ENROLLMENT MANAGEMENT IN HIGHER EDUCATION:

FROM THEORY TO PRACTICE

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This study investigated enrollment management practices found in higher education. The research identified enrollment management and retention practices described in the higher education literature. These suggested practices were incorporated into a sixty-six question survey that was distributed to a random sample of colleges and universities taken from the 1999 *US News and World Report* of college rankings.

The survey data were used to identify which of the suggested enrollment management practices were of greatest utility. First, the sixty-six items were grouped into 14 categories of enrollment management strategies. Second, the institutional responses for each category were averaged and then correlated with each institution's graduation rate.   Finally, each institution's "yes" responses for the entire survey were totaled and correlated with each institution's graduation rate.

This study developed a list of the 26 most frequently used enrollment management practices in higher education, and as well, identified the 10 least used enrollment management practices. Given the results of this study graduation rate is not a sufficient criterion to assess enrollment management practices at a college or university. Enrollment management strategies contribute to many institutional and student outcomes; thus, multiple indicators are required to accurately evaluate enrollment management practices.

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CHAPTER 1

PROBLEM STATEMENT

Introduction

Modern ideas regarding enrollment management can be traced back to the late nineteenth century. Harvard founded the Board of Freshman Advisors in 1889; the board's purpose was to establish orientation, provide advising and counseling, and develop social events for freshmen (Upcraft and Gardner, 1989). This appears to be the beginning of student services at colleges and universities. Since World War II, student services has expanded to include numerous sub-elements: enrollment management, financial aid, orientation seminars, academic advising, campus involvement, career planning and placement, learning assistance programs, institutional research, faculty development, strategic planning, marketing, and retention (Hossler & Bean, 1990).

College and university campuses experienced enormous growth in enrollments during the 1950s and 1960s. This can be attributed, in part, to the creation of the Servicemen's Readjustment Act of 1944 and its implementation after World War II (Brubacher & Rudy, 1997). The subsequent baby boom

contributed to the continued growth of the American student body until the early 1970s. However, in the mid-1970s institutions of higher education began to experience declines in enrollments (Hossler & Bean, 1990).

Hossler and Bean (1990) have noted changes in demographics among college students during the 1970s. At this time, nontraditional students began to appear on campuses; many were Vietnam veterans, and many were first-generation students (Hossler & Bean, 1990).

The recession of the early 1980s caused additional complications for college administrators as state funding for higher education decreased. Dennis (1998) describes how college presidents across the nation recognized the need for increased marketing and retention efforts and began coordinating recruitment and retention activities. These activities spurred the evolution of enrollment management as it is known today. Hossler and Bean (1990) define enrollment management as "efforts to influence the characteristics and the size of enrolled student bodies by directing the activities of the offices of admissions, financial aid, new-student orientation, career planning, retention, and a number of other student affairs areas" (p. xiv).

College administrators of the 1990s have continued to create programming in an attempt to improve recruitment and retention. Programs include supplemental instruction, freshman seminars, financial aid discounting, block scheduling, learning communities, and increased faculty academic advising. In addition to these enrollment management efforts, research on persistence has emerged.

Dennis (1998) predicts that the student population of the twenty-first century will be different from that of the twentieth century. She predicts an increase in part-time, nontraditional students; women outnumbering men in enrollments; increased numbers of minority students; greater emphasis on customer awareness; and technology that will change how and where students learn. Additionally, students and their families will bear much more of the burden of financing education as grants continue to cover less and less of the total cost of tuition and fees (Dennis, 1998). Given the continuing evolution of student characteristics and needs, enrollment management efforts must become more comprehensive if they are to meet the diverse and changing needs of students and colleges of the twenty-first century.

Fortunately, enrollment management professionals can readily locate literature on the individual sub-elements of enrollment management, retention, and persistence. However, despite these multiple elements, no holistic or comprehensive theory of enrollment management at the undergraduate level has emerged. Obviously, accounting for every aspect of enrollment management would be time-consuming and exhausting; however, if a general model for enrollment management were available it would be advantageous for enrollment management committees, coordinators, and directors.

Additionally, it is not clear what the outcomes are for institutions that choose to implement one or more of the existing sub-elements of enrollment management. The literature does not describe which combinations of enrollment management practices are currently used in colleges and universities across the nation. In the literature, there appears to be some discrepancy between enrollment management techniques described and those actually practiced at colleges and universities. An example of this would be the lack of forgivable loans which was suggested for those students who do not complete their degree. Tinto and Russo (1994) report that the success of

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enrollment management programs has been only moderately successful. They indicate that enrollment management professionals need to take a fresh look at new methods aimed at achieving increased retention rates among college students.

The Problem

Which enrollment management theories and practices, as reported in the literature, were utilized by college and university administrators to develop institutional enrollment management plans. It was difficult to discern to what degree college and university graduation rates were affected by enrollment management techniques. Similarly, across varying types of institutions, it was difficult to determine which enrollment management practices were most frequently used to improve graduation rates.

Purposes of the Study

This research attempted to:

1. describe college and university enrollment management practices;

2. calculate the correlation between college and university graduation rates and categories of enrollment management practices;

3. determine which enrollment management practices are

the most utilized for improving graduation rates.

The study explored the association between aspects of

enrollment management and enrollment management practices

as reported by surveyed college and university personnel.

Research Questions

1. What enrollment management practices can be identified

   from the literature?

2. Based on a review of the practices of enrollment

   management in colleges and universities, which of these

   practices are the most utilized?

3. Do graduation rates increase as the number of reported

   enrollment management practices increase?

Assumptions

Assumption 1: Enrollment management is an umbrella

term that encompasses multiple aspects of enrollment.

Enrollment management includes things such as orientation,

admissions, and financial aid. Each of these aspects can

have a negative or positive effect on the overall measure

of success in enrollment management. Colleges will have to

align their enrollment programs according to their

traditions, history, and mission (Dennis, 1998).

Assumption 2: For the purpose of this study, the definition of enrollment management included retention efforts. Each aspect of enrollment management presumably affects recruitment and retention of students. This stance fits into Dennis' (1998) working definition of enrollment management. She defines one of the aspects of enrollment management as, "understanding the relationship of the student who enrolls with the student who withdraws and the student who persists" (p. 8).

Assumption 3: Students whose needs are met by the institution will tend to stay and graduate from that institution (Dennis, 1998).

Assumption 4: Many colleges and universities in the United States are rich in history and tradition. These institutions can be more selective in their admission practices. They tend to have higher admission standards because of the increased competition among applicants. Consequently, the graduation rates of these selective institutions are higher because they start with academically superior students (Pascarella & Terenzini, 1991). To further illustrate this point, a relationship exists between admission rates and graduation rates for the top ten universities, as ranked by *U.S. News and World*

Report. As admission becomes more selective, graduation
rates increase. This implies that a highly selective
student admissions process can be a major component of an
enrollment management plan.

Assumption 5: There are some students who choose to
leave regardless of the quality of the institution. No
college can obtain a 100% graduation rate. Students will
always have reasons for not completing a degree or for
withdrawing from school.

Assumption 6: Colleges and universities exhibit
varying levels of concern about enrollment management
related issues. This variation is typically a function of
an institution's academic mission. For example, a major
research university may place more emphasis on
contributions to research and have less regard for
students' matriculation. Conversely, a small Christian
college that depends heavily on tuition may choose to place
major emphasis on recruitment and retention of students.

Assumption 7: *U.S. News and World Report's* yearly
ranking of colleges and universities utilizes the Common
Data Set. The Common Data Set consists of data concerning
a college's enrollment figures and financial figures and is

collected by the U.S. Department of Education. It is
assumed that this information has been reported accurately.

Assumption 8: There is no difference between the
enrollment management practices of private and public
institutions. No enrollment management practices have been
identified as being exclusive to either public or private
colleges and universities.

Definitions

1. **Enrollment Management**: "an institutional effort
    to influence the characteristics and size of enrolled
    student bodies by directing the activities of the
    offices of admissions, financial aid, new-student
    orientation, career planning, retention, and a number
    of other student affairs areas" (Hossler & Bean, 1990,
    p. xiv).

2. **Enrollment Management Efforts**: efforts intended
    to affect the characteristics or the size of enrolled
    student bodies. For the purpose of this study, these
    efforts are categorized as the following: admissions,
    financial aid, new-student orientation, career
    planning, retention, and a number of other student
    affairs elements.

3.   **Enrollment Management Activities**: the aspects of

enrollment management included in individual

programming efforts. These activities will be the

focus of the survey instrument. These activities

include efforts such as training admissions staff in

financial aid policies.

4.   **Number of Enrollment Management Activities**: the

total count of individual enrollment management

activities included in the survey instrument. There

will be 66 enrollment management activities designated

on the survey instrument.

5.   **The Graduation Rate of a College or University**:

the percentage of college students who complete their

education and receive a degree in their chosen field

of study. The graduation rate is typically calculated

for a six-year period.

<div align="center">Limitations</div>

Each college or university is unique, which is also

the case with institutional enrollment management programs.

Many institutions have developed enrollment management

programs that have not been documented in the literature.

It is impossible to account for every individual aspects of

enrollment management across the nation. Thus, the survey

instrument was designed based on a model described in the literature.

Limitations of this study included an inability to determine the quality of the enrollment management programs studied and the length of time enrollment management programs had been in place at the participating institutions. For example, an institution may have acknowledged the existence of a strategic enrollment plan; however, the institution may not have been executing the plan. Thus, the survey may have generated inaccurate data.

This study was intended to investigate groupings of institutions with similar retention rates. Thus, the selection of institutions to be surveyed was not random. Selection was based on existing knowledge regarding institutional graduation rates. Institutions were chosen that had graduation rates ranging from the nineties to the teens. This allowed for comparison of enrollment management strategies with graduation rates.

<div align="center">Delimitations</div>

Because *U.S. News and World Report* provided graduation rates and admission rates, this study of colleges and universities was confined to include only those institutions that were ranked in their yearly report.

These institutions are classified as "National Universities" or "National Liberal Arts Colleges" and both types have provided their graduation rates and admission rates to *U.S. News and World Report*. This study included public and private colleges and universities. It was likely that in some instances the colleges and universities surveyed had enrollment management plans that were more comprehensive than the model inferred from the literature. Because this study did not include a random sample of all possible colleges and universities in the United States, generalizations outside the sample population could be suspect.

<div align="center">Significance of the Study</div>

Previously, enrollment managers have had to review and synthesize numerous articles to develop enrollment management plans that include both recruitment and retention efforts. This study developed a survey instrument that will allow enrollment managers to compare their programs with a model based on the last two decades of reported research.

The study described aspects of the process of enrollment management. Also, the research detailed the most valued aspects of enrollment management as reported by

those engaged in enrollment management. Finally, readers

may compare and contrast the graduation rates of

institutions practicing enrollment management with the

graduation rates of institutions not practicing enrollment

management.

CHAPTER 2

REVIEW OF THE LITERATURE

Enrollment Management

This literature review summarizes the aspects of a
theoretical enrollment management model. The primary
source of the literature review was Hossler's and Bean's
1990 The Strategic Management of College Enrollments. They
indicate in their book that they "integrate current
research on enrollment management topics and provide
examples of every facet of enrollment management" (Hossler
& Bean, 1990, p. xiv).

Therefore, this literature review is a combination of
the work of Hossler and Bean during the 1980s and a review
of current literature reporting research on enrollment
management. The literature review was based on combining
an Eric search, review of Dissertation Abstracts and Higher
Education Abstracts using the key words "enrollment
management" and "retention".

The abstracts for each journal article were reviewed
for content as they applied to the aspects of enrollment
management introduced by Hossler and Bean. The balance of
articles and books were case specific.

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In 1994 the American Council on Education conducted a survey among college administrators. They found that 62% of the administrators believed that enrollment challenges would be one of the most important factors facing their schools. This concern can be attributed to changes in demographics, technology, and federal and state financing policies for aid and higher education funding (Dennis, 1998).

Dennis defines enrollment management as forecasting trends that will affect higher education and utilizing research to plan for the future (Dennis,1998). Second, Dennis lists the following attributes of those who understand enrollment management. They:

1. Know what makes students enroll in school;

2. Understand the relationship between students who withdraw and students who persist;

3. Know how students pay for their education

4. Strategically prepare to meet the future and financial needs of a school; and

5. Link enrollment management with retention management. (Dennis, 1998, p. 8)

Hossler and Bean conclude that there are two goals of enrollment management. "First, to exert more control over

the characteristics of the student body, and two, control

the size of the student body" (Hossler & Bean, 1990, p.5).

Given these two perspectives, one would say that enrollment

management is concerned with the attraction and retention

of students (Braxton, Vesper, & Hossler, 1995). Donhardt

(1995) feels that enrollment management involves the

influence of the whole enrollment picture from recruitment

through graduation. Bateman and Spruill (1995) found that

enrollment management extends to the educational outcomes

of attendance.

Enrollment management is "not just an organizational

concept: it is both a process and a series of activities

that involve the entire campus" (Hossler & Bean, 1990, p.

