" to "Registrar/Director of Admissions."

Summary

Public community and two-year colleges in Oklahoma and Kansas are facing enrollment and related funding problems which are being generated by internal manipulation of admission criteria and by demographic and economic circumstances. The internal manipulation of admission criteria in Oklahoma set forth admission standards which have shifted a significant part of freshman enrollment to the state's two-year schools without a commensurate increase in funding to provide for increased institutional needs. In Kansas, a prolonged downturn in the cohort birth rate for traditional-aged incoming freshmen and strictured funding patterns have placed constraints on enrollment and growth.

The result of these factors coming into play at the same time has caused enrollment problems and subsequent funding problems not only for Oklahoma and Kansas schools, but also for most public institutions of higher education throughout the country. Some institutions have addressed these problems through the use of enrollment management practices.

The purpose of this study is to describe and compare the perceptions of chief admissions officers in Oklahoma and Kansas public community and two-year colleges regarding selected enrollment management practices, and to describe and compare the current use of selected enrollment management practices in public community and two-year colleges in Oklahoma and Kansas.

CHAPTER II

REVIEW OF LITERATURE

The literature of enrollment management is one of the more recent additions to the body of literature concerned with administrative issues in higher education. Very little appears in the literature of the early 1970s to counter the projected downturn in enrollment predicted to occur in the late 1980s. From a national perspective, the educational system was still dealing with the glut of students produced by the baby boom (Forrest, 1987). However, in the mid-1970s, monographs such as the National School Boards Association's Declining Enrollment (1976), Shulman's Enrollment Trends in Higher Education (1976), and the ominously entitled, Enrollment Trends and Staff Reductions (Powell, 1974), began to appear. In 1982, Leslie Koltai, former Chancellor of the huge Los Angeles Community College District, noted that to counter the declining pool of 18-22 year old students, institutions would be compelled to develop new means of attracting and retaining students just starting the postsecondary educational experience in the nation's community colleges. These publications and others like them foretold of the demographic changes which would cause higher education to alter appreciably the way it did business, although the overall thrust of these publications was to pose the impending problem, not to suggest ways to deal with it.

The Emergence of Enrollment Management

"Enrollment management" began to emerge as a working phrase in the 1980s as

institutions began to grapple with the specter of declining numbers and all of the negative

factors associated with such a phenomenon (Miller, 1986). Beal and Noel's (1980)

national survey entitled, What Works in Student Retention, was an early effort to quantify

and qualify the action programs which seemed to have the greatest effect on keeping

students on campus through graduation. While not ostensibly aimed at investigating

enrollment management practices, it nonetheless encompassed and analyzed specific action

programs by type of institution, the success indices of those action programs by type of

institution, and the impact of those action programs on student retention. While

"enrollment management" was not specifically addressed, Beal and Noel concluded:

> The most important factor in student retention clearly revealed the campus-wide
> nature of the issue. Curricular offerings, student-faculty contact, support
> services, and the attitudes of faculty and staff all affect student retention... Action
> programs most likely to be a benefit to retention and to the campus include those
> that involve orientation, advising, learning and academic support, and
> counseling, and use multiple approaches directed toward target groups... (p. 5).

In a somewhat later study, Pollock and Wolfe (1989) used Hossler's (1984) definition

of enrollment management to tie many of the precepts investigated by Beal and Noel

(1980) to the emerging concept: "...the process exerts a significant influence on academic

advising, institutional research agenda, orientation, retention studies, and student services.

It is not simply an administrative process. Enrollment management involves the entire

campus" (p. 368).

Pollock and Wolfe's (1989) study revealed that by 1984 some type of enrollment

management program was in evidence on nearly three out of five college campuses

surveyed. To Pollock and Wolfe, the fact that 59% of the schools surveyed had some sort

of enrollment management program in place was probably more important than the type of

enrollment management structure in evidence.

Muston's two 1984 studies, referenced previously, suggested that enrollment

management practices among 54 state universities, although widely divergent, showed a

relationship between the use of enrollment management plans and enrollment patterns.

Concomitantly, if the primary responsibility for enrollment management was assigned to

one individual, plans were more likely to be formulated and results were more likely to be

positive. On the whole, however, enrollment management in these institutions was not

widely accepted from an organizational standpoint, nor was there a high level of role

clarification at the departmental level.

<p style="text-align:center">Enrollment Management Advocacy</p>

As the concept of enrollment management gained acceptance, it also gained support

in the literature. Kreutner and Godfrey (1980), however, pointed out that it remained "an

elusive and confusing proposition" fraught with "a glaring disparity between concepts and

concrete, effectively functioning enrollment management structures" (p. 7). Richardson

(1990) found that the marketing aspects of enrollment management provided some

opportunities for attracting new students. Kuh and Wallman (1986) advocated marketing

the outcome of a college education to attract students. Merante (1987) urged the merging

of related areas and streamlining management to bring "traditionally separate functions

into an organic whole" (p. 32).

Beeler (1989), speaking from an organizational standpoint, mentioned the adoption of

<p style="text-align:center">20</p>

a computerized management information system (MIS) approach to handle the large volume of data required to provide information from strategic planning decisions. Beeler included data areas such as market segments, admissions data, labor trends, birth rates, financial aid awards, yield ratios, cohort flows, recruitment activities, and student outcomes. Support information such as student attitudes, satisfaction, student characteristics, opinions, and student activities were also included. According to Beeler, all of these components were necessary in order to make informed decisions about managing enrollment.

Krotseng (1992) approached enrollment management from both a qualitative and quantitative stance in detailing effective techniques by analyzing institutional marketing, retention of students, yield analysis, and financial aid packaging. Krotseng's case study explored admissions, conversion, enrollment, and retention to determine the interrelationship of enrollment management decisions and their overall effect on the university.

Definition, Design, and Organization

During the latter part of the 1980s, enrollment management became an accepted term within certain inclusive parameters. Hossler (1985) sought to define enrollment management in a broad sense by describing it as "a comprehensive system designed to enable institutions of higher education to exert more influence over the size and characteristics of their student bodies" (p. 3). More specifically, however, he argued for the involvement of the entire campus along the parameters of (1) student marketing and recruitment; (2) pricing and financial aid; (3) academic and career advising; (4) academic

assistance programs; (5) institutional research; (6) orientation; (7) retention programs; and (8) student services (p. 4).

Complementing Hossler's idea of campus involvement, Dolence, Miyahara, Grajeda and Rapp (1987) laid four cornerstones for an enrollment management program: (1) institutional commitment; (2) strategic planning; (3) integration; and (4) evaluation (p. 56). The authors estimated that the successful implementation of an enrollment management program on any campus would take approximately three years. The first year would be spent in "developing a comprehensive approach, building consensus within the institution and creating an implementation team to carry out strategies" (p. 58). The second year would be highlighted by integration of efforts and implementation of the program. Curiously enough, the authors do not address what should occur during the third year.

Spence, Dassance and Minter (1988) expanded the idea of enrollment management even further by asserting that "it is a holistic concept that encompasses the clarification of institutional mission, program development, marketing, recruiting, admissions, financial aid, orientation, and retention" (p. 8). Further, they postulated that enrollment management can be a tool whereby institutions can determine what actually happens to students within their system and adjust that system to better serve students.

A far more reactionary view of enrollment management was propounded by Keller (1991):

> ...It is not often admitted, but most colleges and universities are run primarily, or at least heavily, for the benefit of the faculty. Enrollment management seeks instead to make students central to enlarge a college's market share of traditional students in a shrinking market. It is a form of one-upmanship in a newly competitive area. But it is also an effort that benefits young people who are in college to be the reason that colleges exist (p. 3).

As the focus on enrollment management tended to broaden, the design and organization of enrollment management programs attracted more attention. Kemerer and others (1982) had suggested four basic organizational approaches, ranging from an enrollment management committee to a highly centralized structure with a dean or vice president in charge of enrollment management. Graff (1986) pointed out that while there is no single design which will effectively integrate an enrollment management model into an existing organizational structure, there are certain administrative officers and managers who should be a part of an enrollment management team. They include the chief executive officer, the chief academic officer, the chief admissions officer, the financial aid officer, the student affairs officer, the institutional researcher, the registrar, the business officer, the public relations officer, the alumni officers, and students. These individuals should be brought together under the aegis of shared values to plan strategies that will best serve the institution.

According to Hossler and Kemerer (1986), enrollment management provided a linkage between the college choices a student makes, the manner in which the student fits into the institution, and student attrition. Because of this linkage, the design of an enrollment management program must incorporate the strategic planning process, strategies to reach clearly articulated goals, academic advising and course placement, student retention research, academic assistance, student activities, residential life, and career planning and placement. An earlier piece by Kemerer (1984) focused on the role of the academic side of the university by asserting that every element of the academic department including deans, department chairs, and faculty have a role and a responsibility for enrollment management. Taking the responsibility for enrollment management one

step further, Ingersoll (1989) suggested that boards of trustees, too, can play a significant role in removing both internal and external barriers to enrollment, thereby enhancing the enrollment climate of their institutions.

Finally, in terms of enrollment management design, Krotseng (1992) offered a case study which effectively used market research, institutional pricing and student aid, institutional competition, admissions yield, admissions selectivity, and student retention as the design components.

<div align="center">Enrollment Management Models</div>

The growing acceptance of enrollment management as an administrative tool encouraged the construction of enrollment management models in the literature. Weiler (1987) constructed the most mathematical of those in evidence in attempting to explain the determination of enrollment and student demand behavior in quantifiable terms. Wing and Rowse (1986) utilized the concepts of "Second Choice Structures" and "Institutional Drawing Power" in constructing their model. Second choice structures were defined by the patterns created by students applying to more than one institution. Institutional drawing power referred to an institution's ability to enroll the necessary quantity and quality of students to sustain itself. The model constructed by Bean (1986) focused on enrollment management outcomes, i.e., student attrition. Bean's model included a broad spectrum of background variables as well as organizational variables in attempting to describe the interactions which take place to cause a student to either leave or stay at an institution.

Performance monitoring indicators and policy research and analysis were the foundation upon which Clagett and Kerr (1992) built their "Enrollment Management Information Needs Matrix." Basing their model on the work of Claffey and Hossler (1986), the Clagett and Kerr model cross-referenced an information base that collected performance and policy data.

Hilpert and Alfred's (1987) approach to model building ran somewhat counter to much of the literature of enrollment management by focusing internally upon the role and office of the president. Their conclusions suggested that enrollment is as much a part of factors within the college as those external to it. They observed that chief administrators at colleges with unsuccessful enrollment histories listed nearly the same institutional characteristics as being appealing to students as did administrators at successful institutions. Despite any real data on the effectiveness of marketing techniques and student recruitment practices, those same CEOs regarded such practices as very important. Even in the face of persuasive evidence to the contrary, presidents at private schools maintained a publicly optimistic posture, tempered somewhat by historical enrollment patterns. They also tended to be optimistic about curricular reforms and adaptations of student support systems intended to bolster enrollment numbers, even though their faculty were skeptical of such measures.

Ewell's (1985) self-labeled "comprehensive approach" to enrollment management presented a student flow conceptual model which showed the interrelationship between institutional policies and student decision points. Such critical student decisions as enrolling or not enrolling were interfaced with admission policies and decision points which served to either complement or collide with each other.

Enrollment Management Components

In addition to the overviews of enrollment management provided by those authors

presented thus far, some of the literature reflects advocacy of specific components to

enhance enrollment management efforts. The critical nature of financial aid was treated by

Wilcox (1991) as it pertained to attracting students and retaining students. Wilcox's study

revealed that both need-based and non-need-based aid have been shown to be effective in

recruitment and retention efforts.

Emphasis on recruitment efforts as the major component of enrollment management

was treated by both Hutchinson (1988) and Forrest (1987). Hutchinson's work speculated

on the needs of higher education in the year 2000 by listing nine capabilities that any viable

institution should provide. Rather than wallowing in the predominant mood of gloom

which surrounds recruitment, Hutchinson advocated a renewal of energy, planning, and

determination in order to be prepared for the influx of a new and greater number of

students at the turn of the century.

Forrest (1987), on the other hand, addressed the large number of students who have

opted to begin their education in the community college system, and the efforts needed to

move these students from the two-year to four-year schools, from undergraduate schools

to graduate schools, and from graduation to employment. Citing the future need for a

citizenry with highly developed reasoning and communication skills, Forrest lobbied for a

steady flow of students "into, through, and out of the higher education system..." (p. 42).

Coyle, Pennipede and Reilly (1985) echoed Forrest (1987) insofar as keeping

students within the system once they have enrolled. Citing specific strategies to keep adult

students enrolled and to clarify goals and remove barriers for non-matriculated students,

their strategies emphasized the retention aspect of the enrollment management effort. In that same context, Grove (1992) mentions retention models which include freshman orientation, mentoring programs, and an institution's effort to identify and track potentially marginal or probationary students.

Pollock (1989) was even more inclusive and holistic in his view of what colleges should be about in terms of retention efforts:

> Many colleges are also increasing their retention efforts. Colleges are beginning to more seriously evaluate if they are viewing the students as a "whole person," if they are meeting the needs of their students, and if they are providing personalized services. It is recognized that efforts should not be directed at retaining students, per se. Rather, colleges should strive to create the type of environment and to provide the support which will enable and encourage students to persist. There is an increased emphasis on orientation programs; freshman year experience courses; improved academic advising; study skills, time management, and tutorial programs; and expanded social programming (p. 2).

The dichotomy between the administrative side of the campus and the academic side was juxtaposed by Devine (1987) who urged the admissions office to take upon itself a marketing function, just as the academic advising side should take on developmental and informational roles. According to Devine, it was up to the admissions staff to find allies within academic ranks who shared an institutional vision of growth and could facilitate this growth through the process of bonding with prospective students.

Davis-Van Atta and Carrier (1986) suggested that the true nexus of any enrollment management scheme was the office of institutional research. In that context, the role of that office should be to provide the necessary information to allow decision-makers to control both the number of students enrolled and the characteristics of those students.

Benson (1993) was very much in agreement with the idea of the research-based enrollment management model:

... the concept of enrollment management has research as a base. The research elements of enrollment management are market analysis, target markets, student profiles, needs assessment, exit interviews, graduate follow-up and transfer follow-up. Many community colleges have not considered research of importance because of the phenomenal growth during the past few years (p. 4).

Perhaps the most unique component to the literature of enrollment management was posed by Chait (1987) as he argued for safeguards which protect the integrity of the enrollment management professional against undue pressures--pressures which may ultimately compromise the integrity of the institution. Chait suggested four ideas for consideration: (1) employment security via multi-year contracts; (2) a letter of appointment which sets forth expectations in quantifiable terms; (3) the opportunity to influence policy decisions; and (4) a review process to protect against coercion.

Evaluating Enrollment Management

While not a great deal appears in the literature concerning evaluating enrollment management programs, Dolence and others (1987) included the need for evaluation in the cornerstone design mentioned in a previous section of this chapter, pointing out that "The four cornerstones of an enrollment management program are 1) institutional commitment, 2) strategic planning, 3) integration, and 4) evaluation" (p. 56). Dolence's later work (1989) listed a twelve-item evaluation criteria to be used as a critical tool for enhancing, refining, and honing enrollment management programs. "The criteria are leadership, comprehensiveness, timing, systems, resources, strategies, key performance indicators, definitions/classifications, participations, assessments, evaluation and documentation" (p. 2).

By 1991, Dolence had published a follow-up paper in which he used the twelve-item criteria as the framework for a matrix which examined the decisions, information and data, process, people and performance included in the evaluation design. In the context of this latter paper, the matrix was applied to recruitment and retention as two of the integral components of enrollment management; however, Dolence suggested that the purpose of any enrollment management evaluation program should be to determine the worth and the value of the program, to help in making policy decisions, and to provide additional information about the program.

