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Enrollment Management Strategies: Effectiveness and Usage at Member Institutions of the Council for Christian Colleges and Universities

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Abstract

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The research focused on four questions:

1. What are the demographic characteristics among respondents within the sample?

2. What enrollment models are currently in place at CCCU member institutions?

3. What strategies and programs are currently in use at CCCU member institutions to influence enrollment objectives and performance?

4. What relationship can be determined between enrollment strategies and enrollment performance between 2005 and2009?

Data were collected through an online survey of 108 CCCU institutions. The survey was completed by 45 chief enrollment administrators from 45 member institutions of the CCCU. The research findings suggest implications for the work of senior leadership teams within the CCCU, namely the need to be diligent in the examination of the various enrollment management strategies and the interdependency among these strategies toward the overall outcome of enrollment growth and/or decline. Future studies should include longitudinal study on specific institutions and reported strategies. In addition, examining additional independent, small liberal arts institutions and other enrollment management strategies may lead to a greater understanding of best practices to increase enrollment performance. Attention to these implications and recommendations will contribute to the enrollment management field and, ultimately, the viability of small independent colleges.

Enrollment management strategies: Effectiveness and usage at member institutions of the Council for Christian Colleges and Universities

by

Bethany J. Schuttinga

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ABSTRACT

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CHAPTER ONE. INTRODUCTION

Managing enrollment has been an issue for educators since the establishment of postsecondary institutions. Admission standards and academic programs have been evaluated for decades by institutions with the quest to enroll a desired student population. Along with this quest to enroll an optimal student population, the environment of higher education is continuing to change. Demographics of students, academic preparedness of students, and how students communicate have presented new challenges for institutions seeking to recruit and enroll students. Beginning in the 1970s, and continuing to today, most colleges have developed two basic market-oriented approaches: Institutions want to forecast and be able to plan for their enrollment more effectively and they want to influence the decision-making process of prospective students who are desired by the institution (Black, 2004).

These objectives can be accomplished only by enrollment managers who understand the factors that influence college choice. These factors include student characteristics, environmental issues, and institutional attributes. The academic environment and student background also needs to be understood in the context of satisfaction and performance(Kemerer, Baldridge, & Green, 1982).

As noted by Black (2009), institutions that utilize tactical enrollment planning models tend to focus inwardly. These models often use historical data and anecdotal experiences to guide the strategy development. These are important to understand, although in order to maximize strategic efforts, enrollment managers also must anticipate environmental shifts and assess the impact of these changes on enrollment objectives at their respective institutions (Cope, 1981).

Those institutions employing models that focus inwardly may suffer from a lack of awareness of changing conditions and may fail to adapt to recognized shifts, which ultimately may lead to enrollment problems. These enrollment problems could come in the form of unexpected enrollment declines and financial difficulties (Black, 2001).

Statement of the Problem

What Breneman stated in 1994 is still true today:

Private liberal arts colleges are among the oldest of American institutions, but their history has been marked by periodic concern about their ability to survive. These small colleges often provide undergraduate education of the highest quality, but their modest size, high cost, and heavy dependence on tuition revenue puts them at a competitive disadvantage with larger, state-subsidized universities. (p. vii)

Many private 4-year Christian institutions also are enrollment dependent. Enrollment managers provide primary leadership for yield within institutions. Crucial, but unpredictable, the economy adds additional factors to consider. These issues pose challenges for enrollment managers in determining how to best lead their respective organizations in working to address, and produce, optimal enrollment results.

Many consulting firms that specialize in enrollment focus on generating interest on the part of the prospective student population for a particular institution. Although these external firms attempt to understand the unique intricacies of institutions and their constituents, it is truly the leaders within an institution who understand the complex systems within their individual institution. Many enrollment managers, although they understand the complex nature of their respective institution, may fail to understand how to utilize this information strategically for the purpose of recruiting and retaining students effectively.

Enrollment management within institutions begins with identifying the strategic purpose and mission of the institution. Enrollment management as a concept then drives the coordination of the marketing, admissions, recruitment, pricing and aid, retention programs, academic support services, and program development as a strategy to achieve an institution's preferred enrollment profile. Leaders of institutions of higher education must choose to look within to determine if their organizational structure is working effectively to produce the necessary enrollment results to meet the needs of the entire organization (Hossler & Kalsbeek, 2010).

To date, much of the research on the Council for Christian Colleges and Universities (CCCU) was performed in the late 1980s and 1990s. Data from CCCU institutions were used by Brooks (1988) to study the perceived effectiveness of services' marketing techniques. Small liberal arts colleges were studied by Buffington (1990) to assess strategies and programs influencing enrollment performance. Small private colleges were studied by R. S. Johnson (1991) to evaluate the perceived effectiveness of marketing institutions of higher education. Admissions recruitment effectiveness was measured by Gans (1993) in relation to admissions recruitment objectives. However, little research has been done that investigates the actual effectiveness of enrollment management structures and strategies in relationship to enrollment performance within the membership institutions of the CCCU.

In 2005, it was reported by *USA TODAY* (McDonald, 2005) that since 1990, at the 102 member institutions of the CCCU, enrollment increased from 135,000 to 230,000 (70.6%). Over this same time period enrollments at all private and public colleges increased by only 28% and 12.8%, respectively. However, according to data from the Integrated Postsecondary Education Data Systems (IPEDS), although as a group the CCCU has seen

increases, within the CCCU group, there are marked differences in individual enrollment between 2005 and 2009 across the board (National Center for Education Statistics [NCES], n.d.). Enrollment at some institutions are declining at a rapid rate, other institutions are maintaining enrollment, whereas enrollment at still others is increasing. These differences within the CCCU membership pose several unanswered questions regarding the reasons for these shifts.

In addition, according to IPEDS data, from 2003 to 2007 full-time enrollment at public 4-year institutions increased by 5%, at private 4-year institutions (offering at least a 4-year degree) increased by 30%, and at CCCU institutions increased by only 9%. In an analysis of the increase in tuition and fees from 2003 to 2008, public 4-year institutions experienced a 24% increase, private 4-year institutions offering at least a 4-year degree increased by 25%, and CCCU institutions increased by 23% (NCES, n.d.).

Significance of the Study

Within higher education, private institutions are heavily dependent on tuition income to fund operations. Therefore, fiscal planning cannot be done effectively without planning for enrollment. Specifically, two key financial indicators must be predicted accurately: admissions yield and discount rate. The percentage of admitted students who actually enroll is referred to as an institution's yield. When yield is overestimated, fewer students than expected will enroll and institutional revenue decreases. In contrast, if the yield is underestimated and too many students enroll, this has an impact on class size and the possibility of exceeding of fixed capacity. This can result in increased costs for additional housing, faculty, and other resources (Antons, 2006).

The second key factor, the discount rate, is the projected financial aid to be allocated to students as a percentage of tuition. Financial aid is offered by almost all institutions to incoming students both to meet financial need and as a recruiting tool for incoming students. Although financial aid is very useful for admissions in recruiting, it does have major fiscal implications. When too much aid is allocated, it has the potential to put significant financial strain on institutions (Antons, 2006).

In addition to recruitment and the financial implications of discount rates, the issues of retention, and subsequently graduation, are also important factors for institutions to be aware of in the enrollment process. Lack of campus collaboration between faculty, support services and various offices on campus in the first year, has been shown to negatively impact student retention and persistence (Hossler & Bean, 1990).

An examination of the literature regarding successful enrollment management systems over the past 30 years indicates that there is not one specific structure that yields optimal enrollment. As Hossler (1987) noted nearly 25 years ago, enrollment management at any institution must be adapted to the organizational climate, needs, and administrative skills available on each campus.

In addition, little research has been done to test whether or not there are relationships between specific enrollment strategies, groupings of enrollment strategies, and enrollment performance. The present study was an exploratory study to examine whether or not relationships exist between enrollment performance and strategies related to admissions, retention, curricular implications and changes, the role of external stakeholders, academic quality, commitment to mission, strength of organizational leadership, and marketing.

There are many consulting firms specializing in enrollment management in relation to higher education. However, little research has determined the relationship between specific enrollment strategies and institutional yield. Results from this study will contribute to the body of literature and research in this area. The results will also be useful in assisting institutions, in particular those who are member institutions of the CCCU.

Purpose of the Study

The purpose of this study was to investigate member institutions of the CCCU that are experiencing declining, maintaining, and increasing enrollments to determine if there are relationships among enrollment management strategies. Currently there is little research in the area of effective enrollment strategies for member institutions of the CCCU.

Research Questions

1. What are the demographic characteristics among respondents within the sample?
2. What enrollment models are currently in place at CCCU member institutions?
3. What strategies and programs are currently in use at CCCU member institutions to influence enrollment objectives and performance?
4. What relationship can be determined between enrollment strategies and enrollment performance between 2005 and 2009?

Theoretical Perspective

To date, there is not a comprehensive framework within which to understand institutional responses to adversity and strategic efforts toward enrollment success. Chaffee (1984) linked conceptual models of strategic institutional management with specific institutional actions geared toward advancement or recovery. In a study of comprehensive and private liberal arts colleges in financial difficulty in the late 1970s, Chaffee found that

institutions who were recovering, and those who were not, used strategies within the adaptive model of management. However, the colleges that were designated "more resilient" and recovered more completely also utilized strategies from the interpretive model. Chaffee's primary question examined why some institutions survived financial adversity and succeeded and why other institutions did not.

According to Chaffee (1984), strategic planning in higher education can be identified as either interpretive or adaptive in its approach. The adaptive strategy describes an organization that is concerned primarily with survival and actions taken under this model directed toward reorienting the institution to meet changes in market demand. Specific action strategies within the adaptive model include: market research, environmental trend monitoring, increased flexibility of staffing, and expanded and updated program offerings.

The interpretive model assumes that an organization is a network of individual participants using their association to pursue individual goals. Individual actions are directed toward increasing credibility and legitimacy. The strategies within this model are often multifaceted, not integrated, and contain major themes of the importance of culture, symbols, and myths of the organization. Specific strengths of this model include: decision making based on a strong and clear mission, development of strong external relations, ongoing evaluation of institutional image, and heavy emphasis on internal communication and cooperation (Chaffee, 1984).

Chaffee (1984) suggested two models and six categories of strategic institutional response that may affect institutional success. The "adaptive model" is described as gearing an organization to become aware of changes in market demands and then becoming reoriented, as needed, to maintain or increase the flow of resources from the market to the

organization. The adaptive categories of institutional response include: (a) changes made to attract and retain students, (b) an increased receptiveness to change on the part of the institution as a whole, and (c) the use of various data bases for enrollment decision making.

The second model of strategic management that Chaffee (1984) described was an "interpretive model." This model comes from the foundational perspective that an organization is a network of self-interested participants. Successful strategic management within the interpretive model requires high usage of all forms of communication and of symbols within an institution to portray the collective reality of the participants. Chaffee called this "management of meaning." The interpretive categories of institutional response include: (a) a defined focus for the academic program, (b) initiative with external groups, and (c) communication and cooperation among all members of the institution.

Chaffee's 1984 study focused on a group of private liberal arts colleges in financial difficulty in the 1970s. Chaffee examined total revenue changes between 1973 and 1976 and collected data through interviews with individuals at 14 institutions who were selected on the basis of total revenues in the 3 years after a 1973–1976 institutional financial crisis. The interviews dealt with the strategies used by the college to recover from decline, significant coincidental events, accreditation self-study reports, and the current conditions of the college. After collecting the information from the interviews, the data were examined to find patterns of strategic management response. These responses were then scored to identify more resilient versus less resilient groups.

The study had the primary purpose of discovering the methods utilized in response to crisis. Although both the adaptive and interpretive models offered actions that were used effectively by institutions in efforts to bring about improvements and sustainability, Chaffee

(1984) found that neither model was used exclusively by institutions in the study. The study found that the institutions that experienced a variety of serious economic and environmental problems were most likely to utilize the adaptive model more frequently in their strategies for survival.

Chaffee (1984) concluded that both models, interpretive and adaptive, must be used by institutions in their approaches to strategic management. It was suggested that administrators responsible for strategic decision making should base decisions on interpretive strategies (symbolic values) as well as adaptive strategies. The utilization and manipulation of variables that are available to an institution are limitless in the context of creating a management strategy. However, effective strategies are unique to the institution. Chaffee argued that sincerity, diligence, and sophisticated analyses of demand cannot overcome the absence of a shared perspective from those within the institution in regard to what the college is about.

In Chaffee's (1984) study, institutions in both the more resilient and the less resilient groups took advantage of environmental opportunities through extensive market studies. However, the less resilient colleges utilized only this strategy. Chaffee found that institutions that were more resilient were more selective in responding to opportunities and invested heavily in conceptual and communication systems that were explicit about organizational change.