5). The campus needs to determine if it is making every

possible effort to provide a positive experience for

students within and outside of the classroom.   In other

words, does the enrollment management policy cut across the

traditional boundaries of the campus? Does it have an

institutional strategy to meet the needs of its students

(Dennis, 1998)?

Enrollment management requires that senior-level

policy makers be involved and concerned about factors that

influence student enrollment. However, enrollment

management officers may choose to understand the "campus concerns, norms, politics, and informal networks and skills of campus personnel will dictate the activities and structure of the enrollment management system" (Hossler & Bean, 1990, p. 7). This is what makes enrollment management the most difficult and misunderstood function on college campuses. Many campus administrators have chosen to hire consultants to help address the issues of enrollment and retention management.

It should be noted that enrollment management systems differ among community colleges, liberal arts colleges, and comprehensive colleges and universities (Hosler & Bean, 1990). They have organizational differences and different areas of programming interest. Thus, different models of enrollment management exist for each category.

Attributes of an Enrollment Manager

Enrollment managers understand students. An enrollment manager of an institution "knows where students come from, what attracts students to the school, why students attend or fail to matriculate, and what factors affect student persistence" (Hossler & Bean, 1990, p. 13).

Enrollment management is about appreciating students. Dennis (1998) points out that projection models and

retention theories do not help in the understanding of the
needs of students. Enrollment managers evaluate the
economic, geographic, sociological, psychological, and
intellectual reasons associated with their students. Also,
"the culture of the institutions as well as the school's
'personality' must be taken into account" (Dennis, 1998, p.
9).

<center>Quality in Enrollment Management</center>

Upcraft and Gardner (1989) believe quality is a key to
being successful in the recruitment and retention of
students. This element, quality, is in the type of
students recruited, the types of services offered, and the
type of research performed.

> Evidence has indicated the importance of understanding
> the productive process; different types of students in
> different institutions will respond differentially to
> various learning environments. Principles and
> practices that may improve student success and
> retention, indicators from an outcome perspective,
> also apply to improvements in quality more generally.
> (Dietsche, 1995, p. 428)

The issue of quality deals with enrollment management
and its various aspects. Hossler and Bean (1990) have

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divided enrollment management into 12 aspects. These
include admissions, financial aid, orientation, academic
advising, campus activities, career planning and placement,
learning assistance centers, institutional research,
faculty development, strategic planning, organization,
marketing, and retention. The characteristics of these
individual aspects are reviewed in the following
discussion.

<div align="center">Admissions</div>

    The admissions office is the first point of contact
between institutions and potential students. The
admissions office will have a director who can identify
students who have the potential to become successful at
their institution. Second, the director may benefit from
data retrieval systems that provide the necessary data
required to attract students to the institution. Clagetta
and Kerr (1993) recommend a data system that contains a
flow model for initial inquiry. Finally, the literature
suggests that the admissions office be skilled in market
research, financial aid, and counseling. Some colleges
have found it productive to not only have territorial
recruitment but also special assignments in financial aid,

marketing, alumni recruitment, graduate programs, and continuing education (Hossler & Bean, 1990).

Research has shown students who are committed to getting a college education are more likely to persist in college. Admissions officers search out these students and focus their major interest on these students.

Dennis (1998) recommends that telecounseling or telemarketing methods be conducted to reach these potential students. "Telecouseling is an ongoing, flexible, and computer-assisted process involving trained personnel" (Dennis, 1998, p. 37). Dennis (1998) suggests that undergraduate and graduate admissions councils solicit faculty input and suggestions regarding admissions practices.

<center>Financial Aid</center>

Financial aid is also a vital part of enrollment management and will have a significant effect on enrollment numbers. "Students and their families borrowed almost $30 billion in 1995 and are likely to borrow more than $50 billion per year by the year 2000" (Dennis, 1998, p.70). Hossler and Bean (1990) believe that a college's financial aid and admissions organization work hand in hand in helping students determine their ability to matriculate

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through a college or university. An effective financial

aid policy will always be evolving to help insure student

retention. John and Starkey (1994) have found that race

and amounts of award will affect persistence of students

and need to be evaluated as part of the aid policy.

Some colleges produce an annual report that assesses

the colleges financial aid system. They tend to include

awarded aid and sizes of the awards, financial aid awards

by matriculants versus nonmatriculants, and the debt load

of the current student body (Hossler and Bean, 1998).

Somers (1996) recommends this type of financial aid report

over national statistics because national data cannot be

collected quickly and are not detailed enough for the

individual institution.

It is important that all options for financial aid be

provided to the students and their parents. St. John found

"all forms of financial aid packages(i.e., combination of

loans, grants, scholarships, and work study) had a positive

association with year-to-year persistence" (Somers, 1996,

p. 95). Hossler and Bean (1990) recommend that full-time

work and child care should be provided to students when

reasonable and appropriate. These aspects of financial aid

can assist in enrollment management of adult students, but

Shields (1994) found that some forms of institutional aid for adult learners can have a negative impact. Somers (1996, p. 101) found a "strong negative association between scholarships and persistence."

Dennis (1998) reports that the National Association of Independent Colleges and Universities found federal and state funding decreased 24% in the 1980s. Also, today's grants may cover as little as 34% of the cost at public schools. Dennis projects that future federal aid will come in the form of students loans instead of grants. This indicates that students and parents would be assuming more responsibility for the cost of higher education. St. John, Andrieu, Oescher, and Starkey (1994) found that this change in type of funding has an influence on the "within-year" persistence. "Recent national studies indicate that students' persistence decisions are responsive both to costs and to cost subsidies" (St. John & Starkey, 1994, p. 202).

Students and parents continue to have great concern for financial considerations when planning to enroll in higher education. "The effective administration of a school's financial aid program depends upon a packaging philosophy that is consistent with the mission of the

school and the goals of its admission and retention programs" (Dennis, 1998, p. 61). Enrollment management includes an estimate of aid packages before enrollment takes place. It will be beneficial for student to be well informed of their total obligation (Dennis, 1998).

Five economic factors to be considered by the students include distance from home, rate of return, tuition costs, increasing and decreasing financial aid, and state and federal economic conditions (Bateman & Spruill, 1995). Institutional research and informed financial aid officers can help students better understand their options and long-term obligations.

Discounting is another form of financial aid that has been used by institutions to increase enrollment. Colleges and universities facing declining enrollment have opted to use discounting. In an eight-year study, it was found that liberal arts colleges in Pennsylvania doubled the financial aid grants out of tuition. "On average in 1991, about 15 percent of tuition revenue was used to fund financial aid" (Shaman, Zemsky, Shapiro, Johnson, Wegner, DeFelice, Cruz, Crohn, Duffield, Haque, & Hart, 1994, p. 34). St. John (1994, p.301) states the "Robin Hood strategy- that is, raising tuition charges to generate revenues for student

grants for needy students- may have a limited future in many settings." St. John (1994) proposes forgivable loans as a viable alternative.

Discounting was originally intended for creating a more diverse student body at most institutions. However, it is now used as an enrollment strategy. The literature contends that enrollment management officers should be in tune with the types of problems and reductions in revenues that discounting creates for their own institutions (Shaman et al., 1994).

<div align="center">Orientation</div>

Another area of enrollment management to be considered for the theoretical model is orientation. The purpose of orientation is "to help freshmen make the transition from their previous environment to the collegiate environment and enhance their success" (Upcraft & Gardner, 1989, p. 82). There is evidence that orientation helps to retain students (Upcraft & Gardner, 1989). "Orientation directors should increase the anticipatory socialization of new students by introducing them to the norms and culture of the campus" (Hossler & Bean, 1990, p. 9).

Hossler and Bean (1990) suggest that special orientation programs be conducted for adult, international,

minority, and transfer students. Orientation can help these students succeed academically. They "should be familiar with academic requirements and be able to make realistic assessments on their ability to meet them" (Upcraft & Gardner, 1989, p. 83).

Upcraft and Gardner give a three-phase orientation model that begins with pre-admission. Inform students about the institution through campus visits and written or oral materials. In the second phase, pre-enrollment, students may visit the campus during summer programs. Finally, in phase three, initially enrolled students take part in all programs before the start of classes and during the first semester.

It is important to remember that orientation is a time for students to develop an interpretation of their appraisal of the campus, and if it meets their expectations (Braxton, Vesper, & Hossler, 1995). This interpretation of the campus can be assisted by such events as convocations, welcoming addresses, field days, picnics, and large group activities (Upcraft & Gardner, 1989).

Academic Advising

Initially academic advising can be a continuation of orientation, but it can be carried on throughout the academic life of the student. An essential part of academic advising is faculty contact. Faculty advisers can respond to the students' needs (Upcraft & Gardner, 1989). When students participate in academic advising, they expect meaningful contact with faculty members.

> Meaningful contact with faculty is characterized by
> faculty members who have a caring attitude toward
> students, a genuine interest in having the student
> succeed at the school, and the ability to answer
> students' questions about requirements for success on
> campus from the freshman year until graduation.
> (Hossler & Bean, 1990, p. 9-10)

Many enrollment management policies include high quality advising that aids the students in feeling connected with their institutions. This is especially true for older students (Hossler & Bean, 1990).

Shevawn and Bean (1995, p.618) have found that, "social interaction with faculty members and peers contributed to social integration… Successful integration led to further commitment to the institution and to

academic goals, thus contributing to a student's

persistence." Upcraft and Gardner (1989) highly recommend

that freshman interact with faculty as academic advisers.

It builds a foundation for continued interaction between

student and faculty.

Faculty as academic advisors can prompt students to

extend their talents and become connected to their new

environment. Upcraft & Gardner (1989) have witnessed

student persistence based upon the student's understanding

of the relevance of their college experience. Dale and

Zych (1996) have found "the more a student is involved in

academics and goal setting activities, the more likely the

student will complete a degree" (p.354).

Upcraft and Gardner (1989) recommend an advisement

profile that collects such data as high school records,

entrance examination scores, academic placement test

scores, and academic transcripts. These materials can help

faculty assess the needs of the students and identify

appropriate class combinations that will help the students

to succeed early on in their academic lives. Additionally,

faculty can help students obtain needed tutoring and

familiarize them with the various academic departments.

This can be an effective approach toward helping those

students who register late as well (Bryant, Danley, Fleming, & Somers, 1996).

The positive intentions of faculty academic advising may be included in a comprehensive statement. This academic advising policy can also include a statement regarding counseling services. These services provide personal, academic, and career counseling (Upcraft & Gardner, 1989).

Additionally, advisors and counselors can help students prepare for different course formats such as modular programs, hybrid forms of curricula, and short courses. The students need to understand that these forms of course work are additional methods of course instruction which are intended to aid students in becoming more involved learners (Weert, 1994).

Campus Involvement

In addition to academic advising, campus involvement is also a positive process that will support enrollment management. "Campus activity directors should attempt to involve every student in activities such as clubs and organizations, intramurals, and student government (Hossler & Bean, 1990, p.10). The data available regarding student persistence and campus involvement suggest to the

enrollment manager that high-quality campus activities and active residence-life programs will aid them in student retention.

Campus activities offer a secondary opportunity for students to learn outside the classroom. "The greater the student's involvement in college, the greater will be the amount of student learning and personal development" (Moore, Lovell, Mcgann, & Wyrick, 1998, p. 8). It has been noted that recruiters in various fields of employment prefer students who have been involved in campus activities. These students are perceived to have better leadership skills, job success, and persistence. This can be interpreted to improve marketability (Moore et al., 1998).

Hossler and Bean (1990) recommend that campus activities include rituals, traditions, symbols, workshops, social life, social-recreational activities, and meeting of faculty. Research by Myers has shown that students who make significant contact with their advisors, faculty members, and residence hall staff members during their first three weeks of course work are more likely to persist than those who do not (Hossler & Bean, 1990).

Physical facilities can aid in planning campus

involvement. Upcraft and Gardner (1989)propose that the

use of physical facilities should be maximized, and the use

of residence halls as living learning centers can be

beneficial and promote student interaction. This indicates

that colleges should recruit staff skilled in programming

skills. "Just as organizational involvement improves

institutional retention efforts, student involvement

promotes persistence in college (Dietsche, 1995, p. 430).

<div align="center">Career Planning and Placement</div>

As a part of campus involvement, students may

participate in career planning and placement services.

Enrollment managers understand that many students will

enter their institutions undecided about their career

choice. These students may be unwilling, unable, or

unprepared to make vocational decisions (Lewallen, 1995).

"Researchers have consistently found that students with

career plans are more likely to persist in colleges"

(Hossler & Bean, 1990, p. 195).

This research indicates that career planning and

placement centers can play an effective role in helping the

undecided persist in higher education. First and foremost,

career planning centers are effective. They can help

students understand that their college education will help lead to a job. This can be done through "career counseling and testing, courses in career exploration, career and graduate and professional school information in libraries, career exploration and job placement workshops" (Hossler & Bean, 1990, p. 195).

The career planning center can seek the assistance of faculty to maintain contact with professionals in their fields of study. These faculty members can share this valuable information with the students and the career planning center. Faculty can also help develop student internships with companies they contact. "Such involvement can become central to students' undergraduate experience, give their academic study sharp focus, and motivate them to remain in school" (Hossler & Bean, 1990, p. 196).

