

UTILIZING INSTITUTIONAL DATA IN  
THE DECISION MAKING PROCESS  
AT AN URBAN UNIVERSITY

BY

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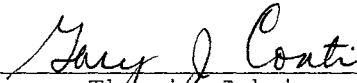
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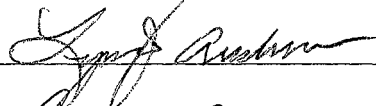
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## CHAPTER 1

## INTRODUCTION

Urban History of Langston University in Tulsa

In 1978, the Oklahoma State Regents for Higher Education decided that Langston University, which is the only land grant predominately Historical Black Institution in the state, should have an urban mission (Langston University Catalogue, 1996-1998, p. 29). The intent of the new mission was to help give the university a new image and a new thrust and also to make it a more integral and rational part of the total higher education effort in the state (p. 29).

As a result of the mandate of the Oklahoma State Higher Board of Regents and the federal government, the Tulsa Center was established in the spring of 1978. This center was officially known as the University Center at Tulsa (UCAT). It began offering classes with 500 students. Classes were offered initially at the junior and senior levels in 18 programs. The location of UCAT was the Tulsa State Office Building on 6th Street in downtown Tulsa. Langston University was the only college located in this building and the only participant of the UCAT at this time.

Tulsa ranked 40th in population in the United States yet had no public four-year higher educational institution

prior to Langston University's entrance. However, the city had Tulsa Junior College and the two private universities of the University of Tulsa and Oral Roberts University. The cost of public education through Langston University compared with private education proved inviting to the residents of Tulsa (V. Schoats, personal interview, Feb., 2001). As a result, Langston's enrollment and student population grew in the Tulsa area (Historical Enrollment Report, 1980).

In the fall of 1980, Northeastern State University from Tahlequah, Oklahoma, was given permission to offer programs not provided by Langston University at the State Office Building in Tulsa. Both colleges began a cooperative arrangement so that students could matriculate successfully between the schools and obtain a bachelor degree.

By 1982, the citizens of Tulsa were benefiting from the advantages of this cooperative arrangement. Through mandates initiated by the Oklahoma Regents for Higher Education and the Oklahoma Legislature, a Board of Trustees was established and the University Center at Tulsa (UCAT) was officially organized. In addition Oklahoma State University, which is a land-grant college, and the University of Oklahoma, which is an international college, were offering graduate programs and courses in Tulsa. These

universities joined Langston University and Northeastern State University in providing consortium programs for Tulsa students. "A consortium is a group of schools that agree in a partnership to share a space and expertise in teaching students" (Earl, Baldwin, Gordon, & Guyer, 1987, p. 135). All four of the universities made up the consortium. The City of Tulsa agreed to build a building on the historical site of the 1921 Tulsa race riot near the infamous Greenwood district.

A president was named for the University Center at Tulsa and departments such as computer services, fiscal affairs, enrollment services, student affairs, and a student service center were established. The colleges made contracts with each other to facilitate cross-institutional grade reporting, fee collecting, and articulation of academic policies. There was a free exchange of ideas and strategies, and the schools cooperated in many areas. A Board of Trustees was appointed by the governor. As a result of these activities, students attending the University Center at Tulsa could take course work from any of the four quality institutions but would receive their degrees from only the one that offered their particular program. Over time, political influences began to question the existing organizational structure of the consortium

arrangement.

In 1994, a new president was named by the University Center at Tulsa Board of Trustees. From the beginning, the newly appointed administration questioned the effectiveness of the cooperative arrangement among the four participating institutions. Although the four institutions operated in a shared community, each maintained their individuality (V. Schoats, personal interview, Feb. 15, 2001). Individuality was deemed unacceptable by the University Center at Tulsa administration. Seamless admissions, financial aid, career counseling, and outreach programs were needed for the students in Tulsa (UCT Board Agenda Notes, 1994). The mission to change the individuality of each institution also affected the mission of each institution. The Langston University urban mission read as follows:

The Urban Centers attempt to fulfill the special urban mission of Langston University, which is to provide educational opportunities for urban residents. The Urban Centers provide career counseling, placement, testing, community service, special opportunity for adult education, and direct student contact municipal governments; local, federal and state agencies; public libraries; professionals and practitioners; and other urban facilities in the teaching-learning process. (Langston University Catalogue, 1994, p. 28)

The changes imposed by the University Center at Tulsa administration altered the complexion of Langston University's urban mission. The Tulsa campus proceeded to

move toward a seamless model, and with the addition of Rogers State College, it would eventually become Rogers State University (Senate Bill 1426, 1996). The purpose of the Rogers State University and the role of the participating institutions was outlined as follows under the title of "Joining of University Center at Tulsa and Rogers State College". The agenda stated:

As indicated Note 1, effective April 1, 1996, the former University Center of Tulsa ("UCT") and the Former Rogers State College ("RSC") were combined into a new agency of the State of Oklahoma under the name of Rogers University (the "University"). The combination of two former institutions into the University has been accounted for in a manner similar to a pooling of interest and accordingly the accompanying financial statements for the University include the financial position, changes in fund balances and current fund revenues expenditures and other changes of the combined institutions as of and for the year ended June 30th, 1996. (Agenda Regular Meeting Board of Regents, Rogers University Thursday December 19th, 1996, p. 8)

It was clear the political influence changed the complexion and direction of the Tulsa Urban Center. The merger between Rogers State College and the University Center at Tulsa fostered the goal for a four-year public university in Tulsa.

By 1998, it was evident that confusion existed. The Rogers State University's administrative structure and policies were in direct conflict with the mission of the participating institutions. The contractual model between

Rogers State University and the comprehensive universities was in peril, and a conflict was inevitable. At this point, the Oklahoma Legislature intervened and established a four-year institution, Rogers University in Claremore, Oklahoma. The University Center at Tulsa became a branch campus of Oklahoma State University. In addition, the University of Oklahoma/Oklahoma State University Research and Graduate Education Center was established on the Tulsa Campus (Senate Bill 1426, 1998).

The transition to the new higher education entities affected all of the participating institutions.

In essence, Senate Bill 1426 replaces Rogers University with three new branch campuses: OSU-Tulsa, Northeastern State University in "the Tulsa Metropolitan area", and Langston University in Tulsa. Rogers State University was created in Claremore. The bill created various types of "protection" for all three of the new branch campuses. (Senate Bill 1426, 1998, p. 1)

The University of Oklahoma became more autonomous with its shared participation with Oklahoma State University in the OU/OSU Research and Graduate Education Center. After the transition, Langston University along with Oklahoma State University-Tulsa were designated to be the two primary institutions located on the Tulsa campus.

#### Institutional Data

For Langston University, the development of the urban campus in Tulsa was a new experience. As higher education

continues to research ways of improving its institutions, it takes a variety of resources to help determine and implement policy. Institutional data consists of a variety of information that is a statement of truth derived from the admissions and records database (Pazandak, 1989, p. 36.). Institutional data is stored and used as a continuous tracking system, which can be used to observe different statistical changes that may occur each new term. In the age of technology, computer programs are used to collect information on student enrollment, student profiles, academic preferences, socioeconomic backgrounds, and career goals (Pazandak, 1989, p. 28). Universities have different methods of utilizing this information to enhance the quality of services provided for the students. Institutional data can be used to amend policies, add or delete curriculum, recruit students, and change the climate of campus (Sheehan, 1980, p. 513).

Understanding what dictates the direction the university should take depends upon the values, the history, and other relevant philosophical dimensions of an institution (Dunn, 1990, p. 37). Institutional research offers a systematic, objective method of inquiry into the nature, meaning, and results of educational programming (Thompson, 1995, p. 48). Institutional research is a method

of assessing institutional structure, functions, and effectiveness (Peterson, 1987, p. 286). For the results obtained from statistical analyses to be most useful and meaningful, the analyses must be carried out in the context of a research design or plan (Yancey, 1988, p. 5).

These accumulated data results from standard transactions associated with (a) student recruitment, admission, and enrollment; (b) course registrations and the distribution of grades; and (c) daily business operations in the financial office, student services departments, academic administration, personnel offices, the physical plant and maintenance offices, and the purchasing department. (Thompson, 1995, p. 48)

The department responsible for institutional advancement in most universities has the task of collecting, analyzing, and evaluating raw data. After the data has been broken down into different groups, categories, and clusters, the researcher can begin to look at patterns and trends that may occur each semester. A research plan should be the starting point of any good investigation (Yancey, 1988, p. 5). The goal for institutional planners is to develop approaches to planning by relating specific programs or enrollment goals to make decisions that will have an impact on the effectiveness of the university (Callan, 1986, p. 33).

Higher education is a competitive business that continually demands to know practices which will help meet



the needs of adult learners and seeks to incorporate new directions that will help increase the attractiveness of the university programs (p. 35). Institutions need to develop long-range goals and objectives in order to forecast the future of trends in tuition costs, facility management, and student enrollment (Jennings & Young, 1988, p. 77). For this, "institutional research is a method of assessing institutional structure, functions, and effectiveness" (Peterson, 1987, p. 286). Data collected and analyzed in higher education research can determine if current programs are keeping in touch with the current trends of the job market, new technology, and mainstream issues that thrive on a competitive economy. A continuing challenge for all institutions is effective adaptation to a changing community, state, and world. Without good information, the university will be unable to maintain its current status (Willingham, 1989, p. 36).

The ultimate goal of the institutional researcher is not always to test a research hypothesis but more often is simply to gain an understanding of the underlying characteristics and interrelationships of the data (Yancey, 1988, p. 2). By providing this information, researchers can create an environment of reform throughout the university (Louis, 1989, p. 20). Over time, seeking solutions to

problems and enhancing an evolutionary planning model emphasizes a broader mission and expands goals and objectives. The importance of studying institutional data can often reveal many different concerns in all areas that may affect the university student, faculty, and staff satisfaction (Louis, 1989, p. 22).

If statistical analysis methods for forecasting in student matriculation and issues concerning retention and faculty are not already a part of the repertoire of the institutional researcher, the increasing need to develop long-range goals and planning will likely place a premium on the acquisition of such skills in the near future (Jennings & Young, 1988). Most institutional research in the 1960's and 1970's focused on enrollment data along with issues concerning faculty workloads (Thompson, 1995, p. 48). By the 1990's, institutions were relying even more heavily upon institutional research for forecasting and planning (Dooris & Lozier, 1990, p. 19). The issues colleges and universities face in their planning affect the adult learners in these institutions and influence their intention to stay and complete a degree program.

#### Enrollment Management

The notion of Enrollment Management is a common buzz phrase among higher education institutions. The demographic

complexion and the economic fluctuations of the nation are changing dramatically, and the enrollment managers of each institution are responsible for the recruitment and retention of students as well as for the various activities involved in the academic realm of the institution.

Enrollment Management is a holistic approach which consists of a number of interdependent activities. Activities include clarification of institutional mission, long-range planning, academic program development, marketing and recruitment, retention, and career planning and placement. Responsibility of enrollment management begins with the campus President and extends through the institution, with the involvement of faculty being of critical importance. (Kemerer, 1985, p. 2)

Enrollment managers are typically charged with keeping up with the trends that will affect the institution. Data utilized to predict trends include knowledge of the current student population as well as future demographic data and economic trends to offer the appropriate degree programs. The enrollment management function is critical to the success of the institution.

#### Adult Learners

Many of the students who attend an urban university are adult learners. While established campuses often refer to these students as "nontraditional students", they constitute a major portion of the student body of an urban university. Therefore, adult learning principles need to be taken into consideration when determining policy at an urban

university. One of the most influential theorist related to adult learning is Malcolm Knowles. He revolutionized both the education and learning of adults through the advancement of the concept of andragogy. Andragogy was originally defined as the "art and science of helping adults learn" but can be better envisioned as a set of assumptions about learners (Knowles, 1980, p. 43). These assumptions provide the underpinnings for a learner-centered approach to teaching. This is different from the more traditional view of the educational experience which is teacher-centered. In the teacher-centered model, each student is assumed to be dependent, to have limited experiences to bring to the teaching-learning transaction, and to seek primarily subject-centered educational experiences (Willard, 2000). Andragogy is based on the set of six assumptions about the learner. They are as follows: (a) the adult learner's experience is acknowledged and utilized as a rich valuable resource for learning, (b) the adult learner moves from a state of dependency to a state of self-direction, (c) the adult's readiness to learn is related to both developmental tasks and to an individual's social roles, (d) the adult learner is motivated by internal factors such as self-esteem, and (e) adults maintain a problem-centered focus which lends itself toward a need for immediacy of

application of new learning (Knowles, 1980, pp. 43-45).

The adult learner is the urban university's primary stakeholder; therefore application of adult education practices is crucial to its success. The establishment of programs based on the assumptions of andragogy encompasses a seven-step process. Knowles called for adult educators to:

1. Set a cooperative learning climate.
  2. Create mechanisms for mutual planning.
  3. Arrange for a diagnosis of learner needs and interests.
  4. Enable the formulation of learning objectives based on the diagnosed needs and interests.
  5. Design sequential activities for achieving the objectives.
  6. Execute the design by selecting methods, materials, and resources,
  7. Evaluate the quality of the learning experience while re-diagnosing needs for further learning.
- (Knowles, 1980, p. 54)

The seven-step process of andragogy supports the urban mission of Langston University. The value of an urban center model is that it offers a comprehensive approach to improving education delivery in urban areas (Langston University Statewide Mission, 1998).

#### Problem Statement

Urban universities are experiencing change at a rapid rate. Societal demands and the change in demographics of the student population requires the administrators to be able to utilize available resources to make wise decisions regarding university policy, procedures, and funding

allocations. Changes in student profiles and societal demands have also affected the ways in which education is being delivered in today's institutions of higher education (Connick, 1993).

Langston University's urban mission is clear. However, the Tulsa campus continues to develop to meet the needs of its community. In order to facilitate the needs of the learner in the urban environment, administrators must be cognizant of their student population and demographic data. The use of institutional data and resources can provide invaluable information to aid in the promotion of successful academic programs for the institution. However, no systematic analysis has been conducted of the institutional data available at Langston University--Tulsa. As Langston University seeks to develop an urban university, this analysis is necessary in order for the university to develop relevant programs and policies that will allow it to successfully compete in the dynamic situation in higher education in Tulsa.

#### Purpose

The purpose of this study was to analyze the institutional data gathered on students at Langston University--Tulsa over a 6-year period. This information can be used to impact decisions made to meet Langston

University's urban mission. The focus of the study was to identify and analyze the trends of this emerging institution and to make recommendations that may affect policy and procedures for the effective delivery of educational services to the Tulsa community. The data analyzed contained demographic and aggregate data on each student attending the university from 1997-2002.

#### Research Questions

Langston University--Tulsa is an emerging urban campus with an urban mission. The collection of Tulsa campus student data over the last 6 years has been sparsely implemented. However, the variables of academic year, age, credit hours, county of residency, gender, grade classification, major, marital status, race, semester enrollment status, and zip code existed in the data. By utilizing these variables, the following questions were addressed:

1. What is the profile of the students attending Langston University--Tulsa campus?
2. How has the profile of students changed over the past 6 years?
3. How has the profile of the academic majors varied over the past 6 years?

To answer these questions, archived institutional data was collected from the Department of Institutional Research on the Langston University campus. In addition, archived

institutional data was retrieved from the OSU-Tulsa Computing Services Department because of the consortium arrangement under which the institutions previously operated.

