A Study of the Admitted Non-Enrolled Students at Kalamazoo Valley Community College for the 1974 Fall Semester

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A STUDY OF THE
ADMITTED NON-ENROLLED STUDENTS
AT KALAMAZOO VALLEY COMMUNITY COLLEGE
FOR THE 1974 FALL SEMESTER

by

Laurence Bruce Kocher

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
August 1975

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ACKNOWLEDGEMENTS

Many people have been helpful, considerate, and supportive of me during my studies and the writing of this dissertation.

Members of my Doctoral Committee were most helpful. Dr. L. Dale Faunce, Chairman, provided wise counsel and advice throughout my total program. He also prodded me when necessary. Dr. Cameron Lambe was especially supportive and helpful in all matters relating to the study. Dr. Edward Harkenrider gave encouragement and advice as did Dr. John Lindbeck. The support, wisdom, and understanding of these gentlemen made it all possible and my special thanks are extended to them.

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Special appreciation, thanks, and love go to my wife, Betty, and our children, Mike and Tom. Each supported me with love and understanding.

Laurence Bruce Kocher
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CHAPTER I

THE PROBLEM

Colleges and universities are a unique combination of students, faculties and facilities. The student population is of prime importance as the faculty, the curricula, the physical facilities, the blend and mix of one function and activity with another, have meaning only as they have impact on the students. The measure of a college is ultimately the students and the needs of the students play a vital role in the development of curricula, the employment of faculty members, the development of student services, and the growth of physical facilities. The size and stability of the student population are important determinants of an educational institution. These student population factors are the central concern of this dissertation.

Statement of the Problem

The purposes of the study were to determine why students admitted to Kalamazoo Valley Community College for the 1974 fall semester did not enroll and to outline a plan of action which the College might implement to decrease the "no-show" rate among admitted applicants and to re-recruit those potential students who were admitted but who did not enroll.

A determination was made as to the number of admitted applicants for the 1974 fall semester who did not enroll. These potential students were identified and asked to give the single appropriate reason
why they did not enroll at Kalamazoo Valley Community College as planned. A comparison of identified characteristics of admitted non-enrolled, and enrolled students was made to determine if there were distinguishable differences between the two groups.

The study also attempted to suggest changes in practices and procedures which Kalamazoo Valley Community College could make to capture a larger share of this potential market of admitted applicants who do not enroll.

Importance of the Study

The college and university enrollment situation at the present time is confused and uncertain. Declining birth rates, the end of the military draft, increasing tuition rates, a general disenchantment with higher education, an uncertain job market, and an uncertain economy all combine to impact post-secondary enrollments.

An analysis of census figures shows the birth rate in the United States to be at or below zero population growth and the lowest in our nation's history. As a consequence, the United States Census Bureau predicts a sharp drop in the number of college age youth after 1982.

To complicate further the enrollment situation, there appears to be a declining interest among young people in post-secondary education. The March 5, 1973, issue of The Chronicle of Higher Education reported a drop in the proportion of 18 to 21 year olds attending post-secondary institutions. The proportion of high school seniors definitely planning to attend college also dropped slightly in 1973.
According to surveys made by the U.S. Department of Commerce, only 42 per cent of the 3.4 million high school seniors surveyed in October of 1973 planned to attend college, compared to 45 per cent the year before.

Overall college enrollments are still increasing, but at a much slower rate than in recent years. The Chronicle of Higher Education reported on December 16, 1974, that the increase in total enrollment for American colleges and universities for the fall of 1972 was only three per cent higher than fall, 1971; the increase in total collegiate enrollment for fall, 1973 showed a 4.3 per cent increase over fall, 1972; and the comparable figures for the fall of 1974 show a 5.5 per cent increase over fall, 1973 to a total of 10.2 million students.

In view of current affirmative action on behalf of women, it is interesting to note that more than 330,000 of the additional 330,000 students reported for fall, 1974 are women.

The increase in full-time student enrollments seems to have reached a plateau. Full-time enrollments in most colleges and universities across the country leveled off in 1972-73, and, given the many complex factors involved, a sudden reversal to a strong growth pattern is unlikely. The part-time student is largely responsible for any recent enrollment gains and, clearly, what Bender called the "golden decades of the 60's" for post-secondary education, when "enrollments doubled and budgets tripled," are gone forever.

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1Bender, Louis W., "Community Colleges Should Adopt Competitive Free Mark Initiatives." Community College Review, 1 (Fall 1973), 15.
Enrollment trends

The future of college enrollments is also uncertain. In view of the current slower rates of increase, future college enrollments are generally seen now as falling short of previous projections.

Watkins reports that the Carnegie Commission on Higher Education has recently revised the national enrollment projections it released in 1971. The Carnegie Commission now foresees 1.5 million fewer students in 1980 than originally estimated (13,015,000 revised downward to 11,446,000) and 3.4 million fewer students in the year 2000 than originally estimated (16,559,000 revised downward to 13,209,000). She further reports that the New York State Board of Regents has recently warned its colleges and universities to expect a sharp decrease in enrollments in the 1980's. The Regents believe that for every 100 high school graduates in the state of New York in 1973, there will be only 85 in 1985 and only 69 in 1990. The Regents expect full-time undergraduate enrollments in New York by 1990 to be 21.4 per cent below the 1973 level.

Parker believes it is likely that all post-secondary and collegiate institutions will suffer from a shortage of enrollments in the 1980's. He states that an enrollment decline of 25 to 30 per cent is possible in the 1980's and warns that "all colleges and universities

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have adequate cause for concern as the next decade looms ahead."

A mathematical model that predicts future college enrollments agrees with Parker. Developed by a director of research at Yale University named Dresch and reported in the February 10, 1975, issue of *The Chronicle of Higher Education*, the model estimates that undergraduate enrollments in the colleges and universities will shrink by 46 per cent between 1980 and 1990. The Dresch model takes into account changes in the demand for college educated people in the labor force, as well as changes in the supply of young people in the population and in the proportion of the youth going to college.

An as yet unpublished report of the Carnegie Foundation for the Advancement of Teaching¹ states that American higher education is facing the severest decline in its rate of growth in history. The Foundation warns that recent increases in enrollments and applications are misleading and due to local factors and unemployment rather than to any return to a period of expansion. The report asks institutions of higher education to face up to some "basic realities" which indicate that enrollments will show down to a zero growth rate within ten years, after having more than doubled during the 1960's.

The Carnegie Report also predicts that the demand for additional faculty members, which reached almost 27,500 a year during the 1960's will fall to almost zero in the 1980's and points out that higher education's share of the gross national product, which rose from 1.1

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per cent in 1960 to 2.2 per cent in 1972, fell to 2.1 per cent in 1975.

Admissions

Colleges and universities are reacting to the "basic realities" stated in the Carnegie Foundation Report in a variety of ways. Most of the reaction centers in the admissions office which is charged with the recruitment and admission of students. Trachtenberg and Levy\(^1\) describe the most extreme reaction by citing the case of the admissions director of a large private university who, when asked what his institution's current admissions standards were, replied "Well, I'd say about 98.6 on the Fahrenheit scale. Below that we start to get choosy."

The realities of the enrollment situation have caused a lowering of admission standards in many institutions of higher education. In most institutions, however, the reaction to declining student enrollments has been an increased emphasis on the recruiting of students, and the utilization of new outreach and marketing techniques to attract students.

The literature of today which deals with admissions advocates marketing approaches for promoting student enrollments. Many colleges and universities, recognizing that the unprecedented seller's market in higher education in the 1960's has changed into a buyer's market

\(^1\)Trachtenberg, Stephen Joel and Levy, Lawrence C., "In Search of Warm Bodies." \textit{Change}, \textbf{V} (Summer 1973), 51.

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in the 1970's, are adopting the thinking and methods used by competitive business. Gorman, for example, believes that "properly employed marketing methods could help rebuild the higher educational image, expand the total market for advanced education, raise the cultural productivity level of the population, prevent the economic wastes of excess capacity, and help mold university offerings into a need-responsive service. To the extent that the higher educational product mix may be out of adjustment with its customers, marketing, as an adjustment force, may restore compatibility and benefit all parties."

There is no question that colleges and universities applying sound marketing techniques to their admissions practices will have a competitive advantage over those who do not. One of the marketing techniques frequently advocated is the identification of target groups of potential students, such as women or veterans, and the development of a "sales" campaign to reach those particular target groups.

Admissions officers, in utilizing competitive marketing techniques, have placed most of their emphasis upon efforts to attract new students to their institutions. The admitted students who do not enroll are one easily identified target group that has been largely overlooked. Few colleges and universities have been concerned with the "no-shows," i.e., potential students who were admitted but who did not enroll.

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1 Gorman, Walter P., "Marketing Approaches for Promoting Student Enrollment in Higher Educational Institutions." College and University, XLIX (Spring 1974), 243.
This group of potential students is worthy of further attention for they were motivated to become applicants for admission and they comprise nearly one-third of all admitted applicants. The Committee on Statistical Information and Research of the Michigan Association of Collegiate Registrars and Admissions Officers\(^1\) reported during the Association's annual meeting in November, 1973 that only 70.5 percent of the undergraduate applicants admitted to Michigan colleges and universities for the fall of 1973 actually enrolled. The same committee's report at the November, 1974 annual meeting showed that only 71 percent of all undergraduates granted admission for fall 1974 actually enrolled.\(^2\)

Clearly, the 29 percent of the students who were admitted but who did not enroll are a target group which warrants some investigation. College and university officials concerned with meeting the needs of their publics, with reduced operating budgets, and with declining enrollment trends might well ask: Where have these particular students gone? Why didn't they enroll? Are their needs being met? Are they different from those students who did enroll? What might the college do to decrease the "no-show" rate among admitted applicants?

\(^1\)Kleinhenn, Alton L. (Chairman), Student Enrollments in Michigan Colleges and Universities, Fall 1973. A report prepared for the Michigan Association of Collegiate Registrars and Admissions Officers by the Committee on Statistical Information and Research. November 1973, 1.

\(^2\)Nichols, Ralph (Chairman), Student Enrollments in Michigan Colleges and Universities, Fall 1974. A report prepared for the Michigan Association of Collegiate Registrars and Admissions Officers by the Committee on Statistical Information and Research. November, 1974, 3.
To understand the context of this study, a brief overview of the development and functions of community colleges will be presented. Kalamazoo Valley Community College is also briefly described.

The Community College

Admissions officers of community colleges must also be concerned with the declining rate of enrollment increase. The community college movement has been a unique development in the history of higher education in the United States. The community college has properly been called the "people's college" and "democracy's college" for in many ways the community college development has been our society's response to the need for the democratizing of higher education. The community college has been one way of making post-secondary educational opportunities available to all in recognition of democracy's need for an educated citizenry.

Thornton described three stages in the development of the community college: (1) from 1850 to 1920, these post-secondary institutions offered primarily the first two years of baccalaureate study and were commonly known as junior colleges; (2) occupational vocational and semi-professional education gained wide acceptance after 1920 and following World War II; and (3) service to the adults of the community was stressed during the 1950's and 1960's. Thornton also

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described six basic purposes of the community college as (1) occupational education of post-high-school level, (2) general education for all categories of its students, (3) transfer and preprofessional education, (4) the education of part-time students, (5) community service, and (6) the counseling and guidance of students.

The community college has a very real commitment to meet the educational needs of all the citizens it is designed to serve. The phenomenal growth in community college enrollment and construction which followed World War II indicates that the community college was meeting many of those needs. Menefee noted that for several years during the late 1960's community colleges were opening across the country at a rate of one or more per week. The number of community colleges in the United States grew from 648 in October of 1967 to 910 by October of 1972. Enrollment during this same five year period increased from 1,528,000 to 2,729,000 students in public two-year colleges.

Community colleges, however, have also been affected by the declining rate of enrollment increase. Menefee further notes that in 1972-73 the growth of community colleges plateaued. Only thirty-two public community colleges were listed in the American Association of Community and Junior Colleges directory as opening in the fall of 1972 and only twenty-seven additional community colleges were listed on the AACJC roster for fall, 1973. Community college enrollment

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1 Menefee, Selden, "Finding New Directions." Change, VI (Summer 1974), 54.
2 Ibid.
nationally for fall, 1972 showed only a 6.2 per cent increase over the fall of 1971, down from a 9.8 per cent increase a year earlier.

Figures for community college enrollment for 1973 and 1974 have reversed this downward trend. Total national enrollment reported in October, 1973 was 3,000,082; an increase of 9.9 per cent over fall, 1972. An even greater increase was shown for the fall of 1974 as public community colleges across the United States reported their enrollment was up by 12.5 per cent. Menefee\(^1\), while recognizing these facts, still believes the community college growth rate must diminish if only because of the rapidly declining birth rate, which fell to 1.9 children per family in 1973, and the lesser numbers of children currently found in the elementary grades.

Bender\(^2\) agrees with Menefee's prediction of a diminishing growth rate for community colleges. He believes that all institutions of higher education, including community colleges, cannot help but see the future no-growth picture. The community college must keep the confidence and support of the public during a no-growth period. This will be difficult, notes Bender, because our society has always used growth as a measure of success. The use of growth as an indicator of success has been very evident in higher education, where legislators have looked to increased enrollments as a measure of success and have increased appropriations accordingly, and college images have been built on numbers of students enrolled, numbers of educational programs

\(^1\)ibid.
\(^2\)op. cit.
or courses added, and the number of buildings built. The community college, along with other institutions of higher education, faces a serious challenge in its efforts to attract and retain students.

Kalamazoo Valley Community College

Kalamazoo Valley Community College, a publicly supported, comprehensive community college, also faces a serious challenge to attract and retain students and recognizes the realities of the declining growth rate. Kalamazoo Valley Community College has benefited from Michigan being one of the states that Medsker and Tillery\(^1\) called pacesetters in terms of broad public support, enabling legislation, flexible fiscal policy, and general support for public community college systems. In 1960 there were sixteen community colleges in the state of Michigan. By 1967 the number of community colleges in Michigan had grown to twenty-eight, and today there are twenty-nine publicly supported community colleges in Michigan with a 1974 fall enrollment of 173,643 students.\(^2\)

During Kalamazoo Valley Community College's seven years of operation, the College has grown from a 1500 student enrollment to an enrollment of approximately 5300 students. Each fall semester, however, approximately one-third of the students who are admitted to Kalamazoo Valley Community College do not actually enroll for classes (Table 1.1).


\(^2\)MACRAO, Student Enrollment Report 1974, op. cit.
Table 1.1

Number of Applicants Admitted, Enrolled and Non-Enrolled, and Per Cent of Non-Enrollees to Kalamazoo Valley Community College Fall, 1969 through Fall, 1974

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of Applicants Admitted</td>
<td>2403</td>
<td>2387</td>
<td>2526</td>
<td>3243</td>
<td>3226</td>
<td>3044</td>
</tr>
<tr>
<td>Number of Applicants Enrolled</td>
<td>1512</td>
<td>1725</td>
<td>1676</td>
<td>2283</td>
<td>2069</td>
<td>2058</td>
</tr>
<tr>
<td>Number of Applicants Non-Enrolled</td>
<td>891</td>
<td>662</td>
<td>850</td>
<td>960</td>
<td>1157</td>
<td>986</td>
</tr>
<tr>
<td>Per Cent of Non-Enrolled Admitted Applicants</td>
<td>37</td>
<td>27</td>
<td>34</td>
<td>29</td>
<td>35</td>
<td>32</td>
</tr>
</tbody>
</table>

As a community college interested in meeting the educational needs of its citizens and in maintaining a growth pattern, Kalamazoo Valley Community College must give some attention to these admitted but non-enrolled students. This study provided that attention and had a twofold purpose:

1. To answer two questions:
   a. Why did these 986 admitted students not enroll at Kalamazoo Valley Community College for Fall, 1974 as planned?
   b. Are there distinguishable differences between admitted students who did not enroll and those students who were enrolled at Kalamazoo Valley Community College during the 1974 fall semester?

2. To determine:
   a. What can Kalamazoo Valley Community College do to decrease the no-show rate among admitted students?
   b. What steps can be taken by the College to "re-recruit" the admitted students who did not enroll?

For purposes of research exploration, these questions lead to a series of hypotheses.
Hypotheses

The hypotheses with which this study was concerned are:

1. Admitted students who do not actually enroll at Kalamazoo Valley Community College have educational needs which prompted the application for admission and which are not being met elsewhere.

2. Admitted students who fail to actually enroll at Kalamazoo Valley Community College do so for a variety of reasons. Some of these reasons will be beyond the scope of the College. Other reasons for not enrolling will be such that the College can take positive action and attempt to reduce the "no-show" rate of admitted students.

3. Admitted students who fail to actually enroll at Kalamazoo Valley Community College do so for a variety of reasons. While some of these reasons are beyond the scope of the College, other reasons for not enrolling will be such that the College can develop a plan of action to "re-recruit" these admitted non-enrolled students.

4. There will be no distinguishable differences between admitted students who did not enroll and those students who were enrolled at Kalamazoo Valley Community College during the 1974 fall semester.

Definition of Terms

A variety of terms used throughout the study are defined as follows:

1. Characteristic - A selected trait of an individual based on
personal, sociological, educational, financial, or other measures. The characteristics identified in the study are residency status, sex, class level, marital status, class preference time, reasons for planned attendance, hours working, veteran status, enrollment status, high school attended, previous college attendance, expected class load, and curriculum choice.

2. **Residency Status** - The legal residence of a student or an applicant further defined as being:
   
   A. **In-District** - Residence is within the legal boundaries of the Kalamazoo Valley Community College district.
   
   B. **Out-of-District** - Residence is within the state of Michigan but outside the College district.
   
   C. **Out-of-State** - Residence is outside of Michigan.
   
   D. **Foreign** - Residence is outside of the United States of America.

3. **Class Level** - A measure determined by the number of semester hours of credit a student has earned.