Students may choose to make changes in their career options. It is helpful for career planning center to make every possible effort to assist these students. It has been recommended in some instances that undecided students partake in a one-credit Career and Goal exploration course (Bryant, Danley, Fleming, & Somers, 1996, p. 6).

Learning Assistance Program

Another aspect of enrollment management is a learning assistance program. Hossler and Bean (1990, p. 11) have stated that "a comprehensive enrollment management system should include the learning assistance center." Under-prepared students may need to develop study skills and receive tutoring in math and writing. It is the responsibility of the learning assistance centers to track the success of the under-prepared.

Dennis (1998, p.79) states that, "academic under preparedness may be one of the greatest contributing factors in increased attrition." Though 5% of students are dismissed for academic reasons, learning assistance centers will be able to address the needs of many of the under-prepared students. Faculty can take the role of referring students in academic trouble to the center. It is important to monitor the progress of those students who take part in late registration (Bryant et al., 1996).

Learning assistance centers may help students be placed in appropriate courses based upon the students' skill level. Another method of helping within course difficulties is through supplemental instruction. Institutions can identify problem courses and materials and

offer supplemental instruction to students in order to promote better understanding of the course materials. Supplemental instruction personnel may produce and collect appropriate training materials. They may train staff and faculty to enhance student study skills for any given problem class and evaluate program components (Upcraft & Gardner, 1989).

Another component of learning assistance programming is the freshman seminar. The freshman seminar "begins with the belief that learning should be exciting, that it should be fun, and that it should provide learning for the instructor as well as for the student" (Upcraft & Gardner, 1989, p. 200). Data indicate that enrollment managers will receive high rates of return on their investments if they include freshman seminars.

A freshman seminar includes the following activities:

- Further assess students needs,

- Ensure participation in appropriate program activities,

- Teach needed affective skills,

- Administer academic test to determine strengths and weaknesses,

- Provide career, personal, and academic counseling,

- Teach effective study methods,

- Develop a sense of community within the student body,

- Teach students to use computers,

- Expose students to cultural programs,

- Initiate and explain tutorial services,

- Apply thinking skills to math, chemistry, and problem solving situations,

- Provide assistance with financial aid,

- Make peer counselor contacts, and

- Assign mentors and assign graded mentor discussion groups. (Dale & Sych, 1996, p.358)

Another option in learning assistance programming involves learning communities. Levine (1998) defines this approach as:

any one of a variety of curricular structures that link together several existing courses- or actually restructure the curricular materials together entirely- so that students have opportunities for deeper understanding of and integration of the materials they are learning, and more interaction with

one another and their teachers as fellow participants

in the learning enterprise. (p. 11)

Tinto and Russo (1994) refer to learning communities as

Coordinated Studies Programs. They found that these types

of programs are effective for promoting involvement and

achievement at the community college level.

Tinto (1997, p. 610) found that "a student's

participation in the learning community is an important

part of being able to manage the many struggles faced in

getting to and participating in class." Learning

communities help to bridge the academic-social division

among faculty and students. Students who participate in

learning communities help students develop a network of

support (Tinto, 1997).

One can think of learning communities as shared,

clustered, linked courses or learning cohorts in large

classes. The net effect of these courses is increased

interaction among students and faculty which can result in

the building of support relationships that students need to

be successful in college (Levine, 1998).

Institutional Research

Though there are many aspects of enrollment

management, literature suggests that enrollment managers be

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informed about their effectiveness. Institutional research

can play a major role in assessment of students and

programming, key components of enrollment management.

"Institutional research is a term that connotes a diverse

set of analytical and planning activities" (Hossler & Bean,

1990, p.12).

The data generated by institutional research are

important to both strategic planning and policy analysis in

enrollment management. Institutional research provides

information such as why students select their institution,

enroll or fail to matriculate. Also, institutional

research helps to inform faculty of their importance in

enrollment management (Hossler and Bean, 1990).

Institutional research can position an institution to

be competitive in its intended market. This can be

accomplished by data collection on student interests and

academic programs to satisfy those interests. Dennis

(1998, p. 100) writes, "each year as students complete

their education and apply for graduation, information

should be gathered from them about the college or

university, its educational programs, and how students

perceived the services offered by the school."

Additionally, data can be gathered regarding students'

departure, and educational outcomes (Dietsche, 1995).

Institutional research also serves to identify

students who have the intent to leave. This can be done

through grade analysis and student progress reports (Okun,

Benin, & Brandt-Williams, 1996). Ultimately, students can

be monitored. It has been recognized that the student most

at risk of leaving the institution can be the student least

visible and with the highest level of avoidance behavior.

Institutional research can be cognizant of such behavior

and help identify these students so that proactive measures

may be taken (Eaton & Bean, 1995).

Institutional research can serve to inform faculty of

their importance in enrollment management. Information can

influence faculty to adopt new policies that may have never

been considered. "Faculty often do not understand that how

their departments are perceived and the quality of their

teaching, advising, and out-of-class contacts affect the

attrition decisions of academically capable students

(Hossler & Bean, 1990, p. 18).

Faculty Development

Enrollment management cannot be successful without the

assistance of faculty. It is recommended that enrollment

managers plan to meet with faculty in each department every semester to discuss enrollment management related issues, and to provide information regarding their effectiveness in helping to recruit and retain students. They may wish to involve faculty in the contact process of applicants and in academic advising (Dennis, 1998).

Faculty will frequently serve as mentors to their students. "Mentoring is a way of individualizing a student's education by allowing or encouraging the student to connect with a college staff member who is experienced in a particular field or set of skills" (Upcraft & Gardner, 1989, p. 119).

Strategic Planning

Enrollment management includes strategic plans. Strategic plans affect enrollment management in two ways. First, they help to increase the needed revenues for the university by increasing head count, and the revenues needed to maintain enrollment management policy. Second, it will help to add character and quality to the student population; this is in direct support of the institution's mission (Hossler & Bean, 1990).

Strategic plans concentrate resources on one
consolidated effort in enrollment management. Hossler and
Bean (1990) write:

When enrollment management offices coordinate
retention activities, virtually every person and
program on campus can be affected. Enrollment
management is a central part of institutional
strategy, and the strategic planning of enrollment
management exists under the umbrella of institutional
planning.(p. 35)

Strategic planning is a symbolic activity. It
indicates to those within and outside of the institution
that the institution intends to give emphasis to enrollment
management. It is symbolic in that an organized structure
has been prepared to address enrollment management issues.
Hossler and Bean (1990) offer an eight-step strategic
planning process for higher education institutions. These
steps are:

1. Initiating and agreeing on a strategic planning
   process

2. Identifying organizational mandates

3. Clarifying organizational mission and values

4. Assessing the external environment: Opportunities
   and threats

5. Assessing the internal environment: Strengths and
   weaknesses

6. Identifying the strategic issues facing an
   organization

7. Formulating strategies to manage the issues

8. Establishing an effective organizational vision for
   the future (Hossler & Bean, 1990, p. 36).

This process may seem chaotic at times but will help to

give direction to establishing a strategic enrollment

management plan.

   Dennis (1998) recommends the establishment of an

enrollment management division as part of the institutional

plan. She states, "the culture of the institution as well

as the school's personality must also be taken into account

(Dennis, 1989, p. 9). It is believed that presidential

support and reporting structure will have an influence on

the organization and implementation of enrollment

management (Dennis, 1998).

Organization

   The initiation of enrollment management often stems

from a crisis, and most institutions begin to address

enrollment management issues by appointing a committee. However, Hossler and Bean (1990) note that committees usually have little influence on policy because of the several layers of bureaucracy. They recommend a more structured approach to addressing the continuing demands of enrollment management. Dennis (1998, p. 10) points out that, "what works at one school may not work at another. Program design and staffing will depend on the history of the school and the nature of the enrollment problem." The author does, however, have a recommendation for the personality type of the director of the enrollment management organization. She feels:

> In order to be successful, the program must be led by
> a dynamic and confident individual with a great deal
> of creativity- someone who is a risk-taker and who
> realizes that success can only come through the people
> implementing the program. Efficient enrollment
> management programs are not built on systems but
> rather on people" (Dennis, 1998, p. 11).

In most cases, the organization of enrollment management requires sustained efforts. One approach to organization in enrollment management is the matrix model. In the matrix model an existing senior-level administrator

is given responsibility for enrollment management, and the senior-level administrators continue to carry out their prior responsibilities. The difference between committee efforts and the matrix model is that the issues of enrollment management become the direct responsibility of a senior administrator. "Although a more centralized model than (a committee), this approach also does not require administrative restructuring, which can be costly and antagonize administrators and faculty who do no wish to see major changes take place" (Hossler & Bean, 1990, p. 49).

Another option is the development of a new division responsible for enrollment management. In this instance a vice-president is assigned the responsibilities for all enrollment management. This vice-president will "house most or all of the administrative areas that influence student enrollment within one large functional unit (Hossler & Bean, 1990, P. 49).

The advantage of this model is that it brings all units together under one administrative umbrella. Strategies are easier to implement, and cooperation among key offices is more likely to occur than those found in enrollment management committee assignments. However, it has been noted that "unless a campus is in the midst of an

enrollment crisis, it is difficult to create a new administrative division" (Hossler & Bean, 1990, p. 51).

All enrollment management structures require faculty in the decision making process. Many enrollment managers plan to annually inform each of the academic units of recruiting and retention rates (Dennis, 1998). Also, administration can benefit by providing student-centered people in the key positions who will interact with freshman students (Upcraft & Gardner, 1990).

It is important for enrollment managers to inform potential students of their practices, such as faculty involvement in student persistence. This calls for strategic marketing plans. As Dennis (1998) points out, enrollment managers start with the truth about their organizations. Since "an enrollment management program can market only what the school has to offer. Perception must match reality" (Dennis, 1998, p. 3).

With this in mind, students will have differing perspectives about the college and expectations of colleges based upon the marketing material with which they come in contact. Thus, enrollment managers may wish to remember the following:

According to the interactionalist perspective, student

departure is the consequence of the interpretations

made by students of their experiences with the

academic and social communities of a college or

university. Underlying such interpretations is an

assessment by students of whether of not they wish to

establish membership in the academic and social

communities of a given college of university. One

possible organizing framework an individual student

may use for such interpretations is his or her

appraisal of whether the college meets his or her

expectations for the college experience. (Braxton,

Vesper, & Hossler, 1995, p. 607).

If students are disappointed with the comparison between

the marketing materials and the actual institution,

enrollment and retention problems are sure to exist

(Dennis, 1998).

Marketing

An accurate marketing plan is based on the quality of

the educational program, students, and faculty.

Institutions will need to answer the question: why do

students enroll and leave the institution. The marketing

plan will include information about students who currently

attend and those whom the school wants to enroll. The

marketing plan articulates the goals and strategies of the

institution. The marketing plan considers the development

of new markets based on geographic, demographics, and

psychographic information (Dennis, 1998).

The identification of new markets will lead to the

identification of separate marketing plans to address

individual groups such as undergraduate, graduate, adults

part-time, and transfer students. To collect this

information a recommended mechanism is the formation of

individual focus groups. These focus groups include

students who enroll and who do not enroll in the

institution (Dennis, 1998).

A committee consisting of various campus

constituencies, including representatives of the

business office, development office, public relations,

faculty alumni office, and counseling and placement

offices, should provide feedback to the dean of

enrollment management and to the admission personnel

on a school's marketing (plan). (Dennis, 1998, p. 33)

This group can help prepare a market audit for each of the

plans. They will address the effectiveness and the

problems associated with each of the marketing plans. This
is an evolutionary process (Dennis, 1998).

Pappas and Shaink (1994) believe the president is to
be in charge and direct the development of the college
marketing effort. The president is the chief college
marketeer, and "a comprehensive understanding of marketing,
not just as a process, but as a way of thinking, is
critical" (Pappas & Shaink, 1994, p. 29). "The main task
of the institution is to determine the needs and wants of
target markets and to satisfy these through the design,
communication, pricing, and delivery of appropriate and
competitively viable programs and services" (Pappas &
Shaink, 1994, pp. 29-30).

<div align="center">Retention</div>

Dennis (1998) has the following to say regarding
college student retention and its importance to enrollment
management:

> (Retention) is a greater measure of a school's success
> than enrollment since enrolling in a college or
> university is just the first step toward fulfilling
> academic objectives. Also, retention is responsible
> for 75% of a school's population and tuition revenues.
> (Dennis, 1998, pp. 78-79)

Upcraft and Gardner (1989) have found that 30% of all freshmen are not at the same institution the following year, and they believe the greatest intervention must take place with freshmen students. One can expect an attrition of 50% for each subsequent year after the freshman year. However, selectivity of students by the institution can help lessen the attrition of students across the board (Hossler & Bean, 1990).

To help understand retention it is helpful to examine the characteristics of those students who have chosen to leave. First, students may choose to leave because of academic boredom. They may find college attendance is not as relevant as they may have originally perceived. A survey of 5000 students in 1984 by the Carnegie Foundation found 37 percent of those questioned were bored in class, and 35 percent said it could be attributed to the repeat of work covered in high school (Upcraft & Gardner, 1989).