Similar Research Studies

At least four unpublished dissertations showed some similarities to the present study, although only the one done by Barnes (1993) chose two-year colleges as its focus. That study of two-year colleges in Alabama explored whether or not the size of an institution had any relationship to the implementation of an enrollment management plan, and concluded that there were no statistically significant associations between institutional size and the implementation of an enrollment management plan.

A nation wide study of four-year colleges conducted by Livingston (1992) investigated how leadership impacted enrollment management programs. Perceptions of chief executive officers and enrollment managers were collected concerning the effectiveness and efficiency of enrollment management programs, as well as the initial cost in money and manpower to install an effective enrollment management system. Also considered in the study was the question of at what administrative level such a program belonged.

A bit different than the previous study, a work by Miller (1993) examined the literature of enrollment management to identify its characteristics; the degree of campus involvement and institutional objectives found in the literature; and the degree of agreement with enrollment management objectives found in the offices of academic and student affairs vice presidents at four-year state institutions of higher education.

The fourth dissertation by Schneider (1988) selected land grant colleges' recruitment and retention activities which appeared to influence enrollment management practices at those institutions. Examined specifically, among other issues, was the effect of the number of pre-and post-admission activities on enrollment numbers.

Summary

The literature of enrollment management began embryonically in the mid-1970s as a warning about the anticipated enrollment decreases posed by reduced birth rates. From a veritable glut of students produced by the post-WWII baby boom, writers such as Shulman (1976), Powell (1975), and organizations such as the National School Boards Association (1976), forecast the turnaround in enrollment numbers to be expected in the coming decades.

The notion of "enrollment management" as a working phrase arose during the 1980s in connection with efforts such as Beal and Noel's (1980) seminal work, What Works in Student Retention. Emerging out of retention studies, enrollment management gained impetus in works by Pollock and Wolfe (1984), Muston (1984), and more importantly, Hossler (1984). It was Hossler's definition of enrollment management, along with that of Kemerer, Baldridge and Green (1982), which began to suggest the inclusive nature of the

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term. Works by Claffey and Hossler (1986) and Clagett and Kerr (1992) helped

crystallize the parameters of enrollment management and popularize it as a working tool

for educational administrators.

Advocates of enrollment management tended to emphasize different aspects of the

inclusive concept, ranging from marketing, advocated by Richardson (1990) and Kuh and

Wallman (1986), to management information systems mentioned by Beeler (1989). A

more analytical approach by Krotseng (1992) promoted the concept from both a

qualitative and quantitative stance, including marketing, student retention, yield analysis,

admissions, conversion rates, and financial aid packaging.

By the latter part of the 1980s the comprehensive nature of enrollment management

became fairly well accepted based on Hossler's (1985) definition, which included student

marketing and recruitment, pricing and financial aid, academic and career advising,

academic assistance programs, institutional research, orientation programs, retention

programs, and student services. Those eight precepts were expanded even further by

Dolence and others (1987) and Spence, Dassance and Minter (1988) into an institutional

commitment with holistic overtones.

As the concept tended to broaden, a natural outgrowth was to put forward

organizational approaches and theoretical designs in order for enrollment management to

actually be installed within an educational structure. Graff (1986) and Kemerer and others

(1982) respectively proposed the inclusion of various administrative offices and structural

schemes in order that enrollment management be an effective educational tool.

Out of these proposals came numerous enrollment management models. Weiler

(1987), Wing and Rowse (1986), and Bean (1986) accounted for a variety of qualitative

and quantitative approaches to model building. Hilpert and Alfred (1987) and Ewell (1985) brought the president's office and flow-charting the decision process into the enrollment management mix as potential refinements.

Beginning in what was essentially the student services area, the enrollment management concept became increasingly more holistic in later literature. Wilcox (1991), Hutchinson (1988), Forrest (1987), Grove (1992), Pollock (1989), and Benson (1993) each emphasized areas that would broaden the basis, scope, and function of enrollment management. Additionally, as a by-product of any concept associated with education, evaluation of enrollment management followed in the natural course of events (Dolence, 1991).

As this chapter has demonstrated, the nature of the literature surrounding enrollment management showed evidence of increased sophistication and expansiveness, beginning with its inception and continuing up until the present time--a span of more than 20 years. From the very rudimentary beginnings of the literature, couched in terms of warnings about the anticipated downturn of enrollment numbers in the 1980s, to present works which analyze enrollment management practices in sophisticated quantitative terms, authors have been prone to be ever more inclusive in their conceptualization of the administrative tool.

While this study has drawn upon the inclusive nature of the literature as a backdrop, for reasons of practicality and control of the material, there was an obvious need to narrow the scope of the concept to a manageable degree. Accordingly, certain authors have had a greater impact upon this study than have others, primarily because of their mainstream contributions to the emergence of enrollment management. Chronologically,

those authors which have had the greatest influence upon overall design and scope of this study were Beal and Noel (1980) for their seminal study on why students persist; Hossler (1984) for crystallizing the definition and components of enrollment management; Graff (1986) for the delineation of key personnel; Beeler (1989) for the use of MIS as the basis for enrollment management; and Krotseng (1992) for the exploration and analysis of interrelationships between enrollment management components. The works of all of these authors, and to a lesser degree, that of many others included in this chapter figured prominantly in the study that follows.

CHAPTER III

METHODOLOGY

Introduction

Institutional vitality and stability are issues of concern for those who work in higher

education during the current era of dwindling public support, rapidly changing

demographics, divergent societal trends, and scarce financial resources. This concern cuts

across many of the traditional organizational structures found in education, and, as stated

by Lewis (1990):

> Management of college and university enrollment will be one of the major
> challenges facing higher education in the 1990s. Attracting and retaining
> qualified students will be an area of concern shared by faculty, administrators,
> and trustees. Legislators will be interested since operating budgets, enrollment,
> and federal and state aid are so closely linked (p. 3).

A greater degree of sophistication in analyzing problems and posing solutions may be

needed by institutional leaders in order to deal effectively with the inter-related variables

which impact the institution's continuity. Given the critical nature of good enrollment

management practices on institutional stability and vitality, regardless of institutional type,

this study was originated in order to describe and compare the enrollment management

perceptions of chief admissions officers and the enrollment management practices of

public community and two-year colleges in Oklahoma and Kansas.

This chapter will describe the research design, the definition and selection of the research sample, the research instrument, the data collection procedures, and the data analysis employed in conducting this study.

Research Design

An examination of available research methodologies revealed that the most appropriate methodology for this comparative research study was descriptive research. Gay (1992) states, "A descriptive study determines and reports the way things are.... Typical descriptive studies are concerned with the assessment of attitudes, opinions, demographic information, conditions, and procedures" (pp. 217-218). Further, according to Gay, "Descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study" (p. 251). Descriptive research was determined to be the best research design to satisfy the needs of a comparative study of the perceptions of enrollment management and the enrollment management practices of public community and two-year colleges in Oklahoma and Kansas.

Descriptive data (Kerlinger, 1979) can be collected by a variety of methods, including survey questionnaires, interviews, or observations. For purposes of this study, the survey questionnaire method was selected as the most appropriate because of the need to collect extensive institutional data in a relatively short period of time.

Subjects

The institutional sample of this study consisted of 36 public community and two-year

colleges in Oklahoma and Kansas. This sample included 17 institutions in Oklahoma and 19 institutions in Kansas. As noted previously, five private two-year institutions or public branch campuses in Oklahoma were excluded from this study, as were three two-year institutions in Kansas. In all cases, exclusions occurred either because of the institution's private funding base, or because the school was not an associate degree granting institution according to Carnegie Foundation (1987) taxonomy.

The respondents from each participating institution were the chief admissions officers who were asked to respond to Section I - General Perceptions of the Enrollment Management Questionnaire, and to provide the necessary information for Section II, the institutional data collection portion of the Enrollment Management Questionnaire. As the individuals who have direct access to enrollment information and play a major role in the enrollment processes of their respective institutions, the chief admissions officers were selected as the primary respondents to the survey questionnaire. The term "chief admissions officer" (Graff, 1986) was chosen as an inclusive term to encompass the many titles and levels of authority reflected in the organizational structures of 36 institutions in two states. The response rate for the survey questionnaire sent to the chief admissions officers was 100 percent, although not every respondent answered every question.

Research Instrument

The construction of the Enrollment Management Questionnaire was guided by the review of the literature, the questionnaire used by Williams-Crockett (1994) in their annual national survey of enrollment management, and the researcher's 25 years of experience in enrollment management. The instrument consisted of 49 items divided into two sections.

Section I dealt with chief admissions officers' perceptions of enrollment management. Section II collected institutional data. Items in Section II were grouped into sub-sections related to enrollment management perceptions or practices common to the discipline. Each sub-section was based on the commonly accepted enrollment management functions presented in Chapter I. Table 1 presents the instrument construction matrix, showing the linkage with those functions.

Responses to Section I were based on a Likert scale, ranging from "Strongly Agree" (SA) to "Strongly Disagree" (SD) in a descending numerical value from 5 to 1. Section II required either demographic or numerical responses from institutional data or institutional practices. The complete research instrument is presented in Appendix A.

Validity of the Research Instrument

Gay (1992) suggested that the most important characteristic of any test is validity or in layman's terms, "the degree to which a test measures what it is supposed to measure" (p. 155). Kerlinger (1974) took a bit more subjective position in defining validity as the degree to which a test "measures what the test maker wants to measure and thinks he is measuring" (p. 139).

In this context, content validity or "the degree to which a test measures an intended content area" was established for the survey instrument (Gay, p. 156). The determination of content validity, as Gay noted, is a qualitative rather than a quantitative process: "Content validity is determined by expert judgment. There is no formula by which it can be computed and there is no way to express it quantitatively. Usually experts in the area covered by the test are asked to assess its content validity" (p. 157).

Table 1

Instrument Construction Matrix

Section I

Sub-Sections	Questions	Enrollment Management Function
General Perceptions	#1 - 11	All

Section II

Sub-Sections		
Institutional Characteristics	#2 - 5	Pricing and Financial Aid
	#1 - 4	Institutional Research
Enrollment Goals & Results	#6 - 8	Student Marketing & Recruitment
	#8	Institutional Research
Conversion & Yield Rates	#9, 10	Student Marketing & Recruitment
Enrollment Management Org. Structure	#11, 12	Student Services
	#13	Academic Assistance Programs
Contact with Prospective Students	#14 - 16	Student Marketing & Recruitment
	#14	Pricing and Financial Aid
	#14	Academic Assistance Programs
Telecounseling	#17 - 20	Student Marketing & Recruitment
	#19	Student Services
	#19	Academic & Career Advising
Financial Aid	#21 - 24	Pricing and Financial Aid
	#23	Student Marketing & Recruitment

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Budgeting and Staffing	#25 - 27	Student Marketing & Recruitment
Enrollment Planning	#28 - 30 #28 - 30	Retention Programs Student Marketing & Recruitment
Recruitment	#31 - 32	Student Marketing & Recruitment
Contact with Present Students	#33 - 35	Academic & Career Advising, Orientation Programs, Student Services, Academic Assistance Programs, Retention Programs, Institutional Research
Retention & Graduation Rates	#36 - 37	Retention Programs, Academic & Career Advising, Student Services, Academic Assistance Programs, Orientation Programs, Institutional Research

Accordingly, for purposes of this study an expert panel was assembled consisting of five enrollment management practitioners in three states. Each of the panel members had worked at least 14 years in enrollment management at two and four-year institutions. They were asked to review the questionnaire and respond to the following items:

1. Are the instructions clear?

2. Please read each question carefully and address the issues of clarity, readability, and content for those that are not easily understandable.

3. Is the language of enrollment management, which has been identified in the literature and incorporated into the survey instrument, easily comprehensible for chief admissions directors?

4. Would you be willing to complete the instrument as it is presented?

5. Although the survey instrument contains fewer than 50 questions, in your opinion, could the length be a factor that might have a negative effect on the rate of return?

6. What overall suggestions do you have for improving the instrument?

Recommendations and suggestions from panel members were considered by the researcher in revising the instrument prior to its initial mailing. Responses from the panel may be found in Appendix B.

Reliability of the Instrument

The measure of instrument reliability relates to its "stability, predictability, dependability [and] consistency" (Kerlinger 1979, p. 132). For the survey instrument developed for this study, reliability was measured internally using rationale equivalence

reliability which explores how each item relates to all of the other items within the instrument (Gay, 1992). Rationale equivalence reliability was used to score non-dichotomous items, i.e. those items which allow different answers to be worth different numbers of points, as was the case with the Likert scale used in this study. In non-dichotomous circumstances such as these, the appropriate formula for scoring is Cronbach's alpha, sometimes known as coefficient alpha, or Cronbach's coefficient alpha. Cronbach's coefficient alpha was used to arrive at a reliability coefficient for the survey. Using this method, reliability coefficients may vary from a low of 0.00 to 1.0 for perfect reliability. The alpha level for Section I, which measures the importance and value of enrollment management at public community and two-year colleges, was .710 for this group of chief admissions officers.

Reliability for Section II, the collection of institutional data, was inferred from the Williams-Crockett (1994) survey instrument from which Section II was constructed. All items of Section II were drawn from the Williams-Crockett survey instrument and selected to fit the enrollment management parameters of public community and two-year colleges. Excluded from Section II of the survey were items in the Williams-Crockett national survey which were not applicable or germane to this two-state study or to public two-year schools.

The Williams-Crockett (1994) survey instrument was based on the 1979 survey instrument used to collect information for Beal and Noel's ground-breaking, What Works in Student Retention, published in 1980. The Williams-Crockett "National Enrollment Management Survey" questionnaire has been disseminated to over 3,000 higher education institutions annually since 1991 as the only survey of its type, and is widely recognized by

enrollment management practitioners as the most authoritative and reliable source for collecting information about enrollment management on a national scale. A record of permission to draw questions from the Williams-Crockett questionnaire was included in Appendix B.

Procedures

In order to be as inclusive as possible within the states of Oklahoma and Kansas, it was determined that a survey of the subject 36 institutions public community and two-year colleges would be undertaken by way of a mailed questionnaire. Although proper note was taken that the validity of a descriptive study can be jeopardized by a low rate of response to a mail survey, two measures were implemented to assure a good return to the greatest possible degree. Because of a high rate of return with such a small population was absolutely crucial, Dillman's (1978) Total Design Method was used as the strategy for enhancing the return. Also, prior to the initial mailing, selected key members of the public community and two-year college's potential respondents in both states were called by telephone to enlist their good will and assistance in helping to get a viable return.

The questionnaire, in booklet form, was mailed out on May 4, 1995, accompanied by a personally signed cover letter under the letterhead of the Education Administration and Higher Education Department in the College of Education at Oklahoma State University. The cover letter explained the nature of the project and its educational significance as well as urging the respondents' participation. Additionally, a large self-addressed envelope with the appropriate return postage affixed was included. As an added inducement to respond, an OSU pen (which drew a great deal of comment from respondents!) was

affixed to the questionnaire. Confidentiality was assured both in the cover letter and again in the instruction portion of the questionnaire. Each return envelope and questionnaire was inconspicuously coded with a letter and number to designate state and institution within that state in order to chart the progress of the returns and for later statistical purposes.

After allowing two weeks for response from the initial mailing date, a reminder postcard was sent to non-respondents (Dillman, 1978) on May 18, 1995. Dillman's recommendation that a second cover letter and questionnaire be sent after another two weeks had elapsed was delayed until June 10, 1995, to allow respondents time to get their school's summer session well underway. Follow-up phone calls were made to the non-respondents during the last week in June. Efforts were concluded when a return rate of 100% had been achieved, although it should be noted that not all respondents answered all questions. Correspondence connected with the survey mailing can be found in Appendix B.

