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Deborah R. Melby

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AN EXAMINATION OF THE INFLUENCE OF THE UND SUMMER CAMP
PROGRAM EXPERIENCE ON NEW STUDENTS' DECISIONS
TO ATTEND THE UNIVERSITY OF NORTH DAKOTA

by

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A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Doctor of Education

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2004

This dissertation, submitted by Deborah R. Melby in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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Title An Examination of the Influence of the UND Summer Camp
Program Experience on New Students' Decisions to Attend the
University of North Dakota

Department Educational Leadership

Degree Doctor of Education

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Deborah R. Melly

Date

April 28, 2004

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ABSTRACT

The purpose of this study was to assess the perceptions of new first-year students who enrolled at the University of North Dakota after participating in a summer camp. The sample of subjects was selected from nine sections of the Introduction into University Life course at the University of North Dakota. A total of 142 subjects participated in the study, but focused on the 23 subjects who responded that the summer camp experience was “considerable” or “somewhat” influential in their decision to attend and enroll at the University of North Dakota.

All nine instructors of the Introduction into University Life course assisted in this research by distributing and collecting the survey instrument. One-on-one interviews were conducted with the subjects who responded that their summer camp experience was “considerable” or “somewhat” influential in their choice to attend and enroll at the University of North Dakota.

Findings of the data analysis supported the following conclusions. Students’ summer camp experiences among institutions of higher learning in North Dakota differ from one another. The friendly students, faculty, and staff contributed to presenting a comfortable campus climate to the potential new student. Student’s perceptions about campus cleanliness, quality, and services continue to be important factors in college choice. Perceptions by others outside the campus community about the University of North Dakota and their

experiences influence the perceptions, experiences, and opportunities that potential students gain prior to choosing a college. Finally, it was concluded that meeting people while at camp who were positive about the University of North Dakota, its size, and academic reputation was a major influence in college choice.

CHAPTER I

INTRODUCTION

The concept of college awareness and preparation programs is not new. Students who are given opportunities to participate in high-quality college awareness programs attend college at a higher rate than those who do not, according to Rafael Ramirez (2000), the United States Department of Education GEARUP program director. Programs such as college summer camps may offer students college experience that help young people become familiar with, and then choose, a college.

According to Ihlanfeldt (1980), the recruitment of new students is uncertain, the value of a college degree relative to its rising cost is being questioned, and families confronted with high tuition bills are expecting not only personal attention for their children in the classroom, in the residence halls, and in extracurricular activities but also the development of career related or at least advanced technical skills. Institutions that do not meet these expectations will find that there is little interest in the product they have to offer (Ihlanfeldt, 1980, p. 4). According to Mood (1973), young people need a wider experience of higher education institutions before college in order to make rational plans for their further education.

In fact, summer youth camp programs have offered potential students (ages 7-17) wider experiences of a higher education institution. On one end of the spectrum are short-term, four - seven-day sports camps; on the other end are intensive educational camps four to twelve weeks in length that provide an ongoing program such as Upward Bound and Indians Into Medicine (INMED). The Upward Bound and INMED programs grew out of a desire to create a college-based program of rigorous academic instruction, individual tutoring and counseling for low-income high school students, most of whom are the first generation of their families to consider postsecondary education. During the summer, Upward Bound and INMED students live on the college campus and are involved in an intensive academic program with an emphasis on English grammar, mathematics, science, reading and writing. These programs enable young students and families to learn about academic programs and plan for college over a period of years. These experiences not only assist with college preparation, but also help potential students get comfortable with the college they visit during the summer months when the majority of these programs take place (Zernicke, 1994).

In addition to benefiting students, camps also benefit the department and institution. Many campuses classify these youth programs as traditional camps that support the department by generating "additional revenue" for the department's budget. For the institution, however, Zernicke (1994) reported that the most positive and long-term public relations measure of success is a matriculated student who became acquainted with the institution by participating

in a summer on-campus program prior to college. Zernicke also states that many institutions of higher education cannot afford to allow potential students to choose another campus.

For several years, research on the decision-making process of new students and their college choice has been restricted to a university's enrollment management or admissions office. As some institutions of higher learning experience declining enrollments, they are asking all departments, not just admissions and enrollment management offices, to aid in the recruitment of new students. Don Hossler (1991) is one of the most consistently cited researchers on the topic of potential student college choice and the decision-making process. In a nine-year longitudinal study conducted by Hossler, Schmit, and Vesper (1998), the college decisions of 5,000 students from the state of Indiana were tracked. Combining both quantitative and qualitative research, they launched the study when the students were in the ninth grade and followed them through high school and four years after high school graduation. The results found that as students arrive closer to high school graduation, the more they become involved in making a college choice.

In the early 1980s and 1990s, a significant number of enrollment offices were decentralized and reported to a vice president of student affairs, business affairs, or academic affairs. According to Orehovec (2000), "the political pecking order on campus was an obstacle to strategic planning, teamwork, and certainty to synergism which led most enrollment offices to react slowly when improving services to potential students" (p. 34). Kemerer, Balridge, and Green (1982)

describe the two components of enrollment management as both conceptual and procedural. As a *concept*, “enrollment management implies an assertive approach to ensuring the steady supply of qualified students required to maintain institutional vitality” (p. 21). As a *procedure*, “enrollment management is a set of activities to help institutions interact more successfully with their potential students” (p. 21). According to Kuhn (1970), “true enrollment management combines a holistic and synergistic approach that requires a paradigm shift”. In reality, according to Orehovec, (2000), when applied astutely and ethically, enrollment management enables a college or university to meet its mission better by linking students to faculty and other mentors, and helping them become future college graduates and life-long achievers (p. 7).” Hossler (1984) noted that “effective enrollment management not only requires the marketing of the institution and the selection of students, but involves more broadly based and all encompassing activities” (p. 5).

Jack Maguire, the father of the enrollment management concept that includes recruitment, retention, and graduation of students, defined enrollment management as an organizational system that supports programs associated with the overall recruitment process. Hossler et al. (1990) provided a twist on Maguire’s theme and added the need for good research as a basis for an institution’s decision making about efforts to exert more influence over student enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice,

transition to college, student attrition and retention, and student outcomes (Hossler, 1990, p. 10).

Ingold and Orehovec (1995) expanded the definition of enrollment management. True enrollment management is a concept and a process. Organizational reporting structures become transparent while integration efforts between offices and divisions work synergistically to improve services and allow the strategic management of the enrollment process. Enrollment is a lifelong process that starts at the first point of student contact (the prospect) and continues to and through college graduation (Ingold & Orehovec, 1995, p. 8-9).

Enrollment management needs to be holistic and all-encompassing, but in partnership with critical campus departments, such as academic and student services departments. Potential new students are becoming more educated to marketing gimmicks and promises from institutions of higher education. Faculty, administrators, and staff need to seek ways to partner within their own institution to ensure that all prospective students become interested in enrolling at their institution. The need to think of innovative ways to capture young students' attention has prompted institutions to take a more critical look at determining when potential students begin the process of evaluating colleges, what experiences encourage them to choose one college over another, and whether summer camps can influence this decision.

Statement of Problem

For years, most colleges and universities have had a segmented approach to student recruitment. Little effort is made to systematically organize

enrollment management on a campus-wide basis, to determine which markets or techniques are more likely to attract new students. Understanding the student recruitment process requires an investigation into the process of choosing a college and how the typical student interested in the institution views the institution. This study will look specifically at whether and to what extent summer youth camps can play a role in student recruitment efforts.

Purpose of Study

This study assessed the perceptions of new first-year students who enrolled at the University of North Dakota and who attended a summer youth camp at the University of North Dakota in a previous year. The influential factors, personal experience, demographics, as well as selected experiences as a commuter or campus housing resident camper were evaluated. The camper's positive or negative experience with campus faculty, staff, and students were also a component of this study.

These students were queried on the following research questions:

1. To what extent did attending a University of North Dakota summer camp influence the decision to attend the University of North Dakota?
2. Were there differences among students with summer camp experiences?
3. What were the top three influential factors for choosing the University of North Dakota?
4. What camp experiences contributed to the decision to choose the University of North Dakota?

5. What camps had the most impact on new student choice to attend the University of North Dakota?

Procedures

A question was developed by the researcher with assistance from the Department of Institutional Analysis at the University of North Dakota. The question was distributed to all potential students taking the Cooperative Institute Research Project (CIRP) Freshman Survey (Appendix E) in 1998 and to all freshmen students enrolled in the Introduction to University Life Course for the fall of 1999 at the University of North Dakota. There was a total enrollment of 142 freshmen students. The data analyzed for this study consisted of responses from all students who attended class the week of October 15, 1999.

Questionnaires were distributed to each student by instructors of the Introduction to University Life Course (see Appendix A). Prior to administering the questionnaire, instructors were briefed on the purpose of the study, the process for administration, and the importance of students working independently to complete the questionnaire. The questionnaire was completed either during the first five minutes or the last five minutes of the classroom hour and included one question that focused on the extent to which the summer youth camp experience influenced their decision to attend the University of North Dakota.

The researcher developed several follow-up interview questions concerning student college choice and the summer camp experience for those students who answered the question that the camp experience was a “considerably influential” or “somewhat influential” factor in selecting the

University of North Dakota. Of the 142 total students enrolled in the Introduction to University Life course in Fall 1999, 23 students answered that the camp experience was “considerably influential” or “somewhat influential.” Each interview totaled approximately thirty minutes per session and twenty students participated.

Every student involved in the Introduction to University Life class and the one-on-one interviews signed an informed consent form (Appendix B). This approval also included an agreement to participate in any possible follow-up studies. Students who participated in the one-on-one interviews also gave verbal consent prior to answering any questions posed by the researcher.

Significance of Study

This seems to be the first study undertaken in the United States which sought to identify whether a potential new student’s experience at an institution’s summer camp program influence him or her to choose that college. Past studies have focused on several other factors related to college choice; however, the researcher could find no studies related to summer camps and college choice. This study will help identify whether, and to what extent, a summer camp experience at a college or university may influence the future college preference of young students (ages 7 to 17). Such information can be used to assist various university offices (e.g., enrollment management, residence life, and academic departments) to design and support new summer camp programs for young students who choose to be enriched by the experience of attending a college youth camp within an environment of social and academic learning. More

broadly, it is important that related factors, which contribute to, or exist in concert with, summer camps be identified so that subsequent research concerning the advantages of summer youth resident programs can be implemented.

Limitations

1. The study was limited to a sample of 142 students enrolled in the Introduction to University Life course at the University of North Dakota. Because the study only uses UND students, generalizations may not be possible to other colleges or universities outside of the area.

2. This study included a survey of students in October of 1999 only. The study did not include students who had dropped out earlier that semester.

3. The survey instrument used for this study was constructed specifically for this study. Therefore, there are no national norms for comparison or reliability and validity data.

Assumptions

1. It was assumed that the interviewees were fair and honest in their responses and that the subjects fairly represent the population.

2. It was assumed that the quality of the experience the campers received is a direct reflection on the quality of faculty, staff, and student employees.

3. It was assumed that summer youth camps are worth studying in terms of recruitment for UND enrollment.

Definition of Terms

Commuter Camper: The youth camper who attends a university camp but does not live on campus during the camp.

Drop Out: A student who leaves college before earning a baccalaureate degree.

Educational Camps: Camps whose main purpose is academic learning.

New Student: A student who enrolls at college for the first time.

Potential Student: A student who is being recruited either directly or indirectly by a college and may not have a high school diploma.

Residential Camper: The youth camper who attends a university camp and lives in the residence hall during the camp.

Sports Camps: Camps whose main purpose is teaching athletic skills specific to the camp, e.g., skating, eye and hand coordination, developing motor skills.

Summary

Administrators, faculty, and staff who read this study should have a better understanding of why students choose a certain institution. Individuals responsible for the recruitment of potential students should be able to develop more effective recruitment programs for students that not only increase enrollments but help enhance the institution's image of developing the whole student.

Chapter II of this study contains the results of a review of the literature regarding recruitment concepts and techniques. Chapter III is used to describe

the research design of the study including the survey instrument, collection of data, and the data analysis. Chapter IV is focused on the presentation of the data collected for the study and is organized according to the research questions. Chapter V of this study includes a summary, conclusions, recommendations, and a commentary.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains a summary of information identified in a review of literature pertinent to the study. The first portion of this section is used to present a chronological review of enrollment management and enrollment management models, followed by a section on enrollment management's current practices and models. Marketing in college and broadening perspectives toward recruitment is the subject of the third segment. The final segment contains a review of literature focusing on student college choice. Although this research study will focus specifically on student college choice and summer camp as a component of college choice, it is important to place college choice within the larger structure of enrollment management.

History of Enrollment Management

Enrollment management is a broad term frequently used by educators in describing the process of student recruitment, marketing, and retention in institutions of higher education. Enrollment management is most often thought of in the context of formal programs, standard institutional admissions criteria, scholarships, institutional image, and so forth. Garner, Otto, Miller, and Rode (1983) reported that enrollment management for many institutions is to identify and serve many kinds of students because recruitment, marketing, and retention

are promising strategies for maintaining enrollments. Many in enrollment management have points-of-view that are different from other staff and faculty views. As an example, more often faculty and staff identify the traditional target group as recent high school graduates; however, other members of minority groups, older students, working people, military personnel, handicapped, and those intellectually different from the previously "typical" college student should not be over looked. These represent the "new student" in American education. For many enrollment management offices, it is more important to identify "who will go to which college?" than "who will go to college?"

The field of enrollment management can trace its beginnings to Harvard's first official 1692 statement on admissions criteria (Broome, 1963). Those who view admissions criteria as a more active force might point to some of the early American college presidents who traveled throughout the United States seeking funds and students (Rudolph, 1962). During the nineteenth century, a slow but steady change began to shape admission practices. Before 1870, colleges and individual entrance examinations did not exist (Broom, 1963). In 1870, however, the University of Michigan began to certify, or accredit, state high schools and to guarantee admission to students graduating from these accredited high schools (Boome, 1963). Soon after, colleges and universities across the country began to follow the same pattern; then consistency of admission standards became a concern to colleges and universities. To address these issues, a series of conferences of New England colleges in 1879-1899 came together and thus led

to the creation of the College Entrance Examination Board in 1899 (Broome, 1963).

It was not until the late 1920's and early 1930's that colleges and universities began creating new administrator roles and functions (Thresher, 1966). Many of these new professionals never addressed the issue of standards due to the onset of the Great Depression. Instead, most admissions professionals became recruiters in an attempt to increase their college's enrollment (Thresher, 1966). Following the Great Depression, the role of admissions personnel broadened and emphasis on recruitment was diminished as more individuals were choosing to attend college. Instead, admissions offices were screening prospective students, focusing on credentials, and seeking students who they thought displayed the right characteristics for their institution.

At the same time, many institutions began merging admissions offices with registrar offices because their functions were often similar and focused on recruitment of new students. Even as late as the 1960's, the roles of admissions professionals and registrars were not clear (Hauser & Lazarsfeld, 1964). According to Hossler (1984), the admissions profession focused on maintaining enrollments at institutions of higher education rather than recruiting or marketing for new students (p. 2). Most admissions professionals had more than sufficient numbers of applicants to their college or university.

