

EXPLORATION OF FACULTY AND ADMINISTRATORS' PERCEPTION
OF
THE EXISTENCE, EFFECTIVENESS AND IMPORTANCE OF
ENROLLMENT MANAGEMENT COMPONENTS
AT A HISTORICALLY BLACK COLLEGE
AND UNIVERSITY

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ABSTRACT

Enrollment management structures, models, and activities have been embraced by many colleges and universities as an institutional practice. Some institutions, however, experience challenges to implementation because of a lack of human and financial resources, campus understanding and awareness. For minority serving institutions, particularly a number of Historically Black Colleges and Universities (HBCUs), this is the case. Shifts in student populations, policy, internal and external challenges exist. These challenges are evident at the HBCU (called Truth University in this document) where the current study was conducted. First, leadership at the HBCU questioned whether the financial investment was worth onboarding enrollment management. Second, there has been unstable leadership which impeded the critical decision making process necessary to support enrollment management. Finally, there was a question of whether enrollment management practices were an affordable and feasible option at Truth University with low enrollment numbers and constant staff turnover. This study examined faculty and administrators' perceptions of enrollment management practices at this Historically Black College and University on the East Coast.

Purposeful sampling of a cross section of 124 faculty and administrators employed at the institution with direct and indirect influence on enrollment management was used. Data were collected on the various enrollment components including: marketing, recruitment, academic advising, career services, academic support, institutional research, orientation, and financial aid,

retention, and student services. Survey questions sought responses to the existence, effectiveness and the importance of 54 individual enrollment management components at the institution. Additional data were collected on two additional questions regarding the perceived existing enrollment management structure at the institution and the perceived enrollment management structure most important to effective enrollment management implementation at the institution.

With only a few exceptions, faculty and administrators exhibited an overall lack of awareness of enrollment management practices at Truth University. To the extent that they are aware of what practices exist at Truth, they generally feel that the activities are not effective. However, the respondents acknowledge the importance of enrollment components. Interestingly, there were few differences between the faculty and the administrators in these perceptions. The implications of these results for Truth University were discussed in light of these findings.

DEDICATION

Ultimate Glory to my Lord and Savior Jesus Christ! I began this journey almost five years ago, with trepidation, doubt and a lifetime of insecurities. You blessed me with one heck of a village! Colleagues and classmates, Michael, Amy, Sarah, Keeya and Tyree, I will cherish our time together. Michelle Benns my connect to my committee (love you). Special thanks to Dr. Rashidah Andrews, you are my Sistah! Words cannot express my gratitude and love for you. Dr. Anthony Driggers, quitting was not an option nor was an ABD. My Lincoln University village: Nikoia, Kenyatta, Dion, Kim, Dee, Tiffany Dr. Juliana Mosley. Erika Gaines...thank you for having my back. To my elders past and present, Irene Peoples (Aunt Josie); Uncle Charles and Aunt Margaret, Aunt Alvida Gonzales, I love you. Priscilla Seigler (Cill) and Barbara Bennett-Yates you were the “mom” I lost and I am forever grateful.

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CHAPTER 1

INTRODUCTION

"Institutions find their inner meaning from the leading forces which produce their present form."

-Dennis O'Brien, former president of the University of Rochester, NY (1984).

The need for postsecondary institutions to shape and forecast enrollment has been the foundation for enrollment management and planning over the last 40 years. Enrollment management has been identified as a means to secure optimal enrollment practices for colleges and universities (Hossler, 1984). Hossler and Bean (1990) also posit that a number of trends influenced enrollment in higher education: changing student demographics, rising tuition costs affecting the ability to pay; pressure from state and federal policymakers to improve retention and graduation rates, and student debt. They further point out that after decades of unparalleled enrollment growth through the late 1960s, institutions began facing declining enrollments during the 1970s and 1980s. Crockett (2012) states reliance on tuition revenue has increased while state and federal support experienced modest increases. Moreover, turnover in leadership on college campuses has presented additional challenges. These trends suggest a need for postsecondary institutions to assess institutional priorities and ways in which to implement plans to strategically admit, enroll, retain and graduate the desired student population. To accomplish this, theorists and practitioners suggest enrollment management as a possible solution (Hossler & Bean, 1990).

Wilkinson, Taylor, Peterson and Taylor (2007) state that strategic enrollment management (SEM) has become a major force in the organization and practice of higher education. Enrollment management supports the process of securing optimum enrollment through the implementation of processes, procedures and activities that support the student life cycle. This includes assessing institutional needs to determine an enrollment management structure, model, components and correlated activities that can effectively support enrollment management implementation and ultimately enrollment outcomes. Enrollment management should be viewed as a major administrative function in colleges and universities similar to that of fundraising and development (Hossler & Bean, 1990). Put another way, enrollment management is the foundation for institutional viability and sustainability.

Truth University, an historically Black College and University on the East coast, is a highly structured organization in that almost all employees operated in silos. According to campus stakeholders understanding functions and responsibilities outside of one's own was negligible. Such an organizational structure is not generally supportive of functions such as enrollment management for which collaboration is necessary. This was the context in which the present descriptive case study was situated.

Enrollment Management

A more detailed discussion of enrollment management will be provided later; however, as defined by Hossler and Bean (1990), “enrollment management is both an organizational concept as well as a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments and total net tuition revenue derived from enrolled students” (p.5). Penn (1999) suggested that functional enrollment management involves “using information database and a combination of theory and practice, provide academic deans, the president and fiscal officers with information about programs, the quality of students, demographic trends for graduates and potential students, attrition and image” (p. 4).

Enrollment management implementation is intentional and requires several critical functions to be in place to be effective. The first requirement is that there is support from campus leadership. Black (2004) suggests bold leadership that shakes the foundation of an institution’s fabric is necessary for enrollment management implementation. The second requirement is that faculty and administrators must understand enrollment management overall and must clearly grasp their role in recruiting, retaining and graduating students. Maguire, Butler and Associates (2008) state that faculty are often left out of the loop. McCormick (2017) in his article *Presidents Shared what Works*, included a quotation from Augustana’s President Steven Bahls: “administrators trying to establish their own favored programs often obtain faculty buy-in after the fact” (p.1). He furthers, “administrators experience

success when they align with the faculty at the front end” (p.1). To achieve a positive student experience both in and out of the classroom, collaboration between faculty and administrators for academic and student services is vital. When students receive both academic and non-academic support, student retention and persistence are enhanced.

Hossler and Bean (1990) demonstrate that a lack of campus collaboration has a negative impact on student retention and persistence. Additionally, institutional data are the platform for building enrollment management structures and models to recruit, retain and graduate students that best “fit” the institution’s mission and strategic plan. By broadly providing this information to all of the stakeholders, the type of collaboration necessary for institutional success can be achieved.

Historically Black Colleges and Universities (HBCUs) and Enrollment

According to Brown (2011) a paradox existed for many historically Black colleges and universities. Brown states that although enrollments increased, fiscal revenues including state and federal funding streams steadily decreased. Both factors polarized and presented threats to some institutions having to close their doors permanently.

Fiscal challenges have not prevented, however, HBCUs from making impactful contributions to American society by providing access and equity to education for economically and academically disadvantaged students. The first HBCU, Cheyney University, was founded in 1837, followed by Lincoln University (ca. 1854), and Wilberforce University (ca. 1856). At the height of

their expansion, over 200 historically Black colleges and universities dotted the North American landscape. With the current decline in enrollment in these institutions, only a little over 100 HBCUs are in existence today. Despite the critical role of HBCUs in educating African American students, these institutions are at a crossroads.

Since increasing or at least maintaining the current level of enrollment is so vital to the long-range survival of HBCUs, immediate planning for solutions is necessary. An argument can be made that achieving optimal enrollment outcomes can best be accomplished by adopting enrollment management as the framework for increasing, managing and maintaining enrollment as a means to influence the bottom line.

Institutional Cultural Construct

When considering enrollment management implementation, three institutional cultural constructs are necessary to ensure institutional survival: campus support, strategic utilization of data, and an investment of institutional campus resources. Black (2004) asserts that campus administrators considering enrollment management assume doing more (increasing recruitment; more marketing) is the answer. If operating from the “do more” theory was effective, there would be no need for enrollment management. It is clear that doing more is not necessarily the answer; instead, a possible option is to place emphasis on doing more with information, human/social and financial capital.

Informational capital or the strategic use of data to combat limited financial and human resources is one solution. Second, effective use of human

and social capital through intentional elimination of divisional silos and the old way or the “way we used to do things” is the most difficult challenge. Another critical component is strategic leveraging of financial capital and leadership cognizant of the need to invest in enrollment initiatives to generate revenue. Bontrager (2008) suggests among other activities using enrollment management to increase program quality and expand access. A final and critical component is support from campus stakeholders. Board, cabinet, leadership, faculty, administrators, staff and students are ultimately the drivers of institutional change. Added to Black’s assertion is the need to raise campus awareness and understanding of enrollment activity for faculty and administrators directly influencing enrollment outcomes.

Enrollment management is critical to institutional sustainability, and successful implementation depends on faculty and administrators’ perception of enrollment management components. Black (2008) posits that enrollment management is an open system providing enrollment managers a unique opportunity to include campus stakeholders in setting enrollment goals and related objectives as well as in the development of strategies designed to achieve identified goals and objectives. He further states that such engagement increases awareness of enrollment dynamics while fostering the mantra of interdependency, which is necessary to accomplish institution-wide buy-in and involvement in enrollment activities. A recent case study at Lehigh Carbon Community College as reported by Connelly-Welda and Heim (2011) on enrollment initiatives supports this assertion:

LCCC is a mid-sized college serving Lehigh, Carbon, and Schuylkill counties in the Northeast. Previous enrollment management efforts focused primarily on recruitment and admissions and fostered little sense of ownership by either faculty or administration. Enrollment was viewed primarily as an admissions responsibility and was not characterized by a comprehensive integrated view (e.g., of supporting students' success). LCCC President Donald Snyder charged the EM Steering Committee with developing a plan...direct participation by stakeholders...cross-departmental collaboration. The objective was to align the enrollment management plan with the institution's vision, goals and strategies, particularly as articulated in the documents "Transformations: Strategic Plan 2009-2014" [1] and "Academic Plan, January 2010." Per Massa (2001 and Wallace-Hulecki (2009), it was important to solicit the assistance of academic departments, "building shared responsibility," identifying goals and strategies for each area, improving processes and ultimately supporting student success. (p.1)

Raising institutional awareness of enrollment management through education is one way to eliminate campus departmental silos and promote campus engagement.

The setting for this study was Truth University, an historically Black, (liberal arts) college and university. Over the past five years the institution ranked in the top 25 in *US News and World Report* rankings for HBCUs. Programs include business, nursing, criminal justice and mass communication. Mirroring enrollment trends in higher education, the institution experienced steadily declining enrollments from 2010 through 2014. The year 2014 was the onset of this study with enrollments declining below 1,700. Total institutional undergraduate and graduate enrollment for fall 2016 by head count was reported at 2,092 (*retrieved from* Institutional Research Data: 2016 Fact Book, (p.8).

To address these challenges and elevate enrollment management as an institutional priority, the president charged the newly hired enrollment manager to raise campus awareness, provide campus synergy, improve morale and increase enrollment—a tall order in an environment laden with layoffs and disgruntled employees. This unique institutional context provides a backdrop for the current replicative case study. The desire for increased enrollment and the mandate to increase awareness serve as the starting point for this research. As mentioned previously, it is widely believed that the various stakeholders in an institution of higher education do not communicate well, in general, and know very little about enrollment management.

This case study solicited the responses of willing faculty and administrators indirectly or directly involved in enrollment management activities. Enrollment management components and aligning activities were the focus of the study. The research assessed faculty and administrators' understanding of the ten enrollment components as outlined by Bontrager (2004): institutional research, marketing, recruitment, orientation, career services, financial aid, retention, academic advising, academic support and student services. Do the respondents perceive that these components exist at the institution highlighted in this study? Moreover, to what extent do the faculty and administrators at the institution believe that the enrollment management components that are in place are effective? Which of these are important? Finally, which enrollment structure do faculty and administrators view as most important for enrollment management implementation at the HBCU?

Statement of the Problem

Enrollment is a vital concern for most postsecondary institutions in the United States (Hossler, 1984) but it is of special concern at tuition driven institutions challenged to increase or maintain stable enrollments. The historically Black college and university in this study is tuition-driven and experienced several years of low enrollment. Moreover, strained human and financial capital, leadership challenges, dwindling state funding presented barriers to institutions like HBCUs to implement enrollment management. Further, the HBCU in this study did not have a formal enrollment management plan nor was campus leadership cognizant of the tenets and correlating complexities of implementing enrollment management. Finally, the enrollment manager was not empowered to effectively gain campus support for enrollment management implementation, thus fostering the need to understand faculty and administrators' perception about enrollment management. This was the experience at Truth University from (2014-2017) and provided the context for this research.

Purpose of the Study

The purpose of this study was to determine the level of awareness of the existence, effectiveness and importance of enrollment management functions among faculty and administrators at Truth University. Additionally, the study was designed to ascertain how important and how effective faculty and administrators perceive these functions to be. Finally, the study sought to

determine which model or enrollment structure was perceived to be the most effective and important to implementation.

Assumptions

This case study research assumed the following:

1. The survey instrument utilized for the study was valid and reliable.
2. Survey respondents had oversight of enrollment management components in this study.
3. Survey respondents were employed at the institution at the time of the study.

Research Questions

There are four core questions for this study:

- (1) To what extent are faculty and administrators aware of the existence of enrollment management components?
- (2) What are faculty and administrators' perception of the effectiveness of enrollment management components?
- (3) What are faculty and administrators' perception of the importance of enrollment management components?
- (4) Which enrollment structure is perceived as most important for successful enrollment implementation?

Significance of the Study

Although the National Center for Education Statistics (NCES) forecasts favorable enrollment through the year 2021, challenges faced by Truth University if not addressed will negatively affect enrollment. First, the study adds to the body of enrollment management literature specifically at a historically Black college and university. Second, the study also serves as a guide for enrollment managers charged with increasing and maintaining enrollment amidst tumultuous internal and external environments specifically at an Historically Black College and University (HBCU).

Third, relevant literature on successful enrollment management implementation over the last four decades indicates that no specific enrollment model, structure or activity guarantees enrollment success. Hossler (1987) states, “enrollment management at any institution must be adapted to the organizational climate, needs, and administrative skills available at each campus” (p. 44). Finally, this study sought to identify gaps at the institution where enrollment management components receive support as well as highlight areas where improvement is necessary with a goal to ultimately increase campus awareness and elevate enrollment management components.

Critics of HBCUs fail to acknowledge that despite limited research highlighting the critical and necessary work of these institutions, HBCUs continue to meet and succeed in educating African American students. As noted by Hanna-Jones (2015) in a recent article in *New York Times Magazine* reported that “historically black colleges have always been incubators of black

leadership; in the 1990s, the last time data was collected, graduates of institutions accounted for 80 percent of the nation's black judges, 50 percent of black doctors and lawyers and 40 percent of black members of Congress". She further states, "along with Xavier, other historically black colleges like Morehouse, Howard, Hampton and Spelman are also among the top feeder schools for black medical students" (p. 1). Components for enrollment management are as basic or comprehensive as the institution.

According to the U.S. Department of Education (1996), the 103 HBCUs enroll approximately 300,000 students and employ approximately 60,000 persons. HBCUs award 28% of the Black bachelor's degrees, 16% of the Black first-professional degrees, 15% of the Black masters degrees, and 9% of the Black doctoral degrees. Notwithstanding, Vernon Jordan stated that the historically Black college remains the undergraduate home of "75 percent of all Black Ph.D.'s, 75 percent of all Black army officers, 80 percent of all Black federal judges, and 85 percent of all Black doctors. (cited in Roebuck & Murty, 1993, p. 13).

Summary

Enrollment management is suggested as the solution to address declining or unstable enrollment at institutions (Hossler & Bean, 1999). Enrollment management, according to theorists and practitioners in the field, supports the vitality and sustainability of an institution. If HBCUs consider enrollment management implementation as a possible solution, the question of their relevance becomes moot. Chapter Two will support that HBCU institutions have a niche and align with the mission to educate and provide opportunities for students in a nurturing environment with administrators and faculty that resemble the student body.

HBCUs provide a unique college experience in an environment in which students of color identify (Gasman, 2014). She furthers, these institutions walk the delicate balance of providing educational opportunities through access often to students coming from communities with strained resources and underfunded school districts. As the survival of HBCU institutions is at stake, it is critical that Truth University consider aligning with enrollment best practices in order to remain competitive and viable by ensuring consistent, stable, increased enrollments.

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION – Historically Black Colleges & Universities

To fully embrace enrollment management it must be stated that enrollment management evolved out of the field of college admissions (Croteau & Maginnis, 2005). Enrollment literature demonstrates that enrollment management models, structures, components and activities over the last four decades are most successful when supported by institutional leadership and collaborative environments. Managing enrollments includes all the traditional operations of an admissions office, but many other activities as well (Hossler, 1984). Much of the literature also suggests that financial and human capital investment is vital components to optimal enrollment success.

The literature overall is divided by the enrollment management structure and model or enrollment components and subsequent activities. For example, one enrollment component is recruitment; subsequent activities include high school visits, community events or college fairs, the purchase of names, or targeted marketing opportunities. Despite literature highlighting various enrollment case studies, very few cases list historically Black colleges and universities. Does enrollment management only work at selective institutions with capital funding to invest? Are HBCUs yet again excluded in a higher education “best practice” as a result?

Out of the large body of enrollment literature, Black (2014) in his white paper, *The HBCU Enrollment Context* provides an analysis of enrollment trends at

HBCU institutions over four years and outlines the challenges as well as the contributions of these institutions. Black's report provides foundational insights that can be leveraged by HBCU leaders to focus on their respective campuses designed to generate institutionally tailored solutions and strategies (Black, 2014). Historically Black colleges and universities are the least studied yet are among the most commented about institutions in the academic literature (Browne & Freeman, 2004). Additionally, critics question how the enrollment enterprise impacts institutional mission and vision (Kraatz, Ventresca & Deng, 2010) and access barriers for postsecondary institutions servicing underserved populations (Hossler, 2004). Faculty and administrators are critical to any enrollment operation as they influence enrollment components. An examination of enrollment management implementation at an HBCU, including its model, structure, components and activity would expand the literature.

The conceptual framework for this study focuses on faculty and administrators' perception of ten enrollment components and the existence, effectiveness and importance of these components. The ten components include: institutional research, marketing, recruitment, financial aid, orientation, academic advising, academic support, career planning, retention, and student services. Further, the research explores various enrollment models which include *committee, coordinator, matrix, and division* and seeks to understand which of these models is viewed as being the best fit for the institution. .

The literature review presents HBCU history, importance of faculty, administrators, and students as well as the contributions and relevance of

historically Black colleges and universities. Also, the study provides context and background for strategies for successful enrollment management or strategic enrollment management in today's higher education environment. Finally, an examination of the role of the enrollment manager is included, including the strength, support, stability and enrollment management awareness and education necessary from institutional leadership including faculty and administrators to effectively support enrollment management implementation.