Concepts included in enrollment management literature offer specific strategies that can be placed within either Chaffee's (1984) interpretive or adaptive framework. As noted by Vander Schee (2007), the first use of the term "enrollment management" has been credited to Jack Maguire (1976) of Boston College to describe institutional efforts to influence student

enrollment. Kemerer et al. (1982) furthered the concept and proposed that it is beyond an organizational concept in that it is both a process and a series of activities that involve the entire campus. The process includes the tracking of, and interacting with, students from the point of initial contact with the institution until graduation or departure. As an activity, enrollment management is utilized to attract and retain students.

As Vander Schee (2007) further noted, Dolence (1996) further developed the conceptual theory of enrollment management through his work on strategic enrollment management, which he defined as "a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students, where 'optimum' is defined within the academic context of the institution" (p. 16).

The focus of this study was that, when enrollment management concepts and strategic management models are viewed together, practitioners can better understand organizational responses that may help colleges and universities succeed in periods of decline.

Definitions of Terms

Enrollment management strategies: the individual elements practiced by a college to carry out each enrollment management component.

College and university: limited to 4-year, nonprofit member institutions of the CCCU.

Enrollment management: a systematic approach of holistic integration of institutional resources intended to secure enrollments.

Summary

This chapter introduced and explained the background and the significance of the study and the statement of the research problem. This chapter also provided the theoretical perspective for the study and the study's research questions and definitions of terms used in

this study. This study investigated the relationship of enrollment management strategies with enrollment yield at CCCU member institutions. The purpose of the study was to expand the present knowledge base and provide practical information for enrollment management officers by gathering and analyzing information that provides a more detailed picture of the current enrollment strategies being utilized by CCCU member institutions.

CHAPTER TWO. REVIEW OF THE LITERATURE

This chapter describes the background and history of the CCCU, contains a review of the literature, and offers a background on enrollment management in the context of the history of strategic planning. In the review of literature is an examination of strategies related to admissions, retention, curricular implications and changes, the role of external stakeholders, academic quality, commitment to mission, strength of organizational leadership, the role of marketing within the field of enrollment, and the importance of keeping the academic context in the area of enrollment. Attention is given to the historical development of the enrollment management concept and its current status within higher education.

History and Context of the CCCU

In the late 1950s, evangelical educators led efforts to explore various options for cooperative academic endeavors. In 1971, presidents of 10 prospective cooperative member colleges gathered in Chicago and voted to proceed with the incorporation of the Christian College Consortium (now the Council for Christian Colleges and Universities). In the early history of the Christian College Consortium, there was a significant documented statement of purpose that is still evident today (Patterson, 2006):

> To promote the purposes of evangelical Christian higher education in the church and in society through the promotion of cooperation among evangelical colleges, and, in that conviction, to encourage and support scholarly research among Christian scholars for the purpose of integrating faith and learning; to initiate programs to improve the quality of instructional programs and encourage innovation in member institutions; to conduct research into the effectiveness of the educational programs of the member

colleges, with particular emphasis upon student development; to improve the management efficiency of the member institutions; to expand the human, financial and material resources available to the member institutions; to explore the feasibility of a university system of Christian colleges; and to do and perform all and everything which may be necessary and proper for the conduct of the activities of this organization in furtherance of the purposes heretofore expressed. (p. 12)

Membership within the CCCU reflects significant financial, geographical, denominational, curricular, and theological diversity. However, the CCCU's members share a vision for the purposes and priorities of Christian higher education including: (a) God-centeredness and loyalty to the Christian revelation, particularly as focused on Jesus Christ and his gospel; (b) a commitment to the formation and maintenance of a Christian worldview; (c) a humility of mind and a communal care that fosters integrity and candor; (d) a beholding to the church, the world, and God; (e) a grappling with issues of Christianity and culture; and (f) a balancing of academic freedom and confessional fidelity (Patterson, 2001).

Patterson (2006) identified the 1990s as a period of growth and strides in overall enrollment. Between the fall of 1990 and the fall of 1998, CCCU member institutions saw an increase of 37% in enrollment in comparison with a 5% increase at all institutions within the United States and, more specifically, in comparison with a 13% increase at all private institutions during this time. Small sizes, tuition dependency, and endowment deficiencies were all identified as ongoing threats for member institutions of the CCCU despite the increases in enrollment that the council saw during this time.

Christian colleges and universities have faced challenges both internally and externally over the past three decades. The importance of vision and mission continues to

raise questions in the area of enrollment success. For those institutions founded by specific denominations, typically the religious subculture (denomination) supported the enrollment of the institution. Children were born into a church to which their family had belonged for multiple generations. These children were participants in large and active Sunday school education and, subsequently, many were schooled in elementary and secondary schools (Christian day schools) sponsored by their denomination (Benne, 2001).

In recent years, these Christian day schools have experienced both denominational diversity of enrolled students and a decline in the birth rate of members of the denomination's church. Due to the interdependency of the Christian K–12 schools and postsecondary institutions, these demographic shifts can also be seen in college enrollment by denomination of college-bound high school graduates (Benne, 2001).

Social Media

The current generation of students in higher education, and those students entering higher education, are digital natives with high proficiency in blogging, Facebook, Twitter, MySpace and other social media areas. Although the literature is just beginning to explore the nature of these online relationships, it is clear that this generation is a high user of social media. The University of Massachusetts Dartmouth Center for Marketing Research conducted a longitudinal study between 2007 and 2008 on college admissions offices of all four-year accredited institutions in the United States. The study found that 41% of US colleges and universities are leading in utilizing blogs above 13% of the Fortune 500 and 39% of the Inc. 500 companies (Mattson & Barnes, 2009).

The function of admissions recruitment continues to include travel by admissions counselors but electronic recruitment is on the rise. The strategy of electronic recruitment

focus on interacting with the prospective student via email, instant messaging, and on-line social network profiles. Through social media it is also possible to target special interest groups such as student athletes, transfer students, and parents. According to Wandel (2008), in a market research study commissioned by MySpace, Isobar, and Carat USA (Fox Interactive Media 2007), researchers asked 15-34-year-olds what they would do if they had 15 minutes of time. The respondents indicated the top two choices as checking out a social networking site or talking on their cell phone. Reuben (2008) studied 148 colleges and universities and found that the most popular forms of social media in use for marketing included Facebook, MySpace, YouTube, Flickr, Twitter, blogs, and del.icio.us.

A qualitative study was done by Tucciarone (2009) on students enrolled in media studies courses at a public, four-year institution in St. Louis, Missouri with the purpose of analyzing and to understand what information students seek from a college's Web site during their college search. Results suggested that prospective students rely heavily on information presented on a college's Web site in making a decision on whether or not to apply. Information most searched included majors and tuition, followed by ranking, size, and location, as well as pictures, videos, and virtual tours. Tucciarone indicated that student message boards and blogs such as Facebook and ratemyprofessor.com, are also highly sought out by college seekers even though these social media sites are not featured on most college and university official Web sites.

Models of Strategic Planning for Higher Education

Admissions processes and strategies are the starting point of the enrollment process. College fairs promote the institution and are aimed at prospective students, parents, and high school counselors. These efforts continue with on-campus visits to assist in developing a

relationship between the institution and the student (Hossler & Kalsbeek, 2009). Enrollment efforts do not stop at getting students into the institution; the importance of retaining students and the focus on persistence is critical to overall enrollment success. According to a national study by Hossler and Kalsbeek (2010), best practices include the effective organization of a comprehensive retention strategy involving an early alert system for those students at risk, strong support services, a person responsible for oversight of the retention system, and retention assessment.

In order to keep operations costs manageable and course content relative, curricular assessment and market need must continually be part of the environmental assessment of institutional leaders. Low-enrolled courses, market needs and trends, and reviewing course offerings are all essential pieces of curricular strategies related to enrollment (Borden, 2004).

Enrollment management processes must consider research that measures an institution's competitive market position relative to other institutions. The role and perception of external stakeholders, marketing, and brand of the institution are important strategies to consider within the context of market position. This market research allows for the opportunity to identify ways to expand outreach and assess an institution's brand image (Kalsbeek & Hossler, 2009).

Senior leaders within institutions must be able to articulate the direction of the institution, and these leaders must make decisions about new strategies and efforts that are consistent with the institutional mission. Failure to do so may result in distrust by stakeholders within the institution and confusion within the broader system and, ultimately, may disrupt various parts of the institutional efforts geared toward managing enrollment (Muston, 1985).

Strategic Management: Models for Business and Higher Education

Chaffee's (1984) model of strategic management suggests a dichotomy underlying the two models of strategic management. This dichotomy was first described by Keeley (1980) as two fundamentally different analogies: the organization as an organism and the organization as a social contract. Keeley drew upon the philosophical ideas of the sophists, Plato, Rousseau, Locke, and others.

Keeley (1980) described the organismic analogy as the organizational entity consisting of functionally differentiated roles through which the goals of the organization are sought. Costs to the organization include returns to members for performing the roles. In the social contract analogy, individuals enter into a contract with the organization to fulfill and foster their individual welfare. Keeley suggested that the organization has no identity apart from its participants.

Chaffee (1984) cited Keller (1983) and Jauch and Osborn (1981) in suggesting that the progression of literature in the field of strategic management within organizations included the adaptive model as prevailing during the first decades of writing on strategic management prior to 1980, whereas the interpretive model began to gain acceptance in the 1980s. The adaptive model assumes that collective ends exist and that the organization is assumed to aim for its own survival and in pursuit of resources that will ensure survival. Also assumed is that the organization faces a changing environment that is uncertain. The problem in need of a strategy is anticipating the future, monitoring environmental factors, identifying opportunities and threats, and ensuring that the organization can capitalize on opportunities to evade threats.

Chaffee (1984) also cited Ansoff (1976), Cope (1981), and Keller (1983) as writers who have contrasted strategic planning with other forms of planning. The term "strategic planning" has many definitions. In its earliest stages, strategic planning was used in business, and it emerged as a concept for higher education in the mid-1960s. All definitions relate to a management function that is designed to achieve goals through the allocation of resources.

In addition, most definitions of strategic planning state that the planning is intended for the whole organization in reference to the external environment. Strategic planning appears to have one salient characteristic: It is proactive. Beyond being proactive, the concept of strategic planning is difficult to define with accuracy. In the context of higher education in particular, Cope (1981) offered the definition that

> strategic planning is an open systems approach to steering an enterprise over time through uncertain environmental waters. It is a proactive problem-solving behavior directed externally at conditions in the environment and a means to find a favorable competitive position in the continual competition for resources. Its primary purpose is to achieve success with mission while linking the institution's future to anticipated changes in the environment in such a way that the acquisition of resources (money, personnel, staff, students, good will) is faster than the depletion of resources. (p. 9)

Cope's definition is about the bottom-line purpose of strategic planning—prosperity.

In their textbook, G. Johnson, Scholes, and Whittington (2008), defined strategy as: "the direction and scope of an organization over the long term, which achieves advantage in a changing environment through its configuration of resources and competences with the aim of fulfilling the stakeholder expectations" (p. 3). Whittington (2001) noted a rational

instrumental approach and discussed two fundamental questions. In the first question, he indicated the need to examine what the strategy is for. In the second question he noted that one needs to know how strategy is done. Strategy operates under the assumption that managers take actions that will achieve predetermined goals. An early writer in the area of "instrumental rationality," Chandler (1962) defined strategy as "as process of determining an organization's goals and objectives by adopting defined courses of action, and allocating the necessary resources for carrying them out" (p. 5). MacCrimmon (1993) expanded this definition and described strategy as "a coordinated series of actions which is goal directed and involves resource deployment" (p. 114).

Enrollment Management

In the early 1980s, Loyola University of Chicago and The College Board sponsored the first national conferences on enrollment management. By the late 1980s enrollment management was hailed as a crucial student recruitment and retention concept. The early 1980s and early 1990s had a significant impact in the area of enrollment, as enrollment shifted from solely an admissions function to an enrollment management concept due to enrollment declines within this time period (Jones, 2003).

Also during this time, higher education focused more on the marketing of student enrollment. This concept was met with distaste by faculty outside of the enrollment arena. Marketing concepts drew criticism from faculty ranks due to the perception of "customer"- and "business"-related concepts. Customers included students, legislators, alumni, trustees, businesses, or other significant publics who could use the college or provide support. Marketing the college was about adapting the products, pricing, promotion, and delivery to accommodate the needs of the customers. Enrollment management as a concept included a

marketing concept but also introduced the process of enrollment as being the responsibility of the whole campus. The approach of enrollment management at this time was to ask all areas of the institution to evaluate programs and services in light of the impact on long-term enrollment (Albright, 1986).