This prosperity continued with the 1944 passing of the Servicemen's Readjustment Act (the GI Bill of Rights). This act generated a demand for higher education that signaled the beginning of the Golden Age of American higher

education (Bowen, 1977). According to Jencks and Reisman (1968), a high school diploma had become the universal standard of education and a college degree was rapidly becoming the “social escalator” to upward mobility (p. 98). Working-class families began to pursue higher learning and support higher learning in larger numbers than ever before (Andersen, 1977). In addition, this resulted in many first-generation college students entering the system along with the arrival of the baby boom children (Hossler, 198, p. 3). As a result, the federal government heightened its role and became more active in higher education. The enormous impact of the GI bill, passed by Congress, made college entrance in America a fairly normal expectation. Thus by 1970, some 43 percent of the traditional college traditional age group were attending institutions of higher education (Veysey 1979, p. 6). In addition, federal, state and institutional financial aid programs significantly discounted the cost of higher education to assist the majority of enrolled students. Because massive infusion of government grant assistance and the sophistication of financial aid staff, the price of college to students decreased at many institutions even though tuition increased (Ihlanfeldt, 1980 p. 102). The increasing numbers of students also made it possible for many elite colleges and universities to maintain their selection standards and enabled admissions professionals to continue to operate in an admissions mode (as opposed to retention mode). Nevertheless, the image of this group of administrators was not enhanced by the growth of prospective students. Admissions personnel, in their brief history, have always suffered from a lack of

respect from faculty and administrators (Hauser & Lazorsfeld, 1964; Kemerer, Baldrige, & Green, 1982).

As early as the 1970's, however, significant changes for higher education in the United States were underway. Downturns in the economy were not the only factor influencing collegiate enrollments; but the economic value of attending college was also in question (see Berg and Freedman, 1977; Bird, 1975; Hapgood, 1971). Terms such as underemployed (employed at a job that does not fully use one's skills or abilities) and overqualified (having more education, training, or experience than is required for a job) were being used to describe college graduates (Hossler, 1984, p. 4). As this phenomenon continued, economists and social scientists began to suggest that fewer high school graduates would attend college (Dresh & Waldenberg, 1978; Freeman & Hollomon, 1975; Froomkin, 1980). College costs continued to increase each year above the rate of inflation and those administrators who worked at private institutions were particularly worried about decreasing enrollments.

Public policy shifts at the state and federal levels have resulted in reduced allocations in direct subsidies to institutions and reduced aid to students. In both cases, total dollar allocations increased, but increased cost for institutions and students translated into a decrease in support. These developments seem to be the last straw in a litany of problems that place pressure on student enrollments as a source of tuition revenues and may lead to some students choosing not to attend college (Hossler, 1984, p. 4).

In the 1990's, the values placed on those in admissions and enrollment management professions changed admissions and enrollment management offices and they experienced greater visibility and respect. Thus, enrollment managers in the 2000's are reporting directly to college presidents, sitting on senior administrative boards, and seeing the scope of their responsibilities redefined. In turn, a conceptual understanding of enrollment management is an important link to increased effectiveness (Hossler, 1984, pp. 4-5).

According to Hossler (1984), as concern for maintaining student enrollments increased, institutional leaders realized that retaining matriculants is just as important as attracting them. The need to manage college enrollments from the point of initial student contact to the point of graduation has become increasingly important. As a result, the concept of enrollment management is quickly replacing the admissions model that focuses only on attracting and admitting qualified students.

Enrollment Management Today

Enrollment management has generated a great deal of interest among college and university presidents, yet it remains a new concept and one that is ill-defined (Hossler, 1984, p. 5). To assist in the definition of enrollment management, some state legislatures have passed bills to establish enrollment management plans. For example, North Dakota Senate Bill No. 2003, on behalf of the North Dakota University System, states:

It is the intent of the legislative assembly that the (SBHE) State Board of Higher Education establishes a long-term enrollment management plan and procedures for implementation of the plan. The board shall report to

the legislative council during the 2001-02 interim on the board's progress toward establishing a long-term enrollment plan and related implementation procedures and provide the final report to the fifty-eight legislative assembly. (p. 1)

Kemerer, Baldrige, and Green (1982) have described enrollment management as both a "concept" and a "procedure." As a concept, "enrollment management implies an assertive approach to ensuring the steady supply of qualified students required to maintain institutional vitality" (p. 21). In terms of a procedure, they describe enrollment management as "a set of activities to help institutions to interact more successfully with their potential students" (p. 21).

According to Hossler (1984), effective enrollment management not only requires the marketing of the institution and the selection of students but also involves more broadly based and all-encompassing activities. Enrollment management can be defined as a process, or an activity, that influences the size, the shape, and the characteristics of a student body by directing institutional efforts in marketing, recruitment, and admissions as well as pricing and financial aid. In addition, the process exerts a significant influence on academic advising, the institutional research agenda, orientation of new students, the study of retention, and student services. It is not simply an administrative process; enrollment management involves the entire campus. Those accountable for enrollment management or planning must have direct responsibility for the following:

1. Student Marketing and Recruitment.
2. Pricing and Financial Aid.
3. Academic and Career Advising.
4. Academic Assistance Programs.

5. Institutional Research.
6. Orientation.
7. Retention Programs.
8. Student Services.

1. Student Marketing and Recruitment. Enrollment managers must have

data that enable them to identify current potential markets. They must communicate to inform, motivate, and service these markets. The ultimate goal is to recruit students who will find attendance at the institution satisfying, stimulating, and growth producing.

2. Pricing and Financial Aid. Since these two factors exert a significant influence on attendance, enrollment managers must have the authority (in consultation with other senior-level administrative officers) to set tuition levels and to award financial aid in such a way as to maximize student enrollment.

3. Academic and Career Advising. Advising has an important influence on the career decision students make and is related to student satisfaction and persistence. An enrollment management plan must include these functions.

4. Academic Assistance Programs. Many current high school graduates are ill prepared for college. Enrollment managers recruit and admit students and are, therefore, well acquainted with the strengths and weaknesses of these students. The office of enrollment management should inform the academic assistance center of the needs of incoming students. In return, the academic assistance center needs to advise the Enrollment Management Office of the trends and the progress of students the center is assisting.

5. Institutional Research. The Enrollment Management Office must be a high priority for institutional research. Data must regularly be gathered about the

characteristics of potential and actual matriculants, student satisfaction, and student outcomes. Such information is essential for enrollment managers.

6. Orientation. Orientation programs prepare students for the environment they will be entering. Such programs can help reduce anxiety and facilitate students' success in their new environment. In some sense, orientation is the point at which the admissions office turns the entering class over to the institution. Orientation programs are viewed as an important part of any retention effort.

7. Retention Programs. This is the campus-wide effort to improve student persistence. Sound retention efforts not only encompass good recruiting, advising, orientation programs, and research, but also involve faculty and staff in myriad ways that can improve retention. Typically, the responsibilities for retention are housed in the Office of Academic Affairs, enrollment services, or student services. Regardless of the office in which the responsibilities are located, the Enrollment Management Office should be closely involved in retention efforts.

8. Student Services. Student services such as athletics, student organizations, career planning, counseling and residence life have a major impact on the campus environment. Student services help shape the institution's attractiveness to potential students, as well as the ability of the college to keep those who matriculate.

Enrollment management may have control of these services by organizational mandate or simply by a sound working relationship among the

individual offices. In either case, a successful enrollment management plan must include all of these functions as part of an integrated effort (Hossler, 1984, pp. 6-7).

According to Kemerer, Baldrige, and Green (1982), effective and integrated enrollment management plans assist in addressing the shifting enrollment patterns. The novice assumes that the proper way to predict future enrollment patterns is to estimate enrollments by charting the size of the college age cohort. However, contrary to conventional wisdom, North Dakota in recent years has experienced increasing enrollments despite decreasing numbers of North Dakota high school graduates. According to the University of North Dakota, Progress Report, August 2003, fall enrollment over the past four years has steadily increased from 10,590 (1999) to 13,034 (2003). In reality, the problem is considerably more complex. Literally dozens of variables influence the size of the college population (p. 2). Shulman (1976) observed that enrollment projections “vary greatly because the analysts built into their forecasts differing visions of how higher education can and should develop the future of the American economy and its relationship to higher education” (p. 13).

According to Kemerer, Baldrige and Green (1982), enrollment management is a broad and sophisticated concept. It is often confused with marketing; however, marketing is just one activity that contributes to successful enrollment management. Enrollment management has both conceptual and procedural components. As a concept, enrollment management implies an assertive approach to ensuring the steady supply of qualified students required to

maintain institutional vitality. As a procedure, enrollment management is a set of activities to help institutions interact more successfully with their potential students.

Enrollment management encompasses at least eight interdependent activities: clarification of institutional mission, program development, marketing, recruiting, admissions, financial aid, orientation, and retention. As the list implies, enrollment management involves a holistic approach, and the components are clearly linked. Good program development depends upon a clear sense of institutional mission. Marketing strategies are developed based on program offerings. Recruitment, admissions, and financial aid efforts are integrated to serve a specific clientele's needs. Orientation programs are an outgrowth of recruitment efforts and facilitate student integration into the academic and student life of the campus. Likewise, retention efforts acknowledge a full range of academic and student life priorities and are linked tightly to recruitment activities (Kemerer, Baldrige & Green, 1982, p. 21).

Kemerer, Baldrige and Green (1982) wrote,

Enrollment management, which encompasses both recruitment and retention as well as range of other functions, is not the sole responsibility of one or two offices. Rather, it is the responsibility of the entire campus community. In addition, without addressing organizational concerns, most institutions will not be able to exercise substantial control over their enrollments. (p. 28)

When comparing Hossler; (1984) enrollment management list of eight activities to the Kemerer, Baldrige and Green (1982) enrollment management list of eight interdependent activities, the following differences were noted.

Clarification of institutional mission, program development, and admissions were included in the list by Kemerer, Baldrige and Green. Academic and career advising, academic assistance programs, institutional research and student services were included by Hossler as other activities important in shaping enrollment management functions.

Different enrollment management models vary considerably in the degree of reorganization they require. Four models of enrollment management and reorganization exist and require very different levels of reorganization.

The Marketing Committee Model developed by Roger Campbell (1980) proposes an institutional marketing committee that would have an advisory role in recruitment efforts. Campbell suggests that committee stress that the entire campus community be responsible for recruitment. Campbell further suggests that the committee membership include the director of enrollment management and financial aid, the dean of students, a senior faculty officer, plus some recognized faculty leaders. Campbell urges that the institutional marketing committee undertake four tasks: analysis, research, programming, and communication. According to Campbell,

market definition begins near the campus and spreads out. The farther one goes, the likelihood of institutional myth replacing reality increases. The task at hand is to identify some acceptable clues that will allow an institution to sense where its primary market (high-yield market) is ending and where the secondary market (low-yield market) is beginning. (1980, p. 13)

Campbell suggests the institutional marketing committee spend time studying the actual benefits of college attendance: "benefits speak more directly to the value

of being in one place over another. Frequently, we neglect benefits in our discussions and messages, and consequently students must choose one institution over another as a result of surface qualities that is, institutional features alone” (1980, p.13).

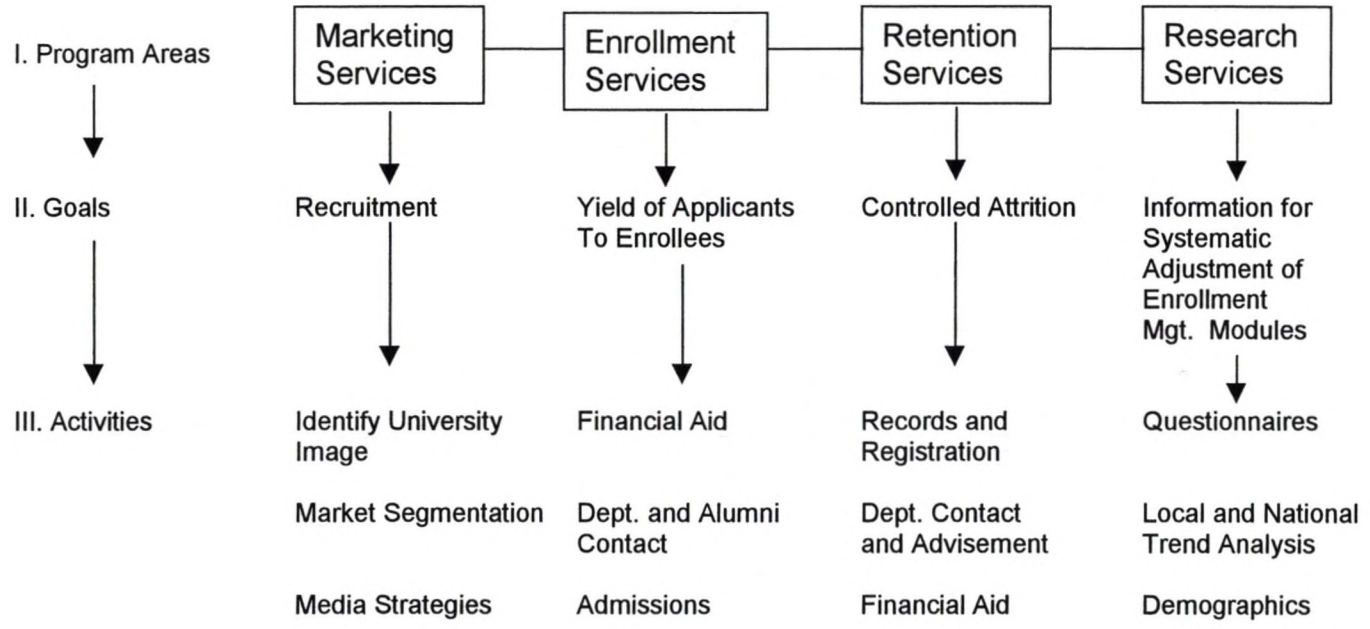
The second model proposes that campuses promote *better coordination of campus marketing* activities (Fram, 1975). Fram identifies nine program areas that are involved in institutional marketing and promotional activities: admissions, public relations, retention, counseling, academic program development, alumni relations, job placement, institutional research, and development/fund raising. Fram’s case studies show that the absence of an administrative center to coordinate interdependent programs often leads to organizational confusion and duplication. Fram states,

enrollment managers’ responsibility and authority for admissions and enrollment would be retained in its current organizational mode, with the major benefits of the director’s work being an improvement of interdepartmental interface and overall consistency of purpose... the director of marketing would examine the goals of every department as they relate to the eight other areas of marketing concern. Where goals are not congruent, the director would seek changes or modifications. (Fram, 1976, p. 6)

The third model is the *Matrix System* developed at California State University, Long Beach in 1978 by Leonard Kreuther (1978), Director of Admissions and Records, and Eric Godfrey (1978), Director of Financial Aid. The matrix model crosses administrative and academic lines to link enrollment activities according to program functions. Activities are grouped “according to

their relative impact on some state of the enrollment cycle, not according to the bureaucratic or administrative place they hold in the university” (p. 8).

Kreutner and Godfrey (1980, 1981) stress the importance of faculty participation in recruitment activities. “Faculty members are the most effective recruiters and it is much more difficult for a student to break ties with a department than it is to leave a university” (p. 9). The advantages of a Matrix Model, as described by Kreutner and Godfrey (1980, 1981) consist of providing a structure for diverse administrative and academic links to participate in enrollment management. The model links and coordinates various marketing, recruitment, and retention efforts according to program function; each module has a coordinator and all are under a senior line administrator (this model appears in Figure 1). These service areas are described in the Enrollment Management Modules at California State University, Long Beach and consist of: 1) Marketing services, 2) Enrollment services, 3) Retention services, and 4) Research services. The model provides a vehicle for individual faculty members and academic departments to play a substantial role in recruitment efforts, thus encouraging student-faculty contact prior to matriculation and also defusing the tendency of faculty to blame enrollment problems on admissions personnel (pp. 34-35). The relevance of the matrix model to the research lies in minimal changes in most institutional structures. It links enrollment-related functions under one senior administrator even though the functions of the program crosses administrative lines. Careful analysis of the model noted that student services areas were omitted from the structure’s function. The activities are grouped in



Source: Enrollment Management: A new Vehicle for Institutional Renewal
 Leonard Kreutner and Eric S. Godfrey, 1980-81.