HBCU History and Context

Historically Black colleges and universities predated the 1964 passage of Title VI of the Civil Rights Act, prohibiting discrimination on the basis of race, color or national origin for federally assisted programs and activities (Hendricksen, 1991; Williams, 1998). Understanding Black colleges requires that one acknowledge their historic foundation and roots (Brown, 1999; Brown, Donahoo & Bertrand, 2001; Browning & Williams, 1978; Davis, 1998; Drewry & Doermann, 2001; Roebuck & Murty, 1993). Pre-Civil War Blacks were restricted from receiving educational opportunities particularly in the south (Brown, 2011). The American Missionary Association (AMA) began educating former slaves (Browning & Williams, 1978). Through liberal philanthropic measures "training" institutions were founded by missionaries with an aim to educate former slaves and their progeny (Brown, 2011). Moreover, Black churches and community organizations began funding and establishing Black colleges (Brown, 1999; Brown & Freeman, 2004).

The Higher Education Act of 1965, as amended, defines historically Black colleges and universities (commonly referred to as HBCUs) as any accredited institution of higher education founded prior to 1964 with a fundamental mission to educate Black Americans (Brown, Donahoo & Bertrand, 2001, Garibaldi, 1984; Roebuck & Murty, 1993; Williams, 1988). HBCUs vary in size, scope and designation. “One commonality across HBCUs is their history as the primary providers of postsecondary education for Black Americans in a social environment of racial discrimination” (Brown, 2011, p, 5).

Ongoing debate, friendly banter and outright rivalry among the first three established historically Black colleges in the 1800s still exists. To date, Cheyney University and Lincoln University in the Commonwealth of Pennsylvania boast of being the “first” HBCU. In essence, three HBCUs claim to be the nation’s first HBCU: Cheyney State, Lincoln and Wilberforce Universities (Brown, 2011). The dates typically assigned to their founding are: Cheyney State University (ca. 1837); Lincoln (ca. 1854), and Wilberforce (ca. 1856).

Cheyney began as a preparatory school offering no college courses until 1900s. Lincoln and Wilberforce provided courses. Lincoln University was chartered in 1854, but opened in 1856. Wilberforce incorporated and opened in 1856. Cheyney and Lincoln Universities were both lead by White presidents, administrators, faculty and boards for many years. Historically, Wilberforce is the oldest black-controlled HBCU in the nation (Brown, 2011).

At the height of their expansion, over 200 Historically Black Colleges and Universities peppered the North American landscape. Today, the 103 remaining institutions predominantly dot the east coast to include Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia and West Virginia. Other states include Michigan, District of Columbia, and U.S. territories (Brown, 1999). A testament to their resilience, HBCUs continue to provide unique educational experiences to students of color despite reduced enrollment, fiscal and leadership challenges.

Contributions

HBCUs have made impactful contributions to American society by providing access and equity in education for underserved student populations. The Postsecondary Policy Institute (2015) reports that while HBCUs are connected in mission and history, there is diversity within the sector with regard to institution type: 87% (four-year); 51% (public); 17% (land grant); 10% (research); 23% (master's institutions); 48% (baccalaureate universities); 4% (seminaries); and 2% (medical schools) enrolling over 300,000 students. This creates a situation where legislators and media pundits raise questions about their validity despite reports that many HBCUs are outperforming their predominately White institution (PWI) peers (Black, 2014).

HBCUs have successfully produced African American leaders graduating CEOs, engineers, professors at non-HBCUs, doctors, lawyers, and judges. Redd (1998) states that despite federal and state discriminatory funding, and other challenges, some HBCUs have continuously achieved institutional and student success. This list of accomplishments demonstrates that HBCUs play a critical role in educating African American students. Mirroring the enrollment challenges faced by all institutions over the last four decades, some HBCUs facing enrollment crisis now recognize the need to identify, shape and forecast enrollment outcomes.

Despite HBCU history and notable successes, HBCUs are at a crossroad. Depressed enrollments threaten the survival of many institutions of higher education, yet the impact of this depression is more keenly felt by HBCUs. Since increasing or at least maintaining the current level of enrollment is so critical to the long-range vitality of these institutions, immediate solutions are necessary. Best practices for enrollment management espoused by enrollment management theorists suggest adopting enrollment management as institutional practice. The construct undergirding the need for enrollment management to be used as roadmap to align or surpass its competitors is necessary. Truth University, mirroring other minority serving institutions, provides a unique educational experience for students inside and outside of the classroom. The question becomes how to implement enrollment management without losing the “thing” that support HBCU and black student success.

Scholarship focusing on the success and challenges of historically Black colleges and Universities is critical to sharing the HBCU story. Brown and Freeman (2002) suggest that HBCUs begin “sharing and documenting historically Black colleges and universities history, contributions and contexts...historically Black colleges evince objectives, populations, philosophies, and environments which are worthy of scholarly investigation”(p,10). Brown’s (2011) article *The Declining Significance of Historically Black Colleges and Universities; Relevance, Reputation and Reality in Obamamerica* posits “it can be asserted with confidence that the world has changed and therefore so has the world of historically Black institutions of higher education”, (p.4). He furthers, “black colleges traditionally fall under the guise of complimentary or controversial assertions” (p.4).

Additionally, Gasman and Arroyo’s (2014) proposed HBCU framework touches on the accomplishments of HBCUs as well as highlighting the multi-dimensional nuances impacting these institutions and the work that still must be done. Both Brown, Gasman and Arroyo provide an understanding of the complex nature of the challenges faced by HBCUs generally and Truth University in this study specifically. Moreover, as related to enrollment management, the four phases for enrollment planning outlined in this study require human and financial capital and leadership support which are rarely synchronized. Brown, Gasman and HBCU proponents do not dismiss HBCUs accountability but suggest that HBCU institutions be measured against comparable cohorts and receive equitable support leveling the higher education playing field. Where lays the equity in

education when some postsecondary institutions educate academically prepared, affluent students, peppered with a few slightly less prepared students and others educate large numbers of underserved, under-represented, less academically prepared Pell-eligible student populations?

Enrollment management theorists posit that enrollment management touches all critical areas of the student's life cycle: access and equity, engagement, persistence, retention and graduation. HBCUs providing educational opportunities to first generation, developmental students must support students in these areas. Truth University enrolls an 80% black student body. Gasman and Arroyo (2014) suggest that Black student college success is not unique to HBCUs nor Black students solely; however, for both the institution and the students it is acute.

Researchers also note that Black college student success is directly connected to three areas: equity and access, learning and development and ultimately graduation. Black student success is ensured when access and equitable measures are implemented so that personal and social conditions related to gender, ethnic origin, and family background are not barriers to success and potential. Harper and Gasman (2008) posit that, "the recurrent struggle for racial equity is surprising given the number of policies that have been enacted to close college opportunity gaps between African Americans and their white counterparts at various junctures throughout higher education history" (p. 389). Beyond access and equity, early alert and academic support programs contribute to the development and support persistence and graduation efforts. Davis (2013) states,

“in order to increase the opportunity for student success or the expected outcome of the educational experience of attending college, an institution must develop strategies, programs, and services that help each student maximize their potential” (p.19).

The notion of “institution-centered”, posited by Gasman and Arroyo (2014), suggests shifting responsibility for Black student success to the institution. Placing the responsibility on the institution challenges the institution to consider and evaluate four key institutional items: policies, processes, practices and institutional culture. This shifts the focus from assessment of the student to an assessment of the institution. Policy collaboration between school districts and postsecondary institutions to implement programs, departments, and systems that support continuous student success is one possibility. Melissa Del Rios and Lacey Leegwater’s (2008) report for the *Institute for Higher Education Policy* Institute focused on the 2003-2007 “Building Engagement and Attainment for Minority Students” (BEAMS) project fostering campus change initiatives at more than 100 minority serving institutions (Historically Black, Hispanic and Tribal colleges and universities). Each campus committed to improving student engagement, learning persistence and success. Four Universities were highlighted in the BEAMS study: Jackson State, Kentucky State, St. Mary’s University and University of New Mexico. The results and conclusion are as follows:

The four universities highlighted in this brief illustrate a growing trend on college campuses to create better integration among student support services. The goal in these efforts is to better serve student needs and to create a more supportive campus environment, thereby increasing student satisfaction, retention, and graduation rates. Students need appropriate levels of challenge and support to get the most out of their learning experiences. While student services can provide significant support, they should not be

structured in a way that students find too challenging to use. Armed with data and supported by key constituents, these BEAMS campuses began with a plan to improve their student services and collaborated with faculty, staff, and students to prompt the campus to operate in a manner that benefits students first and foremost. (p. 3)

In each of the scenarios, planned institutional change to student support and student services resulted in student success.

Administrators and Faculty

Faculty and administrators electing to work at HBCUs often do so because they are in support of the institution's core mission. This is evident in the work produced despite the low level of pay and limited resources. "Research data indicate that faculty salaries at HBCUs remain lower than those at predominantly White institutions" (Brown, 2013, p, 9). Limited research on faculty at HBCUs exist (Johnson, 2004). Studies identify the role of faculty at Black institutions as agents of the socialization process which may also be applicable to administrators. Providing programs to support faculty (and administrators) to continue building commitment and loyalty to the institution while bonding with colleagues is necessary (Johnson, 2004). These types of programs directly relate to three of Walters' (1991) six specific goals for faculty in HBCUs: "1) role models who interpret the way in which social, political, and economic dynamics impact Black people; 2) providing college graduates with a unique competence to address issues and concerns across minority majority population; and 3) producing black graduates specialized in research, institutional training, and information dissemination for Black and other minority communities" (p, 5). Expansive literature exists on the impressive measurable

outcomes of HBCU success with transforming first generation, underprepared, underserved students entering their campuses. HBCUs provide a nurturing environment that supports their students' ability to persist and ultimately graduate. James Earl Davis (1998) wrote,

The compensatory and remediation model focuses on the role of HBCUs' effectiveness with African American students who have relatively poor high school backgrounds and college preparation. Here, much evidence exists to show that early in students' college careers, HBCUs are able to provide effective remedial instruction that enables students to persist in college, obtain degrees, and eventually form attachment to the labor market.... Second, environmental support models argue that these schools provide support so that students will become more confident, are more involved in campus activities, and are more engaged with faculty. (p.44)

“The relevance of HBCUs is cloaked in recent studies that offer new evidence of the unique ability of these institutions to distribute social capital and effectively structure environments that lead to greater achievement outcomes for their students”[i.e. equalization of future wages relative to non-HBCU graduates] (Constantine, 1994, p, 43). Expansive literature championing and challenging the success and failures of historically Black colleges and universities propels the need to acknowledge their historical significance, contributions and relevance in higher education.

Enrollment Management

While many postsecondary institutions strive to increase enrollments and degree completion for Black students, historically Black colleges and universities,

representing only 4% of U.S. colleges and universities, account for nearly 25% of Black students earning bachelor degrees (Redd, 2000). Increased enrollments require increased faculty and administrators and programs. Key to ensuring enrollment success is connecting faculty and administrators with the work required for enrollment management, a task that can be a challenge. Both administrators, faculty and campus leadership charge the admissions team to recruit and enroll academically prepared students. What happens as a result of this is that some faculty will not change their delivery mode. For example a 2016 article in *Inside HigherEd* reported that many seasoned faculty are reluctant to teach online courses. Their reluctance is in part due to lack of technical, pedagogical support from poor or underfunded colleges and universities, dogged by falling enrollment, rising tuition and unsupportable student debt. As a consequence, they lack the ability to teach to a new generation of students and to connect with their students. In these cases, attrition skyrockets and the academically prepared students do not feel challenged and transfer.

Enrollment management's evolution from policy to practice to profession (Henderson, 2001) over the last forty years is evidence of the transformation of admissions practices to a marketing enterprise. The term "enrollment management" was introduced almost forty years ago by Jack Maguire and Frank Campanella of Boston College when leadership facing an enrollment crisis in 1976 asserted that enrollment management would be the best construct to address the crisis (Bontrager, Bontrager & Ingersoll., 2012). They described enrollment management as the implementation of institutional activities to help shape and

influence student enrollment. The term enrollment management itself appeared in the literature in 1981 (Hossler et al., 2015). According to Hossler (1984), the process of retaining students was just as important as recruitment and the need to manage college enrollments.

Restructuring Boston College's enrollment planning by implementing enrollment responsibility to the entire campus and not solely to admissions was critical. Campanella's insight was that institutional synergy and the integration and relationship between academic planning and market demands would be necessary to break campus silos and unify the institution's enrollment strategy. Researchers Kemerer, Baldrige and Green (1982) explained that enrollment management is both a concept and a procedure requiring a set of activities to ensure a stable flow of students to and through the institution incorporating a collaborative approach.

In contrast, Kurtz and Scannell (2006) posit that the advent of enrollment management for postsecondary institutions was the evolution of higher education becoming a marketplace. Included in their description of the evolved marketplace model of enrollment management were concepts like strategic planning, bold leadership to challenge current institutional climate and norm, educating and gaining buy-in from faculty and administrators, the utilization of market research (enrollment data), and identification of preferred structures and selection of appropriate models.

The expansion of the industry for both practitioners and theorists has continued to evolve as the higher education landscape evolved. The volatile

higher education environment then and now is affected by internal and external factors including federal policy shifts, decreased state support and changing student demographics. Today, mirroring forty years ago, theorists and practitioners view enrollment management as the solution for institutions to better manage the student life cycle (Bontrager, 2004a; Huddleston & Rumbaugh, 1997).

Strategic enrollment management conceptually is comprehensive in that it combines enrollment management and institutional strategic planning to achieve optimal enrollment. For this study, enrollment management and strategic enrollment management are used interchangeably. Enrollment planning is not possible without data, and although (institutional) research did not report to the enrollment manager at the HBCU used in this research, the critical role that it plays to effectively impact enrollment outcomes bears mentioning. This study on enrollment management could extend to any postsecondary institution; however, this is an empirical study of enrollment components and subsequent activities at one historically Black college and university.

The importance of eliminating campus silos bears mentioning. Campus silos are often a barrier to successful implementation. Silo mentality as defined by the business dictionary is a “mindset present where the absence of collaborative exchange of information between departments within an organization exists, creating operational inefficiencies, low morale, and lack of productivity” (Forbes, 2013, p. 1). Many postsecondary institutions function in departmental and divisional silos with often-decentralized efforts when addressing

the academic and social needs of students (Ericksen & Walker, 2015). On many campuses it is not uncommon that faculty and administrators in academic and student affairs divisions are mired in campus silos focusing primarily on their responsibility and role. Effective enrollment management implementation requires the dismantling of campus silos, and the introduction of a collaborative approach for strategic allocation of time, energy, and resources to determine institutional best practices supporting student success. Unified faculty and administrators promote a unified campus climate which is the underpinning for successful implementation. Enrollment managers empowered to identify, develop and implement strategies that address and dismantle campus silos and create permanent solutions are necessary.

Enrollment Planning

Practitioners offer suggestions for enrollment planning for managers and institutions seeking direction and guidance on the structure and model. As enrollment structures and models vary it is important to utilize data to determine which enrollment planning strategy to adopt.

Pollock (2012) in *Strategic Enrollment Management: Transforming Higher Education* suggests that enrollment management implementation requires the following: receiving “buy in” from executive leadership; identifying key players and drivers; and, creating the data agenda which includes accounting for state, federal, grants and educational policies and initiatives. Enrollment management also requires defining institutional goals, establishing a vision, strategic plan, collegiality, inclusion, and most important defining student

success. Ingersoll and Ingersoll (2012) discuss preparing the campus for change. Introducing organizational change can be tricky, at an HBCU it is a daunting task as a result of an ingrained culture and strong tradition. Navigating the challenge of introducing change according to Bontrager et al. (2012) suggests creating institutional value, initiating a culture of change and areas for change management. This involves preparing administrators, faculty and staff through engagement and inclusion. They suggest motivating personnel through skills, knowledge and attitude equipping them to successfully interact with the public, co-workers, families and students. Secondly, change management involves creativity and innovation through programming policies and services currently and anticipating future change. Literature suggests that administrators and staff that work hard and have a commitment to the institution and mission should be rewarded and retained. It is also the case, however, that it is important to identifying new and potential external talent with the ability to provide innovation and creativity.

Noel-Levitz's (2012) book *Strategic Enrollment Planning: A Dynamic Collaboration* outlines the four phases of enrollment planning. The four phases include: preparation and data analysis; strategies; enrollment goals; and implementation.

Hundreiser (2012) suggests that at the onset of the process it is critical to "establish a strategic enrollment council" (p. ix). Moreover, buy-in from top administrative level leadership is also necessary to be effective. "At stake here is the quality of the educational experience an institution offers its students and in

turn, the level of its attractiveness to prospective students, faculty, and staff" (Hundreiser 2012, p. ix). The inability or reluctance of institutions to allocate the requisite resources is simply not an option.

Phase one of preparation and data analysis supports reasoning and dispels reservations about committing to a strategic enrollment planning process (Noel-Levitz, 2012). Phase two consists of strategy development including brainstorming strategies. The final aspect of Phase two is prioritizing the strategies and tactics based on effective returns on investment and other considerations. Phase three incorporates enrollment goal setting and enrollment plan finalization. This phase also suggests conducting enrollment and fiscal forecasts, finalizing a written enrollment plan and getting approval for the project. Finally, phase four is the implementation and modification phase (Noel-Levitz, 2012).

Wilkinson, Peterson, Taylor, and Machado-Taylor (2007) of the *Educational Policy Institute* published "*A Practical Guide for Strategic Enrollment Management Planning*". The article is comprehensive outlining 15 steps for enrollment management implementation. The publication lists seven chapters, each providing steps for implementation. Chapters one through three explain the planning processes of gaining institutional support, the planning committee, design, timeframes and resource commitment. Chapters four through six discuss the importance of institutional framework, philosophical underpinnings, institutional mission statement, identifying institutional strengths, weaknesses, opportunities, threats and institutional direction (where we want to

go). Also outlined is how to develop strategic vision, statement, and gaining campus consensus of the plan. Finally chapter seven provides direction on integration, budgeting, decision making and operational planning. Institutions considering enrollment management implementation would be advised to begin small as is often done through a collaboration between student service areas, and then to evolve into a full enrollment division.

Enrollment Management Implementation

Practitioners caution that enrollment planning is complex and implementation is often a long, arduous process. They further that failed attempts by institutions may be the result of poor execution of individual or collective enrollment management components. Institutions experiencing successful enrollment management outcomes are fluid organizations continuously evolving to address new challenges (Dennis, 1998; Dolence, 1996; Penn, 1999). Dolence (1990) and Penn (1999) suggest that effective implementation for enrollment management is complex and list common challenges that college and universities encounter when attempting enrollment management implementation to include: basic design flaws; predetermined ideas to dictate the outcomes of the enrollment management process (mired in negative campus culture ("we tried that before, and it didn't work")); viewing enrollment management as a quick fix (onboarding an enrollment expert); lack of or inadequate coordination; poor or inadequate decision-making processes; budget-driven decisions; lack of participation in enrollment management processes, strategies or mandates; lack of a relationship between enrollment management and academics; and campus silos.