The collected data was converted into a file that could be used in the Statistical Package from the Social Sciences (SPSS) software program. Frequency distributions and cross tabulations were used to construct a student profile and to examine the relationship of various variables.

#### Definitions

Adult Education: Adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing changes in knowledge, attitudes, values, or skills (Darkenwald, 1982, p. 9).

Andragogy: The word was originally defined as the "art and science of helping adults learn" but can be better envisioned as a set of assumptions about learners (Knowles, 1980, p. 43).

Enrollment Management: Strategic Enrollment is a comprehensive process designed to achieve and maintain the optimum recruitment retention, and graduation rates of students where "optimum" is defined within the academic context of the institution.

Greenwood District: The predominantly African-American owned business district that was burnt during the Tulsa Race Riot on June 1, 1921.

Historically Black College and University (HBCU): An institution established prior to 1964 whose principal mission was and is the education of Black Americans; it must be accredited by a nationally recognized accrediting agency or association determined by the Secretary of Education of the United States (Federal



Education Website, 2002).

Institutional Data: Elements of information relevant to planning, managing, or auditing a major administrative function of the University (Arizona State University, 2000).

Land Grant Institutions: The colleges and universities founded by the passing of the Morrill Act of 1862.

Nontraditional Student: A student that is older than 24, or does not live in a campus residence, or is a part-time student, or has adult responsibilities, or has a combination of these factors (Hoffman, 2000).

University Center At Tulsa (UCAT): The concept that incorporates a consortium model created by the State Board of Regents for higher education in Tulsa. This model was used by various groups made of individuals who were engaged in a joint effort to share space, facilities, and cost.

Urban University: A university located in a large urban area that provides high-quality education, shaped by and relevant to the urban community.

## CHAPTER 2

## REVIEW OF THE LITERATURE

Introduction

Langston University is a Historically Black College and University located in the state of Oklahoma. Although originally developed in a rural area, Langston University was subsequently charged with an urban mission in addition to its original mission to educate under-represented groups. To understand this new mission, a knowledge is needed of the historical perspective of Langston University and of the background for the formation of the urban campus. In addition, urban universities encounter issues that many traditional institutions do not face because of the needs associated with the urban community. These issues include meeting the needs of the community through a variety of administrative functions such as enrollment management and recruitment and retention and meeting the needs of the adult students who are attracted to the urban university.

Historical BackgroundLangston University

Langston University was originally founded as the Colored Agricultural and Normal University prior to Oklahoma's statehood. The creation of Langston University began as a community initiative developed by the citizens of

Langston City. Langston City was unofficially founded on April 22, 1890, when a band of Black settlers established their homestead 12 miles northeast of Guthrie, Oklahoma. The settlers of the community desired a proper means of educating their children. Since Blacks were not allowed to attend any of the institutions of higher education in Oklahoma, the Black citizens appeared before the Oklahoma Industrial School and College Commission in July of 1892 to petition that Langston have a college (Langston University Catalogue, 2001).

The purpose of this institution was to educate people of color in the various disciplines of agricultural, mechanical and industrial arts, and the fundamental laws of the United States. With the passing of House Bill 151 on March 12, 1897, the Colored Agricultural and Normal University was established. One of the criteria within the House Bill was that the citizens in the community had to purchase the land on which the school would be built. Although the citizens were living in soddies and tents, they raised money through auctions, bake sales, and donations. Within one year, the school opened its doors on September 3, 1898. On November 16, 1907, the state of Oklahoma was officially established, and the City of Langston was officially recognized. The name of the institution changed

from the Colored Agricultural and Normal University to Langston University in 1941. Both the City of Langston and Langston University were named after John Mercer Langston, a prominent Black educator and political figure.

As the years progressed, Langston University strived to succeed through adversity and meager funding. From a small church building on 40 acres, Langston University increased in size to 100,000 acres consisting of research, classroom, housing, and administration buildings. As a Historically Black College and University (HBCU), Langston continues to face challenges similar to many Historically Black Colleges and Universities across the nation.

While comprising only 3% of the nations two and four year institutions, HBCU's are responsible for producing 28% of all bachelors degrees, 15% of all masters degrees, and 11% of all first professional degrees made by African Americans. In many instances, they do not have the resources or endowments that other institutions can draw from, yet they tend to keep tuition affordable in comparison with other institutions of higher education. (Hoekstra, 2002, p. 1)

The mission of Langston University continues. However, it has expanded to the urban communities within the state of Oklahoma. Degree programs are offered by Langston University at two branch locations within the state at Oklahoma City and Tulsa. This federally mandated mission was to promote educational opportunities for the under-served and under-represented populations in these areas.

### The Urban Mission

Universities in an urban setting are not only in a position to serve their diverse student population but must also meet the needs of the community in which they belong. Historically Black Colleges and Universities are no exception. Langston University's urban mission is as follows:

The Urban Centers attempt to fulfill the special urban mission of Langston University, which is to provide educational opportunities for urban residents and to train and fully educate citizens for living, working, and coping with the realities of the urban society, problems and urban life. The Urban centers and metropolitan areas serve as special environments and clinics for teaching, learning experiences, resources for direct urban dialogue and interaction, urban planning and research, internships, systematic identification and analysis of urban problems, urban ecology studies, and related urban dynamics and phenomena. (Langston University Catalogue, 1998, p. 34)

The urban mission of a university is conducive to the demographics, culture, and climate in which it serves. Each community is unique yet similar in meeting the needs of an urban community which typically is composed of under-represented populations.

Florida A&M University is an example of a thriving, land grant, Historically Black University located in Tallahassee, Florida. The mission of the university is to carry out its goals in an environment which promotes moral and ethical values within its constituency.

As a growing state, the fourth largest in the U.S., Florida is a microcosm of the consequences of growth and the accompanying racial, ethnic, religious, political and demographic diversity and the issues they present. Among the more pressing concerns are environmental degradation, racial and ethnic conflict, poverty and unemployment, the deterioration of family life, the problems of the aged, poor nutrition, and inadequate health care system, and shortages of competent professionals in public education. As a public, land-grant institution, Florida Agricultural and Mechanical University is committed to addressing these concerns through research programs, on-campus education, the cooperative extension program, the continuing education program, and new programs created in response to these needs. (Florida A&M University Catalogue, 2000, p. 2)

As a multi-cultural, multi-ethnic state, Florida should have institutions which embrace its current cultural climate. Florida A&M University strives to develop a truly multi-cultural and international society "that is based upon respect and individual dignity" (Florida A&M University Catalogue, 2000, p. 3). Florida A&M has reported enrollments in 1997 of over 10,000 students within their 64 undergraduate, 32 graduate, and 8 post graduate degree programs.

Texas Southern University is a Historically Black College and University that is located in downtown Houston, Texas. Texas Southern University is designated as a "special purpose institution of higher education for urban programming" (Texas Southern University Catalogue, 1999, p. 2). The mission of this urban institution focuses on high

quality teaching, research, and public service. To fulfill its mission, "Texas Southern is committed to innovative, productive, and receptive learning environments and to ensuring suitable environments for research and other scholarly activities" (Texas Southern University Catalogue, 1999 p. 3).

In serving an urban population, Texas Southern University recognizes,

A special challenge of the institutional mission is the open access philosophy, which affords admission to broad categories of students--from the academically under prepared to the intellectually gifted. In support of this concept, faculty develop special programs and create an appropriate intellectual climate for individuals who are not included in traditional university missions. (Texas Southern University Catalogue, 1999, p. 3)

The open access ideology is supported by the faculty and staff of the university to ensure that students matriculating through Texas Southern University gain the personal confidence and capability to succeed in the global workplace (Texas Southern University Catalogue, 1999).

The mission of the urban institution provides the foundation for the administrative functions of the university. Admissions, registration, enrollment management, academic departments, and financial resources are all governed by the mission and climate that the institution serves. In order to be a successful thriving

institution, the administration must be knowledgeable of the demographics of the student population and the needs of the community.

#### Enrollment Management at Urban Institutions

In most institutions of higher education, there are organizational, financial, and structural issues for research departments to carefully analyze to make sound decisions. There are various types of data that is useful to assist them in analyzing the issues. Decision makers must realize that results do not happen instantly in higher education, and decisions require a commitment over a period of time for a department to realize strong positive results.

Recruitment and retention is an area within enrollment management that is analyzed very closely because of the initial contact with students and for the effectiveness of the department to assist in retaining the student. Most institutions view recruiting and retention as strategies to help the university to achieve growth. Institutions have been inventing a novel kind of admissions and financial aid operation called data-based enrollment management (Bryant & Crockett, 1993). With this, institutions can better track the effectiveness of their marketing and recruiting strategies to know what works and what does not work. Data-based enrollment management offers the university admissions



office the ability to measure and assess the results of each activity used by different departments. Since each college and university faces a unique enrollment situation, enrollment management programs are necessary to fit specific situations (Keller, 1993). Data-based enrollment management systems allow colleges and universities to track and analyze the number of inquiries, applicants, and enrollees from various market segments over time.

Institutions need both historical data and operational research (Keller, 1993). Historical data tells an institution what is happening according to the trends, and operational research provides insight into why things occur. Operational research asks questions such as: (a) how do prospective students that enroll at a college or university first learn about the institution? (b) how many students who are interviewed at high schools and other colleges follow up with a visit to the institution's campus? (c) how many students enroll? (d) does advertising produce results, and (e) how much? (Keller, 1993). The concept of enrollment management today is still emerging and is growing as most higher institutions of learning seek strategies to improve enrollment.

#### Concepts of Enrollment Managers

Most enrollment managers fall into the profession

without formal training geared specifically for them. Many have backgrounds in admissions, registration, financial aid, recruitment, and retention, and they parlay these disciplines into enrollment management careers (Enrollment Management Report, 1999).

The role of each academic unit in a university setting is critical to the success of the institution. The university as a whole strives to provide students with necessary and applicable academic courses that prepare them for career goals as well as meeting the matriculation guidelines set forth by the governing board of the university. In order to coordinate the functions between student services and academic administration, the goals and objectives of each unit must be clear and communicated effectively to every member of the department.

Enrollment management may be one of the most misunderstood and maligned concepts in higher education (Orehovec, 2000). Enrollment management can serve many functions including recruiting students, providing mentoring programs that involve faculty members to assisting students in achieving academic career goals, and facilitating lifelong learning (Orehovec, 2000). True enrollment management is a holistic and synergistic approach that requires a paradigm shift from the traditional separatist

approach to one that is more inclusive (Kuhn, 1970).

Enrollment management was comfortable and unchallenged for many years. The purpose was to recruit and admit students to the university. Although a seemingly student-centered process, it lost its student focus. However, societal and demographic changes resulted in new philosophies and new strategies to promote and maintain institutional vitality. "These activities began to transform the administration of higher education, laying the groundwork for new problem-solving methodologies" (Orehovec, 2000, p. 1).

Enrollment management implies an assertive approach to ensuring the steady supply of qualified students required to maintain institutional vitality (Kemerer, Balridge, & Green, 1982). At the time this definition was written, the number of high school graduates were on the decline. Therefore, the need to market to various audiences was necessary for institutional growth and success. "Effective enrollment management not only requires the marketing of the institution and the selection of students, but involves more broadly based and all-encompassing activities" (Hossler, 1984). The enrollment management team is also involved in continuing education and community education projects, which demonstrate the commitment to the communities in which they belong.

Jack Maguire, a researcher, is known as the father of the concept of enrollment management. He envisioned enrollment as an organizational system supporting activities associated with the overall academic career goals of the student, and enrollment management was a comprehensive and integrated approach of related functions to enhance and improve the recruitment, retention, and graduation of students.

Enrollment management is an attempt by institutions of higher education to establish structure and procedures to contact more potential students, influence their decision to attend, and retain those that enroll. Institutions are attempting to control the shape of their academic programs by identifying strengths and weaknesses and matching programs to student and community needs. (Maguire, 1987, p. 8)

#### Self-Directed Learning

The makeup of the student population should be a key component for administrators when making decisions. The demographic data can allow a decision maker to make well-informed decisions that can benefit the students as a whole. Student demographic data is important and can impact enrollment and retention at higher education institutions.

Langston University--Tulsa campus primarily serves an adult student population seeking undergraduate and graduate degrees. Undergraduate students attending Langston University--Tulsa consist of transfer students that have

completed their general education requirements. These courses are typically completed at a community college.

The adult learner requires an academic environment that is unique and different from a traditional student (Knowles, 1970). The era of a majority of students attending college immediately after high school graduation is in the past. Today, fewer than 25% represent this traditional age group (Twigg, 1994). The student population contributing to the increased enrollment are full-time working adult students over the age of 25 (Katz, 1999). The adult student population constitutes the majority of students currently attending the Langston University--Tulsa Campus.

As colleges and universities continue to attract the adult student, the necessity to address the needs of the adult student population becomes more critical to the overall success of the programs. There are four areas that must be considered when thinking about the adult learner: age, desires, needs, and goals (Bowden & Merritt, 1995). "Instructionally, it means incorporating a participatory style of information sharing. Administratively, it requires flexible scheduling, integrative technology to help with administrative functions, and significant preparation to face resistance from traditional minded colleges" (Bowden & Merritt, 1995, p. 426).

The participatory style of sharing information is one of the essential principles of andragogy. The term andragogy was first introduced by a German school teacher in 1833 (Knowles et al., 1998). Malcolm Knowles imported the term to the United States in the late 1960s and early 1970s (Merriam & Brockett, 1997, p. 135). Knowles (1970) initially defined andragogy as an "emerging technology for adult learning" (p. 58), and he compared it with the term pedagogy. The word pedagogy is defined as the art and science of teaching. However, the root of the term actually means to lead children. More accurately, pedagogy embodies a teacher-focused educational methodology. In order to correct this misinterpretation, Knowles later defined andragogy as "the art and science of helping adults learn" (Knowles, 1980, p. 43).

The term andragogy has evolved to a broader scope since Knowles' first definition. The term currently embodies a learner-focused educational model. Within this scope, Knowles (1970) identified four critical assumptions of adult learners. These assumptions are that, (a) adults are self-directed learners, (b) the life experiences of the learners are a valuable learning resource, (c) the learners will not learn until they are motivated to learn, and (d) the learner desires the ability to apply the new knowledge immediately.

The andragogical assumptions outline a methodology clearly different from the traditional pedagogical model. The andragogical model is learner focused where the adult participates in the learning activity and where the learner is therefore responsible and independent in the learning process. This is in contrast to the pedagogical model where the teacher is the center of the learning activity. In this model, the learner is dependent on the teacher, and the teacher guides and directs the learner. The teacher's concept of what is important and the learner's dependence on the teacher are two assumptions that can significantly affect the learner's outcome. Therefore, the pedagogical model should be viewed as an ideology, but the andragogical model should be viewed as a program of elective assumptions (Knowles et al., 1998, p. 69).

To be successful, instructors must be aware of the learning implications of the teaching-learning process. Knowles identified seven components of adult learning practice (Knowles, 1980, p. 59). These seven components are critical to the development of successful programs for adult students. Teachers can incorporate the use of the seven step model which is "concerned with providing procedures and resources or helping learners acquire information and skills" (Knowles, 1990, p. 120).

The first step in Knowles program planning model addresses the physical and psychological learning environment. The physical learning environment includes such items as furniture, lighting, room temperature, and distraction free areas. The appropriate psychological learning environment is one that is student-centered where trust, mutual respect, active participation, and cooperation are practiced (Knowles, 1980, p. 224). Establishing an environment beneficial to learning is "perhaps the single most critical thing I do as a facilitator of learning" (p. 224).