Data Analysis

Following the return of the completed survey questionnaires, the data were loaded onto an SAS System statistical software package (SAS Institute, 1985) on an IBM-compatible microcomputer. The data were presented descriptively, which allowed the researcher the latitude needed to treat the data segmentally according to type. Within the study was a need for measures of central tendency, measures of relationships, and measures of variability. As amplified by Gay (1992): "Measures of central tendency are used to determine the typical or average score of a group of scores; measures of variability

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indicate how spread out a group of scores are;...and measures of relationship indicate to what degree scores are related" (p. 388).

The descriptive statistical method allowed the derivation of indices which characterized the raw data responses of the samples. In most cases, the SAS System Univariate Procedures analysis provided frequency distribution, central tendencies and standard deviations, chi square tests for independence, and t-tests for the data. These specific analyses were selected to display comparative data from the samples and to test the data for statistical significance. Those data found to be statistically significant were noted in the tables with an asterisk. It should be noted that for purposes of chi square calculations for independence, categories with a count fewer than five were eliminated from the calculation and Fisher's Exact test was run to confirm those results. The specific survey questions were addressed using the following methods of analysis:

Section I, General Perceptions, Questions 1-11: Those responses were presented by displaying in tabular form measures of frequency distribution, percentages of response from the total sample, central tendencies and standard deviations of the total sample, percentages of response from each state, and chi square calculations for independence to determine significant differences between samples from the two states.

Section II, Institutional Characteristics, Questions 1-5: These data were displayed in table form using frequency distribution and central tendencies and standard deviations in the case of Questions 3-5 in order to provide supplemental data about the selected study population in both states.

Section II, Questions 6-38: These responses reflected the reported institutional data of selected enrollment management practices. These responses were presented

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descriptively by one or more methods, including frequency distribution, central tendencies and standard deviations, percentages of response, chi square tests for independence and t-test calculations to determine significant differences between the two population sub-groups. These results were displayed, discussed, and interpreted in the following chapter devoted to the analysis of the data.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to describe and compare the perceptions of enrollment

management in evidence in public community and two-year colleges in Oklahoma and

Kansas, and to describe and compare enrollment management practices in those same

schools. The organization of this chapter includes the two hypotheses brought forward

for testing; a presentation and demographic overview of the public community and two-

year colleges involved in the study; and a descriptive display, discussion, and summary of

the responses to survey items.

In order to describe and compare enrollment management perceptions of chief

admissions officers and the enrollment management practices found in public community

and two-year colleges in Oklahoma and Kansas, two major hypotheses and their sub-

hypotheses were tested:

1. There are no significant differences between the perceptions of Oklahoma and

    Kansas chief admissions officers regarding the value and importance of enrollment

    management practices in public community and two-year colleges.

2. There are no significant differences between the type and frequency of enrollment

    management practices employed by public community and two-year colleges in

Oklahoma and Kansas.

2a. There are no significant differences in the enrollment goals set by public community and two-year colleges in Oklahoma and Kansas.

2b. There are no significant differences in the enrollment results achieved by public community and two-year colleges in Oklahoma and Kansas.

2c. There are no significant differences in conversion and yield rates achieved by public community and two-year colleges in Oklahoma and Kansas.

2d. There are no significant differences in the enrollment management organizational structures of public community and two-year colleges in Oklahoma and Kansas.

2e. There are no significant differences in the manner in which prospective students are contacted in public community and two-year colleges in Oklahoma and Kansas.

2f. There are no significant differences in the use of telecounseling in the public community and two-year colleges in Oklahoma and Kansas.

2g. There are no significant differences in financial aid awarded by the public community and two-year colleges in Oklahoma and Kansas.

2h. There are no significant differences in budgeting and staffing of admissions offices in public community and two-year colleges in Oklahoma and Kansas.

2i. There are no significant differences in enrollment planning occurring in public community and two-year colleges in Oklahoma and Kansas.

2j.   There are no significant differences in recruitment practices in public

community and two-year colleges in Oklahoma and Kansas.

2k.   There are no significant differences in maintaining contact with present

students in public community and two-year colleges in Oklahoma and

Kansas.

2l.   There are no significant differences in retention and graduation rates in

public community and two-year colleges in Oklahoma and Kansas.

The above research hypotheses and sub-hypotheses were addressed by mailing a

survey questionnaire to the public community and two-year colleges in Oklahoma and

Kansas selected as the research sample.   These respondents are demographically defined

and listed in the following section.

Sample

Thirty-six public community and two-year colleges recognized by the Oklahoma State

Regents for Higher Education and the Kansas State Department of Education as publicly

funded associate degree granting institutions within their respective states were included

as the sample for this study. This sample consisted of 17 schools in Oklahoma and 19

schools in Kansas. These institutions and their locations are listed in Table 2. The

demographic characteristics of these institutions are presented in Table 3, sub-divided for

clarity into institutional size (Table 3.1); number of first-time freshmen (Table 3.2); and

average tuition costs (Table 3.3).

As might be expected, given the demographics of community colleges nationally,

(Williams-Crockett, 1994) more public community and two-year colleges in both

Table 2
Public Community and Two-year Colleges
Included in the Study

Oklahoma	Location
1. Carl Albert Junior College	Poteau, OK
2. Connors State College	Warner, OK
3. Eastern Oklahoma State College	Wilburton, OK
4. Murray State College	Tishomingo, OK
5. Northeastern Oklahoma A&M College	Miami, OK
6. Northern Oklahoma College	Tonkawa, OK
7. Oklahoma City Community College	Oklahoma City, OK
8. Oklahoma State University/Oklahoma City	Oklahoma City, OK
9. Oklahoma State University/Okmulgee	Okmulgee, OK
10. Redlands Community College	El Reno, OK
11. Rogers State College	Claremore, OK
12. Rose State College	Midwest City, OK
13. Seminole Junior College	Seminole, OK
14. Tulsa Junior College--Metro Campus	Tulsa, OK
15. Tulsa Junior College--Northeast Campus	Tulsa, OK
16. Tulsa Junior College--Southeast Campus	Tulsa, OK
17. Western Oklahoma State College	Altus, OK

Kansas	
18. Allen County Community College	Iola, KS
19. Barton County Community College	Great Bend, KS
20. Butler County Community College	El Dorado, KS
21. Cloud County Community College	Concordia, KS
22. Coffeyville Community College	Coffeyville, KS
23. Colby Community College	Colby, KS
24. Cowley County Community College	Arkansas City, KS
25. Dodge City Community College	Dodge City, KS
26. Fort Scott Community College	Fort Scott, KS
27. Garden City Community College	Garden City, KS
28. Highland Community College	Highland, KS
29. Hutchinson Community College	Hutchinson, KS
30. Independence Community College	Independence, KS
31. Johnson County Community College	Overland Park, KS
32. Kansas City Kansas Community College	Kansas City, KS
33. Labette Community College	Parsons, KS
34. Neosho County Community College	Chanute, KS
35. Pratt Community College	Pratt, KS
36. Seward County Community College	Liberal, KS

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Table 3
Demographic Characteristics of Institutions in the Study

Table 3.1 (N=36)

Assigned Statistical Indices	2	3	4	5	6
Institutional Size	1,000-2,499	2,500-4,999	5,000-9,999	10,000-19,999	20,000+
(Unduplicated headcount)					
Oklahoma	10	2	1	2	2
Kansas	14	1	3	1	-

M = 2.777   SD = 1.26

Table 3.2 (N=35)

Assigned Statistical Indices	2	3	4	5	6	7	8
First Time Freshmen	201-500	501-800	801-1,000	1,001 2,000	2,001 3,000	3,001 5,000	5,001+
(Full-time, Fall 1994)							
Oklahoma	5	5	2	2	2	1	-
Kansas	11	3	1	1	1	1	1

M = 3.314   SD = 1.67

Table 3.3 (N=36)

Assigned Statistical Indices	1	2	3
Average Tuition Cost	Under $1,000	$1,001-$3,000	$3,001-$6,000
(Average full-time, in-state)			
Oklahoma	5	12	-
Kansas	10	9	-

M = 1.583   SD = .5

Oklahoma and Kansas described themselves as rural rather than urban in terms of environment, and commuter rather than residential in terms of their student body composition. In Oklahoma, 64.7% of the schools described themselves as rural, compared to 84.2% in Kansas. In a similar manner, 57.8% of the Kansas schools regarded themselves as commuter institutions compared to 84.2% of the schools in Oklahoma.

Tables 3.1-3.3 were summaries describing ranges in institutional size, numbers of first-time freshmen, and average tuition costs. To achieve comparisons between institutions, since responses were collected within specified numerical ranges, statistical indices were assigned to each range in order to arrive at central tendencies and standard deviations for the total populations. Examining institutional size (M = 2.777 SD = 1.26) revealed that institutions tended to be smaller (1,000-2,499) rather than larger (10 of 17) in Oklahoma and (14 of 19) in Kansas. Freshmen class sizes (M = 3.314 SD = 1.67) tended to parallel institutional sizes with 10 of 17 schools in Oklahoma and 14 of 19 schools in Kansas having freshman classes between the first two ranges displayed in Table 3.2. Average tuition costs (M = 1.583 SD = .5) appeared to be slightly higher in Oklahoma with 12 of 17 schools which listed tuition costs between $1,001-$3,000 compared to 9 of 19 schools in Kansas which listed tuition in that range. Further, it was noted that 10 of 19 schools in Kansas had tuition costs under $1,000, while only 5 of 17 schools in Oklahoma were in that range.

The respondents of this study were comprised of the 36 chief admissions officers of the sample public community and two-year colleges in Oklahoma and Kansas. As the officials who originate, collect, and record enrollment information pertinent to their campus, these individuals were in a unique position of having direct access to enrollment

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information, while at the same time, to a greater or lesser degree, playing an important role in the enrollment processes of their respective schools. The term "chief admissions officer" (Graff, 1986) was consciously chosen as an inclusive term to encompass the several titles and levels of authority from which these officials operate. It was noted that the most frequent authority level response was that of "director" with 20 responses from both states followed by "dean" as a title and authority level with 13 responses. Interestingly enough, only one school listed a "Dean of Enrollment Management" as an operant title and authority level. From the standpoint of gender, a total of 20 males responded as chief admissions officers (11-Oklahoma/9-Kansas) and 16 females (6-Oklahoma/10-Kansas) responded as chief admissions officers. Table 4 displayed this information for each state.

Results Related to Hypotheses

Section I

General Perceptions

The purpose of Section I - General Perceptions was to describe and compare the perceptions of public community and two-year college chief admissions officers in Oklahoma and Kansas as they pertained to enrollment management. This section specifically examined the first hypothesis of the study:

1. There are no significant differences between the perceptions of Oklahoma and Kansas chief admissions officers regarding the value and importance of enrollment management practices in public community and two-year colleges.

Table 4

Frequency of Titles and Authority Level of Chief Admissions Officers

Title	Oklahoma (N=17)			Kansas (N=19)		
	%	M	F	%	M	F
Coordinator of Admissions	-	-	-	-	1	5.2	-	1
Director of Admissions/ Registrar	9	52.9	5	4	10	52.6	3	7
Dean of Admissions	2	11.7	1	1	1	5.2	1	-
Dean of Student Services	4	23.5	3	1	5	26.3	3	2
VP for Student Services	1	5.8	1	-	-	-	-	-
Interim Vice Provost/ Student Affairs	1	5.8	1	-	-	-	-	-
Dean of Enrollment Management	-	-	-	-	1	5.2	1	-
Director of Counseling & Retention	-	-	-	-	1	5.2	1	-

The five-point Likert scale survey items were assigned the following numerical values: (1) "Strongly Disagree," (2) "Disagree," (3) "Uncertain," (4) "Agree," and (5) "Strongly Agree." Consequently, a "strongly agree" response to was recorded as a score of five. Conversely, a negative, or "strongly disagree" response was recorded as one. Each of the eleven survey items were then presented descriptively in terms of the overall population and the two state sub-groups.

The response results were reported in terms of frequency distributions, (M) means, (SD) standard deviations, and from a comparative stance, chi square values. The probability level (p) selected was alpha = .05 for each item in this section.

Section I, General Perceptions contained eleven perceptual statements accompanied by a five-point Likert scale requiring participant response. These eleven perceptual statements were related to commonly accepted enrollment management functions presented in Chapter I of this study (Hossler, 1984), and to each of the sub-sections of Section II, as noted in Chapter III of this study and displayed in Table 1.

The Summary of Responses, Section I, was presented as Table 5 with abbreviated notations referencing the General Perceptions which can be found in their entirety in Appendix A. An overview of tabulated responses did not reveal any statistical differences between the perceptions of chief academic officers in Oklahoma and Kansas public community and two-year colleges regarding enrollment management. However, within the total research sample, there were some noteworthy features. Regarding General Perception 1, responses ranged from four respondents (11.76 percent) who rated the item (3) "Uncertain" to 16 respondents (47.1 percent) who rated the item (5) "Strongly Agree." As a consequence, the respective means in each state revealed a strongly positive attitude

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Table 5
Summary of Responses
Section I - General Perceptions

General Perceptions	Oklahoma	Kansas	x^2	DF
1. Enrollment management as a concept	M = 4.42 SD = 0.69	M = 4.62 SD = 0.50	1.158	1
2. Setting enrollment goals	M = 4.41 SD = 0.50	M = 4.55 SD = 0.51	0.724	1
3. Conversion and yield rates	M = 3.20 SD = 0.77	M = 3.33 SD = 0.84	0.888	3
4. Organizational structure	M = 4.46 SD = 0.51	M = 4.38 SD = 0.50	0.203	1
5. Contact with prospective students	M = 4.70 SD = 0.46	M = 4.66 SD = 0.48	0.062	1
6. Telecounseling	M = 4.0 SD = 0.61	M = 4.26 SD = 0.65	1.74	2
7. Scholarships and financial aid	M = 4.82 SD = 0.39	M = 4.78 SD = 0.41	0.066	1
8. Enrollment planning	M = 4.47 SD = 0.62	M = 4.21 SD = 0.78	1.75	2
9. Interaction with campus life	M = 4.68 SD = 0.47	M = 4.52 SD = 0.51	0.940	1
10. Student retention	M = 4.37 SD = 0.50	M = 4.33 SD = 0.49	0.052	1
11. Emphasis on enrollment	M = 2.73 SD = 0.79	M = 2.72 SD = 0.75	0.128	2

$p < .05$

on the part of all respondents. There were no respondents who rated the item (2) "Disagree" or (1) "Strongly Disagree." The same response pattern was evident regarding General Perception 2, also. Only one respondent (2.78 percent) recorded a (3) "Uncertain" response, while all 35 others (97.22 percent) rated the item (4) "Agree" or (5) "Strongly Agree."

General Perception 3, relating to conversion and yield rates, tended to scatter the responses much more than the two previous items. A total of nine respondents (25.2 percent) chose either (1) "Strongly Disagree" or (2) "Disagree." An even larger number, 13 (36.1 percent), listed their choice as (3) "Uncertain." The other 14 out of the total population of 36 (38.89 percent) chose (4) "Agree" or (5) "Strongly Agree" which lowered the respective means to 3.2 in Oklahoma and 3.33 in Kansas. This somewhat scattered response was also reflected in Section II in the sub-section devoted to Conversion and Yield Rates.

General Perceptions 4 and 6 shared some similarities as no respondents chose to (1) "Strongly Disagree" or (2) "Disagree." A total of 33 (91.86 percent) and 31 (86.11 percent), respectively, chose to either (4) "Agree" or (5) "Strongly Disagree." Likewise, responses for General Perceptions 5 and 7 were closely aligned. No responses were recorded for the first two choices of either General Perception and only one chose (3) "Uncertain." Respondents chose either (4) "Agree" or (5) "Strongly Agree" in 35 instances (97.22 percent) in General Perception 5, and in all 36 instances (100 percent) in General Perception 7. General Perception 9 also had no selections in the first two response choices and only one selection (2.78 percent) of (3) "Uncertain." Once again, 35 respondents (97.22 percent) chose either (4) "Agree" or (5) "Strongly Agree."