Critics suggest that proponents of enrollment management “charged a college arms race escalating costs of technology, recruitment strategies and financial aid leveraging placed undue burdens on institutions that felt they could not afford not to jump on the SEM bandwagon” (Haycock, 2006, p. 24.). Haycock further states that invaluable resources earmarked for access often funnel into enrollment management schemes chartered by the institution’s leadership. Quirk (2005) accused enrollment managers of “borrowing the most sophisticated techniques of business strategy, installing market-driven competition at the heart of the university” (p. 14). Opponents suggest that the enrollment management agenda often holds the academy financially hostage, while Bontrager (2006) contrasts that argument by suggesting instead that “enrollment management provides the framework to drive enrollment goals by employing a detailed process that ensures the right *mix* of students to support the institution’s mission” (p. 15).

Kemerer, Baldrige and Green (1982) suggest institutions utilize data to influence their futures and eliminate possible barriers. Moreover, data will enable institutions to make realistic assessments of possible barriers and adopt enrollment activities to support success (Hossler et al., 1990).

Enrollment Management Organizational Models

Enrollment Management suggests that institutions select the model that supports the vision and mission of the institution. Black (2004) provides examples of successful enrollment management models utilized by institutions to demonstrate that there is no dominant model or best way to implement enrollment management. Further, Black establishes that enrollment plans are "institution-

specific, defined by the culture, mission, vision and enrollment objectives" (p. 14). As an example, he notes that DePaul's enrollment management evolution was structural, tactical and strategic. This "model speaks to campus integration and office alignment of functions, services, and communications along with marketing and academic program development" (p. 13). Additionally, West Shore Community College's model focused on student success to drive enrollment activity.

Many campuses address changing campus culture as the prevailing model for enrollment while others utilize the collaborative model. Enrollment management activities can serve as the driver to determine enrollment organizational models or the enrollment organizational model can drive the activity. In either case enrollment models can be implemented as a committee, coordinator, matrix or division (Huddleston & Rumbough, 1997) providing the framework for determining prerequisites for implementation and ensuing enrollment activities. Each model has advantages and disadvantages depending on the level of dedicated resources. Hossler's (1990) description of enrollment models follows:

Enrollment Management Committee

Campbell first proposed the *Marketing Committee* (1980), often referred to as the Enrollment Management Committee (Hossler, 2005). Marketing is viewed as the primary unit of the organization representing enrollment management efforts. The advantage of the marketing committee is that it requires little or no institutional restructuring and as a result receives little campus

resistance. The disadvantage is that there is limited authority and minimal investment to operate. As such, the committee mainly serves to raise institutional awareness related to marketing, recruitment, and retention. Members include admissions, financial aid, student affairs, academic affairs, and institutional advancement as the advisory arm. Such committees often lack permanence. The enrollment committee is the administrative advisory tool operating as the arm of institutional marketing and retention efforts with a focus on developing, monitoring, and evaluating institutional activity for recruitment, retention, graduation, and support of students. The committee reports to a cabinet level administrator and is often identified as a short term fix for enrollment management. The committee is relatively easy to implement, requires little or no institutional restructuring or resources and operates under the guise of raising or increasing campus awareness and understanding of recruitment and marketing (Vander Schee, 2007). The committee has limited authority and thus little campus resistance.

Enrollment Management Coordinator

Enrollment management was further developed when the Staff Coordinator concept was introduced by Fram (1975) and was later changed by Hossler and Bean (1990) to Enrollment Management Coordinator. Identified as one-step above the committee, the coordinator, usually a mid-level administrator serves as an organizer for student recruitment and retention efforts through cross-campus collaborations. The coordinator is responsible for integrating enrollment management across the campus. Again, the advantage to the coordinator model is

that there is little to no restructuring or financial investment but also limited staff authority and no direct formal authority to implement needed change in enrollment management. Implementation of this role is not challenging because it carries no real authoritative weight (Black, 2004).

Enrollment Management Matrix

The Matrix System originally coined by Kreutner and Godfrey (1980) is now known in the enrollment management literature as the Enrollment Management Matrix (Hossler, Bean, & Associates 1990). Again requiring no restructuring, the matrix model assigns the responsibility and decision-making authority to a senior level administrator to bridge the work of various areas despite reporting lines fostering a collaborative approach. This approach is typically more acceptable to campus administrators because little restructuring is required and often a mid-level administrator is assigned. Vander Schee (2016) notes the position still faces the challenge of garnering the needed support of other administrators and mid-level managers to implement change. Further, the administrator in this role has competing priorities which may directly affect implementation.

Enrollment Management Division

The division model combines the expanded or comprehensive structures mentioned earlier and requires extensive campus restructuring. It is the most complex and most difficult enrollment management model to implement and it is the most expensive model (Hossler, 1990). Identified as the most centralized

model of enrollment management coordination, the division model is led by a senior or cabinet level administrator (vice president) who reports directly to the president. Electing an enrollment management division enables the institution to address all concerns of the individual units. Successful enrollment management divisions often emerge when addressing an enrollment crisis or developed slowly over several years (Hossler, 1990). The division model combines the expanded or compressive structures mentioned earlier, requires extensive organizational restructuring but is complex and is the most difficult to implement. Institutions often move through the four organizational models developmentally, going from committee to coordinator, matrix, and emerging as a division based on enrollment success (Hossler, 2005; Jonas & Popovics, 2000).

The enrollment management structure or organizational model is the focus of several works in the field. Albright University (1986) reports that enrollment management gained full campus partnership since including “vice president” in the title. Jonas and Popovics (2000) extend the definition of the enrollment management division to the enrollment management organization, focusing on the addition of strategic planning, budgeting, and assessment to involve the entire institution to target student graduation and goal achievement. Theorists posit that no one particular enrollment model is better than another and that a particular model’s lifetime is finite (Kurz & Scannell, 2006).

Enrollment Structures

Enrollment practitioners suggest that enrollment management is not prescriptive, and enrollment structures are as varied as the institutions. Bontrager (2004a) introduced three enrollment structures to help better understand these layers of variability: basic, expanded and comprehensive. A precursor for determining a selected structure requires leadership input to establish which institutional problem/issue is the priority: enrollment (drivers of net tuition revenue); academic preparedness (retention, graduation rates); or student satisfaction (Dolence, 1998). Often the enrollment structure reports to the person with direct oversight of the selected enrollment model. Institutions struggle as to which structure and model to select.

The *basic* enrollment structure might include areas directly influencing recruitment, retention, and graduation including: admissions, financial aid, orientation, retention, enrollment research and records, and registration. The *expanded* enrollment structure has components of the basic structure but adds student support areas for pre-college programs, first-year programs, academic support programs, academic advising and career services. The *comprehensive* enrollment management structure has components of the basic and expanded structures and additional oversight for institutional research, marketing, community and alumni relations and parent programs. Practitioners suggest an examination of institutional mission and strategic objectives to determine and shape the structure. As structures vary, novice, intermediate and seasoned experts often ask “is there an ideal structure?” Kalsbeek and Hossler (2013) suggest that

no evidence exists relating to enrollment structure components as influencers of effectiveness. Reports from enrollment management practitioners share examples of successful enrollment management with significantly different organizational models and reporting structures.

Enrollment Management Components

Early enrollment literature limited enrollment management components to admissions. Later, Hossler and Bean (1990) expanded components as a means to suggest that enrollment management was not relegated to recruitment and the admissions team solely, but required integration of key student service areas to provide students with continuous movement into, through and beyond an institution. Huddleston and Rumbaugh's (1997) national study identified seven functions most frequently recognized as enrollment management components recognized by colleges and universities: institutional research and planning, marketing, admissions, registrar, financial aid, student orientation, and retention and advising.

Penn (1999) posits that enrollment management is an “organizational concept and a systematic set of activities in order to exert more influence over enrollments” (p.15). Since enrollment management is a means to guarantee a steady flow of students into, through and from the institution it is important that areas at the university impacting this process are in alignment with the enrollment management plan. Pre-implementation planning requires a review of university functions to determine which offices will report to the determined enrollment

basic, expanded or comprehensive structure. This ensures that enrollment activities are supported by offices involved as well as related services affecting enrollment efforts (Hossler, 1984). A basic structure might include the offices with oversight of marketing, recruitment, admissions, financial aid, and registrar (Penn, 1999) components. Expanded or “secondary components influencing enrollment management might include academic advising, institutional research, orientation, retention and traditional student services” (p.16). Critical to enrollment management is the implementation of structures for offices with oversight of the various enrollment components. The introduction of enrollment management to poise the institution for enrollment planning and implementation begins with identifying enrollment components.

The literature espouses the following components as critical to any enrollment structure and model. *Institutional Research and planning* is a primary enrollment management component (Hossler, 1996). Collaborative processes between research and planning provide invaluable information on external trends, internal challenges (strengths and weaknesses) that support attracting, enrolling, retaining and graduating students at a university. Institutional research provides direction for enrollment managers by consistently assessing and providing data on trends, marketing opportunities, and market challenges. *Marketing* experts understand the need for data relating to prospects, enrolled, retained and graduated students of the institution. Further, institutions that utilize marketing as a tool to formulate communication plans, outreach and advertising opportunities are successful. Adopting marketing concepts provides opportunities for

institutions to identify student demographics, project student demand and develop enrollment and retention plans Huddleston (2003). “Marketing deals with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place” (Krachenberg, 1972, p. 380); 3).

Recruitment/Admissions components are a part of the enrollment management organization's activities (Bontrager & Hossler, 2015). Recruitment connects students, parents, and counselors with institutions, followed by a series of strategic, continuous outreach efforts and campus activities to continue to nurture the relationship between the university and the student (Hossler & Kalsbeek, 2009).

Admissions personnel function as the sales and marketing arm of the university initiating a partnership between the prospective student and the institution. Complexities of the recruitment and admissions process require the admissions team to have a working knowledge and a robust vocabulary and understanding of the institution’s academic programs, branding, mission, and demonstrated counseling skills. Ultimately, recruitment and admissions are pivotal to future enrollment and institutional viability (DeHaemers & Sandlin, 2012). Huddleston (1984) asserts “admissions managers are concerned with enrollment numbers as it pertains to attracting and enrolling new as well as retaining continuing students” (p. 6).

Next, *Financial Aid as stated by* Hossler (2000) has moved from being one of ten enrollment management components to being *the* key enrollment component. As reported by The Higher Education Research Institute the amount and type of aid received by a student heavily influence college selection, and 48% of students surveyed stated that the financial aid awards are "a very important" factor in their decision. Financial aid provides funding to students to assist with the cost of education. Fuller (2014) states "Financial aid in the United States owes its beginnings to European models, with local and philanthropic roots. Financial aid in the U.S. evolved from local citizen-led charity- to moderate government oversight-to strong federal oversight" (p. 63). For practitioners seeking historical context, the following financial aid timeline provides insight on the sometimes complex and often competing purposes of financial aid.

Depending on family income and household size, financial aid funding awarded to students via federal funding streams is known as Title IV. Federal assistance from Title IV requires completion of the Free Application for Federal Student Aid (FAFSA). Title IV monies consist of federal Pell Grants, federal supplemental educational opportunity grants (SEOG), federal Perkins loans, or federal direct "subsidized" (interest-free while in school) loans or unsubsidized (interest bearing) loans. Additionally, many colleges and universities utilize FAFSA information to award institutional need or merit-based scholarships and grants in addition to standardized test scores and grades. Federal, state and institutional policies heavily impact enrollment components at an institution and the context in which the institution operates is just as important (i.e. state

subsidies, private, public, for profit). According to Gross (2015) “federal loan policies, such as the recent shift to a three-year period for calculating cohort default rate, may have a more pronounced impact on enrollment components and activities of historically black colleges and universities, community colleges and proprietary institutions”(p. 196).

Competition, limited resources, and public scrutiny of tuition and fee levels now characterize the higher education environment (Birnbaum & Serna, 2015). Further, the complexities of creating tuition, fees and aid policies that affect the bottom line while enrolling students who are a “fit” for the institution is part of enrollment management planning (2015). Financial aid at any institution has many purposes. Financial aid practitioners and policy watch groups oppose the use of financial aid as a leveraging tool to influence enrollments. Hossler (2000) states that critics tend to focus on federal and state policies and programs created because of State Student Incentive Programs to provide student access to low and moderate-income families’ access during the 1960s and 1970s. Today, the landscape for postsecondary institutions is far-reaching. According to Hossler (2000), “aid programs has always been broader than access and equity including rewarding past service to the nation, stimulating more students majoring in areas where there are labor shortages, remedying past injustices, and enhancing the stability of colleges and universities” (p. 80).

Black (2004) identifies strategic leveraging of financial aid to include differential pricing, tuition payment plans, tuition freezes, preferential packaging, merit awards, and frontloading. For mission-driven HBCUs, smaller endowments,

state funding crisis and enrolling low-income families of which more than 90 percent are heavily dependent on Title IV federal loans pose challenges for these institutions.

Moreover, external forces often at the federal level threaten the institution's ability to remain viable even when there is a cautious implementation of accountable strategic leveraging of institutional aid. One example is the recent tightening of credit history standards for the Parent Loans for Undergraduate Students (PLUS) program by the U.S. Department of Education (DOE). Tightening credit criteria for parents affected loans disbursed during 2012-13. Two higher education research firms, the Mid-Atlantic HBCU College Completion Research Alliance and the Regional Education Alliance Laboratory (REL) wanted to answer questions on the impact of changes in PLUS participation at HBCUs when credit standards were more stringent.

Johnson, Brunch, and Gill (2015) collected data from IPEDS and Title IV (2014) and identified financial aid and enrollment changes between 2011-2012 and 2012-2013. The research indicated that stringent PLUS criteria caused significant declines in enrollment at HBCUs more than other institutions in 2012-2013. Further, the funding was not replaceable by other types of federal financial aid, linking the larger decline to stringent PLUS criteria and recipients at HBCUs. Nationwide, enrollment decreased more for African American students than for students of other races/ethnicities with HBCU first year students being influenced the most.

Clear, effective communication to students about institutional costs, programs, and scholarships is necessary. The enrollment-consulting firm of Ruffalo-Noel Levitz (2015) conducts an annual national survey of first-time freshman and parents entering postsecondary institutions to assess student expectations. College cost and financial aid were among the list of top items. The study revealed three key areas of financial aid that relate to enrollment: college cost and financial aid; clear, effective communication; and efficient and timely awarding practices. Effective and transparent communication about college costs is critical.

The next component-*Orientation* - is “any effort to help freshman make the transition from their pre-college environment to the collegiate environment and enhance their success” (Upcraft & Gardner, 1989, p. 82). Orientation serves as an early contact program to transition and integrate students to the institution. Many orientation programs fail to connect students with key personnel that can assist with critical factors to support their transition. Huddleston (2000) states, “[w]ithin an enrollment management framework, orientation aims to strengthen student transition and retention” (p. 69). An effective orientation program offers sessions that provide students with information about “factors in their own background and in their environment which affect their dropout changes - where they live, whether they hold a job, whether they marry, and so forth”, (Astin,1975, p. 152 in Seidman, 2012).

Depending on the scope of the institution's orientation program (basic or comprehensive), it is important that the orientation program provides families

with a realistic snapshot of college life, expectations, and challenges. The program should also include components that often are barriers to student transition. These barriers are unique to the institution and can be identified by current students. Examples of barriers may include financial aid, billing, student services, housing, advising, campus activities, placement testing and registration.

Academic Advising is an important enrollment component impacting enrollment management directly connecting student an advisor, faculty, or administrator often serving as a mentor to support persistence and graduation. Advising provides a roadmap to help students navigate institutional processes and policies as well providing assistance on several levels. Initially, when a student enrolls the academic advisor plays a key role in connecting the student and the university. Knowledgeable advisors build a bond and trust with students to help them navigate academic and student services. Throughout the years researchers have connected student success and advising. In fact for first generation students advising is most impactful as it promotes student relationship management. Ruffalo-Noel Levitz (2016) reported that institutions that effectively advise students have more students who stay enrolled and persist to graduation. The report also notes that according to Bryant, Bodfish and Stever (2015) increased alumni contributions are connected to student satisfaction with advising. For a good number of students entering college undecided about a major, change their major or decide to pursue liberal studies, advising is especially important for student success and retention. Tinto states (2012) “the inability to obtain needed advice during the first year or at the point of changing majors undermine

motivation and increase the likelihood of departure and adversely impacts degree completion” (p.256).

Beyond attracting, recruiting and admitting students is student *retention aligned with student support services*. This enrollment component is on the radar of state and policy legislators. Federal policy shifts for institutional accountability include addressing retention initiatives to support student progression towards graduation. President Obama’s (2009) first budget proposal included a five-year \$2.5 billion *Access and Completion Incentive Fund* to assist low-income students’ completion rates. Additionally, several initiatives to support this agenda are the Bill and Melinda Gates Foundation with a goal to double the number of low-income students enrolled at postsecondary institutions by age twenty-six. Moreover, the Lumina Foundation set a new vision to achieve high-quality degrees and credentials from 39% by to 55% by 2025 (Lee et al., 2011; Shapiro & Dunder, 2015). Expansive literature on retention exists; in fact, over 1,700 retention references are available on the Center for the Study of College Student Retention website Morrison & Silverman (2012). Berger and Lyons (2005) state that despite colleges existing since the 1600s most retention studies were conducted over the last five decades. Retention begins at the point of enrollment with the student’s connection to the institution and often aligns with first-year experience, sophomore experience or student support services. Retention requires an institution to implement policies aimed to ensure student progression through the institution supported by key student areas undergirding the process. Conceptually, the academic advising, student support services and retention

partnership, if successful, supports and influences student persistence. Tinto (1999) states as "students learn more and see themselves as more academically and socially engaged; their persistence is enhanced" (p. 7). There are other items influencing retention as studied, researched and discussed. Four items surfaced that are important to address retention when implementing enrollment management: students, campus, educational role and responsibility, policy and intervention (Berger, Ramirez & Lyons, 2012). From a student-centered perspective retention is about the student. As student diversity at postsecondary institutions has increased, colleges responding to these changes and applying institutional policies to measure and track student success even if the student enrolls at another institution lies with the enrollment manager. Rethinking retention practices and programs promotes sustainability. Hossler (1984, 2011) states that much of the research on student retention focuses on the characteristics of those who drop out before graduation; however, tracking attrition to address retention issues may identify why students leave, presenting opportunities to develop programs that support retention which benefits the institution *and* most important, the student.

Career planning is a partner to student persistence and enrollment outcomes. Research supports engaging students through implementation of career assessment opportunities, and collaborating with academic advising to explore and plan careers. Additionally, career assessment and exploration promotes retention. Career services provide students with an opportunity to gain clarity on academic and career goals by providing feedback, and developing individualized

goals through exercises. Critical to the process is helping the students identify strengths, weaknesses, opportunities and threats as they explore and develop communication, professional and personal skills. According to Keeling and Associates (2013) it is important to prepare students and provide transferable skills and competencies. They further that it is important to provide students with options post-graduation. Transferable skills that align with as student's career objective(s) is one model for consideration.

