

**International Research and Exchanges Board University
Administration Support Program - 2009**

**ENROLLMENT MANAGEMENT OF HIGHER
EDUCATION: ADMISSION OFFICES AND
RECRUITMENT ACTIVITIES**

A CASE STUDY OF MONTCLAIR STATE UNIVERSITY, NJ, USA

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CONTENTS

ACKNOWLEDGEMENTS	3
INTRODUCTION	4
PART I. Admission and Recruitment Offices at Montclair State University, NJ	6
1.1. Methodology of the Study	6
1.2. Montclair State University (MSU). General Facts	7
1.3. University's Recruitment and Admission Offices	8
1.3.1. Organizational Models of Enrollment Management	9
1.3.2 The organizational Model of Enrollment Management at Montclair State University.	10
1.3.2.1. The Office of the Associate Vice President of the Enrollment and Student Academic Services	12
1.3.2.2. The Educational Opportunity Fund (EOF) Program	13
1.3.2.3. The Center for Adult Learning	13
1.3.2.4. The Office of Undergraduate Admissions.	14
1.3.2.5. The Office of Financial Aid	15
1.3.2.6. The Honors Program	16
1.3.2.7. The Office of Summer Sessions and Special Programs	18
1.3.2.8. Global Education Center	18
1.3.2.9. Student retention	19
1.3.3. The Entrants' pool	19
1.3.3.1. Freshman	19
1.3.3.2. Non-Traditional enrollees	20
PART II. Challenges	21
2.1. Finances	22

2.1.1. Government / State Resources	22
2.1.2. Private money / Institutional Endowments	23
2.2. Tuition and Fees	24
2.3. Applicants' pool	25
2.4. Growing Competition for Applicants	28
PART III. Recruitment Activities	29
3.1. Overview of the Major Recruitment Concerns and Developments in US Higher Learning Institutions	29
3.2. Recruitment Situation and Recruitment Practices in Montclair State University	34
3.2.1. Campus Visits	36
3.2.2. High School Visits	38
3.2.3. College Fairs	39
3.2.4. University Website	39
3.2.5. Social Networking	41
CONCLUSIONS	42
REFERENCES	44
ADDENDA	47
Addendum 1. Ambassadors' List	47
Addendum 2. Tour Tally Fall 08-October 15, 2009	48
Addendum 3. An Open House program	48
Addendum 4. Travel Territories 2009-2010 (A Sample)	51
Addendum 5. "Visit Us" Page	52

Acknowledgements

The main objective of this research is to find out and present in the format of a case study the university undergraduate recruitment practices, admission and enrollment tools in the US universities, to learn how the functioning of admission offices is organized and which of the featured practices could possibly be applied to recruitment and admission procedures in Ukraine. The sources for my case study are my immediate experience of visiting Montclair State University, NJ, with which I was affiliated for eight weeks, the answers to my questionnaires given by Montclair officials involved in enrollment, numerous official reports and website information of Montclair University. Besides, I made a good use of those monographs and on-line resources that were kindly recommended for my research by my Montclair colleagues. For visualizing a fuller picture of the issues addressed, I also attracted articles and reports from such reputed educational resources as Higher Education Management Consulting Firm Noel-Levitz and National Association for College Admissions Counseling (NACAC).

The statements made and views expressed are solely the responsibility of the author.