4. **Freshman** - A student who has completed 25 or fewer semester hours of college credit.

5. **Sophomore** - A student who has completed 26 or more semester hours of college credit.

6. **Part-time Student** - A student who carries a course load of less than twelve semester hours of credit.

7. **Full-time Student** - A student who carries a course load of twelve or more semester hours of credit.
8. "No-Shows" - Admitted students who do not enroll.

9. Instrument - A mail survey instrument was used in the study. The design of the instrument was based on a telephone survey conducted on 935 admitted students who did not enroll at Kalamazoo Valley Community College for the 1973 fall semester.

10. Curriculum - The course of study which an admitted student states that he/she intends to pursue.

11. Unclassified - The curriculum designation given to a student who does not state his/her planned course of study.

12. Job Status - The measure of whether the student was unemployed, worked part-time, or worked full-time.

Limitations of the Study

Because of the nature of the study certain limitations were necessarily placed on it. The population of the study included those applicants who were admitted to Kalamazoo Valley Community College for the 1974 fall semester but who had not enrolled for that semester as of October 1, 1974. The population surveyed included 976 of the 986 non-enrolled admitted students. Ten students were eliminated from the mail survey; nine because they were foreign students with overseas addresses and one because of an insufficient, non-deliverable address.

The comparison of student characteristics was made with all of the 986 non-enrolled admitted students. The student characteristics used were limited to those which were readily obtainable from the Kalamazoo Valley Community College Application for Admission.

The follow-up to promote a higher percentage of returns on the
mailed survey instrument was limited to one follow-up letter due to the inclusion of the entire population who could be reached in the initial mailing and a lack of funds and time to adequately insure a larger proportion of returns.

The proportion of those who returned the questionnaire imposed limitations by the fact that not all of the admitted non-enrolled students included in the population responded. The results were therefore biased to the extent that the inclusion of the non-respondents may have altered the findings.

The literature review was limited from 1965 to the time the research was begun. The primary sources utilized for the review were the ERIC files, Dissertation Abstracts International, the Educational Index, the Comprehensive Dissertation Index, and appropriate journals, articles, and reports.

The findings were limited to the specific items which were designed into the instrument and the comparison of student characteristics. Information not selected for the instrument or included in the comparison was considered as peripheral material.

Overview

The purpose of this study, as stated earlier, was twofold. The collection of data to determine why admitted students to Kalamazoo Valley Community College for the fall of 1974 did not enroll, and the comparative study to determine if there were distinguishable characteristics between enrolled students and those admitted applicants who did not enroll constituted one purpose for the study. The second
purpose was the development and eventual implementation of a plan of action, based on the findings, to reduce the "no-show" rate of admitted students and to "re-recruit" those admitted applicants who did not enroll.

The pertinent literature from 1965 forward is reviewed in Chapter II. Only appropriate literature written after 1965 was investigated and reported as the writings previous to that date were done during the "good old days" of rapid enrollment growth.

The design of the study is described in Chapter III. Chapter IV contains the comparison of identified student characteristics between students enrolled at Kalamazoo Valley Community College for the 1974 fall semester and students admitted for that semester who did not enroll, and a description and analysis of the data collected from the mail survey instrument. Chapter V contains recommendations for a plan of action which the College might implement.

This study, which will hopefully result in an increased enrollment, will obviously have significance for Kalamazoo Valley Community College and the public it serves. The findings and plan of action suggested may also have meaning for other community colleges interested in increasing their enrollments, and meeting the needs of their applicants.
CHAPTER II
REVIEW OF RELATED LITERATURE

Introduction

The review of the literature was centered on enrollment, admissions, financial aids and other factors related to community colleges. The dual purposes of the study were: 1) to determine the single appropriate reason which led to the admitted student's decision not to enroll at Kalamazoo Valley Community College for the 1974 fall semester as planned; and 2) to develop a plan of action which the college might implement to reduce the "no-show" rate of admitted students and to re-recruit admitted students who did not enroll. Considerable attention in the literature review was given to post-secondary enrollment trends, and to the subject of college admissions.

In order to review the literature as thoroughly as possible The Educational Index, the ERIC files, Dissertation Abstracts International, and the Comprehensive Dissertation Abstract Index were used as basic sources from 1965 to date. Appropriate journals, articles, and reports were also reviewed, including a number of reports issued by the Admissions Office and the Office of Registration and Student Data at Kalamazoo Valley Community College. Considerable attention was devoted to the literature since 1970 as writings previous to that date were done during the "good old days" of booming college enrollments.

No study was found which dealt with the reasons why students admitted to a community college failed to enroll. Much of the
literature dealt with factors in selecting which college to attend, persistence in college, and other related areas.

The results of the literature review were classified under the general headings of enrollment trends, admissions, community colleges, finances, financial aid, employment, and other factors. Some of the classifications were further separated into smaller categories. The classifications were by nature often interconnected and interrelated.

Enrollment Trends

The prediction of future college and university enrollments is at best something less than an exact science. The soothsayers of the future, consequently, do not agree on how sharp an enrollment decrease post-secondary education in the United States will experience in the late 1970's and beyond. That uncertainty of enrollment projections is illustrated by a Chronicle of Higher Education article regarding the projections of enrollments in Nebraska over the five year period 1974-79. The Nebraska legislature's fiscal analyst's office estimated college and university enrollment would drop 17.7 per cent between 1970 and 1979. University of Nebraska officials disagreed and predicted that college and university enrollment would increase by 10 per cent during the next five years.

The estimate of the legislative fiscal analyst's office was based on the continuance of a downward trend in the percentage of

Nebraska high school graduates going on to college while the university officials based their projections on an increase in high school graduates in Nebraska and a belief that the decline in the rate of high school graduates going on to college had hit bottom.

While disagreeing with each other, the two groups in Nebraska are in agreement with Johnson\(^1\) who stated that the two basic factors which cause changes in college enrollments are changes in the population of college age and changes in the enrollment rate of persons of college age.

Parker\(^2\), in his analysis of college and university enrollments, noted that the rate of increase in eligible eighteen year olds is declining and also identified a number of additional factors such as the end of the military draft, the escalation of tuition rates, vocational and technical school competition, and a changing job market which affect the demand for post-secondary education. Parker\(^3\) believes that an enrollment decline of 25 to 30 per cent is possible during the 1980's and that all institutions will suffer a shortage of enrollment during the next decade.

Many of the factors cited by Parker are also listed by Menefee\(^4\).

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as reasons for the slower growth rate he noted for community colleges during the early 1970's as compared to the phenomenal growth of the 1960's. The changing job market, increased costs, and the end of the draft have all impacted the rate of enrollment.

Bender\(^1\) reveals that an analysis of census figures shows the birth rate in the United States to be at or below a zero population growth rate while Watkins\(^2\) reports decreases in the proportion of 18 to 21 year olds currently attending colleges and universities. Decreases in the number of young people presently enrolled are further impacted by a decrease in the proportion of high school seniors planning to attend college as reported by *The Chronicle of Higher Education*.\(^3\) This article, based on a study by the U. S. Department of Commerce in 1973, stated that only 42 per cent of the more than three million high school seniors surveyed definitely planned to attend college as compared to 45 per cent the year before.

The uncertainty of future college enrollments was shown in the literature reviewed. An article in *The Chronicle of Higher Education*\(^4\) reported an enrollment projection model which showed that undergraduate enrollments in colleges and universities will decrease by 46 per cent between 1980 and 1990. Watkins\(^5\) reports that the New York State Board of Regents expects that by the year 1990 full-time

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\(^1\) op. cit.

\(^2\) op. cit.


\(^5\) op. cit.
undergraduate enrollments in the state of New York will have fallen 21 per cent below the 1973 level. A more moderate prediction was made by the Carnegie Foundation for the Advancement of Teaching which expects that enrollments will slow down to a zero growth rate by 1985. Watkins also reported that the Carnegie Commission on Higher Education foresees 1.5 million fewer students in 1980 than it estimated in 1971 and that the Commission has revised downward its national enrollment projections.

Frankel and Beamer, in a projection of enrollment statistics to 1982, stated that degree credit enrollment is expected to increase by less than one million students during the ten year period from 1973 to 1983. This is in comparison to an increase of over four million students which occurred between 1963 and 1973. Frankel and Beamer further stated that opening fall enrollments in courses creditable toward a bachelors or higher degree increased by only about 200,000 students and 150,000 students in the two years from 1970 to 1972. For the five year period of 1965 to 1970, increases in enrollments in degree credit courses averaged almost 500,000 students per year.

A new element of concern was expressed by Grose who foresees

1op. cit.

2op. cit.


4Grose, Robert F. (Chairman), "Impending Issues for AACRAO, A Report to the Executive Committee of AACRAO, March 27, 1974." College and University, L (Fall 1974), 15.
not only the stabilization or even reduction of student enrollments but also the lowering of priorities for higher education among the taxpayers. Grose predicted that, as a consequence, offices of admissions will have to do more with less. Bender\(^1\) concurs with Grose regarding future budgets and expenditures for higher education and sees the proportion of state budgets allocated to public post-secondary education beginning to drop in many states.

Enrollment increases for the fall of 1974 were "widespread but far from universal" according to Magarrell.\(^2\) Enrollment reports for the fall of 1974 show a growth of 5.5 per cent over the fall of 1973 as reported by The Chronicle of Higher Education.\(^3\) While this rate is slightly higher than the 4.3 per cent reported for 1973 and the 3 per cent increase recorded for 1972 both Menefee\(^4\) and the Carnegie Foundation for the Advancement of Teaching\(^5\) warn that the slight increase is due largely to current economic factors and that the prognosticators of zero or declining future college enrollments are correct.

The review of current literature regarding enrollments and enrollment trends in colleges and universities clearly indicates that the era of large student increases experienced during the 1950's and

\(^1\) op. cit.


\(^3\) op. cit.

\(^4\) Menefee, op. cit.

\(^5\) op. cit.
1960's is over. The literature indicates that the rate of increase in college enrollments is declining. The current situation regarding enrollment is uncertain, particularly in comparison to the recent past. Many past assumptions for predicting college enrollments appear inadequate and the future of college enrollments is precarious and uncertain. Given the variety of complex factors involved, the declining enrollment trends are likely to continue.

Admissions

Most of the current literature regarding admissions reflected the fact that post-secondary education is now an open marketplace, with the college very clearly the seller, and the student more than ever the consumer. The questions that most of the literature appeared to be addressing were clearly stated by McAdams:¹

Should the sophisticated, commercial marketing approaches of the business community be used to expand college and university enrollment? Should admissions officers adopt the hard sell?

The commercial marketing approaches were discussed by West² and others who pointed out that the terms "sales" and "marketing" are not synonymous. Quoting Peter F. Drucker, West's group offered the following explanation:

Indeed, selling and marketing are antithetical rather than synonymous or even complementary...
But the aim of marketing is to make selling...

¹ McAdams, Tony, "Student Recruitment: The Hard Sell?" College and University, L(Spring 1975), 229.
² West, Arthur S. (Chairman), "Selling: A Threat to Post-secondary Education." College and University, XLIX (Summer 1974), 342.
superfluous. The aim of marketing is to know and understand the customer so well that the product or service fits him and sells itself.

West also uses The Penguin Dictionary of Economics in defining marketing as: "Broadly the functions of sales, distribution, advertising and sales promotion, product planning and market research." West believes that marketing does have some application to post-secondary education but is cautious against accepting the total concept.

Zulker and Hoopes, both writing on the private college, recommend marketing techniques to attract and enroll students. Zulker believes that responses to prospective student inquiries should be personal and as friendly as possible. He recommends telephoning the prospective student whenever possible and justifies the use of the telephone as well spent recruitment funds. Hoopes contends that advertising should be geared to achieving student awareness and commitment. He agrees with Zulker that multilithed letters and other highly impersonal efforts are ineffective.

An attempt by the University of Iowa to develop a "personalized" computer written letter to each admitted freshman was described by Whitney and Leahy. Each letter sent described one or more programs of special interest to the individual student and provided an address and usually the name of a person at the University to contact for more

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information. The personalized letters were intended to reduce the usual 25 to 30 per cent rate of cancellations by admitted students prior to enrollment. Using experimental and control groups of over 1000 students each, Whitney and Leahy found that 73 per cent of each group of admitted students enrolled and concluded that there was little evidence that the "personalized" letters resulted in holding more admitted students to a first enrollment.

A study by Siddoway\(^1\) found that the two most important items of information to be communicated to prospective students were information regarding costs and available financial aids. These two needs for information were followed closely by student concerns regarding college courses, majors, and degrees. Information regarding course selection and procedures for registration, while less important, was also listed.

Hard work, rather than a hard sell, is seen by Treadwell\(^2\) as the admissions office's answer to declining enrollments. Treadwell contended that it is the job of the admissions office to serve as a catalyst in exposing prospective students to all elements of the college community and that every student, alumnus, faculty member and administrator is an "admissions officer." He also warned that students attracted to a college for the wrong reasons may well become dissatisfied customers and the worst salesmen a college can have. Treadwell takes the position that "the admissions office can best

\(^1\)Siddoway, William R., "Informational Needs of Students During the High School Senior to College Freshman Transition." College and University, XLII (Spring 1967), 358.

help the cause of decreasing enrollments by giving speedy, direct and personal service to prospective students."^1

Sound student-attracting techniques were promoted by Gorman^2 who recognized that the changing market situation is forcing reconsideration of recruiting and retention efforts in higher education. Gorman also pointed out that, while a good college image and any comparative edge will attract additional enrollees, a well-founded reputation of service to customers will be the determining factors of a college's success in the long run.

A systematized approach to recruiting utilizing marketing techniques was recommended by Sutton.^3 This six-step approach includes research into student motivations, goal setting in terms of enrollment, recruiting which accurately communicates with prospective students, and continuous evaluation of efforts.

The responsibility of communicating with prospective students was stressed by Olsen^4 in discussing a total publications program for recruitment. Olsen stated that college publications are too often written to please the administration or faculty and not necessarily to communicate with prospective students. Publications do play an important part in any admissions recruiting system and deserve

^1Loc. cit., p. 27.
^2Gorman, op. cit., p. 250.
^3Sutton, David S., "Marketing Tactics Put System in Recruiting." College and University Business, LII (February 1972), 52.
^4Olsen, Bruce L. (Chairman), "Publications in Admissions." College and University, XLIX (Summer 1974), 353.
considerable attention.

Honesty in publications and all other forms of communications with prospective students also deserves particular attention in today's consumer conscious society. A recent article in the New York Times contended that consumer consciousness appears to be spreading to the college campuses brought about both by the presence of older students with definite career goals and by abuses that have occurred as financially pressed colleges have competed for students. Wentworth also wrote of accountability and consumer protection in regard to higher education.

Admissions and recruiting abuses can and do occur with the current emphasis on marketing techniques in the recruitment of students. While such abuses may have always occurred to some extent, the consumer-mindedness of students and increased pressures on admissions officers have brought them into focus. It is important for admissions officers and others, faced and concerned with declining enrollments, to utilize effective marketing techniques honestly. Grose reminded all administrators and faculty concerned with admissions that, as educators, their central function is that of aiding students - persons who want to learn.

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1 Cerra, Frances, "If a School Flunks, Must Student Pay?" The New York Times, CXXIV (May 4, 1975), SE 1 & 15.
3 op. cit., p. 12.
The review of the literature regarding admissions revealed that a great deal of emphasis is currently being placed on the use and abuse of marketing techniques in the recruitment of students. Such techniques can be of benefit to both the college and the student if used properly and honestly. The college can benefit by knowing and understanding the needs of the students; the students can benefit by knowing and understanding the services and educational opportunities available to them.

Community Colleges

The community college has been the most rapidly developing educational institution in the United States over the last decade. During the late 1960's new community colleges were opening at the rate of fifty or more per year and in 1974 the opening fall enrollment for community and junior colleges was in excess of 3,250,000 students. A great amount has been written about the community college and in this review of the literature no attempt was made to cover this wealth of material. Rather, a few sources were selected to define the role of the community college in higher education and the students it serves.

One of the purposes of the community college is to give substance to the American ideal of equal opportunity for appropriate education for all citizens. Thornton\(^1\) described the community college as "an indigenous American educational institution developed to perform needed

\(^1\) op. cit. - vii.
functions, some of which are shared by the high schools or by the colleges, and some of which are its own unshared responsibilities."

He further defined the community college as a two-year educational institution which offers expanded programs and attempts to meet the post-secondary educational needs of its local community.

Bushnell and Kievit described community colleges as "one of America's most noteworthy expressions of egalitarian ideals." Community colleges, they stated, are meeting the demands for equal educational opportunity, social reforms, and individual self-esteem, and they believe "there is no longer any question of their having earned a prominent and permanent role in meeting the needs of a large segment of our society."

O'Connell found that community colleges attract students of many types and abilities and that they have a democratic character and offer "great opportunities for change and growth." O'Connell also stated that the lower middle class and working class students who attend community colleges must often overcome poverty, peer-group pressures, and parental disapproval to achieve their educational goals.

The various types of students served by community colleges were described by Collins. The "baker's dozen" of oversimplified types which he describes clearly illustrate the wide range of students which

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1Bushnell, Dave S. and Kievit, Mary Bach, "What is Our Job?" Change, VI (April 1974), 53.


community colleges are designed to serve and the diversity of educational needs of such students.

Finances

Most studies reviewed have suggested that the financing of a college education has been a major factor in whether or not a student would attend college.

The Carnegie Commission on Higher Education noted that the lowest income groups were not represented in as great a proportion as other income groups in American colleges and universities. Half of the subjects in a study by Knoell cited financial problems as the single most important reason for their not going to college right after high school. Koos also found that the practice of charging students tuition and the proximity of opportunity were influential in determining the proportion of students from different socio-economic levels who attend college. More recently Mundel found that cost was an important factor in college choice. Tuition had a strong and more negative effect at lower family income levels. Other cost factors, such as commuting distance and on-campus living costs, were similarly significant.