Enrollment Manager

As enrollment management is used to describe well planned activities to influence enrollment outcomes, the enrollment manager's role is to develop the strategies and competitive edge to market and recruit students. Penn's (1999) advice to a novice enrollment manager is to gain commitment and financial resources from institutional leadership for major institutional change. Institutional commitment from faculty and administrators directly influence enrollment management systems, especially systems requiring structural changes. Enrollment managers collaborating with institutional leadership, faculty and administrators are the drivers for institutional changes.

The enrollment manager drives enrollment activities. The primary responsibility aligning with the institutional mission is to ensure sufficient and relevant: academic programs; delivery methods; student experiences; pricing and recruiting; and awarding strategies that will attract the desired mix of students needed to meet the institution's budgetary and enrollment goals. Cross-campus engagement and shared governance promoting a culture of institutional vitality

through centered approaches which encourages colleagues to think beyond their own departments and programs is critical to successful implementation. Hossler, Bean and Associates (1990) state:

In a utopian world all goals and value systems could coincide. In the real world, enrollment managers must deal with the values of the most powerful stakeholders in the organizations values that ultimately shape their work environments. Power, therefore, also affects the planning of enrollment management systems. Put simply, power is the ability affect outcomes. Enrollment managers with power have a lot of control over the characteristics and numbers of students enrolled at an institution and the processes used to attract and retain students. (p. 26)

The relationship between the enrollment manager and faculty depends on a number of factors. Since faculty are critical to enrollment management it is important that the enrollment manager is adept at managing the relationship. As faculty operate autonomously it is unlikely that they will respond to any directive from an enrollment manager (Hossler, Bean & Associates, 1990). The role of the enrollment manager in this instance might be to raise faculty awareness through information and education. An advantage of enrollment management reporting to academic affairs is the opportunity to attend faculty meetings, sit on academic committees and provide faculty with the “whys” of why their support is critical to enrollment operations.

Strategic enrollment managers understand that data are needed to begin tracking any cohort of new and transfer students, trends, assumptions and types. Enrollment managers understand key performance indicators, return on investment, the importance of data and data mining as well as each enrollment component and the subsequent enrollment activities. Enrollment managers come

from a variety of backgrounds including marketing, areas of research, education, counseling, law and communication.

Summary

The review of the literature provided the history and contributions of historically Black colleges and universities. HBCUs emerged to educate Blacks. Cheyney University (1837), Lincoln University (1854) and Wilberforce (1856) each lay claim to being the first HBCU; however, Wilberforce was the first Black led institution as Cheyney and Lincoln were led by white administrators.

Literature suggests that these institutions have made great strides providing educational opportunities for Black students (Redd, 1998). Moreover, HBCUs are successful in educating and preparing black students for careers or graduate and terminal degrees through environments fostering social capital. Like all postsecondary institutions HBCUs must navigate the rocky terrain of student enrollment, faculty and administrator development, and stable institutional leadership; all critical to institutional stability and survival.

In addition, the review presented enrollment management history and explored enrollment management models, structures and components. Enrollment management is about determining which basic, expanded or comprehensive structure to apply to one or more of the ten enrollment components: marketing, research, recruitment, financial aid, academic advising, orientation, academic support, student support services, career planning and retention will report. Also, determining the enrollment committee, coordinator, matrix or division model is a fit for the institution.

Critical to enrollment management implementation is the role of the enrollment manager, support from campus leadership, faculty and administrators' awareness and perceptions to effectively support enrollment management implementation. If empowered, the enrollment manager drives all enrollment activity understanding that navigating campus relationships and engaging on and off campus stakeholders is key. The enrollment manager must be adept at marketing, data and analysis, communication and management. Enrollment experts provide enrollment planning strategies to assist institutions with implementation. Context and background was provided along with strategies for successful enrollment management in a complex and challenging higher education environment. Gaps in the literature exist. Research is limited for institutions unable to make the financial investment required to implement an enrollment division. Case studies on the impact on financial aid leveraging and tuition discounting as these are critical pieces that most institutional board and cabinet members would require. Of the more than 4,000 institutions few available case studies and research on historically Black colleges and universities exist.

The upcoming chapter is informed by the literature and presents the research design, methodology, site and participants, instrumentation, data collection, instrumentation and validity employed in the current study.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to explore faculty and administrators' perception of the existence, importance and effectiveness of enrollment management components. Assessing faculty and administrators' awareness and the level of campus education and resources necessary to effectively implement enrollment management at the institution was an important focus of the research.

Framework

To frame the study, I focused on three aspects of faculty and administrators' perceptions of enrollment management components, specifically (a) *existence*, are faculty and administrators aware of the existence of the enrollment component, (b) if aware, is the component perceived as *effective*, (is it working), and (c) is the component important to enrollment management (is it necessary). The final research question asked which enrollment structure was perceived as *important* for successful enrollment management implementation.

Research Design

According to Yin (2003), case study design is defined as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (p.13). Also, Yin (2009) states that “single- and multiple-case studies are in reality but two variants of case study design” (p. 15). Given those descriptors along with Yin's (2009) assertion that case studies can include, and even be

limited to, quantitative evidence, I opted to employ this research methodology for the present study.

As a result of the complexity of enrollment management, I attempted to identify and collect data on each of the components of enrollment management and the four models and structures from faculty and administrators at the institution. Empirical case study research provides in-depth information and helps the researcher understand the case (Somekh & Lewin, 2007). In an empirical case study, external validity is not an issue since the results obtained should only apply to the case under study. Descriptive analysis will provide clarification for complex models, structures and strategies effectively examining the multifaceted nature of enrollment management at an HBCU. A case study provides a “complex, holistic picture through a narrative that takes the reader into the multiple dimension of a problem or issue and displays it in all of its complexity” (Creswell, 1998, p. 14). Further, a case study approach affords the researcher the opportunity to take a deep dive into the institution’s enrollment management activity. Yin contends that case study design “is also an investigative empirical inquiry of a contemporary phenomenon (the “case”) in depth and within the real-world context especially when the boundaries between phenomenon and context may not be clearly evident” (p. 16).

Truth University is an HBCU on the East Coast. The institution is a Liberal Arts University. The enrollment manager at Truth identified and solicited participants based on their involvement with enrollment management and their knowledge and history of the institution (Merriam, 1998). Creswell

(1998) suggests utilizing purposeful sampling when the research has limited resources, as well as research where a single case (or small number of cases) can be decisive in explaining the phenomenon of interest. Purposeful sampling was adopted for this study of key institutional leaders with oversight of departments that directly influence enrollment management components and activities was conducted.

The sample included:

Table 3.1: Institutional Respondents (Department/Division)

President	Finance	Academic Affairs	Student Affairs
Vice President for Finance	Bursar	Deans	Associate Vice President Student Affairs
Provost and Vice President - Academic Affairs	Director-Campus Facilities	Chairs	Director-Residence Life
Vice President - Student Affairs (INT)		Faculty	Dean for Students
Director of Athletics		Assistant Vice President Institutional Technology	Director-Counseling Services
Assoc. Vice President Marketing & Communications		Associate Vice President Enrollment Management	Director-Title IX Programs
		Associate Director Undergraduate Admissions	Director-International Programs
		Director Financial Aid	Director-Upward Bound
		Registrar	Director-Health Services
		Director- Honors	Director-Public Safety
		Director -Academic Advising	Director-Student Support Services
		Director-First Year Experience	Director-Student Life and Development

Truth University is one of the largest employers in the area employing approximately 443 full and part-time employees. Seventy-two percent of the employees are residents of the local community thus providing insider historical information for the study.

The survey instrument was utilized in two prior research studies. First, Abston's (2010) study examined administrators' perceptions of enrollment management practices at the comprehensive public associate's colleges in Alabama. Abston surveyed administrators from 21 comprehensive community colleges within the state of Alabama. Collected data pertained to activities related to various components under the enrollment management purview. Abston (2010) surveyed the availability, importance and effectiveness of a particular enrollment activity at each of the 21 institutions.

The study measured administrators' perceptions and the level of implementation of enrollment management practices currently used at their respective institutions (Abston, 2010). Further, the study identified the type of enrollment management model preferred by the administrators. The study measured perceptions based on the need, availability, and effectiveness of specific elements of enrollment management within the colleges.

Methodology

Addressing the research questions for the present study necessitated the selection of a quantitative approach. A survey research design was utilized for this study in accordance to similar research conducted by Abston (2010) who received

permission from Williams (2001). Williams utilized an adapted version of Fuller's (1998) questionnaire. Creswell (1998) suggests, utilizing purposeful sampling in descriptive analysis is effective in mixed methods studies in research with limited resources or research where a single case can be decisive in explaining a phenomenon. The purpose of this study was to determine the impact of enrollment management from faculty and administrator's perspective by examining their perception of the existence, effectiveness and importance of enrollment management components during a period of declining enrollment. Utilization of a survey was optimal for this study because of the access to administrators and faculty at the University. Cross-sectional survey data were collected at a single point in time. The online survey was cost-effective and provided participants the opportunity to access the instrument at their leisure.

Creswell (2009) also states that case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity or process (p. 13). Further, access to the site is critical to data collection (Creswell, 2009). I gained access through personal communication and conversations with respondents. Once I identified potential participants, an initial email containing informed consent was sent to 124 faculty and administrators on October 2016 requesting participation in the enrollment survey based on title and involvement with enrollment management. Sixty-five surveys were started and 44 were completed. Three subsequent reminder emails were disseminated during the month of November and a final "thank you" email for completed surveys was sent after the completion of each survey.

Survey Instrument

Utilizing an online survey tool Qualtrics® (Appendix B), the first electronic mail (email) was disseminated to a cross-section of 124 faculty and administrators (Appendix A) containing informed consent, outline of the study, purpose and participation criteria and a link to the survey. Subsequent dissemination of three emails over a four-week period followed. The modified survey instrument for this study was adapted from a prior study conducted by Abston in 2010 that examined administrators' perceptions of enrollment management practices at 21 comprehensive community colleges within the state of Alabama. Abston's instrument was modified and adapted from Williams (2001) study. Section one of the survey instrument collected general demographic information with regard to current title, title of supervisor and the title of the person with oversight for enrollment management at the university. Section two collected data related to the enrollment management components and subsequent enrollment activities including institutional research, marketing, recruitment, financial aid, testing and placement, orientation student services, academic support, retention, career services and academic advising.

Participants were asked questions to measure the existence, effectiveness and importance of enrollment components at the institution. The responses for the existence of enrollment management components were *Yes, No, or Don't Know*. The responses for each component and subsequent activities utilized a 4-point Likert scale of *Very Important, Somewhat*

Important, Somewhat Unimportant, and Very Important. Question three regarding effectiveness also used a 4-point Likert scale of *Very Effective, Somewhat Effective, Somewhat Ineffective, and Very Ineffective* as possible responses. The survey was reviewed by the dissertation committee prior to its dissemination and was viewed as being appropriate for the questions being asked in the research.

The last section of the survey sought responses on the perceived enrollment structure currently at the institution. Possible responses were enrollment management Committee, Coordinator, Matrix or Division. The final question also pertained to the enrollment management structure by asking the participants to evaluate the enrollment management structure that would be support successful enrollment management implementation. The modified survey is included in Appendix B.

Ethical Considerations

Finally, as the researcher, I adapted basic principles associated with ethical conduct when conducting research as outlined by Lichtman (2013).

Data Analysis

At the commencement of the survey responses administered through Qualtrics® was deactivated. The data collected were downloaded and imported into SPSS and prepared for analysis. Standard calculations of frequencies, percentages, rankings, data distributions and chi squares were used. The data are presented in the following chapter.

CHAPTER 4

FINDINGS

Chapter 4 presents the findings from the data collected for the study.

The questionnaire used in the present study was modified and adopted previously by Abston (2010), Fuller (1998) and Webber (1988). The first section displays participants' responses to demographic questions on participants' title, the title of the person to whom they report and finally, the title of the person responsible for oversight for enrollment management at Truth University. Subsequent sections presents the data collected for responses to questions on faculty and administrators of the Historically Black University to the perceived existence, effectiveness and importance of the ten enrollment components. Components included institutional research, marketing, recruitment, financial aid, orientation, academic advising, academic support, student support, career services, and retention.

Truth is a four-year, liberal arts institution on the east coast. Through analysis of the data presented and the findings the following questions were examined. First, to what extent are faculty and administrators aware of the existence of enrollment management components? Next, what are faculty and administrators' perception of the effectiveness and importance of enrollment management components? What are faculty and administrators' perception of the importance of enrollment management components? Of the four organizational structures listed, which structure closely describes the structure

utilized by your institution and finally, which enrollment structure is perceived as most important for successful enrollment implementation?

Descriptive Data on Title of Participants

Table 4.1 includes descriptive data on the 124 solicited HBCU employees identified as potential participants, the number that responded and the percentage of responses received.

Table 4.1: Title of Respondents

Title	# Selected	# Responded	% Responded
President	1	1	100
Cabinet	4	2	50
Assistant/Associate VP	3	2	67
Dean	2	2	100
Chair	15	5	33
Faculty	68	21	31
Administrators	31	20	64

Reporting Lines of Respondents

Table 4.2 includes the results of survey question 2: *indicate the title of the person to whom you directly report*. Twenty percent of the respondents reported to the Dean and 17% reported to a Vice President. Additionally, respondents indicating “other” reported to an assistant or associate vice president not listed in the options. Responses indicated that less than 10% of respondents reported directly to the President.

Table 4.2: Reporting Lines of Respondents

Position/Title	<i>f</i>	%
President	4	7.5
Provost/Vice President	8	15.1
Vice President	9	17
Dean	11	20.8
Director	7	13.2
Other (Please specify)	12	22.6
Total	51	96.2
Did not Respond	2	3.8
Total	53	100

Presented in Table 4.3 are responses to survey question 3: *Title of the person at the institution responsible for enrollment management*. More than 50% of the respondents identified the title of assistant/associate vice president for enrollment management as the person directly responsible for all enrollment management components (which is the correct response). Other responses included vice president for enrollment management and director of admissions as having direct responsibility for enrollment management.

Table 4.3: Titles of Respondents with Direct Enrollment Management Responsibilities

Title/Position	<i>f</i>	%
Vice President for Enrollment	9	17.6
Vice President for Student Affairs	2	3.9
Assistant/Associate Vice President for Enrollment	27	52.9
Director/Dean	2	3.9
Director of Admissions	9	17.6
Other- Specify	2	3.9

Awareness of the Existence of Enrollment Management Components

Presented in Tables 4.4 through 4.18 are data for the first of three key quantitative research questions to determine the level of awareness among

administrators and faculty of the existence of the ten enrollment components. Interestingly, for each of the questions 7-8 respondents provided “*Don’t know*” responses to all 54 components. This may be attributed to the respondents’ inability to provide a response because of a genuine lack of awareness or a reluctance to provide a response.

Awareness of the Existence of Marketing

Table 4.4 provides data on respondents’ awareness of the existence of the six activities under the marketing component. Generally, respondents reported that they are aware of the existence of marketing. The data demonstrate that respondents are most aware of the *institution having a mission statement* ($n=44$) but lack awareness of the existence of *administering marketing surveys* ($n=7$). Again, a “No Response” response for each of the six components is provided in the data.

Table 4.4: Respondents’ Awareness of the Existence of Marketing

Activities	Yes	No	Don’t Know	No Response
1 Administer marketing surveys	7	8	30	8
2 Use a specific media campaign	27	5	14	7
3 Have a mission statement*	44	0	2	7
4 Planned short and long-term enrollment objectives	33	2	11	7
5 Have an institutional marketing plan	20	8	19	7
6 Have a method of coordinating campus-wide marketing efforts	18	11	17	7

*Note: The activity is conducted at Truth University.

Awareness of the Existence of Recruitment

Table 4.5 provides detail regarding respondents' awareness of the existence of the nine recruitment activities at the institution. Respondents indicated a perceived awareness of recruitment components. Respondents were most aware of *Conduct visits and tours* ($n=44$); *participate in college night and fairs* ($n=41$); and *Place emphasis on recruiters making high school visits our participants are aware of the existence of campus tours and visits*. The second highest response was "don't know". Respondents provided a response of "don't know" to three components; *place emphasis on recruiting non-traditional students; database of alumni contacts for recruitment; sending communication to accepted (not yet enrolled) students*.

Table 4.5: Respondents' Awareness of the Existence of Recruitment

		<i>Yes</i>		<i>No</i>	
		<i>F</i>	<i>f</i>	<i>F</i>	<i>f</i>
1	Include faculty in recruiting process*	33	6	7	7
2	Include current students in recruiting process*	33	3	10	7
3	Participate in college nights and fairs*	41	0	5	7
4	Conduct campus visits and tours*	44	0	2	7
5	Planned short and long term enrollment objectives**	33	2	11	7
6	Database of alumni contacts for recruitment*	25	2	19	7
7	Place emphasis on recruiters making high school visits*	35	0	11	7
8	Send communication to accepted (not yet enrolled) students*	21	3	18	8
9	Place emphasis on recruiting non-traditional students	22	5	21	8

*Note: The activity is conducted at Truth University.

**Note: The activity of planned short term exists, but currently no long term enrollment objectives exist.

Awareness of the Existence of Advising

Table 4.6 provides data on respondents' awareness of the existence of the six activities under the academic advising component for enrollment management. "Yes" responses ranked highest to lowest are as follows. *Stress advising as being essential for academic success (n=34)*. *Students are advised by the same faculty advisor each time he/she registers (n=23)*. *Provide faculty with specialized training to be academic advisors (n=21)*. *Popular and effective faculty assigned as academic advisors (n=15)*. *Utilize student peer advisors for academic advising (n=9)*. *Provide faculty serving as academic advisors a reduced teaching loads (n=7)*. Based on the data *Popular and effective faculty are assigned as academic advisors* received the same number of responses (n=5) for "yes", "no" and "don't know". "No" and "don't know" responses were just as high indicating that the perceived existence of the nine components were almost equal. One component *popular and effective faculty assigned as academic advisors* received equal numbers for the three responses with the exception of the "no" response. *Faculty serving as advisors reduced teaching loads* received more "no" and "don't know" responses.

Table 4.6: Respondents' Awareness of the Existence of Academic Advising

Activities	Yes			No	Don't Know
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>F</i>
1 Popular and effective faculty are assigned as academic advisors *	15	15	15	8	
2 Students are advised by the same faculty advisor each time he/she registers	23	16	7	7	
3 Stress advising as being essential for academic success	34	5	7	7	
4 Provide faculty with specialized training to be academic advisors*	21	13	12	7	
5 Provide faculty serving as academic advisors a reduced teaching loads	7	26	13	7	
6 Utilize student peer advisors for academic advising	9	16	21	7	

*Note: The activity is conducted at Truth University.

Awareness of the Existence of Institutional Research

Table 4.7 presents data on respondents' awareness of the existence of an institutional research component. Of the two activities, respondents were most aware of the factor, *utilize institutional research data for enrollment management decision-making* ($n=39$) and "do not know" or least aware of the existence of *generating data on the institution's state-assigned service area*.