Second, a contributor to attrition is irrelevancy. This is the point at which students cannot see the value of the college experience after they have graduated. "Freshmen are highly susceptible to feelings of irrelevancy. Freshmen who are uncertain of their goals are

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not in a position to appreciate the relevancy of their course work" (Upcraft & Gardner, 1989, p. 67-68).

Third, students may choose to leave school because of limited or unrealistic expectations. As part of a retention effort, institutions can help students develop realistic expectations of the college experience (Upcraft & Gardner, 1989).

Fourth, academic underpreparedness can cause students to become frustrated to the point of attrition. "The nation-wide decline in literacy rates makes underpreparedness a strong threat to retention; today's average high school graduate completes high school with better than a B average and yet reads below the eighth-grade level" (Upcraft & Gardner, 1989, p.69).

Fifth, transition, or adjustment difficulties, are another problem associated with student attrition. The college experience is new to both traditional and non-traditional students, and the environment can seem unsupportive at times. Faculty and staff can take an active part in helping students adjust to the academic environment and relieve some of the sink or swim feelings (Upcraft & Gardner, 1989).

Finally, many personal issues such as lack of
certainty about a major and incompatibility with the
institution or within their major department can cause
student attrition. "Retention begins with recruiting the
type of student the institution is best equipped to serve"
(Upcraft & Gardner, 1989, p. 70). The acceptance of a
student into an institution requires efforts on both the
student's part and the school's part to help the student
overcome these reasons for attrition. Hossler and Bean
(1990) suggest that students become involved with the
institution and the institution become involved with
students for attendance at their college to be a win-win
experience on the part of the students and the institutions
(Hossler & Bean, 1990).

Enrollment managers understand the personal attributes
of those students who choose to stay at their school. John
and Strakey (1994, p. 203) write, "Persistence is
considered a function of social background, high school
experience, financial background, college experience,
aspirations, and prices." Hossler and Bean (1990) found
that students who are academically successful or who ranked
high in their high schools have a better rate of retention.
They have also found those students who take college

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preparation classes and who set goals with the support of their parents have improved rates of retention.

However, all students who wish to attend college are not this prepared to enter. Not all students will be model citizens, and as long as these less-prepared students are accepted, institutions will wish to take an active role in student retention. Dennis offers the following suggestions for retention management:

- Applicants should be given accurate information on the school's admission and financial aid policies and its academic programs;

- Applicants should be encouraged to attend one or more classes and spend a weekend on campus before enrolling;

- Faculty advisors should be assigned prior to enrollment;

- A survival course should be part of the orientation program;

- Students who, after mid-term examinations, are in academic difficulty should be referred to the learning resource center;

- Reported absenteeism should be reported;

- Students listed as undeclared majors should meet
  with the career counselor;

- An "early warning system" based on institutional
  research should be designed to identify and assist
  those students who are likely to withdraw;

- Each month the dean of retention management should
  communicate in some way with all new students:
  freshman, transfer, and adult learners;

- A tutoring program should be organized and
  financially supported;

- The dean of retention management should coordinate
  attrition and retention data each semester from the
  registrar's office with information from the
  director of enrollment management; and

- Letters of encouragement should be sent by the
  dean's office to all students on academic probation.
  (Dennis, 1998, pp. 86-89)

Hossler and Bean (1990) believe all campus retention
activities require complex interaction. Most successful
retention programs are both comprehensive and coordinated.
They require that data be shared with all constituents
involved in the retention effort. Dennis (1998) recommends

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that a comprehensive list of retention activities be shared
with all faculty and staff.

Retention programs will vary according to student
population, and individual plans will need to be developed
for different affinity groups such as:

Academically talented students;

High-risk students;

Residential students;

Commuter students;

Transfer students;

Athletes;

Minority students;

Adult learners;

Undeclared majors;

International students;

Financial aid recipients; and

Graduate students.

(Dennis, 1998, p.81)

Non-traditional students require special attention.
Shields (1994) found finances, hours of employment, outside
encouragement, family responsibilities, and opportunity to
transfer will have a direct impact on the attrition rate of

these types of students. Hossler and Bean (1990) recommend
the following to help address these issues:

1. Communicate financial aid options to students and,
   when relevant, to parents, spouses, and employers
   and do not reduce aid after the first year;

2. Provide full-time work on campus for students when
   reasonable and appropriate;

3. Schedule courses at times convenient for students
   who must work and provide safe transportation of
   parking facilities; and

4. Provide child-care for students with family
   responsibilities. (p. 164)

Summary

 In summary, many conclusions can be drawn from the
literature dealing with enrollment management. The
literature for the past seven years gives greater emphasis
to retention rather than other enrollment management
aspects. Of the 204 articles initially reviewed, 134
dealt with retention while 70 dealt with enrollment
management.

 The literature dealing with retention has shifted its
emphasis to persistence rather than retention for the past
three years. The authors of literature dealing with

student persistence emphasize the positive aspects of students who persist rather than dwell upon the reasons students fail to matriculate. The literature suggests that enrollment managers seek students with positive characteristics or help build the positive characteristics in those students in an effort to insure persistence.

The works of Pascarella and Terenzini were used by other researchers to support initial hypotheses regarding student persistence. Many of the articles do not cite individual studies to support the purpose of the research. They seemed to prefer the meta-analysis approach of Pascarella and Terenzini.

Vincent Tinto's model of involvement (1994) was the most used model for retention studies. Affinity groups were identified and tested to determine if Tinto's model was accurate according to individual affinity groups. In all studies included in this literature review, it was found by Tinto and Russo (1994) that institutional involvement was a contributor to persistence of college students.

Only two books Hoosler and Bean (1990) and Dennis (1998) have been published in the past ten years that seek to provide a theoretical model of enrollment management for

colleges or universities. Neither book contained current

thoughts or research regarding persistence. However, these

two sources were the most valuable in identifying a

comprehensive theoretical model for the purpose of this

study.

Even though a theoretical model can be derived from

the literature, it is not clear at this time what level of

importance can be given to each of the individual aspects

of enrollment management. It is also not clear which of

these aspects are being used by individual institutions.

Thus, it is difficult to determine the net effect of

enrollment management programs on graduation rates.

Some basic premises regarding enrollment management

need to be acknowledged. "There can be no successful

enrollment management program without faculty involvement"

(Dennis, 1998, p. 2). Dennis (1998) also believes that

enrollment management programs can only promote what

schools have to offer. Braxton, Vesper and Hossler (1995)

found that students with unmet expectations are unlikely to

become integrated into the academic and social communities

of the institution because they believe they have been

mislead. Also, school's financial aid policy is the

driving force associated with recruitment and retention of

its students. No matter what is enacted, a minimum of three years will be required to have an effective enrollment management program (Dennis, 1998).

Some conclusions can be drawn regarding the individual necessities of each of the aspects. For example, the admissions office ought to be led by a director knowledgeable in the reasons students attend the institution and how to identify these students. The staff of the admissions office need a data retrieval system that provides up to date analysis on students being recruited. The staff itself should consider being trained in multiple areas such as financial aid, orientation, academic advising, etc. The materials provided by the admissions office to potential students need to accurately portray the culture of the institution.

Financial aid is important in enrollment management. Each institution will have a growing financial aid policy, which helps students to be informed and prepared for the financial obligation of obtaining a college degree. The literature suggests that the financial aid office analyze its performance on an annual basis, and that it research such new financial options as forgivable loans.

Orientation is another aspect of enrollment management that serves to help students transition to their new environment. Orientation can serve to introduce norms and cultures of the institution. Directors of orientation may want to consider the three-phase orientation model proposed by Upcraft and Gardner (1989).

Academic advising can serve as an extension of orientation. All literature reviewed for this study agreed that faculty involvement in academic advising is important. Academic advising offers an excellent opportunity for students to explore their potential academic boundaries. The development of an advisement profile is a recommended tool for concerned advising.

The literature suggests that it can be beneficial to prompt students to participate in campus activities. These activities can lead to greater significant contact with peers and institutional personnel. The programming skills of those who direct campus activities are important for maximizing student participation.

Career planning offices will aid undecided students in career exploration. The career planning office can be effective in helping students understand the importance of their college degrees. Also, many career planning offices

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maintain contact with potential employers and promote on campus visits.

Each institution can assist the under-prepared student in overcoming academic difficulties by developing a learning assistance center. The learning assistance center can make faculty contact and encourage the faculty to recommend students to the center in which they are having academic difficulties. Numerous learning assistance center include supplemental instruction, learning communities, and freshman seminars as part of their programming activities.

Institutional research can serve the enrollment manager in the assessment of these aspects of enrollment management. They can provide information regarding why students choose to attend the institution and why they choose to leave. They can monitor student progress, and help direct students to appropriate resources that can help with collegial difficulties.

Institutional research may inform faculty of their role in retaining students. Institutional research can help enrollment manager in the development of reporting mechanisms of enrollment and retention success and failures. Also, institutional research can help in the

development of strategic management plans that address the enrollment objectives.

Enrollment management practices will differ for each institution depending on its history and its mission. There is no recipe for the organizational structuring of enrollment management. No matter what the combination, the best enrollment management plans will include retention efforts and presidential support. Finally, the effectiveness of enrollment management practices will require time to mature and be effective. It is a growing process that will need continuous assessment as enrollment objectives change.

CHAPTER 3

METHODOLOGY

Research Design

This ex post facto study involved a design which examined specific aspects of enrollment management as derived from survey data. A survey instrument was developed to describe the enrollment management practices of selected colleges or universities; this instrument was administered to selected institutions. The Pearson product-moment correlation coefficient was calculated by comparing graduation rates with responses to survey items associated with enrollment management.

Participants

The population for this study included all colleges and universities in the United States. The survey sample was not representative of a stratified random sample, but was be a convenience sample of colleges and universities taken from a listing in *U.S. News and World Report* (1999). The *U.S. News and World Report* data was used because these data provide a convenient source of graduation rates for individual colleges and universities.

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In order to be evaluated by *U.S. News and World Report*, colleges and universities completed surveys administered by *U.S. News and World Report*. The surveying process is a collaborative effort by *The College Board, Peterson's, Thomson Learning Company, U.S. News & World Report, Wintergreen/Orchard House* and the education community. The data are available at the *U.S. News and World Report* web site; they can be found at

http://www.usnews.com

The *U.S. News and World Report* college rankings are provided in two separate categories. The first classification of institutions is "National Universities." The second classification is "National Liberal Arts Colleges." For the purpose of this study, both of these classifications were included in the survey sample. The total number of institutions listed in *U.S. News and World Report* is 340.

Marascuilo and Serlin (1988) recommend a total of 44 responses to the survey be obtained in order to achieve a standardized delta of .70 between means and a beta level of .10 with an alpha level of .05. This number was used to complete the Pearson product-moment correlation coefficient

calculation with sufficient power to determine if statistical significance exists.

A response rate of 22% is expected from all colleges and universities surveyed. Thus, a total of 200 institutions were asked to participate in the survey, and was anticipated that this would provide the 44 responses (22 %) required. The sample was chosen from the list of colleges found in *U.S. News and World Report.*

Instrument

Literature reviewed for this study served as the basis for development of the survey instrument. The subject of enrollment management was evaluated for content related to the following fourteen variables proposed by Hossler and Bean (1990): attributes of an enrollment organization, quality in enrollment management, admissions, financial aid, orientation, academic advising, campus involvement, career planning and placement, learning assistance program, institutional research, faculty development, strategic planning, marketing, retention.

Practices related to these suggested variables were formed into questions for the survey instrument (see Appendix C). The survey instrument was developed so that each question should be answered either "yes" or "no."

Responses were used to determine the level at which these practices were being utilized by the colleges and universities surveyed.

To pilot test a prototype instrument, five experts, who now serve or have served as enrollment managers at major universities, received letters requesting that they review the survey instrument for content validity (see appendix A). These experts represented the following universities: the University of Texas, Xavier, and the University of North Texas. These initial evaluations were not included in the final analysis. The enrollment management experts were asked to evaluate the individual questions for clarity and relevance to the field. These experts completed a comment box made available for each section. The experts' comments were taken into consideration as they related to the individual variables.

The survey instrument was placed on the Internet as an electronic form. The *1999 Peterson's Guide to Colleges and Universities* was used to obtain the names and addresses of admissions officers to be surveyed. These admissions officers received a letter requesting that they complete the electronic survey instrument (see Appendix B). A reminder was sent 2 weeks after the original request.

After the survey was completed by an informed administrator at the college or university surveyed, it was submitted for electronic transmittal to an ASCI file (see Appendix D). The researcher received an e-mail notifying him of the completion of the survey and including the results. The e-mails were printed so that a paper version of each survey response could be maintained.

Procedure

The ASCI file was merged as a data set into statistical software for analysis. The correlation statistic used in this analysis was the Pearson product-moment correlation coefficient. This is

[t]he correlation coefficient used most often in the behavioral sciences. The coefficient involves computing the sum of cross-products; that is multiplying the two scores for each individual ant then summing these cross-products across *n* individuals. This sum is then divided by *n-1*. In Essence, the product-moment correlation coefficient is the mean of the cross products of scores (Hinkle, Wiersma, & Jurs, 1998, P. 110).