Figure 1. Enrollment Management Modules at California State University, Long Beach.

accordance to their impact on the enrollment cycle, not according to the administrative place they hold in the university.

The fourth model is the *Enrollment Management Division Model* developed by William L. Caren and Frank R. Kemerer, Dean of Admissions and former Director of Enrollment Management at the State University of New York (SUNY). These individuals suggest that successful enrollment management requires major organizational change and one needs to make organizational change a priority for the changes to be implemented (Caren & Kemerer, 1979, p. 180). Katz and Kahn, organizational sociologists, express this sentiment another way:

If we are really dealing with an organizational or system variable, its manipulation will involve the entire organization. To achieve organizational change, we have to deal with system variables. Individual or group change applies only to specific points in organizational space, and is more likely to be vitiated by the enduring system properties than to change them. (1966, p. 427)

Advantages of reorganization and proposed job title, according to Caren and Kemerer (1979), are that first,

the Vice President for Institutional Advancement is sufficiently integrated into the decision and policy-making structure to ensure that enrollment management concerns receive adequate administrative attention by advocating this model we are espousing a basic principle of organizational theory: form must follow function; the goals of the organization should determine how its resources are utilize cooperative planning and decision-making in support of a coherent plan for institutional advancement are often compromised by conflicting allegiances, incongruent priorities, and bureaucratic isolation. (Caren & Kemerer, 1979, p. 182)

Caren and Kemerer (1979) claim that creating a vice president of institutional advancement would “make a measured commitment to institutional

advancement, provide greater visibility for the various marketing functions... and build a better measure of accountability” (p. 182).

Figure 2, from Kemerer, Baldrige and Green, (1982, p. 41), compares all the major characteristics of the four models. Each model represents one organizational approach to integrating enrollment management into institutional decision and policy making. There is little restructuring required of some models while others involve major organizational change and are the key differences to point out between each of the models represented.

Figure 3, from Kemerer, Baldrige, and Green (1982, p. 43), presents the data on campuses experiencing administrative reorganization from 1976 to 1981. When comparing Figure 2 and Figure 3 to the literature in support of enrollment management, it is clear that presidents may be reluctant to initiate major organizational changes, especially if personnel have been in place for a number of years. Some models require little restructuring; others involve major overhauls of the organizational chart. Three of the four models go a step further to address coordinating recruiting and retention activities. The three models are:

1. Staff Coordinator (Fran, 1975)
2. Matrix Model (Kreutner and Godfrey, 1980-81)
3. Enrollment Management Division (Caren and Kemerer, 1980)

Although reorganization may not have been explicitly linked to enrollment problems, the survey data reveal that the admissions and student affairs departments were the areas most likely to be involved in administrative change.

Model	Major Goals and Activities	Personnel	Authority	Structural Changes
Institutional Marketing Committee (Campbell 1980)	Assess and communicate	Committee structure involves mostly administrators but includes some faculty.	Little-committee serves in an advisory capacity.	None-committee has an advisory role, may be an ad hoc institutional response.
Staff Coordinator (Fran 1975)	Coordinate programs that affect enrollment and develop market plan.	Staff person organizationally placed as a special assistant to the provost or president.	Little-position lacks line authority and resources. Influence depends upon persuasion and good will.	Minor-staff appointment that has little impact on organization
Matrix Model (Kreutner and Godfrey 1980-81)	Link enrollment activities according to program function without regard for divisional structure.	Senior line administrator who is authorized to evaluate personnel in Other divisions.	Assigned by the president but perhaps superseded by divisional powers.	Minor-model attempts to link activities and offices with Changes.
Enrollment Management Division (Caren and Kemerer 1980)	Coordinate and control all activities affecting enrollment.	Senior line administrator.	Potentially high.	Significant-program function areas formally assigned to a line administrator.

Source: Strategies for Effective Enrollment Management
 Frank R. Kemerer, J. Victor Baldrige, and Kenneth C. Green 1982.

Figure 2. Comparison of Four Enrollment Management Models.

Percentage of Presidents Responding

Survey Question	Public Research Univ.	AASCU Inst.	Private 2-Year Coll.	Private Univ.	Private 4-Year Coll.	Private 2-Year Coll.	All Inst.
1. Yes, We Have Experienced Reorganization	50	61	51	31	55	33	51
2. Areas Affected by Reorganization							
Academic Affairs	37	37	36	23	32	11	31
Admissions	37	36	25	31	47	33	35
Financial Affairs	17	30	18	15	34	22	25
Student Affairs	27	43	39	15	33	22	33

Source: Strategies for Effective Enrollment Management
 Frank R. Kemerer, J. Victor Baldrige, and Kenneth C. Green 1982.

American Association of State Colleges and Universities (AASCU)

Figure 3: Campuses Experiencing Administrative Reorganization, 1976-1981.

In conclusion, successful enrollment management is really everyone's responsibility. The responsibility of all campus departments to recruit students is important. Campuses must promote better understanding of enrollment issues and improve coordination of recruitment and retention efforts (Kemerer, Baldrige, & Green 1982, pp. 43-44).

Marketing in College and Broadening Perspectives Toward Recruitment

Marketing literature for colleges first appeared in the early twentieth century. At the beginning of the 1970's according to Lovelock and Rothschild (1980),

Marketing was a term that most educators associated with the private sector. As memories of the rosy sellers' market of the fifties and sixties receded, to be replaced by the gloomy reality of a buyers' market in undergraduate education, worried administrators, or at least some of them, began to adopt a more customer oriented perspective, especially in relation to admission. (p. 31). Lovelock and Rothschild (1979) point out that more astute administrators recognized that marketing meant more than just advertising and selling, and involved strategic decisions in other areas, too. They started thinking about the nature of the educational experience or "product" that they offered, how it compared with the products of competing institutions, and how closely it matched the needs and expectations of their "customers," the students. They started doing market research to discover what applicants wanted in a college education, what they thought of specific institutions, and why they accepted or declined an offer of admission. They recognized that pricing was an important component of the "marketing mix" and sought to develop scholarship and financial aid packages tailored to the different situations of desirable applicants (and their parents) and competitive with the offers made by other institutions. Finally, they came to think in formal terms of "segmenting" the applicant market focusing on those types of students that their institutions were best able to serve, and restricting their recruitment efforts to those geographic areas that appeared to offer the best market for applicants. (Lovelock & Rothschild, 1980, pp. 31-32)

Linking recruitment and marketing principles to improve the effectiveness of recruiting is essential in determining future enrollment, yet only slightly more

than half the colleges and universities in the country even conducted enrollment projections in 1980 (Undergraduate Admissions, 1980). Reisman (1980) put the marketing issue in perspective:

That a college adopts a marketing strategy is not necessarily a concession to crass commercialism for the sake of survival. It all depends on what the aims are and the means employed. At its best, college marketing can mean a careful survey of what distinctive segment of students a college is currently serving, whether it is adequately serving their needs as well as their wants, and whether there are enough such students likely to be available in the future so that the college can stay on course and maintain its traditional program. A marketing survey may discover that much recruiting effort is wasted; recruiters are sent to cities that are most unlikely to send students to the particular institution, while other areas that remain untouched have grown more affluent and better-educated, to give one kind of example, and might now provide a constituency if, through high school visits and in other ways, potential students and their families could be made aware of the institution and what it offers specifically for individuals of this sort and level. (Reisman, 1980, p.105)

Reisman's concepts are important to the current study in that high school visits and other ways of gaining college experience are important to potential students and their families. Creating and using summer youth camps that are developed and hosted by the institution is a means of providing colleges and universities with opportunities to showcase what it has to offer to new students. For example, North Dakota Girl's State at Grand Forks, enrolls 400 young women who will be high school seniors each year during their annual summer camp at the University of North Dakota. These young women become deeply immersed in government leadership activities during their seven day stay on campus. In addition, there are sports camps for youth ages 7-17 held on the University of North Dakota campus. For example, the staff of the University of North Dakota hockey school teaches fundamental skating skills and stresses the

importance of academics and good citizenship. The hockey school introduces youths enrolled in the camp to the idea that being an athlete is a small part of being a well-rounded individual. These supplemental programs allow new students the opportunity to experience college during the summer months when there are not as many traditional college age students on campus, giving the institution time to focus on youth camp clientele. In addition, positive and negative camp experiences will position the student in choosing one institution over another.

College choice of potential students is a national issue and is competitive among public and private institutions of higher learning. Both public and private educational systems use a systematic approach of recruiting from primary markets where the majority of students come from upper middle and middle income families and include high school students who are ranked in the top 10% of their high school graduating class. According to Ihlanfeldt (1980), marketing is a methodology that permits decision makers in any organization to think systematically and sequentially about the mission of the organization, the services or products it offers, the markets it currently serves, and the extent to which these same markets and possibly new ones may demand its products or services in the future (p.13). However, according to Duhan, Johnson, Wilcox, and Harrell (1997), word of mouth has a serious impact on both the image and ability of college campuses to attract new students. Duhan (1997) identifies two types of influence from the word of mouth concept: strong-tie sources and weak-tie sources. These ties are about the "other individuals" in relationship with the

student, i.e., whether they are in the student's social circle such as friends, or they are parents, or acquaintances, such as counselors and other adults. Strong- and weak-tie sources are considered likely to impact the way in which the decision-maker perceives the information presented.

There is also inconsistency in the reported increases of new students who choose an institution based on the successful performance of intercollegiate athletic championship teams. Specifically, Toma and Cross (1998) looked at the effect of winning national championships in football and basketball between 1979 and 1992. Toma and Cross compared these championship teams with similar geographic regions whose institutions did not achieve the same level of athletic success. The Peterson's Guide was used to track increases or decreases in college admission applications. In that study, the colleges that won football championships experienced a 10 to 20 percent increase in college applications for up to three years for those colleges who won football championships. However, this increase was not as pronounced where campus teams won basketball championships.

A poll conducted by Rick Hesel (2001) through the Art and Science Group of Baltimore identified the "Flutie Factor," named after Doug Flutie, a Boston College athlete, which describes a surge in admissions applications after a college team or college athlete experiences several winning seasons for the institution. In this poll, Boston College experienced a 30 percent increase in admission applications over the following two years after winning the 1984 football national championship.

There is, however, mounting evidence that athletics has less of an influence than the “Flutie Factor” might suggest. Most institutions experience a stable or slight increase in enrollment due to winning an athletic championship title. Hesel (1984), mentioned that most students rated jobs, internships, clubs, and community service as more important extracurricular interests that influence their choice of a college. According to a telephone poll of 850 Americans in January 2001, released by the American Council on Education (2001), 56% of American adults stated colleges put too much emphasis on intercollegiate athletic programs. In addition, Bowen and Shulman (2001) conducted a study that offers no evidence that championship teams had any impact on student recruitment. According to Bowen and Shulman, college officials often agree that their emphasis on athletics simply reflects the interest of the school’s alumni. Another study by Shulman (2001) discovered that the vast majority of potential students perceived that emphasis of the institution should be placed on the areas of teaching undergraduates, residential life programs, intellectual freedom, other extracurricular activities, broad liberal arts education, and a diverse student body. Less emphasis should be placed on alumni concerns, faculty research, and intercollegiate athletics.

The concept of marketing, according to Kolter (1987) is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization’s offerings in terms of the target markets’ needs and desires, and on

using effective pricing, communication, and distribution to inform, motivate, and serve markets (Kotler, 1987, p. 5).

According to Murphy and McGarvity (1978), one survey of admissions directors at 350 private colleges and universities showed that nearly 90 percent of the respondents equated marketing with selling. Blackburn (1980) identified 16 specific techniques associated with marketing, ranging from current demand analysis to post testing, then surveyed 720 admissions officers to assess their use of these techniques. Blackburn found the results contradictory, questioning “how the respondents were able to differentiate, position, and develop their institutions in the absence of market research” (p. 20). According to a study done in part by The College Board, nearly 50 percent of the 1,463 institutions surveyed did not conduct marketing studies and another 39 percent indicated they do so only informally (The College Board, 1980).

Veysey observes that “the key question concerns what actual compromises one is willing to make, either for survival or for maintenance of a student body at a given size” (Veysey, 1980, p. 28). The components of marketing most useful to educational institutions include research, a marketing plan, pricing, communication with the external world, and an assessment program of recruitment activities (Kemerer, Baldrige, & Green, 1982, p. 68). The concept of marketing can help administrators develop a coordinated and coherent recruitment program, which accurately portrays what the institution has to offer. Such a program,

will not only be reinforced by what enrolled students actually experience but will also help clarify the image of the institution to the general public. The result should be a closer match between institutional offerings and the expectations of potential students, resulting in higher yields of admitted applicants and lower attrition rates for enrolled students. (Kemerer, Baldrige, & Green, 1982, p. 68)

Survey instruments and organizations such as the Cooperative Institutional Research Program (CIRP), the Educational Testing Service (ETS), the National Center for Higher Education Management Systems (NCHEMS), and The College Board conduct surveys concerning student attitudinal beliefs and student shifts in academic majors. Figure 4, as shown in Kemerer, Baldrige, and Green (1982, p. 73), provides example of an attitudinal institutional research topics that are very important. Student attitudinal surveys reveal what influences students' application, matriculation, and attrition behavior. Attitudinal surveys provide information as a means of assessing the impact of institutional recruiting efforts. Another component of marketing for higher education is a marketing plan. Marketing plans usually spell out primary and secondary markets. According to Kemerer, Baldrige, and Green (1982), there are three markets. The primary market is a high yield market: a large proportion of the applicants attend the college upon admission. For all but the most selective colleges, the primary market is the region immediately surrounding the institution, since students tend to select colleges fairly close to home. Increasing costs are likely to reinforce this tendency as predicted in 1982. Once a primary market has been identified, the admissions staff should protect and nurture it. An additional investment in time

Survey of freshmen, Transfer, Graduate Applicants to Determine What Factors Prompted Them to Apply

- Directory information (sex, age, high school grades, high school rank, etc.)
- Reasons for applying
- Comparison with competitors

Survey of Admitted Students Who Did Not Enroll

- Directory information
- Reasons for not enrolling

Survey of Newly Enrolled Students

- Directory information
- Reasons for enrolling

Survey of High School and Transfer Counselors

- Image of institution
- Evaluation of recruiting compared with competition
- Evaluation of information about campus and programs

Survey of Dropouts

- Directory information
- What doing now?
- Factors causing dropout
- Attitude toward campus service

Survey of Enrolled Students

- Directory information
- Attitude toward campus service

Survey of Graduates

- Directory information
- What doing now?
- Reactions to college
- Suggestions for change

Source: UCLA's Cooperative Institutional Research Program 1980

Figure 4. Components of Attitudinal Institutional Research.

and money in the primary market will usually bring about a greater return of matriculants than a similar investment elsewhere.

Beyond a certain radius, the college will find its secondary market, which is basically a low-yield market. A college may receive a steady flow of applicants from this market, but few of these students will actually enroll because often the college is the student's second or third choice. More focused recruiting might increase the number of applications from a secondary market, but first the campus should clarify and sharpen its image in the region. Doing so will help eliminate inaccurate perception about the campus, which may account in part for the relatively small number of applications and low applicant yield

Resources permitting, institutions should consider establishing a third or "test-market." A test market may consist of qualified community college transfer students. Colleges and universities would develop programs solely to recruit students from local community colleges. An articulation agreement between academic departments and two-year institutions would be developed to aid with developing this market. Considerable time and money will be necessary to cultivate this third market consisting of inner city high schools, but increases in applications and admissions may offset decreases triggered by demographic or economic changes in the primary and secondary markets (Kemerer, Baldrige & Green, 1982, pp. 76-77).