General Perception 8 showed a bit more uncertainty as five respondents (13.89 percent) made that selection while an equal number of respondents from each state (seven or 19.44 percent) agreed with the statement. The largest number of respondents (17 or 67.11 percent) chose to (5) "Strongly Agree" which resulted in a mean score in Oklahoma of 4.68 and a mean score in Kansas of 4.52.

General Perception 10, which concerned itself with retention being a measure of the effect of enrollment management practices, had four (11.11 percent) Kansas respondents (compared to none in Oklahoma), who disagreed with the statement. Overall, another four (11.11 percent) were uncertain about the statement, a total of 18 (50 percent) agreed with the statement, but only 10 (27.78 percent) strongly agreed.

General Perception 11, which dealt with the appropriate institutional emphasis on enrollment management, elicited more of a varied response than any other portion of Section I. Only one respondent (2.78 percent) strongly agreed that appropriate emphasis had been given, while only one respondent (2.78 percent) strongly disagreed. Overall, however, 15 (41.66 percent) disagreed with the statement, 12 (33.33 percent) listed (3) "Uncertain" as their response, and six (16.66 percent) agreed that enough emphasis was placed on enrollment management. This scattering of responses resulted in a mean score in Oklahoma of 2.73 and a Kansas mean score of 2.72.

Section II

Enrollment Goals

The purpose of Section II was to reflect the actual institutional data precipitated by selected enrollment management practices in the public community and two-year colleges

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of Oklahoma and Kansas. This section of the study specifically examined the second

hypothesis of the study:

2. There are no significant differences between the type and frequency of enrollment

    management practices employed by public community and two-year colleges in

    Oklahoma and Kansas.

The sub-hypotheses noted in this chapter were treated as sub-headings of this section.

The responses to this section, which were encompassed by items 6-38 of the survey, were

presented descriptively as follows: frequency distribution and chi square--items 6-8, 10-

19, 25, 26, 28-31, 33-37; frequency distribution, central tendency and standard deviation--

items 9, 21-24, 27, 32. Item 38 gave the respondents an opportunity to make any other

additional comments they wished to make. Those comments were included in a narrative

form as a portion of this chapter. The alpha level selected for this section was .05.

As noted in Section I, General Perceptions, setting institutional enrollment goals was

endorsed by 35 of 36 respondents (97.22 percent). Section II, Enrollment Goals, was

presented as Table 6 and divided into five segments: size, academic qualifications,

geographic origin, racial/ethnic diversity, and gender mix. Not surprisingly, no

respondents chose to downsize their freshman class, although five schools in Oklahoma

and four in Kansas set a same-size class as their goal. Twenty-six schools set larger goals,

while only one set no goal in relation to size.

Two schools elected to lower their academic qualifications, but the majority, 22 in

both states, chose not to change their academic stance. Nine schools set goals to bring in

better academically qualified students, while three set no goals in that respect.

Table 6
Summary of Responses
Section II - Enrollment Goals

		Oklahoma		Kansas	
		Frequency	Percent	Frequency	Percent
a.	**Size**				
	Smaller	-	-	-	-
	Same	5	13.89	4	11.11
	Larger	11	30.56	15	41.67
	No goal	1	2.78	-	-
	$x^2(1, \underline{N}=36) = 0.473$		$\underline{p} < .05$		
b.	**Academic qualifications**				
	Lower	2	5.56	-	-
	Same	10	27.78	12	33.33
	Higher	3	8.33	6	16.67
	No goal	2	5.56	1	2.78
	$x^2(1, \underline{N}=36) = 0.385$		$\underline{p} < .05$		
c.	**Geographic origin**				
	Narrower	2	5.56	3	8.33
	Same	10	27.78	6	16.67
	Broader	4	11.11	10	27.78
	No goal	1	2.78	-	-
	$x^2(2, \underline{N}=36) = 3.540$		$\underline{p} < .05$		
d.	**Racial/ethnic diversity**				
	Less diverse	1	2.78	-	-
	More diverse	10	27.78	11	30.56
	No goal	5	13.89	8	22.22
	$x^2(1, \underline{N}=35) = 1.494$		$\underline{p} < .05$		
e.	**Gender mix**				
	More males	2	5.56	2	5.56
	More females	4	11.11	2	5.56
	Same	6	16.67	11	30.56
	No goal	5	13.89	4	11.11
	$x^2(2, \underline{N}=36) = 2.132$		$\underline{p} < .05$		

From a geographic standpoint, the majority of schools in Oklahoma elected not to broaden their recruitment base, with 10 of 17 staying the same. Ten Kansas schools, on the other hand, wanted to broaden their geographical recruitment base, while six opted to stay the same. A total of five schools in both states indicated a need to narrow their base.

Increased racial diversity was a well-defined goal for a total of 21 (58.34 percent) of the schools in both states. Thirteen schools (36.11 percent), however, set no goals in that area.

Changing gender mix was the goal of six of the Oklahoma institutions and four of the Kansas two-year schools. Overall, 47.23 percent of all respondents elected to remain the same. Twenty-five percent did not set goals in this area. No statistically significant differences were found between the two states in terms of setting enrollment goals.

Enrollment Results

Enrollment Results did show some statistical significance, though. Those were presented in Table 7, highlighted by the "size" segment. Only two Oklahoma schools (5.56 percent) reached their enrollment goals in this area while 13 (36.11 percent) from Kansas did, resulting a chi square value of 9.528 with 1 degree of freedom.

Results were much more equal in terms of academic qualifications and geographic origins. A total of 20 schools of the 36 (55.55 percent) achieved their goals in both areas, while only three schools in Oklahoma and two schools in Kansas did not. A curious anomaly was evident in the area of academic qualifications. In the previous section, Enrollment Goals, only three schools reported that they set no goals. However, in

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Table 7
Summary of Responses
Section II - Enrollment Results

		Oklahoma		Kansas	
		Frequency	Percent	Frequency	Percent
a.	**Size**				
	Achieved	2	5.56	13	36.11
	Not achieved	12	33.33	6	16.67
	No goal	3	8.33	-	-
	$x^2(1, \underline{N}=36) = 9.528*$				
b.	**Academic qualifications**				
	Achieved	8	22.22	12	33.33
	Not achieved	2	5.56	1	2.78
	No goal	7	19.44	6	16.67
	$x^2(1, \underline{N}=36) = 0.609$				
c.	**Geographic origin**				
	Achieved	10	27.78	10	27.78
	Not achieved	1	2.78	1	2.78
	No goal	6	16.67	8	22.22
	$x^2(1, \underline{N}=36) = 0.169$				
d.	**Racial/ethnic diversity**				
	Achieved	5	13.89	7	19.44
	Not achieved	4	11.11	3	8.33
	No goal	8	22.22	9	25.00
	$x^2(2, \underline{N}=36) = .425$				
e.	**Gender mix**				
	Achieved	6	16.67	6	31.43
	Not achieved	1	2.78	3	8.33
	No goal	10	27.78	10	27.78
f.	**Comparison with previous year**				
	Increased	5	14.29	11	31.43
	Decreased	12	34.29	7	20.00
	$x^2(1, \underline{N}=35) = 3.54$				

*Significant at 3.841 1DF $p < .05$

reporting the results of Enrollment Results, a total of 13 schools reported that they had no goals.

Achieving racial and ethnic diversity goals was reported by an even one-third of the respondents. Seven schools (19.44 percent) reported that they did not achieve their anticipated results. Similarly, an even one-third of the schools in both states reported they had achieved gender goals. Only four schools (11.11 percent) responded that they had not.

Comparing overall enrollment growth from the 1993 Fall semester to the 1994 Fall semester, only five schools in Oklahoma showed an increase in their freshman class, while 11 schools in Kansas showed growth. As a brief side note, these data came close to statistical significance at the selected probability level ($p < .05$) and would have been statistically significant at .10 level of probability, had the researcher elected that level of reporting.

Conversion and Yield Rates

Responses to Conversion and Yield Rates were in the form of numbers of inquiries, applicants and enrollees, and in comparisons of 1994 freshman numbers with those of the previous year. Summaries of those responses were presented in Tables 8 and 9, respectively. Although there appeared to be a notable difference in the frequency distributions of the number of inquiries in the two states for 1994 when compared to 1993, only four Oklahoma institutions showed an increase in inquiries, while the same number showed a decrease. In Kansas, 12 schools showed larger number of inquiries, three experienced no change, and no schools showed a decrease in interest. This distribution

Table 8
Summary of Responses
Section II - Conversion and Yield Rates

Numbers of inquiries, applicants, enrollees

		M	Mdn	Range	M	SD	t
a.	**Number of inquiries**						
	Oklahoma	8	1700	6000	2737.50	2319.44	
	Kansas	15	2021	9042	2670.467	2303.213	
	Total	23	2000	9599	2693.783	2255.793	0.0662
b.	**Number of applicants**						
	Oklahoma	9	873	2758	1281.667	929.491	
	Kansas	16	845.5	7150	1411.875	1714.784	
	Total	25	848	7200	1365.0	1459.403	-0.2462
c.	**Number accepted**						
	Oklahoma	13	800	5700	1491.462	1588.927	
	Kansas	15	843	7450	1415.467	1766.41	
	Total	28	821.5	7200	1450.75	1655.734	0.1198
d.	**Number enrolled**						
	Oklahoma	14	833	2867	1257.5	986.252	
	Kansas	17	750	4834	977.47	1102.908	
	Total	31	770	4834	1103.935	1044.183	0.7457

$p < .05$

Table 9
Summary of Responses
Section II - Conversion and Yield Rates (continued)

Comparison of Fall 1994 Freshmen to Fall 1993 Freshmen

		Oklahoma		Kansas	
		Frequency	Percent	Frequency	Percent
a.	Inquiries				
	Increased	4	14.29	12	42.86
	No change	5	17.86	3	10.71
	Decreased	4	14.29	-	-
	$x^2(1, \underline{N}=28) = 3.20$		$\underline{p} < .05$		
b.	Number of applications				
	Increased	5	17.24	11	37.93
	No change	5	17.24	3	10.34
	Decreased	3	10.34	2	6.90
	$x^2(2, \underline{N}=29) = 2.668$		$\underline{p} < .05$		
c.	Number accepted				
	Increased	3	10.00	7	23.33
	No change	6	20.00	8	26.67
	Decreased	5	16.67	1	3.33
	$x^2(2, \underline{N}=30) = 4.439$		$\underline{p} < .05$		
d.	Number enrolled				
	Increased	5	16.33	9	29.03
	No change	3	9.68	2	6.45
	Decreased	7	22.58	5	16.13
	$x^2(2, \underline{N}=31) =1.646$		$\underline{p} < .05$		

resulted in a chi square value of 3.20 with 1 degree of freedom, insufficient to achieve

statistical significance.

At the same time, it was worthy of note that these numbers did not translate

proportionately into numbers of students who actually enrolled. In Oklahoma, five

schools (38.71 percent) showed increases and seven showed decreases, just as nine

schools in Kansas showed increases while five showed decreases. Increases or no change

in application numbers in both states (55.17 percent and 27.58 percent, respectively) and

increases in or no change in acceptances for both states (33.33 percent and 46.67 percent,

respectively) resulted in 45.36 percent of the schools reporting an increase, 16.13 percent

with no change, and 38.71 percent showing a decrease in enrolled freshmen. No

significant statistical differences were in evidence for the number of applications, the

number of acceptances, or the number enrolled.

Enrollment Management Organizational Structure

Beginning with the work of Kemerer and others (1982), the organizational structure

of enrollment management caught the interest of writers such as Muston (1984), Graff

(1986), Merante (1987), and Beeler (1989). Ranging from voluntary committees to highly

structured centralized efforts emanating from the office of a dean or vice president, the

individuals involved, at what level they were involved, and what responsibilities they

assumed were important. Responses to this segment involved the title of the person(s)

responsible for enrollment management, to whom they reported, and what responsibilities

they carried. A summary of responses was presented in Table 10.

Table 10

Summary of Responses

Section II - Enrollment Management Organizational Structure

	Oklahoma		Kansas	
	Frequency	Percent	Frequency	Percent
Title				
Vice President	7	19.44	1	2.78
Dean	5	13.89	6	16.67
Director	3	8.33	10	27.78
Other	2	5.56	2	5.56

$x^2(2, \underline{N}=36) = 8.267*$

	Oklahoma		Kansas	
Reports To				
President	10	27.78	6	16.67
Chief academic officer	3	8.33	-	-
Chief student services officer	2	5.56	12	33.33
Chief financial/admin. officer	1	2.78	-	-
Other	1	2.78	1	2.78

$x^2(1, \underline{N}=36) = 7.232**$

	Oklahoma		Kansas	
Responsibilities				
Recruitment	13	36.11	18	50.00
Admissions	15	41.67	17	47.22
Financial Aid	7	19.44	8	22.22
Orientation	5	27.78	9	25.00
Institutional research	2	5.56	5	13.89
Public relations	2	5.56	5	13.89
Student retention	10	27.78	8	22.22
Registrar	12	33.33	9	25.00
Academic advising	10	27.78	10	27.78
Counseling	10	27.78	8	22.22
Publications	3	8.83	7	19.44
Alumni affairs	1	2.78	-	-
Scholarships	6	16.67	12	33.33

$x^2(11, \underline{N}=36) = 1.183$

*Significant at 5.991 2DF $\underline{p} < .05$

**Significant at 3.841 1DF $\underline{p} < .05$

The most frequent titles and reporting structures appeared to be of a higher level in Oklahoma institutions than in Kansas. Twelve schools in Oklahoma out of 17 responded that seven vice presidents and five deans reported to either 10 presidents or three chief academic officers. In Kansas, six deans and 10 directors reported to either six presidents or 12 chief student services officers. The statistical results of the titles and reporting structures resulted in a respective chi square value of 8.267 with 2 degrees of freedom, and 7.232 with 1 degree of freedom. While both frequency distributions lacked a full complement of five counts per category, there was a strong case for the noted differentiation. Although the enrollment managers carried with them a multiplicity of responsibilities, there was no significant differentiation between institutions in the two states.

Contact with Prospective Student

This section dealt with the kinds and types of materials placed in students' and parents' hands to augment the recruitment process, and the number of written communications which occurred prior to and after admissions. Table 11 displayed this information. Out of 15 selections of promotional materials commonly used by schools in contacting students, only two items showed a statistically significant difference between institutions in the two states. Kansas schools opted to use posters by a margin of seven to one, resulting in a chi square value of 4.976 with 1 DF. Perhaps more significantly (and more readily explained, since all Kansas schools have athletic programs), 13 schools in Kansas versus only two in Oklahoma use athletic brochures as part of their prospective student contact regime, yielding a chi square value of 11.849 with 1 DF.