The general notion of evaluation and planning is not a new concept in higher education. Much literature from the early 1980s involved strategic planning within the context of higher education. Kotler and Murphy (1981) identified three tiers to strategic planning as progressive in nature. At the lowest level, most institutions utilize a process of budgeting and scheduling. The majority of institutions engage in a second level, consisting of short-range planning. Major areas of concern in this area include recruiting of students, development efforts, physical plant decisions, and program offerings in connection with curricular modifications. Long-range planning represents a third level and utilizes both quantitative and qualitative assessments of the institutional environment to determine institutional strategy and prioritization.

Kemerer et al. (1982) introduced a structural approach through their four models of coordination: (a) "marching millions" committee, (b) "Let's give the admissions director something more to do" coordinator (c) "conflict avoidance" matrix, and (d) "Now we are serious" division. The authors were clear that change would be difficult without structure to force the change.

Through Dolence (1993), the concept of strategic enrollment management challenged these former structures of management. The concept of strategic enrollment management was explained as a "comprehensive process designed to help an institution achieve and maintain

the optimum recruitment, retention, and graduation rates of students, where 'optimum' is defined in the academic context of the institution" (Dolence, 1993, p. 8).

Dolence (1996) took this concept of primacy of the academic context a step further by defining levels of pitfalls when too much focus is on structure and management. The first level of problem identification included solutions focused on marketing or tweaking the admissions office. The second stage of the structural level included a campus focus in the areas of effectiveness and efficiency. This stage included the integration of recruitment and retention efforts and the evaluation of processes and procedures to improve services to students. Dolence (1996) argued that it is easy for institutions to get stuck in this stage and not move on to strategic levels. Most importantly, he noted that failure to move on holds academics, and thus an academic perspective, at a distance.

Successful enrollment management systems were examined by Muston in 1985 and by Hossler in 1987. Both indicated that there is no one right structure and that enrollment management must be adapted to the needs, organizational climate, and administrative skills on each campus.

Vander Schee (2009) cited Kemerer et al. (1982) and Huddleston and Rumbough (1997) in indicating that enrollment management programs focus on five components working together: (a) institutional marketing and utilizing research to identify unique institutional characteristics of students who choose to enroll; (b) admissions and recruitment focused on new student markets and increasing need-based financial aid awards; (c) retention programs including early alert systems, orientation programs, and a person responsible for coordination of retention efforts; (d) long-range planning in enrollment projections,

examination of institutional mission, and assessing the curriculum; and (e) a structure or model that coordinates enrollment efforts.

Vander Schee (1998) analyzed CCCU member institutions usage of enrollment management programs and found that, although many of the CCCU member institutions utilize many enrollment strategies, only a fraction of the institutions could be categorized as having an enrollment management program in place.

The literature describes several structural models that identify different hierarchical reporting lines for the work of enrollment management. The placement of enrollment management coordination on a campus is not as important in comparison to how enrollment management plans connect to the academic context of an institution. Henderson (2005) argued that several of the existing enrollment management models in the literature suggest, and look for, whether or not institutions reflect enrollment management but miss the point of looking to ensure that enrollment management "reflects" the institution. Heavy emphasis on which offices should be brought together to do enrollment work can force institutions to reflect management rather than the mission and purpose of the institution. Henderson concluded by saying that enrollment management must also focus on using an academic lens to define an enrollment management ethic to maintain the fundamental character and spirit of the institution's culture.

Strategic enrollment management, a combination of enrollment management and institutional strategic planning, is a comprehensive process designed to help an institution achieve and maintain optimum enrollment, where optimum is defined within the academic context of the institution. Optimum enrollment includes academic profile, majors, physical capacity, special skills, ethnicity, residency, and program capacity (Dolence, 1993). Strategic

enrollment management also is a concept and process that enables students to achieve their educational goals (Bontrager, 2004).

According to Bontrager (2004), the purposes of strategic enrollment management are achieved through several strategies, including: establishing clear and precise goals for the number and types of students needed to fulfill the institutional mission; promoting student academic success by focusing on access, transition, retention and graduation; promoting institutional success by enabling effective strategic and financial planning; creating a data-rich environment to inform decisions and evaluate strategies; improving organizational and financial efficiency and outcomes; establishing top quality student-centered service; and strengthening communication and collaboration among departments across the campus to support the enrollment program.

Enrollment management has evolved in the past 30 years, and experts within the field of enrollment management models have been clear in their assertions that there is no perfect model or ideal organizational structure. Rather, effective enrollment management is a function of time and place, goals and ambitions, and mission and visions, all unique to individual institutions (Kurz & Scannell, 2006).

Summary

This chapter described the background and history of the CCCU member institutions and provided a review of relevant literature. The history of the formation of enrollment management was presented along with the concept of the context of strategic planning within the area of higher education. The study attempted to identify some of the strategies in use by institutions in relation to retention, marketing, usage of enrollment data, and campus-wide concern for enrollment. Finally, the importance of keeping an academic context was

reviewed through a historical examination of the formation of enrollment management in the

context of structural systems.

CHAPTER THREE. RESEARCH METHODS AND PROCEDURES

The purpose of this study was to analyze the effectiveness of enrollment strategies and the collective effects on enrollment changes between 2005 and 2009. A second purpose of this study was to determine if there are differences among institutions with declining, maintaining, and increasing enrollments in terms of the utilized strategies. The methods used to investigate the utilization and effectiveness of enrollment strategies by member institutions of the CCCU are included in this chapter.

The literature previously cited suggested that, although the CCCU coalition as a group is showing increasing enrollment, specific concerns exist for institutions within the CCCU that have decreasing enrollment. This study of enrollment strategies at CCCU institutions was developed as a result of these enrollment differences among the institutions. It was assumed that there are specific strategies that have contributed to the difference between increasing and declining enrollment within CCCU institutions. This study was an attempt to identify those strategies. Previous research (Chaffee, 1984) suggested that a combination of adaptive and interpretive strategies would be optimal for institutional enrollment; these assertions were examined as well.

Conceptual Framework

This study utilized two models, adaptive and interpretive, developed by Chaffee (1984) and described in Chapter One, as the conceptual framework. The adaptive model describes an organization concerned primarily with survival and that any actions taken under this model are directed primarily at focusing the institution to meet changes in market demand. Chaffee outlined specific strategies within the adaptive model, including strategies

focused on: monitoring of environmental trends, increased flexibility in staffing, using market research, and updated program offerings.

The interpretive model describes an organization as a network of individual participants who are utilizing the organization to pursue individual goals. Actions by participants are directed toward increasing legitimacy and credibility. Strategies in this model are not integrated and multifaceted. Major themes include symbols, myths, and the importance of organizational culture. In this model, leaders are critical to improving the satisfaction of the participants and to increasing the credibility of the organization. Chaffee (1984) outlined specific strategies in the interpretive model as: development of strong external relations, emphasis on internal communication and cooperation, decisions based on a strong mission, evaluation of the mission, and internal cooperation and communication.

An organization using the adaptive model operates as a single entity with many operational parts that interact within a multifaceted changing environment. A goal of the organization includes the immediate accumulation of limited resources and ultimate survival of the organization. This model is structured to respond to changing environmental demands, which may include the decline or end of resources. Organizations respond to changing environmental demands by changing products or services, diversifying or adding, and/or attempting to improve efficiency.

An organization using the interpretive model of strategic planning attends to social and collegial organizational arrangements. The primary focus is on the organization's legitimacy; Chaffee (1984) described this as participants answering the question, "Why are we together?" The integration and orientation of the participants into the broader strategy

relies on concepts and symbols that are communicated by the leadership within and outside of the organization.

Research Design

In order to address the research questions, a quantitative survey research design was employed for this study in accordance with similar research done by Chaffee (1984), Buffington (1990), and Muston (1985). The purpose of this survey was to evaluate the effectiveness of enrollment strategies and the collective effects on enrollment changes between 2005 and 2009. A survey was a good fit for this study due to the ease of data collection from participants who were spread across North America. The survey was cross-sectional, as data were collected at a single point in time (Creswell, 2003). The survey was administered online to give participants convenient access to the instrument. This also provided the researcher with inexpensive and efficient data collection tools. The survey used was the CCCU Enrollment Strategy Survey, which can be found in Appendix A. The methods section contains a description the population and sample, the data collection, the survey instrument, the pilot test and survey validity, and the survey administration, the data analysis, and ethics.

Methods

Population and Sample

The CCCU is an international association of intentionally Christian colleges and universities. Founded in 1976 with 38 members, the CCCU currently comprises 108 members in North America and 70 affiliate institutions in 24 countries. Member institutions are private 4-year church-related colleges and universities offering both liberal arts and professional studies. The population for this study was limited to the 108 member institutions

within the United States and Canada. These members are listed in the 2010 edition of the

Christian Colleges & Universities: The Official Guide to Campuses of the Council for

Christian Colleges & Universities (CCCU, 2010) and can be found in Appendix B.

For the study sample, the researcher chose to survey the chief enrollment

administrators from the 108 member institutions of the CCCU within the United States and

Canada. These individuals were chosen because their position within the institutions allowed

them to know the most information about institutional processes and procedures related to

enrollment efforts.

Data Collection

There were two primary types of data collected for this study. The first included

enrollment data retrieved from the National Center for Education Statistics (NCES) to be

used to ascertain enrollment changes between 2005 and 2009. The list and identification

numbers for CCCU member institutions (Appendix B) were obtained through the CCCU

main office in Washington, DC. The identification numbers for the member institutions were

then entered into the NCES website to obtain relevant data regarding institutional

characteristics and enrollment figures. Information obtained included the level of full-time

student enrollment per institution between Fall semester 2005 and Fall semester 2009.

The second type of data collected for in this study was through the Enrollment

Strategy Survey (Appendix A). This instrument was developed for this study drawing from

literature in the field of enrollment management: from Muston's (1985) work on enrollment

performance, marketing, and institutional positioning; from Buffington's (1990) work on

enrollment management strategies; and from a study regarding strategic management

strategies (Chaffee, 1984). Permission to utilize Chaffee's instrument was received via an electronic document in Appendix C.

Survey Instrument

The first seven items on the survey, concerning demographic questions and definitions, were designed to capture the unique characteristics of the institution and of the participant who was responding to the survey. The framework for the remaining 60 questions was based on the topic areas in Chaffee's (1984) typology of strategic actions. Twenty-five questions were included as adaptive strategies and 35 questions were included as interpretive strategies. As indicated in Chapter Two, Chaffee's framework included the following categories for adaptive strategy: (a) changes made to attract and retain students, (b) increased receptiveness to change, and (c) the use of research/enrollment data. The interpretive strategy framework included: (a) focus for the academic program, (b) initiative with external groups, and (c) communication and cooperation within the institution. In review of Buffington's (1990) study on enrollment management strategies and the effects of leadership and strength of mission, two additional categories were added to the interpretive framework: (a) presidential impact and (b) strength of mission.

Following the decision to utilize Chaffee's (1984) typology of strategic action, each item under consideration from the strategic and enrollment management literature was selected depending on whether it fit within one of the eight categories. Buffington's (1990) research on enrollment management strategies was also consulted to determine placement of strategies. A significant number of strategies found in the review of the literature could be placed within the adaptive framework; fewer could be placed within the interpretive framework. Because of this, many strategies that were considered to be less significant were

discarded to keep the instrument manageable and to achieve some similarity in quantity between the adaptive and interpretive sections.

Because this study was implemented in February of 2011, and NCES enrollment data were available only through Fall of 2009, participants were asked to indicate the degree of implementation of strategies within a 7-year window to account for strategic initiative activity between 2005 and 2009. The specific questions on strategies in use asked, "As a strategic decision to increase enrollment in the past 7 years, to what degree has your institution implemented the following strategies?" A total of five possible responses were available for each strategic item on a scale of 1 to 5; 1 = *None* (indicating that the strategy was not in use during that time period), 2 = *Low* (indicating that the strategy was used to a low extent during that time period, 3 = *Moderate* (indicating that the strategy was in use to some extent during that time period), 4 = *High* (indicating that the strategy was used to a high extent during that time period), and 5 = *Very High* (indicating that the strategy was used to a very high extent during that time period).

Pilot Test and Survey Validity

The survey instrument was reviewed by a panel of three experts involved in enrollment efforts within small private institutions, but not member affiliates of the CCCU, to examine its content validity. A copy of the Panel of Experts Content Validity Rating Form can be found in Appendix D. Individuals in the pilot study were selected on the basis of their knowledge of the subject matter and leadership responsibility within the area of enrollment. The pilot test was conducted to determine the understandability of the instrument and ease of administration.