Table 4.7: Respondents' Awareness of the Existence of Institutional Research

Activities	Yes		No	Don't Know	No Response
	<i>f</i>	<i>f</i>	<i>f</i>	<i>F</i>	<i>f</i>
1 Utilize institutional research data for enrollment management decision making	39	1	6	7	
2 Generate data on the institution's state-assigned service area	12	7	27	7	

*Note: The activity is conducted at Truth University.

Awareness of the Existence of Academic Support

Table 4.8 lists the five components under academic support. The data display respondents' perceived overall awareness of the existence of each of the academic support components. "Yes" responses were consistent among all components and with frequencies of (36-39). The anomaly within the components was the existence of *utilizing faculty as tutors* for which "yes" ($n=18$), "no" ($n=12$), and "don't know" ($n=16$) responses were less.

Table 4.8: Respondents' Awareness of the Existence of Academic Support

		Yes	No	Don't Know
Activities		<i>f</i>	<i>f</i>	<i>f</i>
1	Provide academic support in math*	38	4	4
2	Provide academic support in reading*	36	4	6
3	Provide academic support programs in study skills*	39	3	4
4	Utilize faculty as tutors (mentor emphasis)*	18	12	16
5	Utilize students as tutors (peer emphasis)*	39	1	6

*Note: The activity is conducted at Truth University.

Awareness of the Existence of Career Services

Table 4.9 provides data on respondents' awareness of the existence of the six career services components for enrollment management. Awareness of the existence of three components ranked high: *conduct resume writing workshops* ($n=39$); *conduct interview skill workshops for students* ($n=36$) and; *provide assistance locating employment after graduation* ($n=33$). Awareness of the existence of the remaining three components ranked low.

Table 4.9: Respondents' Awareness of the Existence of Career Services

	Don't No			
	Yes	No	Know	Response
Activities	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
1 Conduct resume writing workshops for students*	39	4	3	8
2 Conduct interview skill workshops for students *	36	5	5	7
3 Provide assistance locating full-time employment after graduation*	33	6	7	7
4 Employment data available on campus*	14	8	24	7
5 Offer entering students credit courses on career and educational planning	13	15	17	8
6 Generate data on job placement of graduates*	12	11	23	7

*Note: The activity is conducted at Truth University.

Awareness of the Existence of Orientation

Table 4.10 provides data on respondents' awareness of the existence of the six orientation components for enrollment management. The table demonstrates overall awareness of the existence of the components. The highest number of "Yes" responses was to *include course registration as part of new student orientation* ($n=31$). Offer separate orientation for students transferring to your institution was lowest.

Table 4.10: Respondents' Awareness of the Existence of Orientation

		Yes	No	Don't Know	No Response
Activities		<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
1	Provide new student orientation for non-traditional or special populations	21	13	12	7
2	Offer new student orientation as optional	9	29	8	7
3	Include course registration as part of new student orientation	31	5	10	7
4	Offer separate orientation for students transferring to your institution	8	23	14	8
5	Offer combined orientation for new and transfer students*	28	6	12	7
6	Offer new student orientation as a one day event	26	14	6	7

*Note: The activity is conducted at Truth University.

Awareness of the Existence of Financial Aid

Table 4.11 provides data on respondents' awareness of the existence of financial aid components for enrollment management. Overall, respondents indicated an overall awareness of the existence of both components although, as before, many responded “*don't know*”.

Table 4.11: Respondents' Awareness of the Existence of Financial Aid

		Yes	No	Don't Know	No Response
Activities		<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
1	Have an established local scholarship plan	24	6	16	7
2	Provide assistance in locating part-time employment while in school**	20	14	12	7

**Note: The activity is conducted at Truth University but not through Financial Aid. This activity is handled by student services.

Awareness of the Existence of Retention

Table 4.12 provides data on respondents' awareness of the existence of retention components for enrollment management. The table shows that the responses were generally the same across all three choices. Clearly, in this case, the respondents are not very knowledgeable about this aspect of enrollment management.

Table 4.12: Respondents' Awareness of the Existence of Retention

Activities	Yes	No	Don't Know	No Response
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
1 Conduct trainings and instruct staff on their role in retention*	14	21	11	7
2 Emphasis on programs that demonstrate an institutional commitment to student retention*	15	13	17	7
3 Conduct follow-up on students who previously dropped out	5	17	24	7
4 Investigate barriers to student retention*	14	13	18	7
5 Provide student activities for day students*	18	17	11	7

*Note: The activity is conducted at Truth University.

Awareness of the Existence of Student Support Services

Table 4.13 provides data on the respondents' awareness of the existence of seven student services components for enrollment management. The data demonstrate an overall awareness of the existence of the components. Interestingly, the respondents indicate the existence of some components that actually do not exist.

Table 4.13: Respondents' Awareness of the Existence of Student Support Services

	Yes	No	Don't Know	No Responses
Activities	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
1 Provide after hour access to campus facilities	30	7	9	7
2 Provide student services for non-traditional students	21	11	14	7
3 Provide on campus child care	0	37	9	7
4 Evaluate student activities to determine their impact on students; needs and expectations	17	12	16	7
5 Provide GED testing on campus	2	20	24	7
6 Provide GED test preparation	2	19	25	7
7 Have an office of Veterans affairs	11	26	9	7

**Note: No activity listed above is currently conducted at Truth University.*

The data presented in Tables 4.4 through 4.13 demonstrate an overall lack of awareness of the existence of some of the enrollment management components. Responses of “no” and “don’t know” are the majority answers provided. The number of “don’t know” responses indicates the possibility that there is a lack of good information available, or that the respondents have reservations about providing responses.

Mean Effectiveness of Enrollment Management Components

The second major research question that this study was designed to answer concerned the perception of the effectiveness by administrators and faculty of the various components of enrollment management. Each of the sub-components of enrollment management was rated on a four-point Likert scale where 4 = very effective, 3 = somewhat effective, 2 = somewhat ineffective and 1 = very ineffective. To avoid presenting a large number of tables, components were combined and the questions for each component combined into one overall rating.

Appendix A is a presentation of the data for all of the individual questions. Table 4.14 provides a summary of the data on effectiveness.

The data presented demonstrate respondents' perception of the effectiveness of enrollment management components. Within the 10 enrollment management components, the percentages for each category are the percentage across all possible ratings. For example, there are six questions for marketing and there are 53 possible ratings for each question. The total number of possible ratings is 53×6 or 318. Since there were 23 ratings of Very Effective across the six questions, this makes the percentage 7.2. However, Table 4.15 shows most of the data and many respondents indicate that they "don't know" or left the question blank. Excluding these respondents provides 144 real ratings (that is, excluding *don't know and the missing responses*). Of the 144 ratings, 15.9% rated marketing as "very effective" (23 divided by 144). Respondents considered recruitment to be the most effective (mean of 3.08) and student services to be the least effective (mean of 1.95) component for enrollment management. Overall, responses of "don't know" were the highest and most consistent across all components.

Table 4.14: Overall Mean Effectiveness of Enrollment Management Components

Components	Very Effective	Somewhat effective	Somewhat Ineffective	Very Ineffective	Don't Know	Missing	Mean
	-4	-3	-2	-1			
Marketing	0.07	0.11	0.23	0.05	0.27	0.27	2.44
Recruitment	0.20	0.18	0.08	0.04	0.23	0.26	3.08
Advising	0.12	0.14	0.08	0.11	0.29	0.27	2.61
Career Services	0.09	0.14	0.08	0.08	0.35	0.26	2.63
Academic Support	0.14	0.23	0.13	0.05	0.18	0.27	2.87
Institutional Research	0.06	0.06	0.09	0.09	0.44	0.26	2.26
Orientation	0.12	0.12	0.10	0.14	0.26	0.27	2.70
Financial Aid	0.10	0.19	0.07	0.09	0.26	0.28	2.67
Retention	0.03	0.16	0.12	0.18	0.23	0.28	2.11
Student Services	0.02	0.10	0.10	0.17	0.31	0.29	1.95

It is evident from Table 4.14 that most of the components are rated in the “somewhat effective” to “somewhat ineffective” range. However, as mentioned above, the most common response is either “don’t know” or missing.

Mean Importance of Enrollment Management Components

Research question three for this study was designed to determine the perception of the importance of the ten enrollment components by administrators and faculty. Each of the sub-components of enrollment management was rated on a four-point Likert scale where 4 = *Very Important*, 3 = *Somewhat Important*, 2 = *Somewhat Unimportant* and 1 = *Not Important*. Consistent with analyses for effectiveness, the questions for each component were combined into one overall rating. Appendix B presents the data for all of the individual questions.

Table 4.15 presents the data to determine *participants' perception of the overall importance of enrollment management components*. In general, respondents are aware of the importance of enrollment management components as the means are generally in the 3.5 or higher range. Academic support was rated highest as being “very important” (57.4%) while student services was considered lowest in the “very important” category (31.8%). The two lowest components were Orientation and Student Services.

Table 4.15: Overall Mean Importance of Enrollment Management Components

Components	Very Important	Somewhat Important	Somewhat Unimportant	Not Important	Don't Know	Missing	Mean
	-4	-3	-2	-1			
Marketing	0.56	0.11	0.02	0	0.02	0.28	3.77
Recruitment	0.53	0.15	0.02	0.01	0.01	0.28	3.69
Advising	0.5	0.15	0.03	0.01	0.04	0.28	3.66
Career Services	0.48	0.19	0.03	0	0.03	0.28	3.63
Academic Support	0.57	0.11	0	0	0.02	0.28	3.82
Institutional Research	0.49	0.13	0.04	0.01	0.06	0.29	3.65
Orientation	0.33	0.16	0.09	0.09	0.05	0.28	3.11
Financial Aid	0.45	0.17	0.03	0.02	0.05	0.28	3.58
Retention	0.53	0.14	0.03	0	0.01	0.29	3.72
Student Services	0.32	0.14	0.06	0.06	0.06	0.28	3.26

Perceived Existing Enrollment Management Structure Faculty & Administrators Comparison

All of the data reported above were analyzed to compare the responses of administrators and faculty. Overall, only slight differences between faculty and administrators were found. Administrators were slightly more cognizant of the perceived existing enrollment structure but only six out of the 54 questions

demonstrated significance. Moreover, only one out the 108 comparisons of effectiveness and importance were significant, and neither of the comparisons on organizational structure was significant.

Research Question # 4: *Of the four organizational structures listed, which structure closely describes the structure utilized by your institution*

Table 4.16 presents responses to Question # 4 on the perceived existing enrollment structure at the institution. Respondents indicated the enrollment management division as the perceived existing structure at the institution ($n=15$), (38.5%). Enrollment management coordinator ranked second ($n=11$), (28.2%).

Table 4.16: Perceived Existing Enrollment Management Structure

Structure	Faculty	Administrators	<i>N</i>
Enrollment Management Committee	3	3	6
Enrollment Management Coordinator	3	8	11
Enrollment Management Matrix	1	6	7
Enrollment Management Division	6	9	15
No Response	9	5	14

Research Question # 5: *Of the four organizational structures listed, which structure do you perceive as most important most likely to be effective or successful at the institution?*

Respondents identified the enrollment management division as the most important and effective structure for successful implementation (45%). Noted in Table 4.17 respondents ranked the enrollment management matrix as the perceived existing structure; however, responses to effectiveness and importance ranked lower.

Table 4.17: Structure Importance

Structures	<i>n</i>	% of Sample Respondents
Enrollment Management Committee	10	25%
Enrollment Manager Coordinator	9	23%
Enrollment Management Matrix	3	8%
Enrollment Management Division	18	45%

Summary

Chapter 4 presented the data on faculty and administrators' awareness of the perceived existence, effectiveness and importance ten enrollment management components and 54 subsequent component activities. A review of the data collected at Truth University from faculty and administrators demonstrates an awareness of the existence of the ten enrollment components. Also, respondents' reported that enrollment management is important but not effective. The Enrollment Management division was ranked highest and is perceived as the existing model and the model perceived to be most effective when considering enrollment management as an institutional practice. Chapter 5 will offer a discussion of the major findings and conclusion.

CHAPTER 5

DISCUSSION, CONCLUSION and IMPLICATIONS

The purpose of this study was to examine faculty and administrators' perception of the existence, effectiveness and importance of ten enrollment management components at Truth University. These components are: institutional research, marketing, recruitment, financial aid, orientation, academic advising, academic support, student services, retention, and career services. Additionally, the study examined faculty and administrators' perception of the existing enrollment management model at Truth University and the model perceived as most important when considering enrollment management implementation. Earlier chapters introduced the statement of the problem, the significance of the study, relevant literature as the foundation of the study, and the methodology utilized for the research and analysis of the data. An invitation to faculty to participate in the study was important as they influence each enrollment component and ultimately student retention, persistence and institutional success. According to Hossler (1986) "enrollment management is not simply an administrative process, it involves the entire campus" (p.8).

Enrollment management is the process of influencing institutional success by managing and shaping the recruitment, retention and graduation of students as they move through an institution. This is accomplished by bringing together key institutional departments from both student and academic affairs divisions. As presented in the literature, successful enrollment processes must include all

institutional stakeholders understanding their role and, just as critical, understanding and appreciating the roles of others.

Key to this case study research was determining whether Truth, the historically Black college or university in this study, was poised for enrollment management implementation. Enrollment literature suggests several critical pieces necessary for implementation. First, enrollment management requires dedicated human as well as financial resources to support the infrastructure. Second, research and data collection are necessary. Third, it is important to elevate campus awareness and education to ensure all stakeholders understand their role and are accountable. These factors are discussed below for Truth University.

Discussion

Prior to the hiring of the current enrollment manager, the institution assigned enrollment management to a faculty member, a decision that proved to be unsuccessful since enrollment continued to plummet. Truth University at the time of this study had not selected an enrollment structure or model. Moreover, the literature suggests that the reason and method for onboarding enrollment management is determined by the needs or crisis experienced by the institution at and during a specific time. The literature identifies three enrollment structures: basic, expanded, and comprehensive. Although enrollment models, structures and correlating components vary, enrollment theorists suggest four enrollment models utilized in higher education: enrollment management committee, coordinator, matrix, and enrollment management division.

Based on this information it was necessary to determine faculty and administrators' perceived existence and importance of enrollment management as a collective since it is a collaborative entity. The research focused on whether faculty and administrators were familiar with enrollment management models or structures. Additionally, the research asked about the level of awareness and understanding of enrollment management components and subsequent activities by administrators and faculty at Truth University. This information was necessary to assess whether the campus was ready for enrollment management implementation.

I invited a cross section of 124 faculty and administrators employed at the institution to participate in the study. Fifty- three participants from academic and student affairs representing various campus departments provided responses to the existence, effectiveness and importance of enrollment management components and subsequent activity that fall under each component. Of the 53 respondents eight provided no response at all and were therefore eliminated from the data analysis. In addition, many respondents answered "don't know" for many of the questions, a phenomenon primarily characteristic of the faculty. The following sections of the chapter will be structured around the three major research questions.

Existence

Research Question 1: Does the University participate in the following enrollment activity as part of its current enrollment process? Eligible responses were, Yes, No, Don't Know.

Table 5.1: Ranked Perception of the Existence of Enrollment Management Components

Components	Yes %	No%	Don't Know
Academic Support	73.9	10.4	15.6
Recruitment	69.3	5.2	25.5
Marketing	59.2	13.4	24.9
Institutional Research	55.5	8.7	35.9
Career Services	53.4	17.9	28.8
Financial Aid	47.9	21.7	30.5
Orientation	44.5	22.8	23.4
Academic Advising	38.0	33.1	27.0
Retention	29.1	35.7	35.2
Student Support Services	25.9	41.1	33.1

There are several aspects of Table 5.1 that are worth noting. First, as mentioned above, approximately 30% of the respondents do not know if the activity exists at Truth University. This ranges from a low of 15.6% for academic support to a high of 35.9% for institutional research. An additional 21% indicate that the activity does not exist, ranging from a high of 41% for student support services to a low of 5.2% for recruitment. A “no” response at least exhibits an awareness that the component might exist. The “don't know” responses demonstrate either a genuine lack of awareness of the components or a reluctance to provide a response for reasons not captured in the survey.

The high percentage of acknowledgment for academic support is both understandable and positive. At Truth University, both faculty and administrators serve as academic advisors. As such, their perception of its existence reflects what they regularly do. Since under-represented students comprise the majority of the student body this function is critical. Additionally, Truth utilizes early alert programs to identify potential problems. For example, faculty report more than one absence per week. This triggers outreach to the student from the academic support department. A meeting and conversation with the student to determine the reason for missing a class or classes is addressed. Once identified, measures are established with the student and s/he then receives the necessary academic support for the remainder of the semester. However, despite the centrality of this activity, 15.6% of the respondents indicated that they “don’t know” if academic support existed and 10.4% indicated that it did not exist. Both of these are surprisingly high numbers given the pervasiveness of the activity.

Second, although academic support ranked highest, academic advising (38%), retention (29.1%) and student support services (25.9%) are ranked lowest. What does it mean that “retention” is believed to exist by less than 30% of the respondents? Two anomalies are prevalent: if faculty and administrators are advisors, how then do academic, student support and retention rank so low? This may be evidence that gaps exist within the components or possibly the current programs must be examined. If the institution cares about retention this low number, therefore, is perhaps more of a statement about the respondents’ perception of how effective (or, actually ineffective) this activity is at Truth.

Finally, worth mentioning is the ranking for financial aid (47.9%). What is striking here is the respondents' lack awareness of Truth's student population. More than 80% of the student population is Title IV eligible (Pell). Yet, 21.7% of the respondents said that financial aid did not exist; more startling is the fact that 30.5% respondents *didn't know*.

Effectiveness

Research question 2: *What are faculty and administrators' perception of the effectiveness of enrollment management components?*

To answer this question, the ratings of effectiveness which are presented in Table 4.15 were re-analyzed by summing the "Very Effective" and "Somewhat Effective" ratings. The percentages for these two ratings are presented in Table 5.2 in rank order.

Table 5.2: Ranked Perception of the Effectiveness of Enrollment Management Components

Components	%
Recruitment	38%
Academic Support	37%
Financial Aid	29%
Advising	26%
Orientation	24%
Career Services	23%
Retention	19%
Marketing	18%
Student Services	12%
Institutional Research	12%

It is evident from Table 5.2 that the ratings of effectiveness for all components are low with no component reaching 50%. The highest rated component is

“recruitment” but even this is perceived as effective by only 38% of the respondents. Moreover, as shown in Table 4.15 in Chapter 4, approximately 25.5% of the respondents reported that they “don’t know” if recruitment exists. Also the faculty and administrators do not differ in their rating of effectiveness for any of the components. Obviously, these data are markedly negative for the status of enrollment management at Truth. In general, the respondents report the existence of many of the components and provide higher rankings for some, but, in general, report that components are ineffective.