Table 11
Summary of Responses
Section II - Contact with Prospective Students

Promotional Materials

| | | Oklahoma | | Kansas | | | |
		No	Yes	No	Yes	x^2	DF
a.	Searchpiece	15	1	16	3	-	-
b.	Viewbook	6	11	3	16	1.820	1
c.	Catalog	1	16	2	17	-	-
d.	Departmental brochure	4	13	0	19	-	-
e.	Student life brochure	12	5	13	6	.020	1
f.	Poster	16	1	12	7	4.976*	1
g.	Athletic department	15	2	6	13	11.849*	1
h.	Parents' brochure	16	1	18	1	-	-
i.	Video tape	9	8	12	7	.385	1
j.	Audio tape	17	-	19	-	-	-
k.	Admissions letter	4	13	2	17	1.092	1
l.	Fact sheet	9	8	7	12	.942	1
m.	Minority student brochure	16	1	16	3	-	-
n.	Financial aid brochure	6	11	4	15	.907	1
o.	Personal letters	2	15	2	17	-	-

Written Communication

| | | Oklahoma | | Kansas | |
		Frequency	Percent	Frequency	Percent
a.	Prior to application				
	One - two	11	30.56	4	11.11
	Three - five	4	11.11	9	25.00
	Five or more	2	5.56	6	16.67
	$x^2(2, \underline{N}=36) = 7.107**$				
b.	After admission				
	One - two	12	34.29	5	14.29
	Three - five	3	8.57	10	28.57
	Five or more	1	2.86	4	11.43
	$x^2(2, \underline{N}=35) = 8.255**$				

*Significant at 3.841 1DF $\underline{p} < .05$
**Significant at 5.991 2DF $\underline{p} < .05$

Written communication was statistically differentiated between the two states, as well. Oklahoma schools reported that 11 (30.56 percent) had from one-two written communications prior to admissions compared to four schools in Kansas (11.11 percent). Four institutions in Oklahoma (11.11 percent) chose to send three-five written communications to their prospective students, whereas nine schools in Kansas (25.00 percent) selected that option. Six schools in Kansas pursued their pre-admitted students with five or more written communications. Only two Oklahoma schools went that far in terms of their efforts, resulting in a chi square value of 7.107 with 2 DF and statistical significance.

Written communication after admission was very similar in terms of patterns and statistical differences. Twelve Oklahoma colleges sent one-two communications; three sent three-five; and only one sent five or more. Five Kansas schools sent one-two communications after admission; ten sent from three-five; and four sent five or more. The resultant chi square value was 8.255 with 2 DF.

Telecounseling

This section examined the use of telecounseling in contacting prospective students, the methods used in telecounseling, and the personnel involved in the telecounseling process. Statistically significant differentiation of telecounseling use was displayed in Table 12, beginning with the number of schools in each state that found it useful. Oklahoma colleges did not find telecounseling particularly useful with only two schools (6.06 percent) responding that they used it at all. However, those numbers did not remain constant through the next three responses. Kansas colleges, on the other hand, found the

Table 12
Summary of Responses
Section II - Telecounseling

Use of telecounseling

	Oklahoma		Kansas	
	Frequency	Percent	Frequency	Percent
Use	2	6.06	12	36.6
Don't use	12	36.36	7	21.21

$x^2(1, \underline{N}=33) = 7.882*$

a. Admissions staff callers

Frequently	1	5.88	8	47.06
Infrequently	3	17.65	4	23.53
Never	1	5.88	-	-

$x^2(1, \underline{N}=17) = 1.036$

b. Special telethons

Frequently	1	6.25	2	12.50
Infrequently	1	6.25	5	31.25
Never	2	12.50	5	31.25

$x^2(1, \underline{N}=16) = 0.258$

c. Systematic calling

Frequently	1	6.25	4	25.00
Infrequently	3	18.75	4	25.00
Never	-	-	4	25.00

$x^2(1, \underline{N}=16) = 0.686$

Designated telecounseling supervisor

Yes	4	14.29	12	42.86
No	5	17.86	3	10.71

$x^2(1, \underline{N}=24) = 8.40*$

*Significant at 3.841 1DF $\underline{p} < .05$

concept more useful with 12 schools responding that they did use it. Those results generated a chi square value of 7.882 with 1 DF. The personnel most frequently involved in calling were admissions staff; however, only five schools in the total population had systematized their use of telecounseling. As might be deduced from the previous responses, 12 Kansas schools had a designated telecounseling supervisor while four Oklahoma schools responded that they did. Those responses resulted in a chi square value of 8.40 with 1 DF.

Financial Aid

The importance of student financial aid in enrollment management was mentioned early in the literature by Hossler (1984) and later by Wilcox (1991), Krotseng (1992) and others. This section assessed and compared the manner in which financial aid was used by respondents in Oklahoma and Kansas in terms of what percentage of student need was met, the percentage of freshmen receiving financial aid, and the type or "mix" of financial aid awarded.

As Table 13 reveals, in the total research sample, well over three quarters of student needs were met ($\underline{M} = 78.038$) by including loans in the award package. When loans were excluded, the percentage of met need dropped to just over half ($\underline{M} = 53.730$) for the total population, and to $\underline{M} = 51.909$ for Oklahoma schools and $\underline{M} = 55.066$ for Kansas schools. Interestingly enough, the percentage of freshman receiving aid in both states ($\underline{M} = 61.516$) was significantly less than aid being received for the total population.

The financial aid mix, comprised of varying combinations of grants, loans, and work, showed little differentiation state to state. However, when the use of scholarships was

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Table 13
Summary of Responses
Section II - Financial Aid

	N	M	SD	t
Need met - including loans				
Oklahoma	11	75.363	15.794	
Kansas	15	80.000	12.744	
Total	26	78.038	14.007	0.8010
Need met - excluding loans				
Oklahoma	11	51.909	13.678	
Kansas	15	55.066	16.546	
Total	26	53.730	15.188	-0.5318
Freshmen receiving aid				
Oklahoma	15	56.866	15.679	
Kansas	16	65.875	20.379	
Total	31	61.516	18.529	-1.3843
Financial aid mix				
a. Grants				
Oklahoma	11	48.727	14.471	
Kansas	13	38.461	11.310	
Total	24	43.166	13.6052	1.910
b. Loans				
Oklahoma	11	28.000	12.425	
Kansas	13	25.461	19.868	
Total	24	26.625	16.576	.3809
c. Work				
Oklahoma	11	12.272	6.783	
Kansas	13	10.615	7.610	
Total	24	11.375	7.137	.5639
d. Scholarships				
Oklahoma	11	11.909	6.300	
Kansas	13	26.230	16.315	-2.7362*

*Significant at 2.179 $p < .05$

compared, a noticeable difference appeared. In Oklahoma, a mean score of 11.909

compared to a mean score of 26.230 in Kansas yielded a t-test value of -2.7362. This

value was regarded as significant at $p < .05$.

Budgeting and Staffing

This section explored the budget and staffing of the admissions office as a function of

the institutional support of enrollment management. Not surprisingly, given the essentially

flat budgets in both states, most of the responses to budget comparisons clustered around

either small increases or small decreases, with some notable exceptions. A total of 17

schools in both states (51.5 percent) showed no change, although the largest number

showing no change (13 or 39.39 percent) was in Oklahoma. Table 14 reveals that seven

schools in Kansas were the recipients of budget increases while only one school in

Oklahoma received any increase. On the distaff side, a total of eight schools reduced their

admissions budgets. Three schools in Kansas indicated their budgets had been reduced by

ten percent or more. A chi square value of 7.889 with 1 DF summarized the comparative

relationship between the states.

A comparison of the two states' institutional marketing budgets resulted in a chi

square value of 0.334 with 2 DF and no statistically significant differences between

schools. A total of 13 institutions (40.63 percent) spent less than one percent of the

institution's overall budget on marketing. Eleven schools (34.88 percent) spent between

two and three percent; five schools (15.63 percent) spent between four and six percent;

three schools (9.39 percent) spent between seven and nine percent; and no schools listed

10 percent or more in marketing expenditures.

Table 14
Summary of Responses
Section II - Budgeting and Staffing

	Oklahoma		Kansas	
	Frequency	Percent	Frequency	Percent
Buget compared to previous year				
Increased 10% or more	-	-	-	-
Increased 5-9%	-	-	1	3.03
Increased 1-4%	1	3.03	6	18.18
No change	13	39.39	4	12.12
Decreased 1-4%	1	3.03	2	6.06
Decreased 5-9%	1	3.03	1	3.03
Decreased 10% or more	-	-	3	9.09

$x^2(1, \underline{N}=33) = 7.889*$

	Oklahoma		Kansas	
Percent spent on marketing				
Less than 1%	6	18.75	7	21.88
2-3 %	6	18.75	5	15.63
4-6 %	2	6.25	3	9.38
7-9 %	2	6.25	1	3.13
10 % or more	-	-	-	-

$x^2(2, \underline{N}=32) = 0.334$

Staffing

	$\underline{N}$	$\underline{M}$	$\underline{SD}$	$\underline{t}$
a. Full-time				
Oklahoma	16	6.187	5.810	
Kansas	18	4.055	4.304	
Total	34	5.058	5.104	1.203
b. Part-time				
Oklahoma	12	2.833	4.239	
Kansas	13	2.461	3.098	
Total	25	2.64	3.615	.2486

*Significant at 3.841 1DF $\underline{p} < .05$

Staffing of the admissions offices with full and part-time employees showed similar averages in both states. The mean for full-time staffers was 5.05 with a standard deviation of 5.10. Part-time employees were about half the full-time numbers with a mean of 2.64 and a standard deviation of 3.615.

Enrollment Planning

This section solicited responses from the public community and two-year colleges in Oklahoma and Kansas concerning enrollment planning, including the use of an annual written enrollment plan, the integration of that plan into an institutional strategic planning matrix, and the dissemination of the enrollment plan throughout the campus. Summary responses for this section were displayed in Table 15.

The contrast immediately evident was that 12 of 19 schools in Kansas (63.16 percent) said they developed a written annual enrollment plan as opposed to only 4 of 16 schools in Oklahoma (25 percent) that replied affirmatively to the item. Those responses resulted in a significant statistical difference as indicated by a chi square value of 5.096 with 1 DF.

Of those schools that did develop such a written plan, a total of 14 institutions (66.67 percent) integrated that plan into the overall institutional strategic planning model. Sharing the plan with campus constituents became problematic, however, as an average of less than half of the study responded to that item, with the largest number of responses recorded for Kansas schools. No statistically significant differences were noted as a result.

Recruitment

This section looked with some detail at 25 recruitment strategies and how they were

Table 15
Summary of Responses
Section II - Enrollment Planning

| | Oklahoma | | Kansas | |
	Frequency	Percent	Frequency	Percent
Annual enrollment plan developed				
Yes	4	25.00	12	63.16
No	12	75.00	7	36.84
$x^2(1, \underline{N}=35) = 5.096*$				
Part of strategic plan				
Yes	5	23.81	9	42.86
No	2	9.52	3	14.29
Don't know	2	9.52	-	-
$x^2(1, \underline{N}=21) = 0.029$				
Plan shared and discussed				
a. Admissions staff				
Yes	7	36.84	12	63.16
No	-	-	-	-
b. Senior administrators				
Yes	6	33.33	10	55.57
No	-	-	2	11.11
c. Faculty and staff				
Yes	4	11.76	9	52.94
No	2	23.53	2	11.76
d. Financial aid staff				
Yes	4	23.53	10	58.82
No	2	11.76	1	5.88
e. Board of trustees				
Yes	4	22.22	8	44.44
No	2	11.76	2	11.11

*Significant at 3.841 1DF $\underline{p} < .05$

used by the public community and two-year colleges in Oklahoma and Kansas, as well as the cost of recruiting new students. Summaries of those responses were displayed in Table 16 in the form of nominal data and chi square tests for independence in the case of the former, and interval data and t-tests in the case of the latter.

For the most part, there appeared to be little difference between schools in the two states when it came to the use of recruitment strategies which have become standard practices over the years. Strategies such as high school visits, and college days and nights showed that they had become commonplace, with all institutions in both states participating at a 100 percent level, according to the responses registered.

The first strategy to show any statistically significant differentiation was telecounseling, which had been explored earlier in this chapter (Table 12). The previous analysis of a statistically significant difference was reinforced by responses recorded in this section as 12 Kansas schools reported use of the strategy, while four Oklahoma schools responded affirmatively. Those responses generated a chi square value of 5.707 with 1 degree of freedom with a probability of <.05. The second strategy showing any statistically significant difference was the use of multi-media presentations. While not quite half (8 of 9) of the Oklahoma schools reported such use, only two of 19 Kansas schools made use of the strategy. The resultant chi square value (5.969, 1 DF) supported the nominal difference. The third differentiated strategy was the use of billboard advertising. As noted in the previous strategy, only two Kansas schools use billboard advertising; however, 11 Oklahoma schools have their names and attributes on display for the motoring public. The computed chi square value was 11.416 with 1 DF. In contrast to the use of billboards, Kansas schools showed a large preference for toll-free numbers:

Table 16
Summary of Responses
Section II - Recruitment

Recruitment strategies	Oklahoma		Kansas		x^2	DF
	Yes	No	Yes	No		
a. High school visits	17	-	19	-	-	-
b. College fairs (national/regional)	12	5	12	7	0.223	1
c. College days/nights	17	-	19	-	-	-
d. Current student involvement	11	6	8	11	1.839	1
e. Alumni involvement	8	9	5	14	1.673	1
f. Faculty involvement	12	5	15	4	0.334	1
g. Telecounseling	4	13	12	7	5.707*	1
h. Campus group visits	14	3	13	6	0.929	1
i. Weekend visits	3	14	3	16	0.022	1
j. Campus individual visits	14	3	17	2	0.380	1
k. High school counselor mtgs.	10	7	8	11	1.003	1
l. Multi-media presentations	8	9	2	17	5.969*	1
m. Personal letters (adm./faculty)	13	4	17	2	1.092	1
n. Billboard ads	11	6	2	17	11.416*	1
o. Radio/TV ads	16	1	15	2	-	-
p. Newspaper/ magazine ads	15	2	15	4	0.557	1
q. Promotional pubs	13	4	12	7	0.749	1
r. Student search/ AEOS	5	12	6	13	0.020	1
s. College directories	5	12	5	14	0.043	1
t. In-home videos	4	13	6	13	0.290	1
u. No-need scholarships	9	8	14	5	1.673	1
v. Special minority prog	7	10	3	16	2.882	1
w. Toll-free number	3	14	13	6	9.368*	1
x. Extended office hrs.	12	7	9	10	1.990	1
y. Other	1	16	2	17	-	-

*Significant at 3.841 1DF $p < .05$

Table 16 (Continued)

Recruiting cost per student
(Expressed in dollars)

	N	M	SD	t
Oklahoma	10	72.781	86.432	
Kansas	12	90.978	135.096	
Total	22	82.706	113.347	-0.3821

$p < .05$

Figures actual/estimated

	Oklahoma		Kansas	
	Frequency	Percent	Frequency	Percent
Actual	1	4.35	2	8.70
Estimated	10	43.48	10	43.48

$p < .05$

13 of 19 Kansas schools, compared to only three of 17 schools in Oklahoma had toll-free

numbers available. A chi square value of 9.368 with 1 DF was found to be significant.

In terms of recruitment costs, only a total of three colleges in both states gave actual

figures; 20 provided estimates. Those estimates ranged from less than two dollars to

nearly $400 per new student enrolled. The mean score for Oklahoma colleges was

72.7781 with a standard deviation of 86.432. Kansas colleges registered a mean score of

90.978 with a standard deviation of 135.096. The very nature of the estimated figures,

coupled with a t-test performed on the interval values did not support any significant

differences between the schools in both states.

Contact with Present Students

The section surveyed three areas regarded in the literature as important to student

retention. Those areas were services offered, evaluative activities, and non-classroom

activities used to foster student relations. Table 17 presented a summary of those areas.

The first area considered, services offered, showed a great deal of similarity between

colleges in both states with the exception of no-need employment. In that category, five

Oklahoma schools did offer no-need employment while 12 did not. Kansas schools, on

the other hand, showed opposite tendencies: six Kansas schools did not offer no-need

employment; 13 schools did. The resulting chi square value of 5.461 with 1 DF indicated

statistical significance in this area.