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Several other studies pointed out that the lack of finances influenced students from lower socio-economic groups to enroll in community colleges. Mund\(^1\) reported that financing college education was a major determining factor in whether or not students would enroll at community colleges. Block\(^2\) found that low cost was a major reason why students in Michigan enter community colleges and similar findings were reported by Heide\(^3\) in a study in Pennsylvania. The low cost of community college tuition was also noted by Tuckman\(^4\) as influencing the number of low income students enrolled in such colleges.

Collins\(^5\) reported that in most states students decide to enroll in community colleges, not because of educational factors, but rather for reasons of low cost, closeness to home and opportunity for employment while attending.


\(^5\)op. cit., p. 10.
In support of Collins, Medsker and Tillery\(^1\) found that the existence of a public two-year college in a community materially increased the number of high school graduates from lower socio-economic homes who continue their education.

Other studies also showed a relationship between finances and enrollment. Graziano\(^2\) found, in a follow-up study of students who had enrolled at the University of Illinois but who failed to attend, that the major factor in the students' change of plans was related to changes in their personal financial situations. Demitroff,\(^3\) reporting on a study of student persistence at the University of Iowa, found that more than half of the students who gave a reason for not enrolling said they were unable to attend because of financial difficulties.

Relationships between the costs of higher education and enrollment were studied by Bowers and Pugh.\(^4\) They found that parents placed more importance on financing a college education than did students in selecting a college. Boyd\(^5\) also dealt with the relationships between finances and enrollment. He related that in the state of Arkansas


\(^3\)Demitroff, John F., "Student Persistence." *College and University*, XLIX (Summer 1974), 563-4.


matters related to financing the cost of a college education were the major reasons why many high school graduates failed to attend college. The research evidence indicated that finances did influence students' choice of college and whether or not prospective students would enroll.

Financial Aid

Closely related to the financing of a college education is the area of financial aid. Keppel,\(^1\) writing for the National Task Force on Student Aid Problems, stated that "the primary purpose of student financial aid is to provide financial resources to students who would otherwise be unable to begin and complete the type of postsecondary education they wish to pursue." The importance of student financial aid is stressed by the task force with the following statement:

"Financial aid to students has been one of the fastest growing segments of the American educational enterprise. Twenty years ago the amount of student aid from all sources, public and private, amounted to less than $100 million. By last year it had grown to nearly $6.4 billion, an increase of more than six thousand per cent. The number of students receiving aid has also risen dramatically, from an estimated two hundred thousand in 1955 to more than three million in 1974."

The Higher Education Act of 1972, with the Basic Educational Opportunity Grant, provides for implementation of direct student aid.

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assistance. Conner pointed out that the federal financial aid delivery system is now largely direct student assistance and that as a result the student becomes the direct consumer and can take his/her money to any post-secondary institution which has federal approval. The student consumer has a tremendous field from which to make the selection of a post-secondary institution. The federal eligibility institution list for the Basic Educational Opportunity Grants presently shows about 6,000 institutions. Conner believes this number will rise to 16,000 in the near future. Conner also pointed out that the Veterans Administration, as a result of the G. I. Bill, has approved about 40,800 educational institutions and more than 500,000 job training establishments.

The uncertainty of the direction of federal financial aid programs was reported by Winkler as she described an omnibus bill, introduced by Rep. O'Hara of Michigan, which would rewrite the federal financial-assistance laws. The bill, if adopted, would de-emphasize students' reliance on educational loans, remove the limitation that basic opportunity grants can pay for only half of a student's cost of education, and re-emphasize merit in the award of supplemental opportunity grants. The bill (HR 3471) would also provide consumer protection for students by requiring institutions which receive money through federal student grants or loans to comply with such

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1 Conner, J. Douglas, "You Can't Tell The Players By The Numbers." College and University, L (Fall 1974), 42-5.


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"truth-in-advertising" rules as publishing their costs and descriptions of their curricula, according to Winkler.

The literature showed that financial aid is important to higher education and is likely to have greater emphasis placed on it in the future. Financial aid is of particular importance to the community college and its potential students.

Employment

Another area closely related to finances is employment. Trent and Medsker\(^1\) found, in a study of over 10,000 students, that employment was a major reason given for withdrawing from college and that a greater percentage of students who withdrew from college than those who persisted in college depended upon part-time work.

Other studies of freshmen withdrawals from college also found students withdrew to take full-time employment or because they could not find part-time work. Snyder and Blocker\(^2\) found that slightly more than twelve per cent of the students studied withdrew from community/junior colleges in order to gain employment. While these studies dealt with student withdrawals rather than admitted non-enrolled students, they are further evidence of the importance of finances in attending college.


Other Factors

There are, of course, many factors other than finances or directly related areas which affect prospective students' enrollment.

Influential persons

Trent and Medsker\(^1\) found that generally students tended to enter college if their parents were interested in their doing so. Terry\(^2\) agreed in his findings that a majority of successful college students listed their parents as the motivating force in their decision to attend college while Stocking\(^3\) observed that the majority of both persisters and non-persisters in community colleges were supported by their parents. Most studies suggested that parents have considerable influence on students' decisions to attend college. Other people besides parents, however, also have influence.

Mund\(^4\) found that parents, friends, high school counselors, and high school teachers were those to whom students turned most often in deciding to attend college. Mund also reported that over half of the students seemed to have received no assistance in their decision to

\(^1\)op. cit.


\(^4\)op. cit.
attend college. Bowers and Pugh\(^1\) also found that students placed more importance on the advice of others, particularly alumni, other family members, and high school teachers, than they placed on that of their parents. Hughes, Burnham and Stanley\(^2\) found, in agreement with Mund, that many students were not influenced noticeably by any person in deciding whether or not to attend college. Neither parents nor community leaders were important factors in the students' decisions to attend college.

The review of literature suggested that parents have a very large influence on whether or not students will attend college. Others are also important, however, in helping students to decide whether or not to attend and many students seem to have had little or no influence from others in deciding on their college attendance.

Distance

The Carnegie Commission on Higher Education\(^3\) recommended that community colleges should be located within commuting distance of all persons throughout their lives. The community college, the Commission felt, was particularly well suited to overcome deprivation by fact of location.

Block\(^4\), in his study of nine Michigan community colleges, found:

\(^1\) op. cit.


\(^4\) op. cit.
that closeness to home was regarded as a major factor in selecting which college to attend. Tinto suggested that the proximity of a public community college was a significant factor for attendance mostly for lower ability students. Trent and Medsker agreed with Block in their findings that availability of college was related to the rate of entrance into college. Heath, Mund and Graziano also found closeness to home to be an important factor in why students chose a particular college.

Fenske, Scott, and Carmody found that students from urban population centers had the highest percentage of local attendance and rural students had the lowest percentage of local attendance. They stated that local or commuter-type colleges were not typically within reasonable commuting distance of many rural students.

The literature reviewed suggested that distance is related to college entrance and attendance. The close proximity of a college was a factor in students' decisions to enroll in college.

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2 op. cit.


4 op. cit.

5 op. cit.

Student goals and objectives

Richards and Broskamp noted that community college students were influenced by practical considerations in choosing which college to attend. The students were concerned with the value of college for a higher income and less concerned with personal intellectual development. Lunneborg, Olch, and deWolf, in a study of older students, found that 55 per cent of the men and 39 per cent of the women studied were in college for strictly vocational purposes. Page found that mature women selected major fields of study in order to prepare for future employment.

Terry noted that individuals with vague or unrealistic career objectives were likely victims of attrition. Fenske and Scott saw an increasing percentage of students in two-year colleges planning

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4 op. cit.

to complete associate degrees. Aiken\(^1\) noted that students who
persist at community/junior colleges tended to have only one major
goal: to complete a college education.

Students enter college for a variety of reasons. Some have very
specific goals and objectives while others have only vague, general
reasons for attending. The literature suggested that most students
had vocational motives for attending college.

Summary

The review of the literature was centered on the main purposes
of the dissertation, which were to determine the single appropriate
reason as to why students admitted to Kalamazoo Valley Community Col-
lege for the 1974 fall semester did not enroll and to develop a plan
of action which the College might implement to reduce the "no-show"
rate of admitted students and to "re-recruit" those who did not
enroll as planned.

The analysis of the review indicated that the rate of increase
in college enrollments is declining. A variety of factors appear to
be having a negative effect on recent college enrollments. The future
of college enrollments is uncertain due largely to a decrease in the
proportion of the population that is of college age and a declining
rate of college attendance among college age youth. Declining college
enrollment trends seem likely to continue.

\(^1\)Aiken, J., A Comparison of Junior College Withdrawees. Columbia:
The University of Missouri, 1968. (ERIC Document Reproduction Service
No. ED 023 389).

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The literature regarding admissions was largely concerned with the use of marketing techniques adopted from the business world to combat declining enrollments. The use of marketing techniques can be of assistance to concerned colleges and, if properly applied, can be of benefit to both the college and the prospective student.

Community colleges are very much a part of our country's educational structure with a current enrollment of more than three million students out of the more than ten million that are enrolled in all institutions of higher education. Community colleges are designed to meet a variety of student and community needs and are very much in keeping with the American ideal of an educated citizenry.

The analysis of the review indicated that problems in financing their higher education influenced the enrollment of many college students. They influenced which college students might attend and whether or not they were able to enroll and persist in college. Financial aid was found to be closely related to the financing of a college education. Financial aid is likely to become of greater importance to higher education as costs rise and enrollments decline. Financial aid is of particular importance to the community colleges as they attempt to meet the needs of middle and lower income students.

In the portion of the literature concerned with influential persons, most studies revealed that the parents of students played a major role in determining whether or not many students enrolled in college. Other persons were also important to many students in giving advice and encouragement to attend college. A sizeable portion of students, however, did not appear to receive advice from anyone regarding their
college enrollment.

Distance was found to be related to college enrollment. The close proximity of a college was a factor more for lower ability students than other students in relation to enrolling in college.

Students in general were found to have practical, vocational motives for attending college. As one task of the admissions office of any college is to convince potential students of the value of further education, this trend towards practicability should be considered in planning for student recruitment and retention.
CHAPTER III
DESIGN OF THE STUDY

Introduction

The purpose of this descriptive and comparative study was to determine why students admitted to Kalamazoo Valley Community College for the 1974 fall semester did not enroll, and to determine a plan of action to decrease the "no-show" rate among admitted students and to "re-recruit" non-enrolled admitted applicants.

To implement the study, the strategy of the investigation was completed in five phases: 1) the preliminary feasibility of such a study was completed; 2) the parameters of the study were defined; 3) student characteristics data were identified; 4) a questionnaire was developed and used as a mail survey instrument; and 5) the analysis of the information was completed, conclusions were drawn, and recommendations were made regarding a plan of action to reduce the rate of non-enrolled admitted students and to "re-recruit" the admitted students who did not enroll.

Preliminary Feasibility

The first step in the investigation began in the fall of 1973. The Admissions Office at Kalamazoo Valley Community College had identified a total of 935 admitted students who did not enroll for that semester. Further investigation showed that this figure was consistent with the "no-show" rate of admitted but non-enrolled
students of previous years.

In an effort to determine what had happened to this potential student market and to determine if the educational needs of these students were being met, a telephone survey was conducted.

Telephone numbers were taken from the applications for admission submitted by these non-enrolled students. Each local number was tried twice only, long distance numbers were not used, and a separate data sheet was compiled for each telephone number (Appendix A).

Eighty-nine of the 935 telephone numbers were long distance and no attempt was made to contact these applicants. Of the remaining 846, 504 could not be reached by telephone in two attempts, and 342 were reached for a comment.

The caller identified himself/herself as representing Kalamazoo Valley Community College and asked the question directly, "Why didn't you enroll for the 1973 fall semester?"

Responses were taken from spouses and relatives as well as applicants, and were noted on the data sheet. These responses were then sorted into ten categories with the following results:

<table>
<thead>
<tr>
<th>Response Category</th>
<th>Total Responses</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Financial</td>
<td>35</td>
<td>10.23</td>
</tr>
<tr>
<td>2. Work conflict</td>
<td>19</td>
<td>5.55</td>
</tr>
<tr>
<td>3. Attended another college</td>
<td>44</td>
<td>12.87</td>
</tr>
<tr>
<td>4. Lacked information</td>
<td>6</td>
<td>1.75</td>
</tr>
<tr>
<td>5. Illness</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Moved</td>
<td>44</td>
<td>12.87</td>
</tr>
<tr>
<td>7. Inadequate counseling</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Response Category</th>
<th>Total Responses</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Went to work instead</td>
<td>31</td>
<td>9.06</td>
</tr>
<tr>
<td>9. Couldn't get the class(es)</td>
<td>37</td>
<td>10.82</td>
</tr>
<tr>
<td>I wanted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Other</td>
<td>126</td>
<td>36.85</td>
</tr>
<tr>
<td></td>
<td>342</td>
<td>100%</td>
</tr>
</tbody>
</table>

The telephone survey indicated that only 12.87 per cent of the respondents were attending college elsewhere (44 out of 342). The conclusion drawn was that the educational needs of the remaining 87.13 per cent were not being met and that further investigation was warranted.

Parameters of the Study

The parameters of the study were limited to those potential students who had applied and had been admitted to Kalamazoo Valley Community College for the 1974 fall semester, but who had not enrolled as of October 1, 1974. The date of October 1, 1974, was selected because Kalamazoo Valley Community College adopted a new academic calendar beginning with the 1974 fall semester. This academic calendar has two sixteen week semesters, with each semester divided into modules of four weeks each. Within each sixteen week semester, courses may be offered for four, eight, twelve, or sixteen weeks.

Waiting until after October 1 to determine which admitted students had not enrolled gave such students an opportunity to enroll in on-campus courses beginning in the first and second modules as well as an opportunity to enroll in the College's continuing education off-campus courses.
Comparisons of admitted and enrolled student files showed that 986 admitted applicants for the 1974 fall semester had not enrolled at the College as of October 1, 1974. This number of 986 represents the total number of subjects in the population of the study.

Student Characteristics

The student characteristics data used in the study were those which Kalamazoo Valley Community College obtains through its Application for Admission form (Appendix B).

A Student Characteristics Report is compiled on all enrolled students for each enrollment period by the Registration and Student Data Office at Kalamazoo Valley Community College. The Report for fall 1974 was used for the characteristics data on a total of 4,935 enrolled students. A similar compilation of the characteristics of the 986 admitted non-enrolled students made it possible to compare these two populations.

The Instrument

The instrument designed and used for the collection of data in the mail survey was a six-item questionnaire (Appendix C). The design of the instrument was based largely on the results of the telephone survey conducted as part of the feasibility study, and the appropriateness of the questionnaire was judged by administrators and students at Kalamazoo Valley Community College and the Doctoral Committee.

Items I, IV, and V of the questionnaire were designed to provide information about the respondent; items II and III to learn what the
respondent's attendance plans had been; and item VI to determine the single most appropriate reason why the respondent did not enroll. Item VI-10 was open ended so that the respondent would not feel he/she had to fit into one of the other categories and a full-half page was left blank to allow room for the respondent's comments.

All respondents were requested to answer each item. Five of the six items could be answered with a simple check mark. Only item III asking for the respondent's planned curriculum or program of study required a written response.

Each survey instrument was coded so that the follow-up mailing could be efficiently conducted. Each non-enrolled admitted student was given a code number, and the returns were checked against a similarly coded second set of mailing labels which served as the mailing list.

Data Collection

Student characteristics data reported in Chapter IV were collected from the Application for Admission submitted to Kalamazoo Valley Community College by each student.

The data collection process for the survey instrument was composed of a first mailing and a second mailing. Each mailing consisted of a cover letter (Appendices D and E), the questionnaire, and a self-addressed stamped return envelope. The mailings were made in official college envelopes and the return envelope included was of a similar type. Each cover letter was printed on official college stationery and signed by the writer. Both the initial and follow-up letters

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stressed that responses would "enable Kalamazoo Valley Community College to do a better job in meeting your educational needs and the needs of others like you."

The first mailing of 976 questionnaires was sent out beginning November 4, 1974. Nine admitted applicants with overseas addresses and one admitted applicant with an incomplete local address were dropped from the mailing list. The second mailing was sent out under a cover letter dated February 25, 1975. No further follow-up was attempted, and May 12, 1975, was chosen as the cut-off date for inclusion of responses in the study.

Response Analysis

The rate of returns in the mail survey portion of the study was 46.7 per cent with a total of 456 responses received out of the 976 which were mailed to admitted non-enrolled students. This rate of response was considerably below that which is advocated by Kerlinger\(^1\) who believes that every effort should be made to obtain returns of at least 80 per cent on a mail survey. As this part of the study involved nearly 100 per cent of the population (986 - 10) and as the questionnaire was sent to applicants who, for whatever reason, had decided not to attend Kalamazoo Valley Community College, it was decided that no follow-up beyond the second mailing would be made.

Kerlinger\(^2\) suggested that in studies lacking a high rate of

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\(^2\)Ibid.
return something be learned of the characteristics of the non-
respondents so that comparisons could be made with the characteristics
of the respondents. A follow-up of the characteristics of the re-
spondents and non-respondents to the mail survey was made in terms
of sex and planned full- or part-time attendance (Tables 3.1 and 3.2).

Table 3.1
Response Analysis by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Respondents N=456</th>
<th>Non-Respondents N=520</th>
<th>Totals N=976</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>168</td>
<td>241</td>
<td>409</td>
</tr>
<tr>
<td>Female</td>
<td>255</td>
<td>279</td>
<td>564</td>
</tr>
<tr>
<td>Not Given</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Of the total sample of 976 persons, 42 per cent were male and
58 per cent were female. Of the total 456 respondents 36.8 per cent
were male, 62.5 per cent were female, and 0.7 per cent gave no response
as to their sex. Proportionately more women responded than did men.