The second step in Knowles' program planning model involves the adult learner's need to be actively involved in the instructional method and curriculum design of the learning activity (Knowles, 1980, p. 226). This involvement allows the learners to play a critical role in their learning activity. They establish a greater stake in the success of the activity and therefore accept ownership and responsibility for the learning. Small group activity planning and large group discussions are effective tools to establish a positive planning atmosphere (p. 226).

The third, fourth, and fifth steps of the learning model involve diagnosing the learners needs and building the needs into the learning plan. The third step includes the



learners in diagnosing their own learning needs. Participation in assessing their own needs will motivate the learners to actively engage in the activity. Self-motivation increases when adult learners assess and measure their current desired competencies (Knowles, 1980, p. 227). The fourth step leads into the fifth step which involves motivating the learner to devise their individual learning objectives. Adults are more receptive to the learning activity if their objectives are relevant to their needs (Knowles, 1980, p. 227). The fifth step is then to design a plan of activities.

The sixth and seventh steps of the learning model encompass the focusing on the instructor's role and ensuring the success of the learner. The sixth step establishes the importance of the role of the teacher to be a facilitator, a guide, and a resource to the learners as they undertake the selection of appropriate materials, resources, and techniques necessary to accomplish their goals and objectives (Knowles, 1980, p. 239). The seventh step involves the learner evaluating and reviewing the learning process. The ultimate goal of the learners is to know "whether they have learned what is useful to them" (Knowles, 1980, p. 17).

The nontraditional student has very unique

characteristics. "The one-text/one-test/one-delivery-mode-fits-all approach to instruction is becoming less and less appealing" (Pan, 1999, p. 2). Adult learners are self-directed. The concept of self-directed learning is a key element in the field of adult education. Knowles(1975) defined self-directed learning as:

A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (p. 18)

An estimated 70% of adult learning is self-directed learning (Cross, 1981). Self-directed learning has remained a topic of special interest over the last 30 years, and the concept "has almost a cultlike quality to the extent that self-directedness is viewed as the essence of what adult learning is all about (Caffarella, 1993, p. 25).

Self-directed learning is an outcome as well as a process. The learner develops the skill of engaging in self-directed learning which involves changes in attitude and behavior. Self-directed learning is self-teaching (Knowles, 1998, p. 135). There has been debate on the possibilities of truly being self-directed or self-taught as there is an impossibility of freely choosing among objectives unless all possible objectives are known

(Mezirow, 1990). However, self-directed learning is not an isolated process, rather it is most beneficial to adults if a collaborated effort between learners, peers, resource people, and educators exist (Knowles, 1975, p. 18). Therefore, when adults utilize all resources at their disposal in a learning activity, they can self-teach and self-direct their learning outcomes.

Self-directed learning is an individual quest in which learners begin "taking control of the goals and purposes of learning" (Knowles, 1998, p. 135). Many self-directed learners are attempting to gain new skills, knowledge, and attitudes to improve their work performance. Others conduct self-directed learning activities to improve their family life, enjoy art or recreational activity, or simply to increase their intellectual capital (p. 135). About 70% of all adults conduct a least one self-directed learning project per year with the typical learner engaged in 5 projects spending an average of 100 hours on each project (Tough, 1978).

There are four immediate reasons for self-directed learning. First, those individuals who take the initiative in learning (proactive learners) will learn more things and learn better than those who wait on the teachers and rely on being taught (reactive learners). "They enter into learning

more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do reactive learners" (Knowles, 1975, p. 14). Second, self-directed learning is more in line with the natural psychological processes. "An essential aspect of maturing is developing the ability to take increasing responsibility for our own lives--to become increasing self-directed" (Knowles, 1975, p. 15). The third immediate reason is due to the educational system placing responsibilities on learners to have a great deal of initiative in their own learning. "Students entering into these programs without having learned the skills of self-directed inquiry will experience anxiety, frustration, and often failure, and so will their teachers" (p. 15). The final reason is that the self-directed learner is motivated by internal motivators such as self-esteem, the desire to accomplish and grow, personal satisfaction, satisfaction with specific knowledge, and curiosity (p. 21).

Stephen Brookfield (1986) explored effective facilitation of adult learners through self-directed models. Brookfield (1986) established six principles of effective practice in facilitating learning:

1. Participation in learning is voluntary; it is a decision of the learner.
2. Effective practice is characterized by a respect among participants for each others

- self worth. (Mutual respect)
3. Facilitation is collaborative.
  4. Praxis (practice of an art or skill) is placed at the heart of effective facilitation. (Action and Reflection)
  5. Facilitation aims to foster in adults a spirit of critical reflection.
  6. The aim of facilitation is the nurturing of self-directed, empowered adults-self direction. (pp. 9-20)

Utilizing the principles established by Brookfield, instructors of adult students can facilitate the learning activities in appropriate self-directed environment. The emphasis on a student-centered environment is the key to successful programs.

#### Recruitment and Retention

Recruitment is defined as the active process an institution undertakes to favorably influence a student's decision to attend an institution (Dolence, 2002). Institutions seek to utilize this method more than most other types of advertising. In most cases, this method allows personal contact with one individual or many individuals such as large groups of potential students to hear what the recruiter has to offer them. The recruitment stage begins with identifying prospects, that is, those who are eligible to attend and may have some propensity for the institution. Recruitment ends and retention begins once the student enrolls.

The root of recruitment is the student's enrollment

decision process which rests on two primary sets of variables. One of these is centered around the student, and the other is focused around the institution. There are six variables that are known to influence a student's decision to attend college and have an impact on the student's ability and interests: (a) the student's socioeconomic background, (b) the influence of key advisors, (c) the student's aspirations and values, (d) demographic characteristics and geographic considerations, (e) the characteristics of the institution the student last attended, and (f) finally the student's expectation of college (Dolence, 2002). Institutional characteristics that enter into the enrollment decision process include academic program availability and orientation, price, reputation, sponsorship, control, and the condition of the physical plant. The decision to enroll results from a student's analysis of the variables and results in a perceived alignment between student needs, priorities, and institutional characteristics. The student-centered variables become the prospect's search criteria while the institution-centered variables becomes the focus of institutional development (p. 2).

Retention is defined as the maintenance of a students' satisfactory progress toward one's educational objective

until it is attained (Beatty-Guenter, 1992). Students recruited and admitted to an institution should reasonably expect that the programs, policies, procedures, and interventions necessary for them to successfully complete the programs to which they have been admitted are in place. Efforts to foster student development and promote quality also increase student persistence. However, retention can be approached from a variety of perspectives; these include from the perspective of the individual institution, from the state in which the institution is located, or within the context of national policy. These perspectives bring different causes and outcomes of dropout and retention behavior into focus whether they are institution-centered or student-centered (Beatty & Geunter, 1992).

Regardless of perspective, the effort to retain students begins long before the individual student enrolls. Recruitment and retention are synergistic and are inexorably linked; one informs the other and sets the stage for improvement and refinement. Recruitment focuses on both institutional and student pre-enrollment decision processes, and retention focuses on both institutional and student post-enrollment decision processes. It is essential from the enrollment management perspective that recruitment and retention be synchronized (Dolence, 2002).

### Enrollment Management

The concept of enrollment management is constantly being redefined or broaden in scope and responsibility. Enrollment management is an organizational concept that encompasses a systematic set of activities designed to enable educational institutions to exert more influence over their students' enrollments. True enrollment management is a concept as well as a process (Ingold, Orehovec, & Nichols, 1998). Furthermore, in this process the organizational reporting structures should be transparent so that the efforts between offices and divisions can be integrated and so they can work synergistically.

The synergistic enrollment management unit will lead to improved services and allows for the strategic management of the enrollment process. "This process begins at the initial point of student contact with the prospective student and continues to serve the student throughout the process to graduation" (Orehovec, 2000, p. 12). Enrollment management is a system that can evolve in any traditionally bureaucratic environment once a climate of trust and open communication is developed within the organization (Ovehovec, 2000). This synergy emanates from pure integration of thinking and decision making and is a special dynamic that is a level reached beyond good working



relationships to functioning as one (Ingold, 1995).

Most universities have defined enrollment management to fit their own mission. For example, the University of Louisiana at Monroe states:

The primary purpose of the Division of Enrollment Management is to formulate strategies and programs to provide optimal opportunities and academic services to enhance recruitment, retention and graduation rates for all students planning to attend or currently attending The University of Louisiana at Monroe. Utilizing the services offered by the Department of Enrollment Services and Testing and the Registrar's Office, the Division seeks to effectively serve students and alumni in collaboration with the faculty and administration of The University of Louisiana at Monroe. (Louisiana University Catalog, Website, 2002)

The purpose of the Enrollment Service Division of this institution is clearly to recruit and retain students at the university. The program in place is a collaborative effort between various divisions and faculty to ensure quality student services to maintain the student population.

The student population that is to be served will influence the type of institution in a given area. Society can expect three types of higher education institutions to evolve: brick universities (traditional and residential), click universities (commercially oriented virtual universities), and brick and click universities (a combination of both) (Levine, 2001). "In all likelihood, fewer physical campuses are on the horizon" (p. 153). There

are many apparent reasons for this from federal and state funding to the decline in numbers of traditional students. In addition, universities as a whole are experiencing an increase in the nontraditional or adult student population at the universities.

There are many factors that have led to the growing number of adult students in higher education. One of the primary factors in this phenomenon is due to the fact that "Americans learn when their current skills no longer work" (Aslanian, 2001, p. 5). Education has become the key to the future of the economy, to the development of a labor force that can match world-class standards, and to the development of a populace that can create new solutions to new problems (p. 69). Furthermore, as it has been for decades, the adult student market is dominated by women, who currently makes up about 65% of the adult learning population (p. 11).

#### Attracting the Adult Students

The National Center for Education Statistics reports several trends that help explain the active participation of adult students in community affairs. Adult students are usually very active in their community. They typically perform balancing acts through career transitions, graduate education, family responsibilities, and other commitments that have developed.

In order to inform the adult population of services and courses available to them at a university, a strategic marketing plan must be developed to target the adult population. Social Marketing Techniques is a strategy designed to deliver information to a specified target audience. The Social Marketing Technique is based upon the Social Norms Theory, which assumes that much of a population's behavior is influenced by how other members of the social group behave (Haines, 1998). This is especially beneficial when targeting a specific population.

A social normative campaign is a strategy used to target specific populations. Social normative campaigns are not general awareness campaigns that rely upon the donation of advertising space to reach a population. Instead, this approach uses a seven step model to reach specified goals and objectives:

The first step is Planning and Environmental Advocacy. Research and planning establish the overall scope and direction for the social norms campaign to promote and encourage a particular behavior in a targeted population. Issues such as the current political climate, economic conditions, current social norms, and existing media campaigns are assessed and placed within context of the new campaign. Project goals are established and refined through

input from key community leaders and stakeholders. The assets, liabilities, and training assistance needs of key stakeholders are identified.

The second step involves the use of Baseline Data. Baseline data is the current and available data analyzed to determine where additional data is needed to establish a baseline for that area. Quantitative data measures resources, and this information is combined to triangulate data sources. Qualitative data gathering methods are established such as creating community focus groups. Community personnel are trained to document the shifts in public perception.

The third step involves Message Development where campaign messages are derived from the baseline data. Message development is a rigorous process involving numerous drafts based upon feedback from structured focus groups. The scope of the message is determined by the target population's readiness for change, their current practices, and their normative perceptions. Messages are crafted to support the fact that the majority of the target population is either already practicing the new policies or is supportive of the new initiatives.

In the fourth step, Marketing Plans are derived by focusing on the target population. Traditional and non-

traditional media approaches are assessed for potential success of reaching the target audience. The marketing environment of competitive and complimentary messages is monitored. A project-specific plan is developed and modified as needed. In addition, the five "P's" of marketing can assist with refining the plan:

1. Product--The specific service to be marketed.
2. Price--The cost of the product.
3. Promotion--The strategy used to promote the product.
4. Place--The location of your advertisement.
5. Partners--Those that will assist you in implementing and reaching your goal.  
(Siegel & Donner, 1998, p. 5)

The fifth step involves Pilot Testing and Refining Materials. This is the process in which the developed messages are pilot tested with members of the target population for accuracy and to determine individual preferences. Specific products and messages may be developed to target secondary reinforcements such as parents or teachers for a campaign targeting youth. Sub-population testing of materials is conducted to achieve a saturation of feedback. Local coalitions and stakeholders assist with the refinement through conducting mail intercepts, surveys, structured interviews, and focus groups.

The sixth step is to Implement a Campaign. The

implementation and distribution of materials conducted according to the marketing plan. Pilot testing of materials for "next generation" messages is conducted. Training of key stakeholders and secondary reinforcers expand the campaign's reach to gain valuable support of the campaign. All challenges are documented and viewed as opportunities for increased collaboration and message exposure in future campaigns.

The seventh step is Evaluation. Evaluation and data ultimately drive the social norms marketing process with the end goal being that there is changed behavior in the target population. Qualitative and quantitative data are gathered, analyzed, and fed back into the model process loop. Internal and external teams direct the project evaluation, often utilizing multiple questionnaires. The model is a process of "praxis" (Brookfield, 1986) involving action, reflection on action, re-development, new action, then further reflection. Stakeholders are trained in campaign-related media monitoring techniques using newspaper clipping services to gather relevant articles and affidavits provided by broadcast stations for assessing the message dosage levels among the target audience (Linkenbach, 1999).

#### Issues in Higher Education

Two current issues have an important influence on the

future of higher education institutions, and both require institutions to obtain accurate institutional data. These issues relate to financing of higher education and the student make up of the university. Some campuses are anticipating a downturn in the economy and realize that they cannot continue to depend on borrowing or tuition for revenue gains. Campuses are employing strategies such as prioritizing spending, establishing alternative employment contracts, and adopting strategic financial planning to minimize financial constraints. An increasing number of institutions are also establishing practices such as enrollment management and endowment investment for strengthening financial stability (Kezar, 2000). The eight current trends that will most affect institutions financially are in these areas:

1. An increase/decrease in public funding
2. The use of funding priorities
3. Focus on faculty salary issues
4. Use of profit sharing
5. Use of multiple financial strategies
6. New revenue generation
7. The proliferation of for-profit higher education
8. Increase marketing. (Kezar, 2000, p. 1)

Overall and especially in the state of Oklahoma, the financial picture has changed in higher education from one of constraint to one of entrepreneurialism, of pursuit of new markets, of pursuits of additional revenue, and of

increased marketing. The rise in public spending has been accompanied by greater accountability as 34 states have adopted some form of performance budgeting or performance funding (McKeown-Moak, 1999). A national study of institutional prioritizing examined 11 successful budgetary principles. The 11 principles address the following areas: (a) campus planning; (b) long-term and short-term budget planning; (c) select versus across-the-board cuts; (d) expenditure reductions versus revenue increases; (e) criteria for budget cuts; (f) long-term rather than not short term personnel strategies; (g) raising productivity and performance in all areas; (h) reducing degree programs; (i) restructuring offices and activities; (j) refocusing campus missions; and (k) quality and access in undergraduate education (Burke, 1998, p. 2).

Personnel costs are a major item of educational budgets. "Use of part-time and contract faculty is a way to manage the high cost of salaries, to allow more flexibility, and to adjust to changes in the marketplace and society" (Kezar, 2000, p. 2). The pay disparity between races and genders among both faculty and staff is discussed in many different studies and continues to be a focus of equity discussions (Good, Haplin, & Haplin, 1998).