In the other two areas, evaluative activities and non-classroom activities, there

appeared to be little difference in evidence. Colleges in both states were almost equally

concerned with student satisfaction surveys, exit interviews, and student evaluation of the

Table 17
Summary of Responses
Section II - Contact with Present Students

	Oklahoma		Kansas		x^2	DF
	Yes	No	Yes	No		
Services Offered						
Academic advising by faculty	15	2	17	2	-	-
On-going orientation	10	7	11	8	.003	1
Career counseling	15	2	19	-	-	-
Acad. assistance	16	1	18	1	-	-
Early alert	10	7	12	7	.071	1
No-need employment	5	12	13	6	5.461*	1
Other	-	17	1	18	-	-
Evaluative activities						
Student satisfactory surveys	16	1	16	3	-	-
Exit interviews	12	5	13	6	.020	1
Eval. of faculty by students	15	2	17	2	-	-
Other	-	17	17	2	1.895	1
Non-classroom activities						
Faculty advisors	17	-	17	2	-	-
Residence hall mentoring	1	16	3	16	-	-
Students on committees	12	5	14	5	.043	1
Students at board meetings	3	14	8	11	2.529	1
Other	-	18	1	18	-	-

*Significant at 3.841 1DF $p < .05$

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faculty in the area of evaluative activities. Non-classroom activities were not as popular in either state, however. While practically all schools in both states (17 of 17 in Oklahoma; 17 of 19 in Kansas) used faculty advisors, only one school in Oklahoma and three schools in Kansas involved themselves in faculty mentoring in the residence halls. Similarly, only three of 17 schools in Oklahoma had student representatives at board meetings as did eight of 19 schools in Kansas. No statistically significant differences appeared in either the evaluative activities or the non-classroom activities.

Retention and Graduation Rates

This section assessed two key areas, retention and graduation rates, which, according to Pollock (1989), Coyle, Pennipede and Reilly (1985) and Forrest (1987), are important measures of an enrollment management system. Table 18 displayed the summary results of this section. In the first area, percent of returning freshmen, 11 Oklahoma schools reported a mean score of 51.909 and a standard deviation of 15.162. Seventeen Kansas schools reported a mean score of 64.176 with a standard deviation of 12.207. The resultant t-test score of -2.252 was regarded as significant since a t-test score of 2.101 with 18 DF was needed to achieve significance in this area.

The second area, cohort graduation rates, indicated the number of freshmen who graduated within three years from colleges in both states. Eleven schools from Oklahoma reported a graduation rate mean score of 27.454 with a standard deviation of 15.989. In contrast, 16 Kansas schools recorded a mean score of 46.812 and a standard deviation of 24.188. The t-test results for significance had to be at least 2.060 with 25 DF for significance to be achieved. The computed result was -2.5030 with 25 DF.

Table 18
Summary of Responses
Section II - Retention and Graduation Rates

	N	M	SD	t
Percent of returning Freshmen				
Oklahoma	11	51.909	15.162	
Kansas	17	64.176	12.207	
Total	28	59.357	14.514	-2.252*
Cohort graduation rate				
Oklahoma	11	27.454	15.989	
Kansas	16	46.812	24.188	
Total	27	38.925	23.018	-2.5030*

*Significant at 2.060 $p < .05$

<u>Comments</u>

Item 38 of Section II gave respondents an opportunity to make any additional

comments they wished to make. Table 19 presented those comments, categorized by the

state from which they came and the topic area upon which they commented. Nine

comments came from Kansas schools while seven came from Oklahoma colleges. It is

worthy of note that the largest portion of the comments dealt with computer and/or

statistical issues which were also reflected in previous sections of this chapter in a

statistical manner.

Findings

Based on the responses from the survey questionnaire, the study was designed to

examine the enrollment management perceptions and practices of public community and

two-year colleges in Oklahoma and Kansas. In order to do so, the findings of the study

were presented in the following segments:

a. <u>General</u> <u>perceptions</u> of chief admissions officers concerning the value and

   importance of enrollment management in public community and two-year

   colleges.

b. <u>Institutional</u> <u>practices</u> concerning enrollment management in public community

   and two-year colleges.

The following findings relate to the two hypotheses and their accompanying sub-

hypotheses presented in Chapter I.

Table 19
Section II - Comments

State	Topic Area	Comment
1. Kansas	Conversion and yield rates	"Our conversion and yield rates are not accurate due to lack of coordination on procedures for entering data on computers between our main campus and outreach center."
2. Oklahoma	Recruiting cost per student	"I have no idea. Nor does anyone else."
3. Kansas	Recruiting cost per student	"Don't know. What is the cost if the student has a perfect SAT or 36 ACT or whose soprano or tenor voice can break glass in the next room?"
4. Kansas	Conversion and yield rates	"I am very hopeful that our new integrated computer system will make getting enrollment management reports easier. Admissions/Recruitment on a different computer system made tracking students to enrollment very laborsome."
5. Kansas	Recruiting cost per student	"I have no idea."
6. Kansas	Conversion and yield rates	"We are going on a computer system that will allow me to generate this information, but I can't at this point."
7. Kansas	Retention and graduate rates	"We usually don't count."
8. Kansas	Enrollment management	"Enrollment management must be supported from the bottom of the organization to the top by action and not just 'lip service.' It is important to retention which has as much impact as recruitment."

Table 19 (continued)

9. Oklahoma	First time freshmen	"Some questions such as those regarding first time freshmen were difficult to answer because of the way we keep stats. We tend to look at first time at this institution rather than to break down the freshmen vs. sophomore students."
10. Oklahoma	Conversion and yield rates	"Many statistical questions are unanswerable as we do not have the data at present. We have been through three computer systems in the last four years."
11. Oklahoma	Conversion and yield rates	"No data available."
12. Kansas	Recruitment cost per student	"Not available."
13. Oklahoma	Retention rates	"Not available."
14. Oklahoma	Budget and staffing	"Our recruitment budget is very low--$15,000. Division directors in academics earn as much as $10,000+ more than directors in admissions, financial aid, and counseling."
15. Kansas	First time freshmen	"Next year our new computer system will keep track of first-time freshmen. Currently we calculate first-time full-time only."
16. Oklahoma	Conversion and yield rates	"No information available."

General Perceptions

1. There are no significant differences between the perceptions of Oklahoma and Kansas chief admissions officers regarding the value and importance of enrollment management practices in public and community and two-year colleges.

As reported in Table 5, the frequency distributions, means and standard deviations, and chi square values at the .05 probability level did not support rejection of the first hypothesis. Of the eleven perceptual statements included in Section I of the survey questionnaire, an overview of the tabulated responses failed to show any significant statistical differences in perceptions between practitioners in the two states. However, within the total research sample there were some noteworthy and interesting features. General Perception 1, which dealt with the effectiveness of enrollment management as a concept revealed a strong positive attitude ($\underline{M}$ = 4.52 $\underline{SD}$ = 0.59) on the part of all 36 respondents. A slightly weaker result emerged concerning General Perception 2, which had to do with setting annual enrollment goals. That item scored ($\underline{M}$ = 4.48 $\underline{SD}$ = 0.50) somewhat lower than the first item, but served as a contrast to General Perception 3 which received scattered responses regarding the understanding accorded to conversion and yield rates ($\underline{M}$ = 3.26 $\underline{SD}$ = 0.80). Those scattered responses were reflected in a general way, too, in Section II to be treated later in this chapter.

Positive responses were reflected in General Perceptions 4 and 6 ($\underline{M}$ = 4.42 $\underline{SD}$ = 0.50 and $\underline{M}$ = 4.13 $\underline{SD}$ = 0.63, respectively), which included slightly more uncertainty as to the veracity of the two statements having to do with the organizational structure of enrollment management and the use of telecounseling as a technique. General Perceptions 5 and 7-10 drew positive responses also, paralleling to some degree those

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found in the General Perceptions 1 and 2. The last item, General Perception 11, exhibited the weakest response in terms of agreement with the other perceptual statements offered, scoring a mean of 2.725 and a standard deviation of 0.77. That statement asserted that most institutions place an appropriate emphasis on enrollment management.

Institutional Practices

2. There are no significant differences between the type and frequency of enrollment management practices employed by public community and two-year colleges in Oklahoma and Kansas.

Based on the findings related to the above major hypothesis and the twelve related sub-hypotheses, there were statistically significant differences in both the type and frequency of enrollment management practices employed by public community and two-year colleges in Oklahoma and Kansas. The findings related to the twelve sub-hypotheses are presented below:

2a. There are no significant differences in the enrollment goals set by public

community and two-year colleges in Oklahoma and Kansas.

Based on frequency distribution and chi square values, the size, academic qualifications, geographic origins, racial/ethnic diversity, and gender mix of enrollment goals did not show a statistically significant difference between the two states, as revealed in Table 6. The data did not support the rejection of hypothesis 2a.

2b. There are no significant differences in the enrollment results achieved by public

community and two-year colleges in Oklahoma and Kansas.

Based on frequency distribution and chi square value of 9.528 with 1 DF, the comparative number of schools which achieved their goals for freshmen class size was statistically significant between Oklahoma and Kansas colleges. While no significant difference was noted in Table 7 in the other criteria of academic qualifications, geographic origin, racial/ethnic diversity or gender mix, hypothesis 2b was rejected.

2c. There are no significant differences in conversion and yield rates achieved by public community and two-year colleges in Oklahoma and Kansas.

Based on the t-test performed on data responding to the number of inquiries, applications, acceptances and number enrolled, there was no significant statistical difference between colleges in both states, as noted in Table 8. Likewise, the frequency distribution and chi square value used to compare these same numbers from Fall 1993 to Fall 1994 (Table 9) did not support the rejection of hypothesis 2e. A total of 15 Kansas schools noted an increase or no change (42.86 percent and 10.71 percent, respectively) while only 9 Oklahoma schools showed an increase or no change (14.29 percent and 17.86 percent, respectively); four Oklahoma schools recorded a decrease.

2d. There are no significant differences in the enrollment management organizational structures of public community and two-year colleges in Oklahoma and Kansas.

Based on the frequency distribution and chi square values presented in Table 10, statistically significant differences in title and levels of reporting authority were evident between the schools in the two states. While 33.33 percent of Oklahoma schools used either "vice-president" or "dean" as a title for the person in charge of enrollment management, only 19.45 percent of Kansas schools used those two titles, preferring 27.78 percent to 8.33 percent to use "director" as a title. The resultant chi square value was

computed at 8.267 with 2 DF. Likewise, the levels of reporting authority were similarly differentiated: 27.78 percent of Oklahoma schools reported to the president while only 16.62 percent did so in Kansas. The chi square value 7.232 with 1 DF was deemed significant. Hypothesis 2d was rejected.

2e. There are no significant differences in the manner in which prospective students are contacted in public community and two-year colleges in Oklahoma and Kansas.

Based on frequency distribution and chi square values, the type and number of promotional materials and written communication used by Oklahoma and Kansas colleges did differ significantly. While 13 of the 15 items categorized as promotional materials did not show significant differentiation of use, two did: posters and athletic department brochures. Thirteen Kansas colleges used athletic brochures and seven used posters. Two Oklahoma colleges used athletic department brochures and one used posters. The respective chi square values were shown in Table 11 and revealed significant differences in the use of each of the two items. Similarly, written communications both before and after admission showed chi square values of 7.107 with 2 DF for communication prior to application and 8.255 with 2 DF for communication after admission. Consequently, hypothesis 2e was rejected.

2f. There are no significant differences in the use of telecounseling in the public community and two-year colleges in Oklahoma and Kansas.

Based on frequency distribution and chi square values, the use of telecounseling and the number of schools that named a designated telecounseling supervisor showed statistically significant differences in the two states' colleges as presented in Table 12.

Only two Oklahoma colleges used telecounseling compared to 12 colleges in Kansas, resulting in a chi square value of 7.882 with 1 DF. A similar differential was also evident in relation to naming a supervisor; therefore, hypothesis 2f was rejected.

2g. There are no significant differences in financial aid awarded by the public

community and two-year colleges in Oklahoma and Kansas.

Based on the measure of central tendencies, standard deviations and t-tests presented as part of Table 13, one area, use of scholarships in the financial aid mix, showed a statistically significant difference in Oklahoma and Kansas colleges. Eleven Oklahoma colleges responded that they awarded scholarships, with a mean of 11.909 percent of their students receiving scholarships as part of that financial aid package. Thirteen Kansas schools also noted that they awarded scholarships; however, a mean of 26.230 percent of their students received scholarship awards, resulting in a t-test score of -2.7362 which was deemed significant. Hypothesis 2g was rejected based on the above data.

2h. There are no significant differences in budgeting and staffing of admissions offices

in public community and two-year colleges in Oklahoma and Kansas.

Based on frequency distributions and chi square values reflected in Table 14, there was a significant difference in budget comparisons between colleges in Oklahoma and Kansas. Nearly 40 percent of the population (13 of 16 schools in Oklahoma) showed no change in their budget compared to the previous year. On the other hand, Kansas schools showed a wide distribution in their budget comparison ranging from an increase of 5-9 percent to a decrease of over 10 percent. The resulting chi square of 7.889 with 1 DF was deemed sufficient to reject hypothesis 2h.

2i. There are no significant differences in enrollment planning occurring in public

community and two-year colleges in Oklahoma and Kansas.

Frequency distributions and chi square values relating to enrollment planning in Oklahoma and Kansas public community and two-year colleges showed a significant difference in the area of developing an annual enrollment plan as displayed in Table 15. Three quarters of the schools in Oklahoma (12 colleges) reported that they did not develop an annual enrollment plan. In contrast to that figure, 63.16 percent or 12 of 19 schools in Kansas reported that they did develop an annual plan. Hypothesis 2i was rejected, based on a chi square score of 5.096 with 1 DF for this comparison.

2j. There are no significant differences in recruitment practices in public community and two-year colleges in Oklahoma and Kansas.

Based on frequency distribution and chi square values noted in Table 16, there were statistically significant differences in recruitment strategies employed by colleges in Oklahoma and Kansas. The areas of telecounseling (x^2 = 5.707 1DF), multi-media presentations (x^2 = 5.969 1DF), billboard advertising (x^2 = 11.416 1DF), and toll-free number (x^2=9.368 1 DF) all showed sufficient statistically significant differences to warrant rejection of hypothesis 2j.

2k. There are no significant differences in maintaining contact with present students in public community and two-year colleges in Oklahoma and Kansas.

Based on frequency distribution and chi square values related to maintaining contact with present students, no-need employment showed a significant difference in its usage in Oklahoma and Kansas schools. As presented in Table 17, 12 of 17 Oklahoma colleges did not use no-need employment as a specific service for their present students. Kansas colleges, by contrast, found no-need employment useful in 13 of 19 instances, resulting in

a chi square value of 5.461 with 1 DF. Hypothesis 2k was rejected as a matter of consequence.

21. There are no significant differences in retention and graduation rates in public community and two-year colleges in Oklahoma and Kansas.

Based on measures of central tendencies, mean scores, standard deviations, and computed t-tests, there were statistically significant differences in both retention and graduation rates shown in Table 18 between Oklahoma and Kansas colleges. Oklahoma schools recorded a mean retention percentage of 51.909 with a standard deviation of 15.162. Kansas schools recorded a mean retention percentage of 64.176 with a standard deviation of 12.207. In terms of cohort graduation rates, 11 Oklahoma schools showed a mean graduation rate of 27.454 percent with 15.989 standard deviation. Kansas schools reported a 46.812 percent graduation rate with a standard deviation of 24.188. In the first instance, the t-test value was -2.252; in the second, the t-test value was -2.5030. Collectively, the results were sufficient to warrant the rejection of hypothesis 21.