Table 3.2
Response Analysis by Planned Class Load

<table>
<thead>
<tr>
<th>Planned Class Load</th>
<th>Respondents N=456</th>
<th>Non-Respondents N=520</th>
<th>Totals N=976</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>187</td>
<td>232</td>
<td>419</td>
</tr>
<tr>
<td>Part-time</td>
<td>248</td>
<td>288</td>
<td>536</td>
</tr>
<tr>
<td>Not Given</td>
<td>21</td>
<td>0</td>
<td>21</td>
</tr>
</tbody>
</table>
The total sample of 976 persons included 440 who indicated on the application for admission that they intended to enroll as full-time students (45 per cent) and 536 who planned to enroll part-time (55 per cent). Of the respondents, 187 (41 per cent) said they had planned to enroll full-time, 248 (54.3 per cent) indicated part-time and 21 (4.7 per cent) did not respond to that question.

Hypotheses Examined

Data collected from the student responses and from the Application for Admission to Kalamazoo Valley Community College were used to examine the various hypotheses of the study. The hypotheses, and the specific data used to support or refute them, are as follows:

1. Admitted students who did not enroll at Kalamazoo Valley Community College have educational needs which are not being met elsewhere.

Data taken from answers given to question VI of the questionnaire were used to examine this hypothesis. The assumption was that students had educational needs which motivated the application for admission and that unless the students were enrolled elsewhere these needs were unmet.

2. Admitted students who fail to enroll at Kalamazoo Valley Community College do so for a variety of reasons. Some of these reasons will be beyond the scope of the College. Other reasons for not enrolling will be such that the College can take positive action and attempt to reduce the "no-show" rate of admitted students.

Data taken from answers given to question VI of the questionnaire were used to examine this hypothesis. Reasons for non-enrollment such as attendance at another college, illness, or moved were considered beyond the scope of the College.

3. Admitted students who fail to actually enroll at Kalamazoo Valley Community College do so for a variety of reasons. While some of these reasons are beyond the scope of the College, other reasons for not enrolling will be such that the College can develop a plan of action to "re-recruit" these
admitted non-enrolled students.

Data taken from answers given to questions V and VI of the questionnaire were used to examine this hypothesis. Financial reasons, lack of information about counseling and registration, and not getting the class(es) desired are examples of reasons considered within the scope of the College.

4. There will be no distinguishable differences between admitted students who did not enroll and those students who were enrolled at Kalamazoo Valley Community College during the 1974 fall semester.

Student characteristics data taken from the application for admissions form for the two populations were compared in the examination of this hypothesis.

Summary

Implementation of this descriptive and comparative study of admitted non-enrolled students was completed in five phases: 1) the preliminary feasibility study was conducted through a telephone survey; 2) the parameters of the study were defined; 3) student characteristics data were identified and compared; 4) a questionnaire was developed and mailed; and 5) an analysis of the information was completed and a plan developed to reduce the rate of "no-shows" and to "re-recruit" admitted non-enrolled applicants.

All applicants to Kalamazoo Valley Community College for the 1974 fall semester who were admitted but who had not enrolled by October 1, 1974, were included in the study. The number of students involved in the population was 986.

The student characteristics data were compiled on 4,935 students enrolled at the College for fall 1974 and the total 986 admitted non-enrollees.
A six-item questionnaire was utilized in the study. This questionnaire was sent out in two mailings to 976 of the 986 admitted non-enrollees. The first mailing was sent out in November, 1974, and the second mailing in February, 1975. Each mailing included a cover letter, the questionnaire, and a stamped return envelope. May 12, 1975 was set as the cut-off date for receiving returned questionnaires.

Forty-six per cent of the total population of 976 eventually returned completed questionnaires. Fifty-eight per cent of the population surveyed were women. Women, however, made up 62.5 per cent of the respondents and men 36.8 per cent. No response to their sex status was given by 0.7 per cent of the respondents. A slightly higher per cent of women than men returned their questionnaires.

Forty-five per cent of the total sample of 976 persons indicated that they planned to enroll full-time and fifty-five per cent indicated part-time. Forty-one per cent of those who returned their questionnaires said they had planned to enroll full-time and 54.3 per cent said part-time. Twenty-one respondents (4.7 per cent) did not indicate whether they had planned to enroll as full-time or part-time students.

Four hypotheses were stated for the study and a statement made regarding the source of the data used to examine each hypothesis.

The results of the student characteristics comparison and the mail survey are detailed in the following chapter.
CHAPTER IV
ANALYSIS OF DATA

PART A: COMPARISON AND ANALYSIS OF
STUDENT CHARACTERISTICS DATA

Introduction

One purpose of the study was to determine if there were distinguishable differences between admitted students who did not enroll and those students who were enrolled at Kalamazoo Valley Community College during the 1974 fall semester. If such distinguishable and significant differences did exist, the identification of such differences would alert the Admissions Office to those admitted students who were more likely not to enroll and would be of assistance in developing a strategy to reduce the "no-show" rate.

The student characteristics categories which were compared were taken from the applications for admission submitted by all Kalamazoo Valley Community College applicants (Appendix B). Identical characteristics data were available on all enrolled students as well as admitted students who did not enroll. The null hypothesis tested was that there would be no distinguishable differences between admitted students who did not enroll and those students who were enrolled at Kalamazoo Valley Community College for the 1974 fall semester.

Characteristics data on enrolled students were taken from the Kalamazoo Valley Community College Student Characteristics Report dated October 16, 1974; a report compiled for each enrollment period by the Office of Registration and Student Data. Characteristics data on non-enrolled
admitted students were compiled from the applications for admission submitted for the 1974 fall semester.

The specific characteristics compared were:

A. Residence Status          H. Veteran Status
B. Sex                        I. Enrollment Status
C. Class Level                J. High Schools Attended
D. Marital Status             K. Previous College Attendance
E. Class Preference Time      L. Expected Class Load
F. Reasons for Planned Attendance M. Curriculum Choice
G. Hours Working

Residency Status

As indicated by the figures in Table 4.1, 87 per cent of the students enrolled for the 1974 fall semester (4,292 out of 4,935), were residents of the Kalamazoo Valley Community College district; 12 per cent (606 out of 4,935) resided outside of the district boundaries; and one per cent (37 out of 4,935) were either foreign students or out-of-state residents.

Of the non-enrolled applicants, 65 per cent (636 out of 986) were residents of the College district; 33 per cent were out-of-district residents (327 out of 986); and a total of two per cent were foreign or out-of-state residents (23 out of 986).

It was not surprising to find that a proportionately larger number of admitted non-enrolled students were those whose legal residences were outside the Kalamazoo Valley Community College district. Increased tuition charges, greater travel costs, and increased travel time to and from the campus would all have had an impact on causing a proportionately greater number of non-district residents among the admitted non-enrolled population.
Table 4.1
Comparison of Residency Status Between Total Enrolled and Non-Enrolled Students
Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Residence</th>
<th>Enrolled</th>
<th></th>
<th>Non-Enrolled</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>In-District</td>
<td>4,292</td>
<td>87</td>
<td>636</td>
<td>65</td>
</tr>
<tr>
<td>Out-of-District</td>
<td>606</td>
<td>12</td>
<td>327</td>
<td>33</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>11</td>
<td>1</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Foreign</td>
<td>26</td>
<td></td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4,935</td>
<td>100</td>
<td>986</td>
<td>100</td>
</tr>
</tbody>
</table>

Sex

Males made up 51 per cent of Kalamazoo Valley Community College's 1974 fall semester population (2,542 out of 4,935) and 43 per cent (422 out of 986) of the admitted non-enrolled population. Females accounted for only 49 per cent of the enrolled student population (2,393 out of 4,935) but comprised 57 per cent (564 out of 986) of the admitted non-enrolled population. One explanation for this might be the more stringent admission requirements and the enrollment limitations imposed upon specific health careers programs such as nursing and dental hygiene, which attract more female applicants. Students applying to Kalamazoo Valley Community College for health careers programs are first admitted to the Health Careers curriculum and must complete requirements for certain courses and/or competencies before they are admitted into specific programs. The College recognizes that some admitted students change

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Table 4.2

Comparison by Sex of Total Enrolled and Non-Enrolled Students at Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Sex</th>
<th>Enrolled</th>
<th>Non-Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Male</td>
<td>2,542</td>
<td>51</td>
</tr>
<tr>
<td>Female</td>
<td>2,393</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>4,935</td>
<td>100</td>
</tr>
</tbody>
</table>

their minds about enrolling when they become aware of these requirements.

Class Level

A comparison of the class level between enrolled and admitted non-enrolled students (Table 4.3) shows that 74 per cent of the enrolled students (3,656 out of 4,935) were freshmen; and 26 per cent (1,279 out of 4,935) were classified as sophomores. Among the admitted non-enrolled students, 85 per cent were classified as freshmen (834 out of 986); and 15 per cent as sophomores (152 out of 986).

The fact that freshmen made up a proportionately greater per cent of the non-enrolled group would be expected because the freshmen classification includes beginners and the enrolled student population includes returning students. The class level characteristic was therefore found to be of no value in distinguishing potential "no-shows."
Table 4.3
Comparison of Class Level Between Total Enrolled and Non-Enrolled Students
Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Enrolled</th>
<th>Non-Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Freshman</td>
<td>3,656</td>
<td>74</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1,279</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>4,935</td>
<td>100</td>
</tr>
</tbody>
</table>

Marital Status

Table 4.4 shows that married students made up 42 per cent (2,077 out of 4,935) of the enrolled group and only 24 per cent (332 out of 986) of the admitted non-enrolled population. Single students accounted for 58 per cent of the enrolled group (2,858 out of 4,935), and for 66 per cent (654 out of 986) of the non-enrolled group. Although a slightly higher per cent of the admitted non-enrolled student population was single, marital status was not a distinguishable characteristic of this group which would be of value in identifying potential "no-shows."

Class Preference Time

The class preference time table (Table 4.5) shows that day classes were preferred by 59 per cent (2,904 out of 4,935) of the enrolled students and by 68 per cent (667 out of 986) of the admitted non-enrolled students.
Table 4.4
Comparison of Marital Status Between Total Enrolled and Non-Enrolled Students Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Enrolled</th>
<th></th>
<th></th>
<th>Non-Enrolled</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>2,077</td>
<td>42</td>
<td></td>
<td>332</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>2,858</td>
<td>58</td>
<td></td>
<td>654</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4,935</td>
<td>100</td>
<td></td>
<td>986</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Thirty-seven per cent of the enrolled students (1,833 out of 4,935) desired night classes only and four per cent (198 out of 4,935) gave no preference. The per cent of admitted non-enrolled students who preferred night classes was 32 (319 out of 986).

Class preference time was not a distinguishable characteristic of the "no-show" population despite this group's somewhat higher desire for daytime classes.

Table 4.5
Comparison of Class Preference Time Between Total Enrolled and Non-Enrolled Students Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Class Preference</th>
<th>Enrolled</th>
<th></th>
<th></th>
<th>Non-Enrolled</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
</tr>
<tr>
<td>Day Classes</td>
<td>2,904</td>
<td>59</td>
<td></td>
<td>667</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Night Classes</td>
<td>1,833</td>
<td>37</td>
<td></td>
<td>319</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Not Given</td>
<td>198</td>
<td>4</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4,935</td>
<td>100</td>
<td></td>
<td>986</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

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There were no consequential differences in reasons for initially deciding to attend Kalamazoo Valley Community College between enrolled and admitted non-enrolled students (Table 4.6). The stated reasons for selecting the College were proportionately the same for both groups.

Table 4.6
Comparison of Reasons for Planned Attendance Between Enrolled and Admitted Non-Enrolled Students
Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Enrolled</th>
<th>Non-Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Low Cost</td>
<td>731</td>
<td>15</td>
</tr>
<tr>
<td>Availability of Program</td>
<td>2,307</td>
<td>47</td>
</tr>
<tr>
<td>Friends Attending</td>
<td>76</td>
<td>1</td>
</tr>
<tr>
<td>Convenience</td>
<td>949</td>
<td>19</td>
</tr>
<tr>
<td>Recommendation of 4-yr. college</td>
<td>185</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>687</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>4,935</td>
<td>100</td>
</tr>
</tbody>
</table>

Availability of the desired program was the reason cited by 47 per cent (2,307 out of 4,935) of the enrolled group and by 50 per cent (497 out of 986) of the admitted non-enrolled population. Convenience was cited by 19 per cent of the enrolled students (949 out of 4,935) and by 17 per cent of the admitted non-enrolled group (166 out of 986).
Low cost was the reason given by 15 per cent (731 out of 4,935) of the enrolled students and by 14 per cent (137 out of 986) of the non-enrolled admitted students. It was interesting to note that even in the light of increased competition for new students the recommendations of four-year colleges accounted for four per cent (185 out of 4,935) of the enrolled students and three per cent (31 out of 986) of the admitted non-enrolled students.

The attendance of friends was the reason given by one per cent of the enrolled students (76 out of 4,935) and by three per cent of those admitted but not enrolled (27 out of 986). Other reasons accounted for 14 per cent among enrolled students (687 out of 4,935) and for 13 per cent among the non-enrolled applicants (128 out of 986). The reason for planned attendance was not found to be a distinguishable characteristic of the admitted non-enrolled student population.

Hours Working

The comparison of the number of hours per week of outside employment at the time of application for admission between enrolled, and admitted non-enrolled students showed no distinguishable differences (See Table 4.7).

Thirty-two per cent of the enrolled students (1,583 out of 4,935) were not working at the time of application for admission to the College as compared to 34 per cent (338 out of 986) of the non-enrolled population.

Four per cent (189 out of 4,935) of the enrolled students were working from one to ten hours per week compared to five per cent
(48 out of 986) of the non-enrolled admitted population.

Table 4.7
Comparison of Hours Working Per Week Between Enrolled and Non-Enrolled Admitted Students Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Hours Working Per Week</th>
<th>Enrolled</th>
<th>Non-Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>None</td>
<td>1,583</td>
<td>32</td>
</tr>
<tr>
<td>1 - 10</td>
<td>189</td>
<td>4</td>
</tr>
<tr>
<td>11 - 20</td>
<td>421</td>
<td>9</td>
</tr>
<tr>
<td>21 - 30</td>
<td>401</td>
<td>8</td>
</tr>
<tr>
<td>31 - 40</td>
<td>1,701</td>
<td>34</td>
</tr>
<tr>
<td>Over 40</td>
<td>640</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>4,935</td>
<td>100</td>
</tr>
</tbody>
</table>

Nine per cent of the enrolled students were employed from 11 to 20 hours each (421 out of 4,935) compared to a figure of 11 per cent (105 out of 986) of the non-enrolled admitted population.

Eight per cent (401 out of 4,935) of the enrolled students were working from twenty-one to thirty hours each week as compared to 10 per cent (97 out of 986) of the admitted applicants who did not enroll.

The category of thirty-one to forty hours of employment each week was checked by 34 per cent (1,701 out of 4,935) of the enrolled students and by 30 per cent (297 out of 986) of those admitted who did not enroll.

Thirteen per cent of the enrolled students worked over forty hours each week (640 out of 4,935) while this category accounted for
10 per cent (101 out of 986) of the non-enrolled applicants.

Employment or the lack of employment was not a distinguishable characteristic of the admitted non-enrolled population.

Veteran Status

Veterans of military service made up 17 per cent (832 out of 4,935) of the enrolled student population; while non-veterans accounted for 83 per cent (4,103 out of 4,935). Among the admitted non-enrolled population, only 10 per cent were veterans (95 out of 986). Non-veterans made up the remaining 90 per cent (891 out 986) as shown in Table 4.8. Veteran status was not a distinguishable characteristic of the admitted non-enrolled population.

Table 4.8

Comparison of Veteran Status Between Enrolled and Non-Enrolled Students
Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Veteran Status</th>
<th>Enrolled</th>
<th>Non-Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Veteran</td>
<td>832</td>
<td>17</td>
</tr>
<tr>
<td>Non-Veteran</td>
<td>4,103</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>4,935</td>
<td>100</td>
</tr>
</tbody>
</table>

Enrollment Status

The greatest difference found in the comparison of student characteristics data between the enrolled student population and the admitted non-enrolled population is shown in Table 4.9.
### Table 4.9

Comparison of Enrollment Status Between Enrolled and Non-Enrolled Students
Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Enrolled</th>
<th></th>
<th>Non-Enrolled</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>New</td>
<td>1,815</td>
<td>37</td>
<td>701</td>
<td>71</td>
</tr>
<tr>
<td>Returning-Reapplicants</td>
<td>703</td>
<td>14</td>
<td>82</td>
<td>8.3</td>
</tr>
<tr>
<td>Transfers</td>
<td>360</td>
<td>7</td>
<td>146</td>
<td>15</td>
</tr>
<tr>
<td>Guests</td>
<td>129</td>
<td>3</td>
<td>43</td>
<td>4.3</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>30</td>
<td>0.6</td>
<td>14</td>
<td>1.4</td>
</tr>
<tr>
<td>Returning-Previous Semester</td>
<td>1,898</td>
<td>38.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4,935</td>
<td>100</td>
<td>986</td>
<td>100</td>
</tr>
</tbody>
</table>

New students made up only 37 per cent (1,815 out of 4,935) of the enrolled student population, but they accounted for 71 per cent of the admitted non-enrolled students (701 out of 986). Students who transferred to the College made up only seven per cent of the total student population (360 out of 4,935) but constituted 15 per cent of the admitted non-enrolled group.