Many of the proposals for changes in higher education



have encountered resistance from governors and state legislators who have other budgetary priorities or who feel that public college faculty are paid enough (Schmidt, 1999). Universities often experience difficulty successfully competing with the private sector in hiring and retaining faculty in high tech areas (Schmidt, 1999, p. 1). To overcome this, universities in California have implemented a new system-wide classification and compensation structure for information technology professionals in 1996. The major features of the plan provides increased flexibility, increased room for growth within the job classification and design, and professional recognition.

In recent years, institutions of higher education have opened their doors to serve the greater population. However, the success of these endeavors are questionable. Although more students from all backgrounds are attending college than ever before, large gaps still exist in who goes where and who completes degree programs (Swail, 2002).

While higher education faces the certainty of catering to a global economy, it is necessary to note that with the change to a global structure, changes have also come to the student population. The majority of the students for tomorrow are comprised of the minority population of today. In addition to the dramatic shift of serving students of

color, the students among these groups are traditionally the students who are more likely to drop out of school, less likely to enroll in college preparatory courses, and who are the least likely to persist to earn a baccalaureate degree (Kipp, 1998). With this in mind, institutions of higher education should incorporate policies and procedures to assist those in their target market.

Regardless of current trends in the growth of adult education, the 18 to 24 year old population will probably continue to be a primary market for post secondary education (Swail, 2002). This is because of the nature of higher education's primary mission which is to provide young people with an array of skills and knowledge appropriate for work and to become a productive citizen. However, "by 2050, this 18 to 24 year old cohort will be predominantly people of color. By 2100, Hispanics and Asian Americans combined will account for some 50 percent of it" (p. 115).

## CHAPTER 3

## METHODS AND PROCEDURES

Design

This was a descriptive study investigating how data was used in the decision making process in an emerging urban institutional environment. It involved examining the relationships between various data sets. This study focused on data already provided by the institution's data base that is collected upon student entry into the institution. Therefore, historical data was used to review past trends as well as current trends that exist presently within the system (Thompson, 1995). Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study (Gay, 1996, p. 14). Descriptive research is utilized in a large number of studies and particularly those that are educational in nature and deal with attitudinal, demographic, and opinion-based inquiries (Gay, 1996, p. 249). Descriptive research:

Describes and interprets what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. (Best, 1970, p. 11)

This study focused on data that can be used in policy formation and on what policy analysts can do with this data

after analyzing it. The data used in this study was analyzed to demonstrate the valuable information it contained and how it directly related to the student make up of Langston University's urban campus in Tulsa.

This study described and analyzed the relationships between the demographic variables collected from students at the time of admission to Langston University. The demographic variables included age, race, gender, resident location, and academic programs. The relationships provided in-depth information pertaining to the composition of the student body population attending Langston University-Tulsa campus.

There are at least six sources of evidence that can be used in descriptive studies; documents, archival records, interviews, direct observation, participant-observation, and physical artifacts (Yin, 1994). This study utilizes archival records to provide the data for the analysis. Archival documents can be service records, organizational records, lists of names, survey data, and other such records (Tellis, 1997).

An analytic technique can be used to manage the data such as that seen with institutional data (Miles & Huberman, 1984). Analytic techniques include rearranging the arrays, placing the evidence in a matrix of categories, creating

flowcharts or data displays, tabulating the frequency of different events, and using means, variances, and cross tabulations to examine the relationships between variables and using other such techniques to facilitate analysis. In this research, the major techniques used were the descriptive statistics of frequency distribution and cross tabulation. From this information, tables and data displays were produced to demonstrate the findings.

#### Policy Analysis

Since antiquity, public leaders have called on experts for advice (Goldhamer, 1978). A major responsibility of the policy analysts is to give advice regarding specific policy choices because ultimately the choices that organizations make will affect their economic performance. Good policies can enhance growth, and poor policies can prevent growth. Poor policy analysis leads to poor decision making that can affect an institution for several years (DeLeon, 1988).

The need for policy-making is a continuous effort for institutions and organizations to keep up with current trends that present new challenges. Administrators constantly need to review systems, procedures, guidelines, and other factors that can enhance productivity and allow the institution to run effectively and efficiently. Policies are designed to create a specific output that is

needed for the organization to advance. It provides a guideline to ensure structure and follow regulations.

Policy analysis is "the process by which we identify and evaluate alternative policies or programs that are intended to lessen or resolve social, economic, or physical problems" (Patton, 2001, p. 1). However, the data collected must be relevant to the policy in question. After the data is analyzed, the policy analysts can utilize the information to address specific policy issues.

The verification of data is the first and most important step in the policy analysis process. This is due to the fact that many times the objectives are not clear and in some cases contradictory to existing policy. Policy analysis requires clearly identifying the problem to be resolved. This is the foundation for an efficient and effective outcome. The researcher must question the interested parties and find out their agenda. This process will involve locating the problem in such a way that eliminates any ambiguity for the future references (Alexander, 1982).

The criteria evaluation process involves keeping the data in order to compare, measure, and select among alternatives. In this step the cost, net benefit, effectiveness, efficiency, equity, administration ease,

legality, and political acceptability must be considered. Economic benefits must be considered in evaluating the policy. The benefits and drawbacks of a specific policy depend upon the number of units or departments the policy affects. A wide variety of variables can influence the evaluation criteria to be followed. These variables may include the organizations administrative body, political influences, and community influences. "Most of the time the client or person or group, interested in the policy analysis will dictate the direction or evaluation criteria to follow" (Alexander, 1982, p. 1).

#### Identifying and Evaluating Policies

The area of policy analysis involves an incrementalist approach. This process involves reaching one step and going to the next. Understanding what is the underlying issue or problem is very important. In order to generate alternatives, it becomes important to have a clear understanding of the problem and how to go about solving it. Combining alternatives generates better solutions. Relying on the past experiences from other groups or policy analysis helps to create a more thorough analysis and understanding. Therefore, it is important to avoid settling prematurely on a certain number of options in this step; many options must be considered before settling into a reduced number of

alternatives (Sawicki, 1986).

The evaluation of the process is conducted by packaging the alternative solutions into strategies. It becomes necessary to evaluate how each possible alternative will benefit the criteria previously established. Additional data should be collected in analyzing the different levels of influence. These influences are the economical, political, and social dimensions of the problem. These dimensions can be analyzed through quantitative and qualitative analysis. The analysis will determine the benefits and costs per alternative.

Potential political questions can be addressed and analyzed to determine if they satisfy the interested parties of the policy analysis. By completing this additional analysis, the researcher may find that the problem may not exist as originally identified. The actual problem from the first step may have suffered a transformation, which is explained after evaluating the alternatives in greater detail. New aspects of the problem may be found to be transient and even different from the original problem statement. This modification process allows this method of policy analysis to allow a recycling of information in all the steps. Institutions of higher education can be greatly affected by political influences.



Analyzing the interactions of various pieces of data may be more efficient and effective than a single detailed analysis. Efficiency is greatly increased when several projects are analyzed and evaluated rather than just one in great detail, thus allowing for a wider scope of possible solutions. This study utilized its institutional data base to gain insight to the breadth of the institution as a whole as opposed to viewing data as individual units.

Institutions should avoid the tool box approach; attacking options with a favorite analysis method. It is important to have a heterogeneous approach in analyzing the different possible alternatives. Ultimately, it becomes inefficient to view each alternative under a single perspective. It is clearly relevant to evaluate each alternative following diverse evaluating approaches singled out according to the uniqueness of each of them (Meyerson & Banfield, 1955).

The process of determining the distinctions between the alternative policies is a critical element in the policy analysis process. Comparison schemes are mechanisms used to summarize the virtues of the alternative policies and assists in distinguishing among several options. Scenarios with quantitative methods, qualitative analysis, and complex political considerations can be molded into general alternatives. It is necessary to play out the economic,

political, legal, and administrative ramification of each option.

Political analysis is a method that demonstrates the positive and negative affects of institutional policy on various parties. This political approach can analyze and foresee the success or failure of policy implementation. This approach critically analyzes the necessity of the interested parties to work synergistically to achieve the policy goal. "Mixing two or more alternatives is a very common and practices approach in attaining a very reasonably justified policy analysis" (Myerson & Branfield, 1955, p. 12).

The final process in policy analysis is monitoring the implemented policy. This process assures continuity and determines if the policy has an impact on the organization.

Even after a policy has been implemented, there may be some doubt whether the problem was resolved appropriately and even whether the selected policy is being implemented properly. These concerns require that the policies and programs be maintained and monitored during implementation to ensure that they are having the impact intended, and to decide whether they should be continued, modified or terminated. (Patton, 2001, p. 2)

Policy analysis is good for internal validity to help determine when programs are making a difference and there is no other alternate explanation. These are important in determining what special characteristics institutional data

can offer the office of research for institutions (Patton, 2001). The policy analysis design can be utilized to develop institutional policy recommendations for the Langston University-Tulsa campus.

#### Data and Time Series Analysis

The types of analysis that could assist in explaining the phenomena occurring on the Langston University-Tulsa Campus are time series analysis and statistical data analysis. Time series analysis is a research technique useful for analyzing time series data that consists of sequences of data that follow non-random orders (Shumway, 1988). There are two main goals of times series analysis; (a) to identify the nature of the phenomenon represented by the sequence of observations, and (b) to forecast or predict the future values of the time series variables (Kendall & Ord, 1990). This study utilizes data sets consisting of a 6 year period.

The strength in a time series analysis lies in its empirical approach that is well suited to explore causal relationships. Donald Campbell's time series analysis or experiment design is a periodic measurement process of a group or individual. "The results of which are indicated by a discontinuity in the measurements recorded in the time series" (Campbell, 1963, p. 37). "At its easiest, time-series experiments require little more than good graphing

skills, a skeptical attitude toward's one's pet hypotheses and the capacity to subdivide the data to locate hidden effects" (Glass, 1975, p. 4). At its most complex, it involves complicated statistical analyses to separate the unaccountable variation of indicators across time from the determinant effects of planned interventions" (p. 12).

The statistical analysis method utilized in this study consisted of looking at the data for a 6-year period with frequency distributions and cross-tabulations. Statistical data analysis usually involves four basic steps: (a) defining the problem, (b) collecting the data, (c), analyzing the data, and (d) reporting the results. An exact definition of the problem is imperative in order to obtain accurate data about it. It is extremely difficult to gather data without a clear definition of the problem (Arsham, 2001). This four step process was used in this study to analyze the limited amount of institutional data that existed for Langston University--Tulsa in order to provide insights for future policy decisions.

#### Procedures

Several steps were involved to set up the study and to identify and retrieve the historical student demographic data used in this study. Permission to conduct the study was obtained from the Langston University administrative

office. A meeting was conducted with a senior admissions officer to gain insight about which demographic data has been consistently requested of students upon admission to the university.

The next step in the process involved retrieving the historical data. The Office of Institutional Advancement located on the main campus of Langston University had information pertaining to the Tulsa campus students. However, this data was limited due to the consortium arrangement with the managing institution at various times, and they only had one year (1997) of retrievable data. The Computing Services department at OSU-Tulsa had demographic data for Langston University--Tulsa students, but it was only for the 6-year period from 1997 to 2002. Therefore, the cases within this 6-year span were used for this study.

The Computing Services department provided each year's data in an ASCII file which was downloaded from the university's mainframe computer. The data from each of these files was imported into an Excel spreadsheet, and a field was created for the appropriate school year. These six files were then imported into a single Excel spreadsheet. Frequency distributions were run on all of the variables to assess the exact contents of each field, and these distributions were used as a guide for converting

alphanumeric data into numeric data. Additional checks were made to eliminate incorrect debris that had been accidentally embedded in the files in the transfer process from the mainframe computer. This data manipulation and management process resulted in a file with 5,115 cases that was suitable for analysis in the SPSS statistical package.

## CHAPTER 4

## THE DATA SPEAKS

Introduction

The use of enrollment management techniques has become an essential component in forecasting growth for colleges and universities. There are two primary reasons for the recent interest in this concept. First, in states that expect significant population growth, these techniques are used to help anticipate demand for post secondary education and to help policy makers build the case for more facilities (Hossler, 2001). Second, campus level administrators are interested in forecasting techniques to assist them in determining the population and types of courses that will need to be offered in the future (p. 12). Data gathered from admissions and enrollment areas provide information pertaining to the current student populations.

The data used in this study consisted of institutional data collected at Langston University--Tulsa campus from the Fall of 1997 through the Summer of 2002. There were 5,115 students enrolled during this 6-year period (see Table 1). This demographic data contained a number of variables that can be used to provide important information regarding the students attending Langston University--Tulsa Campus. The demographic data included the following variables that were

used in this study: (a) academic year, (b) age, (c) credit hours, (d) county of residency , (e) gender, (f) grade classification, (g) major , (h) marital status, (i) race, (j) semester enrollment status, and (k) zip code.

#### Enrollment Figures

Enrollment data is comprised of important pieces of information that can be utilized by administrators and policy makers to reveal the obvious and obscure information to effectively achieve the institution's educational goals. Universities utilize annual enrollment figures as the primary source to track student enrollment. As each school year is reported, new revelations can be uncovered and thus decisions and policies can be made to aid in the retention and attraction of students for subsequent academic terms.

A university's enrollment is based on how many students have applied to and enrolled into a class or classes. With this enrollment data, information about the university's ability to attract new students and retain existing students can be measured with a reasonable amount of certainty. The enrollment figures for Langston University--Tulsa showed much volatility during this period between 1997 and 2002 (see Table 1). When the two high-enrollment years are factored out, the average enrollment at Langston University--Tulsa is approximately 700 to 750 students. The enrollment



number of 700 to 750 can serve as the base line enrollment for the Tulsa campus. In the school year 1998, enrollment dropped sharply from the previous year (16.43%). When events like this occur, universities should seek out the different reasons and try to provide meaning to what could have caused this decline (Goldsmith, 2001).