Summary

The two research hypotheses and their related sub-hypotheses presented for examination in the first chapter of this study generated data which were considered in detail in Chapter IV. A presentation of the data collected as responses to a two-part survey questionnaire was summarized in tabular form and discussed in the context of its relationship to the hypotheses restated in this chapter. Chapter V will continue with a discussion of the conclusions and recommendations of this study based upon the analysis of the data presented in this chapter.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to describe and compare the perceptions of enrollment management in evidence in public community and two-year colleges in Oklahoma and Kansas, and to describe and compare enrollment management practices in those same schools. The sample selected for the study was 36 public community and two-year colleges recognized by the Oklahoma State Regents for Higher Education and the Kansas State Department of Education as public funded associate degree granting institutions within their respective states. This research sample consisted of 17 schools in Oklahoma and 19 schools in Kansas. Participants in these two states were sent identical 49-item survey questionnaires by mail which required responding to items relating to enrollment management perceptions and enrollment management practices. A survey return of 100 percent for both states was achieved.

The analysis of the data collected from the survey questionnaires yielded results which were presented in Chapter IV. As an overview of the discussion of those results and of the conclusions and recommendations presented in this chapter, there was a large agreement on the part of chief admissions officers in both states regarding the value and importance of enrollment management in public community and two-year colleges. At the

same time, the selected enrollment management practices in these institutions tended to elicit a larger variety of responses and greater degrees of latitude than were evident in the responses to the perceptual questions.

Conclusions

As a synthesis of the data analysis and findings presented in this study, the following conclusions were reached:

1. There is a large area of agreement on the part of the public community and two-year colleges' chief admissions officers as to the importance and value of enrollment management as a viable concept and tool in the managerial operation of their respective institutions (Table 5). On a five-point Likert scale in which numbers in the four to five range denote either "agreement" or "strong agreement," the General Perceptions (1-10) related to enrollment management as a concept had a mean score of 4.26 with a standard deviation of 0.66. Items in particular which were noteworthy were those related to goal setting, contact and follow-up with students, use of financial aid, and student interaction, all of which drew strong endorsement. As noted by Clagett (1991), "To be successful, enrollment managers must understand the forces that influence individual decisions about college choice and persistence. This micro-level understanding is prerequisite to answering institutional policy-level questions" (p. 2). It would appear that the chief admissions officers in this study were attitudinally prepared to accept enrollment management on its merits.

2. Based on the data presented in Chapter IV, it can be concluded that public community and two-year colleges in Kansas have chosen to employ more selected

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enrollment management practices than comparable schools in Oklahoma, and, commensurate with that employment, can be perceived to have had more success in certain areas of enrollment management. Specifically, those areas in which significant differences in perceived success levels were noted included: enrollment results, prospective student contacts, use of telecounseling, use of no-need scholarships, enrollment planning, recruitment practices, contact with present students, and retention and graduation rates. While this study did not propose to establish causal factors for the above survey results, it may be reasonably inferred that Kansas schools may have been propelled to use enrollment management practices more so than Oklahoma schools because of the direct credit hour linkage to funding in the Kansas system noted in some detail in Chapter I. Such linkage either adds state aid dollars for every credit hour gained or takes away state aid dollars for every credit hour lost, thereby making attracting and retaining students crucial to the fiscal well-being of Kansas institutions. In Oklahoma, on the other hand, the indirect nature of the present funding process does not produce the same kinds of pressures upon the institutional tier, nor does gaining or retaining students have as dramatic an impact on institutional fiscal health over the short term.

3. As noted in the above conclusion, in terms of the enrollment management practices of the institutions, there was a wide variance in the ability of given institutions in both states to respond accurately to questions based on statistical measures. In particular, questions related to how students were counted, conversion and yield rates, the use of financial aid, recruiting costs, and retention and graduation rates proved particularly troublesome to several institutions in both states. Again, relying on literature for a sense

of direction, Claffey and Hossler (1986) describe the necessary condition for effective enrollment management:

> Planning and evaluation are at the least of an enrollment management system, but the single most crucial element in all of this effort is accurate, timely, usable information. Thus, our ability to influence our enrollments to any degree is a direct function of the information...available (p. 106).

4. Based on the above conclusion and the comments of respondents recorded in Table 19, it is fairly clear that many institutions in both states do not at this time have the institutional research capabilities that they would like to have, or perhaps even need to have. As Davis-Van Atta and Carrier (1986) observed:

> Institutional research, then, should have as its main goal in the enrollment management program simply this--to provide the information and understanding necessary to influence the processes controlling both the number and characteristics of the enrolled student body (p. 73).

And, in terms of the success of an enrollment management program:

> Successful enrollment management, from this perspective, can thus be seen as the effective control of a set of distinct but interrelated processes. Research into the nature of these processes and the development of accurate models can provide the knowledge that enables such control (p. 73).

5. Chapter IV of this study alluded to the dichotomy that is in evidence in relation to the perceptions recorded by respondents concerning enrollment management and the enrollment management practices being employed by their institutions. While this dichotomy has not been addressed by way of an organized, systematic research regime, it is worthwhile to note that there may be succinct differences between the perceptions and practices of enrollment management in public community and two-year colleges in Oklahoma and Kansas which would certainly be worthy of further study. As noted by Kreutner and Godfrey (1980) in Chapter II of this study, enrollment management has been and remains "an elusive and confusing proposition" fraught with "a glaring disparity

between concepts and concrete, effectively functioning enrollment management structures" (p. 7).

Recommendations

The recommendations which follow were based on the findings and conclusions of the study:

1. If enrollment management is to be a viable tool in public community and two-year colleges in Oklahoma and Kansas, additional research is needed in terms of institution-wide commitment to the concept. A study of the perceptions of presidents, key administrators, mid-level managers, faculty and staff is warranted in order to determine institutional readiness for such an inclusive managerial concept. In particular, it is the view of this researcher that presidents of institutions are key figures in understanding how the enrollment management concept can be used as a managerial tool. Without the understanding and support of the president, enrollment management will not be a useful or effective concept on any given campus.

2. Additional intra-institutional research regarding management information systems is warranted in order to arrive at a common understanding of the needs and capabilities of a student database integral to an enrollment management system. A student database useful to enrollment management should do the following:

    a. provide retention and graduation rates;

    b. provide required lists, counts, and statistical analyses of student cohort groups;

    c. analyze credit hour production by department, credit hours attempted versus credit hours completed, and grade point averages;

d. track reasons for student withdrawal;

e. monitor student involvement in student activities, employment, athletics, etc.;

f. monitor and provide analyses of student financial aid and scholarship programs;

g. track inquiries, applications, acceptances, and matriculation numbers;

h. monitor and analyze the success of recruitment activities and strategies;

i. and monitor and track recruitment budgets and expenditures.

Using the above items as bench marks for the capabilities of any extant student database, institutions may plan or enhance their management information systems to accommodate the needs of an enrollment management structure.

3. Institutions in both states seeking to enhance their overall enrollment picture by improving admission and retention rates may want to consider employing several specific enrollment management practices noted in this study. Specifically, the following practices should be considered:

a. enrollment planning--institutions which formulate and share their overall enrollment plan with a large constituency base appear to have greater success in achieving institutional growth than those which do not.

b. prospective student contacts--institutions which use multiple and continuous contacts with prospective students both before and after the student's admissions appear to have a better conversion rate from admission to enrollment than those which use fewer or more sporadic contacts.

c. telecounseling--institutions which use telecounseling as a means of communicating with prospective students appear to have greater success in converting applicants to enrollees.

d. no-need scholarships--institutions which use no-need scholarships appear to have a better conversion rate for applicants to enrollees than those which do not use no-need scholarships.

e. no-need employment--institutions which offer no-need employment to students appear to have greater success in retaining their students compared to those institutions which do not offer no-need employment.

4. Because of the limited nature of this study, it would be useful from a further comparative stance for public community and two-year colleges in Oklahoma and Kansas to be full participants in a regional or national survey of enrollment management practices such as the Williams-Crockett annual national survey referenced in the text. Just as entire colleges and universities undergo periodic North Central Association or South Central Association accreditation reviews to reveal the strengths and weaknesses of the whole institution, so, too, would an annual and comparable review of enrollment management practices be valuable in assessing the strengths and weaknesses of the institution's ability to manage its enrollment.

5. This study compared perceptions to perceptions and practices to practices in Oklahoma and Kansas two-year schools. As noted in Conclusion 5 of this chapter, a direct comparison of the succinct differences between enrollment management perceptions and those evident in enrollment management practices in these same public community and two-year colleges would be a worthwhile future research study.

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APPENDIX A

SURVEY INSTRUMENT

ENROLLMENT MANAGEMENT QUESTIONNAIRE

INTRODUCTION

This booklet has been designed to collect opinions and information from community college chief admissions officers in an attempt to learn more about enrollment management on the community college campus.

As noted by Kemerer, Baldridge and Green (1982), enrollment management has been described as both a concept and a procedure. As a concept, enrollment management implies an assertive approach to ensuring a steady supply of qualified students required to maintain institutional vitality. As a procedure, enrollment management involves a set of activities to help institutions interact more successfully with their students and retain those students from matriculation to graduation.

The questions were developed from existing research literature dealing with enrollment management. The data collected through this instrument will be used to compare enrollment management opinions with selected enrollment management practices on community college campuses in Oklahoma and Kansas, as well as comparing the use of enrollment management practices among community colleges in these same two states. No individuals or schools will be identified. Every precaution will be taken to assure confidentiality.

The results of the study will be published for use by practitioners and scholars of enrollment management. Thank you for your assistance.

ENROLLMENT MANAGEMENT QUESTIONNAIRE

SECTION I

Directions: Please read each item carefully and respond by circling the number which best indicates your opinion concerning that item. Please use the following scale:

Strongly Agree	SA	Circle 5
Agree	A	Circle 4
Uncertain	U	Circle 3
Disagree	D	Circle 2
Strongly Disagree	SD	Circle 1

General Perceptions	SA	A	U	D	SD
1. Enrollment management is an effective concept that can assure a steady supply of students.	5	4	3	2	1
2. Setting annual enrollment goals is important to an institution's recruitment and retention efforts.	5	4	3	2	1
3. Conversion and yield rates are widely understood concepts in admissions offices.	5	4	3	2	1
4. The organizational structure of enrollment management is a determinant of its success.	5	4	3	2	1
5. Continuous contact and follow-up with prospective students can be effective recruitment techniques.	5	4	3	2	1
6. Telecounseling has the potential to be a valuable addition to traditional recruitment techniques.	5	4	3	2	1

		SA	A	U	D	DS
7.	Scholarships and other types of financial aid are important to recruiting and retaining students.	5	4	3	2	1
8.	An institutional enrollment plan should be the basis of all enrollment management efforts.	5	4	3	2	1
9.	Involvement, participation, and interaction with all aspects of campus life are important variables to student persistence.	5	4	3	2	1
10.	Student retention is a viable way of measuring the effect of enrollment management practices.	5	4	3	2	1
11.	Most institutions place an appropriate emphasis on enrollment management.	5	4	3	2	1

SECTION II

Directions   **Most of the items in this section ask you to respond with answers that are most appropriate for your institution. Where numbers are requested, please provide estimated figures if exact numbers are not available.**

Institutional Characteristics

1.   Location

      a.   State   ___Oklahoma ___Kansas
      b.   Environment   ___Urban   ___Rural

2.   Full-time student body primarily   ___Residential
                                                ___Commuter

3. Unduplicated headcount enrollment for Fall 1994

____	Under 1,000	____	5,000 to 9,999
____	1,000 to 2,499	____	10,000 to 19,999
____	2,500 to 4,999	____	20,000 to 29,999
____	Over 30,000		

4. New first-time freshmen (full and part-time) Fall of 1994

____	Under 200	____	1,001 to 2,000
____	201 to 500	____	2,001 to 3,000
____	501 to 800	____	3,001 to 5,000
____	801 to 1,000	____	Over 5,000

5. Cost (average yearly, full-time, in-state tuition and fees for 1994-95)

____	Under $1,000	____	$3,001 to $6,000
____	$1,000 to $3,000	____	$6,001 to $9,000

Enrollment Goals

6. For each category, indicate your enrollment goals for all new students enrolling in the Fall of 1994.

a. Size
___smaller
___about the same
___larger
___no specific goal

e. Gender mix
___more males
___more females
___about the same
___no specific goals

b. Academic qualifications
___lower
___about the same
___higher
___no specific goal

c. Geographic origin
___narrower
___about the same
___broader
___no specific goal

d. Racial/ethnic diversity
___less diverse
___more diverse
___no specific goal

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Fall 1994 Enrollment Results

7. Indicate if your enrollment goals for Fall 1994 were achieved for each of the following categories:

    a.   Size
       ___Achieved   ___Not achieved   ___No specific goal

    b.   Academic qualification
       ___Achieved   ___Not achieved   ___No specific goal

    c.   Geographic origin
       ___Achieved   ___Not achieved   ___No specific goal

    d.   Racial/ethnic diversity
       ___Achieved   ___Not achieved   ___No specific goal

    e.   Gender mix
       ___Achieved   ___Not achieved   ___No specific goal

8. How did your Fall 1994 enrollment compare to Fall 1993?
    ___ Increased   ___ Decreased   ___ Percent

Conversion and Yield Rates

9. Please indicate actual numbers for new first-time freshmen for Fall 1994:
    a.   Number of inquiries   _ _ _ _ _ _
    b.   Number of applications   _ _ _ _ _ _
    c.   Number of students accepted   _ _ _ _ _ _
    d.   Number of accepted students who enrolled   _ _ _ _ _ _

10. How did these categories for Fall 1994 freshmen compare to Fall 1993 freshman numbers?

    a.   Number of inquiries
       ___Increased   ___No change   ___Decreased
    b.   Number of applications
       ___Increased   ___No change   ___Decreased
    c.   Number of students accepted
       ___Increased   ___No change   ___Decreased
    d.   Number of accepted students who enrolled
       ___Increased   ___No change   ___Decreased

Enrollment Management Organizational Structure

11. Which of the titles below most closely fits the person at your institution who is responsible for the enrollment program?
    a. ___Vice president
    b. ___Dean
    c. ___Director
    d. ___Other (please specify) _____

12. To whom does this person report?
    a. ___President
    b. ___Chief academic officer
    c. ___Chief student services officer
    d. ___Chief financial/administrative officer
    e. ___Other (please specify) _____

13. Indicate the responsibilities of the person charged with enrollment management at your institution.
    a. ___Recruitment   h. ___Registrar
    b. ___Admissions   i. ___Academic advising
    c. ___Financial Aid   j. ___Counseling
    d. ___Orientation   k. ___Publications
    e. ___Institutional research   l. ___Alumni affairs
    f. ___Public relations   m. ___Scholarships
    g. ___Student retention

Contact with Prospective Students

14. Which of the promotional materials listed below are used on a regular basis in communicating with prospective students?
    a. ___Searchpiece   i. ___Video tape
    b. ___Viewbook   j. ___Audio tape
    c. ___Catalog   k. ___Admissions letter
    d. ___Dept. brochures   l. ___Fact sheet
    e. ___Student life brochure   m. ___Minority stud. brochure
    f. ___Poster   n. ___Financial aid brochure
    g. ___Ath. dept. brochure o. ___Personal letters
    h. ___Parents brochure

15. Approximately how many written communications does a prospective student receive prior to the receipt of his or her application?
    ___One-two   ___Three-five ___Five or more

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16. Approximately how many written communications does a student receive after being admitted?
___One-two   ___Three-five ___Five or more

<u>Telecounseling</u>

17. Do you use telecounseling in your recruitment efforts? (If no, skip to question 21)
___Yes   ___No

18. Please indicate the frequency of the type of prospective student telecounseling contact listed below:
    a.   Individual calls by admission staff or faculty
        ___Frequently ___Infrequently   ___Never

    b.   Special telethon in a concentrated time period
        ___Frequently ___Infrequently   ___Never

    c.   On-going, systematic calling by selected and specially trained student telecounselors
        ___Frequently ___Infrequently   ___Never