A proportionately higher per cent of new and transfer students was found among the non-enrolled population, as compared to the enrolled student group. This finding agrees with Table 4.3, comparison of Class Level.
High Schools Attended

The Kalamazoo Valley Community College Application for Admission form asks whether or not each applicant is a high school graduate and the name of the high school from which the applicant graduated. The College coding structure identifies 33 categories including non-high school graduate.

For ease and understanding in reporting high school attendance, the data are organized into four categories: 1) non-high school graduates; 2) in-district high schools; 3) Michigan out-of-district high schools; and 4) a grouping of unidentified Michigan high schools, out-of-state high schools, foreign schools, and non-responses (Table 4.10).

Non-high school graduates accounted for 7.1 per cent (351 out of 4,935) of the enrolled students and 2.8 per cent (28 out of 986) of the non-enrolled admitted population (Table 4.10). Fewer non-high school graduates were among the non-enrolled population than was expected.

In-district high schools accounted for 46 per cent of the enrolled students (2,275 out of 4,935) and 40.1 per cent (395 out of 986) of the non-enrolled admitted applicants. Out-of-district high schools totaled 11.3 per cent (559 out of 4,935) of the enrolled students and 12.7 per cent of the non-enrolled admitted applicants (127 out of 986).

The fourth category of unidentified high schools (Table 4.10) accounted for a total of 35.5 per cent of the enrolled students (1,750 out of 4,935) and 44.4 per cent (436 out of 986) of the admitted but
Table 4.10

Comparison of High Schools Attended Between Enrolled Students and Non-Enrolled Admitted Applicants
Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrolled</th>
<th>Non-Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1) Non-High School Graduates</td>
<td>351</td>
<td>7.1</td>
</tr>
<tr>
<td>Sub-total</td>
<td>351</td>
<td>7.1</td>
</tr>
<tr>
<td>2) In-District High Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climax</td>
<td>30</td>
<td>0.6</td>
</tr>
<tr>
<td>Comstock</td>
<td>150</td>
<td>3.0</td>
</tr>
<tr>
<td>Galesburg</td>
<td>54</td>
<td>1.1</td>
</tr>
<tr>
<td>Gull Lake</td>
<td>94</td>
<td>1.9</td>
</tr>
<tr>
<td>Hackett</td>
<td>121</td>
<td>2.5</td>
</tr>
<tr>
<td>Kalamazoo Central</td>
<td>522</td>
<td>10.6</td>
</tr>
<tr>
<td>Kalamazoo Christian</td>
<td>105</td>
<td>2.1</td>
</tr>
<tr>
<td>Loy Norrix</td>
<td>318</td>
<td>6.4</td>
</tr>
<tr>
<td>Mattawan</td>
<td>90</td>
<td>1.8</td>
</tr>
<tr>
<td>O'Brien</td>
<td>42</td>
<td>0.9</td>
</tr>
<tr>
<td>Parchment</td>
<td>103</td>
<td>2.1</td>
</tr>
<tr>
<td>Portage Central</td>
<td>270</td>
<td>5.4</td>
</tr>
<tr>
<td>Portage Northern</td>
<td>239</td>
<td>4.8</td>
</tr>
<tr>
<td>Schoolcraft</td>
<td>33</td>
<td>0.7</td>
</tr>
<tr>
<td>Vicksburg</td>
<td>104</td>
<td>2.1</td>
</tr>
<tr>
<td>Sub-total</td>
<td>2,275</td>
<td>46.0</td>
</tr>
<tr>
<td>3) Out-of-District High Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allegan</td>
<td>81</td>
<td>1.6</td>
</tr>
<tr>
<td>Bloomingdale</td>
<td>20</td>
<td>0.4</td>
</tr>
<tr>
<td>Bangor</td>
<td>33</td>
<td>0.7</td>
</tr>
<tr>
<td>Covert</td>
<td>3</td>
<td>0.1</td>
</tr>
<tr>
<td>Decatur</td>
<td>28</td>
<td>0.6</td>
</tr>
<tr>
<td>Delton-Kellogg</td>
<td>31</td>
<td>0.6</td>
</tr>
<tr>
<td>Gobles</td>
<td>27</td>
<td>0.5</td>
</tr>
<tr>
<td>Hartford</td>
<td>5</td>
<td>0.1</td>
</tr>
<tr>
<td>Hartford</td>
<td>5</td>
<td>0.1</td>
</tr>
<tr>
<td>Lawrence</td>
<td>28</td>
<td>0.6</td>
</tr>
<tr>
<td>Lawton</td>
<td>40</td>
<td>0.8</td>
</tr>
<tr>
<td>Martin</td>
<td>21</td>
<td>0.4</td>
</tr>
<tr>
<td>Oscego</td>
<td>86</td>
<td>1.7</td>
</tr>
<tr>
<td>Paw Paw</td>
<td>84</td>
<td>1.7</td>
</tr>
<tr>
<td>Plainwell</td>
<td>72</td>
<td>1.5</td>
</tr>
<tr>
<td>Sub-total</td>
<td>559</td>
<td>11.3</td>
</tr>
</tbody>
</table>

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Table 4.10 (continued)

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrolled</th>
<th></th>
<th>Non-Enrolled</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>4) Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Michigan</td>
<td>1,110</td>
<td>22.5</td>
<td>324</td>
<td>32.9</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>358</td>
<td>7.9</td>
<td>74</td>
<td>7.6</td>
</tr>
<tr>
<td>Foreign</td>
<td>44</td>
<td>0.9</td>
<td>13</td>
<td>1.3</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>208</td>
<td>4.2</td>
<td>25</td>
<td>2.6</td>
</tr>
<tr>
<td>Sub-total</td>
<td>1,750</td>
<td>35.5</td>
<td>436</td>
<td>44.4</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>4,935</td>
<td>100.0</td>
<td>986</td>
<td>100.0</td>
</tr>
</tbody>
</table>

NOTE: all percents are reported to the nearest tenth.

non-enrolled population.

The High School Attended characteristic did not distinguish admitted students who are not likely to enroll from admitted students who did enroll.

Previous College Attendance

The Previous College Attendance characteristic data were coded from the Kalamazoo Valley Community College Application for Admission form so that 31 categories were identified. These were also divided into the following categories to make them more meaningful. These categories are: 1) no-previous college, 2) state colleges, 3) Michigan private colleges, 4) other Michigan four-year colleges, 5) community colleges, 6) out-of-state four and two year colleges, and 7) other post-secondary institutions (Table 4.11).

Persons who had no previous college attendance made up 69.22 per cent of the enrolled students (3,416 out of 4,935) and 72.71 per cent of the non-enrolled admitted applicants (717 out of 986).
Enrolled students who had previously attended the listed Michigan four-year colleges and universities accounted for 17.66 per cent of the enrollment (872 out of 4,935) while transfer applicants from those same colleges made up 15.58 per cent (154 out of 986) of the non-enrollees.

Enrolled transfer students from the listed private Michigan colleges accounted for 0.86 per cent (43 out of 4,935) while similar students who did not enroll amounted to 0.71 per cent (7 out of 986).

Transfers from other Michigan four-year colleges accounted for 2.01 per cent of the enrollment (99 out of 4,935) and 2.94 per cent of the admitted non-enrollees (29 out of 986).

Table 4.11
Comparison of Previous College Attendance Between Enrolled Students and Non-Enrolled Admitted Applicants Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>College Attended</th>
<th>Enrolled</th>
<th>Non-Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1) No College</td>
<td>3,416</td>
<td>69.22</td>
</tr>
<tr>
<td>Sub-total</td>
<td>3,416</td>
<td>69.22</td>
</tr>
<tr>
<td>2) State Colleges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Michigan</td>
<td>20</td>
<td>0.41</td>
</tr>
<tr>
<td>Eastern Michigan</td>
<td>11</td>
<td>0.22</td>
</tr>
<tr>
<td>Ferris</td>
<td>51</td>
<td>1.03</td>
</tr>
<tr>
<td>Grand Valley</td>
<td>6</td>
<td>0.12</td>
</tr>
<tr>
<td>Lake Superior</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Michigan State</td>
<td>77</td>
<td>1.56</td>
</tr>
<tr>
<td>Mich. Tech. Univ.</td>
<td>10</td>
<td>0.20</td>
</tr>
<tr>
<td>Northern Mich. Univ.</td>
<td>11</td>
<td>0.22</td>
</tr>
<tr>
<td>Oakland University</td>
<td>11</td>
<td>0.22</td>
</tr>
<tr>
<td>Saginaw Valley</td>
<td>1</td>
<td>0.02</td>
</tr>
<tr>
<td>University of Mich.</td>
<td>24</td>
<td>0.49</td>
</tr>
<tr>
<td>Wayne State</td>
<td>10</td>
<td>0.20</td>
</tr>
<tr>
<td>Western Michigan</td>
<td>640</td>
<td>12.97</td>
</tr>
<tr>
<td>Sub-total</td>
<td>872</td>
<td>17.66</td>
</tr>
</tbody>
</table>

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Table 4.11 (continued)

<table>
<thead>
<tr>
<th>College Attended</th>
<th>Enrolled</th>
<th>Non-Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>3) Private Colleges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albion</td>
<td>4</td>
<td>0.08</td>
</tr>
<tr>
<td>Aquinas</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Calvin</td>
<td>9</td>
<td>0.18</td>
</tr>
<tr>
<td>Hope</td>
<td>6</td>
<td>0.12</td>
</tr>
<tr>
<td>Kalamazoo</td>
<td>16</td>
<td>0.32</td>
</tr>
<tr>
<td>Olivet</td>
<td>8</td>
<td>0.16</td>
</tr>
<tr>
<td>Sub-total</td>
<td>43</td>
<td>0.86</td>
</tr>
<tr>
<td>4) Other Michigan 4-year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleges</td>
<td>99</td>
<td>2.01</td>
</tr>
<tr>
<td>Sub-total</td>
<td>99</td>
<td>2.01</td>
</tr>
<tr>
<td>5) Community Colleges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glen Oaks C. C.</td>
<td>23</td>
<td>0.47</td>
</tr>
<tr>
<td>Southwestern C. C.</td>
<td>9</td>
<td>0.18</td>
</tr>
<tr>
<td>Kellogg C. C.</td>
<td>74</td>
<td>1.50</td>
</tr>
<tr>
<td>Lake Michigan</td>
<td>18</td>
<td>0.36</td>
</tr>
<tr>
<td>Muskegon C. C.</td>
<td>5</td>
<td>0.10</td>
</tr>
<tr>
<td>Grand Rapids J. C.</td>
<td>14</td>
<td>0.28</td>
</tr>
<tr>
<td>Other Michigan C. C.</td>
<td>56</td>
<td>1.13</td>
</tr>
<tr>
<td>Sub-total</td>
<td>199</td>
<td>4.02</td>
</tr>
<tr>
<td>6) Out-of-State Colleges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>264</td>
<td>5.35</td>
</tr>
<tr>
<td>7) Other Post-Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions</td>
<td>42</td>
<td>0.85</td>
</tr>
<tr>
<td>Sub-total</td>
<td>42</td>
<td>0.85</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>4,935</td>
<td>100.00</td>
</tr>
</tbody>
</table>

NOTE: all per cents are reported to the nearest hundredth.

Michigan community college transfers into Kalamazoo Valley Community College made up 4.02 per cent of the enrolled population (199 out of 4,935) and a comparable 3.95 per cent (39 out of 986) of the admitted non-enrolled population.

A total of 5.35 per cent (264 out of 4,935) of the enrolled students were from out-of-state colleges as compared to a 3.85 per cent figure for the admitted non-enrollees (38 out of 986). Other
post-secondary institutions provided the College with 0.85 per cent of its student body (42 out of 4,935) and for 0.20 per cent of the non-enrolled admittees (two out of 986).

The Previous College Attendance characteristic does not provide for any distinguishable differences between enrolled students and the admitted students who did not enroll.

Expected Class Load

Twenty-six per cent of the enrolled students (1,283 out of 4,935) anticipated full-time enrollment (twelve semester hours or more) at the time of application for admission to Kalamazoo Valley Community College as compared to 46 per cent of the admitted non-enrolled students (450 out of 986). The anticipated part-time class load figure for enrolled students was 74 per cent (3,652 out of 4,935) while the comparable figure for admitted but non-enrolled students was 54 per cent (536 out of 986).

The Expected Class Load characteristic comparison (Table 4.12) showed that the per cent of full-time applicants is greater for admitted non-enrolled students than for enrolled students.

Curriculum Choice

The final student characteristic which was considered worthy of examination was the curriculum or program of study choice indicated by the admitted non-enrolled population on the College's Application for Admissions form. This characteristic was compared to the curriculum choice of the enrolled students in Table 4.13.
Table 4.12
Comparison of Expected Class Load Between Total Enrolled and Non-Enrolled Students Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Expected Class Load</th>
<th>Enrolled</th>
<th></th>
<th>Non-Enrolled</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,283</td>
<td>26</td>
<td>450</td>
<td>46</td>
</tr>
<tr>
<td>Part-time</td>
<td>3,652</td>
<td>74</td>
<td>536</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>4,935</td>
<td>100</td>
<td>986</td>
<td>100</td>
</tr>
</tbody>
</table>

In order to better describe the data, the curricular choices were arranged under the categories of 1) Business Careers, 2) Health Careers, 3) Industrial Production Careers, 4) Office Careers, 5) Public Service Careers, 6) Science-Related Careers, 7) Technical Services Careers, 8) Transfer Programs, and 9) Unclassified. These groupings follow the career clusters recognized by Kalamazoo Valley Community College and are therefore meaningful in the interpretation of the data.

Table 4.13
Comparison of Curriculum Choice Between Enrolled and Admitted Non-Enrolled Students Kalamazoo Valley Community College, Fall, 1974

<table>
<thead>
<tr>
<th>Career Clusters and Curriculum</th>
<th>Enrolled</th>
<th></th>
<th>Non-Enrolled</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1) Business Careers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>158</td>
<td>3.20</td>
<td>24</td>
<td>2.43</td>
</tr>
<tr>
<td>Food Service Mgmt.</td>
<td>28</td>
<td>0.57</td>
<td>14</td>
<td>1.41</td>
</tr>
<tr>
<td>General Business</td>
<td>103</td>
<td>2.09</td>
<td>26</td>
<td>2.64</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>29</td>
<td>0.59</td>
<td>7</td>
<td>0.71</td>
</tr>
<tr>
<td>Career Clusters and Curriculum</td>
<td>Enrolled</td>
<td>Non-Enrolled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Property Assessment Admin.</td>
<td>11</td>
<td>0.22</td>
<td>1</td>
<td>0.10</td>
</tr>
<tr>
<td>Public Management</td>
<td>15</td>
<td>0.39</td>
<td>6</td>
<td>0.60</td>
</tr>
<tr>
<td>Sub-total</td>
<td>344</td>
<td>6.97</td>
<td>78</td>
<td>7.89</td>
</tr>
<tr>
<td>2) Health Careers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>78</td>
<td>1.58</td>
<td>5</td>
<td>0.50</td>
</tr>
<tr>
<td>Nursing</td>
<td>247</td>
<td>5.00</td>
<td>24</td>
<td>2.43</td>
</tr>
<tr>
<td>Medical Office Ass't</td>
<td>26</td>
<td>0.53</td>
<td>3</td>
<td>0.30</td>
</tr>
<tr>
<td>Health Careers</td>
<td>361</td>
<td>7.32</td>
<td>215</td>
<td>21.81</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>18</td>
<td>0.36</td>
<td>1</td>
<td>0.10</td>
</tr>
<tr>
<td>Sub-total</td>
<td>730</td>
<td>14.79</td>
<td>248</td>
<td>25.14</td>
</tr>
<tr>
<td>3) Industrial Production Careers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>80</td>
<td>1.62</td>
<td>11</td>
<td>1.12</td>
</tr>
<tr>
<td>Drafting Certificate</td>
<td>12</td>
<td>0.24</td>
<td>5</td>
<td>0.50</td>
</tr>
<tr>
<td>Environmental Control Tech.</td>
<td>51</td>
<td>1.03</td>
<td>16</td>
<td>1.62</td>
</tr>
<tr>
<td>Machine Tool Tech.</td>
<td>36</td>
<td>0.73</td>
<td>15</td>
<td>1.52</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>28</td>
<td>0.57</td>
<td>2</td>
<td>0.20</td>
</tr>
<tr>
<td>Tech. Industrial Comm.</td>
<td>18</td>
<td>0.36</td>
<td>1</td>
<td>0.10</td>
</tr>
<tr>
<td>Sub-total</td>
<td>225</td>
<td>4.56</td>
<td>50</td>
<td>5.06</td>
</tr>
<tr>
<td>4) Office Careers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>137</td>
<td>2.78</td>
<td>24</td>
<td>2.43</td>
</tr>
<tr>
<td>Data Processing</td>
<td>117</td>
<td>2.37</td>
<td>22</td>
<td>2.23</td>
</tr>
<tr>
<td>General Clerical</td>
<td>19</td>
<td>0.39</td>
<td>6</td>
<td>0.60</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>115</td>
<td>2.33</td>
<td>16</td>
<td>1.62</td>
</tr>
<tr>
<td>Stenographic - One Year</td>
<td>14</td>
<td>0.28</td>
<td>5</td>
<td>0.50</td>
</tr>
<tr>
<td>Sub-total</td>
<td>402</td>
<td>8.15</td>
<td>73</td>
<td>7.38</td>
</tr>
<tr>
<td>5) Public Service Careers:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Service Ass't</td>
<td>64</td>
<td>1.30</td>
<td>16</td>
<td>1.62</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>161</td>
<td>3.26</td>
<td>26</td>
<td>2.64</td>
</tr>
<tr>
<td>Recreation Supervision</td>
<td>44</td>
<td>0.89</td>
<td>3</td>
<td>0.30</td>
</tr>
<tr>
<td>Sub-total</td>
<td>269</td>
<td>5.45</td>
<td>45</td>
<td>4.56</td>
</tr>
</tbody>
</table>
Table 4.13 (continued)

<table>
<thead>
<tr>
<th>Career Clusters and Curriculum</th>
<th>Enrolled</th>
<th>Non-Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>6) Science-related Careers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Lab. Tech.</td>
<td>23</td>
<td>0.47</td>
</tr>
<tr>
<td>Landscape &amp; Turf Mgmt.</td>
<td>15</td>
<td>0.30</td>
</tr>
<tr>
<td>Sub-total</td>
<td>38</td>
<td>0.77</td>
</tr>
<tr>
<td>7) Technical Services Careers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Body</td>
<td>25</td>
<td>0.51</td>
</tr>
<tr>
<td>Automotive Power</td>
<td>70</td>
<td>1.42</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>47</td>
<td>0.95</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>94</td>
<td>1.90</td>
</tr>
<tr>
<td>Radio &amp; TV Electronics Tech.</td>
<td>25</td>
<td>0.51</td>
</tr>
<tr>
<td>Radio &amp; TV Broadcast Tech.</td>
<td>41</td>
<td>0.83</td>
</tr>
<tr>
<td>Sub-total</td>
<td>302</td>
<td>6.12</td>
</tr>
<tr>
<td>8) Transfer Programs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>173</td>
<td>3.51</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>553</td>
<td>11.21</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>53</td>
<td>1.07</td>
</tr>
<tr>
<td>Pre-Science</td>
<td>144</td>
<td>2.92</td>
</tr>
<tr>
<td>Toward The Future</td>
<td>48</td>
<td>0.97</td>
</tr>
<tr>
<td>Sub-total</td>
<td>971</td>
<td>19.68</td>
</tr>
<tr>
<td>9) Unclassified:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>1,654</td>
<td>33.50</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>4,935</td>
<td>100.00</td>
</tr>
</tbody>
</table>

NOTE: All per cents are reported to the nearest hundredth.