In each case the researcher met with or spoke by telephone with each respondent prior to the administration of the survey and then debriefed the respondent afterwards. The respondents to the pilot study indicated that the instrument was understandable and easily administered, and they voluntarily confirmed the researcher's belief that the study addressed a concern of vital importance to small private colleges. As a result of the pilot, some of the items were further clarified, some were deleted as irrelevant, and a few new items considered to be essential to enrollment management were added.

Survey Administration

A database that included all of the pertinent information for each institution included in the study was created. Information about each of the 108 institutions included in this study was received from the CCCU headquarters in Washington, DC. This database information contained the name of the chief enrollment officer, the name of the institution, and the participant's e-mail address. The questionnaire was administered through an online survey tool using Qualtrics™ software during February, 2011. E-mails with hyperlinks were sent to participants at the beginning of February 2011 with a 4-week completion deadline. The instrument was accompanied by an e-mail (see Appendix E) from the researcher encouraging participation in the study. E-mail reminders were sent to the participants 2 weeks after the first contact to increase participation rates. Participants were assured that their individual responses would not be discernable in the published results. It was beyond the scope of this study to examine the potentially different perceptions of more than one administrator at each institution.

Data Analysis Procedures

The CCCU ESS survey recorded responses on a five-point Likert-type scale that lent itself easily to quantitative analysis of the data (Bourque & Fielder, 2003). Predictive Analytics Software™ (PASW) was used to execute accurate and efficient exploratory data analysis and statistical analyses for this study.

Variables. The dependent variable used in this study was the percent change of enrollment from 2005 to 2009. The independent variables used in this study included the extent of usage of strategic initiatives.

Research questions 1 and 2. The first and second research questions were: What are the demographic characteristics among the respondents? and What enrollment models are currently in place at CCCU institutions? To answer these questions, descriptive statistical analyses were employed. Measures of central tendency and cross-tabulations were used to provide a graphical representation of the sample.

Research Question 3. The third research question was: What strategies and programs are currently in use at CCCU member institutions to influence enrollment objectives and performance? In order to determine the rate of usage, the means and standard deviations of responses to the survey were be calculated. Means were calculated for both the aggregate data and for data related to the three institutional clusters, grouped by declining, stable, and increasing in enrollments. The strategies were ranked from high to low (those achieving a mean score closest to 5 to 1).

Research Question 4. The fourth research question was: Are there statistically significant differences among the three CCCU member institutional groups as defined by declining, maintaining, and increasing enrollment with reported usage of individual and

groups enrollment strategies? To answer the fourth research question, a one-way analysis of variance (ANOVA) was performed to determine if there were statistically significant differences among institutional enrollment clusters of declining, maintaining, and increasing enrollment between 2005 and 2009 in regard to individual strategies and grouped strategies in use.

Ethics

The researcher took care to make the purpose of the study clear to all participants. The introductory e-mail reminded participants that their participation was completely voluntary. Participants were not required to engage in any data collection beyond the survey. Results were conveyed to those participants who requested it in a manner that no participant was able to be individually identified.

This research study was a required program element for the Doctor of Philosophy degree at Iowa State University and was reviewed and approved by the Institutional Review board. Approval for this study by the Institutional Review Board at Iowa State University is included in Appendix F.

CHAPTER FOUR. FINDINGS

This chapter presents the analysis of data on the types of strategies in place and the relationship between the utilization of enrollment management strategies and enrollment performance at CCCU member institutions. The data represent the responses that were provided by the 45 CCCU member institution chief enrollment officers who responded to the online survey. The chapter is organized according to the findings regarding demographic characteristics (research questions 1 and 2) and inferential statistics (research questions 3 and 4).

Descriptive Analysis

Research Question 1

What are the demographic characteristics among respondents within the sample? A total of 108 chief enrollment officers from CCCU member institutions were invited to participate in this study. Forty-five responses were received for a response rate of 42%. Although gender differences were not the focus of this study an interesting fact is that the majority of the respondents (68.9%) were males compared to 31.1% females. Other demographic statistics are displayed in Table 4.1. By far, the most prevalent position title was that of vice president of enrollment, a position held by over 70% of the respondents. Eighty percent of respondents had earned lower than a master's degree. A majority of the participants (61%) had been in their current position for 5 years or less.

Table 4.1.

Demographic Statistics of the Respondents (N = 45)

Variable	N	%
Position title		
Vice President of Enrollment	32	71.1
Director of Admissions	7	15.6
Other	6	13.3
Highest degree earned		
Associate's	5	11.1
Bachelor's	31	68.9
Master's	9	20.0
Years in current position		
0–5	25	61.0
5–10	9	17.5
10–15	3	3.7
15 +	4	8.9
No response	4	8.9
Years in enrollment management profession		
1–10	12	26.7
10–15	11	24.4
15–20	9	20.1
20–25	7	15.5
25–40	6	13.3
Current marketing budget		
< $5,000	26	58.7
$20,000–$40,000	2	4.0
$40,000–$60,000	4	8.9
$60,000-$80,000	7	16.5
$80,000+	4	8.9
No response	2	4.0

The number of years the participants had been involved in the profession of

enrollment management generally covered a wide range. Out of the 45 responses, only 14%

of females reported 20 years or more of experience in the profession of enrollment management in comparison to 42% of males who reported 20 years or more of experience in the profession.

The current marketing budget amount for institutions responding to the survey is shown in Table 4.1. Although, due to the existing literature, it was expected that higher amounts would be directed at marketing, out of the 45 institutional representatives who responded, 58.7% reported spending less than $5,000 on marketing at their institution. This response could reflect marketing resources being managed from departments outside of the admissions area.

Research Question 2

What enrollment models are currently in place at CCCU member institutions? The enrollment management models reported in place by the participants from the 45 responding institutions are shown in Table 4.2. Definitions for each of the models of coordination can be found on the survey instrument in Appendix A. The division model of coordination was by far the most prevalent at 60%, followed by a small percentage using the committee model, coordinator model, matrix model, and no model at 11%, 13%, 9%, and 7%, respectively.

In Vander Schee's (1998) study on the 87 member CCCU institutions in 1998, of the 67 institutions who responded, the coordinator model was the most prevalent at 27%, followed by 20% with no model, 16% with the division model, and only 6% the matrix model of coordination in place at the institutions. The remaining 31% of institutions surveyed reported that, although they did not have a model of coordination in place that matched one

Table 4.2

Enrollment Management Models Used (N = 45)

Model	n	%	
Committee	5	11.1	
Coordinator	6	13.3	
Matrix	4	8.9	
Division	27	60.0	
None	3	6.7	
Total	45	100.0	

of the options provided in the survey, they did have one in place which was unique to their

institution.

Although the specific institutions who responded to the most recent survey cannot be

matched individually with those in Vander Schee's 1998 study, collectively there appears to

be movement toward a more strategic model of enrollment management at member

institutions of the CCCU.

Research Question 3

What strategies and programs are currently in use at CCCU member institutions to

influence enrollment objectives and performance? To determine a rate of usage of the

strategies for the total sample, means and standard deviations of responses to the survey were

calculated. It is very difficult to answer with precision what it is about an institution that

attracts students. For some students it may be proximity to family; for others it may be a

music program. Although it is difficult to account for a precise reason that students choose

one institution over another, research has suggested several types of strategies that may be

employed to assist institutions in attracting students. Table 4.3 and 4.4 display the mean

Table 4.3

Means and Standard Deviations of Most Frequently Used Strategies by Institutions

Strategies	*M*	*SD*
15. College fairs	4.6	0.78
16. Direct mailing to students	4.7	0.60
17. Purchasing additional names	4.1	0.97
18. Toll free line	4.1	1.03
47. Online social networking	4.2	0.84
56. Mission reaffirmed	4.1	1.03
64. Trustees support mission/strategy	4.3	0.78
65. President plays large role	4.4	0.87
66. President/administration demonstrate concern	4.4	0.78
67. Senior leaders articulate mission	4.9	0.87

Table 4.4

Means and Standard Deviations of Least Used Strategies by Institutions

Strategies	*M*	*SD*
10. Data ACT/SAT scores	2.9	(1.01)
12. Expense paid students	2.1	(1.22)
13. Expense paid parents	1.7	(1.18)
14. Expense paid counselors	2.2	(1.34)
19. Increase student employment	2.8	(1.24)
24. Released staff	1.8	(1.03)
33. Expand days/times for courses	2.5	(1.12)
34. Added graduate level for first time	2.4	(1.48)
35. Coop programs with other institutions	2.3	(1.20)
36. Added required courses to curriculum	2.3	(1.15)
37. New applied programs	2.7	(1.24)
39. Eliminate low enrolled majors	2.4	(1.02)
40. Added courses to serve community	2.1	(1.01)
57. Mission revised	2.3	(1.53)

scores and standard deviations of the 10 strategies used most and 14 strategies used least by the 45 institutions, according to those who responded to the survey. On the survey there were five possible responses, on a scale ranging from 1 (*none*) to 5 (very *high*), to indicate how much that particular strategy was used during the period of time in question. Ten of the 60 strategies (17%) received a mean score greater than 4.0 (high usage). Five of these items (15, 16, 17, 18, 19) are specific admissions office techniques that are in wide use across all types of institutions. The other five items in frequent use reflect philosophical attitudes rather than specific enrollment techniques. For the strategies used least, it can be seen that 14 (23%) of the 60 strategies received a mean score lower than 3.0 (moderate usage).

Inferential Statistics

Research Question 4

What relationship can be determined between enrollment strategies and enrollment performance between 2005 and2009? One of the objectives of this study was to determine the validity of Chaffee's (1984) assertions that the use of interpretive enrollment strategies were essential to the success of enrollment growth. In this section the results of statistical analyses that tested the adaptive and interpretive strategies on enrollment changes will be reported. As indicated in Chapter Three, the 60 strategies were regrouped into 8 categories which reflected Chaffee's (1984) model.

The responding institutions were divided into three groups depending on whether the institution's enrollment had declined, maintained, or increased between the fall semesters of 2005 and 2009. In order to have three groups of equal size, the groups were determined as follows: institutions with a decrease in enrollment were designated as declining, institutions with an increase in enrollment of between 0 and 10% were designated as maintaining, and

institutions with an increase in enrollment of greater than 10% were designated as increasing. The three groups of responding institutions along with their enrollment statistics from 2005 to 2009 and the percent change between 2005 and 2009 are shown in Tables 4.5 to 4.7.

The average enrollment figures were calculated for all three categories of institutions. The 15 declining enrollment institutions experienced an average decline of 10%, with a range of enrollment change from –2% to –55%. The 13 maintaining enrollment institutions

Table 4.5

Institutions with Declining Enrollment, 2005–2009

| Institution | Enrollment | | | | | % change from |
	2005	2006	2007	2008	2009[a]	2005-2009
Shorter College	2,635	1,017	1,011	1,109	1,182	−55.1
San Diego Christian College	510	494	461	395	415	−18.6
University of the Southwest	513	432	469	451	451	−12.1
Toccoa Falls College	886	900	927	853	783	−11.6
The Master's College and Seminary	1,308	1,302	1,268	1,199	1,159	−11.4
Howard Payne University	1,169	1,176	1,181	1,180	1,056	−9.7
Oral Roberts University	3,152	2,915	2,859	2,765	2,873	−8.6
Bluffton University	1,152	1,114	1,046	1,078	1,059	−8.1
Geneva College	1,930	1,800	1,746	1,793	1,796	−6.9
Northwestern College	1,244	1,310	1,288	1,201	1,180	−5.1
Messiah College	2,884	2,814	2,801	2,767	2,759	−4.3
Hardin-Simmons University	2,179	2,118	2,174	2,145	2,085	−4.3
Abilene Christian University	4,409	4,453	4,281	4,254	4,281	−2.9
John Brown University	1,731	1,883	1,858	1,822	1,691	−2.3
Crown College	1,077	1,035	981	1,062	1,056	−2.0

Note. Source: Integrated Postsecondary Education Data System (IPEDS; NCES, n.d.).
[a]Fall 2009 Full-time enrollment range = 415–4,281.

experienced an average 5% percent increase, with a range of enrollment change from 1% to 9%. The 17 increasing enrollment institutions experienced an average increase of 35%, with a range of enrollment changes from 10% to 135% percent. At least one institution experienced major enrollment decline, and at least one institution experienced a drastic increase in enrollment. The enrollment data for all the CCCU member institutions from 2005 to 2009 are included in Appendix G.