Literature suggests that enrollment components and subsequent activities serve as barometers for enrollment success. For example, institutional research to collect data is pivotal for enrollment management implementation. Data ranging from specific to general (Lingrell, 2012) enable enrollment managers to make critical decisions. Lingrell further states “data on people, programs, systems, services, competitors, market share, financials, risks and a plethora of other variables are critical” (p 158). In addition, it is important for enrollment managers to also be aware of policy changes at the institution, state and federal levels. For institutions on-boarding enrollment management Lingrell (2012) suggests starting small for institutions seeking to become more data driven. Decide what data you will need to make a decision; determine if data already exist; select one important decision and decide what data are needed; analyze and determine if existing data can be utilized; share the information and decision with university leaders; and, finally, implement the decision, assess the results and

share the results and process (p. 169). Truth University hired a Director of Institutional research to address the issue.

Recruitment at Truth University ranked highest in effectiveness (38%) and was viewed as being a highly visible enrollment component. Interestingly, planning for recruitment for each academic year occurs more than 18 months in advance (Black, 2004). Key to a successful recruitment season is the use of data and communication flow to targeted audiences. At Truth, recruitment is relational, there is an expectation from certain territories for representatives from Truth to provide visits for which on-site admissions is conducted. Additional processes include identifying and targeting students in primary, secondary and tertiary recruitment territories, determining standardized test score and grade point averages. Once recruitment schedules are solidified, the information is shared campus -wide to faculty and administrators interested in recruiting for a specific major or program. Moreover, the information is shared with the alumni association. Alumni either accompany or represent Truth at various recruitment fairs or high school visits. Additionally, the enrollment manager presented to faculty at the start of the Fall 2016 academic year educating and raising awareness of the recruitment process.

Importance

Question 3: *What are faculty and administrators' perception of the importance of enrollment management components?*

Consistent with the analysis for effectiveness, the importance ratings (Table 4.16) were re-analyzed by summing the “Very Important” and “Somewhat Important” ratings. The percentages of these ratings are presented in Table 5.3 in rank order.

Table 5.3: Ranked Perception of the Importance of Enrollment Management Components

Components	%
Academic Support	68%
Recruitment	68%
Retention	67%
Career Services	67%
Marketing	67%
Advising	65%
Institutional Research	62%
Financial Aid	62%
Orientation	49%
Student Services	46%

As shown in Table 5.3, almost all of the components of enrollment management are rated as important with only two (orientation and student services) being below the 50% point. Faculty and administrators at Truth University, aligning with enrollment literature, ranked eight of the ten enrollment components as important. With the exception of student support services (46%) and orientation (49%) components ranked over 60%.

Ranking All Components Together

The data from Tables 5.1, 5.2 and 5.3 are presented together in Table 5.4. The components are rank-ordered by existence, effectiveness and importance.

Table 5.4: Rankings of Existence, Effectiveness and Importance

Components	Existence	Effectiveness	Importance
Academic Support	73.90%	37%	68%
Recruitment	69.30%	38%	68%
Retention	29.10%	19%	67%
Career Services	53.40%	23%	67%
Marketing	59.20%	18%	67%
Advising	38.00%	26%	65%
Institutional Research	55.50%	12%	62%
Financial Aid	47.90%	29%	62%
Orientation	44.50%	24%	49%
Student Services	25.90%	12%	46%

Overall, the data in Table 5.4 appear to indicate the following: there is extreme variation among the respondents about whether the different components of enrollment management exist at Truth University. On the other hand, there is high agreement that all of the components are important and high agreement that they are all ineffective. There are some other interesting findings about the various components. First, Academic Support and Recruitment are in the first or second position for all three ratings. That is, these components are recognized to be in existence and to be important. While they are both viewed as ineffective, they are still viewed as more effective than the other components of enrollment management assessed. The ratings for Student Services are also consistent: the respondents are least aware of its existence; think it least effective; and, perceive it to be least important. The ratings for retention are also interesting: the respondents perceive it to be highly important, but do not think it exists at Truth, or, to the extent that it does exist, they perceive it to be ineffective.

Implications of the Results for Truth University

Several specific components of enrollment management are discussed below with reference to how the data reflect on these components. Suggestions about actions that Truth University could take, based on the results are also presented.

Recruitment

Faculty and administrators at Truth acknowledged the existence of recruitment activity. They also acknowledge that the activity is important to enrollment management. Finally, although the overall effectiveness rating was low (38% rated it effective), it was one of the highest rated components. Enrollment literature posits that recruitment activity should not be relegated solely to the Admissions office. Rather, recruitment should be part of a concerted campus-wide effort with a mandate from campus leadership making recruitment “*everybody’s business*”. Recruitment does not require an already strained workforce to “visit schools” but opportunities through open houses where faculty can open their classroom to prospective students and their parents is one option. Additionally, Truth might conduct an open forum with a faculty panel specific to prospective and current students to learn about profession. All of these activities build upon the awareness of, and importance given to, recruitment as shown in the answers to the survey.

Financial Aid

The use of financial aid is necessary to build and implement a successful enrollment management plan. Black (2004) states that HBCUs must be strategic as federal policy mandates may be crippling. Awarding of financial aid strategically influences enrollment. Although respondents overall ranked financial aid low and indicated its ineffectiveness, they acknowledge its importance. An opportunity to provide campus education is necessary. Financial aid at most institutions directly influences enrollment. Like most institutions faculty and administrators at Truth do not realize the depth and breadth of Title IV (federal) funds along with providing full and partial renewable academic scholarships. Additionally, beyond the first year, based on GPA any student can qualify for merit-based scholarships ranging from \$2,500 to \$5,500 each semester. Enrollment literature suggests leveraging institutional aid to students by leveraging scholarships and grants to position the institution to recruit and retain a mix of students. It is also important that the enrollment manager be aware of federal mandates and policy changes in order to support institutional sustainability.

Orientation

Cohen and Brawer (1996) state that orientation programs influence retention regardless of race, gender, major, and academic preparedness. Orientation as suggested by the literature supports student transition to the institution. Developing a comprehensive program requires addressing issues that

may serve as barriers for student assimilation. Respondents at Truth University reported the existence of orientation (.37%); however, the mean effectiveness rating was next to the lowest of all the activities. At Truth elevating orientation as a priority supports early student engagement, persistence and retention. The literature also suggests that best practices in orientation programs adopt various modes of delivery including mandated online as well as campus orientation. This requires knowledge and an understanding of the student populations at the institution. Developing a robust orientation program with various delivery modes will benefit Truth University. One method to ensure a successful program requires support from academic and student affairs. A study conducted by Cohen and Brawer (2003) found that community colleges struggled with student retention and persistence due to the inability to compete with familial environment and socio economic status beyond the walls of the college. This may hold true to some degree for institutions with large commuter populations or in urban centers. Since more than 90 percent of Truth's student population is residential it should be possible to influence student assimilation through an innovative, structured orientation program.

Advising

Although the respondents rated advising as important, only 38% indicated that it was in existence at Truth, and only 26% considered it effective. This is startling and raises questions as to why the personnel responsible for advising responded the way that they did. As mentioned previously, this is an area where a

campus-wide discussion is necessary to find out why the faculty and administrators at Truth feel the way they do.

Student Services

Receiving a low existence rating and viewed as least important and least effective, student services ranked at the bottom of the list of components. Consistent with best practices Student Services at Truth University reports to the Division of Student Affairs. However, the services provided are limited. Student satisfaction is directly related to the types of support indicated on surveys. Under the enrollment management portfolio, student services should build and sustain students' connection to the institution. The data suggest that there is considerable work to be done. Literature suggests streamlining student services to ensure student satisfaction. For Truth University, this might mean providing opportunities for students to handle various processes online as, for example, allowing new students to pay enrollment deposits online, onboarding programs to allow roommate selection, orientation opportunities, elimination of paper processes, etc.

In the enrollment management continuum, streamlining student services processes to promote a seamless student service experience is necessary. Black (2004) suggests whether institutions elect a *student-centered, student-focused, or students-first* philosophy, it is imperative that students are at the center of any enrollment process. This is accomplished by bringing key stakeholders together in one room and committing to develop practices to more efficiently service

students. “Seamless” is not intangible. At Truth University several initiatives were developed to support students electing to re-enroll into the institution. The manual process of walking the campus with a re-enrollment application to collect relevant signatures only left the student frustrated. The new process requires the student to complete the online-form, submit to the office of the Bursar who disseminates the form to the key areas for approval. Once the requisite offices respond a re-enrollment approval letter is sent to the student with next steps to complete the process. The communication contains important information on this process. Also, Truth, instituted for the first time a “New Student” webpage. The page contained a checklist of next steps for enrollment from key enrollment areas. Black (2004) states “true integration of services will not occur without reengineering the process with the students’ needs in mind” (p.9).

Retention

Hossler and Bean (1990) state that enrollment management cannot be effective without addressing retention. Despite the sizable graduation rates for African American students from HBCUs nationwide, retention, persistence and completion continue to be challenges at Truth University. It is notable that less than 30% of the respondents indicated that Truth had a retention program and only 195 considered it effective. First year retention (freshman to sophomore year) at Truth University is 76%; however, somewhere between the sophomore and senior year there is a significant drop in student retention. This could be attributed to a number of factors plaguing Truth such as available courses in a student’s major, students changing majors, shifts in advising as a priority and

students' general lack of understanding of how to navigate through the institution. The institution currently offers a first-year experience (FYE) course designated to address some of these concerns. Additionally, there are other opportunities to address retention; however, there is no academic credit component attached to the course nor is the course mandated. Moreover, government policy will begin holding institutions accountable for items connected to retention including student loan debt and gainful employment. A strategic enrollment plan would ensure that retention issues are addressed and improved.

Career Services

Mirroring most of the enrollment components, career services is perceived as important but only slightly over 50% perceive that it exists and most of the respondents view it as ineffective. Career services is one of the more critical elements that align with President Obama's 2010 proposed rule to link federal student aid to loan repayment rate and debt to earnings level for career college graduates. The proposed mandate serves to protect students from for profit predatory educational institutions and incurring insurmountable debt. Effective implementation of enrollment management takes seriously this proposed rule in collaboration with career planning to ensure that Truth University students are prepared post-graduation with career or graduate school options.

Research Question # 4: Of the four organizational structures listed, which structure do you feel is the most important and is more likely to be effective at the institution? The data relevant to this question are presented in Table 5.5.

Table 5.5: Most Important and Effective Enrollment Structure

	<i>n</i>	% of Sample Respondents
Enrollment Management Committee	10	18%
Enrollment Manager Coordinator	9	16%
Enrollment Management Matrix	3	5.6%
Enrollment Management Division	18	33%
No Response	13	24.5%

As shown in Table 5.6, respondents believe that an enrollment management division is the most important and most likely to be effective at Truth. Interestingly, 24.5% or one quarter of the respondents provided no response. This response could be the result of a lack of understanding of enrollment models or a reluctance to provide a response at this juncture.

Limitations of the Study

This case study was limited by the institutional climate (i.e. financial and leadership challenges, low staff morale and on the heels of major layoffs); culture (“we’ve done this before with no results”) and institutional silos. Additionally, the timeline for capturing the data was limited to twenty four months.

Implications for Practice and Policy

Findings from the study conducted at Truth University raises questions for the institution. Enrollment literature suggests that enrollment management implementation fosters students success and institutional stability.

Implementing enrollment management is a means to identify and support students’ wants and needs (Borus, 1995). He furthers, this is accomplished by

aligning institutional culture to implement processes and practices to address identified student wants and needs (Borus, 1995).

The HBCU has steadily increased enrollment in Fall 2016 and 2017 and by utilizing the data collected in this study, is poised for enrollment management implementation. Increased enrollment is attributed to the current political climate. Many families are entrusting their students to HBCUs as an attempt to avoid the divisiveness presented by the current administration. Additionally, the current administration may further impose mandates that challenge HBCU institutions to justify their relevance. Recently threats from the White House on possible changes to the Federal Pell Grant are on the horizon. Implications for policy and practice will require University leadership support (President and Cabinet), dismantling of silos, and educating campus stakeholders on their role and importance to enrollment management. Review of enrollment literature indicates that Truth University currently has tenets of successful enrollment management implementation as evidenced by three years of increased enrollment, *stable* leadership and improved retention and graduation rates (University Fact Book, 2016). Further, the institution working with a financial firm decreased the default rate from 23% to 15% (University Fact Book, 2016). However, continued increased campus education and awareness is critical. Aligning with enrollment literature evaluating campus policies, processes and procedures from student-centered approach will first require an institutional self-evaluation to ensure that student services and academic processes enhance the student experience at the University.

Enrollment management literature suggests that recruitment begins the relationship between the institution and students; however, retention and graduation rates are key indicators of student and institutional success. This case study of Truth University suggests tenets of enrollment management. The institution hired an enrollment manager to begin the implementation process. Moving towards implementation will require the selection of an enrollment management model and structure. Truth will need to assess current institutional policies, practices and programs as well as build a technological infrastructure to collect data necessary to move towards strategic enrollment management implementation.

Recommendations for Future Research

As a result of this case study it is recommended that the following considerations be given for future research.

Additional recommendations include:

- Increase the generalizability of this study by conducting similar research at some of the other 100 plus historically black colleges and universities. This could include finding out which of these HBCUs have developed enrollment management strategies as an institutional practice. The study could also determine financial and human resource challenges experienced when attempting implementation of enrollment management initiatives.

- Conduct a national comparative study of HBCUs and Traditionally White institutions of the same size, scope and closely ranked by U.S. News and World report to identify common or different enrollment management challenges.
- Conduct a study of HBCU Presidents to determine their perception of the existence, effectiveness and importance of enrollment management components.
- As enrollment research discusses the ten enrollment components important to implementation. A study of alumni graduating from institutions with enrollment management plans five or more years post-graduation to “test” suggestions enrollment management implementation fosters alumni giving.

Conclusion

The data collected for this study raise the question as to why there are inconsistencies in faculty and administrators’ responses to each component. This may be the result of several factors. Again, respondents were consistent in their responses to the importance of each component as well as consistent in their responses to each component’s ineffectiveness. The consistency about importance is an indication that they understand that the components are necessary *and* important. The absence of awareness may be directly related to the issue that exists at many institutions in which personnel, departments and divisions operate in silos. As mentioned throughout this study, institutions often implement changes to practices, processes and policies unbeknownst to campus

stakeholders. The end result is that many of those directly impacted by the changes are unaware as to whether the change exists and choose to operate under the old policy, practice or process. Finally, an overall uncertainty might exist campus-wide which may have directly impacted responses. As a result of these inconsistencies, it is in the best interest of the institution to employ a concentrated, strategic effort to continue to raise campus awareness and educate all stakeholders on enrollment management because the responses reflect that there is work that must be done by the institution. Evident in the responses is the need to educate faculty and administrators on the existence of enrollment management components. Also, a mandate from the President of the importance of enrollment management would be important since it would empower the enrollment manager to secure campus buy-in and input. Once accomplished, the role for the enrollment manager is to establish the importance of ensuring that each component is effective and if not, revisit the effectiveness of components through evaluation or assessment.

This study assessed faculty and administrators' perception of the existence, effectiveness and importance of enrollment management components at the institution. Enrollment literature suggests that private colleges should embrace enrollment management concepts more than public institutions. In fact, the Cost of Recruiting an Undergraduate Student by Noel-Levitz reports that private four-year colleges spent \$2,232 per student in 2016, nearly four times more than four year public institutions on student recruitment. Truth University took a basic step towards implementation of an enrollment management process

by hiring an enrollment manager. There are several initiatives pending to support enrollment management implementation.

Hossler, Bean and Associates (1990) present enrollment management as an “organizational concept that leads to a set of systematic activities whose purpose is to manage student enrollment (p5).” They further state that enrollment management is an interdependent entity requiring cross-departmental training, communication and cooperation as a means to change the delivery of services to students from inquiry through graduation. Truth University is an illustration of the challenges and successes experienced with limited resources and a rudimentary approach to enrollment management implementation. Hossler and Bean (1990) suggest that institutions place emphasis on recruitment for enrollment success which was done at Truth through hiring the enrollment manager. Second, they further state that this is only one component and is not the foundation for an enrollment management organization. Truth University at the time of this study had one permanent cabinet level vice president. All other cabinet positions were interim appointments including the president. The incoming President must be innovative. HBCUs experience the same faculty influences as their historically white institution’s counterparts. Evans et al. (2002) “contended that many of the problems on the campuses of HBCUs seem to be related to leadership” (p. 4). Stable leadership at postsecondary institutions nationwide is challenging; however, Truth’s unstable leadership adds an additional layer of complexity when attempting to garner enrollment human and financial capital.

Aligning with the recommendations outlined above and the review of the findings in this study it is determined that further research is warranted.

Expanding the body of research on HBCUs and enrollment management is important. In the current political climate a decline in state funding for higher education is requiring a need for enrollment management. Since enrollment management is not possible without successful implementation failed attempts at implementation can be costly and ultimately detrimental.

Acknowledging financial and leadership challenges at some HBCUs, more case study research on successful implementation specifically at these institutions i.e., the strategic allocation and leveraging of resources is important. Huddleston and Rumbough (1997) posit enrollment management is an all-inclusive process to ensure optimal enrollment with retention and graduation of students at the center of all institutional policies, practices and processes.

Understanding that enrollment management is a means for institutional sustainability, it is in this vein that Truth University and other historically Black colleges and universities identify an enrollment model and structure, practice enrollment activities and implement enrollment management to guide and shape enrollments now and well into the future.

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APPENDICES

APPENDIX A

APPENDIX A: PERMISSION TO USE ABSTON'S (2010) SURVEY

Re: Permission to Utilize Survey Instrument

Abston, Byron <babston@sheltonstate.edu>

Thu 10/13/2016 12:08 PM

To: Kimberly T. Bennis;

Kimberly,

You have my permission to use my survey in whole or part.
Good luck on your research!

Byron Abston

On Oct 13, 2016, at 10:54 AM, Kimberly T. Bennis
<kbennis@temple.edu<mailto:kbennis@temple.edu>> wrote:

From: Kimberly T. Bennis
Sent: Thursday, October 13, 2016 11:49 AM
To: babston@sheltonstate.edu<mailto:babston@sheltonstate.edu>
Subject: Permission to Utilize Survey Instrument

Dear Dr. Abston,

My name is Kimberly Taylor-Bennis. I currently serve as the Associate Vice President for Enrollment. I am currently working on my dissertation as part of an Ed. D. program in Educational Leadership at Temple University in Philadelphia, Pennsylvania. This letter is my official request to adopt a modified version of your survey instrument used in your 2010 study Administrators' Perceptions of the Enrollment Management Practices at the Comprehensive Public Associate's Colleges in Alabama.

My research is a study of the enrollment strategies and activities at one Historically Black Colleges and University (HBCU). This institution has experienced declining enrollment during 2010-2014. A review of the current enrollment strategies and administrators and faculty understanding and perception of enrollment management will help inform my study. I would like to gain more information about the enrollment activity currently at the institution and believe that a modified version of your survey instrument will support my research.

I thank you in advance for your consideration. Should you have questions I can be reached at 484-365-7218 (Office) or 267-455-XXXX (personal cell).

Best,

Kimberly Taylor-Benns
<Dr. Shelton Request.