As shown in Table 4.13, students enrolled in Business Careers programs made up 6.97 per cent of the total enrollment (344 out of 4,935) and admitted non-enrolled business careers applicants made up 7.89 per cent of the total non-enrolled admitted population (78 out of 986).
Students enrolled in Health Careers programs accounted for 14.79 per cent of the enrolled student population (730 out of 4,935) and 25.14 per cent of the admitted non-enrolled applicants (248 out of 986). The admission criteria for the Health Careers programs and the limited number of students that can be admitted directly to the programs would account in part for the higher percentage of "no-shows" among admitted students.

The Industrial Production Careers cluster of programs enrolled 4.56 per cent of the total students (225 out of 4,935) and applicants into these programs accounted for 5.06 per cent (50 out of 986) of the admitted non-enrolled population.

Office Careers curriculum choices comprised 8.15 per cent of the enrolled student population's selections (402 out of 4,935) and 7.38 per cent of the admitted non-enrolled students' choices (73 out of 986).

Students in Public Service Careers made up 5.45 per cent of the total student population (269 out of 4,935) and 4.56 per cent (45 out of 986) of the non-enrolled students.

The smallest per cent among both the enrolled and admitted non-enrolled populations was found in the Science-related Careers programs with per cents of 0.77 (39 out of 4,935) and 0.70 (7 out of 986), respectively.

Enrollments in the Technical Services Careers category accounted for 6.12 per cent of the total number of students enrolled (302 out of 4,935) and 6.88 per cent (68 out of 986) of the non-enrollees.

Students enrolled in Transfer Programs designed as pre-baccalaureate made up only 19.68 per cent of the total student population.
(971 out of 4,935) and only 14.09 per cent of the admitted population who did not enroll (139 out of 986).

The greatest per cents were found in the Unclassified category, which consisted largely of continuing education and undecided students. The Unclassified students made up 33.50 per cent (1,654 out of 4,935) of the enrolled student body and accounted for 28.19 per cent of the admitted non-enrolled population (278 out of 986).

The use of the Curriculum Choice characteristic in identifying potential "no-shows" seems to have no value.

Summary

A comparison of identified characteristics was made between the 4,935 students who were enrolled at Kalamazoo Valley Community College for the 1974 fall semester as of October 1, 1974, and the 986 students that were admitted but who had not enrolled as of that date. The characteristics, which were taken from the College's Application for Admission form and compared, were residency status, sex, class level, marital status, class preference time, reason for planned attendance, hours working, veteran status, enrollment status, high school attended, previous college attendance, expected class load, and curriculum choice.

The comparison showed a proportionately greater number of non-district residents among the admitted non-enrolled student population. Such a difference is to be expected due to increased tuition, travel time, and travel costs. The comparison further showed that sex, marital status, class preference time, reasons for planned attendance,
hours working, and veteran status were not distinguishable characteristics of the admitted non-enrolled student population.

A proportionately higher per cent of beginning and transfer students was found in the admitted non-enrolled population as compared to the enrolled student population. While fewer non-high school graduates were among the non-enrolled population than was expected, the High School Attended characteristic did not distinguish admitted non-enrolled students from enrolled students.

Full-time applicants accounted for 46 per cent of the non-enrolled applicants and only 26 per cent of the enrolled students. Part-time applicants accounted for the remaining percentages of 54 and 74 respectively. Program counseling and class scheduling are among the factors which influence a student's class load in any given enrollment period as does the College's modular course scheduling which gives the student four possible enrollment times throughout the semester. The differences found between the two groups in the comparison of expected class load were therefore of no value in this study.

The Curriculum Choice characteristic also seems to have little value in identifying potential "no-shows" among admitted students. The per cent differences shown between enrolled and admitted non-enrolled students in the clusters of programs indicate that the Curriculum Choice characteristic does not distinguish admitted students who are not likely to enroll from admitted students who do enroll.

As stated in the hypothesis, the comparison of identified characteristics data did not indicate distinguishable differences between admitted students who did not enroll and students who were enrolled.
at Kalamazoo Valley Community College for the 1974 fall semester, and the comparison revealed no data of significance in determining ways to reduce the "no-show" rate among admitted students.

Attention must now be directed towards the results of the mail survey as an attempt is made to determine why these admitted students did not enroll.
PART B: DESCRIPTION AND ANALYSIS OF THE DATA COLLECTED FROM THE MAIL SURVEY

Introduction

One purpose of the study was to determine why admitted students to Kalamazoo Valley Community College for the 1974 fall semester did not enroll. The data described and analyzed in Chapter V were collected through the use of a six-item questionnaire (Appendix B) which was mailed to 976 of the 986 admitted applicants who had not enrolled as of October 1, 1974. Nine admitted applicants with foreign addresses and one admitted applicant with an incomplete local address were deleted from the mailing list.

The admitted non-enrolled students surveyed were asked to provide some demographic data about themselves, to indicate the curriculum in which they had planned to enroll, to indicate whether they had planned to attend as full-time or part-time students, and to give the single most appropriate reason why he/she did not enroll at Kalamazoo Valley Community College for the 1974 fall semester as planned. A total of 456 of the admitted non-enrolled students responded to the mail survey portion of the study for a return rate of 46.7 per cent. Unfortunately, not all of the respondents completed the entire questionnaire. Incomplete questionnaires which were returned were included in the description and analysis of the data with a no response tally made for each incomplete item.
Demographic Data

Demographic data collected in the mail survey consisted of sex, age range, and employment status.

Sex

A total of 453 of the prospective students returning the questionnaire responded to this item with the results shown in Table 4.14. Three of the respondents did not indicate their sex. One hundred sixty-eight of the respondents were male and 285 were female. More females proportionately responded than did males.

Table 4.14

Sex of Respondents

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>168</td>
<td>36.8</td>
</tr>
<tr>
<td>Female</td>
<td>285</td>
<td>62.5</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>.7</td>
</tr>
<tr>
<td>Total</td>
<td>456</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Age range

Students ranging from 18 to 25 years in age made up 69.96 per cent of the respondents (319 out of 456), those from 26 to 35 years of age, 16 per cent (73 out of 456), and those 36 to 55 years old nearly nine per cent (41 out of 456). Two of the respondents were over 55 years of age (.44 per cent) and four were under 18 years old (.88 per cent).
Table 4.15
Age Range of Respondents

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>4</td>
<td>00.88</td>
</tr>
<tr>
<td>18 to 25</td>
<td>319</td>
<td>69.96</td>
</tr>
<tr>
<td>26 to 35</td>
<td>73</td>
<td>16.00</td>
</tr>
<tr>
<td>36 to 55</td>
<td>41</td>
<td>8.99</td>
</tr>
<tr>
<td>Over 55</td>
<td>2</td>
<td>00.44</td>
</tr>
<tr>
<td>No Response</td>
<td>17</td>
<td>3.73</td>
</tr>
<tr>
<td>Total</td>
<td>456</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The age ranges of the respondents gives some indication of the diversity of people attracted to a comprehensive community college. While nearly 70 per cent of the respondents were in the typical college student age range of 18 to 25, the remaining 30 per cent were primarily older. Efforts to reduce the "no-show" rate of admitted students cannot, therefore, be concentrated solely on high school students or recent high school graduates.

Current employment status

Respondents were also asked to give their current employment status (Table 4.16). A total of 221 of the respondents indicated that they were currently employed full-time (48.46 per cent), 81 of the respondents indicated part-time employment (17.76 per cent), and a total of 135 (29.61 per cent) said that they were not employed at the
time they responded to the survey. Nineteen of the respondents did not indicate their employment status (4.17 per cent).

Full-time employment does not seem to be a factor in prohibiting nearly one-half of the respondents from attending Kalamazoo Valley Community College on either a full-time or part-time basis. The fact that nearly one-half are not employed or employed only part-time should help in "re-recruiting" admitted non-enrolled students and supports the hypothesis that admitted students who do not enroll at Kalamazoo Valley Community College have educational needs that are not being met elsewhere.

**Table 4.16**

**Employment Status of Respondents**

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>221</td>
<td>48.46</td>
</tr>
<tr>
<td>Part-time</td>
<td>81</td>
<td>17.76</td>
</tr>
<tr>
<td>Not Employed</td>
<td>135</td>
<td>29.61</td>
</tr>
<tr>
<td>No Response</td>
<td>19</td>
<td>4.17</td>
</tr>
<tr>
<td>Total</td>
<td>456</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Curriculum Choice and Planned Enrollment Status**

Respondents were asked to give the curriculum or program of study for which they had applied for admission and to indicate whether they had planned to attend Kalamazoo Valley Community College on a full-time
basis or part-time basis. The responses to these items on the questionnaire are shown in Tables 4.17 and 4.18.

Curriculum Choice

For clarity of reporting the responses regarding curriculum choice were grouped according to the nine career cluster categories recognized and used by Kalamazoo Valley Community College. A category of Other was created for the one respondent who indicated he applied for a curriculum which is not offered by the College and those respondents who did not give their curriculum choice were placed in a No Response category. Sub-totals are shown for each category.

Thirty-six of the respondents (7.91 per cent) gave a curriculum or program of study choice within the Business Careers category, 120 (26.32 per cent) said they had originally been interested in Health Careers programs, 24 had applied for programs in the Industrial Production Careers category (5.27 per cent), and 46 (10.09 per cent) were applicants in the Office Careers category (Table 4.17).

Curricula within the Public Service Careers category had attracted 29 of the respondents (6.37 per cent), only one respondent (0.22 per cent) was placed in the Science-related Careers category, 23 had selected a Technical Services Careers program (5.06 per cent) and 89 of the respondents planned to enroll in a transfer program leading to a baccalaureate degree (19.52 per cent). Eighteen respondents were undecided as to their curriculum choice (3.95 per cent), one young man said he had applied for a farm mechanics program which Kalamazoo Valley Community College does not offer, and 69 of the respondents (15.07 per cent) did not give a curriculum or program of study choice.
Table 4.17
Curriculum Choice of Respondents

<table>
<thead>
<tr>
<th>Curriculum Choice</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Careers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>31</td>
<td>6.81</td>
</tr>
<tr>
<td>Food Service Management</td>
<td>4</td>
<td>0.88</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>Sub-total</td>
<td>36</td>
<td>7.91</td>
</tr>
<tr>
<td>Health Careers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>27</td>
<td>5.92</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>4</td>
<td>0.88</td>
</tr>
<tr>
<td>Nursing</td>
<td>74</td>
<td>16.23</td>
</tr>
<tr>
<td>Health Careers</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>Inhalation Therapy</td>
<td>4</td>
<td>0.88</td>
</tr>
<tr>
<td>Sub-total</td>
<td>120</td>
<td>26.32</td>
</tr>
<tr>
<td>Industrial Production Careers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting</td>
<td>8</td>
<td>1.75</td>
</tr>
<tr>
<td>Environmental Control Technology</td>
<td>7</td>
<td>1.54</td>
</tr>
<tr>
<td>Machine Tool Technology</td>
<td>6</td>
<td>1.32</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>Welding</td>
<td>2</td>
<td>0.44</td>
</tr>
<tr>
<td>Sub-total</td>
<td>24</td>
<td>5.27</td>
</tr>
<tr>
<td>Office Careers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>16</td>
<td>3.51</td>
</tr>
<tr>
<td>Data Processing</td>
<td>12</td>
<td>2.63</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>18</td>
<td>3.95</td>
</tr>
<tr>
<td>Sub-total</td>
<td>46</td>
<td>10.09</td>
</tr>
<tr>
<td>Public Service Careers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Service Assistant</td>
<td>6</td>
<td>1.32</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>16</td>
<td>3.51</td>
</tr>
<tr>
<td>Recreation Supervision &amp; Phys. Ed.</td>
<td>7</td>
<td>1.54</td>
</tr>
<tr>
<td>Sub-total</td>
<td>29</td>
<td>6.37</td>
</tr>
<tr>
<td>Science-related Careers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscape and Turf Management</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>Sub-total</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>Technical Service Careers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive Body Tech.</td>
<td>4</td>
<td>0.88</td>
</tr>
<tr>
<td>Automotive Power Tech.</td>
<td>6</td>
<td>1.32</td>
</tr>
<tr>
<td>Construction Tech.</td>
<td>4</td>
<td>0.88</td>
</tr>
<tr>
<td>Electronics Tech.</td>
<td>6</td>
<td>1.32</td>
</tr>
<tr>
<td>Radio &amp; Television Broadcast</td>
<td>3</td>
<td>0.66</td>
</tr>
<tr>
<td>Sub-total</td>
<td>23</td>
<td>5.06</td>
</tr>
</tbody>
</table>

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Table 4.17 (continued)

<table>
<thead>
<tr>
<th>Curriculum Choice</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Programs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
<td>1.75</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>64</td>
<td>14.04</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>3</td>
<td>0.66</td>
</tr>
<tr>
<td>Pre-Science</td>
<td>14</td>
<td>3.07</td>
</tr>
<tr>
<td>Sub-total</td>
<td>89</td>
<td>19.52</td>
</tr>
<tr>
<td>Undecided:</td>
<td>18</td>
<td>3.95</td>
</tr>
<tr>
<td>Sub-total</td>
<td>18</td>
<td>3.95</td>
</tr>
<tr>
<td>Other (Farm Mechanics)</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>Sub-total</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>No Response</td>
<td>69</td>
<td>15.07</td>
</tr>
<tr>
<td>Sub-total</td>
<td>69</td>
<td>15.07</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>456</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Planned enrollment status

A total of 435 respondents gave their plans regarding enrollment and 21 of the respondents did not indicate whether they had planned to enroll on a full-time or part-time basis (Table 4.18). Forty-one per cent of the respondents (187 out of 456) said they had planned to enroll as full-time students for the 1974 fall semester, 54.4 per cent (248 out of 456) said they had planned on part-time attendance, and 4.6 per cent (21 out of 456) gave no response as to enrollment plans.

Reason Given for Not Enrolling

Respondents were asked to give the single most appropriate reason for not enrolling at Kalamazoo Valley Community College. Their responses to that question are shown in Table 4.19.
Table 4.18
Planned Enrollment Status
of Respondents

<table>
<thead>
<tr>
<th>Planned Enrollment</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>187</td>
<td>41.0</td>
</tr>
<tr>
<td>Part-time</td>
<td>248</td>
<td>54.4</td>
</tr>
<tr>
<td>No Response</td>
<td>21</td>
<td>4.6</td>
</tr>
<tr>
<td>Total</td>
<td>456</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Financial reasons were cited by 23.3 per cent of the respondents (106 out of 456). Caution must be exercised in interpreting these responses as the respondents who see themselves as being in need of financial assistance may not qualify under existing federal and state guidelines for financial aid. The number of respondents citing financial reasons does, however, appear to support the hypothesis that some reasons given for not enrolling are such that Kalamazoo Valley Community College can take action to attempt to reduce the "no-show" rate of admitted students. The College can provide each applicant with information regarding the financial aid program and encourage applicants who believe themselves to be in need of financial aid to apply for such assistance.

Work Conflict was given as a reason for not enrolling by 6.8 per cent of the respondents (31 out of 456) and Went To Work Instead was cited by 6.6 per cent of the respondents (30 out of 456). These reasons, combined with the reasons of Illness and Moved given by 1.8
Table 4.19
Reasons for Not Enrolling
Given by Respondents

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>106</td>
<td>23.3</td>
</tr>
<tr>
<td>Work Conflict</td>
<td>31</td>
<td>6.8</td>
</tr>
<tr>
<td>Attending Another College</td>
<td>93</td>
<td>20.4</td>
</tr>
<tr>
<td>Lack of Information About Counseling and Registration</td>
<td>41</td>
<td>9.0</td>
</tr>
<tr>
<td>Illness</td>
<td>8</td>
<td>1.8</td>
</tr>
<tr>
<td>Moved</td>
<td>9</td>
<td>2.0</td>
</tr>
<tr>
<td>Inadequate Counseling</td>
<td>6</td>
<td>1.3</td>
</tr>
<tr>
<td>Went To Work Instead</td>
<td>30</td>
<td>6.6</td>
</tr>
<tr>
<td>Couldn't Get Classes Wanted</td>
<td>53</td>
<td>11.6</td>
</tr>
<tr>
<td>Other</td>
<td>68</td>
<td>14.7</td>
</tr>
<tr>
<td>No Response</td>
<td>11</td>
<td>2.4</td>
</tr>
<tr>
<td>Totals</td>
<td>456</td>
<td>100.0</td>
</tr>
</tbody>
</table>

per cent and 2 per cent of the respondents, support the hypothesis that some of the reasons given for not enrolling will be beyond the scope of the College.