Table 4.6

Institutions with Maintaining Enrollment, 2005–2009

Institution	Enrollment					% change from
	2005	2006	2007	2008	2009[a]	2005-2009
University of Mary Hardin-Baylor	2,473	2,478	2,435	2,440	2,500	1.0
Roberts Wesleyan College	1,717	1,689	1,669	1,706	1,736	1.1
Northwest University	1,196	1,220	1,174	1,144	1,230	2.8
Evangel University	1,744	1,656	1,566	1,747	1,804	3.4
Point Loma Nazarene University	3,034	3,104	3,039	3,014	3,182	4.9
Lee University	3,661	3,705	3,701	3,732	3,849	5.1
Olivet Nazarene University	3,397	3,470	3,567	3,382	3,574	5.2
Biola University	4,684	4,780	4,907	4,989	4,971	6.1
George Fox University	2,436	2,526	2,553	2,576	2,593	6.4
Dordt College	1,221	1,212	1,260	1,310	1,300	6.5
Tabor College	532	533	512	534	568	6.8
Belhaven University	2,528	2,498	2,403	2,507	2,729	8.0
Oklahoma Christian University	1,817	1,955	2,078	1,997	1,985	9.2

Note. Source: Integrated Postsecondary Education Data System (IPEDS; NCES, n.d.).
[a]Fall 2009 Full-time enrollment range = 568–4,971.

Table 4.7

Institutions with Increasing Enrollment, 2005–2009

Institution	Enrollment					% change from
	2005	2006	2007	2008	2009[a]	2005-2009
Goshen College	863	896	911	899	952	10.3
Bethel College	1,604	1,682	1,672	1,663	1,779	11.0
Milligan College	916	904	942	966	1,026	12.0
Missouri Baptist University	2,620	2,617	2,702	2,781	2,938	12.1
Malone University	1,929	1,957	2,030	2,034	2,179	13.0
Houston Baptist University	2,009	1,882	2,109	2,226	2,359	17.4
Indiana Wesleyan University	12,183	13,405	14,148	14,627	14,463	18.7
Colorado Christian University	1,625	1,533	1,504	1,970	1,971	21.2
Huntington University	902	952	1,021	1,096	1,131	25.3
Union University	2,471	2,388	2,746	3,059	3,327	34.6
Lipscomb University	2,285	2,356	2,501	2,808	3,112	36.2
California Baptist University	2,552	2,858	3,181	3,380	3,509	37.5
Campbellsville University	1,673	1,752	1,886	2,068	2,306	37.8
Fresno Pacific University	1,530	1,662	1,859	1,901	2,149	40.4
Bryan College	746	895	1,007	1,035	1,084	45.3
King College	869	1,137	1,339	1,494	1,647	89.5
Warner Pacific College	562	652	788	954	1,326	135.9

Note. Source: Integrated Postsecondary Education Data System (IPEDS; NCES, n.d.).
[a]Fall 2009 Full-time enrollment range = 952–14,463.

In order to determine if relationships existed between individual enrollment strategies and the percent change in enrollment performance between 2005 and 2009, Pearson product-moment correlations were examined. The predicted association between the two variables, percent change in enrollment performance between 2005 and 2009 and the 60 individual enrollment strategies was found to not be statistically significant. Correlations were also examined to determine if relationships existed between grouped enrollment strategies and the percent change in enrollment performance between 2005 and 2009. The predicted association between the two variables, percent change in enrollment performance between 2005 and 2009 and the eight grouped categories of enrollment strategies also was found to not be statistically significant.

Strategies were then grouped into categories according to Chaffee's (1984) typology of strategic actions. Twenty-five questions were included as adaptive strategies, and 35 questions were included as interpretive strategies. The following categories are considered adaptive strategies: (a) changes made to attract and retain students, (b) increased receptiveness to change, and (c) research/enrollment data. The individual adaptive strategies, grouped by category, are shown in Table 4.8.

The interpretive strategy framework included: (a) presidential impact, (b) focus for the academic program, and (c) initiative with external groups. Two additional categories were added to the interpretive framework from other literature on enrollment management: (a) communication and cooperation and (c) strong mission. The individual interpretive strategies, grouped by category, are shown in Table 4.9.

Table 4.8

Adaptive Strategies, Grouped by Strategy Category

Question #	Strategy
	Strategy category: Changes made to attract and retain students
10	Utilized data provided by the ACT Enrollment Information Service and/or SAT College Board
12	Provided expense paid visits to campus for prospective students
13	Provided expense paid visits to campus for parents of prospective students
14	Provided expense paid visits to campus for high school counselors
15	Promoted the college through college nights and fairs
16	Sent direct mailings to prospective students
17	Increased your applicant pool by purchasing additional names
18	Created a too free line to the Admissions Office for prospective student use
19	Made efforts to increase student employment on campus
20	Made efforts to increase the number and/or amounts of financial aid awards
21	Increased the awarding of no need merit scholarships
22	Created a spring or summer orientation program
23	Added a new athletic program
25	Made aggressive attempts to keep tuition increases at a minimum
26	Requests faculty to make calls to prospective students
27	Created a systematic procedure for monitoring first year student persistence
28	Generated summary reports of undergraduate retention by student and program characteristics
29	Implemented a First Year experience program
30	Increased budget or staff for academic support services for at risk students in reading, math and writing
32	Made intentional efforts to increase student participation in student government, residence life and other campus activities
33	Expanded the days and times when courses are offered
35	Established cooperative programs with other institutions
36	Added required courses to the curriculum
37	Added new applied programs
38	Offered courses at new locations off campus
48	Employed large scale advertising using any of the following: TV, local or national newspapers, professional journals, billboards
	Strategy category: Increased receptiveness to change
24	Released staff in areas which affect student enrollment to hire professionally trained and experienced professionals in enrollment management
31	Designated an administrator specifically responsible for monitoring attrition and developing retention programs weaknesses and to provide new ideas
45	Hired consultants in areas which affect student enrollment to assist in determining
46	Added staff or additional funds to market and promote the college
	Strategy Category: Research/Enrollment Data
8	Utilized market research studies of prospective student markets
9	Utilized market research studies of present student attitudes and perceptions
10	Utilized data provided by the ACT Enrollment Information Service and/or SAT College Board
11	Utilized the College Entrance Examination Board or ACT Student Searches
47	Utilized on-line social networking tools such as Facebook, Twitter, YouTube, Blogging, LinkedIn to promote the college

Table 4.9

Interpretive Strategies, Grouped by Strategy Category

Question #	Strategy
	Strategy category: Presidential Impact
65	The president plays a large role in the success of the college
66	The president and other senior level administrators demonstrate concern for individual welfare among the entire institution (faculty/staff/students)
67	Those in senior level positions effectively and actively articulate the mission of the institution through all forms of communication
	Strategy category: Focus for the Academic Program
39	Eliminated low enrolled majors
42	Initiated on-line courses for the first time
43	Expanded on-line courses
59	Continuous program review and refinement have been implemented
60	Your institution is involved in outcomes studies/assessment which provides a basis for curricular and programmatic change
	Strategy category: Initiative with External Groups
61	Fundraising efforts have been made with constituents to solicit gift money to reduce reliance on tuition income
62	Efforts have been made with local leaders to increase credibility
63	Athletic teams have been built up to the point of receiving regional, state or national recognition
64	Trustees are actively supportive of the mission and the current strategies of the college
	Strategy category: Communication and Cooperation
49	Enrollment initiatives have become a priority across campus
50	The business and academic functions of the college are strongly integrated
51	Formal lines of communication have been simplified to increase the flow of information among people in offices which influence enrollment
52	Faculty and administration cooperation is fostered
53	College efforts focus on serving the student first
54	A spirit of entrepreneurship is encouraged and innovative ideas are rewarded
55	Faculty and administrators demonstrate concern for individual welfare among themselves and for the students
	Strategy category: Strong Mission
34	Added graduate level courses for the first time
40	Added new majors to meet emerging societal needs
41	Added courses primarily to serve the immediate surrounding community
44	Increased the use of part time faculty
56	Your institution's original mission statement has been reaffirmed
57	Your institution's original mission statement has been revised
58	Your mission statement is referred to for guidance in the development and implementation of enrollment related programs

A one-way ANOVA was performed between the three groups of declining, maintaining, and increasing enrollment institutions to determine if there was any significant difference between the three groups in reported strategy usage within the eight categories of strategies. The independent variable used was the three groups of institutions, designated as declining enrollment, maintaining enrollment, and increasing enrollment. Scores in each of the categories were summed. When scores on each strategy were considered collectively, rather than individually, the ANOVA results indicated significant differences between groups for two of the strategy categories: changes made to attract/retain students and increased receptiveness to change.

The ANOVA results for the strategy category "changes made to attract/retain students," are shown in Table 4.10. Usage differed significantly among the three groups, $F(2,40) = 4.112$, $p = .024$. Once the significant ANOVA test results were noted, Tukey HSD post-hoc tests were run "to examine the differences between means [to] protect against inflated experiment wise errors" (Runyon, Coleman, & Pittenger, 2000, p. 535) Tukey HSD results revealed the significance to be between the maintaining enrollment institution group and the increasing enrollment institution group ($p < .018$). Thus, the institutions in the increasing enrollment group reported more significant efforts in the "changes to attract/retain students" strategy category than did institutions in the maintaining enrollment group.

The ANOVA results also showed significant differences among the three enrollment groups for the strategy category "increased receptiveness to change." The results of the one-way ANOVA to determine if any of the differences were statistically significant are shown in Table 4.10. However, the Tukey HSD post-hoc test indicated there was not significance between the groups.

Table 4.10

One-Way ANOVA Results

Categories	*SS*	*Df*	*MS*	*F*	*p*
Changes to attract/retain students					
Between	1.630	2	.815	4.112	.024*
Within	7.927	40	.198		
Total	9.557	42			
Increased receptiveness to change					
Between	3.162	2	1.581	3.263	.049*
Within	19.379	40	.484		
Total	22.541	42			

*p < .05

In order to cross-validate findings, a nonparametric one-way ANOVA was performed between the three groups of declining, maintaining, and increasing enrollment institutions to determine if there was any significant difference between the three groups in reported strategy usage within the eight categories of strategies. The nonparametric ANOVA results indicated significant differences between groups for only one of the strategy categories: changes made to attract/retain students and increased receptiveness to change *p* = .033.

CHAPTER FIVE. DISCUSSION

The purpose of this study was to identify the strategies in use by CCCU member institutions to attract and retain students and to determine whether or not these strategies led to enrollment growth. Chaffee's (1984) theory of management strategy was tested to determine whether or not adaptive or interpretive strategies, or a combination of both, were linked to enrollment success. Previous chapters presented the literature that formed the basis of the study, the methodology used in the research, and the results of the data analysis. This chapter will provide a further discussion of the results of the analysis and draw some conclusions from the study.

Summary and Conclusions

In this exploratory study, 108 CCCU member institutions were selected to participate in the study. Forty-five enrollment officers responded on behalf of their respective institutions. The remaining 63 institutions which did not respond were fairly evenly distributed among the three groups of declining, maintaining, and increasing enrollment. Sixty strategies were identified in the literature regarding enrollment management, successful colleges, and strategic planning that could possibly be beneficial in leading to enrollment growth at CCCU member institutions. These strategies were used to create the CCCU Enrollment Strategy Survey.

A review of the mean scores for the strategic items indicated that of the 10 strategies most frequently used, only 5 were specific strategies, whereas the others were philosophical attitudes. College fairs, direct mailings, and purchasing additional names were highly used across all 45 institutions whose chief enrollment officers participated in the survey.

However, the institutions in the maintaining enrollment group appeared to be utilizing fewer strategies to a high extent in comparison with the institutions in the declining and increasing enrollment groups. This may suggest a number of things in that those institutions that are maintaining their enrollment have reached an acceptable level of stability and are comfortable with current enrollment, perhaps these institutions have a unique and stable recruiting pool at present, or these institutions may be lacking awareness of effective recruiting strategies and thus are experiencing a plateauing of their enrollment which may not be desired.

Institutions with increasing enrollment appear to be using multiple strategies at a moderate to very high level. Institutions with declining enrollment reported increasing financial aid awards and increasing no-need merit aid in an effort to attract new students. The findings of this study in terms of statements and strategies receiving the lowest positive response scores across all institutions were those dealing with changing the mission. This may suggest that, despite the challenges of enrollment decline or enrollment growth, CCCU member institutions are adhering to the central mission of their institutions.

Based on Chaffee's (1984) study, the ANOVA test was expected to find significant differences among the three groups in relation to the eight strategy categories. However, the only significant difference was found in the strategy category of changes to attract/retain students. This raises questions regarding Chaffee's assertion as to the importance of utilization of both the interpretive and adaptive models in relation to institutional success. However, based on the literature examined and described in Chapter Two on strategic planning, it has been suggested that strategic planning is ambiguous and lacks direct and clear relationships between strategies and objectives (Ansoff & McDonnell, 1990).