APPENDIX B

APPENDIX B: EMAIL INVITATION TO PARTICIPANTS AND INFORMED CONSENT

Dear University Colleague,

This letter is an invitation to participate in a study I am conducting for my doctoral dissertation on the topic of Enrollment Management at a Historically Black College and University (HBCU). The study seeks to determine consistencies in faculty and administrators' perception of enrollment management activity and the enrollment management model or structures viewed as most important to successful implementation. You have been identified as a participant because you are employed at a Historically Black College and University (HBCU) and you currently serve in a role that impacts enrollment management at the institution. The study seeks 100 faculty and administrator participants. You can provide valuable insight based on your experience at the University and higher education. Additionally, the study will add to the body of research on enrollment management from an HBCU perspective.

The information you provide will help me to understand your perception and perspective on this topic, as well as understanding the process of conducting quantitative research. You may choose not participate or stop participation at any time, without negatively affecting your relationship with the researcher. There is no compensation for the investigator or the participants. The study will include an on-line survey, not to exceed 15-20 minutes

If necessary, possibility to participate in a subsequent in-person interview, for clarity which will be conducted at a mutually agreed upon public location to exceed no longer than 30-5 minutes. As the researcher it is my responsibility to ensure that all information resulting from the survey and the interview is kept confidential. Note that no names or any other identifying information will be used in the results of this study except for your role at the University (i.e. administrator-faculty). No one will have access to your confidential responses except me and the committee Chairs supervising this project, Dr. Vivian Ikpa, Professor of Educational Policy Studies and Dr. Joseph Ducette, Associate Dean in the College of Education at Temple University.

Should you have questions, you may contact me directly by telephone at 484-748-1106 or by email at ktaylorbenns@lincoln.edu. You may also contact the IRB Office at Temple University the email is IRB@temple.edu or by phone at 215-707-3390. If you wish to participate, please click on the "I do not consent" response below.

Sincerely,

Kimberly Taylor-Benns

- I consent to participate in the study on enrollment management (1)
- I do not consent to participate in the study on enrollment management (2)

If "I do not consent to participate" is Selected, Then Skip To End of Survey

APPENDIX C: WEB-BASED SURVEY INSTRUMENT

Q1: Which title best describes your position at your institution? President (1)

- Provost/Vice President (2)
- Assistant/Associate Vice President (3)
- Dean (4)
- Chair (5)
- Faculty (6)
- Director (7)
- Associate/Assistant Director (8)
- Other (Please specify) (9) _____

Q2: What is the title of the person that best describes the person to whom you report?

- President (1)
- Provost/Vice President (2)
- Vice President (3)
- Dean (4)
- Director (5)
- Other (Please specify) (6) _____

Q3: What is the title of the person with primary direct responsibility for enrollment management at the institution?

- Vice President for Enrollment (1)
- Vice President for Student Affairs (2)
- Associate/Assistant Vice President for Enrollment (3)
- Director/Dean (4)
- Director of Admissions (5)
- Dean of Student Affairs/Services (6)
- Other- Specify (7)

Q4: Does the following enrollment management components currently exist as part of the University's current enrollment management process?

	Please Select One Answer for each statement		
	Yes (1)	No (2)	Don't Know (3)
Administer marketing surveys (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a specific media campaign (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a mission statement (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planned short and long-term enrollment objectives (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an institutional marketing plan (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a method of coordinating campus-wide marketing efforts (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include faculty in recruiting process (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include current students in recruiting process (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in college nights and fairs (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct campus visits and tours for groups of prospective students (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Database of alumni contacts for recruitment (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send communication to accepted (not yet enrolled) students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place emphasis on recruiters making high school visits (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place emphasis on recruiting non-traditional students (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send personalized correspondence to prospective students (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popular and effective faculty are assigned as academic advisors (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students are advised by the same faculty advisor each time he/she registers (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress advising as being essential for academic success (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide faculty with specialized training to be academic advisors (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide faculty serving as academic advisors a reduced teaching loads (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize student peer advisors for academic advising (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer entering students credit courses on career and educational planning (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct resume writing workshops for students (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct Interview skill workshops for students (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide assistance in locating full-time employment after graduation (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have computerized employment data information available on campus (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generate data on job placement of graduates (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide academic support programs in math (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide academic support programs in Reading (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide academic support programs in study skills (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize faculty as tutors (mentor emphasis) (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize students as tutors (peer emphasis) (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize institutional research data for enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

management decision-making (33)			
Generate data on the institution's state-assigned service area (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide new student orientation for non-traditional or special populations (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer new student orientation as optional (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include course registration as part of new student orientation (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer a separate orientation for students transferring to your institution (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide student services for non-traditional students (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer a combined orientation for new and transfer students (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer new student orientation as a one day event (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an established local scholarship program (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide assistance in locating part-time employment while in school (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasis on programs that demonstrate an institutional commitment to student retention (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct trainings and Instruct staff on their role in retention (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct follow-up on students who previously dropped out (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate barriers to student retention (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide on-campus child care (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate student activities to determine their	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

impact on students; needs and expectations (49)			
Provide student activities for day students (50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an office of veteran's affairs (51)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide GED testing on campus (52)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide GED test preparation (53)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide after hour access to campus facilities (54)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5: In your professional opinion, how effective is each of the enrollment activities at the institution? If you do not know if the activity is being conducted at your institution, mark "Don't Know".

	Please Select One Answer for each statement				
	Very Effective (1)	Somewhat Effective (2)	Somewhat Ineffective (3)	Very Ineffective (4)	Don't Know (5)
Utilize market surveys to determine this institution's competitive position (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifically developed media strategies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goals and mission statement (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan outlining short and long-term enrollment objectives (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

institutional marketing plan (5)					
A method of coordinating campus-wide marketing efforts (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of faculty in recruiting process (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of current students in recruiting process (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in college nights and fairs (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus visits and tours by groups of prospective students (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Database of alumni contacts for recruitment (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsletters published for accepted (not yet enrolled) students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasis placed on recruiters making high	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

school visits (13)					
Emphasis placed on recruiting non-traditional students (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalized correspondence is forwarded to prospective students (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popular and effective faculty are assigned as academic advisors (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student is advised by the same faculty advisor each time he/she registers (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress advising as being essential for academic success (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are given specialized training to be academic advisors (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty who serve as academic advisors are given reduced teaching loads (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student peer advisors are used for academic advising (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entering students are offered credit courses on career and educational planning (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resume writing workshops for students (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview skill workshops for students (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in locating full-time employment after graduation (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computerized employment data information is available on campus (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating data on job placement of graduates (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Support programs in math (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Support programs in Reading (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic support programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

in study skills (30)					
Faculty as tutors (mentor emphasis) (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students as tutors (peer emphasis) (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing institutional research data for enrollment management decision-making (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating data on the institution's state-assigned service area (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Student Orientation for non-traditional or special populations (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Student Orientation is optional (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Student Orientation includes registration for classes (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A separate orientation for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

transferring to your institution (38)					
A combined orientation of new and transfer students (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New student orientation is a one day event (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An established local scholarship program (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services for non-traditional students (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in locating part-time employment while in school (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An effort is made to generate an institutional commitment to student retention (44)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are instructed on their role in retention (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up on students who previously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

dropped out (46)					
Barriers to student retention are quantified and investigated (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An on-campus child care center (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities are evaluated to determine their impact on students; needs and expectations (49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities for day students (50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An office of veteran's affairs (51)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GED testing is available on campus (52)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GED test preparation classes are available on campus (53)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide after-hours access to campus facilities (54)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6: What is your perception of the importance each of the enrollment management components at the institution? If you do not know, respond with "don't know".

	Please Select One Answer for each statement				
	Very Important (1)	Somewhat Important (2)	Somewhat Unimportant (3)	Not Important (4)	Don't Know (5)
Market Surveys to determine this institution's competitive position (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifically developed media strategies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mission statement (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A plan outlining short and long-term enrollment objectives (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An institutional marketing plan (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A method of coordinating campus-wide marketing efforts (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of faculty in recruiting process (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of current students in recruiting process (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in college nights and fairs (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus visits and tours by groups of prospective students (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Database of alumni contacts for recruitment (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsletters published for accepted (not yet enrolled) students (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasis placed on recruiters making high school visits (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasis placed on recruiting non-traditional students (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalized correspondence is forwarded to prospective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

students (15)					
Popular and effective faculty are assigned as academic advisor (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student is advised by the same faculty advisor each time he/she registers (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stressed advising as being essential for academic success (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are given specialized training to be academic advisors (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty who serve as academic advisors are given reduced teaching loads (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student peer advisors are used for academic advising (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

students are offered credit courses on career and educational planning (22)					
Resume writing workshops for students (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview skill workshops for students (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in locating full-time employment after graduation (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computerized employment data information is available on campus (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating data on job placement of graduates (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Support programs in math (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Support programs in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reading (29)					
Academic support programs in study skills (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutors who are faculty (mentor emphasis) (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutors who are students (peer emphasis) (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing institutional research data for enrollment management decision-making (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating data on the institution's state-assigned service area (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New student orientation for non-traditional or special populations (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Student orientation is optional (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Student Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

includes registration for classes (37)					
A separate orientation for students transferring to your institution (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A combined orientation of new and transfer students (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New student orientation is a one day event (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services for non-traditional students (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An established local scholarship program (42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in locating part-time employment while in school (43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An effort is made to generate an institutional commitment to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

student retention (44)					
Staff are instructed on their role in retention (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up on students who previously dropped out (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Barriers to student retention are quantified and investigated (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An on-campus child care center (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities are evaluated to determine their impact on students; needs and expectations (49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities for day students (50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An office of veteran's affairs (51)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GED testing is available on campus (52)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GED test preparation classes are available on campus (53)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After-hours access to campus facilities (54)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7: Of the four enrollment management organizational structures listed, which structure closely describes the structure utilized by your institution?

- Enrollment Management Committee- A committee including a cross-section of staff members consisting of mid-level managers and faculty from various areas of the college who typically serve in an advisory role to increase awareness of the college's marketing and retention efforts. The director of admissions or student affairs administrator usually chairs the committee. (1)
- Enrollment Manager Coordinator- An administrator, such as a director or dean of admissions or enrollment management who reports to the president and coordinates the administrative units such as marketing, admissions, financial aid and retention. This model requires the staff coordinator to be an effective communicator and facilitator who can influence other unit leaders. (2)
- Enrollment Management Matrix- The grouping of enrollment related functions, as opposed to administrative units, where each function reports to an existing senior-level administrator, typically a vice president, who directs activities involved in enrollment management. The unit maintain their existing reporting structure but must also be accountable to the designated chief enrollment officer. The EM matrix does not involve major reorganization. (3)
- Enrollment Management Division- This model typically establishes a senior level position, usually a vice president who reports to the president and whose primary function is to coordinate all enrollment management efforts. Organizational units involved in enrollment management are brought together in a new division that often includes recruitment and marketing, admissions,

financial aid, academic and career advising, institutional research, orientation, retention programs, and student services. (4)

Q8: Of the four enrollment management organizational structures listed, which structure do you feel is the most important and is more likely to be effective/successful at the institution?

- Enrollment Management Committee- A committee including a cross-section of staff members consisting of mid-level managers and faculty from various areas of the college who typically serve in an advisory role to increase awareness of the college's marketing and retention efforts. The director of admissions or student affairs administrator usually chairs the committee. (1)
- Enrollment Manager Coordinator- An administrator, such as a director or dean of admissions or enrollment management who reports to the president and coordinates the administrative units such as marketing, admissions, financial aid and retention. This model requires the staff coordinator to be an effective communicator and facilitator who can influence other unit leaders. (2)
- Enrollment Management Matrix- The grouping of enrollment related functions, as opposed to administrative units, where each function reports to an existing senior-level administrator, typically a vice president, who directs activities involved in enrollment management. The unit maintain their existing reporting structure but must also be accountable to the designated chief enrollment officer. The EM matrix does not involve major reorganization. (3)
- Enrollment Management Division- This model typically establishes a senior level position, usually a vice president who reports to the president and whose primary function is to coordinate all enrollment management efforts. Organizational units involved in enrollment management are brought together in a new division that often includes recruitment and marketing, admissions, financial aid, academic and career advising, institutional research, orientation, retention programs, and student services. (4)

APPENDIX D: IRB APPROVAL



Research Integrity & Compliance
 Student Faculty Center
 3340 N. Broad Street, Suite 304
 Philadelphia PA 19140

Institutional Review Board
 Phone: (215) 707-3390
 Fax: (215) 707-9100
 e-mail: irb@temple.edu

Certification of Approval for a Project Involving Human Subjects

Date: 22-Sep-2016

Protocol Number: 23995
 PI: DUCETTE, JOSEPH
 Review Type: EXEMPT
 Approved On: 22-Sep-2016
 Approved From:
 Approved To:
 Committee: A2
 School/College: EDUCATION (1900)
 Department: Not Found
 Sponsor: NO EXTERNAL SPONSOR
 Project Title: Model to Management: A Case Study of Enrollment Management at a Historically Black College and University. Consistencies in Leaderships' Understanding and Perception of Enrollment Management and the Model and Structure they view as the most important for implementation.

The IRB approved the protocol 23995.

If the study was approved under expedited or full board review, the approval period can be found above. Otherwise, the study was deemed exempt and does not have an IRB approval period.

If applicable to your study, you can access your IRB-approved, stamped consent document or consent script through eRA. Open the Attachments tab and open the stamped documents by clicking the View icon next to each document. The stamped documents are labeled as such.

Before an approval period ends, you must submit the Continuing Review form via the eRA module. Please note that though an item is submitted in eRA, it is not received in the IRB office until the principal investigator approves it. Consequently, please submit the Continuing Review form via the eRA module at least 60 days, and preferably 90 days, before the study's expiration date.

Note that all applicable Institutional approvals must also be secured before study implementation. These approvals include, but are not limited to, Medical Radiation Committee ("MRC"); Radiation Safety Committee ("RSC"); Institutional Biosafety Committee ("IBC"); and Temple University Survey Coordinating Committee ("TUSCC"). Please visit these Committees' websites for further information.

Finally, in conducting this research, you are obligated to submit modification requests for all changes to any study; reportable new information using the Reportable New Information form; and renewal and closure forms. For the complete list of investigator responsibilities, please see the Policies and Procedures, the Investigator Manual, and other requirements

APPENDIX E: SURVEY DATA

Default Report
 Last Modified:
 2016-11-30
 13:47:59 MST

#	Answer	%	Count
1	I consent to participate in the study on enrollment management	98.08%	51
2	I do not consent to participate in the study on enrollment management	1.92%	1
	Total	100%	52

Q1 - Which title best describes your position at your institution?

#	Answer	%	Count
1	President	2.00%	1
2	Provost/Vice President	0.00%	0
3	Assistant/Associate Vice President	8.00%	4
4	Dean	4.00%	2

5	Chair	10.00%	5
6	Faculty	44.00%	22
7	Director	26.00%	13
	Associate/Assistant		
8	Director	4.00%	2
9	Other (Please specify)	2.00%	1
	Total	100%	50

Other (Please specify)
 Other (Please specify)
 Coordinator

Q2 - What is the title of the person that best describes the person whom you report?

#	Answer	%	Count
1	President	7.84%	4
	Provost/Vice		
2	President	15.69%	8
3	Vice President	17.65%	9
4	Dean	21.57%	11
5	Director	13.73%	7
	Other (Please specify)		
6	Other (Please specify)	23.53%	12
	Total	100%	51

Q2_6_TEXT -

Other (Please
specify)

Other (Please
specify)

Chair

Department

Chair

Associate Vice

President

Chairperson

Chair

Chair

Chair

Chairperson

Chair

Chair

chair

Associate Vice

President

Q3 - What is
the title of the
person with
primary direct
responsibility
for enrollment
management at
the institution?

#	Answer	%	Count
1	Vice President for Enrollment	17.65%	9

2	Vice President for Student Affairs Associate/Assistant	3.92%	2
3	Vice President for Enrollment	52.94%	27
4	Director/Dean	3.92%	2
5	Director of Admissions	17.65%	9
6	Dean of Student Affairs/Services	0.00%	0
7	Other- Specify	3.92%	2
	Total	100%	51

Q4#1 - Please Select One Answer for each statement

Question	Yes		No		Don't Know		Total
Utilize students as tutors (peer emphasis)	84.78%	39	2.17%	1	13.04%	6	46
Utilize student peer advisors for academic advising	19.57%	9	34.78%	16	45.65%	21	46
Utilize institutional research data for enrollment management decision-making	45.65%	21	17.39%	8	36.96%	17	46

Utilize faculty as tutors (mentor emphasis)	39.13%	18	26.09%	12	34.78%	16	46
Use a specific media campaign	58.70%	27	10.87%	5	30.43%	14	46
Students are advised by the same faculty advisor each time he/she registers	50.00%	23	34.78%	16	15.22%	7	46
Stress advising as being essential for academic success	73.91%	34	10.87%	5	15.22%	7	46
Send personalized correspondence to prospective students	46.67%	21	6.67%	3	46.67%	21	45
Send communication to accepted (not yet enrolled) students	77.78%	35	0.00%	0	22.22%	10	45
Provide student services for non-traditional students	45.65%	21	23.91%	11	30.43%	14	46

Provide student activities for day students	39.13%	18	36.96%	17	23.91%	11	46
Provide on-campus child care	0.00%	0	80.43%	37	19.57%	9	46
Provide new student orientation for non-traditional or special populations	45.65%	21	28.26%	13	26.09%	12	46
Provide faculty with specialized training to be academic advisors	45.65%	21	28.26%	13	26.09%	12	46
Provide faculty serving as academic advisors a reduced teaching loads	15.22%	7	56.52%	26	28.26%	13	46
Provide assistance in locating part-time employment while in school	43.48%	20	30.43%	14	26.09%	12	46
Provide assistance in locating full-	71.74%	33	13.04%	6	15.22%	7	46

time employment after graduation Provide after hour access to campus facilities	65.22%	30	15.22%	7	19.57%	9	46
Provide academic support programs in study skills	84.78%	39	6.52%	3	8.70%	4	46
Provide academic support programs in math	82.61%	38	8.70%	4	8.70%	4	46
Provide academic support programs in Reading	78.26%	36	8.70%	4	13.04%	6	46
Provide GED test preparation	4.35%	2	41.30%	19	54.35%	25	46
Provide GED testing on campus	4.35%	2	43.48%	20	52.17%	24	46
Popular and effective faculty are assigned as academic	33.33%	15	33.33%	15	33.33%	15	45

advisors

Planned short and long-term enrollment objectives	71.74%	33	4.35%	2	23.91%	11	46
Place emphasis on recruiting non-traditional students	48.89%	22	11.11%	5	40.00%	18	45
Place emphasis on recruiters making high school visits	76.09%	35	0.00%	0	23.91%	11	46
Participate in college nights and fairs	89.13%	41	0.00%	0	10.87%	5	46
Offer new student orientation as optional	19.57%	9	63.04%	29	17.39%	8	46
Offer new student orientation as a one day event	56.52%	26	30.43%	14	13.04%	6	46
Offer entering students credit courses on career and educational planning	28.89%	13	33.33%	15	37.78%	17	45
Offer a separate	17.78%	8	51.11%	23	31.11%	14	45

orientation for students transferring to your institution							
Offer a combined orientation for new and transfer students	60.87%	28	13.04%	6	26.09%	12	46
Investigate barriers to student retention	32.61%	15	28.26%	13	39.13%	18	46
Include faculty in recruiting process	71.74%	33	13.04%	6	15.22%	7	46
Include current students in recruiting process	71.74%	33	6.52%	3	21.74%	10	46
Include course registration as part of new student orientation	67.39%	31	10.87%	5	21.74%	10	46
Have computerized employment data information available on campus	30.43%	14	17.39%	8	52.17%	24	46