Maintaining customer loyalty according to Lovelock and Rothschild (1980) depends on the success of the institution's ability not only to attract new customers but also to instill brand loyalty among existing ones. In a sense, each time donors make a gift to the annual fund, each time alumni attend a reunion, these individuals are making repeat purchases. In a marketing

context, loyalty is typically a function of a customer's prior experience with the organization and its products. For this reason there is a strong incentive among marketers who are looking for repeat purchases to maintain the quality of their product, serve their customers well, and refrain from any dubious or unethical practices. One of the unusual characteristics of educational marketing is that colleges and universities typically see the relationship entered into with each new student customer as potentially lasting a lifetime. Educational consumers go through a life cycle with their alma mater. From an initial phase as prospects, inquirers, and then applicants they go on to become admitted, matriculants, and students. After a lapse of some years, they graduate to alumni status, becoming the institutions loyal donors and volunteers. In time, many become parents of a new generation who may, possibly, go through the same cycle with the same institution. (see Figure 5)

As suggested in Figure 5, the marketing task at each institution is different, as are the concerns of the target customer and the influences that are brought to bear on his or her decision. Lovelock and Rothschild (1980) mention that "students are not only customers of educational services. They are also changed by that experience and himself or herself become a product of the institution" (p. 48). A thought-provoking paper on marketing appeared in 1975 in the journal *Liberal Education*. Ihlanfeldt (1975) discussed the application of marketing techniques to tackling the problem of declining enrollments. He stressed that such efforts could not be confined to admissions: "I do not believe that improving the marketing techniques in the admission operation is the answer to the problem of declining enrollments if a high rate of attrition shows that a school is not meeting the needs of its current students" (p. 136).

William Ihlanfeldt (1975) also drew a distinction between staying abreast of consumer needs and pandering to fads. As a service industry trying to serve some declining markets or a changing market, there must be a tolerance for such

Task	Target	Influences
Recruitment	Prospect	Parents
	Inquirer	Friends
	Applicant	High school counselors & teachers
Retention	Admittee	Parents
	Matriculant	Fellow students
	Student	Other friends
Career Development ...	Match Graduating to	Faculty, Counselors, Fellow students
	Prospective employers	Employers, Graduate schools
	And Graduate school	Family & friends
Fund Raising and	Alumnus/alumna.....	Fellow alumni
Voluntarism	Donor/volunteer.....	Spouses, Peer groups
	Parent.....	Children?

Source: Marketing in College Admissions: A Broadening of Perspectives Christopher Lovelock and Michael Rothschild, 1980

Figure 5. The Student Life-Cycle: Changing Marketing Tasks for Changing Roles.

terms as program development and consumerism. Higher education is in the business of attempting to accommodate the needs of various student constituencies and at times this requires program modifications as well as new program development. Higher education is not unlike a profit-making corporation that is constantly reviewing the demand for present products and investigating

possible new products. The admission or marketing officer has the responsibility of assessing consumer needs and translating those needs back to the community for consideration. This does not imply that an institution must respond to every demand or fad that exists in the marketplace. To the contrary, only by staying abreast of the capricious nature of the marketplace can the institution make decisions of a noncapricious nature (p. 50).

Ihlanfeldt's view of the nature and role of communications was equally perceptive: "The communication responsibility can be divided into an internal and external process. The internal function is to communicate effectively and persuasively within the institution the needs of the marketplace. The external function is to communicate effectively to the consumer what the institution has to offer" (p. 50).

In marketing, McKay (1972) suggests the need for a choice. Higher education's answer must differ from the one he recommends to business, in that business is organized to maintain tradition, to satisfy the internal convenience of the business, and to serve customers effectively. Instead he suggests higher education's need to change convenience to requirements; in fact, "the answer for colleges must be, we will pursue all three, for they are interdependent" (p. 33).

According to Albert (2000, p. 56), "the urgency of marketing is the key to the future for higher education. Elevating the role of marketing at the college or university ensures that programs and activities are created to satisfy needs of clients (students, parent, donors, public, etc.)". New institutional objectives fostering partnerships both internally and externally are important to the success

of the institution. Demand for learning brought on by emerging technology and learners adds to the rapid change and gives leaders an opportunity to seek out and capture new opportunities, improve practices; build relationships; increase efficiencies, utilize technology, and most importantly understand and accept the true role of marketing that must happen to move forward and ensure success for larger recruitment and retention efforts.

According to Fickes (2003), every college and university wants to create and use a brand to gain a competitive foothold or position inside the pool of high school juniors and seniors who are thinking about higher education (p. 16). Borrowed from the advertising world, the terms “branding” and “positioning” play important roles in today’s college and university recruitment plans. As presented by Fickes (2003), the term “brand” is more than a name. It is a concept about what a product, service or institution means to its customers or audience, whereas the term “position” is what potential customers think about a brand in relation to its competition.

The idea of branding and positioning are important to this study in that it offers prospective campers (students) and parents a way to think about a product and service (i.e., smooth check-in, fun programs, opportunities to meet new people, safe environment, and comfortable and clean facilities) in comparison to competitors’ products and services. Nevertheless, branding and positioning help achieve institutional goals through use of programs that capture the character of the institution in a way that leads a camper and parent to make decisions in its favor. To achieve this effectiveness, summer camp programs at colleges and

universities will need to apply the same objectives as commercial marketers use for branding and position. According to David W. Strauss, a principal with the Baltimore based Art & Science Group, LLC, a consulting firm that helps college and university administrators solve marketing challenges, "in order to achieve effective positioning: it must be accurate. It must be graspable. It must be appealing. And it must differentiate the school from its peers" (p. 18).

Student College Choice

Choosing a college has been widely studied by sociologists, psychologists, and educational researchers. According to Hossler (1984), the college choice process is a complex phenomenon, a product of the background characteristics of students, their abilities, aspirations, and motivations. The attitudes of close friends and family, as well as the characteristics and activities of the institution that fall within the students' choice set influences student choice (p. 30).

College choice is broken down into two major areas: (1) student characteristics and how those variables affect the choice process and (2) institutional characteristics and the effect these have on the enrollment decision. An analysis of the enrollment decision enables enrollment managers to understand the choice process and, as a result, lead to more effective strategies for influencing enrollments.

Chapman (1981) writes,

with increasingly intense competition for students, many colleges have persisted in the belief that they can affect students' choice merely by modifying their institutional descriptions or targeting their recruiting. Few

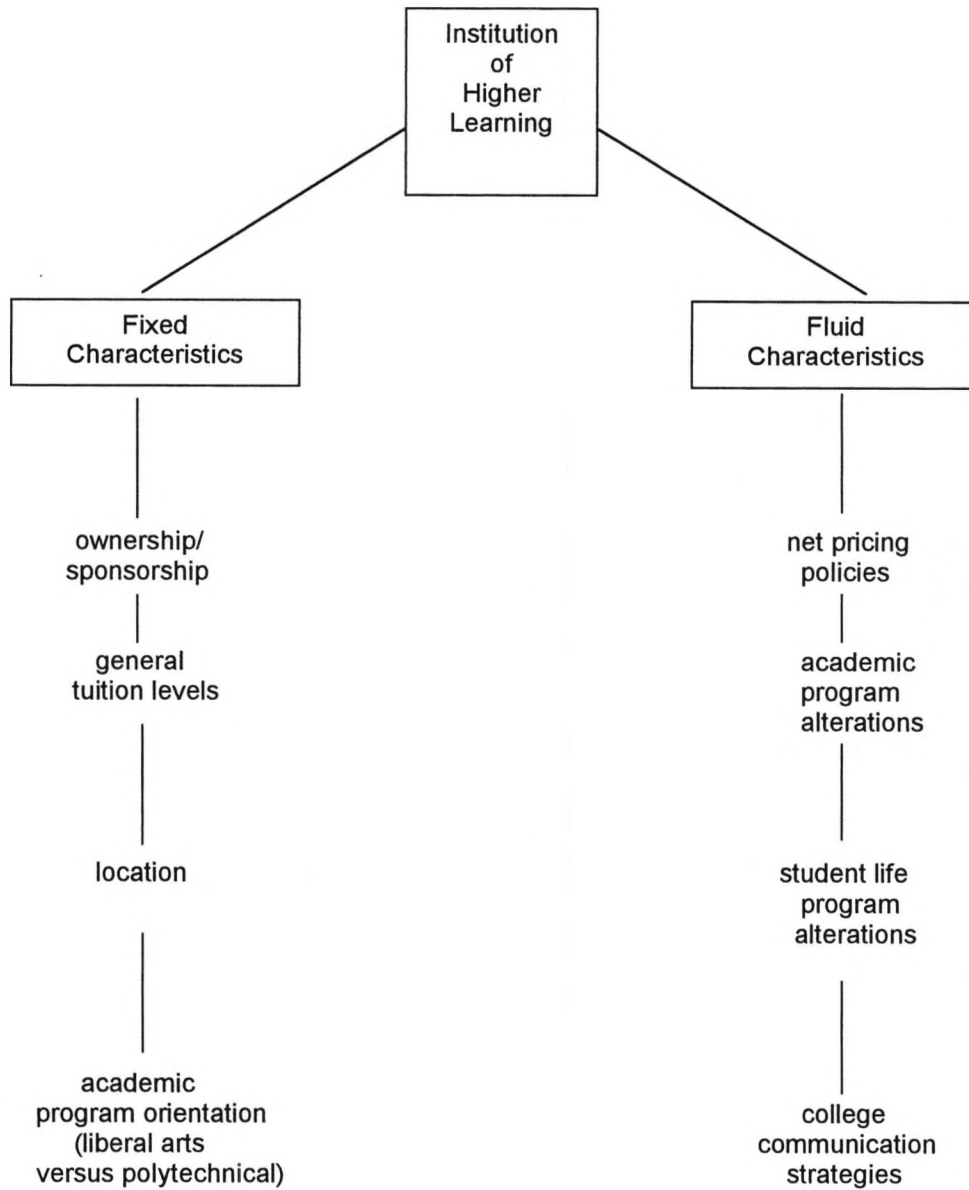
admissions officers operate from a systematic model; colleges may overlook ways to increase the effectiveness of their recruiting, or conversely, over estimate the influence of the recruiting activities in which they do engage. (p. 482)

For example, background characteristics such as parental education and financial and socioeconomic levels strongly correlate with participation rates in higher education. In addition to the socioeconomic status of the student and his or her family, the ability level and the academic achievement pattern of the student, as well as the high school curriculum the student is enrolled in, are closely tied to college attendance. Historically, the sex and race of potential students have also been related to the likelihood of attendance (these factors, however, appear to be diminishing in importance). The attitudes of high school seniors toward education in general and higher education specifically, in conjunction with their future aspirations, are also important in the choice of college. Finally, in addition to all of the other variables, significant others and residence characteristics (living on or off-campus) influence the enrollment decision (Hossler, 1984, pp. 30-32). The relevance of Figures 6 and 7 to the research confirms that influential factors of individual variables of college choice are linked to institutional variables in the enrollment decision. The students' perception of their abilities, aspirations, and motivators along with plans of close friends and family are major factors that influence college choice. These factors in total might be considered the personal variables in the enrollment decision, (see Figures 6 and 7 and Tables 1 and 2). Fixed characteristics of institutional variables in the enrollment decision such as general tuition levels, location, and

Ability	Socioeconomic Status	Significant Others	Aspirations and Values	Demographic Characteristics	Residence Characteristics	High School Characteristics	Expectations of College
Grade Point average	Parents' occupational	Parents and relatives	Educational plans	Sex	Nearness to college	High school size	
Test Scores	Parents' educational	Friends	Vocational goals	Race	Urban/Rural	Program quality	
High school Rank		Teachers and counselors			Community size		
	Family Income Level	College admissions representatives	Importance of the rate of return				

Source: *Educational Evaluation and Policy Analysis*. Gregory Jackson, 1982.

Figure 6. Personological Variables in the Enrollment Decision.



Source: *Educational Evaluation and Policy Analysis*. Gregory Jackson, 1982.

Figure 7. Institutional Variables in the Enrollment Decision.

academic program orientation are variables likely to be impervious to the intervention of family and friends. Fluid characteristics in the enrollment decision such as student life programs, college communication and net pricing policies lend themselves as variables that might be changed because of the intervention of close friends and family. An analysis of these variables might lead the student to attend a summer youth camp at a college or university as an individual variable in college choice.

Jackson (1982) presented a model of the college choice process in which he describes the stages students move through in selecting the institutions they will attend (see Hossler, 1984, p. 34). In Jackson's model, the first phase is most heavily influenced by individual variables. Jackson suggests that academic achievement, significant others (social context), and family background are the most influential factors in Phase One. During Phase Two students begin to weigh their preferences against the types of institutions they believe they can consider. At this point, the characteristics of the colleges the student is considering begin to interact with student preferences. Jackson reports that the most influential variables during this stage are geography, followed by information about the institutions. By the time the student reaches Phase Three, the most important decisions have been made. At this point institutional characteristics such as net cost, academic programs, and other environmental characteristics become the deciding factors in the college choice decision. Thus, the enrollment decision is interactional, depending on both the attributes of the student and the

characteristics of the institutions the student perceives to be in his or her choice set (Jackson, 1982, p. 239).

Presented in Figure 8, Jackson illustrates the difficulty of intervention by enrollment managers as a tactic for recruitment. Most of the tactics are either too expensive or too inefficient for an institution to undertake.

Therefore, many institutions need to develop strategies that bring new students to their campuses earlier than the junior or senior year of high school. Figure 9 evaluates the linkages between choice variables and enrollment strategies with a focus on significant others. Focusing on the role of significant others is just one example of using research on college choice to develop more effective approaches to recruitment. Another strategy that might hold some promise is linking the role of youth camps with friends and the institution through choice variables such as summer residential camps. Almost any enrollment management office can point to certain geographic areas from which new students can consistently be drawn with little effort. One of the variables that may be operating in these type of residential camp settings is that of peers and student staff influencing campers to choose the college, but for some reason this has not been considered in the literature.

According to Zemsky and Oedel (1983), there are four basic student/family characteristics. Their market study consisted of nine recruiting targets for regional and national students from nine sample markets. These markets were: (1) Boston, MA., (2) Springfield, MA, (3) Malden, Lexington,

Tactic	Target Factor	Inter- mediary	Effect	Cost	Focus*	Latitude+	Efficiency	Potential
School quality	academic experience	school	strong	high	low	moderate	low	low
College offerings	college characteristics	college	moderate	high	low	moderate	low	low
College Location	location	college	strong	high	low	low	low	low
Academic help	academic experience	none	strong	moderate	high	high	high	high
Public subsidy	college cost	college	strong	moderate	low	moderate	moderate	low
General aid	college cost	none	strong	moderate	low	moderate	moderate	low
Targeted aid	college cost	none	strong	moderate	moderate	high	moderate	moderate
General information	information	none	moderate	low	low	low	moderate	low
Specific Information	information	none	moderate	low	high	moderate	high	moderate

*Focus is the ability of the tactic to concentrate efforts on students whose decisions are likely to be unsatisfactory without intervention.

+ Latitude refers to the number of students whose decisions might be changed because of the intervention.

Tactic refers to the intervention by enrollment management on student recruitment.

Target Factor refers to the effects that enrollment management tactics have on student decisions.

Intermediary refers to the quality and offerings of a college or school as an intervention decision.

Potential refers to the impact that recruitment strategies have on students.