A correlation statistic was calculated between averages of questions grouped by enrollment management

categories and the graduation rates found in *U.S. News and World Report*. This correlation statistic was tested for significance. A table was included that provided the individual correlation calculations associated with each group of questions and the institutions' graduation rates.

For Example:

Table 1

Question	Correlation #	Level of Sig.
Group A Questions	.69	.01
Group B Questions	.23	.01

Scoring

To determine the answer to Research Question 1, each question in the survey instrument was developed using the recommended practices found in the literature. Thus, the survey instrument represented the various aspects of a comprehensive enrollment management program. A list of all the questions and their utilization rates was developed.

To determine the answer to Research Question 2, the Pearson product-moment correlation coefficient table was used. Those groups of questions found to be statistically significant will be identified as needed practices in

enrollment management. This group was considered as representative of the primary practices of enrollment management being utilized by the colleges and universities surveyed.

Finally, to answer Research Question 3, the number of questions answered "yes" were tallied for each of the colleges and universities that completed the survey. This was included in a table that listed the graduation rate for each college or university surveyed.

 For example:

Table 2

College	Graduation Rate	Number of "yes" answers
College # 1	98%	72
College # 2	27%	12

The Pearson product-moment correlation coefficient was used to determine if these data formed a significant relationship indicating that as the number of questions answered "yes" increases, the graduation rate also increases.

CHAPTER 4

DATA ANALYSIS AND RESULTS

Introduction

This study explored the utility of certain enrollment management practices in higher education. A second goal of this study was to calculate the correlation found between groups of enrollment management practices and the graduation rates of colleges and universities. Finally, the study was attempted to explore if increased activities in enrollment management correlate with graduation rates.

A survey population of 200 higher education institutions were randomly selected from the *1999 US News and World Report*. Each institution's admissions director received a letter (see Appendix B) requesting that he or she complete the enrollment management electronic survey. A total of 18 institutions responded to this initial request. A second letter requesting that the survey be completed was mailed two weeks later. A total of ten institutions responded to this second request.

After further investigation, it was discovered that other researchers had also experienced a low return rate of electronic surveys as compared to the return rate for paper

surveys. It was decided that a third request (see Appendix C) would be sent and a paper copy of the survey would be included with this request along with a postage-paid envelope. An additional 30 institutions responded to the paper survey.

A total of 58 colleges and universities responded to the request to complete the enrollment management survey. Of the 58 responses, 48 could be used for the final analysis. Nine of the institutions neglected to include the name of the institution, and one institution did not report its graduation rate.

One can speculate about the reason for the low return rate for the electronic survey administered to the admissions directors. First, admissions directors are required to be travel extensively in their jobs. This does not allow them to spend a great deal of time at one location- much less at a location where they have access to the Internet. The paper survey was better adapted to these restrictions. The paper survey could be completed without the admissions director accessing a computer. Second, an admissions directors may have limited experience using the Internet, and their comfort level for completing an electronic survey may be diminished.

Research Question #1

   After reviewing the literature, the following

categories of enrollment management practices emerged;

institutional characteristics, admissions, financial aid,

orientation, academic advising, campus activities, career

planning, learning assistance programs, institutional

research, faculty development, strategic planning,

marketing, and retention. There were 66 recommended

practices associated with these categories. The survey

(see Appendix D) was developed using these 66 recommended

practices. Table 1 is a list of the 66 questions used in

the survey.

Table 1

Survey Questions

Question 1. Has your institution established an enrollment management plan?
Question 1b. Were faculty involved in the development of the enrollment management program?
Question 2. Has your institution developed a method by which the personal and academic needs of students who plan to leave your school are identified?

Question 3. Do your senior administrators meet on a regular basis to discuss student enrollment?

Question 4. Has your institution hired a consultant to assist in establishing an enrollment management plan?

Question 5. Do you have a reporting system that allow faculty to provide ideas related to enrollment management?

Question 6. Does your institution have a plan that matches student academic needs with the institution's program in an effort to improve enrollment management activities?

Question 7. Has your admissions director developed a profile of the type of student who will be successful at your institutions?

Question 8. Does your admissions office have a data retrieval system equipped with a flow model for initial inquires?

Question 9. Do new admissions officers receive training in market research?

Question 10. Do new admissions officers receive training in financial aid?

Question 11. Do new admissions officers receive training in academic counseling?

Question 12. Does your admissions office offer

telecounseling with potential students?

Question 13. Do you annually update your financial aid policy to meet the changing needs of students?

Question 14. Does financial aid produce an annual report of amounts and types of aid awarded?

Question 15. Does your financial aid director document the relationship between type of aid and persistence at your institution?

Question 16. Does your institution offer full-time or part-time work for students?

Question 17. Does your institution offer childcare for students?

Question 18. Has your institution decreased the number of full scholarships?

Question 19. Do your financial aid officers provide a written plan that documents future financial obligations to potential students?

Question 20. Does your institution participate in tuition discounting?

Question 21. Does your institution offer forgivable loans?

Question 22. Does your orientation program provide information to students about norms and culture of the

campus?

Question 23. Do you offer separate orientation programs for adults, international, minority and transfer students?

Question 24. Do you offer a campus visitation program to potential students?

Question 25. Does your orientation program provide for student participation though out the first semester of college?

Question 26. Does your orientation program include a convocations?

Question 27. Do faculty receive training in academic advising?

Question 28. During academic advisement are students required to develop academic goals?

Question 29. Are academic advisors required to develop advisement profiles?

Question 30. Are academic advisors required to determine tutoring and educational needs?

Question 31. Are academic advisers trained personal, academic, and career counseling?

Question 32. Are campus rituals, traditions, and symbols included in your campus activities?

Question 33. Do you offer activities in the residence halls?

Question 34. Do you encourage all undecided students to visit a career planning and placement office?

Question 35. Does your career planning office help understand the importance of their degrees?

Question 36. Do you have a program that encourages undecided students to partake in career counseling and job placement work shops?

Question 37. Does your career counseling center utilize faculty for assistance in career planning of students?

Question 38. Does the career planning office offer job interviews on campus for placement?

Question 39. Does your campus have an on campus learning assistance center?

Question 40. Does your learning assistance center track the success of the academically under-prepared?

Question 41. Do you have a method by which faculty refer students to the learning assistance center?

Question 42. Does the learning assistance center offer supplemental instructions?

Question 43. Does the learning assistance center offer a

freshman seminar?

Question 44. Does your learning assistance center offer

learning communities or block scheduling?

Question 45. Does institutional research track the success

of enrollment management practices?

Question 46. Does institutional research determine why

students fail to matriculate?

Question 47. Does institutional research track student

needs for academic programming?

Question 48. Does institutional research identify students

who are likely to leave your institution?

Question 49. Does institutional research track faculty

participation in enrollment management at your institution?

Question 50. Do you offer faculty development in enrollment

management?

Question 51. Do you have a mentoring program that allows

faculty to participate?

Question 52. Do you have a strategic plan that addresses

enrollment management?

Question 53. Does your plan establish an enrollment

management division?

Question 54. Do you have an enrollment management

committee?

Question 55. Is there one administrator with responsibility for enrollment management?

Question 56. Does your enrollment manager assess enrollment management programs to evaluate and continue or eliminate?

Question 57. Does your enrollment manager meet with each dean each semester?

Question 58. Do you have a strategic marketing plan for enrollment management?

Question 59. Do you have separate marketing plans for different affinity groups, such as, graduates, adults, part-time, and transfer students?

Question 60. Is there a method that allows the president to participate in the development of the marketing plan?

Question 61. Do you have a method of documenting why students leave the institution?

Question 62. Do you document why students chose to stay in your Institution?

Question 63. Are students encouraged to stay at the institution for a week to visit classes before they enroll?

Question 64. Do you report absenteeism to the dean of students?

Question 65. Do you have requirements for deans to offer letters of encouragement to students on academic probation? Question 66. Has your institution collected data to develop a retention program?

This survey developed following a review of the literature associated with enrollment and retention management. The practices included in the survey were based on recommendations made by one or more authors in the literature pertaining to enrollment and retention management. As a litmus test for the viability of these practices, Dennis (1998) offers these ten basic premises regarding enrollment and retention management. These basic premises were used as a measuring stick for the objectivity of the questions developed for the survey.

Dennis' first premise is that "there can be no successful enrollment management program without a successful retention management program" (1998, p.2). This survey included questions regarding both enrollment management and retention. More emphasis was given to enrollment management attributes because of the vast number of practices that include enrollment management components.

However, retention was also included as a major part of the survey.

The second premise offered by Dennis (1998) is "there can be no successful enrollment management program without faculty involvement"(p.2). Faculty involvement was the premise of other studies as well. There were nine questions in this survey associated with faculty involvement in enrollment management related issues. Three of these questions were academic advising questions. The other questions varied in content. For example, questions were asked about the initial development of the enrollment management plan and the assistance of faculty in the career counseling center.

The third premise is "an enrollment management program can market only what the school has to offer. Perception must match reality" (Dennis, 1998, p. 3). The survey assessed the institutions' training of personnel regarding the school's offerings. Second, the survey asked about the institutional marketing plans to determine if they matched the institutions' missions.

The fourth premise is "a school's financial aid program will significantly affect its enrollment and retention management program" (Dennis, 1998, p. 3). The

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survey included nine questions associated with financial

aid. Additionally, questions were included to determine

if the students were informed about their financial

obligations before they enrolled in the institution. The

questions regarding financial aid comprised the largest

section of the survey.

The fifth premise is "enrollment management and

retention management should stress goals and focus on

accountability and measured outcomes" (Dennis, 1998, p. 3).

The survey assessed the existence of plans establishing

enrollment management and retention objectives. Questions

were focused on the involvement of senior administrators in

the establishment of these goals. Institutional research

as a means to determining if the goals and objectives were

being met was also a focus of the survey.

The sixth premise is:

No one has established with absolute certainty why

students select to enroll, or decide to leave, a

school. There are economic, geographic, sociological,

psychological, and intellectual reasons associated

with enrollment and retention. There can be no one

perfect program. (Dennis, 1998, p.3)

Survey questions emphasized the individuality of the enrollment management plan for each institution. The survey did not dictate the types of plans and goals but, instead, asked about the existence of enrollment management and retention plans. The survey also explored the research being done by admissions and financial aid officers to determine what works best for their institutions. The survey cuts across organizational lines to determine if these organizations are analyzing their responsibility to their students.

Premise number seven is "it should take at least three years to implement a successful enrollment and retention management program. Fine tuning and refining the programs should be a never-ending and on-going process" (Dennis, 1998, p.3). Though the survey dose not evaluate the time of the implemented enrollment management plans, it does determine if the plans are being re-evaluated and updated. The survey asked if the financial aid policy was being updated annually and if the enrollment management plan was being evaluated by the enrollment manager to determine whether to continue or discontinue practices that were not working.

The eighth premise is "to be successful, a school's enrollment and retention management program must match a school's culture and "personality"" (Dennis, 1998, p.3). First, the survey determined if the schools' culture and norms had been explored and were being taught to the students. Second, the entire survey allowed for choice of enrollment management practices given the institutions' "personalities".

The ninth premise is:

A school's enrollment and retention management staff is not solely responsible for the program's success or failure. Enrollment and retention management is the responsibility of all campus administrators, staff, and faculty. (Dennis, 1998, p.3)

The survey explored the actions of administrators, staff, and faculty. It explored the actions taking place in 14 different areas of the institution. It was designed to glean information about the actions being taken across the entire campus.

The tenth premise is:

If we treat students well, if we make them feel that they are in an educational partnership with us, if we give them the courses they need to graduate and make

our costs affordable, they will come to our school.

(Dennis, 1998, p.3)

The survey evaluated the total package of enrollment and retention management. It was not possible to include all practices in the survey. However, the survey did look for the elements that insured that students were receiving the services necessary to make informed decisions before entering an institution. Secondly, it explored the continuation of services that allowed students the opportunity to receive the education they had planned to receive.

Research Question #2

The survey questions were grouped into 14 different categories. The number of questions per category ranged from two questions about faculty development to nine questions about financial aid. The average number of questions for a category was five. For each responding institution, the answer for each question was dummy coded as zero for "no" and one for "yes". These dummy codes were averaged for each group of questions. The Pearson r product moment correlation was calculated for each institution. The Pearson r product moment correlation was calculated between the average for each category and the

institution's graduation rate. Table 2 shows the results of these correlation calculations.

As seen in Table 2, there were no large positive or negative correlations calculated for any of these comparisons. There were only two of the calculations that were statistically significant at the .05 level. These were both negative correlations for the learning assistance program and the marketing program. Each of these explained approximately ten percent of the total variance of this model.

Table 2

Category Correlation

Enrollment management category	r	p
Institutional Characteristic	-.0723	.6266
Admissions	-.1590	.2801
Financial Aid	-.1770	.2287
Orientation	.0751	.6118
Academic Advising	.0567	.7016
Campus Activity	.1252	.3965
Career Planning	.0469	.7515
Learning Assistance Program	-.3973	.0052*
Institutional Research	-.0430	.7713

Faculty Development	.1268	.3902
Strategic Planning	-.1558	.2901
Marketing	-.3455	.0162*
Retention	-.1884	.1995

* Significant at .05

For there to have been a large positive correlation calculated using the Pearson r product moment correlation, the calculated average for a group of questions would have been close to one, as the graduation rate was closer to 100%. Also, the calculated average for each category would have been closer to zero, as the graduation rate became closer to zero percent. If this were true, then this would also indicate that the total number of 'yes' answers would have decreased as the graduation rate decreased. The opposite would have been true for a negative correlation.