19. Who is engaged in recruitment telecounseling at your institution?
    a.   ___Commercial vendor
    b.   ___Admissions staff
    c.   ___Faculty
    d.   ___Alumni
    e.   ___Paid student telecounselors
    f.   ___Paid non-student telecounselors

20. Does your institution have a designated telecounseling supervisor or coordinator?
    a.   ___Yes   b.   ___No

<u>Financial Aid</u>

21. What percent of student need does your institution meet from all sources of financial aid, including loans?   ___ %

22. What percent of student need does your institution meet from all sources of financial aid, excluding loans?   ___ %

23. What percent of new freshmen receive financial aid of any type? ___%

24. What is the average mix of aid by type at your institution? (Should total 100%)
    a.   % Grants _ _ _
    b.   % Loans _ _ _
    c.   % Work _ _ _
    d.   % Scholarships _ _ _

Budgeting and Staffing

25. How does your institution's 1994-95 admissions office budget compare to that office's budget in 1993-94?
    a.   ___Increase (10% or more)
    b.   ___Increase (5% to 9%)
    c.   ___Increase (1% to 4%)
    d.   ___No Change
    e.   ___Decrease (1% to 4%)
    f.   ___Decrease (5% to 9%)
    g.   ___Decrease (10% or more)

26. What percentage of your institution's overall budget will be spent in marketing/recruitment/admissions for the 1994-95 academic year?
    a.   ___Less than 1%
    b.   ___2% to 3%
    c.   ___4% to 6%
    d.   ___7% to 9%
    e.   ___10% or more

27. Indicate the exact number of staff members in your admissions office (excluding students).
    a.   _ _ Full-time admissions staff
    b.   _ _ Part-time admissions staff

Enrollment Planning

28. Does your institution develop an annual written enrollment plan? (If "No" skip to questions 31).
    a.   ___Yes   b.   ___No

29. Is your enrollment plan integrated into the overall strategic plan of the campus?
    a.   ___Yes   b.   ___No   c.   ___Don't know

30.   Is your enrollment plan shared and discussed with the following groups?

a.	Admissions staff	___Yes	___No
b.	Senior administration	___Yes	___No
c.	Faculty and staff	___Yes	___No
d.	Financial aid staff	___Yes	___No
e.	Board of trustees	___Yes	___No

Recruitment

31.   Indicate which of the recruitment strategies listed below are used by your institution:

- a.   ___   High school visits by admissions representatives
- b.   ___   Participation in national or regional college fairs
- c.   ___   Participation in college days/nights
- d.   ___   Use of currently enrolled students in recruitment activities
- e.   ___   Use of alumni in recruitment activities
- f.   ___   Use of faculty in active recruitment of students
- g.   ___   Telecounseling
- h.   ___   Campus visit days when large groups visit the campus
- i.   ___   "Weekend visits" for individual students spending a weekend on campus
- j.   ___   Regularly scheduled campus visits for individual students and their parents
- k.   ___   Off-campus meetings for high school counselors within a particular area
- l.   ___   Multi-media presentations
- m.   ___   Personal letters from faculty or administrators to prospective students
- n.   ___   Billboard advertising
- o.   ___   Radio and television advertising
- p.   ___   Newspaper and magazine advertising
- q.   ___   Promotional publications
- r.   ___   Student Search, ACT EOS, and/or other direct mail services
- s.   ___   Commercially published college directories
- t.   ___   In-home videos
- u.   ___   No-need scholarships
- v.   ___   Special minority recruitment programs
- w.   ___   Toll-free telephone number
- x.   ___   Extended office hours (Saturdays, evenings, etc.)
- y.   ___   Other (please specify)_____

32. What is your recruiting cost for new students? Provide either actual or estimated information.

    a. Cost per student $_ _ _ _. _ _

    b. ___The above is actual information

    c. ___The above is estimated information

Contact with Present Students

33. Which of the services below are offered to students on your campus?

    ____Academic advising by faculty

    ____On-going orientation sessions

    ____Career planning and counseling

    ____Academic assistance programs i.e., tutoring, study skills, test taking, etc.

    ____Early alert/intervention systems

    ____No-need employment

    ____Other (please specify _____)

34. Which of the following evaluative activities are used by your institution?

    ____Student satisfaction surveys

    ____Student exit interviews

    ____Evaluation of faculty by students

    ____Other (please specify_____)

35. Which of these non-classroom activities are used to foster student relations at your institution?

    ____Faculty advisors/sponsors of student clubs and organizations

    ____Mentoring residence hall floors by faculty

    ____Student representation on faculty/administrative committees

    ____Student representation at board meetings

    ____Other (please specify_____)

Retention and Graduation Rates

36. Indicate the percentage of full-time freshmen enrolling in Fall 1993 who returned in the Fall of 1994 (Annual return rate).

    a. _ _ % of freshmen returning

37. Indicate the percentage of enrolling freshmen who graduate within three years from your institution (Cohort graduate rates).

    a. _ _ % of freshmen graduating within 3 years

Comments

38.   Please feel free to make any other additional comments in the space below.

Thank you very much for taking the time to complete this survey. Please return the survey in the postpaid envelope provided. If you would like a summary report of this survey, please check below.

_____ Yes, please send me a summary report.

APPENDIX B

CORRESPONDENCE

April 13, 1995

FIELD(name)
FIELD(title)
FIELD(college)
FIELD(address)
FIELD(citystzip)

Dear FIELD(first name):

As a doctoral candidate at Oklahoma State University, I am currently undertaking dissertation research on enrollment management in Oklahoma and Kansas community colleges. In order to complete my research project, I plan on surveying Oklahoma and Kansas community college chief admissions officers concerning their perception of the components of successful enrollment management programs, and the enrollment management practices employed by their institutions.

In order to validate the survey instrument being used to collect data for this project, I am asking selected individuals with extensive experience in enrollment management to evaluate the instrument. Because I value your professional opinion, I'm asking for your help in this process.

A copy of the survey is enclosed for your examination. If you would be kind enough to respond to the items on the "Validation of Survey Instrument" in a letter form, it would be most helpful. Your letter will become part of the appendices of my dissertation.

I appreciate you taking valuable time out of your busy schedule to assist me in this process. Thank you so much for your help.

Sincerely,

Larry Kruse

LK:jj
Enclosure

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May 2, 1995

FIELD(name)
FIELD(title)
FIELD(college)
FIELD(address)
FIELD(citystzip)

Dear FIELD(last name):

In conjunction with the OSU College of Education and the Department of Educational
Administration and Higher Education, I am conducting a research project on enrollment
management within community colleges in Oklahoma and Kansas. Your institution has
been selected to participate in this study in an effort to gain a cross-sectional view of
enrollment management perceptions and practices in these two states.

A survey form and post-paid envelope are enclosed. By completing the questionnaire,
which should take no more than 15-20 minutes, you will be contributing immensely to
gaining a better understanding of a process which may be very important to shaping the
future of the community college.

Your response to the questionnaire will be kept strictly confidential, and your name will
not be associated with any published information derived from this survey.

Please take a few minutes from your busy schedule to complete the questionnaire and
return it as soon as possible. If you have questions about the survey instrument, do not
hesitate to call me at (405)-744-9342. Your response is greatly appreciated.

Sincerely,

Larry Kruse
Project Director

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200 "I" Street N.E.
Miami, Oklahoma 74354-0001
(918) 542-8441 .

April 17, 1994

Larry Kruse, Director
High School & College Relations
Oklahoma State University
210 Student Union
Stillwater, OK 74078-0655

Dear Larry:

I trust that I can respond to your questions regarding your survey instrument and assist you in the pursuit of your dissertation research.

The survey instrument instructions are very understandable and clear as to what needs to be done in answering the questions given.

The questions that you are asking are very clear to a person that works in the area of enrollment management and should be understood as to the content you are seeking.

All language used is easily comprehensible for anyone that works in the admissions areas and no one should have any trouble identifying with this survey instrument.

As an enrollment management person, I would be willing to complete the instrument as presented and really interested in the results of the survey.

The questions that you have asked, covers the entire area very adequately, and is of sufficient length that I would not find a factor in filling out the survey.

Having read each questions of the survey instrument and worked in this area for several years, I find the survey to be an excellent instrument that is asking the correct questions.

Sincerely yours,

Larry Dunn, Director High School
and College Relations

75
years of excellence

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April 18, 1995

Larry Kruse
Oklahoma State University
210 Student Union
Stillwater, OK 74078-0655

Dear Larry:

It was a pleasure to review your Enrollment Management Questionnaire. I look forward to receiving the results as it appears to be an excellent instrument.
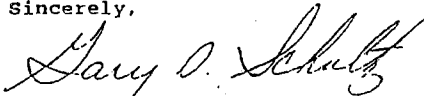
I find the instructions clear and easily understood. The clarity and readability of the questions are succinct which should allow respondents to adequately focus on their answers.

Enrollment Management practices' definitions vary widely among colleges. The readers of your document will be assisted by the definitions you have included. More importantly, the questions are framed to avoid contamination of the results owing to any naivety of your respondents.

I do not believe the length of your instrument is a viable concern but recommend using front-to-back printing to reduce mailing costs along with enhancing return through its appearance.

The instrument, as printed, is one that I would be willing to complete.

Sincerely,

Gary D. Schultz, Ed.D.
Dean of Student Services

da

30th Anniversary ● 1964-1994

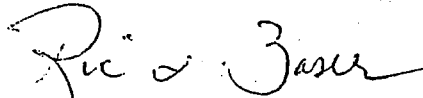# Oklahoma State University

April 17, 1995

Larry Kruse, Director
High School & College Relations
Oklahoma State University
210 Student Union
Stillwater, OK   74078-0655

Dear Larry,

During my fourteen years of pre-admission experience, I have seen very few attempts at assessing comparable institutional efforts and definitions associated with "enrollment management." I believe the data and analysis of concept-to-practice should shed some light on the institutional comparison problems associated with the lack of a standardized definition of enrollment management. My own higher education experience and associated two-year college research has reinforced the apparent disparity between definitions and application in many aspects relating to the effective functioning of the postsecondary institution. While much of the diversity of views, definition and practice regarding enrollment management can be linked individual application and desired purpose, an apparent lack of understanding on the part of faculty and administrators further complicates the ability of a definition and/or policy to be placed into practice or objectively assessed.

The "Enrollment Management Questionnaire" appears to assess individual institution enrollment management definition and practice in a way that the data gathered and assessed should provide a quantifiable practice measure and allow for some standardization in definition and interinstitutional comparison. I am looking forward to the analysis of the data garnered from the use of the instrument.

Sincerely,

Dr. Ric N. Baser

OZARKS
TECHNICAL
COMMUNITY
COLLEGE

P.O. Box 5958 • Springfield, MO 65801
(417) 895-7000 • FAX (417) 895-7161

April 26, 1995

Mr. Larry Kruse
Director, High School and
College Relations
Oklahoma State University
210 Student Union
Stillwater, Oklahoma 74078-0655

Dear Larry:

Thank you for sending me the enrollment management questionnaire you have developed. It was a pleasure for me to hear from you again.

You have asked for my feedback concerning the questionnaire. My general reaction to the instrument is very positive. I believe the issues of enrollment management which are addressed in the questionnaire are of critical importance. In fact, in addition to requesting a copy of your results, I would like to have your permission to use the questionnaire in Missouri. I believe my colleagues in the community colleges here would benefit from this instrument.

Although it pains me Larry, I can find no criticism to help you improve the instrument. Seriously, I commend you for the development of the enrollment management questionnaire. Please keep me informed me as to your progress with this research. Best wishes.

Sincerely,

Ty A. Patterson
Dean of Student Development

TAP:dh

OTC
MEMORANDUM

OTC is an EEO/AA Employer

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LABETTE

COMMUNITY COLLEGE

200 South Fourteenth • Parsons. Kansas 67357
Telephone (316) 421-6700

April 18, 1995

Mr. Larry Kruse
High School and College Relations
Oklahoma State University
210 Student Union
Stillwater, OK 74078

Dear Mr. Kruse:

It was a pleasure to evaluate your survey instrument on enrollment management. I would be interested in receiving a copy of the results when they are completed.

I found the instructions to be clear and easy to follow. The questions are clear and should be understandable to individuals who are associated with enrollment management. Although there are 50 questions, the fact that they are clear, concise, straight forward and have the responses listed, it will not require a significant amount of time.

The instrument seems to cover the aspects that are significant to enrollment management and should give you interesting data to analyze.

Good Luck in the completion of your program.

Sincerely,

Janet Eads, Ph.D.
Associate Dean of Student Services

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⊙SU

February 27, 1995

Dr. Tom Williams, President
Williams Crockett
USA Group/Noel-Levitz
5161 East Arapahoe Road
Littleton, CO 80122

Dear Dr. Williams:

I am writing to secure permission to draw questions from your "National Enrollment Management Survey" for use in a regional survey of community colleges in Oklahoma and Kansas. This survey will culminate in an analysis of selected enrollment management practices in 36 public institutions in these two states being conducted by my office. Full credit will be given to your firm for the use of the survey questions in the text of the report which will be issued at the conclusion of the project.

Those areas of your survey from which I wish to select questions are:

>   Institutional Characteristics
>   Enrollment Goals and Results
>   Conversion and Yield rates
>   Enrollment Management Organizational Structure
>   Communication and Telecounseling
>   Financial Aid
>   Budget and Staffing
>   Enrollment Planning
>   Recruitment and Retention

The design of the project limits the questions from the above areas to fewer than 40 items, which will be selected to fit the general characteristics of the institutions included in the project.

These items will then be treated in both a descriptive and comparative fashion as part of the overall project report.
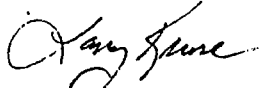
Bringing
Dreams
to Life

The Campaign for OSU

Thank you for your consideration in this matter. I will appreciate hearing from you at your earliest convenience.

Sincerely,

Larry Kruse
Director, HSCR

LK:jj

VITA

Larry Frederick Kruse

Candidate for the Degree of

Doctor of Education

Thesis: ENROLLMENT MANAGEMENT PERCEPTIONS AND PRACTICES OF PUBLIC COMMUNITY AND TWO-YEAR COLLEGES IN OKLAHOMA AND KANSAS

Major Field: Higher Education

Biographical:

Personal Data: Born in San Francisco, California, November 27, 1943.

Education: Graduated from Selden Rural High School, Selden, Kansas, in May 1961; received the Bachelor of Arts degree from Fort Hays State University in 1966; received the Master of Science degree from Fort Hays State University in 1969; completed requirements for the Doctor of Education degree at Oklahoma State University in May 1996.

Experience: Instructor, Triplains Schools, Winona, Kansas, 1966-1969; Faculty, Barton County Community College, Great Bend, Kansas, 1969-1972; Director of Public Relations, Seward County Community College, Liberal, Kansas, 1972-1973; Dean of Student Services, Seward County Community College, Liberal, Kansas, 1973-1991; Director of High School and College Relations, Oklahoma State University, Stillwater, Oklahoma, 1991-present.

Honors and Achievements: Kansas SNEA Education Scholar, 1963; Fort Hays State University Furlough Scholar, 1965; Outstanding Young Men of America, 1973; Who's Who in American Education, 1979; Phi Kappa Phi, 1995.

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 05-15-95   IRB#: ED-95-087

Proposal Title: SELECTED ENROLLMENT MANAGEMENT PRACTICES OF PUBLIC COMMUNITY AND TWO-YEAR COLLEGES IN OKLAHOMA AND KANSAS

Principal Investigator(s): Martin Burlingame, Larry F. Kruse

Reviewed and Processed as: Exempt

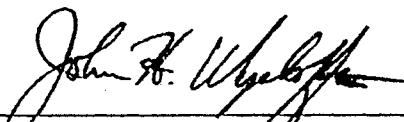Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: _____   Date: May 17, 1995

Chair of Institutional Review Board