It is clear through the responses that the institutions with increasing enrollments were using strategies at a higher rate in both categories than were the other two groups. However, the direct impact of these strategies on enrollment was not shown to be significant. Although the notion that interpretive and adaptive strategies are imperative to financial success through enrollment was not verified in this study, perhaps different groupings of interpretive and adaptive strategies would yield more significant results. Regardless of the type of strategy involved, the colleges in the increasing enrollment group engaged in more activities to enhance enrollment and reported that these activities were in higher use than did the colleges that were maintaining enrollment. In addition, institutions with increasing enrollment reported a higher focus on retention issues and reported hiring a consultant and engaging in online social media at a higher rate than did institutions in the groups with maintaining enrollment or declining enrollment.

From the literature, it was expected that increasing enrollment institutions would have reported utilizing enrollment data resources to a greater extent. However, none of the three groups of the institutions showed high usage of data resources. After reviewing the question in this area and the low responses, the researcher inquired with enrollment specialists about whether or not this question could have been interpreted in multiple ways. Following these discussions with enrollment specialists, the researcher speculated that the question could have been misinterpreted. Institutions in the increasing enrollment group who reported utilizing consultants could have also relied on the enrollment data being collected by a third party for strategy usage and may not have been aware of these collection efforts on behalf of their respective institutions.

Demographic data showed that many of the respondents had been in their positions fewer than 5 years and may not have known, or had full grasp of, the institutional strategies or philosophical statements asserted in these strategies. In addition, many of the respondents did not have a degree beyond a bachelor's degree. It is unclear from the literature what the optimal academic discipline is for individuals working in enrollment management efforts. Clearly, with enrollment management's roots in business, organizational theory, and higher education, a background in a combination of these areas would prove helpful to administrators working within enrollment management. However, additional inquiry and study into this area should be done to gain a broader sense from potentially larger institutions regarding academic background and career progress of enrollment management specialists.

Chief enrollment officers from declining enrollment institutions reported utilizing increased financial aid and increasing no-need merit aid at a higher rate than did their counterparts from institutions in the maintaining enrollment or increasing enrollment groups. This strategy often is a last resort strategy in the effort to survive, but unfortunately this effort does not help institutions become financially solvent and may spur the rapid depletion of institutional resources (Muston, 1985). An additional noteworthy item regarding the declining enrollment group of institutions is the lower response score in the area of putting students first.

An examination of the literature regarding successful enrollment management systems over the past 10 years indicates that there is not one specific strategy structure that will yield optimal enrollment. Rather, enrollment management at any institution must be adapted to the organizational climate, needs, and administrative skills available on each campus (Hossler, 1987). The results from this study in regard to a specific set of strategies or

models, and the lack of evidence to support the use of adaptive and interpretive strategies in achieving enrollment success, appears to support this notion that no specific strategy structure yields optimal enrollment.

Previous studies on enrollment management models within the CCCU, in comparison with what chief enrollment officers reported in this study, indicate a progression in the usage of focused enrollment management divisional models. Additional examination of other institutions of higher education and models of coordination may prove useful in understanding the common organizational structures that exist in the field of enrollment management.

Institutions must recognize the impact of institutional characteristics and external factors on student enrollment. As has been discussed, factors influencing enrollment are highly complex. Research suggests that many factors affecting enrollment, including demographic trends, economy, and market demand, are beyond the control of institutions of higher education. Splicing and unraveling causal relationships, given the complexities of these variables, is difficult, and institutions must realize that there is no specific recipe to identify exactly what works when it comes to enrolling students.

Limitations

This study is limited in a number of areas. A portion of the data were collected through the distribution of an e-mail survey instrument and was limited to the information reported by the respondents. The advantage of this approach centers on the opportunity to gather information from individuals representing a large number of institutions in a variety of geographic locations. It was assumed that the respondents would understand the survey questions, follow the directions, and answer the questions honestly. It also was assumed that

the respondents were aware of strategies, institutional dynamics, and cultural characteristics and, thus, could answer questions adequately. There was a delay between strategy implementation and completion of the survey. It was assumed that meaningful data analysis does not require a 100% response rate. Dillman (1978) suggested that steps taken to assure an adequate response rate are important, including having more than one contact with each institution or participant. The instrument used in this study, an adaptation of Chaffee's (1984) instrument, was developed and then tested by experts in the field of admissions; information on the development of the instrument is contained in Chapter Three.

Delimitations

This study was delimited to member institutions of the CCCU. The purposive selection of institutions within the CCCU decreases the generalizability of findings to other institutions. Likewise, this study is not generalizable to all areas of higher education.

Personal Observations

In conducting this study the researcher found that there was limited research currently in known existence about the CCCU group in particular. Thus this study is only a small fragment of a larger picture of the enrollment situation within this population. Each of the enrollment strategies included in the survey represents a piece of a complex and interwoven system within each institution. These complexities are derived not only from the unique characteristics of the mission and vision of the college or university but also from all the individual staff, faculty, students, prospective students, supporting constituencies, boards and communities who make up these individual systems.

Implications

The findings of the study lead to a discussion of potential strategy usage for enrollment management personnel in response to enrollment challenges. Those implications are enumerated in the following section, Recommendations for Future Research.

Recommendations for Future Research

The following recommendations for practice and future research are made based on the findings and conclusions of the study.

Longitudinal Enrollment Strategy Study

Although correlations between enrollment strategy usage and enrollment change from 2005 to 2009 did not produce significant results in this study, further analysis should be conducted to monitor institutional enrollment strategy usage over an extended period of time. In so doing so, institution-specific information on whether or not enrollment trends are linked to specific strategies within the unique contexts of the institution being studies could be obtained.

Qualitative Data

Interpretive strategy statements in this study did not fully capture the specific unique characteristics of the individual institutions who participated in this study. On-site visits, oral communication, and round-table discussions of what has happened on these campuses in the past 5 years may yield rich insight into other reasons for enrollment success or decline. This research was beyond the scope of this study but may prove useful in understanding effect on college enrollment.

Expanding the Study to Include Other Small Private Institutions

It has already been noted that the scope of this study was limited to the 108 member institutions of the CCCU. In order to gather more data from a larger sample to expand statistical analysis capabilities, other institutions could be considered for inclusion in a study on enrollment management strategies.

Implications for Policy and Practice

Due to the many moving parts within institutions it is critical that faculty and staff know the important role they each play within the enrollment process. Training and educating faculty and staff who are outside of the admissions area in particular may be useful in assisting these individuals in understanding the enrollment process and what they can contribute to the recruitment process.

Financial stability of institutions includes enrollment success. However, retention of current students must also be optimal in order to ensure financial stability of institutions. Because of this, retention efforts must be a campus-wide focus and partnerships must be fostered to ensure that all students are served who are currently enrolled.

As indicated in this study, the traditional market for students is changing. In order to examine and reach new markets, new resources must be considered to support institutional efforts in building and developing a brand for the college or university, developing and maintaining a technology infrastructure to support online presence of the institution, and creating campus wide integrated marketing partnerships to achieve optimal solutions to marketing efforts.

Examination of the Enrollment Management Profession

The researcher found that within this study there were several respondents who had been in their position for less than five years and who had less than a Master's degree level of education. Future research is needed to understand more about the field of enrollment management and necessary academic background characteristics. Implications of this research would benefit the overall field of enrollment management in ensuring that those individuals who are practicing in the field of enrollment management are equipped and trained to adequately serve their respective institutions and thus preserve the existence of small private church affiliated college education within the broader spectrum of global higher education.

Examining Differences of Size and Location Among Institutions

Rural and urban campuses pose unique differences in their ability to promote the institution and attract students. The availability of students is typically higher in densely populated areas, which makes it easier for institutions to identify and select programs to meet the needs of their surrounding community. Additional study on the location of campuses and enrollment management strategies may prove helpful in understanding more about successful groupings of strategies that influence enrollment growth.

Examining Institutional Characteristics

Additional details about the types of students enrolled (part-time, commuter, in-state), level of selectivity in admissions criteria, number of full-time faculty members, and number of academic programs offered could be examined to determine if there is a relationship between those characters and institutional success.

APPENDIX A. CCCU ENROLLMENT STRATEGY SURVEY

Demographic Information

1. Please select a position title that most closely describes your current position at your institution:
   a. Vice President for Enrollment
   b. Director of Admissions
   c. Associate Director of Admissions
   d. Other

2. How many years have you been in your current position?

3. What is your gender?
   a. Male
   b. Female

4. What is your highest degree earned?
   a. Associate's
   b. Bachelor's
   c. Master's
   d. Doctorate
   e. Professional Degree

5. Total number of years working professionally in the area of admissions/enrollment management at any institution:

6. Please indicate your current budget dedicated for marketing at your institution (excluding salary/positions):
   a. Less than $5000
   b. $5000-$10000
   c. $10000-$20000
   d. $20000-$40000
   e. $40000-$60000
   f. $60000-$80000
   g. Over $80000

7. Which of the options below most closely defines your current enrollment oversight model?
   a. Committee- serves to raise awareness related to student marketing, recruitment, and retention. The committee may include representatives from admissions, financial aid, student affairs, academic affairs, and institutional advancement
   b. Coordinator- midlevel manager or an individual who serves on the senior level leadership team but who guides primarily the admissions function of student recruitment.

  c. Matrix- responsibility and decision making for enrollment efforts are assigned to a senior-level administrator such as a chief academic officer

  d. Division- A Vice President who is responsible for enrollment efforts and the majority of the following functions: recruitment and marketing, admissions, financial aid, academic advising and career advising, institutional research, orientation, retention programs, and student services

  e. None of the above

_____

As a strategic decision to increase enrollment in the past 7 years, to what degree has your institution implemented the following strategies?

  None Low Moderate High Very High

8. Utilized market research studies of prospective student markets
9. Utilized market research studies of present student attitudes and perceptions
10. Utilized data provided by the ACT Enrollment Information Service and/or SAT College Board
11. Utilized the College Entrance Examination Board or ACT Student Searches
12. Provided expense paid visits to campus for prospective students
13. Provided expense paid visits to campus for parents of prospective students
14. Provided expense paid visits to campus for high school counselors
15. Promoted the college through college nights and fairs
16. Sent direct mailings to prospective students
17. Increased your applicant pool by purchasing additional names
18. Created a toll free line to the Admissions Office for prospective student use
19. Made efforts to increase student employment on campus
20. Made efforts to increase the number and/or amounts of financial aid awards
21. Increased the awarding of no need merit scholarships
22. Created a spring or summer orientation program
23. Added a new athletic program
24. Released staff in areas which affect student enrollment to hire professionally trained and experienced professionals in enrollment management
25. Made aggressive attempts to keep tuition increases at a minimum
26. Requested faculty to make calls to prospective students
27. Created a systematic procedure for monitoring first year student persistence
28. Generated summary reports of undergraduate retention by student and program characteristics
29. Implemented a First Year experience program
30. Increased budget or staff for academic support services for at risk students in reading, math and writing

31. Designated an administrator specifically responsible for monitoring attrition and developing retention programs
32. Made intentional efforts to increase student participation in student government, residence life and other campus activities
33. Expanded the days and times when courses are offered
34. Added graduate level courses for the first time
35. Established cooperative programs with other institutions
36. Added required courses to the curriculum
37. Added new applied programs
38. Offered courses at new locations off campus
39. Eliminated low enrolled majors
40. Added new majors to meet emerging societal needs
41. Added courses primarily to serve the immediate surrounding community
42. Initiated on-line courses for the first time
43. Expanded on-line courses
44. Increased the use of part time faculty
45. Hired consultants in areas which affect student enrollment to assist in determining weaknesses and to provide new ideas
46. Added staff or additional funds to market and promote the college
47. Utilized on-line social networking tools such as Facebook, Twitter, YouTube, Blogging, LinkedIn to promote the college
48. Employed large scale advertising using any of the following: TV, local or national newspapers, professional journals, billboards

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To what degree are the following statements true of your institutions today?
None   Low   Moderate   High   Very High

49. Enrollment initiatives have become a priority across campus
50. The business and academic functions of the college are strongly integrated
51. Formal lines of communication have been simplified to increase the flow of information among people in offices which influence enrollment
52. Faculty and administration cooperation is fostered
53. College efforts focus on serving the student first
54. A spirit of entrepreneurship is encouraged and innovative ideas are rewarded
55. Faculty and administrators demonstrate concern for individual welfare among themselves and for the students
56. Your institution's original mission statement has been reaffirmed
57. Your institution's original mission statement has been revised

58. Your mission statement is referred to for guidance in the development and implementation of enrollment related programs
59. Continuous program review and refinement have been implemented
60. Your institution is involved in outcomes studies/assessment which provides a basis for curricular and programmatic change
61. Fund raising efforts have been made with constituents to solicit gift money to reduce reliance on tuition income
62. Efforts have been made with local leaders to increase credibility
63. Athletic teams have been built up to the point of receiving regional, state or national recognition
64. Trustees are actively supportive of the mission and the current strategies of the college
65. The president plays a large role in the success of the college
66. The president and other senior level administrators demonstrate concern for individual welfare among the entire institution (faculty/staff/students)
67. Those in senior level positions effectively and actively articulate the mission of the institution through all forms of communication

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68. Do you wish to receive aggregate data following the completion of this study?