Table 1: Frequency of Students by School Year

School Year	Number	% Change	% of Total
1997	718	---	14.04
1998	600	-16.43	11.73
1999	589	-1.83	11.52
2000	1142	93.89	22.33
2001	1205	5.52	23.56
2002	861	-28.55	16.83
Total	5115		100.00

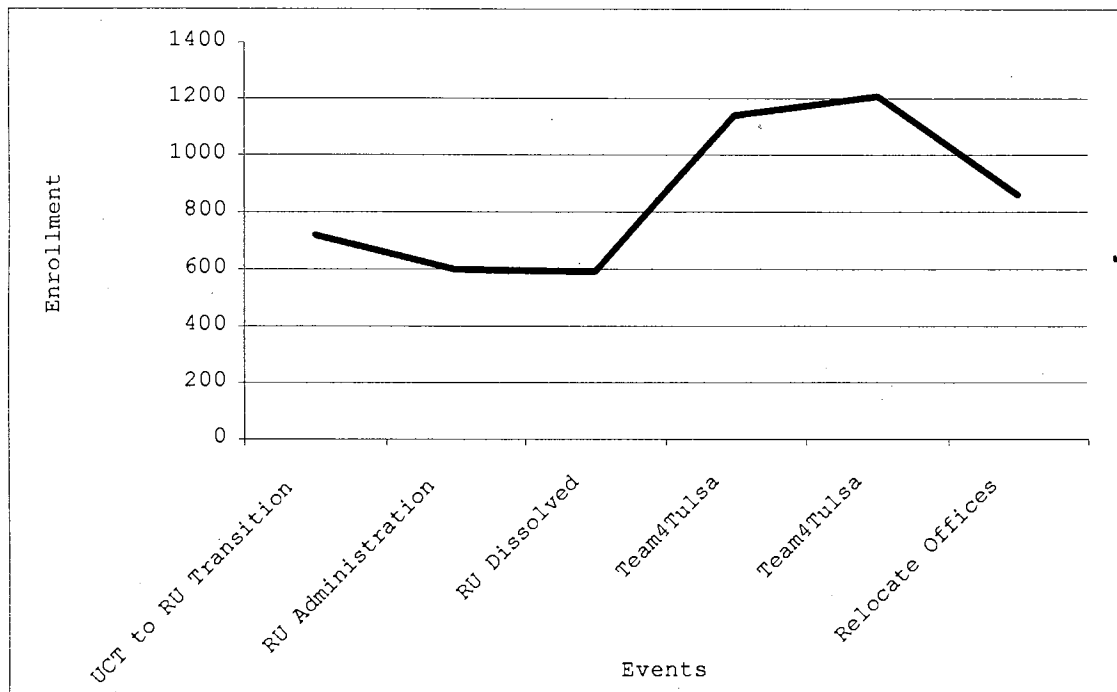
The academic year in 1999 proved to be another unstable and declining enrollment year. However, this decline was only about 2% and was not as large as the previous year. The decline in enrollment during 1998 and 1999 changed dramatically in 2000 (see Table 1). During that year, the Langston University--Tulsa campus enrollments nearly doubled the previous years enrollment figures. Despite this increase, the university faced the issue of addressing the overall enrollment deficit at the institution. Environmental issues such as the economy, degree specializations, and population demographics play an essential role in understanding the enrollment trends from

year to year. However, when enrollment figures are affected negatively such as the dilemma from 1997 to 1998 and from 2001 to 2002, it is a critical issue and should be addressed. Furthermore, as decisions makers take notice of abnormal sequence of events such as the dramatic increase in enrollments of over 90% in the academic year of 2000, the reason for the large increase should be investigated. This kind of occurrence does not happen very often without a reason.

The enrollment patterns for Langston University--Tulsa campus have fluctuated during the 6-year period of this study (see Table 2). The years between 1997 to 1999 experienced a steady decrease in the number of student enrollments at Langston University--Tulsa. It was during these years that the University Center at Tulsa transitioned to Rogers University. The data collections, systems, and reporting mechanisms changed dramatically during this period. During the years from 2000-2002, the enrollment numbers increased significantly. However, during the 2000-2001 academic term at the University Center at Tulsa, the transition to OSU--Tulsa and separation from Rogers University--Tulsa became the focus of the new administrative branch. This transition initially affected Langston University--Tulsa in a positive manner because the

institution was able to focus on its initiatives and urban mission without the intense political climate that surrounded the consortium institution.

Table 2: Enrollment Trends by Political Events



During the 2000-2001 academic year, Langston University--Tulsa administrative offices were located in the North Hall Building along with the administrative offices of the participating institutions. The plan to dissolve the consortium model required Northeastern State University and the University of Oklahoma to relocate to their new respective campuses. Langston University--Tulsa was to remain on the Tulsa campus and eventually relocate to the Main Hall. The administrative plan allowed for the Langston

University--Tulsa campus to facilitate its own admissions, enrollment, and bursar functions. Therefore, the enrollment processes that would be initiated would be more convenient and less confusing for the students. In addition to the administrative plan, the advertising efforts and students services at the Tulsa campus utilized a team approach. The motto at this time was "Team4Tulsa".

The 2001-2002 academic year marked a significant decrease of over one-fourth in student enrollments from the previous academic year for Langston University--Tulsa (see Table 1). During this academic year, Northeastern State University and the University of Oklahoma transitioned from the original consortium campus to their own campuses due to Senate Bill 1426 that ended the consortium contract model in 1997. As stipulated in the bill, Langston University--Tulsa campus would remain on the existing campus in Tulsa and share the space with OSU-Tulsa. The offices were relocated to the Main Hall and the operations of admissions, enrollment, and bursar functions were facilitated by Langston University--Tulsa personnel. Also, during this period, the shared advertising, the cooperative agreement of sharing student services, and "Team4Tulsa" concept were no longer applicable. The transition was difficult because unlike Northeastern State University, Oklahoma State

University, and the University of Oklahoma, Langston University did not receive its appropriated transition monies that were allocated from the Board of Higher Education.

#### Race and County

There are vast gender differences in the make up of today's colleges and universities. This trend also exists at Langston University--Tulsa where females make up over two-thirds (67.6%) of the student population (see Table 3). Of the 3,323 females, nearly two-thirds (65.1%) of the women are White, and slightly less than one-fourth (22.6%) are Black (see Table 4). Males constitute less than one-third (32.4%) of the students at Langston University--Tulsa. Of these 1,580 students, over two-thirds (68.9%) are White, and less than one-fifth (18.2%) are Black. Thus, with approximately two-thirds of the students being female (67.6%) and being White (66.4%), White females are the largest group of students at Langston University--Tulsa.

Langston University is the only historically Black institution for Oklahoma. However, approximately two-thirds of the students attending Langston University--Tulsa from 1997 to 2002 were White or of European American decent (see Table 3). Blacks made up the second largest group in population consisting of slightly over one-fifth of the

student body. Native American students comprised less than one-tenth of the population, and the Asian and Hispanic students together made up slightly over 5% of the population (see Table 3).

Table 3: Frequency of Demographic Variables

Variable	Frequency	Percent
Race		
White	3254	66.35
Black	1039	21.19
Native American	353	7.20
Asian	145	2.96
Hispanic	113	2.30
Total	4904	100.00
Missing	211	--
Sex		
Female	3459	67.64
Male	1655	32.36
Total	5114	100.00
Missing	1	--
Marital		
Single	926	55.32
Married	748	44.68
Total	1674	100.00
Missing	3441	--

The populations of Tulsa county, which contains the urban campus, and of Logan county, which contains the central campus for Langston University, are very different. In the state of Oklahoma with 3,450,654 people, Tulsa county has a estimated citizen population of 564,079, and Logan county has an estimated citizen population of 33,924. Thus, the urban campus in Tulsa is located in a county with 16.63%

times as many people as the rural central campus in Logan county. Langston University--Tulsa is an urban campus. Four-fifths (80.5%) of all of the students live in Tulsa county. Most of the remaining students live in the surrounding communities of Creek county (4.4%), Rogers (2.7%), Okmulgee (2.1%), Osage (1.8%), Washington (1.8%), and Wagoner (1.6%).

Table 4: Distribution of Gender by Race

Race	Male	Female	Total
White	1089	2164	3253
Black	288	751	1039
Asian	53	92	145
Hispanic	43	70	113
Native American	107	246	353
Total	1580	3323	4903

The most recent U. S. Census data reveals that the racial make up of Tulsa is similar to the overall composition of the state of Oklahoma's population. Over three quarters (76.20%) of the state's population consists of White residents. Similarly, Tulsa county's White population also comprises three-fourths (75.0%) of the population (see Table 5). The Black population is slightly higher in Tulsa county when compared to the overall population of the state of Oklahoma.

There are 262,963 Black residents in the state, and 61,485 live in Tulsa county. There are 273,348 Native

Americans in the state, and 29,332 live in Tulsa county. Logan county, has about the same percentage of Black residents as Tulsa county. However, the rate of White residents in Logan county is 6.6% more than it is Tulsa county.

Native Americans make up less than one-tenth (7.9%) of the state's population. However, the Native American population rate in Tulsa county is 2.7% less than the state average. Combined, the Blacks, Native Americans, and the Asian populations make up less than one-fifth (16.9%) of the state's population; approximately 7% report being of some other race or a combination of two or more races. While the Black and Native American populations are nearly equal in the state, Tulsa county has twice as many Black citizens as Native Americans (see Table 5). While Tulsa county has a Native American rate less than the state average, Native Americans have nearly twice as much representation in Tulsa county as in Logan county.

Table 5: Race by County

Race	Oklahoma	Tulsa County	Logan County
White	76.2%	75.0%	81.6%
Black	7.6%	10.9%	11.0%
Native American	7.9%	5.2%	2.9%
Asian	1.4%	1.6%	.3%



Langston University--Tulsa is located in a predominantly Black neighborhood. Most of the students attending this urban campus do not live in North Tulsa. According to their addresses or zip codes, these students live outside of the urban environment, and "it is these universities which remain overwhelmingly White and middle-class in composition" (Lampyl, 2000, p. 6). According to a census report released this past year, Whites make up approximately three-fourths of those who live in the Tulsa county communities and the population of the State of Oklahoma (U.S. Census Bureau, 2002). However, they make up a smaller portion of the Langston University--Tulsa student body.

#### Gender and Marital Status

Females out numbered the males at Langston University-Tulsa by a ratio of 2 to 1 (see Table 3). This is consistent with other university's such as Ohio State university which reported that females outnumbered male students by approximately 50% (OSU, Spring Quarterly, 2001).

Langston University--Tulsa requests information on students related to their marital status. However, approximately two-thirds (67.27%) do not report their status (see Table 3). Of the nearly one-third (32.73%) who do report it, slightly over one-half are single, and nearly

one-half are married. While the proportions for each of these are nearly one-half, it is dangerous to draw implications from these numbers or to base policy on them because the marital status of over two-thirds of the group is not known and because it is not known how representative the reporting one-third is of the total population.

#### Age

The number of older age students in higher education has been growing more rapidly than the number of younger students; this trend started between 1970 and 1985 when the enrollment of students under the age of 25 increase by 15% (Educational Statics, 1987). During this same period, enrollment of persons age 25 and over rose 114%. Also, in the latter part of this period from 1980 to 1985, enrollment of students under 25 decreased by 5% while the enrollments of persons age 25 and older increased by 12%. Many want to understand the patterns of adults because they represented almost half of the entire body of college credits students (Aslanian, 2001). Recently, nationwide the number of older students has been growing more rapidly than the number of younger students. Between 1990 and 1997, the enrollments of students under age 25 increased by 2% while during the same period, enrollments of persons 25 and older rose 6% (p. 2).

At Langston University--Tulsa between 1997 and 2002,

the students ranged in ages from 18-67. The average age of the students was 31.47 with a standard deviation of 9.19 (see Table 6). The median age was 29. The group under 30 was divided into two parts with slightly over one-fourth of the entire population under 25 and with slightly less than one-quarter of the total in the 25-29 age group. The older half of the population was divided into three groups that were slightly over or slightly under 15% of the population. The oldest group that was at least 50 made up less than 5% of the total. Thus for the total group, less than one-third were traditionally aged students and over two-thirds were non-traditional students.

Table 6: Frequency of Age Ranges

Ranges	Frequency	Percent
18-24	916	29.12
25-29	735	23.36
30-34	456	14.49
35-39	373	11.86
40-49	518	16.47
50-67	148	4.70
Total	3146	100.00

Female students out number the male students in every age category. However, this disparity is greatest in the 40-49 age category with females consisting of slightly less than three-fourths (72.78%) of the total population (see Table 7). Thus, Langston University--Tulsa attracts a greater number of females to the campus regardless of age.

Table 7: Distribution by Percentage of Age and Gender

Range	Male	Female
18-24	31.98	68.02
25-29	37.14	62.86
30-34	34.65	65.35
35-39	29.49	70.51
40-49	27.22	72.78
50-67	35.14	64.86
Total	32.43	67.57

Students attending Langston University--Tulsa consisted of various age ranges. Overall, the various age groupings were very similar to the general race distribution for the entire population (see Table 8). The White students made up nearly two-thirds of most age categories. All races continued to enroll beyond the age of 50. However, variations in the general pattern occurred with an increase over the average for Whites in the 35-39 and the 40-49 age groupings and a decrease for Blacks in these categories. Native Americans had a smaller percentage than their average in age groups 25-29 and 30-34 but had a larger number in the oldest category of ages 50-67.

#### Enrollment

The majority of students enrolled at the Langston University--Tulsa campus are enrolled on a part time basis. A part-time student typically enrolls in six credit hours or less each semester. A full-time student typically enrolls in 12 credit hours each semester. In the Fall and Spring,

approximately half of the students are enrolled for eight hours or less and approximately two-thirds are enrolled in nine or less hours (see Table 9). These students typically enroll in either three, six, or nine credit hours. However, this pattern changes in the Summer. Then, nearly half of the students take three credits and nearly one-third take six credits. Less than 10% take nine hours.

Table 8: Distribution by Percentage of Age by Race

Range	White	Black	Asian	Hispanic	Native Am.	Total
18-24	65.08	21.36	3.01	2.92	7.63	100
25-29	66.67	21.84	3.55	2.84	5.11	100
30-34	65.61	22.62	3.85	1.36	6.56	100
35-39	70.88	18.68	3.02	0.27	7.14	100
40-49	70.71	19.60	1.41	1.21	7.07	100
50-67	60.56	27.46	0.70	2.11	9.15	100
Total	66.34	21.34	2.93	2.32	7.07	100

In traditional universities, the Fall semester tends to have the largest enrollment. The Spring semester usually has fewer students, and the Summer semester is often the smallest. However, this pattern is completely reversed at Langston University--Tulsa (see Table 9). The Summer semester has had the largest enrollment over the past 6 years with over half (56.5%) of the students who generated credit hours. The Spring semester accounted for approximately one-fourth (24.9%) of the students who generated credit hours while less than one-fifth (18.6) of students produced credit hours in the Fall.

Table 9: Frequency of Credit Hours by Semester

Hours	Fall		Spring		Summer	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
1	6	0.67	28	2.35	73	2.70
2	11	1.24	20	1.68	97	3.59
3	150	16.85	180	15.10	1152	42.68
4	6	0.67	12	1.01	79	2.93
5	23	2.58	15	1.26	60	2.22
6	196	22.02	281	23.57	833	30.86
7	8	0.90	16	1.34	61	2.26
8	12	1.35	27	2.27	55	2.04
9	177	19.89	171	14.35	225	8.34
10	17	1.91	19	1.59	14	.52
11	9	1.01	19	1.59	10	.37
12	146	16.40	202	16.95	37	1.37
13	47	5.28	56	4.70	0	0.00
14	15	1.69	20	1.68	0	0.00
15	44	4.94	74	6.21	3	.11
16	5	.56	20	1.68	0	0.00
17	0	0.00	11	.92	0	0.00
18	13	1.46	17	1.43	0	0.00
19	2	.22	3	0.25	0	0.00
20	0	0.00	1	0.08	0	0.00
21	3	.34	0	0.00	0	0.00
Total	890	100.00	1192	100.00	2699	100.00

Langston University--Tulsa only offers upper-division undergraduate classes and graduate classes. Each semester, over three-fourths of the total student body is composed of juniors (see Table 10). The number of senior level students is dramatically less and is about equal to the number of graduate students. This great disparity between junior and seniors reflects a low retention rate and low numbers of overall graduates that Langston University--Tulsa campus has

on an annual basis.

Table 10: Distribution of Class Standing

Class	Fall		Spring		Summer	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Junior	3727	77.04	3738	79.21	3882	76.63
Senior	554	11.45	517	10.96	589	11.63
Grad	557	11.51	464	9.83	595	11.74
Total	4838	100.00	4719	100.00	5066	100.00

Each semester a report is produced to show how many students are enrolled in that term. This data can be very important for two reasons. First, this data can demonstrate the number of students that are entering the institution each semester. Second, it can provide information related to the percentage of the total student population who applied for admission and those continuing students who did not enroll in a given semester.