Efficiency refers to the quality of program planning as a tactic on students.

Effect refers to the outcome of the intervention on students.

Cost refers to the likelihood of students whose decisions might change due to finances.

Source: Gregory Jackson, 1982. *Educational Evaluation and Policy Analysis*.

Figure 8: Evaluating the Efficiency of Recruitment Tactics.

Linkages		Evaluation		
Choice Variables	Enrollment Strategies	Cost	Potential	Efficiency*
Significant Others				
1. Parents	1a. Written materials	low	moderate (long-range)	moderate
	1b. Parent campus visit	low	low	low
2. Friends	2a. Peer recruitment	low	moderate	low
	2b. Targeted peer recruitment	moderate	moderate/high	moderate
3. High school counselors	3a. Counselor newsletter	low	low	low
	3b. High school visit	moderate	low	low
	3c. Campus visits for counselors	low/moderate	low	low

* Efficiency: cost/potential ratio.

Source: Enrollment Management An Integrated Approach.
Don Hossler, 1984.

Figure 9: Evaluating the Linkages between Choice Variables and Enrollment Strategies.

Waltham, MA., (4) Providence, RI, (5) Augusta, ME, (6) Manchester, CT, (7) Hartford, CT, (8) Burlington, VT and (9) Fairfield County, CT. The profile consists of (1) student aspirations, (2) family income, (3) parental education, and (4) SAT scores, which boost the geographic range of a student's college choice (p. 30). Zemsky and Oedel (1983) stated that data of the nine sample markets confirm the existence of a broadly based socioeconomic ordering and also testifies to a wide range of particular circumstances that represent the community contribution to the structure of college choice. These community influences introduce irregularity and individualism into what might otherwise be perceived as a single sweeping pattern. In part, the research demonstrated what everyone has always known: communities with high levels of family income and parental education are also communities in which students have higher than average SAT scores and higher aspirations (Zemsky & Oedell, 1983, p. 42).

Litten, Sullivan, and Brodigan (1983) stated that most students designate an initial set of institutions to receive their SAT scores before learning how they actually performed on the test. It is only after the student adds institutions to his or her choice set, presumably after learning the results of the examination, that there could be a direct link between the student's range of options and the SAT itself. (p. 44)

Zemsky and Oedel (1983) state,

In the America of the 1980's some may want to argue, college choice should no longer be a function of family income, parental education, and scholastic aptitude as measured by the SAT; rather, the students' personal ambitions and preferences should determine the kinds of institutions they consider in making this life-defining decision. (p. 44)

The literature points out that awareness of social relationships and economic factors continued to be one of the key contributors toward the pattern of college choice.

It is clear that research supports proximity as an important indicator to student college choice as reported by Jackson (1982). But there are unanswered questions about college choice. This researcher has found no literature that applies directly to summer youth residential programs and its impact on college choice. The literature does, however, support colleges and universities designing partnerships, branding, and positioning, and pursuing comprehensive enrollment management and strategic programs. The competitive edge seems to favor colleges and universities that are willing to be creative and different than their peers. One way in which institutions address this issue is by helping more low income students prepare for college. This allows many talented young people to continue their formal education after high school. Programs such as GEAR UP[®] (Gaining Early Awareness and Readiness for Undergraduate Programs) developed by the Department of Education, are designed to accelerate the academic achievement of cohorts of disadvantaged middle and secondary school students so that increasing numbers of these young people will graduate from high school to enroll and succeed in college. Partnerships developed at the University of North Dakota such as summer campus residential programs like Upward Bound, Indians Into Medicine, Teen Camp and Aerospace Science camps support early college preparation and awareness activities at local, state, and campus levels. Moreover, Endries, and Luebke (1994) state we must recruit

students and their parents earlier, and in greater numbers, with accurate information about the demands and expectations of college, both its academic and social learning outcomes (p. 7). Academically oriented residential camps and those that are athletically oriented both provide similar experiences for youth in the area of social responsibility and learning. Careful planning that involves and strengthens services provided to and by parents, campers, colleges, and the community, contributes to the experiences gained, leading to dedicated and continuous positive and holistic experiences for the student.

After reviewing the literature, answers are still needed on the role of summer camp programs as a variable in the college choice process of students. This study has been designed to answer the following research questions:

1. To what extent did attending a University of North Dakota summer camp influence the student's decision to attend the University of North Dakota?
2. Are there differences among students with summer camp experiences?
3. What were the top three influential factors for choosing the University of North Dakota?
4. What camp experiences contributed to the decision to choose the University of North Dakota?
5. What camps had the most impact on new student choice to attend the University of North Dakota?

Summary

The reasons summer camp programs contribute to college choice process of students are varied and complex. The linkage among friends, high school counselors, parents', and significant others play a role in the college choice process. Students also possess unique personal characteristics that allow some to cope with the college choice process in late junior high or early high school, while others struggle to make a decision by high school graduation. Higher education faculty, staff, and student employees often have a significant positive or negative impact on youth campers. The study might suggest that a positive summer camp experience contributes to the selection of one institution over another as a variable in the college choice process. In Chapter III details are provided on the study design and methodology.

CHAPTER III

RESEARCH DESIGN

This study assessed the perceptions of new first-year students who enrolled at the University of North Dakota and who attended a summer youth camp at the University of North Dakota in a previous year. The influential factors, personal experience, demographics, as well as selected experiences as a commuter or campus housing resident camper were evaluated. The camper's positive or negative experience with campus faculty, staff, and students were also a component of this study.

Population and Sample

The population for this study consisted of first-time full-time students who enrolled in the Introduction to University Life course, during Fall 1999 at the University of North Dakota, Grand Forks, North Dakota. All subjects were White and were 18 years of age when the survey was conducted. The sample consisted of 142 freshman students from the Introduction to University Life course, which is a two-credit course designed to assist new students transition from high school to college. Topics on the course syllabus include academic skill development, social skill development, managing student finances, and campus history and policy. All sections of the Introduction to University Life course participated in the study. All nine instructors (see Appendix A) agreed to

distribute the survey to all students in attendance in their class during the week of October 15, 1999. There was a total of 131 responses out of 142 possible subjects. Of the 131 subjects there was 48 males, 73 females, and 10 who did not identify themselves as male or female.

Instruments

One survey and one interview instrument were constructed specifically for use in this study. The title given to the first instrument is "Introduction to University Life Course Survey" (see Appendix B). The title of the second instrument is "Interviews with current UND first-time full-time students" (see Appendix C). The questions (see Appendix C) were created by the researcher and were established before interviewing began and remained unchanged throughout the interviews. The development of the survey and interview instrument was influenced by a review of qualitative research instruments (Schieve, 1998; Thomas, 1996; Bass, 1999). The survey instrument was designed to assess the perceptions of new first-year full-time students who enrolled at the University of North Dakota, and who chose the University of North Dakota based on their summer camp experiences. The interviews garnered more in-depth information concerning perceptions about the experiences of those who attended a summer camp and their decision to attend the University of North Dakota. Factors include both positive or negative camp experiences, top three factors that influenced the student to choose the University of North Dakota, camps that produced the most new students in 1999, finalizing college choice, and experiences from interactions with campus faculty, staff, and student staff.

A panel of four student staff from the University of North Dakota housing office evaluated the original draft of the interview questions. These students were asked to comment on the interview questions and make recommendations regarding the content and structure of the instrument. Based on their feedback, modifications were made to the interview instrument to clarify the intent of the questions and to improve student understanding of the purpose of the questions.

Data Collection

Nine instructors of the Introduction to University Life course (Sarah Hanhan, MC Diop, Cheryl Saunders, Katie O'Donnell, Barry Stinson, Janelle Studney, Khalil Sakalla, and Jennifer Kennedy) assisted with data collection. The researcher was also one of the course section instructors. There was an average of 17 students enrolled in each course section. There was a total of 11 students absent the day the survey was administered. All other students in attendance the nine sections of the course responded to the survey. Prior to fall 1999, these instructors met and agreed to help administer and collect the completed survey instruments following a consistent protocol. Instructors were given the option to administer the survey in either the first or last five minutes of the class period, whichever fit the instructor's timeline best for that day's class schedule. A memorandum was given to each instructor as a reminder of the upcoming survey to be administered in class the week of October 15, 1999 (see Appendix D). In addition, a letter was given to each student enrolled in the Introduction to University Life course. All students were at least 18 years of age and this was

verified in advance by the University's Registrar's office. The letter to the students (see Appendix E) included:

1. A statement regarding the purpose and need for this study.
2. A statement requesting the student to complete the question.
3. A statement assuring each student who participated in the study that confidentiality would be maintained.
4. A statement regarding additional follow up study, provided the student signed his or her name and left a phone number to be contacted.

The office of Student Academic Services registered students for the Introduction to University Life course through the summer's "Getting Started" program. Only first-time full-time students were allowed to register for the Introduction to University Life course. Students were administered the one question survey during either the first five minutes or the last five minutes of the class period. All of the students in attendance (n=131) volunteered to participate in this study and returned the completed survey to their instructor. The instructors agreed to mail the completed survey instruments to the researcher for data analysis.

After the 131 survey instruments were completed and analyzed, 22 students had identified themselves as attending a summer camp within the last six years (1993 – 1999). These 22 students were separated into two groups. The first group consisted of those students who responded to the question, "To what extent did attending a UND summer camp influence your decision to attend the University of North Dakota?" that it had the highest influence and the second

group type consisted of those students who responded that their camp experience had “somewhat influence” on their decision to attend the University of North Dakota. Group one had four students who responded to the survey with highest influence, while group two had eighteen students who responded to the survey with “somewhat influence.” Eighteen of the 22 subjects were interviewed one-on-one with the researcher (four dropped out of UND). Interviews took place on campus in the student’s residence hall room. The longest interview was 40 minutes and the shortest interview was 28 minutes. Interviews were conducted over a two-week time span. All of these students were first-time full-time enrolled students at the University of North Dakota as confirmed by the staff of the Office of Student Academic Services, who checked all 22 class schedules of the students who were identified by the researcher.

Data Analysis

To build and collect data, the researcher began with the use of analytic files, title files, and quotation files. This method of data analysis, according to Glesne (1991), involves organizing what the researcher has seen through varied modes of qualitative inquiry. The data collection is primarily by participant-observation and interviewing. Analysis of these data focus on description and interpretation of what people say and do (p. 9). Glesne (1991) provided a format for analytic files to build and collect data, such as interview questions (p. 131).

Once responses were secured, analysis of the data transpired. The responses for each interview question were hand-written by the researcher. After the first two interviews were conducted, it appeared important that interviews

occur informally so that the subject felt more at ease in responding to the questions. The remainder of the interviews were spent first building rapport, reviewing the purpose of the study, and then discussing the questions and the researcher writing responses on each interviewee's personal interview form. After all 22 interviews were completed, the researcher began to code and compile each subject's individual responses. These notes were transcribed onto 8.5" x 11" note pads by subject by interview question after each interview, so that it would be in usable form.

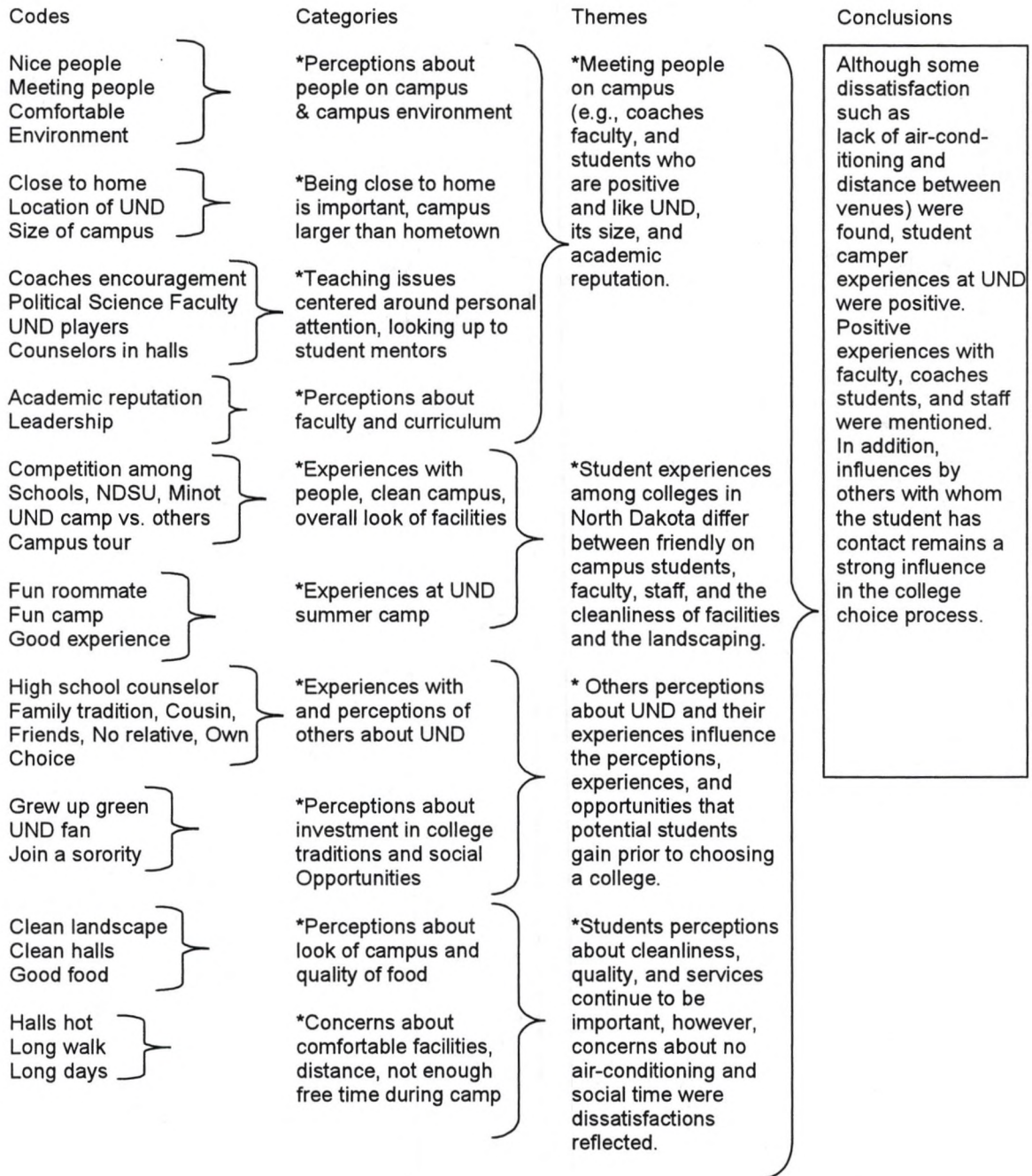
A rudimentary coding scheme was used to sort the analytic files. Next, the researcher classified and categorized the data and identified code names to better understand the context of the themes revealed, determine how they fit together, and refine the primary ideas that recurred throughout the study (see Coffey and Atkinson, 1996). The researcher then began to transform the data into meaning(s) and drew heavily on field notes and interview transcripts to form analyses and interpretations of the data. Upon further interpretation and analysis of the data by the researcher, "themes" were developed that would allow data to be grouped into coherent messages. The "themes" were evaluated through a process that involved reviewing the original data, checking for consistency and coherence, reviewing outliers or data that might disconfirm the theme, and ensuring the label selected for the theme was descriptive and accurate. This resulted in a better connection to and understanding of the themes and the results of the quantitative survey. The responses to the interview questions were organized and compiled through the use of analytic files, title files, and quotation

files. Responses were analyzed and were used to reinforce the quantitative results. The tabulated responses were analyzed by gender (3 were men, the remainder women).