The reason of attending another college given by 20.4 per cent of the respondents (93 out of 456) is also seen as being beyond the scope of the College. The fact that nearly 80 per cent of the respondents were not enrolled in another college does support the hypothesis that admitted students who do not enroll at Kalamazoo Valley Community College have educational needs which are not being met elsewhere.

Lack of information about counseling and registration, the reason given by nine per cent of the respondents (41 out of 456), and the
reason of inadequate counseling cited by 1.3 per cent of the respondents (six out of 456) are interpreted as serious comments about Kalamazoo Valley Community College's present procedures used to inform prospective students about counseling services and registration procedures. These reasons, given by nearly 50 of the admitted non-enrolled students, obviously support the hypothesis that the College can take action to reduce the number of admitted students who do not enroll.

A total of 11.6 per cent of the respondents (53 out of 456) said that the reason they did not enroll was because they could not get the class or classes which they wanted. These respondents were also asked to list the class(es) which they wanted and to indicate if they wanted these class(es) during the day or evening. Twelve of the respondents were interested in day classes, 34 of the respondents were interested in evening classes only, four respondents said they had attempted to register for classes cancelled by the College, and three did not indicate a preference for either day or evening classes.

The specific classes wanted by the respondents are listed below with the number of requests and the day or evening preference shown in brackets:

- Principles of Accounting - (3 evening)
- Air Conditioning - (2 evening)
- Algebra - (1 evening)
- Anatomy and Physiology - (1 evening)
- Anthropology - (1 evening)
- Architecture - (1 evening)
- Art Drawing and Composition - (2 evening)
- Astrology - (1 day)
- Automotive Electronics - (1 day)
- Business Communication - (1 evening)
- Carpentry Skills - (1 evening)
- Ceramics - (1 day, 1 evening)
Chemistry, Fundamentals - (1 no preference)
Credit and Collections - (1 evening)
Dental Hygiene - (1 day)
Drafting, Fundamentals - (2 evening)
Food Service Management - (1 day)
Health Careers, Nursing - (3 day)
History - (1 evening)
Jewelry - (1 cancelled by College)
Karate - (1 evening)
Machine Shop - (1 day)
Piano, Beginning - (2 no preference)
Physical Education - (2 evening)
Pre-Medicine - (1 day)
Spanish, Conversational - (2 cancelled by College)
Slimnastics - (2 evening)
Tennis - (2 day)
Welding, Introduction - (5 evening)
Photography, Beginning - (6 evening)
Quantitative Analysis - (1 cancelled by College)

The wide variety of classes in which the respondents were interested and the times preferred point out that not every student will get each class he/she prefers at the desired time in any given registration. Some classes will be closed to students because they have reached their maximum enrollment; others will be cancelled because of low enrollment. Each of the classes listed was offered by Kalamazoo Valley Community College during the 1974 fall semester with the exceptions of the automotive electronics course and the pre-med course, each desired by one student. The College must take into account in scheduling classes the high demand for evening classes and set realistic maximums for course enrollments. Seventy-four per cent of the 4,935 students served by Kalamazoo Valley Community College during the 1974 fall semester enrolled on a part-time basis and part-time students are often interested only in a particular course offered at a time convenient to them.

The response category of Other was utilized by 14.7 per cent of
the respondents (68 out of 456) in stating their reasons for not attending Kalamazoo Valley Community College. These reasons varied greatly and are difficult to categorize. A few of the reasons given are classic; young men are still going off to military service and young women are still getting married, becoming pregnant, and having babies. Lack of transportation was cited by three of the respondents and eight of the respondents stated that they didn't feel they were ready to attend college and, therefore, did not follow up on their applications for admission. Four of the respondents did not enroll because they couldn't decide which courses to take, and five said they had simply waited until it was too late to register.

Four of the respondents said they had received admission information too late for them to enroll for the 1974 fall semester and two cited the uncertain economy as their reason for not enrolling.

The difficulty of communicating with prospective students through the use of College catalogs, descriptive brochures and the like is clearly demonstrated through the responses of three of the admitted non-enrolled students. Two of them stated they did not enroll because they were disappointed to learn Kalamazoo Valley Community College did not have any on-campus housing facilities, and the third stated she did not enroll because she had heard many rumors concerning "racial problems" and that "there was stealing" in the dormitories on-campus.

Several of the respondents used the Other category to indicate that they were still interested in enrolling in the future and to request additional information or assistance. One gentleman stated that he had a "bad reading and spelling problem" and wrote on the back
of the return envelope, "Please get back to me. Thank you." The requests for additional information and assistance were followed up by the College through personal letters to each of the respondents making such a request.

Many of the respondents expressed their appreciation to Kalamazoo Valley Community College for its concern with them and were apologetic for not enrolling. These responses are best exemplified by the respondent who wrote: "Thank you for caring."

The variety of other reasons for not enrolling and the several comments made by the respondents support the hypothesis that admitted students do not enroll at Kalamazoo Valley Community College for a variety of reasons. While some of the reasons are beyond the scope of the College, other reasons are such that the College can develop a plan of action to reduce the "no-show" rate of admitted students and to "re-recruit" admitted students who do not enroll.

The hypothesis that admitted students who do not enroll at Kalamazoo Valley Community College have educational needs which are not being met elsewhere was accepted as 79.6 per cent of the respondents did not indicate that they were attending any other college or post-secondary institution. The fact that 47.37 per cent of the respondents were not employed or were employed only part-time was seen as further evidence in accepting the hypothesis. The educational needs of the individual which motivated the application for admission are presumably still present and unmet.

The hypothesis that admitted students who fail to enroll at Kalamazoo Valley Community College do so for a variety of reasons and
that, while some of these reasons will be beyond the scope of the College, other reasons will be such that the College can take positive action and attempt to reduce the "no-show" rate of admitted students, was accepted. Responses indicating that 37.6 per cent of the respondents had not enrolled because of work conflicts, because they were ill or had moved, or because they were attending another college was accepted as evidence that some reasons for not enrolling are beyond the scope of the College. The reasons of financial problems, lack of information about counseling and registration, inadequate counseling, and being unable to enroll for desired classes cited by 45.2 per cent of the respondents were accepted as supporting the hypothesis that action can be taken to reduce the "no-show" rate of admitted students.

The hypothesis that admitted students who fail to actually enroll at Kalamazoo Valley Community College do so for a variety of reasons and that, while some of these reasons are beyond the scope of the College, other reasons for not enrolling will be such that the College can develop a plan of action to "re-recruit" these non-enrolled admitted applicants, was accepted. The variety of reasons for not attending given by the respondents, the fact that 29.61 per cent of the respondents were not employed and that 17.76 per cent were employed only on a part-time basis, the interest in future enrollment at the College, and the requests for further information and assistance were all accepted as evidence that Kalamazoo Valley Community College can "re-recruit" admitted students who do not enroll.

Summary

One of the purposes of the study was to determine why admitted
students to Kalamazoo Valley Community College for the 1974 fall semester did not enroll. Data were collected through the utilization of a mail survey instrument which was sent to 976 of the 986 admitted applicants who had not enrolled for the 1974 fall semester as of October 1, 1974. Respondents were asked through the survey instrument to provide certain information about themselves and to indicate the single most appropriate reason why they did not enroll as planned. A total of 456 of the admitted non-enrolled students responded for a return rate of 46.7 per cent.

Four hypotheses were examined and the analysis of the data used to determine which of the hypotheses could be accepted and which of the hypotheses could not be accepted. A summary of the findings is contained in the following portion of the chapter.

No distinguishable differences between admitted students who did not enroll and those students who were enrolled at Kalamazoo Valley Community College during the 1974 fall semester were found in the comparison of student characteristics data. As the comparison revealed no data of consequence in identifying potential "no-shows" or in determining ways to reduce the rate of admitted applicants who do not enroll, all students admitted must be regarded as potential "no-shows."

The hypothesis that admitted students who do not enroll at Kalamazoo Valley Community College have educational needs which are not being met elsewhere was accepted as only 20.4 per cent of the respondents were enrolled in another college.

The hypotheses that admitted students who fail to enroll at Kalamazoo Valley Community College do so for a variety of reasons, and
that, while some of these reasons are beyond the scope of the College, others are such that the College can take action to reduce the "no-show" rate of admitted students and "re-recruit" admitted non-enrolled students were accepted.

The description and analysis of the findings were used as the basis for making conclusions, implications, and recommendations which are included in Chapter V of the dissertation.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The major purposes of this research project were to determine why students admitted to Kalamazoo Valley Community College did not enroll as planned, and to outline a plan of action which the College might use to decrease the "no-show" rate of admitted students and to re-recruit those potential students who were admitted but who did not enroll. In an effort to achieve these purposes, the population chosen for the study was the total number of students admitted to Kalamazoo Valley Community College for the 1974 fall semester who had not enrolled as of October 1, 1974. The population of the study numbered 986.

A comparison of specific characteristics data was made between the total number of enrolled students and those admitted who did not enroll. A six item questionnaire was sent to all those included in the population. Forty-six per cent of those in the population returned completed questionnaires by May 12, 1975, the cut-off date for inclusion of responses in the study.

Four hypotheses were examined which concerned the admitted non-enrolled students' educational needs, reasons for not enrolling, and differences in identified characteristics between admitted "no-shows" and enrolled students.

Summary and Conclusions

The comparison of 13 specific items of characteristics data did
not reveal any distinguishable differences between admitted students who did not enroll and students who were enrolled at Kalamazoo Valley Community College for the 1974 fall semester. The comparison showed that the characteristics of sex, marital status, class preference time, reasons for planned attendance, hours working, and veteran status were not distinguishable characteristics of the admitted non-enrolled student population.

A proportionately greater number of non-district residents was found in the admitted non-enrolled population, but such a difference was to be expected due to increased out-of-district tuition costs, travel costs, and travel time. This finding was supported by Mund, Block and Heide, all of whom found that low costs were a major determining factor in whether or not students would enroll at community colleges. Distance from home was found to be a major factor in why students chose a particular college in several studies including those by Block, Graziano, and Trent and Medsker.

A proportionately higher percentage of beginning and transfer students was found in the admitted non-enrolled population, indicating that these two groups of applicants were the least likely to enroll.

\[^{1}\text{op. cit.}\]
\[^{2}\text{op. cit.}\]
\[^{3}\text{op. cit.}\]
\[^{4}\text{op. cit.}\]
\[^{5}\text{op. cit.}\]
\[^{6}\text{op. cit.}\]
The High School Attended and Curriculum Choice characteristics were also found to be of no value in distinguishing admitted non-enrolled students from those enrolled.

The Expected Class Load characteristic comparison found that full-time applicants accounted for 46 per cent of the admitted non-enrolled population and only 26 per cent of the enrolled student population. This difference was attributable to effective program counseling and class scheduling, and was not a distinguishable characteristic of the admitted non-enrolled population.

The comparison further showed that the characteristics of Class Level and Previous College Attendance did not distinguish between the admitted non-enrolled and enrolled students.

No distinguishable differences were found in the 13 identified characteristics of the two groups of students and the conclusion drawn from the comparison was that each applicant for admissions must be regarded as a potential "no-show."

The mail survey questionnaire was used to learn something about the admitted students who did not enroll at Kalamazoo Valley Community College for the 1974 fall semester and to determine their reasons for not enrolling. A total of 456 of the admitted non-enrolled students returned the questionnaire. Proportionately more females responded than did males (Table 4.14).

In the age ranges of the respondents (Table 4.15), evidence was found of the diversity of people attracted to a community college. A total of 319 respondents were in the typical college student age range of 18 to 25, four were under 18 years of age, 114 were from 26 to 55.
years of age, and two were over 55 years old. Efforts to reduce the "no-show" rate of admitted students cannot be concentrated solely on applicants who are still in high school or on recent high school graduates.

Current employment status was not found to be a factor in prohibiting nearly one-half of the respondents from enrolling on either a full-time or part-time basis. A total of 221 of the respondents were employed full-time, 81 were employed part-time, 135 were not employed, and 19 did not indicate their employment status. The data on current employment status support the hypothesis that admitted non-enrolled students have educational needs that are not being met and lead to the conclusion that efforts can be made to re-recruit the admitted non-enrolled student.

Data regarding curriculum choice (Table 4.17) showed that 284 of the respondents were interested in programs of a vocational, technical nature which led directly to employment upon completion. Eighty-nine respondents were in transfer programs, 18 were undecided as to curriculum choice, one applied for a program not offered by Kalamazoo Valley Community College, and 64 gave no response. The conclusion that most of the admitted non-enrolled students had vocational motives for applying to Kalamazoo Valley Community College was also supported by the student characteristics data in Table 4.13 and concurred with the findings of Richards and Broskamp. The non-enrolled applicants'
interest in career oriented programs and courses must be considered in efforts to reduce the "no-show" rate and the re-recruiting plans of admissions officers.

A planned enrollment status of full-time (12 semester hours or more) was given by 187 of the respondents. A total of 248 had planned to enroll on a part-time basis and 21 gave no response (Table 4.18). These findings concurred with the percentages reported in Table 4.12 and lead to the conclusion that the schedule of class offerings should be scrutinized in regard to evenings and weekends. Courses should be offered when those interested in part-time attendance can take them.

Financial reasons for not enrolling were given by 106 of the respondents (Table 4.19). These findings support those reported by Graziano\(^1\) and Demitroff\(^2\) and further support the hypothesis that action can be taken by the College to reduce the "no-show" rate of admitted students. Information can be provided to each applicant regarding costs of attendance and the availability of financial aids to those eligible. Siddoway\(^3\) found costs and financial aid to be the two most important items of information for prospective students.

The reasons for not enrolling because of work conflicts or because the applicants went to work instead of enrolling were given by 61 of the respondents. Eight of the respondents gave illness as a

\(^1\)op. cit.
\(^2\)op. cit.
\(^3\)op. cit.

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reason for not enrolling and nine said they had moved. The conclusion
drawn from these data was that some reasons for not enrolling were
beyond the scope of the College.

Ninety-three of the respondents said they were attending another
college. Presumably their educational needs were being met. The re­
maining 363 respondents, however, were not attending elsewhere and
the needs which motivated the applications for admission remain unmet.

Forty-one of the respondents said they did not enroll due to a
lack of information about counseling and registration and six cited
the reason of inadequate counseling. Four of the respondents indicated
they did not enroll because they could not decide which courses to
take. These responses pointed out the importance of effective com­
munications with students stressed by Sutton\(^1\) and Olsen\(^2\). Siddoway\(^3\)
also found a need for information regarding course selection and reg­
istration procedures. These findings supported the hypothesis that
the "no-show" rate could be reduced and lead to the conclusion that
the college must examine counseling and registration services and the
means used to provide information about these services to prospective
students.

Fifty-three of the respondents said they did not enroll because
they could not get the class or classes they wanted. Thirty-four of
these respondents were interested only in evening classes. These data

\(^1\)op. cit.
\(^2\)op. cit.
\(^3\)op. cit.
clearly show the importance of class scheduling. Community college applicants are often interested only in a particular course offered at a convenient time. The high demand for evening courses and the establishment of realistic enrollment maximums for each class must be considered in the scheduling of classes.

A variety of reasons that are difficult to categorize were given by 67 of the respondents. An analysis of these reasons showed the importance of effective communications, that several of the respondents had unmet needs and were interested in future enrollment, and that many of the respondents were appreciative of the interest shown in them by the study.

The study found that the majority of admitted students who do not enroll have educational needs which were not being met elsewhere; that there were no distinguishable differences between admitted students who did not enroll and students who were enrolled at Kalamazoo Valley Community College for the 1974 fall semester; and that, while some of the reasons for not enrolling were beyond the scope of the College, other reasons for not enrolling were such that the College should take action to reduce the "no-show" rate and to re-recruit admitted students who do not enroll.

Recommendations

The recommended plan to reduce the "no-show" rate of admitted students who do not enroll and to re-recruit admitted students is based upon a number of assumptions.

Assumption number one is that a community college cannot be all
things to all people. While a comprehensive community college probably comes closer to the mark of being all things to all people than any other type of institution of higher education and while community colleges collectively are often so described, no individual community college can claim such a distinction. Kalamazoo Valley Community College must, therefore, determine what the real purposes of the college are to be and define the goals and objectives of the College. These goals and objectives must be understood and accepted by the faculty, administration and staff of the College and by the public it serves.

Assumption number two is that the main orientation of the College must be toward the individual student. The measure of a college is ultimately the student and a primary goal of Kalamazoo Valley Community College is to help the student to develop his/her individual potential to the fullest.

Admission officers must view each applicant as an individual person who has made an application and been admitted; program counselors must view each prospective student as an individual who is seeking assistance in selecting courses and planning a program of study; financial aid counselors must see each applicant as an individual who has expressed the need for assistance; and registration personnel must view each prospective student as an individual person who is attempting to enroll in a particular class or classes.

Assumption number three is that the Admissions Office personnel are not solely responsible for the implementation and effectiveness of the plan. The Admissions Office can and should act as a catalyst in several ways but it can not do the job alone. Cooperative efforts
among various segments of the college community are mandatory.