APPENDIX B. CCCU INSTITUTIONS

(from CCCU, 2010)

The following North American colleges and universities are **members** of the CCCU as of August 1, 2010.

A

Abilene Christian University	Abilene, TX	USA
Anderson University	Anderson, IN	USA
Asbury College	Wilmore, KY	USA
Azusa Pacific University	Azusa, CA	USA

B

Belhaven College	Jackson, MS	USA
Bethel College	Mishawaka, IN	USA
Bethel University	Saint Paul, MN	USA
Biola University	La Mirada, CA	USA
Bluefield College	Bluefield, VA	USA
Bluffton University	Bluffton, OH	USA
Bryan College	Dayton, TN	USA

C

California Baptist University	Riverside, CA	USA
Calvin College	Grand Rapids, MI	USA
Campbellsville University	Campbellsville, KY	USA
Carson-Newman College	Jefferson City, TN	USA
Cedarville University	Cedarville, OH	USA
College of the Ozarks	Point Lookout, MO	USA
Colorado Christian University	Lakewood, CO	USA
Corban College	Salem, OR	USA
Cornerstone University	Grand Rapids, MI	USA
Covenant College	Lookout Mountain, GA	USA
Crichton College	Memphis, TN	USA
Crown College	St. Bonifacius, MN	USA

D

Dallas Baptist University	Dallas, TX	USA
Dordt College	Sioux Center, IA	USA

E

East Texas Baptist University	Marshall, TX	USA

Eastern Mennonite University	Harrisonburg, VA	USA
Eastern Nazarene College	Quincy, MA	USA
Eastern University	St. Davids, PA	USA
Erskine College and Seminary	Due West, SC	USA
Evangel University	Springfield, MO	USA

F

Fresno Pacific University	Fresno, CA	USA

G

Geneva College	Beaver Falls, PA	USA
George Fox University	Newberg, OR	USA
Gordon College	Wenham, MA	USA
Goshen College	Goshen, IN	USA
Grace College & Theological Seminary	Winona Lake, IN	USA
Greenville College	Greenville, IL	USA

H

Hardin-Simmons University	Abilene, TX	USA
Hope International University	Fullerton, CA	USA
Houghton College	Houghton, NY	USA
Houston Baptist University	Houston, TX	USA
Howard Payne University	Brownwood, TX	USA
Huntington University	Huntington, IN	USA

I

Indiana Wesleyan University	Marion, IN	USA

J

John Brown University	Siloam Springs, AR	USA
Judson College	Marion, AL	USA
Judson University	Elgin, IL	USA

K

Kentucky Christian University	Grayson, KY	USA
King College	Bristol, TN	USA
King's University College, The	Edmonton, AB	CANADA

L

Lee University	Cleveland, TN	USA
LeTourneau University	Longview, TX	USA
Lipscomb University	Nashville, TN	USA
Louisiana College	Pineville, LA	USA

M

Malone University	Canton, OH	USA
Master's College & Seminary, The	Santa Clarita, CA	USA
Messiah College	Grantham, PA	USA
MidAmerica Nazarene University	Olathe, KS	USA
Milligan College	Milligan College, TN	USA
Mississippi College	Clinton, MS	USA
Missouri Baptist University	Saint Louis, MO	USA
Montreat College	Montreat, NC	USA
Mount Vernon Nazarene University	Mount Vernon, OH	USA

N

North Greenville University	Tigerville, SC	USA
North Park University	Chicago, IL	USA
Northwest Christian University	Eugene, OR	USA
Northwest Nazarene University	Nampa, ID	USA
Northwest University	Kirkland, WA	USA
Northwestern College--IA	Orange City, IA	USA
Northwestern College--MN	Saint Paul, MN	USA
Nyack College	Nyack, NY	USA

O

Oklahoma Baptist University	Shawnee, OK	USA
Oklahoma Christian University	Oklahoma City, OK	USA
Oklahoma Wesleyan University	Bartlesville, OK	USA
Olivet Nazarene University	Bourbonnais, IL	USA
Oral Roberts University	Tulsa, OK	USA

P

Palm Beach Atlantic University	West Palm Beach, FL	USA
Point Loma Nazarene University	San Diego, CA	USA

R

Redeemer University College	Ancaster, ON	CANADA
Roberts Wesleyan College	Rochester, NY	USA

S

San Diego Christian College	El Cajon, CA	USA
Seattle Pacific University	Seattle, WA	USA
Shorter College	Rome, GA	USA
Simpson University	Redding, CA	USA
Southeastern University	Lakeland, FL	USA
Southern Nazarene University	Bethany, OK	USA

Southern Wesleyan University	Central, SC	USA
Southwest Baptist University	Bolivar, MO	USA
Spring Arbor University	Spring Arbor, MI	USA
Sterling College	Sterling, KS	USA

T

Tabor College	Hillsboro, KS	USA
Taylor University	Upland, IN	USA
Toccoa Falls College	Taccoa Falls, GA	USA
Trevecca Nazarene University	Nashville, TN	USA
Trinity Christian College	Palos Heights, IL	USA
Trinity International University	Deerfield, IL	USA
Trinity Western University	Langley, BC	CANADA

U

Union University	Jackson, TN	USA
University of Mary Hardin-Baylor	Belton, TX	USA
University of Sioux Falls	Sioux Falls, SD	USA
University of the Southwest	Hobbs, NM	USA

V

Vanguard University of Southern California	Costa Mesa, CA	USA

W

Warner Pacific College	Portland, OR	USA
Warner University	Lake Wales, FL	USA
Wayland Baptist University	Plainview, TX	USA
Waynesburg University	Waynesburg, PA	USA
Westmont College	Santa Barbara, CA	USA
Wheaton College	Wheaton, IL	USA
Whitworth University	Spokane, WA	USA
Williams Baptist College	Walnut Ridge, AR	USA

APPENDIX C. PERMISSION TO USE SURVEY

July 30, 2009

Ellen Chaffee, Ph.D.
9500 66th St NE
Bismarck ND 58503

Dear Dr. Chaffee,

This letter is a follow up to our correspondence by email this past week. As you may recall, I am currently working on my dissertation as part of a Ph.D. program in Educational Leadership and Policy Studies at Iowa State University. I am writing to officially request permission to adapt your survey instrument used in your 1984 study *on Successful strategic management in small private colleges.*

I plan to study 108 member institutions within the Coalition for Christian Colleges and Universities (CCCU). From my research on the member institutions of the CCCU, I have found that as a group CCCU enrollment has increased well ahead of public institutions and private institutions as a whole. However, within the CCCU group between 2005-2009 there are marked differences in enrollment across the board with some institutions declining at a rapid rate, others maintaining and others increasing in numbers.

I have interest in understanding more about the enrollment strategies of these groups and believe that the adaptive and interpretive models along with the six categories of strategic response you developed and researched provide an interesting framework from which to investigate these specific strategies.

Sincerely,

Bethany J. Schuttinga

I grant Bethany J. Schuttinga permission to adapt and use the 'Successful Strategic Management Survey' from Successful strategic management in small private colleges, 1984.

_____   _____
Ellen Chaffee, Ph.D.   *Date*

APPENDIX D. CCCU ENROLLMENT STRATEGY SURVEY
PANEL OF EXPERTS CONTENT VALIDITY RATING FORM

INSTRUCTIONS: The statements which follow correspond with items being considered for inclusion in the "Enrollment Strategy Survey" for CCCU member institutions. Please assist me in this research by reviewing the statements and provide two ratings for each statement. Please feel free to add topics which you consider to be relevant and were not covered.

RATING TASKS:

A. CLARITY- Please indicate how clear and understandable each statement is by circling the appropriate number as follows:

1. Very clear and understandable
2. Somewhat clear and understandable
3. Not clear or understandable, needs to be edited

B. RELEVANCE – Please indicate how strongly you feel about the relevance and importance of the statement on a survey to assess enrollment management strategies in member institutions of the Coalition for Christian Colleges and Universities.

1. Highly relevant and important to enrollment management issues
2. Somewhat relevant and important to enrollment management issues
3. Not relevant or important to enrollment management issues

STATEMENT	CLARITY			RELEVANCE		
1. Please select a position title that most closely describes your current position at your institution: -Vice President for Enrollment -Director of Admissions -Associate Director of Admissions -Other	1	2	3	1	2	3
How many years have you been in your current position?	1	2	3	1	2	3
What is your gender? -Male -Female	1	2	3	1	2	3
What is your highest degree earned? -Associate's -Bachelor's -Master's -Doctorate -Professional Degree	1	2	3	1	2	3
Total number of years working professionally in the area of admissions/enrollment management at any institution.	1	2	3	1	2	3

	1	2	3	1	2	3
Please indicate your current budget dedicated for marketing at your institution (excluding salary/positions). -Less than $5000 -$5000-$10000 -$10000-$20000 -$20000-$40000 -$40000-$60000 -$60000-$80000 -over $80000	1	2	3	1	2	3
Which of the options below most closely defines your current enrollment oversight model? -Committee- serves to raise awareness related to student marketing, recruitment, and retention. The committee may include representatives from admissions, financial aid, student affairs, academic affairs, and institutional advancement. -Coordinator- midlevel manager or an individual who serves on the senior level leadership team but who guides primarily the admissions function of student recruitment. -Matrix- responsibility and decision making for enrollment efforts are assigned to a senior-level administrator such as a chief academic officer. -Division- a Vice President who is responsible for enrollment efforts and the majority of the following functions: recruitment and marketing, admissions, financial aid, academic advising and career advising, institutional research, orientation, retention programs, and student services.	1	2	3	1	2	3
Utilized market research studies of prospective student markets	1	2	3	1	2	3
Utilized market research studies of present student attitudes and perceptions	1	2	3	1	2	3
Utilized data provided by the ACT Enrollment Information Service and/or SAT College Board	1	2	3	1	2	3
Utilized the College Entrance Examination Board or ACT Student Searches	1	2	3	1	2	3
Provided expense paid visits to campus for prospective students	1	2	3	1	2	3
Provided expense paid visits to campus for parents of high school counselors	1	2	3	1	2	3
Promoted the college through college nights and fairs	1	2	3	1	2	3
Sent direct mailings to prospective students	1	2	3	1	2	3
Increased applicant pool by purchasing additional names	1	2	3	1	2	3
Created a toll free line to the Admissions Office for prospective student use	1	2	3	1	2	3
Made efforts to increase student employment on campus	1	2	3	1	2	3
Made efforts to increase the number and/or amounts of financial aid awards	1	2	3	1	2	3
Increased the awarding of no need merit scholarships	1	2	3	1	2	3

Created an orientation program	1	2	3	1	2	3
Added a new athletic program	1	2	3	1	2	3
Hired professionally trained and experienced professionals in enrollment management	1	2	3	1	2	3
Made aggressive attempts to keep tuition increases at a minimum	1	2	3	1	2	3
Requested faculty to make calls to prospective students	1	2	3	1	2	3
Monitoring first year student persistence	1	2	3	1	2	3
Generated summary reports of undergraduate retention by student and program characteristics	1	2	3	1	2	3
Focus on retention has increased	1	2	3	1	2	3
Increased budget or staff for academic support services for at risk students in reading, math and writing	1	2	3	1	2	3
Designated an administrator specifically responsible for monitoring attrition and developing retention programs	1	2	3	1	2	3
Made intentional effort to increase student participation in student government, residence life and other campus activities	1	2	3	1	2	3
Expanded the days and times when courses are offered	1	2	3	1	2	3
Added graduate level courses for the first time	1	2	3	1	2	3
Established cooperative programs with other institutions	1	2	3	1	2	3
Added required courses to the curriculum	1	2	3	1	2	3
Added new applied programs	1	2	3	1	2	3
Offered courses at new locations off campus	1	2	3	1	2	3
Eliminated low enrolled majors	1	2	3	1	2	3
Added new majors to meet emerging societal needs	1	2	3	1	2	3
Added courses primarily to serve the immediate surrounding community	1	2	3	1	2	3
Initiated on-line courses for the first time	1	2	3	1	2	3
Expanded on-line courses	1	2	3	1	2	3
Increased the use of part time faculty	1	2	3	1	2	3
Hired consultants in areas which affect student enrollment to assist in determining weaknesses and to provide new ideas	1	2	3	1	2	3
Added staff or additional funds to market and promote the college	1	2	3	1	2	3
Utilized on-line social networking tools such as Facebook, Twitter, YouTube to promote the college	1	2	3	1	2	3
Employed large scale advertising using any of the following: TV, local or national newspapers, professional journals, billboards	1	2	3	1	2	3
Enrollment initiatives have become a priority across campus	1	2	3	1	2	3
The business and academic functions of the college are strongly integrated	1	2	3	1	2	3
Formal lines of communication have been simplified to increase the flow of information among people in offices influencing enrollment	1	2	3	1	2	3
Faculty and administration cooperation is fostered	1	2	3	1	2	3
College efforts focus on serving the student first	1	2	3	1	2	3