As such, descriptions and interpretations of events and actions from one institution are not generalizable to other institutions. To that end, the results of this study, presented in the following chapter, should not be used to portray a single individual's experiences or perceptions as representative of all youth campers experiences at the University of North Dakota, as described by this study's subjects, be perceived as representative of all youth campers experiences or perceptions. Codes, categories, themes and the conclusions as identified by the subjects in this study appear on the following page.

In Chapter IV the results of the survey and interview questions for the 22 subjects included in this study are presented.

Coding Process and Theme Development



CHAPTER IV

FINDINGS

The findings of this study will be reported in this chapter. The predominant data-gathering technique utilized in this qualitative research study to explore each individual's understanding of the summer youth camp experience and the extent this experience influenced their decision to attend the University of North Dakota. The first section will provide data from the Cooperative Institute Research Project (CIRP) institutional profile and the supplemental questionnaire administered by the Higher Education Research Institute. The second section will provide data from the nine sections of the Fall 1999 Introduction to University Life course. The third section will focus on answers drawn from selected students of the Fall 1999 Introduction to University Life course and the one-on-one interviews conducted by the researcher.

Research Question One

The first question to be answered by this research was, "to what extent did attending a University of North Dakota summer camp (e.g., Basketball Camp, Aerospace Camp, Hockey Camp) influence the student's decision to attend the University of North Dakota?" There were two sources of data for this question. First, this question was included in the Fall 1998 Cooperative Institute Research Project Institutional Profile survey (see Appendix E), supplemental question 46.

The Cooperative Institute Research Project (CIRP), provided by the Higher Education Research Institute at the University of California, Los Angeles, conducted an institutional profile for the 1998 CIRP freshman taking the survey, summarizing the results by gender for the University of North Dakota. These results compared University of North Dakota students taking the CIRP to national norms of similar institutions of similar types.

The Office of Institutional Analysis at the University of North Dakota agreed to include one of the researcher's questions on the University of North Dakota's supplemental portion of the CIRP to assist the researcher in asking the question to first time University of North Dakota freshman students, who participated in the CIRP survey. The Higher Education Research Institute provided the raw data from the study.

Responses from the Cooperative Institute Research Project (CIRP) were divided among four possible responses: "considerable influence", "some influence", "no influence", and "did not attend a UND summer camp"; the results appear in Table 1.

A total of 114 of 927 students or 12% of the total subjects responded that the summer camp experience had considerable influence or some influence on their decision to attend the University of North Dakota. It was reported that 647 respondents did not attend a UND summer camp and an additional 10 of the 927 respondents did not answer the question. No further data was researched, as during the course of the researcher's study the Office of Institutional Analysis closed due to lack of funding by the institution.

In the Fall 1999, the survey was administered to only those students enrolled in the Introduction to University Life course. There were a total of 142 possible respondents. Of these, there were 131 who were in attendance on the day the survey was conducted. When asked, "to what extent did attending a University of North Dakota summer camp influence your decision to attend the University of North Dakota?" 22 (17.5%) of the subjects responded "considerable influence" or "some influence" on their decision to attend the University of North Dakota. Eleven (8.4%) responded that they had attended a University of North Dakota summer camp and that the summer camp experience did not influence their decision to attend the University of North Dakota. A total of 98 (74.0%) subjects responded that they had never attended a University of North Dakota summer camp. Four of the 22 subjects responded that their summer camp experience had "considerable influence" and 18 subjects responded with "some influence" on their decision to attend the University of North Dakota. Table 2 reflects the data collected from the students of the Introduction to University Life course.

Interviews

To augment the results of these two surveys and to further explore the reasons for claiming that the summer camp experience influenced the choice of subjects to attend the University of North Dakota, one-on-one interviews were conducted with 18 of the 22 subjects of the Fall 1999 Introduction to University Life course. Five of the students who responded to the survey that their summer camp experience had either "considerable influence" or "some influence" in their choice of UND could not be reached as they had withdrawn from the University

Table 1. To What Extent Did Attending a University of North Dakota Summer Camp Influence the Student's Decision to Attend The University of North Dakota? (All Freshmen; Fall 1998).

		# of Respondents	University of North Dakota		% of Total
			% of Men	% of Women	
A	Considerable Influence	33	3.9%	3.3%	3.6%
B	Some Influence	81	7.8%	9.6%	8.7%
C	No Influence	156	19.2%	14.7%	16.8%
D	Did Not Attend Camp	647	67.8%	71.6%	69.8%
E	Did Not Respond to Question	10	1.4%	0.8%	1.1%
Total		927			

SOURCE: Fall 1998 CIRP data.

Table 2. To What Degree Did Attending a University of North Dakota Summer Camp Influence the Student's Decision to Attend The University of North Dakota? (Freshmen; Fall 1999).

		# of Respondents	University of North Dakota			Total Number (% of total)
			# of Men	# of Women	No Gender	
A	Considerable Influence	4	2	2	--	(2.3%)
B	Somewhat Influence	18	1	17	--	(15.27%)
C	Attended a UND Camp but no Influence	11	2	8	1	(8.39%)
D	Never Attended UND Camp	98	43	46	9	(74.04%)
Total		131	48	73	10	

SOURCE: Fall 1999 Introduction Into University Life Course Survey.

of North Dakota. The following will focus on the interview responses of the subjects who indicated that their summer camp experience influenced their decision to attend the University of North Dakota. These subjects marked this experience as having “considerable influence” or “some influence” factor in their college choice. These individual interviews were intended to report the reasons and perceptions students gave in making a decision to attend the University of North Dakota based on their summer camp experience.

Research Question One

The first research question to be answered by this study was, “to what extent did attending a University of North Dakota summer camp Influence the student’s decision to attend the University of North Dakota?” This question was used to consider the perceptions of the respondent’s summer camp experience on his or her decision to attend the University of North Dakota. Interview question number one, “To what degree did a UND summer camp experience influence your decision to attend UND?” and interview question number two, “How did your summer camp experience influence your decision to attend UND?” were used to answer research question number one. All 18 subjects reported similar themes when asked about their summer camp experience. These subjects reported they “Got to know a lot of people at camp,” “a lot of leadership,” “really liked the dorms and food and how everything was set up” and “I hadn’t really been to the campus too much so when I came I really looked around, the look of the university was great and it made me feel comfortable.” All three of the “considerable influence” subjects reported positive and negative comments, e.g., “ I thought it was cool to

be around the basketball camp coaches,” “I hated Girls State as it did not hold any interest for me,” and the third subject stated “my high school coach said UND had quality programs and all of my high school teammates were attending a summer team camp—so that’s how I got to see campus.”

Research Question Two

The second research question asked was, “are there differences among students with summer camp experiences?” The interview questions were utilized to answer this question. Interview question number four, “If your experience was positive, what were the positive aspects of this experience? (Hall rooms, activities, athletic instruction, food, staffing);” Interview question number five, “If your experience was at all negative, what was the negative aspects of this experience? (Hall rooms, activities, athletic instruction, food, staffing);” and interview question number ten, “While you attended a camp at UND were you a (commuter) or a (resident) camper?” Interviews were conducted to determine the positive and negative aspects of the summer camp experience. All subjects reported one common theme concerning positive experiences while at camp: meeting people and interacting with housing camp counselors, UND coaches, student athletics, and other department staff were the most positive experiences. A final observation made from the interview responses consisted of one subject stating that, “one-on-one instruction I received during camp from the players was cool. They gave me encouragement and I looked up to them.”

The researcher noticed a difference between subjects who attended athletic camps and those who did not. Those attending athletic camps had more

positive comments about their camp experiences. Those subjects who attended non-athletic type camps such as, Girls State responded with the following comments, "It was a long way to walk from the hall to the daily activities", "the days were long and there was not enough free time", "Girls State is way too structured and strict." Only one subject stated that, "I wish I could have gotten a tour of campus and someone would have talked to us about UND." All other subjects responded that they could not remember if they had any negative experiences.

Interview question seven, "How many camps have you attended at UND?" and question ten, "While you attended a camp at UND were you a (commuter) or a (resident)?" were conducted to determine the number of camps each subject attended and if the student attended a commuter camp or a residence camp. This question was used to consider if there were differences in experiences of those campers who had a commuter rather than a resident camper experience. All subjects responded to the question and the researcher found that 14 of the subjects had attended a residence camp. One subject attended five residence camps and one commuter camp over the three summers he attended camp at the University of North Dakota. While he attended the resident camps he said, "I liked the counselors in the halls and I loved staying in the halls and being away from home. In addition, the fact that I met the head coach and learned different drills was fun." While attending a commuter camp, the same subject stayed with his grandfather in Grand Forks. This subject stated it had been seven years since he had stayed with his grandfather, and his parents thought it would be a good

idea. He stated that, "what I missed the most was staying in the halls and meeting other students." A different student also attended both a commuter and a residence camp, and she stayed one summer in a hotel with the coach and teammates. She mentioned that both her resident and commuter experience were at Women's Team camp and the only difference between the two experiences was that the team stayed in a separate hall from all of the other campers. She said, the "following year they stayed in the hotel as it was too hot in the dorms." Differences between resident and commuter camps might suggest that meeting new people is easier in a resident camp environment versus a commuter environment. Resident hall amenities, such as air-conditioning might also suggest the importance of comfortable living experiences and may be linked to future choice of living location or college choice.

Research Question Three

The third research question is, "What are the top three influential factors for choosing the University of North Dakota?" Interview question number three, "What were the top main three influences for choosing UND?", answered this research question. All 18 subjects responded to the question. Of the 18 subjects, five subjects commented on being close to home as a theme: that is, the University of North Dakota was not that far away from home but far enough, or approximately one to four hours from the student's hometown. The remaining 14 top influences for choosing the University of North Dakota are listed and reported by the subjects' responses below:

Location

"Grew up in East Grand Forks"

"It was close to my hometown"

"UND is close but not too close to home"

"I wanted something close to home"

"Only one hour away from home"

Reputation

"Physical Therapy program is the best in the state"

"School of medicine has a good reputation"

"Reputation is as good as Harvard"

"Northwest Tech and Crookston had good experiences, but I wanted a four year chemical degree"

Family

"Family Tradition"

"Brother went into aviation"

Friends

"I wanted to join a sorority"

"I'm from Canada and I knew some people going to UND, so I had some friends"

Summer Experience

"UND basketball program"

"Swimming camp was great"

Residence Halls

"The residence halls were a big point after staying at Girls State"

Campus Landscape & Size

“Campus was pretty and it was the size I wanted”

Better Than Competition

“Didn’t like NDSU”

Table 3. While You Attended a Camp at UND Were You a Commuter or a Resident?

	# of Resident Camps	# of Commuter Camps
Gender Male	12	2
Gender Female	2	5

Although more than half of the above responses reflect various themes concerning top influential factors, the institution’s academic reputation (receiving four mentions) and location (also five mentions) are clearly influential factors in college choice. Yet, it does seem clear that such factors as location and the academic reputation of the institution are significant college choice factors, so might such items as summer camp experience, friends, and family.

Research Question Four

The fourth research question was, “What camp experiences contributed to the decision to choose the University of North Dakota?” To support the results of the data and to further explore the reasons for claiming that the summer camp experience might have influenced the choice of subjects attending the University of North Dakota, interview questions number nine, eleven and twelve were

asked. Interview question nine, "Was summer camps when you first heard/experienced UND? When was your first camp? What grade were you in?" Question eleven, "Was your experience with the following staff positive or negative? (Housing staff, coaches, or counselors, dining staff, other staff)" and question twelve, "Did you have any relatives attend summer camps at UND? Did this influence your choice to attend UND?"

All subjects except for one subject were from the state of North Dakota even though camps are marketed outside the state of north Dakota. All subjects reported that being from North Dakota was the reason they had heard about the University of North Dakota. Family was also reported (receiving 10 mentions) as a reason for knowing something about the University. Only one subject mentioned having received information other than from family about the University of North Dakota when deciding to attend. In addition, one subject's response included, " it was not due to my high school counselor, as my counselor did not like the University of North Dakota."

When responding to interview question eleven, all of the subjects reported that interactions with faculty, housing, coaches, players, dining staff and other staff were positive experiences. No difference in experiences concerning faculty, staff and students between commuter and resident campers were found. Two of the subjects who indicated they had both a commuter and resident experience stated that both experiences had been very positive. There was one main theme, however. This theme consisted of comments from subjects concerning how nice people were on campus. Below are some of the subjects' comments:

Table 4. Was Summer Camps When You First Heard/Experienced UND. When Was Your First Camp? What Grade Were You in?

Grade Level	# of Subjects	Gender of Subject Female	Gender of Subject Male
6	1	1	--
7	1	1	--
8	1	1	--
9	6	5	1
10	3	1	2
11	8	1	7

“The dining staff were very friendly and didn’t make you feel stupid when going through the line and trying to find your way around.”

“A group of us were singing melodies and the counselor let us stay up late.”

“Faculty in the political science department was nice and I thought they were good lectures.”

“It really scared me about coming to camp; the roommate I didn’t know was great. The rooms seemed small, but you can still get your things in the room. Meeting people was fun and it was a great location.”

“Lots of fun and I would recommend to other kids to go to camp and try out UND. People are great and everyone helped.”

Question twelve, “Did you have any relatives attend summer camps at UND? Did this influence your choice to attend UND,” had the following responses:

“I had no relatives attend a University of North Dakota camp or attend the University of North Dakota. I also went to a three day North Dakota State

University (NDSU) summer camp that was pretty positive, but the University of North Dakota (UND) was so much nicer and more like a home.”

No Relatives

The first four have no relatives but different influences as stated below.

No relative went to a University of North Dakota summer camp or attended the University of North Dakota. My dad went to North Dakota State University and he choose the University of North Dakota for me. I went to camp at the University of North Dakota and that helped.

No relatives went to a University of North Dakota summer camp nor did any of them attend the University of North Dakota. This was my own choice. In the sixth grade I kind of knew because I went to a University of North Dakota gymnastics camp, but they don't have it anymore. My mom supported my choice.

No, none of my relatives attended a summer camp at UND, but my high school counselor said I should go to Girls State.

No, none of my family attended UND or a summer camp, teammates and my high school coach recommended summer camp at UND.

UND Staff

The second two have UND staff as influences as stated below.

My brother went to a University of North Dakota swim camp and my sister went to the University of North Dakota.

My brother went to a men's hockey camp done by Dean Blais. The Hockey Coach was good to talk to about the University of North Dakota.

Relatives

The last have relatives but different influences as stated below.

A handful of my cousins went to the University of North Dakota, but none attended a summer University of North Dakota camp. My parents went to North Dakota State University, (NDSU). My step dad is a professor at North Dakota State University, (NDSU) and he did not like it there. I wanted to go into nursing and the University of North Dakota, (UND) has a good nursing program.

My cousin Sara went to summer camp in the 7th grade and that influenced me a lot, as she talked about how good it was and how nice all of the people were at camp.

The offices that perform planning and institutional research focus on the factors that influence college choice. The data related to this research question might suggest that summer youth camps are as great an influence as family and friends on college choice.

Research Question Five

The last research question was, "What camps had the most impact on new student choice to attend the University of North Dakota?" This question was used to determine which camps were selected most often by students for a summer experience and if attending more than one camp had an impact on student choice to attend UND. Interview question seven, "How many camps have you attended at UND? and what were the camp names?" and interview question eight, "When did you finalize your decision to attend UND?", were asked to determine the answer to research question five. Tables 5 and 6 and interview questions seven and eight were used to help answer this research question.

Table 5. How Many Camps Have You Attended at UND? What Were The Camp Names?