The following recommendations will be effective only if these assumptions are accepted by Kalamazoo Valley Community College.

As a result of the findings of this study recommendations are made in the following area:

1. **Publications** - Kalamazoo Valley Community College should develop a total publications program under the direction of the Media and Informational Services Office. This program should insure that all publications used for recruitment represent the College honestly and accurately and are appropriate in style and format for the intended audience. This program should also insure that adequate coverage is given to the various publics served by the College.

   Publications used for recruitment should be colorful, well designed, humorous, intelligent, sensitive, and well-illustrated. Copy should be clear, concise and communicate to the prospective student as an individual.

2. **Advertising** - Kalamazoo Valley Community College should review its current advertising practices and develop a total advertising program under the direction of the Media and Informational Services Office. Advertising should be designed to achieve awareness, inquisitiveness, and understanding of the College and its programs and services. Advertising should include the use of slogans such as Kalamazoo Valley Community College's "Opportunity for All," as such slogans are in the best tradition of suggestive image formation. All advertising done by the College should be unified, coordinated with recruiting, admissions, and registration in regard
to timing and audience appeals, and designed to build a definitive, favorable image.

3. Admissions - The Admissions Office of Kalamazoo Valley Community College should review current practices and procedures used to communicate with students once an application for admission has been received. Kalamazoo Valley Community College operates under an "open door" admissions policy which states that all residents of the area are eligible to become students at the College and that the major requirement for admissions is that the student be prepared to study and apply himself/herself in order to gain full advantage of the opportunities offered.

Any admissions policy is only as effective as the procedures used to implement it. Such procedures should give quick, direct, and personal service to the prospective student. The current use of computerized admissions statements, for example, should be re-examined. A personal letter to the student may prove to be just as efficient and almost certainly more effective.

An on-going relationship should be established with each admitted student to encourage an identity and a motivation to actually enter the College. A letter should be sent from the appropriate assistant dean of instruction welcoming the student and explaining the facilities and services available to the student. A letter from appropriate business and industry leaders endorsing Kalamazoo Valley Community College's curriculum might be considered for students admitted into vocational, technical programs of study, such as accounting, drafting, and machine tool technology. A
newsletter of campus events and activities, inviting the prospective student to participate as appropriate, should be considered. Each prospective student should also receive a letter providing him/her with the name, location, and availability of the program counselor to whom he/she has been assigned. This letter should also provide each prospective student with a definite date and time for registration. The Admissions Office should also send each admitted applicant a class schedule and information regarding financial aids and placement services.

A series of mailouts such as those described above, appropriately spaced, should be effective in reducing the "no-show" rate of admitted students. Recognizing, however, that not all applications for admissions are received early enough for such a program to be practical, the Admissions Office should establish a cut-off date for such mailings and utilize the telephone to inform prospective students whose applications are received after that date of their admissions and date and time for registration.

The Admissions Office should contact each admitted student who has not enrolled by the fifth week of the semester. This contact should be in the form of a personal letter, providing the prospective student with updated course and registration information for the remainder of the semester and inviting him/her to call the office for further assistance if needed.

Each admitted student who has not enrolled by the thirteenth week of the semester should be sent a schedule of classes for the following semester and a personal letter indicating that his/her
admission status is still valid and inviting a future enrollment.

4. **Instruction** - Kalamazoo Valley Community College should examine its class schedule and course offerings. This study found that 66 per cent of the admitted non-enrolled students were working at the time their applications for admission were submitted. Evening and week-end course offerings should be as complete and extensive as possible. Evening courses should be scheduled for one night per week rather than two or three. Maximum enrollments established for each course should be re-examined, as should course pre-requisites. Scheduling of classes should be examined to avoid time conflicts between courses required in the same program of study. Changes in the printed class schedule should be held to a minimum and made only when absolutely necessary.

Instructional divisions of the College should institute, in cooperation with the Admissions Office, a series of information meetings giving prospective students an opportunity to meet faculty, to gain a further understanding of curricula, and to view facilities. These meetings, designed for prospective students and their families (not just parents), should make effective use of enrolled students as sources of information and guides.

Faculty members should be willing to meet individually with prospective students as requested and to assist in outreach and orientation activities. Faculty members should also look critically at catalog course descriptions and other catalog material. The vocabulary used in catalog copy must be understood by the prospective students and as explicit as possible. Better and more
complete information about the objectives and activities of potential learning experiences must be made available to the prospective student.

5. Research - Further studies should be undertaken to determine why admitted students do not enroll at Kalamazoo Valley Community College as planned. Several specific questions might be answered by further research.

Why do applicants to the Health Careers programs account for 25 per cent of the admitted non-enrolled students as shown in this study? Does Kalamazoo Valley Community College have more applicants pursuing a health career than can be admitted to specific programs of study? Can some of these applicants be guided towards other goals?

Who are the unclassified students who made up nearly 29 per cent of the "no-show" group? Are these students unclassified because they are interested only in a particular course or are they undecided as to their future goals? Would a different type of advisory system benefit these students?

Why do transfer students account for 15 per cent of the admitted non-enrolled population? Are transfer credit evaluation procedures adequate? Is the current program counseling system adequate for incoming transfer students?

It is recommended that research of this nature be conducted by the College Assessment Research and Evaluation Services Office on a periodic basis.

A combination of vigorous recruitment, individualized attention
to potential students, and continued research, backed by responsive programs and services, will enable Kalamazoo Valley Community College to reduce the "no-show" rate of admitted students and to re-recruit potential students who are admitted but who do not enroll. This combination of efforts will also enable Kalamazoo Valley Community College to adapt to changing conditions and to meet better the educational needs of the community it serves.
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KVCC 1973 FALL SEMESTER
Telephone Survey of Admitted Students Who Did Not Enroll

NAME ___________________________________________ Telephone No. ____________

I'd like to speak with (name of applicant)
(If the individual is not available, ask the party answering to help you).

I am calling for Kalamazoo Valley Community College. A check of our records shows that you were admitted to the College for the 1973 Fall semester but did not enroll.

We are interested in knowing why you did not enroll. Will you please tell me why?

Check appropriate reason:

1. Financial
2. Work conflict
3. Attending another college
4. Lack of information
5. Couldn't get class(es) I wanted
   Which class did you want? _________________________

6. Illness
7. Moved
8. Inadequate counseling
9. Went to work instead
10. Other _______________________________________

Couldn't reach by phone: ___________________________

Date
APPENDIX B
KALAMAZOO VALLEY COMMUNITY COLLEGE
APPLICATION FOR ADMISSION

Believing that each person has the right to an opportunity to reach his highest individual potential, Kalamazoo Valley Community College serves students of varying abilities and backgrounds. All residents of the area served by the College are eligible to become students at the College. The major requirement for admission is that the student be prepared to study and apply himself in order that he may gain full advantage of the opportunities offered.

DIRECTIONS

All applicants must complete this application for admission. Please read carefully the directions given on Page 3 before completing the application.

SECTION I.

Please indicate the category below which best describes your educational plans at K.V.C.C. Please "X" one:

A. I plan to complete a degree or certificate and will complete requirements for admission as directed.

B. I need assistance in selecting courses and will complete requirements for admission as directed, but am not interested in a degree.

C. I do not plan to complete a degree or certificate and do not request assistance in selecting courses. It will not be necessary to furnish transcripts of previous work completed. Should my plans change, I recognize that certain requirements must be met to make me eligible for certification or the receipt of a degree.

Please print your Social Security Number, Name, and Address below:

Social Security No.  

First Name  

Middle Initial  

Last Name  

Maiden Name  

Number and Street (or Rural Route Number)  

City  

State  

Zip Code  

Telephone No.

If you are a United States Citizen?  

If no, do you hold a visa?  

if you are not a citizen and have a visa, what type?  

FOR COLLEGE USE ONLY

Category  

Conditions  

Application Evaluator  

Admitting Official  

Date of Admission  

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SECTION II. GENERAL INFORMATION (Please enter the correct number or information in the box or space provided)

SEX (1=Male, 2=Female)

MARITAL STATUS (1=Marrried, 2=Single)

DO YOU WISH TO APPLY FOR FINANCIAL AID?
1=No aid requested
2=Aid requested

DO YOU PLAN TO ATTEND DAY OR EVENING CLASSES?
1=Day classes
2=Evening classes only

WHAT IS YOUR ENROLLMENT STATUS?
1=Now (First 11 months in college)
2=Returning (Former KVCC student)
3=Transfer (From another college)
4=Guest (From another college)
5=High School Advanced Placement student

ARE YOU A HIGH SCHOOL GRADUATE?

YEAR OF HIGH SCHOOL GRADUATION:

RESIDENT
1=I am a legal resident of the Public School District and have resided within this district since

LAST HIGH SCHOOL ATTENDED

PREVIOUS COLLEGE(S) DATES ATTENDED:

CLASS LEVEL:
1=Freshman (0-25 credits)
2=Sophomore (26 or more credits)

REASON FOR ATTENDING KVCC:
1=Low cost
2=Availability of program
3=Friends attending KVCC
4=Convenience
5=Recommendation of 4-yr. college
6=Other

WEEKLY HOURS EMPLOYED:
1=No
4=31-40
2=1-10
3=11-20
6=Over 40

YEAR OF EXPECTED ENROLLMENT

SESSION OF EXPECTED ENROLLMENT AT KVCC
1=Fall Semester (August)
2=Spring Semester (January)
3=Summer Sessions (May, June, August)

PLEASE EXPLAIN ANY UNUSUAL HEALTH CONDITION OR LIMITATION:

BIRTHDATE

AGE

DO YOU PLAN ON ATTENDING KVCC
1=Part time (less than 12 credit hours)
2=Full time (12 or more credit hours)

VETERAN
1=Yes
2=No

I CERTIFY THAT ALL THE ANSWERS I HAVE GIVEN TO ALL QUESTIONS IN THIS APPLICATION ARE CORRECT AND COMPLETE TO THE BEST OF MY KNOWLEDGE.

APPENDIX TO APPLICATION:

CURRICULUM CHOICE (Please consult the list found on page 4)

DATE OF THIS APPLICATION:

DO THE VARSITY SPORT IN WHICH I WISH TO PARTICIPATE:
1=Tennis
2=Swimming
3=Golf
4=Cross Country
5=Track
6=Basketball
7=Baseball
8=Cheerleading
9=Football
0=No

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DIRECTIONS

To assure consideration, application for admission to Kalamazoo Valley Community College should be completed and filed a minimum of 30 days before the beginning of the enrollment period. Your Social Security number will be used to maintain your records at Kalamazoo Valley Community College. Please use the number you give is correct.

If you are planning to attend K.V.C.C. under categories A or B it will be necessary for you to complete requirements for admission as indicated below.

If you are planning to attend K.V.C.C. under category C, it will not be necessary for you to furnish high school records or college transcripts.

Please complete Section I carefully, indicating the proper category in the box provided and printing your name, address of your legal residence, and your telephone number.

Sections II & III should be completed carefully and accurately by entering the proper number or information in the boxes or space provided. Stated areas are for College use only.

WOMEN ONLY
If you are married and have attended college or high school under your maiden name, please have your married name indicated on all transcripts.

HIGH SCHOOL STUDENTS. Application for admission may be made after the completion of the seventh semester of high school.

Mail or deliver the application to your high school counselor to be reviewed and forwarded to K.V.C.C. with your high school transcript.

COLLEGE TRANSFER STUDENTS. If you have completed a minimum of 30 semester hours of college work, you are not required to submit a high school transcript. Please provide an official transcript from each college previously attended.

NON-HIGH SCHOOL GRADUATES. If you are planning to earn a degree or certificate, please provide General Educational Development (G.E.D.) test results. If you have attended high school, also submit a copy of your high school record.

RESIDENCY POLICY

The Kalamazoo Valley Community College District is comprised of the following public school districts:

- Kalamazoo Public Schools
- Climax-Scotts Community Schools
- Comstock Public Schools
- Galien-Grass Lake Community Schools
- Gull Lake Community Schools
- Mattawan Consolidated Schools
- Portage Public Schools
- Schoolcraft Community Schools
- Vicksburg Community Schools

District Resident. A student who has established his legal residence in the Kalamazoo Valley Community College District is classified as a District Resident.

Michigan Out-of-District Resident. A student who has established his legal residence outside the Kalamazoo Valley Community College District but within the State of Michigan is classified as a Michigan Out-of-District Resident.

Out-of-State Resident. A student who has established his legal residence outside of the State of Michigan is classified as an Out-of-State Resident.

CRITERIA FOR DETERMINING RESIDENCY

1. A person who has resided in the State of Michigan for at least six (6) consecutive months immediately prior to his initial registration shall be deemed to be a Michigan resident.

2. A person who has resided in the State of Michigan for at least six (6) consecutive months and within the College District for thirty (30) days immediately prior to his initial registration shall be deemed to be a resident of the College District.

3. The legal residence of a minor shall be the legal residence of the person having legal custody of such minor.

4. The legal residence of a married female shall ordinarily be the legal residence of the husband.

5. No person shall be deemed to have gained or lost a residence by reason of his being employed in the service of the United States or of this State nor while a student at any institution of learning. No member of the Armed Forces of the United States shall be deemed a resident of this State in consequence of being stationed in any military or naval base within the State.
Please "X" only one of the proposed programs of study that you wish to pursue and enter the name of the program and the number code in the space provided on Page 2.

One Year Certificate and/or Two Year Degree Programs

**BUSINESS CAREERS PROGRAMS**
- ☐ 101 Accounting
- ☐ 131 Bus. Administration - General Bus. Option
- ☐ 103 Bus. Administration - Management Option
- ☐ 129 Bus. Administration - Public Management Option
- ☐ 105 Data Processing
- ☐ 112 General Clerical ++
- ☐ 124 Mid-Management Marketing
- ☐ 136 Property Assessment Administration ++
- ☐ 125 Secretarial Science - Executive, Medical, Legal
- ☐ 143 Stenographic ++

**HEALTH CAREER S PROGRAMS**
- ☐ 150 Dental Hygiene
- ☐ 160 Respiratory Therapy ++
- ☐ 150 Medical (Office) Assistant
- ☐ 150 Nursing

**PUBLIC SERVICE CAREERS PROGRAMS**
- ☐ 104 Community Service Assistant
- ☐ 133 Law Enforcement
- ☐ 123 Recreation Supervision

**TECHNICAL CAREERS PROGRAMS**
- ☐ 102 Automotive Technology Body Option
- ☐ 139 Automotive Technology Power Option
- ☐ 128 Construction Technology
- ☐ 126 Unclassified
- ☐ 300 Continuing Education

++ One year certificate program only
** Courses are offered infrequently and it is not possible for a student to complete an associate degree in a two year period.

TRANSFER PROGRAMS: KVCC offers the first two years of college for those students wishing to pursue a 4 year college or university degree. Individual program plans are written for each student dependent upon his or her major goals and the college he or she plans to attend.

- ☐ 208 Education
- ☐ 215 Liberal Arts
- ☐ 218 Pre-Engineering
- ☐ 221 Pre-Science
- ☐ 244 Toward The Future
Code Number ______________

KALAMAZOO VALLEY COMMUNITY COLLEGE

ADMISSIONS FOLLOW-UP SURVEY

General Information This questionnaire is part of a study concerning applicants who were admitted to KVCC who did not enroll. Full confidentiality of your responses will be maintained.

I. Sex: 1. Male _____
2. Female _____

II. Did you plan to attend KVCC: 1. Part-time _____
2. Full-time _____

III. For which curriculum or program of study did you apply?

IV. Age range: 1. 18 to 25 _____
2. 26 to 35 _____
3. 36 to 55 _____
4. Over 55 _____

V. Are you employed? 1. Full-time _____
2. Part-time _____
3. Not employed _____

VI. Please check the single appropriate reason why you did not enroll:
1. Financial _____
2. Work conflict _____
3. Attending another college _____
4. Lack of information about counseling/registration _____
5. Illness _____
6. Moved _____
7. Inadequate counseling _____
8. Went to work instead _____
9. Couldn't get class(es) I wanted _____
   a. Which class(es) did you want? _________________________
   b. Did you want these class(es) during the day or evening?
      1. Day _____
      2. Evening _____

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10. Other

Thank you for your help. Please place the completed questionnaire in the enclosed stamped envelope and mail it as soon as possible.
Dear KVCC Applicant:

A check of our records shows that although you applied for admission to Kalamazoo Valley Community College for the 1974 fall semester you did not enroll.

In order to help the College serve you and others better, we are interested in finding out why you did not register for classes.

Please give me a few seconds of your time to complete the enclosed questionnaire and return it in the enclosed stamped envelope.

We are particularly desirous of obtaining your responses as only you can tell us why you did not enroll. Your reply, combined with others, will enable Kalamazoo Valley Community College to do a better job in meeting your educational needs.

We would welcome any comments you may have concerning Kalamazoo Valley Community College and thank you in advance for your cooperation.

Sincerely,

Bruce Kocher
Dean of Students

BK/1me

Enclosure
February 25, 1975

Dear KVCC Applicant:

A few weeks ago we sent you an Admissions Follow-Up Survey Questionnaire as part of a study concerning applicants admitted to Kalamazoo Valley Community College for the 1974 Fall Semester who did not enroll.

We realize that a request of this nature is easily overlooked, and are therefore sending you another questionnaire.

Please take a few seconds of your time to complete the questionnaire and return it in the envelope which is stamped and addressed.

Possibly you are now enrolled at KVCC or elsewhere, but we are particularly anxious of obtaining your responses as to why you did not enroll at KVCC for the 1974 fall semester.

Your reply will enable Kalamazoo Valley Community College to do a better job in meeting your educational needs and the needs of others like you.

Thank you for your co-operation.

Sincerely,

Bruce Kocher,
Dean of Students