There were only two noteworthy correlations derived from this study. The first was r = -.40 for the enrollment management grouping for the learning assistance program. This indicates that the more learning assistance that takes place the more an institution will experience a reduction in graduation rate. This could be misleading;

learning assistance programs are designed to assist those

students who are academically challenged by the college

environment. Thus, one would expect there to be more

learning assistant programs for the colleges with lower

graduation rates. These programs would exist as an effort

to support those students who are more academically

challenged and have a reduced chance of completing a degree

program.

The second significant correlation was an $r = -.34$ for

the marketing program. This indicates that the more an

institution increases its marketing techniques the lower

the resulting graduation rate. Again, this can be

misleading. Institutions who compete for the average

student must incorporate more marketing strategies. The

same is true for those institutions who wish to have a more

diverse student body. In many cases, increasing diversity

in student bodies can result in a reduced graduation rate.

This can be attributed to the increased needs of individual

students.

The original hypothesis in this study was that high

correlations between enrollment management practices and

graduation rates would be discovered. High correlation

rates for each category of enrollment management practice

would be assumed to indicate those practices of greatest utility. This hypothesis was not proved.

One finding of this study was that the greater the utility per enrollment management category the lesser the correlation ratio. This can be attributed to the fact that those enrollment management practices with high utility were incorporated by a large percentage of all the institutions. This is in direct conflict with the original hypothesis that only those institutions with high graduation rates would incorporate more of the enrollment management practices.

In truth, many of the activities were worthy of implementation at all levels. A good example of this is orientation programs. Over 70% of all the surveyed institutions implemented all five of the recommended practices in enrollment management. This would result in a very poor correlation with graduation rates.

The best alternative to the original hypothesis was to examine each individual question and determine the rate of utility. Though the response rate between "yes" and "no" varied for each question, there were multiple questions that were answered in the affirmative. There were 26 questions that were answered "yes" by over 70% of the

population. This indicates that there are some standard
practices that have been incorporated by most of the
colleges and universities surveyed. This high percentage
of practices were found in all of the enrollment management
groupings except for "institutional research" and
"marketing". All other groups exhibited one or more of
these standard practices.

Table 3 is the detailed analysis of the response rate
for each individual question. Data are presented in order
of highest response to lowest response.

Table 3

Responses to Survey Questions

Questions	# "Yes"	% "yes"
Question 24: Do you offer campus visitation programs to potential students?	46	95.83
Question 38: Does the career planning office offer job interviews on campus for placement?	46	95.83
Question 16: Does your institution offer full-time or part-time work for students?	45	93.75
Question 13: Do you annually update your	44	91.67

financial aid policy to meet the changing needs of students?		
Question 33: Do you offer activities in the residence halls?	44	91.67
Question 23: Do you offer separate orientation programs for adults, international, minority, and transfer students?	42	87.50
Question 35: Does your career planning office help students understand the importance of their degrees?	42	87.50
Question 8: Does your admissions office have a data retrieval system equipped with a flow model for initial inquires?	41	85.42
Question 10: Do new admissions officers receive training in financial aid?	41	85.42
Question 14: Does financial aid produce an annual report of amounts and types of aid awarded?	41	85.42
Question 34: Do you encourage all undecided students to visit a career planning and placement office?	41	85.42

Question 5: Do you have a reporting system that allows faculty to provide ideas related to enrollment management?	40	83.33
Question 32: Are campus rituals, traditions, and symbols included in your campus activities?	40	83.33
Question 36: Do you have a program that encourages undecided students to participate in career counseling and job placement workshops?	40	83.33
Question 22: Does your orientation program provide information to students about norms and culture of the campus?	38	79.17
Question 39: Does your campus have an on campus learning assistance center?	38	79.17
Question 3: Do your senior administrators meet on a regular basis to discuss student enrollment?	37	77.08
Question 12: Does your admissions office offer telecounseling too potential students?	37	77.08
Question 52: Do you have a strategic plan	37	77.08

that addresses enrollment management?		
Question 61: Do you have a method of documenting why students leave the institution?	37	77.08
Question 66: Has you institution collected data to develop a retention program?	37	77.08
Question 7: Has your admissions director developed a profile of the type of student who will be successful at your institution?	36	75.00
Question 26: Does your orientation program include a convocation?	35	72.92
Question 37: Does your career counseling center utilize faculty for assistance in career planning for students?	35	72.92
Question 41: Do you have a method by which faculty refer students to the learning assistance center?	35	72.92
Question 27: Do faculty receive training in academic advising?	34	70.83
Question 25: Does your orientation program provide for student participation through-	33	68.75

out the first semester of college?		
Question 19: Do your financial aid officers provide a written plan that documents future financial obligations to potential students?	32	66.67
Question 45: Does institutional research track the success of enrollment management practices?	32	66.67
Question 54: Do you have an enrollment management committee?	32	66.67
Question 55: Is there one administrator with responsibility for enrollment management?	32	66.67
Question 1: Has your institution established an enrollment management plan?	31	64.58
Question 60: Is there a method that allows the president to participate in the development of the marketing plan?	31	64.58
Question 6: Does your institution have a plan that matches student academic needs with the institution's program in an effort to improve enrollment management	29	60.42

activities?		
Question 40: Does your learning assistance center track the success of the academically underprepared?	29	60.42
Question 42: Does the learning assistance center offer supplemental instruction?	29	60.42
Question 46: Does institutional research determine why students fail to matriculate?	29	60.42
Question 58: Do you have a strategic marketing plan for enrollment management?	29	60.42
Question 2: Has your institution developed a method by which the personal and academic needs of students who plan to leave your school are identified?	28	58.33
Question 20: Does your institution participate in tuition discounting?	28	58.33
Question 56: Does your enrollment manager assess enrollment management programs to evaluate and continue of eliminate?	27	56.25
Question 11: Do new admissions officers receive training in academic counseling?	25	52.08

Question 62: Do you document why students chose to stay at your institution?	25	52.08
Question 53: Does your plan establish an enrollment management division?	24	50.00
Question 59: Do you have separate marketing plans for different affinity groups, such as, graduates, adults, part-time, and transfer students?	24	50.00
Question 15: Does your financial aid director document the relationship between type of aid and persistence at your institution?	23	47.92
Question 57: Does your enrollment manager meet with each dean each semester?	23	47.92
Question 4: Has your institution hired a consultant to assist in establishing an enrollment management plan?	22	45.83
Question 28: During academic advisement are students required to develop academic goals?	20	42.55
Question 48: Does institutional research identify students who are likely to leave	19	39.58

your institution?		
Question 51: Do you have a mentoring program that allows faculty to participate?	18	37.50
Question 65: Do you have requirements for deans to offer letter of encouragement to students on academic probation?	18	37.50
Question 31: Are academic advisers trained in personal, academic, and career counseling?	17	35.42
Question 43: Does the learning assistance center offer supplemental instruction?	17	35.42
Question 47: Does institutional research track student needs for academic programming?	17	35.42
Question 1b: Were faculty involved in the development of the enrollment management program?	16	33.33
Question 30: Are academic advisors required to determine tutoring and educational needs?	16	33.33
Question 9: Do new admissions officers	14	29.17

receive training in market research?		
Question 44: Does your learning assistance center offer learning communities or block scheduling?	13	27.04
Question 64: Do you report absenteeism to the dean of students?	12	25.00
Question 17: Does your institution offer childcare for students?	10	20.83
Question 18: Has your institution decreased the number of full scholarships?	9	18.75
Question 21: Does your institution offer forgivable loans?	9	18.75
Question 29: Are academic advisors required to develop advisement profiles?	9	18.75
Question 50: Do you offer faculty development in enrollment management?	7	14.58
Question 49: Does institutional research track faculty participation in enrollment management at you institution?	4	8.33
Question 63: Are students encouraged to stay at the institution for a week to visit classes before enrolling?	4	8.33

For institutional characteristics it was found that 77% of senior administrators meet on a regular basis to discuss student enrollment. These senior administrators met in enrollment management committees, and some institutions had incorporated enrollment management divisions. Eighty-three percent of these groups had developed methods to solicit input from faculty on enrollment management related issues.

There were four areas of note in the admissions category. Most directors of admissions (75%) had developed a profile of the type of students who would be successful at their institution. They utilized a database that allowed them to track the admissions process for potential students. Also, it was found that 85% of the admissions officers had been trained in financial aid, and they utilized telecounseling to maintain contact with students interested in attending their institution.

With regard to financial aid, the emphasis was placed on the reporting of financial aid awards to students. Along with reporting financial aid, 91% of the institutions updated their financial aid policies to keep up with the changing needs of the students. Also, 94% of the institutions offered full-time or part-time employment for

students to subsidize available financial aid benefits. However, 81% of the institutions had not adopted the policy of forgivable loans for students who were unable to complete their degree program.

Of the institutions who completed the survey, it appeared that orientation programs included discussion of norms and culture of the campus. It was reported that 87% of the institutions had developed separate orientation programs for adults, international, minority, and transfer students; campus visitation programs were included in the orientation process.

There were mixed results for academic advising. Though 71% of the faculty were trained in academic advising, 81% did not develop an advisement profile for their students. Also, 70% of the academic advisors did not participate in determining tutoring requirements and did not receive training in personal and career counseling.

The survey results indicated that major emphasis is placed on activities that occur on campus. These campus activities included rituals, traditions, and symbols. Those surveyed indicated that 92% of the institutions participated in these campus rituals, and 85% reported activities occurring in the residence halls.

In the area of career planning, the survey results showed that 85% of the institutions encouraged all undecided students to visit their career planning and placement office. Also, the survey results showed that 87% of career planning offices try to help students understand the importance of a degree and encourage students to participate in job placement workshops. These activities are followed up by 96% of the career planning centers offering job interviews on campus once a student prepares to graduate.

It appears that learning assistance centers are important to the students at the surveyed institutions. Of the institutions responding to the survey, 80% of the campuses offered learning assistance programs. The results indicated that a large portion of faculty work with the learning centers to refer students to the center. However, only 35% of the institutions offered a freshman seminar, and only 27% offered block scheduling.

Though obvious that institutional research exists at most of the institutions, there were no consistent levels of participation in enrollment management planning. Unfortunately, 92% of the institutional research organizations did not track faculty participation in

enrollment management at their institution. Also, there
was little (35%) effort on the part of institutional
research to track students' academic needs and or find out
about those students who were likely to leave the
institution.

Very few affirmative responses were indicated in the
area of faculty development. Only 14% of the responding
institutions offered faculty development in enrollment
management. The survey results indicated that 62% of the
institutions did not have a faculty based mentoring
program. Though venues for faculty involvement in
enrollment management seem to be offered at most
institutions, it does not appear that many of the surveyed
institutions offer training or encourage faculty to
participate in enrollment management.

As a part of strategic planning, 77% of the responding
institutions reported having a plan that addresses
enrollment management. However, 50% of the institutions
planned to incorporate a division of enrollment management.
Others opted to establish an enrollment management
committee or assign the enrollment management
responsibility to one administrator. But, only half of the

respondents assessed the enrollment management programs
that were established in the strategic plan.

As reported by the respondents, retention efforts were
mixed. Seventy-seven percent of the responding
institutions collected data to develop a retention program.
It should be noted that 77% of the institutions documented
reasons for a students leaving the institution. However,
less than half documented reasons for students staying at
the institution.   The process of allowing students to stay
at an institution for a week to visit classes, prior to
enrolling, was only allowed by 8% of the respondents. And
absenteeism was reported to the dean of students by only
25% of the institutions.

<center>Research Question #3</center>

The final analysis was associated with the total
enrollment management practices for each institution.
Research question #2 investigated the correlation between
enrollment management categories and graduation rates, but
investigated the combination of all practices and the
affect on the graduation rate. Table 4 includes the
graduation rate and total count of enrollment management
practices for each institution completing the survey. A

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Pearson r product moment correlation coefficient was

calculated using these figures.

Table 4

Institutions' Total Enrollment Management Practices

Institution	Graduation Rate	Total E.M. Practices
Number 1	33%	37
Number 2	70%	42
Number 3	76%	39
Number 4	68%	14
Number 5	70%	53
Number 6	75%	41
Number 7	60%	53
Number 8	92%	22
Number 9	65%	49
Number 10	74%	35
Number 11	62%	49
Number 12	41%	57
Number 13	48%	41
Number 14	39%	39
Number 15	81%	29
Number 16	60%	34
Number 17	57%	43

Institution	Graduation Rate	Total E.M. Practices
Number 18	87%	28
Number 19	76%	56
Number 20	47%	55
Number 21	89%	25
Number 22	18%	30
Number 23	66%	45
Number 24	56%	33
Number 25	55%	37
Number 26	53%	47
Number 27	78%	38
Number 28	40%	39
Number 29	26%	41
Number 30	40%	29
Number 31	36%	41
Number 32	64%	46
Number 33	61%	51
Number 34	63%	52
Number 35	48%	22
Number 36	67%	37
Number 37	62%	52

Table 4 continued

	Table 4 continued	
Institution	Graduation Rate	Total E.M. Practices
Number 38	62%	45
Number 39	92%	23
Number 40	50%	48
Number 41	76%	25
Number 42	47%	23
Number 43	89%	41
Number 44	63%	42
Number 45	68%	38
Number 46	70%	52
Number 47	17%	45

The correlation coefficient $r = -.18848$ and $p = .1995$ for these data indicate that there is no correlation between the total number of enrollment management practices and the graduation rate.