	Gender	# of Camps	Camp Names
Subject # 1	F	1	Girls State
Subject # 2	F	1	Girls State
Subject # 3	M	6	Swim Camp
Subject # 4	F	5	Women's Hockey Camp & Women's Basketball
Subject # 5	M	1	Men's Hockey Camp
Subject # 6	F	2	Girls State
Subject # 7	F	1	Girls State
Subject # 8	F	1	Volleyball Camp
Subject # 9	F	1	Women's Basketball
Subject # 10	F	1	Girls State
Subject # 11	F	2	Women's Basketball & Girls State
Subject # 12	F	1	Girls State
Subject # 13	M	2	Men's Basketball Camp
Subject # 14	F	2	Volleyball Camp
Subject # 15	F	1	Volleyball Camp
Subject # 16	F	3	Women's Basketball
Subject # 17	F	1	Girls State
Subject # 18	F	1	Women's Basketball
Subject # 19	F	2	Dance Camp
Subject # 20	F	2	Women's Basketball

Of the 20 subjects listed in Table 6, there were 17 females and three males. Of the 17 females, eight attended a Girls State camp and only one of the eight also attended a female sport camp. Ten of the 17 female campers attended a female sports camp and only one of the 10 attended two different female sports camps. All of the men attended male sports camps. In addition, nine of the 20 subjects attended at least two or more summer youth camps at UND.

Ten of the 17 female subjects decision took place to attend the University of North Dakota their senior year in high school. The breakdown was as follows:

1. Ten subjects during the senior year in high school.
2. Three subjects during their junior year in high school.
3. One subject during their sophomore year in high school.
4. Two during the freshman year of high school.

Only one of the female subjects finalized her college choice decision two weeks prior to the beginning of UND's Fall semester.

Eight of the 17 female subjects finalized their decision during their senior year in high school and one subject made her decision after she attended a Girls State camp.

Of the three male subjects, two made their decision soon after attending a summer camp, one prior to his junior year in high school after attending swim camp and the other prior to his senior year in high school after attending hockey camp. The last male subject made his decision during the fall of his senior year in high school.

Table 6. When Did You Finalize Your Decision to Attend UND?

	Gender	Decision Took Place
Subject # 1	F	Senior year
Subject # 2	F	Senior year
Subject # 3	M	Sophomore year after swim camp
Subject # 4	F	Two weeks prior to UND Fall classes
Subject # 5	M	Junior year soon after hockey camp
Subject # 6	F	Junior year soon after Girls State
Subject # 7	F	Senior year
Subject # 8	F	Senior year
Subject # 9	F	Senior year
Subject # 10	F	Junior year soon after Girls State
Subject # 11	F	Freshman year
Subject # 12	F	Senior year
Subject # 13	M	Senior year
Subject # 14	F	Junior year
Subject # 15	F	Senior year
Subject # 16	F	Senior year
Subject # 17	F	Senior year
Subject # 18	F	Senior year
Subject # 19	F	Freshman year
Subject # 20	F	Sophomore year

Summary

A positive camp experience might suggest success in attracting qualified students. In addition, it might be useful for an institution to market and encourage attendance at summer youth camps. The data seem to indicate that prospective students are attracted to the University of North Dakota's campus environment after participating in a summer youth camp as indicated in the common themes below.

Camps gave me an opportunity to see and experience the campus. I also had an additional opportunity during the individual campus visit.

Camps made me feel more comfortable with the layout of the campus. I would recommend it, lots of learning experiences and meet new people.

I looked at a lot of other colleges and then came back, going to camp made me want to come here.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND COMMENTARY

The recruitment of potential students to universities and colleges is competitive. The purpose of this study was to examine the perceptions of students attending summer university youth camps regarding their experiences at a University of North Dakota summer camp and factors that contributed to their enrolling at the University of North Dakota. The importance of this study is that it may assist administrators, staff, faculty and current University of North Dakota students in assuring summer youth campers have a positive experience and thus have a greater likelihood of choosing the University of North Dakota as their first-choice institution.

Conclusions

The study was designed to answer the following questions:

1. To what extent did attending a University of North Dakota summer camp influence the decision to attend the University of North Dakota?
2. Are there differences among students with summer camp experiences?
3. What were the top three influential factors for choosing the University of North Dakota?

4. What camp experiences contributed to the decision to choose the University of North Dakota?

5. What camps had the most impact on new student choice to attend the University of North Dakota?

The subjects were interviewed perceived that their summer camp experience influenced their decision to enroll at the University of North Dakota. Four made that decision soon after attending summer camp. For 16 subjects, this was a function of the camp experience versus it being a time to decide which college they wanted to attend. This seems to imply that the responsibility for recruitment lies with the entire campus community, which can provide the type of summer programming that brings students to campus. According to the findings in the study, twelve subjects attended summer sports camps; however, Girls State camp was mentioned as being attended by eight subjects.

The literature supports the themes found in this study. As was also found by Hossler, Schmit, and Vesper (1998), the closer students arrive to high school graduation, the more they become involved in making a college choice. Kemerer, Baldrige, and Green (1982) concluded that successful enrollment management is really everyone's responsibility. The responsibility of all campus departments to recruit students is important, as identified in this study by subjects who indicated that coaches, staff, and faculty were nice to talk with about UND. As suggested by Reisman (1980), that high school visits and other ways of gaining college experience are important to potential students and their families. Creating and using summer youth camps that are developed and hosted by the institution

is a means of providing colleges and universities with opportunities to showcase what it has to offer new students. Duhan (1997) identified "other individuals" in relationship with the student (e.g., persons in the student's social circle) as influences on the choice of college. In this study, friends, family, location, counselors, coaches, and academic reputation were mentioned as influences. The themes in this study are also supported by Jackson (1982), which suggested that academic achievement, significant others (social context), and family background are the most influential factors during the first phase of the college choice decision and that the most influential variables during phase two is geography followed by information about the institution. Institutions must reach students and their parents far earlier, and in far greater numbers, with accurate information about the demands and expectations of college, both academically and socially. This kind of vision calls for commitment on the part of all involved---educators, parents, students, partners, and states. In addition, if a given student transitions into the environment of the institution by staying on campus during a summer camp, that student may be more likely to remain in that environment.

Geography and location of the institution in close proximity to the students' family and friends are the first two sectors in the college choice decision. The third sector consists of other environmental characteristics that suggest decisions become interactional, depending on both the attributes of the student and the characteristics of the institutions the student perceives to be in his or her choice set. Many students request ACT or SAT scores to be sent to certain identified institutions the day of the test. Typically, the student's choice set of institutions

change once they have received their ACT or SAT scores and they are made aware of entrance criteria exam.

The researcher noticed a slight difference as indicated by one student in the study when it came to the residential experience versus the commuter camp experience. Being able to meet new people at camp while staying in the dorms was the largest difference noted by the student. This may suggest that programs such as summer youth camps might help reduce anxiety for some students as mentioned by one subject in this study. In addition, enrollment management administrators might conclude that student services help shape the institution's attractiveness to potential students, as well as help the college keep those who matriculate.

Subjects reported that faculty, staff, and students on campus were really nice, helpful, and made them feel comfortable during their summer camp stay and contributed to their choosing UND. Additional factors in choosing the University of North Dakota were articulated when students responded with their top three influences. Academic reputation and location were mentioned by subjects in this study as clear factors in choice, as was the overall camp experience. Most reported that other campers they lived with in the halls made the camp environment a positive and rewarding experience. This experience helped them to determine what it would be like to live on campus and go to school at the University of North Dakota. This suggests that potential students who experience college by living on campus in the summer may have an

advantage in successfully transitioning from high school to college for the first time.

Recommendations

1. Enrollment management, which encompasses both recruitment and retention, is not the sole responsibility of one office. Rather, it is the responsibility of the entire campus. Institutions therefore need to integrate recruitment plans from several departments. Strategies that bring new students to the campus earlier, such as summer youth camps, might be an initiative to consider. Students who are given opportunities to explore and experience college life earlier than their junior or senior year may become more invested in that particular institution and choose to make decisions earlier about an institution.

2. Institutions may want to create additional academic youth camps to provide college life experiences during the summer.

3. Summer camp programs should be designed to accelerate the academic and/or social achievement of disadvantaged middle and secondary school students. In many cases, these programs are dependent on federal grants and/or involve caring for high-risk teens. Institutions that include and invest funds towards disadvantaged summer youth camps may experience multiple rewards through better-prepared students, greater cultural diversity, but these camps also are expensive to generate.

4. Sports camps have commanded a far larger number of participants than academic and minority camps. The climate of the institution must be assessed for American Indian students and other ethnic minority students

assisted to feel comfortable and welcome at an institution. Currently, the University of North Dakota does not have a diverse population. In a recent survey, the University of North Dakota's Progress Report (2003) reported that students and faculty expressed dissatisfaction with racial harmony at the University of North Dakota. College administrators must support academic and cultural diversity camps with financial resources. Leaders of post-secondary institutions must do more to support active recruitment of ethnic minority students to create more culturally diverse campuses reflecting the country's changing racial demographics.

5. The staff responsible for the Introduction to University Life course needs to evaluate the course and/or their recruitment methods to ensure that the course is appealing to all freshmen.

6. High school counselors, teachers and principals must work more closely with faculty and staff from institutions of higher education to design programs for students during the summer that also provide for adequate preparation of high school students for college. According to the results of this study, one subject indicated that his high school counselor did not like nor recommend the institution that the subject chose. Enrollment management personnel along with faculty and staff must be aware of how important relationships and partnerships with secondary school personnel are.

7. Take advantage of captive audience. Enrollment management offices in partnership with summer program offices need to come together to market the

institution and deliver the message to potential new students while they are on campus.

Commentary

Institutions of higher learning must evaluate the services and enrollment management plans they have for recruiting potential new students. In article after article in the literature search, a direct connection was made between well-planned and administered recruitment programs and successful student college choice. The students in this study reaffirmed that meeting faculty, staff, coaches, students, and other campers, as well as living on campus during summer camp and becoming familiar with the campus are factors in student college choice.

Institutions are witnessing the expansion and acceleration of the college selection process. It is common for high school juniors to receive information from several colleges and universities that hope to attract their attention. Therefore students are narrowing their list of institutional choices much earlier than in previous years as was also noted by this study. As students accelerate their college selection, institutions need a means of identifying those prospects that are most interested in their school. Enrollment management offices in partnership with summer program offices need to come together to market the institution and deliver the message to potential new students while they are on campus. Although it may be more difficult to accurately measure the impact of specific amenities on initial school choice, the anecdotal evidence would suggest that a prospective student, weighing the relative benefits of two schools that are perceived to be otherwise equivalent, might be swayed in one direction by the

inclusion of additional room-specific amenities. As mentioned by Endries and Lubeke (1994), today's students have come to expect far more of an on-campus living experience. Fewer new students have had to share a room growing up and request more often to have a single room. They are technologically savvy, and increasingly, come with their own lap top computers. Air-conditioned rooms, internet hook ups, once a week housekeeping and outlets to plug in cars during cold weather are value added components to the on-campus living experience. Colleges have come to recognize that their students are not captives, but customers, and customers with an increasing number of choices. As fewer students of college age graduate from high school in North Dakota, the competition for enrollees among institutions of higher learning has become more critical. This competition, once based mainly on academic concerns, now takes place on other levels as well. In addition, working parents who are faced with the "school-less" summer seek quality and safe environments for their high school age children. Summer youth programs on college campuses can help parents' ensure that their children are able to cope in the demanding world of academics.

Every potential new student who visits the institution provides the institution with an opportunity to showcase itself and its community. It is important to offer college information to each camper who visits or stays on campus during the summer as it also lets the students know the university is interested in them and their future. A high level of customer service is the key to a positive camp experience. Staff who present a positive attitude, who take time to listen, to interpret, and to understand the parent and student needs are those examples

that exceed customer expectations. Conversely, a quick response from the institution to an unfavorable comment can alleviate negative impressions and perceptions of the college. External publicity generated by campers and parents also might have a significant impact. The summer program office should work with the institution's public relations office to increase publicity in both the university community and the camper's home community. Zernicke (1994) noted that the most positive and long-term public relations measure is a matriculated student who became acquainted with the institution by participating in a campus program. The University of North Dakota cannot afford to let any potential qualified student pass it by.

While we try to determine the impact that summer youth camps have on our campuses, looking at institutional strategic plans and decisions that affect youth camp programs is necessary. Decreasing revenues and increasing expenditures are a current fact in academe. Therefore, what role are departments (academic and others) expected to perform when it comes to summer youth camps, both short term and long term? It is reasonable to expect that most institutions conduct strategic planning, and it is important to know what decisions are being considered and how those decisions impact summer camps as well as how summer camps can help an institution fulfill its strategic objectives.

This study has been beneficial to this researcher. Even though research literature is abundant concerning recruitment theory, no literature was found when it came to the impact of summer youth camps on an institution's

enrollment. Efforts to develop partnerships among campus departments and market summer residential camps as part of a formalized strategic objective ties this component into the institution's enrollment management plan. Understanding the factors that influence students to enroll enables enrollment managers to consider the total student experience, and as a result, many of the factors that influence student enrollment. This knowledge can be effectively used to guide institutional policy-making and enrollment-related activities.

The findings of this study imply that a camper's experience can influence his or her choice of college. The University of North Dakota's summer camps may contribute to the institution's long-term positioning. It will be important that these programs build on existing marketing strategies of enrollment management.

APPENDICES

Appendix A
Instructors of the University of North Dakota
Introduction to University Life Course Fall 1999

Instructors of the Introduction to University Life Course at the University of North Dakota Fall 1999

Sarah Hanhan

MC Diop

Cheryl Saunders

Katie O'Donnell

Barry Stinson

Janelle Studney

Kahlil Sakalla

Jennifer Kennedy

Debi Melby

Appendix B
Memorandum to Instructors of the Introduction to University Life Course
and
Survey to Students of the Introduction to University Life Course

Dear University Life Student:

The information in this survey is being collected as part of a continuing study of higher education conducted by a doctoral graduate student in the department of Higher Education Leadership. The student is researching data for a doctoral dissertation. Your participation in this research is being solicited in order to achieve a better understanding of how students are affected by their choice to attend the University of North Dakota. Identifying information has been requested in order to make subsequent mail and/or phone follow-up studies possible. Your volunteer response, name, and phone number will be held in the strictest professional confidence and will not be shared with any other party or study being conducted.

To what extent did attending a UND summer, camp (e.g., Girls State, Aerospace camp, Basketball camp, or other summer program) influence your decision to attend UND?

(Mark one only)

- a) considerable influence
- b) some influence
- c) no influence
- d) did not attend a UND summer camp

Name _____

Phone Number _____

Appendix C
Interview Questions for Students Who
Answered Considerable Influence

University of North Dakota summer camp experience and student college influence factors

Questions

Focus Type # 1 Considerable Influential (Answer to dissertation question)

1. To what degree did a UND summer camp experience influence your decision to attend UND?

2. How did your summer camp experience influence your decision to attend UND?

3. What were the top main 3 influences for choosing UND?

4. If your experience was POSITIVE what was the positive aspects of this experience. (Hall rooms, activities, athletic instruction, food, staffing)?

5. If your experience was at all NEGATIVE what was the negative aspects of this experience. (Hall rooms, activities, athletic instruction, food, staffing)?

6. What are some IMPROVEMENTS that could have been made that would have made your experience even better?

7. How many camps have you attended at UND? What were the camps names?
8. When did you finalize your decision to attend UND?
9. Was summer camps when you first heard/experienced UND. When was your first camp? What grade were you in ?
10. While you attended a camp at UND were you a (commuter) or a (resident)?
11. Was your experience with the following staff positive or negative? (Housing staff, coaches or counselors, dining staff, other staff).
12. Did you have any relatives attend summer camps at UND? Did this influence your choice to attend UND?