A spirit of entrepreneurship is encouraged and innovative ideas are rewarded	1	2	3	1	2	3
Faculty and administrators demonstrate concern for individual welfare among themselves and for the students	1	2	3	1	2	3
Your institution's original mission statement has been reaffirmed	1	2	3	1	2	3
Your institution's original mission statement has been revised	1	2	3	1	2	3
Your mission statement is referred to for guidance in the development and implementation of enrollment related programs	1	2	3	1	2	3
Continuous program review and refinement have been implemented	1	2	3	1	2	3
Your institution is involved in outcomes studies/assessment which provides a basis for curricular and programmatic change	1	2	3	1	2	3
Fund raising efforts have been made with constituents to solicit gift money to reduce reliance on tuition income	1	2	3	1	2	3
Efforts have been made with local leaders to increase credibility	1	2	3	1	2	3
Athletic teams have been built up to the point of receiving regional, state or national recognition	1	2	3	1	2	3
Trustees are actively supportive of the mission and the current strategies of the college	1	2	3	1	2	3
The president plays a large role in the success of the college	1	2	3	1	2	3

APPENDIX E. LETTER OF CONSENT/INVITATION

Dear Chief Enrollment Manager,

I am the Associate Provost at Dordt College, a sister member institution of the Council for Christian Colleges and Universities (CCCU). I am also a doctoral student at Iowa State University and am requesting your participation in completing an enrollment strategy survey for my dissertation.

This important research project will help Christian colleges and universities better understand current strategies in enrollment management and will provide institutions with recommended areas of concentration for strategic focus. I highly value your expertise, experience, and commitment to enrollment within Christian education and need your institution's response for the success of this project.

Christian institutions face many challenges in the enrollment area, and I hope to use the results of this project to assist practitioners in meeting these challenges. Your participation in this survey is voluntary. The completion of the survey constitutes your consent to participate. In addition, if there are questions you do not want to answer you may skip these questions.

The survey should take you no more than 10 minutes to complete, and I would like to begin tabulating the results by March 1, 2011.

You can access the survey by clicking this link:

http://occrp.qualtrics.com/SE?SID=SV_brylaYE4yDPnAoY

Each and every response is critical for the study to be complete. Respondents and individual schools will not be identified in any way or at any time in the written report. Only aggregate data of the groups will be reported.

If you have questions about the study, please contact me at 712-722-6076 or by email at bschutti@dordt.edu. You may also contact my advisor, Dr. Larry Ebbers, Iowa State University, at 515-294-8067 or lebbers@iastate.edu with questions concerning the study.

Thank you very much for your participation and for your service in Christian education!

APPENDIX F. IRB APPROVAL

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Institutional Review Board
Office for Responsible Resear
Vice President for Research
1138 Pearson Hall
Ames, Iowa 50011-2207
515 294-4566
FAX 515 294-4267

Date: 6/23/2010

To: Bethany J Schuttinga
498 4th Ave NE, Dordt College
Sioux Center, IA 51250

CC: Dr. Larry Ebbers
N256 Lagomarcino Hall

From: Office for Responsible Research

Title: Enrollment Management Strategies

IRB Num: 10-269

Submission Type: New

Exemption Date: 6/23/2010

The project referenced above has undergone review by the Institutional Review Board (IRB) and has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b). The IRB determination of exemption means that:

- **You do not need to submit an application for annual continuing review.**

- **You must carry out the research as proposed in the IRB application,** including obtaining and documenting informed consent if you have stated in your application that you will do so or if required by the IRB.

- **Any modification of this research should be submitted to the IRB on a Continuing Review and/or Modification form, prior to making <u>any</u> changes,** to determine if the project still meets the federal criteria for exemption. If it is determined that exemption is no longer warranted, then an IRB proposal will need to be submitted and approved before proceeding with data collection.

Please be sure to **use only the approved study materials** in your research, including the **recruitment materials and informed consent documents that have the IRB approval stamp.**

Please note that you must submit all research involving human participants for review by the IRB. **Only the IRB may make the determination of exemption,** even if you conduct a study in the future that is exactly like this study.

**APPENDIX G. NCES STATISTICS CCCU MEMBER INSTITUTION FALL
FULL-TIME ENROLLMENT, 2005–2009**

Institution Name	2005	2006	2007	2008	2009	% change 2005–2009
Warner Pacific College	562	652	788	954	1326	1.35941
King College	869	1137	1339	1494	1647	0.89522
Bryan College	746	895	1007	1035	1084	0.45303
Fresno Pacific University	1530	1662	1859	1901	2149	0.40455
Sterling College	466	564	571	603	649	0.39274
Northwest Christian University	359	408	379	452	497	0.38441
Campbellsville University	1673	1752	1886	2068	2306	0.378362
Louisiana College	908	893	935	952	1250	0.376652
California Baptist University	2552	2858	3181	3380	3509	0.375
Lipscomb University	2285	2356	2501	2808	3112	0.36196
Union University	2471	2388	2746	3059	3327	0.34648
Grace College and Theological Seminary	1127	1190	1268	1354	1467	0.30166
LeTourneau University	2539	2821	3644	3470	3265	0.28599
Asbury College	1191	1176	1304	1414	1506	0.26444
Corban College	730	806	856	875	916	0.25475
Huntington University	902	952	1021	1096	1131	0.25388
Mississippi College	3303	3418	3781	4052	4053	0.22706
Taylor University	1831	1835	1847	1836	2229	0.21738
Colorado Christian University	1625	1533	1504	1970	1971	0.21293
Montreat College	1008	1034	1131	1100	1216	0.20639
Greenville College	1260	1384	1450	1534	1499	0.18963
Southeastern University	2260	2680	2798	2799	2685	0.18803
Indiana Wesleyan University	12183	13405	14148	14627	14463	0.187146
North Greenville University	1725	1830	1919	1946	2036	0.18029
Northwest Nazarene University	1508	1657	1704	1786	1779	0.179708
Waynesburg University	1683	1861	1963	2036	1982	0.177659
Houston Baptist University	2009	1882	2109	2226	2359	0.174216
Trevecca Nazarene University	1960	1941	2083	2188	2276	0.161224
Azusa Pacific University	6060	5948	5872	6167	7026	0.159406
Malone University	1929	1957	2030	2034	2179	0.129601
Whitworth University	2245	2215	2302	2386	2535	0.129176
Warner University	883	957	1099	1063	995	0.12684
Missouri Baptist University	2620	2617	2702	2781	2938	0.121374
Milligan College	916	904	942	966	1026	0.120087
Dallas Baptist University	3431	3618	3720	3748	3806	0.109298
Bethel College	1604	1682	1672	1663	1779	0.109102

Southwest Baptist University	2521	2711	2599	2706	2795	0.108687
Eastern University	3147	3343	3646	3733	3476	0.104544
Goshen College	863	896	911	899	952	0.103129
North Park University	2178	2393	2516	2549	2387	0.09596
Oklahoma Christian University	1817	1955	2078	1997	1985	0.09246
Bethel University	3485	3602	3655	3802	3781	0.084935
Belhaven University	2528	2498	2403	2507	2729	0.079509
Trinity Christian College	1140	1167	1200	1213	1226	0.075439
Covenant College	1224	1254	1285	1288	1314	0.073529
Eastern Mennonite University	1189	1203	1138	1193	1274	0.071489
Tabor College	532	533	512	534	568	0.067669
Oklahoma Baptist University	1501	1486	1474	1593	1601	0.066622
Dordt College	1221	1212	1260	1310	1300	0.064701
George Fox University	2436	2526	2553	2576	2593	0.06445
Mount Vernon Nazarene University	2241	2329	2377	2268	2379	0.06158
Biola University	4684	4780	4907	4989	4971	0.061272
Olivet Nazarene University	3397	3470	3567	3382	3574	0.052105
Carson-Newman College	1903	1885	1900	1910	2001	0.051498
Lee University	3661	3705	3701	3732	3849	0.051352
Point Loma Nazarene University	3034	3104	3039	3014	3182	0.04878
Spring Arbor University	3046	3042	3273	3193	3187	0.04629
Evangel University	1744	1656	1566	1747	1804	0.034404
Northwest University	1196	1220	1174	1144	1230	0.028428
Seattle Pacific University	3415	3351	3408	3402	3511	0.028111
Simpson University	1011	941	979	1047	1034	0.02275
Northwestern College	2396	2430	2427	2421	2447	0.021285
Williams Baptist College	540	561	543	508	549	0.016667
Palm Beach Atlantic University-West Palm Beach	2941	3019	2998	2928	2984	0.014621
College of the Ozarks	1320	1321	1346	1319	1339	0.014394
Roberts Wesleyan College	1717	1689	1669	1706	1736	0.011066
University of Mary Hardin-Baylor	2473	2478	2435	2440	2500	0.010918
Gordon College	1601	1556	1568	1616	1604	0.001874
Judson University	1055	1072	1083	1048	1051	-0.00379
Wheaton College	2728	2715	2690	2706	2712	-0.00587
Nyack College	2451	2420	2600	2413	2423	-0.01142
University of Sioux Falls	1250	1260	1262	1245	1233	-0.0136
Crown College	1077	1035	981	1062	1056	-0.0195
Oklahoma Wesleyan University	766	821	716	751	751	-0.01958
Calvin College	4052	4047	4109	4047	3972	-0.01974

Cedarville University	3002	2983	2947	2947	2942	-0.01999
Trinity International University	1980	1969	2013	1928	1938	-0.02121
John Brown University	1731	1883	1858	1822	1691	-0.02311
Southern Nazarene University	2130	2028	2055	2025	2070	-0.02817
Abilene Christian University	4409	4453	4281	4254	4281	-0.02903
Cornerstone University	2204	2097	2065	2020	2133	-0.03221
Kentucky Christian University	572	536	586	609	551	-0.03671
Bluefield College	725	758	701	650	695	-0.04138
Judson College	286	261	268	289	274	-0.04196
Hardin-Simmons University	2179	2118	2174	2145	2085	-0.04314
Messiah College	2884	2814	2801	2767	2759	-0.04334
Westmont College	1366	1322	1322	1335	1301	-0.04758
Northwestern College	1244	1310	1288	1201	1180	-0.05145
Wayland Baptist University	3066	2850	2957	2994	2898	-0.05479
Houghton College	1369	1377	1337	1350	1290	-0.05771
MidAmerica Nazarene University	1540	1519	1473	1493	1445	-0.06169
Geneva College	1930	1800	1746	1793	1796	-0.06943
Anderson University	2454	2348	2299	2337	2282	-0.07009
Erskine College and Seminary	795	819	778	753	736	-0.07421
Bluffton University	1152	1114	1046	1078	1059	-0.08073
Southern Wesleyan University	2580	2510	2426	2375	2365	-0.08333
Oral Roberts University	3152	2915	2859	2765	2873	-0.08852
East Texas Baptist University	1235	1267	1213	1140	1120	-0.09312
Howard Payne University	1169	1176	1181	1180	1056	-0.09666
The Master's College and Seminary	1308	1302	1268	1199	1159	-0.11391
Toccoa Falls College	886	900	927	853	783	-0.11625
University of the Southwest	513	432	469	451	451	-0.12086
Vanguard University of Southern California	1863	1867	1883	1802	1608	-0.13688
Crichton College	678	775	751	861	582	-0.14159
Eastern Nazarene College	1206	1169	1043	962	1026	-0.14925
San Diego Christian College	510	494	461	395	415	-0.18627
Hope International University	925	729	804	707	738	-0.20216
Shorter College	2635	1017	1011	1109	1182	-0.55142

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