Have an office of veteran's affairs	23.91%	11	56.52%	26	19.57%	9	46
Have an institutional marketing plan	43.48%	20	17.39%	8	39.13%	18	46
Have an established local scholarship program	52.17%	24	13.04%	6	34.78%	16	46
Have a mission statement	95.65%	44	0.00%	0	4.35%	2	46
Have a method of coordinating campus-wide marketing efforts	39.13%	18	23.91%	11	36.96%	17	46
Generate data on the institution's state-assigned service area	26.09%	12	15.22%	7	58.70%	27	46
Generate data on job placement of graduates	26.09%	12	23.91%	11	50.00%	23	46
Evaluate student activities to determine their impact on students; needs	37.78%	17	26.67%	12	35.56%	16	45

and
expectations

Emphasis on
programs that
demonstrate an
institutional
commitment to
student
retention

32.61% 15 30.43% 14 36.96% 17 46

Database of
alumni
contacts for
recruitment

54.35% 25 4.35% 2 41.30% 19 46

Conduct
trainings and
Instruct staff
on their role in
retention

30.43% 14 45.65% 21 23.91% 11 46

Conduct
resume writing
workshops for
students

84.78% 39 8.70% 4 6.52% 3 46

Conduct
follow-up on
students who
previously
dropped out

10.87% 5 36.96% 17 52.17% 24 46

Conduct
campus visits
and tours for
groups of
prospective

95.65% 44 0.00% 0 4.35% 2 46

students

Conduct
Interview skill
workshops for
students
Administer
marketing
surveys

78.26%	36	10.87%	5	10.87%	5	46
15.56%	7	17.78%	8	66.67%	30	45

Q5#1 - Please
Select One
Answer for
each statement

Question	Very Effective		Somewhat Effective		Somewhat Ineffective		Very Ineffective		Don't Know		Total
Utilize market surveys to determine this institution's competitive position	0.00%	0	17.95%	7	10.26%	4	7.69%	3	64.10%	25	39
Specifically developed media strategies	0.00%	0	28.21%	11	12.82%	5	15.38%	6	43.59%	17	39
Goals and mission statement	15.79%	6	52.63%	20	13.16%	5	2.63%	1	15.79%	6	38
Plan outlining short and long-term enrollment	18.92%	7	32.43%	12	21.62%	8	5.41%	2	21.62%	8	37

objectives

Have an institutional marketing plan	2.56%	1	30.77%	12	10.26%	4	12.82%	5	43.59%	17	39
A method of coordinating campus-wide marketing efforts	5.13%	2	25.64%	10	17.95%	7	15.38%	6	35.90%	14	39
Use of faculty in recruiting process	12.82%	5	25.64%	10	17.95%	7	10.26%	4	33.33%	13	39
Use of current students in recruiting process	35.90%	14	30.77%	12	5.13%	2	0.00%	0	28.21%	11	39
Participation in college nights and fairs	43.59%	17	33.33%	13	7.69%	3	0.00%	0	15.38%	6	39
Campus visits and tours by groups of prospective students	53.85%	21	30.77%	12	5.13%	2	0.00%	0	10.26%	4	39
Database of alumni contacts for recruitment	20.51%	8	15.38%	6	15.38%	6	7.69%	3	41.03%	16	39
Newsletters published for accepted (not yet enrolled)	5.13%	2	10.26%	4	7.69%	3	10.26%	4	66.67%	26	39

students

Emphasis placed on recruiters making high school visits	35.90%	14	35.90%	14	7.69%	3	2.56%	1	17.95%	7	39
Emphasis placed on recruiting non-traditional students	17.95%	7	17.95%	7	20.51%	8	12.82%	5	30.77%	12	39
Personalized correspondence is forwarded to prospective students	20.51%	8	23.08%	9	10.26%	4	5.13%	2	41.03%	16	39
Popular and effective faculty are assigned as academic advisors	12.82%	5	20.51%	8	10.26%	4	10.26%	4	46.15%	18	39
Student is advised by the same faculty advisor each time he/she registers	17.95%	7	23.08%	9	10.26%	4	15.38%	6	33.33%	13	39
Stress advising as being essential for academic	31.58%	12	34.21%	13	13.16%	5	5.26%	2	15.79%	6	38

success

Faculty are given specialized training to be academic advisors

17.95% 7 17.95% 7 12.82% 5 17.95% 7 33.33% 13 39

Faculty who serve as academic advisors are given reduced teaching loads

5.13% 2 5.13% 2 7.69% 3 25.64% 10 56.41% 22 39

Student peer advisors are used for academic advising

12.82% 5 12.82% 5 7.69% 3 12.82% 5 53.85% 21 39

Entering students are offered credit courses on career and educational planning

15.38% 6 7.69% 3 7.69% 3 10.26% 4 58.97% 23 39

Resume writing workshops for students

17.95% 7 30.77% 12 12.82% 5 10.26% 4 28.21% 11 39

Interview skill workshops for students

17.95% 7 30.77% 12 5.13% 2 10.26% 4 35.90% 14 39

Assistance in locating full-time employment after graduation	10.26%	4	25.64%	10	10.26%	4	10.26%	4	43.59%	17	39
Computerized employment data information is available on campus	5.13%	2	12.82%	5	12.82%	5	10.26%	4	58.97%	23	39
Generating data on job placement of graduates	7.69%	3	5.13%	2	15.38%	6	12.82%	5	58.97%	23	39
Academic Support programs in math	25.64%	10	35.90%	14	15.38%	6	7.69%	3	15.38%	6	39
Academic Support programs in Reading	25.64%	10	35.90%	14	12.82%	5	7.69%	3	17.95%	7	39
Academic support programs in study skills	13.16%	5	34.21%	13	21.05%	8	10.53%	4	21.05%	8	38
Faculty as tutors (mentor emphasis)	10.53%	4	23.68%	9	13.16%	5	2.63%	1	50.00%	19	38
Students as tutors (peer	26.32%	10	34.21%	13	15.79%	6	2.63%	1	21.05%	8	38

emphasis) Utilizing institutional research data for enrollment management decision- making	12.82%	5	10.26%	4	12.82%	5	12.82%	5	51.28%	20	39
Generating data on the institution's state-assigned service area	2.56%	1	5.13%	2	10.26%	4	12.82%	5	69.23%	27	39
New Student Orientation for non-traditional or special populations	2.56%	1	15.38%	6	23.08%	9	15.38%	6	43.59%	17	39
New Student Orientation is optional	10.53%	4	7.89%	3	7.89%	3	26.32%	10	47.37%	18	38
New Student Orientation includes registration for classes	30.77%	12	25.64%	10	10.26%	4	10.26%	4	23.08%	9	39
A separate orientation for students transferring to your institution	2.56%	1	10.26%	4	15.38%	6	25.64%	10	46.15%	18	39
A combined orientation of	28.21%	11	20.51%	8	12.82%	5	12.82%	5	25.64%	10	39

new and transfer students												
New student orientation is a one day event	21.05%	8	15.79%	6	13.16%	5	21.05%	8	28.95%	11	38	
An established local scholarship program	18.42%	7	26.32%	10	7.89%	3	5.26%	2	42.11%	16	38	
Student services for non-traditional students	10.53%	4	26.32%	10	10.53%	4	21.05%	8	31.58%	12	38	
Assistance in locating part-time employment while in school	10.53%	4	18.42%	7	18.42%	7	13.16%	5	39.47%	15	38	
An effort is made to generate an institutional commitment to student retention	2.63%	1	31.58%	12	21.05%	8	18.42%	7	26.32%	10	38	
Staff are instructed on their role in retention	2.63%	1	31.58%	12	15.79%	6	31.58%	12	18.42%	7	38	
Follow-up on students who previously	2.63%	1	7.89%	3	13.16%	5	34.21%	13	42.11%	16	38	

dropped out

Barriers to student retention are quantified and investigated

5.26%

2

10.53%

4

21.05%

8

23.68%

9

39.47%

15

38

An on-campus child care center

0.00%

0

2.63%

1

7.89%

3

44.74%

17

44.74%

17

38

Student Activities are evaluated to determine their impact on students; needs and

5.26%

2

21.05%

8

13.16%

5

18.42%

7

42.11%

16

38

Student Activities for day students

0.00%

0

28.95%

11

13.16%

5

26.32%

10

31.58%

12

38

An office of veteran's affairs

0.00%

0

13.16%

5

13.16%

5

21.05%

8

52.63%

20

38

GED testing is available on campus

0.00%

0

5.41%

2

8.11%

3

24.32%

9

62.16%

23

37

GED test preparation classes are available on campus

0.00%

0

5.26%

2

10.53%

4

21.05%

8

63.16%

24

38

Provide after-

13.51%

5

29.73%

11

29.73%

11

10.81%

4

16.22%

6

37

hours access to
campus
facilities

Q6#1 - Please
Select One
Answer for
each statement

Question	Very Important		Somewhat Important		Somewhat Unimportant		Not Important		Don't Know		Total
Market Surveys to determine this institution's competitive position	73.68%	28	21.05%	8	0.00%	0	2.63%	1	2.63%	1	38
Specifically developed media strategies	81.58%	31	13.16%	5	2.63%	1	0.00%	0	2.63%	1	38
Mission statement	76.32%	29	13.16%	5	7.89%	3	0.00%	0	2.63%	1	38
A plan outlining short and long-term enrollment objectives	81.58%	31	13.16%	5	0.00%	0	0.00%	0	5.26%	2	38
An institutional marketing plan	81.58%	31	13.16%	5	2.63%	1	0.00%	0	2.63%	1	38

A method of coordinating campus-wide marketing efforts	73.68%	28	21.05%	8	2.63%	1	0.00%	0	2.63%	1	38
Use of faculty in recruiting process	71.05%	27	21.05%	8	5.26%	2	2.63%	1	0.00%	0	38
Use of current students in recruiting process	78.95%	30	21.05%	8	0.00%	0	0.00%	0	0.00%	0	38
Participation in college nights and fairs	78.95%	30	18.42%	7	2.63%	1	0.00%	0	0.00%	0	38
Campus visits and tours by groups of prospective students	89.47%	34	10.53%	4	0.00%	0	0.00%	0	0.00%	0	38
Database of alumni contacts for recruitment	76.32%	29	23.68%	9	0.00%	0	0.00%	0	0.00%	0	38
Newsletters published for accepted (not yet enrolled) students	55.26%	21	26.32%	10	10.53%	4	2.63%	1	5.26%	2	38
Emphasis placed on recruiters making high	76.32%	29	18.42%	7	2.63%	1	0.00%	0	2.63%	1	38

school visits

Emphasis placed on recruiting non-traditional students	63.16%	24	23.68%	9	5.26%	2	2.63%	1	5.26%	2	38
Personalized correspondence is forwarded to prospective students	72.97%	27	21.62%	8	2.70%	1	0.00%	0	2.70%	1	37
Popular and effective faculty are assigned as academic advisor	65.79%	25	23.68%	9	2.63%	1	0.00%	0	7.89%	3	38
Student is advised by the same faculty advisor each time he/she registers	65.79%	25	28.95%	11	2.63%	1	0.00%	0	2.63%	1	38
Stressed advising as being essential for academic success	86.84%	33	10.53%	4	0.00%	0	0.00%	0	2.63%	1	38
Faculty are given specialized training to be	81.58%	31	18.42%	7	0.00%	0	0.00%	0	0.00%	0	38

academic advisors												
Faculty who serve as academic advisors are given reduced teaching loads	65.79%	25	18.42%	7	5.26%	2	2.63%	1	7.89%	3	38	
Student peer advisors are used for academic advising	52.63%	20	21.05%	8	13.16%	5	5.26%	2	7.89%	3	38	
Entering students are offered credit courses on career and educational planning	50.00%	19	28.95%	11	10.53%	4	0.00%	0	10.53%	4	38	
Resume writing workshops for students	68.42%	26	26.32%	10	2.63%	1	0.00%	0	2.63%	1	38	
Interview skill workshops for students	68.42%	26	28.95%	11	0.00%	0	0.00%	0	2.63%	1	38	
Assistance in locating full-time employment after graduation	63.16%	24	34.21%	13	2.63%	1	0.00%	0	0.00%	0	38	

Computerized employment data information is available on campus	76.32%	29	15.79%	6	5.26%	2	0.00%	0	2.63%	1	38
Generating data on job placement of graduates	71.05%	27	23.68%	9	0.00%	0	0.00%	0	5.26%	2	38
Academic Support programs in math	92.11%	35	5.26%	2	0.00%	0	0.00%	0	2.63%	1	38
Academic Support programs in Reading	92.11%	35	5.26%	2	0.00%	0	0.00%	0	2.63%	1	38
Academic support programs in study skills	89.19%	33	8.11%	3	0.00%	0	0.00%	0	2.70%	1	37
Tutors who are faculty (mentor emphasis)	55.26%	21	34.21%	13	5.26%	2	0.00%	0	5.26%	2	38
Tutors who are students (peer emphasis)	73.68%	28	23.68%	9	0.00%	0	0.00%	0	2.63%	1	38
Utilizing institutional research data for enrollment management	81.58%	31	13.16%	5	0.00%	0	0.00%	0	5.26%	2	38

decision-making											
Generating data on the institution's state-assigned service area	56.76%	21	24.32%	9	5.41%	2	2.70%	1	10.81%	4	37
New student orientation for non-traditional or special populations	63.16%	24	21.05%	8	7.89%	3	2.63%	1	5.26%	2	38
New Student orientation is optional	21.05%	8	21.05%	8	13.16%	5	34.21%	13	10.53%	4	38
New Student Orientation includes registration for classes	81.58%	31	15.79%	6	2.63%	1	0.00%	0	0.00%	0	38
A separate orientation for students transferring to your institution	44.74%	17	23.68%	9	18.42%	7	7.89%	3	5.26%	2	38
A combined orientation of new and transfer students	36.84%	14	26.32%	10	21.05%	8	7.89%	3	7.89%	3	38
New student orientation is a one day event	31.58%	12	26.32%	10	10.53%	4	18.42%	7	13.16%	5	38

Student services for non-traditional students	55.26%	21	28.95%	11	5.26%	2	2.63%	1	7.89%	3	38
An established local scholarship program	71.05%	27	18.42%	7	2.63%	1	2.63%	1	5.26%	2	38
Assistance in locating part-time employment while in school	65.79%	25	26.32%	10	5.26%	2	0.00%	0	2.63%	1	38
An effort is made to generate an institutional commitment to student retention	86.84%	33	13.16%	5	0.00%	0	0.00%	0	0.00%	0	38
Staff are instructed on their role in retention	78.95%	30	18.42%	7	2.63%	1	0.00%	0	0.00%	0	38
Follow-up on students who previously dropped out	66.67%	24	19.44%	7	8.33%	3	0.00%	0	5.56%	2	36
Barriers to student retention are quantified and investigated	84.21%	32	10.53%	4	0.00%	0	0.00%	0	5.26%	2	38

An on-campus child care center	44.74%	17	18.42%	7	15.79%	6	10.53%	4	10.53%	4	38
Student Activities are evaluated to determine their impact on students; needs and expectations	63.16%	24	31.58%	12	2.63%	1	0.00%	0	2.63%	1	38
Student Activities for day students	50.00%	19	26.32%	10	10.53%	4	5.26%	2	7.89%	3	38
An office of veteran's affairs	34.21%	13	36.84%	14	13.16%	5	5.26%	2	10.53%	4	38
GED testing is available on campus	39.47%	15	15.79%	6	10.53%	4	21.05%	8	13.16%	5	38
GED test preparation classes are available on campus	39.47%	15	15.79%	6	10.53%	4	21.05%	8	13.16%	5	38
After-hours access to campus facilities	76.32%	29	15.79%	6	2.63%	1	2.63%	1	2.63%	1	38

Q7 - Of the four organizational structures listed, which structure closely describes the structure utilized by your institution?

#	Answer	%	Count
#	Enrollment Management Committee- A committee including a cross-section of staff members consisting of mid-level managers and faculty from various areas of the college who typically serve in an advisory role to increase awareness of the college's marketing and retention efforts. The director of admissions or student affairs administrator usually chairs the committee.	15.38%	6
1	Enrollment Manager Coordinator- An administrator, such as a director or dean of admissions or enrollment management who reports to the president and coordinates the administrative units such as marketing, admissions, financial aid and retention. This model requires the staff coordinator to be an effective communicator and facilitator who can influence other unit leaders.	28.21%	11
2	Enrollment Management Matrix- The grouping of enrollment related functions, as opposed to administrative units, where each function reports to an existing senior-level administrator, typically a vice president, who directs activities involved in enrollment management. The unit maintain their existing reporting structure but must also be accountable to the designated chief enrollment	17.95%	7

officer. The EM matrix does not involve major reorganization.

Enrollment Management Division- This model typically establishes a senior level position, usually a vice president who reports to the president and whose primary function is to coordinate all enrollment management efforts. Organizational units involved in enrollment management are brought together in a new division that often includes recruitment and marketing, admissions, financial aid, academic and career advising, institutional research, orientation, retention programs, and student services.

3		38.46%	15
4	Total	100%	39

	%	Count
Answer	100.00%	8
Unknown	100%	8
Total		

Q8 - Of the four organizational structures listed, which structure do you feel is the most important and is more likely to be effective/successful at

Answer	%	Count
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the institution?

#	<p>Enrollment Management Committee- A committee including a cross-section of staff members consisting of mid-level managers and faculty from various areas of the college who typically serve in an advisory role to increase awareness of the college's marketing and retention efforts. The director of admissions or student affairs administrator usually chairs the committee.</p>	25.00%	10
1	<p>Enrollment Manager Coordinator- An administrator, such as a director or dean of admissions or enrollment management who reports to the president and coordinates the administrative units such as marketing, admissions, financial aid and retention. This model requires the staff coordinator to be an effective communicator and facilitator who can influence other unit leaders.</p>	22.50%	9
2	<p>Enrollment Management Matrix- The grouping of enrollment related functions, as opposed to administrative units, where each function reports to an existing senior-level administrator, typically a vice president, who directs activities involved in enrollment management. The unit maintains their existing reporting structure but must also be accountable to the designated chief enrollment officer. The EM matrix does not involve</p>	7.50%	3

major reorganization.

Enrollment Management Division- This model typically establishes a senior level position, usually a vice president who reports to the president and whose primary function is to coordinate all enrollment management efforts. Organizational units involved in enrollment management are brought together in a new division that often includes recruitment and marketing, admissions, financial aid, academic and career advising, institutional research, orientation, retention programs, and student services.

3		45.00%	18
4	Total	100%	40