Enrollment managers report this information each term to upper administrators to provide them with accurate data pertaining to the number of students who have enrolled during a specific time period (see Table 11). Of the 5,115 students enrolled over the 6-year period, nearly four-fifths (79.18%) enrolled during the Spring semester (see Table 11). About half of the students enrolled in the Fall and in the Summer semesters. Thus, the enrollments do not follow the traditional pattern in higher education with the Fall semester having the largest enrollment and the other

semester steadily declining from it.

Table 11: Frequency of Enrollment Status

Status	Fall		Spring		Summer	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Enrolled	2943	57.54	4050	79.18	2853	55.78
Not Enrolled	2172	42.46	1065	20.82	2262	44.22

### Academic Majors

Langston University--Tulsa campus offers 14 undergraduate programs and 1 graduate program. Of these programs, Accounting, Psychology, Business Administration, and Management Information Systems carry slightly over half (51.69%) of the total student enrollments (see Table 12). These majors are consistent with the academic programmatic needs for the Tulsa community. Many of the largest employers in Tulsa are in industry and telecommunications. Therefore, they need graduates with these business-related skills. Psychology is a discipline that attracts both employers and students because it is a degree applicable in various types of employment including the human services needs of a large city like Tulsa.

Within the academic disciplines, there are majors that are traditionally dominated by a particular gender. Langston University--Tulsa programs are representative of these traditions (see Table 13). The Nursing program is a female-dominated program with females making up over three-



fourths (82.82%) of the total enrollment. Teacher Education is a program dominated by females who comprise over two-thirds (71.72%) of the total enrollments. Similarly, there are male dominated programs at Langston University--Tulsa. Computer Science is a male-dominated program with slightly less than two-thirds (64.47%) of the total program population consisting of males. Likewise, Economics is comprised of a little over two-thirds (69.23%) males in this small program.

Table 12: Frequency of Majors

Major	Rank	Frequency	Percent
Accounting	1	925	18.27
Psychology	2	638	12.60
Bus Ad	3	556	10.98
MIS	4	498	9.84
Non-Degree	5	426	8.41
Elementary Education	6	403	7.96
Nursing	7	355	7.01
Management	8	286	5.65
Sociology	9	198	3.91
BALE	10	165	3.26
CIS	11	152	3.00
Teacher Ed	12	145	2.86
Corrections	13	110	2.17
Main Campus	14	73	1.44
History	15	67	1.32
Urban Studies	16	27	.53
Gerontology	17	26	.51
Economics	18	13	.26
Total		5063	100.00

Langston University--Tulsa campus also has academic

programs that are traditionally male-dominated that have strong female representation. In the Accounting program, females make up nearly three-fourths (73.84%) of the total enrollments. In addition, the Management Information Systems program is the only traditionally male-dominated program that has almost an equivalent number of male and female students.

Table 13: Major by Gender

Major	Male	Female	Total
Accounting	242	683	925
Psychology	160	478	638
Business Admin.	167	389	556
MIS	255	243	498
Non-Degree	173	253	426
Elementary Educ.	80	323	403
Nursing	61	294	355
Management	105	181	286
Sociology	58	140	198
BALE	69	96	165
CIS	98	54	152
Teacher Education	41	104	145
Corrections	43	67	110
History	30	37	67
Urban Studies	11	16	27
Gerontology	11	15	26
Economics	9	4	13
Total	1613	3377	4990

Minorities have suffered lower economic prosperity when compared to the White majority. A higher education degree often serves as the best means of social mobility in the United States (Forgione, 1997). Langston University--Tulsa

campus contains a majority of White students. The number of White students outnumbers the minority students in most of the academic programs offered at Langston University--Tulsa except in the areas of Sociology, Corrections, and Urban Studies. Minority students constitute over half (53.48%) of the total enrollment in the Sociology program, over one-half (56.48%) of the Corrections program, and slightly less than three-fourths (73.08%) of the Urban Studies program (see Table 14). Thus, many of the Langston University--Tulsa minority students seek degrees in areas that traditionally employ more minorities. Of the 1,039 Black students, there are 148 Accounting majors, 121 Psychology majors, 148 Business Administration majors, and 78 Management Information System majors. Therefore, 495 students are seeking degrees in disciplines that traditionally have had little minority representation.

Black students are the largest group in two of the academic programs. In the Corrections program, Blacks constituted slightly less than one-half (48.15%) of the total enrollment, and in the Urban Studies program, they constituted over two-thirds (69.23%) of the total enrollments.

Although Native Americans only make up 7.2% of the student enrollment, they are over-represented in three

programs. They constitute 13.20% of the Nursing program, 17.46% of the History program, and 16.67% of the Economics program (see Table 14). Major concerns in tribal communities are health issues, preserving and promoting the native language and culture (Kipp, 2000; Still Smoking, 1996), and economic development. Thus, many Native American students are focusing on programs that are of potential value to their communities.

Although there were Whites and Blacks represented in each academic program, there are several programs that did not have representation from other groups (see Table 14). Asian Americans were not represented in the Liberal Education, Corrections, History, Gerontology, or Economics programs. Hispanic Americans were not represented in the Management, Urban Studies, Gerontology, or Economics programs. Native Americans were not represented in the Urban Studies or Gerontology programs.

Of the total population of students attending the Langston University--Tulsa Campus, the majority fell within the 18-24 years age range regardless of major. However, valuable information can be derived by knowing the specific programs that tend to attract students within certain age categories. These populations can be targeted for recruitment or marketing purposes. Eleven of the eighteen

Table 14: Distribution by Percentage of Major by Race

Major	Students	White	Black	Asian	Hisp.	Nat. Am.	Total
Accounting	925	73.86	16.02	2.56	1.33	6.23	100
Psychology	638	66.77	19.19	1.29	4.19	8.55	100
Bus Ad	556	65.10	26.64	0.94	1.31	6.00	100
MIS	498	70.11	15.79	6.95	1.26	5.89	100
Non-Degree	426	67.43	18.83	3.56	2.80	7.38	100
Elem Ed	403	66.32	22.62	1.54	3.08	6.43	100
Nursing	355	67.74	12.61	3.52	2.93	13.20	100
Management	286	72.53	19.41	2.93	0.00	5.13	100
Sociology	198	46.52	37.43	2.67	3.74	9.63	100
BALE	165	67.30	25.16	0.00	1.26	6.29	100
CIS	152	58.50	14.97	14.97	6.80	4.76	100
Teacher Ed	145	68.38	17.65	1.47	3.68	8.82	100
Corrections	110	43.52	48.15	0.00	2.78	5.56	100
Main Campus	73	22.86	68.57	2.86	0.00	5.71	100
History	67	63.49	15.87	0.00	3.17	17.46	100
Urban St.	27	26.92	69.23	3.85	0.00	0.00	100
Gerontology	26	73.08	26.92	0.00	0.00	0.00	100
Economics	13	66.67	16.67	0.00	0.00	16.67	100
Total	5063	66.30	21.22	2.90	2.33	7.25	100

programs have approximately half of their students in the 18-24 age ranges. The Nursing and Economics programs attracts a significant percentage of their students between the ages of 18-24. However, this age group makes up a smaller percentage of Corrections, Computer Information Systems, and Teacher Education, and it makes up less than one-fourth of the students in Urban Studies. The three largest programs have a fairly equal distribution in the various age categories between age 25 and age 50. The Computer Information Systems, Management Information Systems, Urban Studies, and Corrections programs attract a number of students within the 25-29 age category. The Urban

Studies, Computer Information Systems, and Business Administration programs attract students within the 30-34 age category. The Computer Information Systems, Sociology, and Accounting programs attract students within the 35-39 age category. Gerontology, BALE (Bachelor of Arts in Liberal Education), Business Administration, Teacher Education, and Management programs attract students within the 40-49 age category. Urban Studies and Teacher Education attract students within the 50-67 age category (see Table 15).

Table 15: Distribution by Percentage of Majors by Age

Major	18-24	25-29	30-34	35-39	40-49	50-67
Accounting	25.08	24.08	14.88	15.72	16.39	3.85
Psychology	32.07	22.01	10.60	13.04	16.30	5.98
Business Admin.	28.30	19.23	18.41	9.62	21.15	3.30
MIS	26.83	32.06	13.59	10.80	13.24	3.48
Non-Degree	33.61	21.58	13.69	9.96	15.35	5.81
Elementary Educ.	40.69	22.76	13.10	9.66	9.66	4.14
Nursing	33.54	20.73	21.34	11.59	11.59	1.22
Management	27.27	25.57	15.91	7.39	21.02	2.84
Sociology	27.68	16.07	12.50	18.75	15.18	9.82
BALE	22.64	20.75	9.43	5.66	30.19	11.32
CIS	28.33	24.17	18.33	15.00	12.50	1.67
Teacher Educ.	5.95	26.19	16.67	14.29	22.62	14.29
Corrections	27.16	33.33	8.64	8.64	16.05	6.17
Main Campus	37.50	28.13	6.25	12.50	15.63	0.00
History	36.59	26.83	17.07	4.88	14.63	0.00
Urban Studies	5.56	27.78	27.78	11.11	5.56	22.22
Gerontology	38.89	0.00	11.11	5.56	38.89	5.56
Economics	0.00	0.00	50.00	50.00	0.00	0.00
Total	29.05	23.44	14.57	11.80	16.41	4.74

The head count or total enrollments of an academic program during a fiscal year can provide relevant data pertaining to the feasibility of maintaining the program. It also provides information that relates to marketing initiatives for academic programs. The Accounting program consistently remained over the 6 years as the academic program which attracted the highest number of students (see Table 16). The Accounting program maintained an average of a little less than one-fifth (18.27%) of the total student population over the 6-year period. The Psychology program was the second highest program in the area of enrolling students by attracting a little over one-tenth (12.60%) of the total enrollments over the 6-year period. The Business Administration was the third highest program in the area of enrolling students by attracting slightly over one-tenth (10.98%) of the total enrollments over the 6-year period.

The programs that experienced a progressive decline over the 6-year period were in the areas of Elementary Education and Computer Information Systems (see Table 16). Elementary Education began the year of 1997 with over one-tenth (13.31%) of the total student population and declined to about one-twentieth (5.52%) by 2002. Computer Information Systems began the year of 1997 with slightly over one-twentieth (5.81%) of the total population but

declined to a mere 2% by 2002.

Table 16: Distribution by Percentage of Majors by School Year

Major	Students	1997	1998	1999	2000	2001	2002	Total
Accounting	925	17.28	18.44	19.80	17.22	18.14	19.48	18.27
Psychology	638	12.18	8.63	10.75	12.48	14.69	14.20	12.60
Bus Ad	556	11.47	12.69	12.12	11.25	9.24	10.68	10.98
MIS	498	7.51	8.63	11.43	9.67	10.41	10.92	9.83
Non-Degree	426	9.92	11.68	9.22	7.82	8.90	4.46	8.41
Elem Ed	403	13.31	10.83	8.53	6.77	5.96	5.52	7.96
Nursing	355	5.95	4.91	3.24	7.29	8.23	9.86	7.01
Management	286	4.25	4.23	5.97	6.06	6.13	6.34	5.65
Sociology	198	2.69	2.37	3.07	4.57	4.37	5.05	3.91
BALE	165	1.42	3.55	2.90	4.04	3.27	3.76	3.26
CIS	152	5.81	4.91	4.10	2.64	0.92	2.00	3.00
Teacher Ed	145	1.70	2.37	3.58	3.87	3.19	1.88	2.86
Corrections	110	3.12	3.21	1.37	1.76	1.93	2.11	2.17
Main Campus	73	0.28	1.69	1.71	2.20	1.76	0.59	1.44
History	67	1.42	1.02	1.02	1.14	1.43	1.76	1.32
Urban St.	27	0.57	0	0.51	0.53	0.76	0.59	0.53
Gerontology	26	0.99	0.51	0.68	0.35	0.34	0.47	0.51
Economics	13	0.14	0.34	0	0.35	0.25	0.35	0.26
Total	5063	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Students attending Langston University--Tulsa have the opportunity to complete various degree programs. These programs offer the students a chance to personally enhance their knowledge base, grow with their companies, or to become entrepreneurs. Langston University--Tulsa provides opportunities through various course offering. During the 6 years between 1997 and 2002, the gender distribution remained relatively consistent in 7 of the 13 programs with a total enrollment of over 100 students and fluctuations in the other 6 programs (see Table 17). The steady distribution was in the following programs: Accounting,



Psychology, Non-degree, Nursing, Management, Sociology, and Corrections. The programs with fluctuations in the gender distribution were Business Administration, Elementary Education, BALE, Computer Information Systems, and Teacher Education. While the two largest programs of Accounting and Psychology were relatively stable in gender distribution, no clear patterns exist in the gender distribution from year to year and from the size of the programs.

Table 17: Distribution by Percentage of Majors by School Year and Gender

Major	1997		1998		1999	
	Male	Female	Male	Female	Male	Female
Accounting	28.69	71.31	34.86	65.14	22.41	77.59
Psychology	18.60	81.40	25.49	74.51	25.40	74.60
Business Ad	30.86	69.14	22.67	77.33	33.80	66.20
MIS	56.60	43.40	45.10	54.90	59.70	40.30
Non-Degree	35.71	64.29	33.33	66.67	48.15	51.85
Elementary Ed	21.28	78.72	17.19	82.81	10.00	90.00
Nursing	4.76	95.24	10.34	89.66	10.53	89.47
Management	40.00	60.00	44.00	56.00	25.71	74.29
Sociology	10.53	89.47	21.43	78.57	44.44	55.56
BALE	20.00	80.00	47.62	52.38	35.29	64.71
CIS	70.73	29.27	79.31	20.69	79.17	20.83
Teacher Ed	8.33	91.67	35.71	64.29	14.29	85.71
Corrections	36.36	63.64	42.11	57.89	37.50	62.50
Main Campus	0.00	100	30.00	70.00	40.00	60.00
History	50.00	50.00	33.33	66.67	33.33	66.67
Urban Studies	25.00	75.00	0.00	0.00	33.33	66.67
Gerontology	42.86	57.14	66.67	33.33	50.00	50.00
Economics	100	0.00	50.00	50.00	0.00	0.00
Total	30.74	69.26	33.16	66.84	33.45	66.55

Table 17: Distribution by Percentage of Major by School Year and Gender (Continued)

Major	2000		2001		2002	
	Male	Female	Male	Female	Male	Female
Accounting	22.96	77.04	24.54	75.46	27.11	72.89
Psychology	21.13	78.87	33.14	66.86	22.31	77.69
Business Ad	28.13	71.88	28.18	71.82	37.36	62.64
MIS	55.45	44.55	39.52	60.48	55.91	44.09
Non-Degree	55.06	44.94	33.02	66.98	39.47	60.53
Elementary Ed	16.88	83.12	33.80	66.20	14.89	85.11
Nursing	13.25	86.75	32.65	67.35	13.10	86.90
Management	33.33	66.67	39.73	60.27	38.89	61.11
Sociology	40.38	59.62	23.08	76.92	27.91	72.09
BALE	43.48	56.52	41.03	58.97	46.88	53.13
CIS	53.33	46.67	27.27	72.73	47.06	52.94
Teacher Ed	22.73	77.27	39.47	60.53	43.75	56.25
Corrections	45.00	55.00	39.13	60.87	33.33	66.67
Main Campus	16.00	84.00	47.62	52.38	0.00	100
History	53.85	46.15	29.41	70.59	60.00	40.00
Urban Studies	83.33	16.67	33.33	66.67	20.00	80.00
Gerontology	25.00	75.00	50.00	50.00	25.00	75.00
Economics	100	0.00	33.33	66.67	66.67	33.33
Total	32.07	67.93	32.49	67.51	32.04	67.96

Although the females made up approximately two-thirds of the students, this size was not the case in all of the academic programs. The only programs males continued to keep a slight advantage over the female population were in Computer Science, Management Information Systems, and Economics.