Thank You

Appendix D
Memorandum to Instructors of the Introduction to University Life Course
and
Interview Questions for Students Who
Answered Some Influence

MEMORANDUM

To: Intro to University Life Instructors, Sarah Hanhan, MC Diop, Cheryl
Saunders, Katie O'Donnell, Barry Stinson, Janelle Studney, Kahlil Sakalla,
and Jennifer Kennedy

From: Debi Melby, Intro to University Life Instructor

Re: Dissertation Question for class

Date: October 15, 1999

Please assist me with this quick note and a reminder concerning the attached survey discussed in our weekly instructor meeting on Monday, September 27, 1999, at 10:00am. Please take five minutes at either the beginning of your next class period or at the end of the class period to hand out the attached dissertation question to students of the Introduction to University Life class. Please collect all of the surveys and mail them to Box 9029, intercampus mail or phone me at 7-2497 and I will stop by your office's to collect the data.

I also want to thank all of you for helping me to distribute this question to students in the University Life classes. I appreciate the time you are taking out of your class period to assist me with the distribution and collection of the survey.

University of North Dakota summer camp experience and student college influence factors

Questions

Focus Type # 2 Some Influence (Answer to dissertation question)

1. To what degree did a UND summer camp experience influence your decision to attend UND?
2. How did your summer camp experience influence your decision to attend UND?
3. What were the top main 3 influences for choosing UND?
4. If your experience was POSITIVE what was the positive aspects of this experience. (Hall rooms, activities, athletic instruction, food, staffing).
5. If your experience was at all NEGATIVE what was the negative aspects of this experience. (Hall rooms, activities, athletic instruction, food staffing).
6. What are some IMPROVEMENTS that could have been made that would have made our experience even better.
7. How many camps have you attended at UND? What were the camps names?
8. When did you finalize your decision to attend UND?

9. Was summer camps when you first heard/experienced UND. When was your first camp ? What grade were you in?

10. While you attended a camp at UND were you a (commuter) or a (resident).

11. Was your experience with the following staff positive or negative? (Housing staff, coaches or counselors, dining staff, other staff).

12. Did you have any relatives attend summer camps at UND? Did this influence your choice to attend UND.

Thank You

Appendix E
Copy of CIRP Survey Conducted by the
Higher Education Research Institute
Questions 39-46

20. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	\$1 - \$499	\$500 - \$1,499	\$1,500 - \$2,000	Over \$2,000
a. My Own or Family Resources					
Parents, other relatives or friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savings from summer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time job on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time job off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full-time job while in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Aid Which Need Not Be Repaid					
Pell Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental Educational Opportunity Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State Scholarship or Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Work-Study Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Grant/Scholarship (other than above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational Rehabilitation funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other private grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Government Aid (ROTC, BIA, GI/military benefits, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Aid Which Must Be Repaid					
Stafford Loan (GSL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perkins Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other College Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other Than Above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$6,000	<input type="radio"/> \$40,000-49,999
<input type="radio"/> \$6,000-9,999	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000 or more

22. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F**. If you engaged in an activity one or more times, but not frequently, mark **O** (occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year.

(Mark one for each item)

Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overslept and missed class or appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a prescribed anti-depressant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a public recital or concert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visited an art gallery or museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read the editorial page in the daily newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checked out a book or journal from the school library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicated via e-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in Internet chat rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Internet use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Are you: (Mark all that apply)

White/Caucasian	<input type="checkbox"/>
African American/Black	<input type="checkbox"/>
American Indian	<input type="checkbox"/>
Asian American/Asian	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>
Other Latino	<input type="checkbox"/>
Other	<input type="checkbox"/>

25. Were you adopted by your family?
 No (skip to question 26)
 If Yes, please mark one of the following:
 Yes, at age 0-2 3-7
 8-12 13 or older

26. Were you ever in foster care?
 Yes No

27. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

28. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to get away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my reading and study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mentor/role model encouraged me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prove to others I could succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because my friends were going	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Mark only three responses, one in each column.

M: Your mother's occupation
 F: Your father's occupation
 Y: Your probable career occupation

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

- Accountant or actuary
- Actor or entertainer
- Architect or urban planner
- Artist
- Business (clerical)
- Business executive (management, administrator) ...
- Business owner or proprietor
- Business salesperson or buyer
- Clergy (minister, priest)
- Clergy (other religious)
- Clinical psychologist
- College administrator/staff
- College teacher
- Computer programmer or analyst
- Conservationist or forester
- Dentist (including orthodontist) ...
- Dietitian or home economist
- Engineer
- Farmer or rancher
- Foreign service worker (including diplomat)
- Homemaker (full-time)
- Interior decorator (including designer)
- Lab technician or hygienist
- Law enforcement officer
- Lawyer (attorney) or judge
- Military service (career)
- Musician (performer, composer) ...
- Nurse
- Optometrist
- Pharmacist
- Physician
- Policymaker/Government
- School counselor
- School principal or superintendent . .
- Scientific researcher
- Social, welfare or recreation worker .
- Therapist (physical, occupational speech)
- Teacher or administrator (elementary)
- Teacher or administrator (secondary)
- Veterinarian
- Writer or journalist
- Skilled trades
- Other
- Undecided
- Laborer (unskilled)
- Semi-skilled worker
- Other occupation
- Unemployed

31. Mark one in each row:

Disagree Strongly
 Disagree Somewhat
 Agree Somewhat
 Agree Strongly

- There is too much concern in the courts for the rights of criminals
- Abortion should be legal
- The death penalty should be abolished
- If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time
- Marijuana should be legalized
- It is important to have laws prohibiting homosexual relationships
- Employers should be allowed to require drug testing of employees or job applicants
- Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her
- The federal government should do more to control the sale of handguns
- Racial discrimination is no longer a major problem in America
- Realistically, an individual can do little to bring about changes in our society
- Wealthy people should pay a larger share of taxes than they do now
- Colleges should prohibit racist/sexist speech on campus
- Same sex couples should have the right to legal marital status
- Material on the Internet should be regulated by the government

32. During your last year in high school, how much time did you spend during a typical week doing the following activities?

- Hours per week:
- | | | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | None | Less than 1 hour | 1-2 | 3-5 | 6-10 | 11-15 | 16-20 | Over 20 |
| Studying/homework ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Socializing with friends . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Talking with teachers outside of class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exercise or sports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Partying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Working (for pay) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Volunteer work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student clubs/groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Watching TV | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Housework/childcare | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading for pleasure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Playing video games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prayer/meditation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

33. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some (but I probably will have enough funds) .
- Major (not sure I will have enough funds to complete college)

34. Do you have a disability? (Mark all that apply)

- None
- Speech
- Orthopedic
- Learning disability
- Health-related
- Partially sighted or blind
- Other

35. Did your high school require community service for graduation? Yes No

36. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

37. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My relatives wanted me to come here .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My teacher advised me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This college has a very good academic reputation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This college has a good reputation for its social activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was offered financial assistance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This college offers special educational programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This college has low tuition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| High school counselor advised me .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Private college counselor advised me . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I wanted to live near home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not offered aid by first choice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This college's graduates gain admission to top graduate/professional schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This college's graduates get good jobs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was attracted by the religious affiliation/orientation of the college .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I wanted to go to a school about the size of this college | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Not accepted anywhere else | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rankings in national magazines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Information in a multicollge guidebook . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

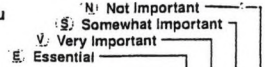
Very Important
 Somewhat Important
 Not Important

38. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

- | | |
|--|--|
| ARTS AND HUMANITIES | PHYSICAL SCIENCE |
| Art, fine and applied 1 | Astronomy 42 |
| English (language and literature) 2 | Atmospheric Science (incl. Meteorology) 43 |
| History 3 | Chemistry 44 |
| Journalism 4 | Earth Science 45 |
| Language and Literature (except English) 5 | Marine Science (incl. Oceanography) 46 |
| Music 6 | Mathematics 47 |
| Philosophy 7 | Physics 48 |
| Speech 8 | Statistics 49 |
| Theater or Drama 9 | Other Physical Science 50 |
| Theology or Religion 10 | PROFESSIONAL |
| Other Arts and Humanities 11 | Architecture or Urban Planning 51 |
| BIOLOGICAL SCIENCE | Home Economics 52 |
| Biology (general) 12 | Health Technology (medical, dental, laboratory) 53 |
| Biochemistry or Biophysics 13 | Library or Archival Science 54 |
| Botany 14 | Medicine, Dentistry |
| Environmental Science 15 | Veterinarian 55 |
| Marine (Life) Science 16 | Nursing 56 |
| Microbiology or Bacteriology 17 | Pharmacy 57 |
| Zoology 18 | Therapy (occupational, physical, speech) 58 |
| Other Biological Science 19 | Other Professional 59 |
| BUSINESS | SOCIAL SCIENCE |
| Accounting 20 | Anthropology 60 |
| Business Admin. (general) 21 | Economics 61 |
| Finance 22 | Ethnic Studies 62 |
| International Business 23 | Geography 63 |
| Marketing 24 | Political Science (gov't., international relations) 64 |
| Management 25 | Psychology 65 |
| Secretarial Studies 26 | Social Work 66 |
| Other Business 27 | Sociology 67 |
| EDUCATION | Women's Studies 68 |
| Business Education 28 | Other Social Science 69 |
| Elementary Education 29 | TECHNICAL |
| Music or Art Education 30 | Building Trades 70 |
| Physical Education or Recreation 31 | Data Processing or Computer Programming 71 |
| Secondary Education 32 | Drafting or Design 72 |
| Special Education 33 | Electronics 73 |
| Other Education 34 | Mechanics 74 |
| ENGINEERING | Other Technical 75 |
| Aeronautical or Astronautical Eng. 35 | OTHER FIELDS |
| Civil Engineering 36 | Agriculture 76 |
| Chemical Engineering 37 | Communications 77 |
| Electrical or Electronic Engineering 38 | Computer Science 78 |
| Industrial Engineering 39 | Forestry 79 |
| Mechanical Engineering 40 | Law Enforcement 80 |
| Other Engineering 41 | Military Science 81 |
| | Other Field 82 |
| | Undecided 83 |

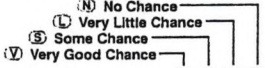
DO NOT WRITE IN THIS AREA

39. Please indicate the importance to you personally of each of the following: (Mark one for each item)



- Becoming accomplished in one of the performing arts (acting, dancing, etc.) (E) (V) (S) (N)
- Becoming an authority in my field (E) (V) (S) (N)
- Obtaining recognition from my colleagues for contributions to my special field (E) (V) (S)
- Influencing the political structure (E) (V) (S) (N)
- Influencing social values (E) (V) (S) (N)
- Raising a family (E) (V) (S) (N)
- Having administrative responsibility for the work of others (E) (V) (S) (N)
- Being very well off financially (E) (V) (S) (N)
- Helping others who are in difficulty (E) (V) (S) (N)
- Making a theoretical contribution to science (E) (V) (S) (N)
- Writing original works (poems, novels, short stories, etc.) (E) (V) (S) (N)
- Creating artistic work (painting, sculpture, decorating, etc.) (E) (V) (S) (N)
- Becoming successful in a business of my own (E) (V) (S) (N)
- Becoming involved in programs to clean up the environment (E) (V) (S) (N)
- Developing a meaningful philosophy of life (E) (V) (S) (N)
- Participating in a community action program (E) (V) (S) (N)
- Helping to promote racial understanding (E) (V) (S) (N)
- Keeping up to date with political affairs (E) (V) (S) (N)
- Becoming a community leader (E) (V) (S) (N)

40. What is your best guess as to the chances that you will: (Mark one for each item)



- Change major field? (V) (S) (L) (N)
- Change career choice? (V) (S) (L) (N)
- Fail one or more courses? (V) (S) (L) (N)
- Graduate with honors? (V) (S) (L) (N)
- Be elected to a student office? (V) (S) (L) (N)
- Get a job to help pay for college expenses? (V) (S) (L) (N)
- Work full time while attending college? (V) (S) (L) (N)
- Join a social fraternity, sorority, or club? (V) (S) (L) (N)
- Play varsity/intercollegiate athletics? (V) (S) (L) (N)
- Be elected to an academic honor society? (V) (S) (L) (N)
- Make at least a "B" average? (V) (S) (L) (N)
- Need extra time to complete your degree requirements? (V) (S) (L) (N)
- Get a bachelor's degree (B.A., B.S., etc.)? (V) (S) (L) (N)
- Participate in student protests or demonstrations? (V) (S) (L) (N)
- Drop out of this college temporarily (exclude transferring)? (V) (S) (L) (N)
- Drop out permanently (exclude transferring)? (V) (S) (L) (N)
- Transfer to another college before graduating? (V) (S) (L) (N)
- Be satisfied with your college? (V) (S) (L) (N)
- Get married while in college? (skip if married) (V) (S) (L) (N)
- Participate in volunteer or community service work? (V) (S) (L) (N)
- Seek personal counseling? (V) (S) (L) (N)

41. Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses? Yes No

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- | | | |
|-------------------------|-------------------------|-------------------------|
| 42. (A) (B) (C) (D) (E) | 49. (A) (B) (C) (D) (E) | 56. (A) (B) (C) (D) (E) |
| 43. (A) (B) (C) (D) (E) | 50. (A) (B) (C) (D) (E) | 57. (A) (B) (C) (D) (E) |
| 44. (A) (B) (C) (D) (E) | 51. (A) (B) (C) (D) (E) | 58. (A) (B) (C) (D) (E) |
| 45. (A) (B) (C) (D) (E) | 52. (A) (B) (C) (D) (E) | 59. (A) (B) (C) (D) (E) |
| 46. (A) (B) (C) (D) (E) | 53. (A) (B) (C) (D) (E) | 60. (A) (B) (C) (D) (E) |
| 47. (A) (B) (C) (D) (E) | 54. (A) (B) (C) (D) (E) | 61. (A) (B) (C) (D) (E) |
| 48. (A) (B) (C) (D) (E) | 55. (A) (B) (C) (D) (E) | 62. (A) (B) (C) (D) (E) |

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THANK YOU!

R13720-Questar/800803-5432

1998 STUDENT INFORMATION FORM (SUPPLEMENTAL QUESTIONS)

42. When did you finalize your decision to attend UND?
a) early in junior year of high school or before
b) late in junior year or between junior and senior year
c) early senior year in high school
d) late senior year in high school
e) after graduation from high school
43. If you had not enrolled at UND, where would you have enrolled?
a) NDSU
b) Jamestown College
c) University of Mary
d) a Minnesota college
e) other
44. Do you think you will need help in choosing a major?
a) yes b) no c) not sure
45. How did you first hear of UND?
a) family or friends
b) UND mailing
c) Internet Web Site
d) high school counselor/teacher
e) radio or television
46. To what extent did attending a UND summer camp (e.g., Basketball Camp, Aerospace Camp) influence your decision to attend UND?
a) considerable influence
b) some influence
c) no influence
d) did not attend a UND summer camp
47. What are your educational plans at UND?
a) to graduate from UND in four years
b) to graduate from UND in more than four years
c) to transfer elsewhere before graduating from UND
d) to attend UND but not graduate or transfer elsewhere
48. After college, do you think there will be job opportunities for you in your area of interest in North Dakota?
a) yes b) no c) not sure
49. After college, if an in-state job were available in your area of interest, would you want employment in North Dakota?
a) yes b) no c) not sure
50. Have you ever accessed UND's Internet Web Site?
a) yes b) no

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