However, several of these institutions are noteworthy because of their total enrollment management practices. Institution #8 has a graduation rate of 92% and is implementing only 22 of the 66 enrollment management practices detailed in the survey. Institution #15 has a

graduation rate of 81% and has only 29 implemented

practices. Institution #18 has a graduation rate of 87%

and 28 practices. Institution #21 has a graduation rate of

89% and utilizes 25 practices, and institution #39 has a

graduation rate of 92% and report having only 23 of the 66

suggested enrollment practices. The reverse can be found

in several of the institutions, as well. For example

institution #47 has a graduation rate of 17% and has

implemented 45 of the suggested practices.

CHAPTER 5

SUMMARY OF FINDINGS, DISCUSSION, AND CONLUSIONS

Introduction

Hossler and Bean (1990) define enrollment management as the "effort to influence the characteristics and the size of enrolled student bodies by directing the activities of the offices of admissions, financial aid, new-student orientation, career planning and retention, and a number of other student affairs areas" (p.xiv). Over the past decade, these efforts by college and university administrators have resulted in multiple enrollment management practices, including such efforts as supplemental instruction, freshmen seminars, block scheduling, learning communities, and increased emphasis on faculty involvement.

These efforts are twofold in purpose. First college and universities wish to increase their graduation rates. Second, according to Upcraft and Gardner (1990) "it is our moral and educational obligation to create a collegiate environment that provides the maximum opportunity for student success" (p. 363).

Summary

This study investigated the extent to which enrollment
management programming is in practice and compared the
existing practices to recommendations for practice found in
the literature. Hossler and Bean (1990) believe that other
works "have either focused exclusively on research in areas
such as student college choice and student retention of
tended toward organizational issues" (Hossler and Bean,
1990, p. xiv). Second, the study explored the correlation
between 14 categories of enrollment management and
institutional graduation rates. Finally, the study
examined the correlation between the total number of
enrollment management practices incorporated at each
institution and each institution's graduation rate.

The survey was developed by identifying 66 commonly
suggested practices cited in the literature relating to
enrollment management and retention. These questions
focused on planning, pre-enrollment variables, academic
variables, and student life variables. Upcraft and Gardner
(1989) believe that "too often only academic variables are
taken into account" (p. 8). These 66 practices were formed
into questions intended to identify specific enrollment

management activities practiced by colleges and universities.

The 66 questions were classified into one of 14 enrollment management categories. These categories are institutional characteristics, admissions, financial aid, orientation, academic advising, campus activities, career planning, learning assistance program, institutional research, faculty development, strategic planning, marketing, and retention.

The categorization of enrollment management practices were aligned with Hossler and Beans (1990) attributes of enrollment management. They are; the use of institutional research is important to position the campus in the marketplace. Enrollment management practices should examine the correlates to student persistence and develop appropriate marketing and pricing strategies. They should monitor student interest and academic program demand. Finally, enrollment management practices should pay attention to academic, social, and institutional factors that can affect student retention.

Though these enrollment management categories can be considered broad in nature, they "require a campus-wide effort and require that senior-level policy makers be

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sensitive to the factors that influence student enrollments" (Hossler and Bean, 1990, p.6). They are to be aligned with the most pressing concerns, norms, politics, and informal networks of the institution.

Subjects for this study were universities and colleges listed in the *1999 US News and World Report* of reported rankings of U.S. colleges and universities. The survey population consisted of 200 colleges and universities chosen at random from this report. Each of these institutions had completed the survey provided by the *US News and World Report* which allowed its six-year graduation rate to be published. These graduation rates were used in the statistical analysis.

The survey response indicated that the use of the enrollment management practice varied in utility at each of the institutions. For example, 95% of the respondents said that they encouraged campus visitations, but only eight percent reported research involving faculty participation in enrollment management activities. This would agree with Dennis (1998) who states:

Many colleges and universities are perhaps for the first time assessing who they are, what is central to their mission, what they value most, and how they will

proceed to meet the challenges of our ever changing

environment. (p. 117)

Some colleges and universities incorporated as few as

22 of the enrollment management practices, and others

incorporated nearly all of the suggested practices. As the

total response rate was determined for each question, it

was possible to see which of the enrollment management

practices had been incorporated by most of the

institutions. Though some of the enrollment management

practices had varying levels of acceptance by the

institutions surveyed, a number appear to be common methods

of enrollment management in many institutions. Twenty-six

questions were answered "yes" by over 70% of institutions

responding to the survey.

A standard among administrative methods of overseeing

the enrollment management process did not emerge from the

data. Some chose to develop an enrollment management

division while others chose to adopt enrollment management

committees. Hossler and Bean (1990) believe that when a

problem arises the first step typically taken is to

establish a committee. They state, "on many campuses, the

first step in the creation of an enrollment management

system is the creation of an enrollment management

committee" (Hossler and Bean, 1990, p. 46). But, in both instances (a division or a committee) there was little effort to evaluate the overall success of individual enrollment management programming efforts.

Most institutions had admissions officers who had identified the type of student who would be successful at their campus. The admissions officers were supported by a trained staff who were proficient in financial aid and academic counseling. Also, they had adopted telecounseling as a preferred method of recruiting and tracking student matriculation.

There were several financial aid practices that had been incorporated by the majority of the respondents. They evaluate their financial aid policies, to meet the changing needs of the students, on an annual basis. In addition, the financial aid officers reported the types and amounts of aid distributed to financial aid recipient, and they offered full-time and part-time employment to their students.

Orientation programs were common to all of the responding institutions. They typically had separate orientation programs for different affinity groups. Moreover, orientation programs discussed norms and cultures

of the campus and supported the students throughout their first semester at the college or university.

There were mixed responses in the area of academic advising. Some institutions chose to have faculty be the academic advisors to the students. Others chose to place the responsibility of academic advising on staff. Nonetheless, few prepared advisement profiles and less requested that students develop academic goals.

Career planning and learning assistance programs had been incorporated at nearly all of the responding institutions. These enrollment management offices were instrumental in helping undecided students determine a career choice and provided academic support as students progressed. On the other hand, few institutions had chosen to include supplemental instruction and learning communities as part of their enrollment management programming.

The support of institutional research in enrollment management was included by most of the institutions. However, the methods and areas of research were specific to each institution. The majority chose to track student success, but few chose to track the success of enrollment management practices.

Faculty involvement was evident at each institution who responded to the survey. The way they were involved in enrollment management varied. A small portion of institutions included faculty in the development of the enrollment management plan, but a greater number provided faculty with a method to communicate their ideas regarding enrollment management. Faculty involvement was found in six of 14 categories associated with enrollment management. Dennis (1998) believes that a enrollment management program cannot be successful without faculty involvement.

Frequently, several of the retention practices were adopted by the institutions. Most documented why their students chose to leave the college or university, and they documented why their students chose to stay. Few chose to report absenteeism to the dean of students, and fewer had deans offer letters of encouragement to students on academic probation. But, more than half collected data to develop a retention program.

Most of the institutions surveyed had procedures for recruiting and providing financial aid to potential students. However, many of the same institutions did not incorporate enrollment management practices to support the students who stay enrolled in the institution. "Far too

few data about other variables are considered in the

admissions process, let alone acted on after students are

enrolled" (Upcraft and Gardner, 1989, p.8).

Discussion

The total enrollment management program is a mixture

of programming efforts deemed necessary to meet the needs

of all the students who matriculate at a given institution.

There does not appear to be a pattern in enrollment

management practices based on the demographics of a college

or university. One would hope that these enrollment

management programs were developed by an institutional

strategy and not simply as a response to one or two

specific situations. Dennis (1998) believes a enrollment

management plan based on an institution's demographics is

what is needed "to ensure the success of the program" (p.

9).

Some programming efforts, such as admissions and

financial aid, are essential to enrolling students. Other

programming efforts have been developed to meet the needs

of individual affinity groups. Characteristics of

enrollment management programming efforts for each

individual institution depend upon the mix of the student

body and the mission of the university. This observation

supports Hossler and Bean (1990) when they state, "campus administrators cannot develop effective retention interventions unless they know the characteristics of students who persist in school and those who withdraw" (p. 4).

Though this survey was able to ascertain the total number of enrollment management programming efforts that took place at an individual institution, it was not able to determine the quality of each of the programming efforts. Upcraft and Gardner (1989) believe quality is a major key for successful enrollment management. An institution may have answered "yes" to questions about having an enrollment management plan, but it may not have allocated sufficient resources to the plan to make it effective.

Also, some of the programming efforts have just recently been introduced into the literature. For example, supplemental instruction and learning communities appeared new to the literature. Institutions that have chosen to implement these programming efforts may not have had time to make the program an effective force at that institution. Dennis (1998) states, "it should take at least three years to implement a successful enrollment and retention management program" (p. 3). Thus, this survey was not able

to determine time of existence for a program or its total quality.

The correlation between the individual categories of enrollment management and each institution's graduation rate was calculated. However, there were no major determining factors identified to explain increased graduation rates. There were two categories that had significant p values for the correlation rate. The learning assistance programs and the marketing aspects both had negative correlations that were significant. This would indicate that those institutions with lower graduation rates reported doing more programming in these two enrollment management areas.

Several of the enrollment management categories, such as orientation and campus activities, had close to zero correlation coefficients calculated because a high percentage of all of the activities had been adopted by most of the institutions. This indicates that most of the institutions believed that all of these programming efforts were an important part of the collegiate environment. Again, it was not possible to determine the total effect of these enrollment management categories on the graduation rate.

It was hypothesized that the more programming that took place in enrollment management at a given institution, the higher the graduation rate. This was not supported by the correlation calculations. Table 4, in Chapter 4, revealed that some of the colleges with the highest graduation rates had the least amount of programming efforts. This would support Hossler and Bean's (1990) finding that those students who are more academically prepared for college succeed in the collegiate environment. Thus, selection of students who match descriptive profiles of successful students, possibly reduce the need for enrollment management programs to socialize students into "successful" students.

This is not to say that some of the institutions surveyed did not have both high graduation rates and high levels of participation in many enrollment management programming efforts. There are institutions that recruit a wide variety of students and retain a large percentage of them until they graduate. One would have to believe, based on the literature, that each of the suggested programming practices has some effect on students' graduation rates. But there were no significant correlations between total enrollment management programming and graduation rate.

Conclusions

The literature provided 14 individual categories of
enrollment management, and 66 individual programming
efforts were suggested. Many of these programming efforts
had been tested individually by the authors who described
them. Many had been proven to increase student
involvement, participation, self awareness, and overall
retention from one year to the next. The reviewed
literature did not, however, include a study of the overall
affect when the programming practices were combined.

Based on the research data, these 66 enrollment
management practices are legitimate practices. However,
there is no proven results toward promoting increased
graduation rates. But, each individual practice was
incorporated by at least four of the respondents and is
worthy of review by an institution for a enrollment
management plan.

The survey results provide a comparative base for
institutions to compare their programming practices with
those of institutions that completed this survey. They can
also determine which programming practices were most
frequently used in this survey. Table 5 is the list of the

116

26 most implemented enrollment management practices in higher education. These practices had been incorporated by over 70% of the respondents. Table 6 is a list of the ten least implemented enrollment management practices in higher education.

Table 5

Twenty-six most Implemented Enrollment Management Practices

1. Institutions offer campus visitation programs to potential students.

2. The career planning offices offer job interviews on campus for placement.

3. Institutions offer full-time or part-time work for students.

4. Institutions annually update their financial aid policies to meet the changing needs of students.

5. Institutions offer activities in the residence halls.

6. Institutions offer separate orientation programs for adults, international, minority, and transfer students.

7. Career planning offices help students understand the importance of their degrees.

8. Admissions office has a data retrieval system equipped with a flow model for initial inquires.

9. Admissions officers receive training in financial aid.

10. Financial aid produces an annual report of amounts and types of aid awarded.

11. Institutions encourage all undecided students to visit The career planning and placement office.

12. Institutions have a reporting system that allows faculty to provide ideas related to enrollment management.

13. Campus rituals, traditions, and symbols are included in campus' activities.

14. Institutions have a program that encourages undecided students to participate in career counseling and job placement workshops.