Females have high representation in the business-related majors of Accounting and Business Administration.

Although it fluctuates somewhat, women often make up nearly half of the computer-related Management Information Systems program. During the past 3 years, their representation has increased dramatically in the Computer Information Systems program. These particular programs are high paying, demanding, and require a great deal of time working and solving problems. These are traditionally male-dominated fields. However, at Langston University--Tulsa women are enrolled in large numbers in these programs that can provide them skills and the credentials to work in these fields.

It is not only the business-related careers and the computer-related fields that the females have large enrollments. The Corrections program at Langston University--Tulsa is another example of a traditional male-dominated career-field where the female population consistently shown larger enrollments at Langston University--Tulsa.

There are programs that have very little increases to close the gender gap. Nursing is an example of a program that has consistently been dominated by females. In many years, just slightly over one-tenth of the student population were males (see Table 17). This is an example of an academic program that attracts very few males to this particular field of study.

## CHAPTER 5

## CONCLUSIONS AND RECOMMENDATIONS

Summary

Institutional data is a significant resource available to administrators who can use it in the decision making process. When used expediently, institutional data is an efficient tool that can be used as a gauge to retain, modify, or eliminate current policy and procedures within the university structure. The need for collecting and analyzing institutional data can be important to most institutions. However, the challenge that faces most universities is utilizing and interpreting the data to promote an increased understanding of its meaning. A greater impact for institutional planning evolves when the interpretation of the data demonstrates strengths of the organization rather than repetitive vernacular that typically plagues the university structure.

Purpose and Design

Data from enrollment can provide a guide for the future by objectively studying the patterns of the past. Since the campus of Langston University--Tulsa has only existed for slightly over 20 years, the institutional data is limited in many ways. Demographic statistics are available in terms of the student population, age of students, ethnicity,

the year 2000, the enrollment figures numbers nearly doubled from previous years. When enrollment figures change dramatically, it is an opportunity for administrators to investigate the causes behind such volatility.

Langston University is the only historically Black institution in the state of Oklahoma. However, approximately two-thirds of the students attending the Langston University--Tulsa campus were White. Blacks made up the second largest group in population consisting of over one-fifth of the student body. The racial make-up of Langston University--Tulsa has more Blacks and less Whites than the overall composition of the state of Oklahoma and the city of Tulsa.

Females outnumber the males by a ratio of 2 to 1. Female students also outnumbered the male students in almost every age category. However, the greatest disparity in age ranges was within the 40-49 age category with females consisting of slightly less than three-fourths of the total population.

Langston University--Tulsa campus offers upper-division undergraduate and graduate level classes. Each semester over three-fourths of the students enroll on the junior level. The number of senior level students is dramatically less than the number of juniors. Unlike a traditional university that has large Fall enrollments, Langston

administration to objectively study the patterns of enrollment at the Langston University--Tulsa campus in order to predict and prepare for the future growth and existence of the Tulsa campus. The institutional data was used to describe the profile of the average student attending the Tulsa campus, review the relationship among and between the variables in the institutional data base, and reveal what relevant changes occurred during this time period.

The design of the research involved manipulating and analyzing data sets of demographic student data that spanned a 6-year period from the Fall of 1997 to the Summer of 2002 and combining it into a single data set. The data set consisted of 5,115 students for the variables of (a) academic year, (b) age, (c) credit hours, (d) marital status, (e) county of residence, (f) gender, (g) grade classification, (h) major, (i) race, (j) semester enrollment status, and (k) zip code. The analysis of the data included completing frequency distributions and cross tabulations of the data that revealed pertinent student profile information. As the data was analyzed, important information concerning students attending Langston University--Tulsa was determined.

#### Summary of Findings

The enrollments at Langston University--Tulsa showed

much volatility during the period between 1997 and 2002. Enrollment numbers experienced sharp declines as demonstrated between the years of 1997 to 1999. However, in the year 2000, the enrollment figures numbers nearly doubled from previous years. When enrollment figures change dramatically, it is an opportunity for administrators to investigate the causes behind such volatility.

Langston University is the only historically Black institution in the state of Oklahoma. However, approximately two-thirds of the students attending the Langston University--Tulsa campus were White. Blacks made up the second largest group in population consisting of over one-fifth of the student body. The racial make-up of Langston University--Tulsa has more Blacks and less Whites than the overall composition of the state of Oklahoma and the city of Tulsa.

Females outnumber the males by a ratio of 2 to 1. Female students also outnumbered the male students in almost every age category. However, the greatest disparity in age ranges was within the 40-49 age category with females consisting of slightly less than three-fourths of the total population.

Langston University--Tulsa campus offers upper-division undergraduate and graduate level classes. Each semester

over three-fourths of the students enroll on the junior level. The number of senior level students is dramatically less than the number of juniors. Unlike a traditional university that has large Fall enrollments, Langston University--Tulsa has large enrollments during the Spring and Summer semesters. The Summer semester has had the largest enrollment over the past 6 years with over half of the students who generated credit hours.

The majority of students attending the Langston University--Tulsa campus enroll on a part-time basis. The academic programs in Accounting, Psychology, Business Administration, and Management Information Systems carry slightly over half of the total student enrollments. These academic programs are consistent with the employer needs of the city of Tulsa.

There are vast gender differences within colleges and universities today. Within the academic disciplines, there are majors that are traditionally dominated by a particular gender. Langston University--Tulsa's nursing program and teacher education program are female-dominated programs. Computer Information Systems and Economics are male-dominated programs. However, there are programs such as Accounting that are traditionally male-dominated programs but are well represented by females at the urban campus. In



addition, there are traditionally male-dominated programs such as Management Information Systems where females are closing the gap between genders.

### A Place for Diversity

Langston University--Tulsa is an institution of gender and ethnic diversity.

The heart and soul of the urban mission of Langston University--Tulsa is to cultivate an institution that embraces and respects diversity.

The diversity in the academic program at Langston University--Tulsa makes it possible for many to break the glass ceiling.

A unique component that has evolved from the Langston University--Tulsa mission is the evidence of diversity in its enrollment. Since 1897, Langston University has been the only predominately Black college in the State of Oklahoma. That image projected negative reaction from many aspects concerning laws and funding from the state. Since 1978, the Tulsa campus of Langston University has provided a diversity that is like no other college in the state. Although two-thirds of the students are White, this number is 8.65% less than the makeup of Tulsa county. Its Black population is 10.29% higher than the rate for Tulsa county. While White females make up slightly over half (51.5%) of Tulsa county, they constitute over two-thirds (67.64%) of the students of Langston University--Tulsa. Thus, Langston University--Tulsa is characterized by diversity in both

gender and ethnic origin. Moreover, even though the campus is located in the Greenwood District, which is a predominately Black neighborhood, students travel from places such as southeast Tulsa, northwest Tulsa, Wagoner, Broken Arrow, Coweta, and Jenks to attend.

The convenience of program initiatives offered entirely on the Langston University--Tulsa campus is attractive to students. Over five thousand students have matriculated at the college between 1978 and 2002. Females are over represented in most academic programs. This is very evident in the fields of Accounting and Business Administration where traditionally it is the White male who dominates the enrollments at other institutions; at Langston University--Tulsa, females are infiltrating programs historically delegated to males. This is a positive trend for the community since the workforce, especially in the business-related and computer-related areas, should become more diversified. As females complete their education in fields such as these, the employment pool for the city of Tulsa and the state will have a higher degree of diversity.

Langston University's main campus attracts and enrolls a tradition-aged population of Black students. The age group of the main campus tends to be consistent with traditional colleges. The Tulsa campus, however, enrolls

adults who make up the majority component of this campus. Nearly half are 30-years of age or older. Nearly three-fourths are 25-years of age or older. This population is composed of people from various backgrounds. Non-traditional students tend to range from individuals who have limited work experience to those who have been a part of the workforce for several years following high school and community college graduation (Darkenwald & Merriam, 1982, Chap. 4). Often, they are men and women who may have gotten married early, started families, divorced, and have become dissatisfied with their level of education. Their desire is to attain a college degree as dictated by their needs within their stage of life. Because of factors such as these, many of the programs at Langston University--Tulsa campus can be attractive to them.

The Langston University--Tulsa campus attracts students from all age ranges, and understanding the meaning of life stages is a key component to grasping the framework surrounding each adult student attending an institution of higher learning. Daniel Levinson (1978) organized stages of adulthood according to the milestones experienced by most adults. Adults between the ages of 17 to 28 are making initial yet mature choices in values, friendship, love, occupation, and life styles. The transitions that occur

between the ages of 28 to 40 include more stable commitments in occupations, love, and establishing a niche in society. The mid-life transition occurs between the ages of 40 to 60 and focuses on adjustments of priorities and aspirations in life. Finally, between the ages of 60 to 80 are transitions of reflection. These reflections may include past achievements, regrets, and making peace for past actions. Students attending the Langston University--Tulsa campus fit within the entire span of Levinson's life stages.

There is a place in academia for attracting the adult student. Most students at Langston University--Tulsa are nontraditional students who are enrolled part-time. This type of student body indicates a need for an approach to scheduling and instructing that considers adult learning needs. Adult students have needs that are dictated by their livelihood and outside commitments. Working adults who are on minimal salaries, supporting families, and seeking degrees have a short supply of time (Darkenwald & Merriam, 1982, p. 136).

The female students who make up the majority of the enrollment have various characteristics and backgrounds. Many of the students at Langston University-Tulsa are on financial aid, are single parents supporting children, are working on low paying jobs, or are receiving state aid.

Some of these students are homemakers returning to school in search of career opportunities. Some are working mothers with spouses or with an established education, but they are seeking a career change. Some are single, working women striving for a career goal. Regardless of their background, they have a common bond in that they seek to complete their education while maintaining their primary commitments in their lives.

Females in many of the programs offered at Langston University--Tulsa are attending at a much higher rate than their male counterparts. If this is the trend now, it will most likely become the norm sooner than later. Males are not attending the university in many of the degree programs in large numbers. However, male students maintain fairly high numbers in programs that tend to pay higher wages overall. Male students outnumber females in Computer Information Systems, Economics, and Management Information Systems. However, the Management Information Systems gender gap is slowly becoming less significant.

#### A Place for Academic Change

Nontraditional students who are committed to obtaining an education are attracted to the Langston University Tulsa campus.

Flexible academic program scheduling appeals to the non-traditional adult student.

Traditional high employability programs appeal to

non-traditional part-time students.

Students who attend Langston University Tulsa campus are typically nontraditional adults who need flexibility in educational opportunities. The age of most students attending the urban institution is 25 years and older. These students are searching for an affordable and convenient place for opportunities to advance themselves and achieve a higher standard of living. Most traditional colleges are dedicated to providing classes and degrees to full-time students who have the money and the time to spend long hours in subject-related activities. These students are expected to observe professor's office hours, conduct library-based research, interact with other students, and expend energy on subject-related opportunities.

Working adults may be on minimal salaries, may support families, and may at the same time seek degrees; thus, they have little patience with the small details of the usual academic trivia. Time is an essential element in their lives; therefore, they are usually interested in the bare necessities that will expose them to the subject matter and help them obtain a degree.

Because of the vast experience these adult students bring to the classroom (Knowles, 1970), instructors need to design innovative approaches to learning. In some

instances, the student may be more current on modern technology, equipment, and procedures than the instructor. Experiences such as these should be used by the instructor to augment the learning environment for the classroom. Exposure to modern approaches and innovative procedures require interaction rather than lectures. At Langston University--Tulsa this is possible because the classes are at least three hours in length, and this provides teachers with time for using various methodologies to share information rather than utilizing the traditional instructional methods. In addition, the class schedules are arranged for the convenience of the student. Evening classes begin after five o'clock to accommodate the student who is able to take six credits in one evening if it is convenient.

At Langston University--Tulsa, students are often contacted prior to scheduling certain classes to ascertain their availability for weekend or week day classes. Few day classes are offered due to the request of the students. Even many younger students who have just completed course work at a community college are working full-time or part-time. Flexibility scheduling is essential for these working students.

Enrollment in high employability programs continue to

show significant trends in Tulsa. Some programs that have few job opportunities for the graduate have low enrollment. Practical considerations for making a living seem to be the focus of the students in Tulsa on the Langston campus. The luxury of majoring in academic programs that have few employment opportunities is not an option for many of the adults attending school on this campus. Large enrollments are found in the fields of Accounting, Psychology, and Business Administration. Low enrollments are in the areas of Gerontology, History and Liberal Education.

#### Enrollment Management

As an urban campus, Langston University--Tulsa does not follow traditional university patterns.

Langston University Tulsa does not follow the traditional model for enrollment management.

The needs of the local workforce and political agendas greatly influence the enrollments on an urban campus.

Langston University's main campus is a full 4-year program. Within the 4-year program, Langston University promotes opportunities for growth in social skills and responsibilities during the student's freshman and sophomore years. Typically, students attending the main campus are entering the institution directly from high school. This is unlike the Tulsa campus whose primary enrollment consists of adult students.



Langston University--Tulsa campus offers courses on the upper division level for undergraduate students. Therefore, all of the students attending the Tulsa campus have transferred or completed a degree from a community college or from another 4-year institution. Many of the students at community colleges are first generation students that have experienced life transitions that have resulted in the need for pursuing a higher education.

Life transitions heavily influenced first-generation college students in their pursuit of new opportunities for the future. Life altering situation such as divorce or disabilities changed many of these students' life plans. Education was seen as a way to help alleviate both financial or physical limitations. (Willyard, 2000, p. 152)

First generation college students that have experienced life transitions require support mechanisms to be in place within the university structure throughout their academic careers. Langston University--Tulsa campus should have these mechanisms in place to ensure enrollment recruitment and retention. These areas are important throughout the entire process including admissions, advising, enrollment, teaching, and other university functions.

Advisors are critical, understanding teachers are important, and convenience is necessary. These critical areas may have an impact on why the Spring and Summer terms at the Langston University--Tulsa campus have a larger

enrollment than the Fall terms. Langston University's main campus has higher enrollment numbers in the Fall from both newly admitted students and returning students. This is unlike the Tulsa campus, which is comprised of a majority adult students with responsibilities outside the academic environment.

Enrollments are also affected by the needs and trends of the work force in the community. A large percentage of the Tulsa work force consists of business and industry. Therefore, there is a need for individuals with business and technology skills. However, there is also a significant need in human services within various organizations. Therefore, programs in Psychology and Sociology are valuable to the work force.

Enrollments are also affected by the political agendas of the state. If the state is supportive of education, money is appropriated to fund necessary programs and support mechanisms for the betterment of the institution. However, if the political situation is not supportive of the needs in education, budget cuts and lack of services and funding result in volatile enrollment figures for the institution. Langston University as a whole has experienced many politically influenced decisions that have prevented successful implementation of programmatic goals at all

campus locations. Many institutions are developing mechanisms to become self-sustaining financial systems, and Langston University--Tulsa should consider using its institutional data as a baseline for its own plan.

#### A Place for a Unique Mission

The mission of Langston University--Tulsa campus, which was initiated by the Higher Regents of Oklahoma, is unique and deserves to be given a place in the State of Oklahoma.