15. Institutions have an on campus learning assistance center.

16. Senior administrators meet on a regular basis to discuss student enrollment.

17. Admissions offices offer telecounseling too potential students.

18. Institutions have a strategic plan that addresses enrollment management.

19. Institutions have a method of documenting why students leave the institution.

20. Admissions directors develop a profile of the type of student who will be successful at their institution.

21. Orientation programs include a convocation.

22. Career counseling centers utilize faculty for assistance in career planning for students.

23. Institutions have a method by which faculty refer students to the learning assistance center.

24. Faculty receive training in academic advising.

25. Orientation programs provide for student participation throughout the first semester of college.

26. Institutions collect data to develop a retention program.

Table 6

Ten Least Implemented Enrollment Management Practices

1. Admissions officers receive training in market research.

2. Learning assistance centers offer learning communities of block scheduling.

3. Institutions report absenteeism to the dean of students.

4. Institutions offer childcare for students.

5. Institutions have decreased the number of full scholarships.

6. Institutions offer forgivable loans.

7. Academic advisors are required to develop advisement profiles.

8. Institutions offer faculty development in enrollment management.

9. Institutional research track faculty participation in enrollment management at their institution.

10. Students are encouraged to stay at the institution for a week to visit classes before enrolling.

Though the Pearson r product-moment correlation did not produce substantial correlation, the net correlation figures for marketing and learning assistance programs were significant. These two enrollment management practices appear to be mostly in place at those institutions with lower graduation rates. The lack of correlation of the other enrollment management aspects with graduation rates provides information regarding the overall incorporation or programming among colleges and institutions. Enrollment management programming is a unique effort for each institution. It is based on student characteristics and institutional mission. Dennis believes, "a dedicated

staff, led by effective and dynamic enrollment and retention management deans, who are working with relevant data, can and should produce the desired results" (p. 117).

This study indicates that each institution is worthy of an individual analysis of its programming success based upon the fact that each institution is participating in some form of enrollment management. Each programming effort should be aligned given the institution's characteristics. Each institution should verify that its programming efforts are aligned with its strategic plan and institutional mission. Graduation rate should not be the final determining factor for accessing enrollment management. Identification of the number of enrollment management activities is not sufficient to determine the contribution of each activity to student retention or graduation. Outcome data for all enrollment management strategies must be assessed for each institution.

<center>Recommendations</center>

The issues of quality and time in existence for enrollment management practices were not researched as part of this study, but it would be worthwhile to incorporate these two factors into further study of enrollment management. Each of the 14 individual categories of

enrollment management should be studied separately by incorporating the quality and time in existence for a program at each institution.

The *US News and World Report* maintains that colleges and universities have different educational missions and can be classified differently. It would be of interest to determine if there is a difference in enrollment management strategies for each of these different institutional types. Also, the *US News and World Report* divides the institutions by tiers. Each tier is considered a certain level of educational achievement. It would also be of interest to determine similarities or differences in enrollment management programming by tier.

Enrollment management practitioners and administrators may consider each of these suggested enrollment management practices for their own institution. It is recommended that they determine if each enrollment management practice was appropriate as compared to the mission and goals of the institution. The effects of each enrollment management practice on graduation rate should not be the only criterion for judging the success of each practice. Resource appropriation and quality of operations are two other measures of success.

APPENDIX A

REQUEST TO EVALUATE INSTRUMENT

December 1, 1999

Allen Clark
University of North Texas
Program in Higher Education
P.O. Box 311337
Denton, Texas 76203-1337

Dr. Joe/Jane Smith,

In an effort to provide analysis of the effectiveness of
various enrollment management strategies on graduate rates,
the Program in Higher Education is conducting research on
the status of enrollment management strategies in colleges
and universities. A list of basic practices and theories
of enrollment management has been inferred from a review of
research and literature on enrollment management. A survey
instrument has been developed from this review. The
instrument is intended to describe the extent of enrollment
management practices at colleges and universities as
compared to enrollment management practices recommended in
the literature.

We will appreciate your assistance in evaluating this
survey instrument. We consider you an expert in the field,
and we will value your assessment of the survey instrument.

The instrument has been designed and placed on the Internet
for easier evaluation. The survey can be found at this Web
address.

http://www.unt.edu/highered/enrollmentmanagement/index.html

The instrument includes 66 questions and covers 15
different sub-elements of enrollment management. Will you
please complete the instrument and evaluate the instrument
for clarity and relevance to enrollment management. The
survey has been developed so you may add comments at the
end of each section.

I want to thank you in advance for your cooperation and
assistance. If you have any questions regarding this

request, please feel free to contact me at 940-565-2085 or by e-mail at vac0005@unt.edu.

Regards,

Allen Clark
Research Associate
Program in Higher Education

APPENDIX B

REQUEST FOR COLLEGES AND UNIVERSITIES TO COMPLETE SURVEY

December 1, 1999

Allen Clark
University of North Texas
Program in Higher Education
P.O. Box 311337
Denton, Texas 76203-1337

Dr. Joe/Jane Smith,

In an effort to provide analysis of the utility of various
enrollment management strategies and graduate rates, the
Program in Higher Education is conducting research on the
status of enrollment management strategies in colleges and
universities.

We will appreciate your assistance in completing this
survey instrument regarding your particular institution.
It will take approximately 7 to 10 minutes to complete the
survey. Your participation in this survey is on voluntary
basis and your response will be treated with
confidentiality. This project has been reviewed and
approved by the UNT Committee for the Protection of Human
Subjects 940-565-3940.

The instrument has been designed and placed on the Internet
for easier evaluation. The survey can be found at this Web
address:

http://www.unt.edu/highered/enrollmentmanagement/index.html

The instrument includes 66 questions and covers 15
different sub-elements of enrollment management. Would you
please complete the instrument and return your response by
pressing the submit button? You may add your personal
comments at the end of each section.

I want to thank you in advance for your cooperation. If you
have any questions regarding this request, please feel free
to contact me at 940-565-2085 or by e-mail at
vac0005@unt.edu.

Regards,

Allen Clark
Research Associate
Program in Higher Education

APPENDIX C

THIRD REQUEST TO COMPLETE SURVEY

January 17, 1999

«Title» «FirstName» «LastName»
«JobTitle»
«Company»
«Address1» «Address2»
«City», «State» «PostalCode»

«Title» «LastName»,

In an effort to provide analysis of the utility of various enrollment management strategies and graduate rates, the Program in Higher Education is conducting research on the status of enrollment management strategies in colleges and universities.

We will appreciate your assistance in completing this survey instrument regarding your particular institution. It will take approximately 7 to 10 minutes to complete the survey. Your participation in this survey is on voluntary basis and your response will be treated with confidentiality. This project has been reviewed and approved by the UNT Committee for the Protection of Human Subjects 940-565-3940.

The instrument has been designed and placed on the Internet for easier evaluation. The survey can be found at this Web address:

http://www.unt.edu/highered/enrollmentmanagement/index.html

The instrument includes 66 questions and covers 15 different sub-elements of enrollment management. Would you please complete the instrument and return your response by pressing the submit button? You may add your personal comments at the end of each section.

I want to thank you in advance for your cooperation. If you have any questions regarding this request, please feel free to contact me at 940-565-2085 or by e-mail at vac0005@unt.edu.

Regards,

Allen Clark
Research Associate
Program in Higher Education

APPENDIX D

INSTRUMENT

Enrollment Management Survey

Enrollment management strategies and graduation rates are of great interest at many colleges and universities. This survey seeks to describe enrollment management practices in colleges and universities in the United States.

You can contribute to this description of enrollment management practices by completing this survey.

Your name and institution are requested so you may be contacted if there is a need to clarify information that you report. Your response will be treated confidentially. Results will be reported only in summary form and no institution will be identified by name.

It should take approximately 7 to 10 minutes to complete this survey. Please feel free to add additional comments in the areas designated at the end of each section.

Thank you,
Allen Clark
University of North Texas
Program in Higher Education
940-565-3490

Name:

Title:

Institution:

E-mail address:

Note: After reviewing various options it was deemed that simple "yes" and "no" responses would best serve the purpose of this survey. However, "no" should not be interpreted as meaning "absolutely nothing" is practiced in a given area, but that "none or relatively little" is practiced in the area. Similarly, "yes' should mean that "some definite efforts" are being practiced.

Institutional Characteristics:

1. Has your institution established an enrollment management plan?
  No If "no" go to question 2.

  Yes-Were faculty involved in the development of the enrollment management program?
Yes no

2. Has your institution developed a method by which the personal and academic needs of students who plan to leave your school are identified?
Yes No

3. Do your senior administrators meet on a regular basis to discuss student enrollment?
Yes No

4. Has your institution hired a consultant to assist in establishing an enrollment management plan?
Yes No

5. Do you have a reporting system that allows faculty to provide ideas related to enrollment management?
Yes No

6.Does your institution have a plan that matches student academic needs with the institution's programs in an effort to improve enrollment management activities?
Yes No

Comments:

Admissions:
7.Has your admissions director developed a profile of the type of student who will be successful at your institution?
Yes No

8.Does your admissions office have a data retrieval system equipped with a flow model for initial inquiries? Yes No

9.Do new admissions officers receive training in market research?
Yes   No

10.Do new admissions officers receive training in financial aid?
Yes No

11.Do new admissions officers receive training in academic counseling?
Yes No

12.Does your admissions office offer telecounseling with potential students?
Yes No

Comments:

Financial Aid:
13.Do you annually update your financial aid policy to meet the changing needs of students?
Yes No

14.Does financial aid produce an annual report of amounts and types of aid awarded?
Yes No

15.Does your financial aid director document the relationship between type of aid and persistence at your institution?
Yes No

16.Does your institution offer full-time or part-time work for students?
Yes No

17.Does your institution offer child care for students? Yes No

18.Has your institution decreased the number of full scholarships?
Yes No

19.Do your financial aid officers provide a written plan that documents future financial obligations to potential students?
Yes No

20.Does your institution participate in tuition discounting?
Yes No

21.Does your institution offer forgivable loans?
Yes No

Comments:

Orientation:
22.Does your orientation program provide information to students about norms and culture of the campus?
Yes No

23.Do you offer separate orientation programs for adults, international, minority and transfer students? Yes No

24.Do you offer a campus visitation program to potential students?
visit a career planning and placement office?
Yes No

25.Does your orientation program provide for student participation though out the first semester of college? Yes No

26.Does your orientation program include a convocations? Yes No

Comments:

Academic Advising:

27.Do faculty receive training in academic advising?
Yes No

28.During academic advisement are students required to develop academic goals?
Yes No

29.Are academic advisors required to develop advisement profiles?
Yes No

30.Are academic advisors required to determine tutoring and educational needs?
Yes No

31.Are academic advisers trained personal, academic, and career counseling?
Yes No
Comments:

Campus Activities:
32.Are campus rituals, traditions, and symbols included in your campus activities?
Yes No

33.Do you offer activities in the residence halls?
Yes No

Comments:

Career Planning:
34.Do you encourage all undecided students to visit a career planning and placement office?
Yes No

35.Does your career planning office help students understand the importance of their degrees?
Yes No

36.Do you have a program that encourages undecided students to partake in career counseling and job placement work shops?
Yes No

37.Does your career counseling center utilize faculty for assistance in career planning of students? Yes No

38.Does the career planning office offer job interviews on campus for placement?
Yes No

Comments:

Learning Assistance Program:
39.Does your campus have an on campus learning assistance center?
Yes No

40.Does your learning assistance center track the success of the academically under-prepared?
Yes No

41.Do you have a method by which faculty refer students to the learning assistance center?
Yes No

42.Does the learning assistance center offer supplemental instruction?
Yes No

43.Does the learning assistance center offer a freshmen seminar?
Yes No

44.Does your learning assistance center offer learning communities or block scheduling?
Yes No

Institutional Research:
45.Does institutional research track the success of enrollment management practices?
Yes No

46.Does institutional research determine why students fail to matriculate?
Yes No

47.Does institutional research track student needs for academic programming?
Yes No

48.Does institutional research identify students who are likely to leave your institution?
Yes No

49.Does institutional research track faculty participation in enrollment management at your institution?
Yes No

Comments:

Faculty Development:
50.Do you offer faculty development in enrollment management?
Yes No

51.Do you have a mentoring program that allows faculty to participate?
Yes No

Comments:

Strategic Planning:
52.Do you have a strategic plan that addresses enrollment management?
Yes No

53.Does your plan establish an enrollment management division?
Yes No

54.Do you have an enrollment management committee?
Yes No

55.Is there one administrator with responsibility for enrollment management?
Yes No

56.Does your enrollment manager assess enrollment management programs to evaluate and continue or eliminate?
Yes No

57.Does your enrollment manager meet with each dean each semester?
Yes No

Comments:

Marketing:
58.Do you have a strategic marketing plan for enrollment management?
Yes No

59.Do you have separate marketing plans for different affinity groups, such as, graduates, adults, part-time, and transfer students?
Yes No

60.Is there a method that allows the president to participate in the development of the marketing plan?
Yes No

Comments:

Retention:
61.Do you have a method of documenting why students leave the institution?
Yes No

62.Do you document why students chose to stay at your institution? Yes No 63.Are students encouraged to stay at the institution for a week to visit classes before they enroll? Yes No 64.Do you report absenteeism to the dean of students? Yes No 65.Do you have a requirement for deans to offer letters of encouragement to students on academic probation? Yes No 66.Has your institution collected data to develop a retention program? Yes No Comments:	

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