Langston University Tulsa is not fulfilling its urban mission to its full capacity.

Langston University--Tulsa should rethink its urban mission when compared to its established traditional mission.

Institutions that create urban campuses such as Langston University--Tulsa need to tailor the institution to the community.

Urban institutions such as Langston University--Tulsa should incorporate adult learning principles in order to address the needs of nontraditional learners.

Langston University in Langston, Oklahoma, was established to educate people of color. During the period between the late 1800's and mid 1900's, people of color were not afforded equal educational opportunities. The establishment of a Black college and university included a dynamic of a rich and powerful history of the culture that was passed on within the academics of the institution. Although the educational system was built on a premise of segregation laws, the outcome was an institution that taught

and encouraged the value of people of color as a whole. In 1978, the federal courts determined that in order for Langston University to fulfill its mission, it needed to establish centers in the urban communities in Oklahoma. These centers were located in Tulsa and Oklahoma City.

The perception of the urban mission may have been to attract inner city residents to higher education. Similar to many urban communities, the people of color clustered in specific areas of the city. It was noted in the 1970's that the clustering of Black city-dwellers is on the lowest rungs of the social ladder and is often attributed to the continuing influx of uneducated and unskilled migrants (Callow, 1974). However, since Langston University--Tulsa was the only state-supported institution in Tulsa at the time, it may have attracted a diverse student population as opposed to only the minority population. Therefore, the recruitment of people of color should continue to be a significant aspect of the urban mission while at the same time assuring that the university is available, accessible, and welcomes all students regardless of race or ethnicity. This mission requires the ability of administrators to balance the delicate nature between preserving the history of the institution while embracing the appreciation and values of society as a whole.

The majority of students attending the Langston University--Tulsa campus are White students. This compares favorably with the demographics of the state of Oklahoma. However, the city of Tulsa has a slightly greater percentage of Blacks than the state's percentage. A basic concern is why the population of Blacks and other ethnic minorities are not attending Langston University--Tulsa campus in greater numbers. This may be attributed to the fact that Langston University--Tulsa campus has not been able to fulfill its urban mission in terms of reaching out to the local community to recruit more students of ethnic diversity.

The Langston University--Tulsa campus has a mission statement that focuses on meeting the needs of the urban community. This statement differs from most universities that have a traditional approach to providing services for students. Faculty support for innovative deliverance of academic programs that are geared toward the working adults is often non-existent at the traditional university. Change is often painful and traditional methods of delivery of academic information is difficult to alter. From its initial thrust in Tulsa, Langston University realized that the students were non-traditional and that this required a methodology that would be both innovative and flexible. The learners are an important part of the educational

process (Lawson, 1975) but should be introduced by the teacher to material beyond the range of their knowledge. Teachers who are aware of the current methodologies and library holdings are able to transcend the classroom to the world of work. In addition to academic support, non-traditional students may also require general student support services such as personal counseling, child care facilities, and virtual libraries.

To promote a true urban mission that is reflective of the population that the institution serves, the media presented by the institution should be attractive to all people. Langston University has typically utilized media that represent the historical make up of the student population (see Figure A). Here the emphasis is on the traditional image of serving young, Black, traditional students. However, the media presentations for the Tulsa campus should focus on the diverse population of the urban campus. Pictures and script from the actual students who are attending the classes on the Langston University--Tulsa campus would be good advertisement for the college (see Figure B). Here the emphasis is on the diversity of the adult students. This portrays a truly diversified institution and one that attracts students of all races. To be viewed as otherwise is an injustice to the history and

Figure A: Current Promotional Image

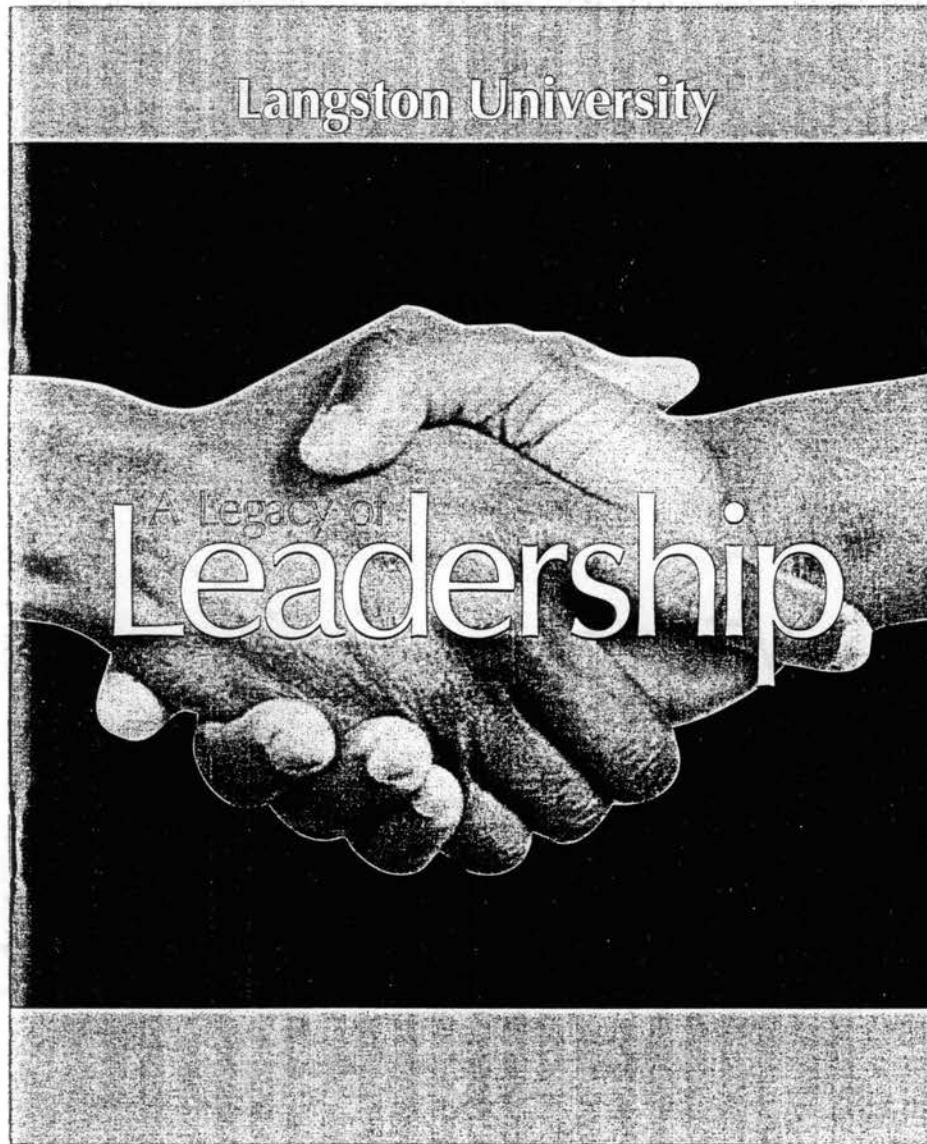
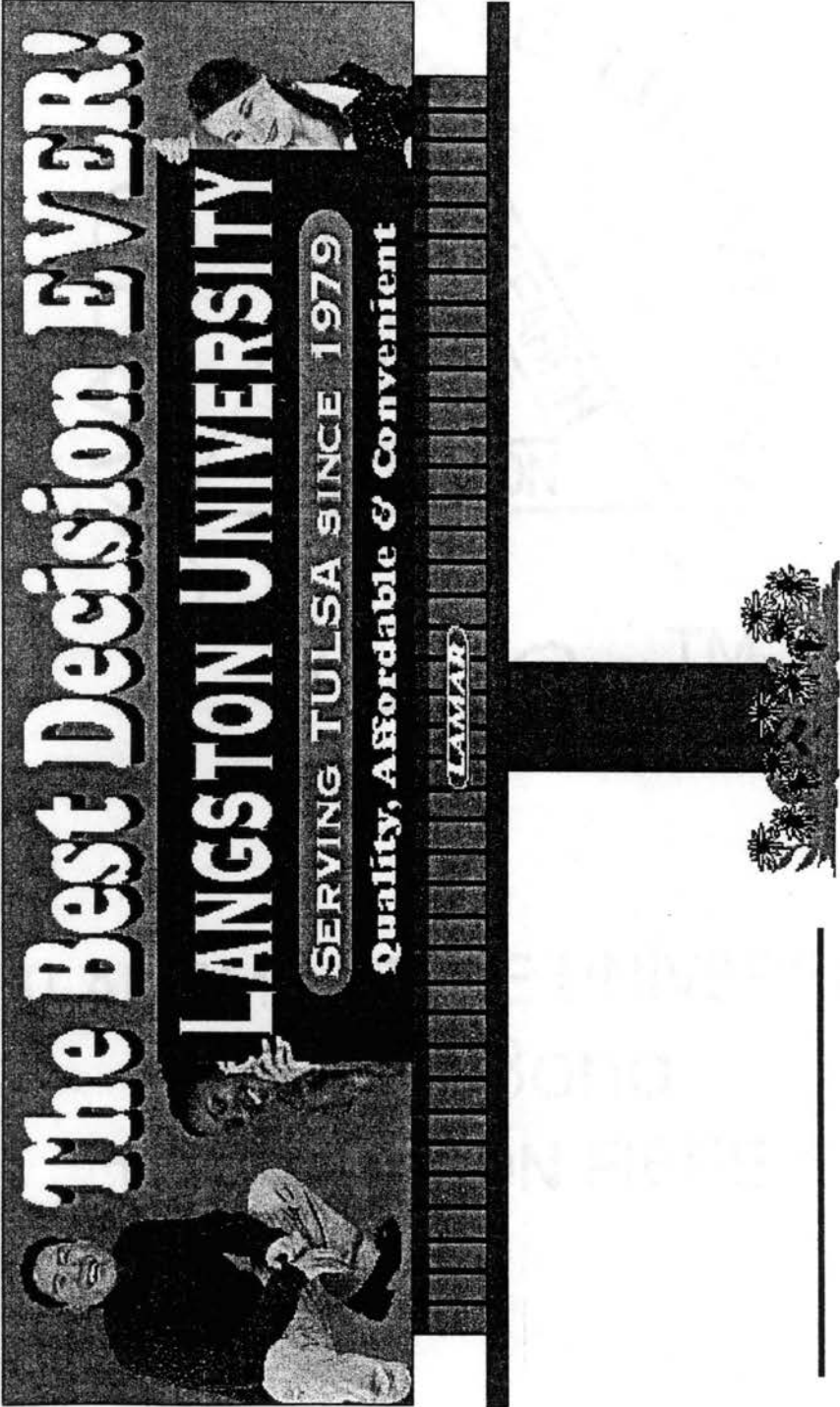


Figure B: Promotional Image Based on Institutional Data





future of Langston University--Tulsa. Langston University--Tulsa could plan such a campaign by using the Social Marketing Technique which is based on population behaviors.

In the past, Langston University--Tulsa has lacked the data for implementing the Social Marketing Technique model. However, the institutional data from this study could provide the data and concepts for the first two steps for initiating such a campaign. These steps involve planning the media direction and establishing the baseline data which will determine the current data or population being served. From these, the third step involves the message development such as the advertisement stressing diversity with two-thirds of those in the picture being females. In this regard, Langston University--Tulsa's message would be to embrace diversity and to shed the old image of separation. The effectiveness and modifications for such a campaign could be determined by implementing the final steps of the model.

#### Opportunities for Growth

Langston University--Tulsa campus has unique opportunities for growth which fall into the two basic categories of recruiting of people of color and expanding academic programs. The first opportunity for growth involves the recruitment of people of color. Langston

University is an institution founded on the principle of educating under-represented groups and particularly ethnic minorities. Although this still holds true for the Langston University home campus which consists of a majority (93%) Blacks, it is not the norm for the Tulsa campus which consists of a majority (66.4%) of Whites. People of color are under-represented at this Historically Black College and University. As it expands its definition of diversity, Langston University--Tulsa must not lose sight of its historical mission to serve and help develop the Black community.

To determine that there is a need to recruit people of color means to first acknowledge the community itself. This involves recognizing that the operational definition of a community as a multi-generational, interactive, interdependent collective of persons who share a common culture, a common emotional tie, and live within relatively close proximity to one another can be applied to the African American community (Hinds, 2001). The knowledge of the existence of the community allows recruitment initiatives to begin.

The second opportunity for growth exists within the academic program offered. Presently, the curriculum offered at Langston University--Tulsa is very similar to that of

other universities in the area and is traditional in nature. Although it does offer an Urban Studies program, it has not developed a variety of programs that reflect the community's needs. As an urban institution, Langston University--Tulsa should study the examples of other urban universities such as Portland State University and Wayne State University to learn how they developed programs indigenous to their communities. This could lead to programs that attract minorities such as African-American Studies, Native-American Studies, or Cultural Economics. Such programs have the potential to attract people of color and meet the needs of the community. Developing such programs to fulfill the urban mission may require a reallocation of resources and recruiting new faculty.

Program delivery should also be considered as a mechanism to promote growth opportunities at Langston University--Tulsa campus. Distance learning is a popular method utilized by many institutions. The number of university courses and programs delivered via distance education technologies continues to grow at a phenomenal rate (Schoats, 2002). The creative and innovative methods in which this technology can be used continues to be used in a variety of ways. Utilizing this medium as a source of information as well as course delivery can provide students

with service, information, and flexibility which could be attractive to many students.

Academic programs can also be catered to the student that desires to finish an academic program in a short period of time. This can be accomplished through fast track programs such as the Langston University--Tulsa's Bachelor's of Arts and Liberal Education program which utilizes weekend courses to allow students to progress through the program at a faster rate. Programs that are offered on a traditional semester format may not be attractive to all students.

In addition, Langston University--Tulsa's administrators, faculty, and staff should recognize the difference between the need for recruitment and the need for providing convenient service. Providing convenient service involves eliminating institutional barriers that may hinder student participation in educational activities, and it includes utilizing adult learning principles in the design and delivery of educational services. While these things may assist in attracting many nontraditional students, Langston University--Tulsa has a specific need to recruit Black students, and this is especially true for Black male students. Black students are the historic base for Langston University. The university originally came to Tulsa to serve this group. Since this group has been historically

under-represented in higher education and since this group may contain many first-generation college students, special efforts should be undertaken to recruit these students to Langston University--Tulsa. This effort should involve people, organizations, and agencies indigenous to the community such as the ministers, the churches, the ministerial associations, and the Greenwood Cultural Center. By combining such recruiting with program planning that is relevant to the community, Langston University--Tulsa could enhance its traditional mission while seeking to better fulfill its new urban mission.

#### Final Thought

Visualize administrators and key decision makers gathered around a table discussing policies and procedures that can ultimately change or alter the structure of an entire university environment. A scene that comes to mind similar to this is from a movie entitled 12 Angry Men which is about the successful but difficult deliberations of a jury in a court case. All of the jurors are gathered in an uncomfortable room with preconceived notions of an outcome predominately based on personal biases and the desire to fulfill other obligations. Although also uncomfortable, the main character presents the facts to argue, persuade, and convince others to see the truth.

Similarly, administrators are people who have needs for their respective departments and commitments that they must be met. However, with relevant accurate institutional data, they are armed with information that explains the trends and issues within the university. Institutional data utilized as a tool can ultimately help lead to well-informed, grounded decision making practices by administrators just as critically thinking about the correct information helped the jury reach the proper decision in the court case.

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2.

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