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Introduction

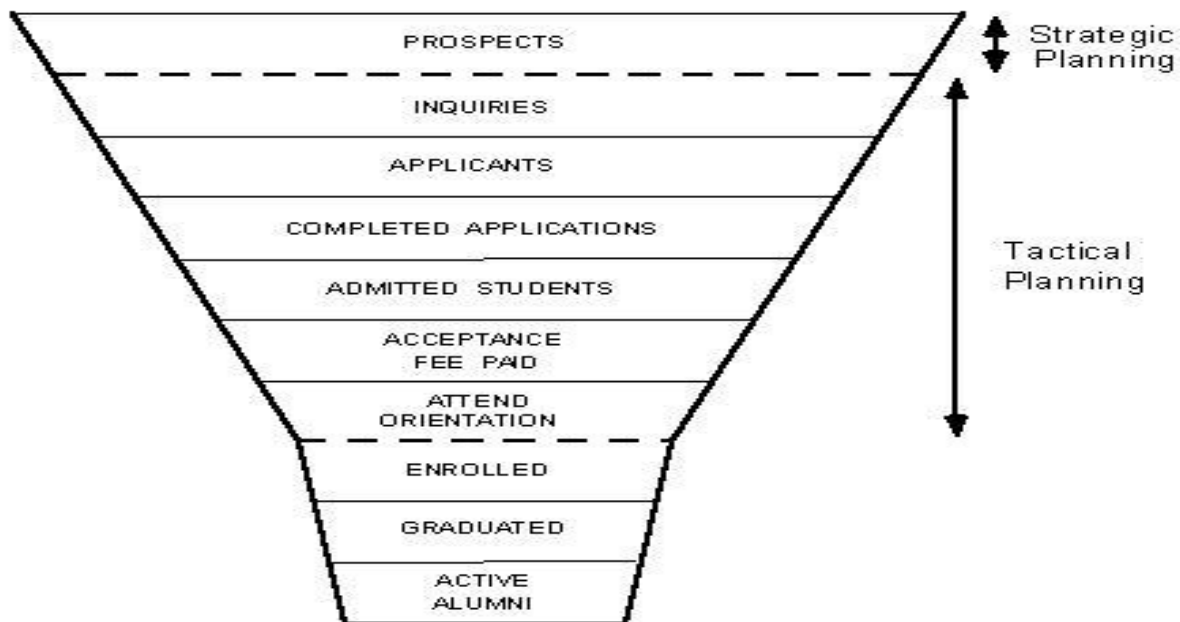
History. College recruitment practices are as distinctive as the scope and breath of the more than 3,200 accredited colleges and universities in the United States. With more than 2.5 million students matriculating to a college campus for the first time each year, the role and responsibility of admission and enrollment personnel in higher education has become increasingly critical to the success of the institutions and the experience of the student.

Historical and demographic influences have allowed admission and recruitment practices to evolve and develop over the past 400 years of American higher education. During the first 300 years, admission duties were performed by a variety of college personnel and were primarily an orientation function, absent of any screening or recruitment. College presidents of the eighteenth and nineteenth centuries performed a dual role as recruiter and fundraiser. From the Civil War to World War II, America witnessed an increase in the number and variety of colleges. Enrollment growth ensued, and denominational colleges were founded across the continent, while land-grant and state-supported universities brought a college education closer to the people. These actions translated into enrollment growth and recruitment efforts settled into an admissions role of screening and seeking a strong instructional fit for the student and college.

Origins of modern recruitment practices can be found in the mass expansion of higher education since World War II, emerging directly from the Servicemen's Readjustment Act of 1944 and the baby boom that followed. The rise in applications during the 1960s and early 1970s led many colleges to increase enrollments and concurrently expand capacity. The abundance of college enrollees reversed during the 1980s leaving colleges with increased capacity and a declining applicant pool. The prospects of declining enrollments prompted colleges and universities to adopt marketing practices used in business that centered around Phillip Kotler's emphasis on product, price, place, and promotion. College recruiting practices became reliant on market principles for success and matured into providing more information and increased attention to the prospective student [12].

Recruitment theory. The recruitment funnel, where a high number of inquiries of prospective students from numerous entry points narrows to and moves toward application and ultimately a smaller number of matriculated students, is at the foundation of the college-recruiting theory. This funneling process is aided by recruitment efforts designed to move the prospect from casual interest to enrolling. The process is starting earlier and lasting longer. The inputs of a large number of inquiries result in a less but measurable number of applications, which ultimately yields a smaller number of enrollees. Database management, programmed marketing, and audience segmentation are designed to keep prospects engaged and moving through the funnel. Recruiting activities and market research allow enrollment managers to target prospective students at various stages of interest. Each contact should have a specific action-oriented, measurable task.

Basic Enrollment Funnel [43]



A goal early in the funnel may be to encourage a visit, while a later goal may be to have an applicant commit to attend. Mail, telephone, electronic media, and personal contact are used to

move the student from initial contact to matriculation. Publications are added at strategic times to inform and persuade. Analyzing demographic data, constructing surveys to measure attitude and preferences, use of geodemo graphic tools, and evaluating the efficacy of recruitment practices have allowed institutions to focus more personal attention on the prospective student.

Contemporary college recruiting practices are centered in the metaphoric recruiting funnel. Acknowledging that no one communication strategy will work with prospective students, college recruitment practices in the early twenty-first century seek to individualize the process. By segmenting the market, enrollment managers target prospects utilizing data that explains how students make college choice decisions. Students have become sophisticated consumers: they comb through massive quantities of direct mail, explore Internet websites, visit colleges, and even hire private counselors [12].

Part I. Admission and Recruitment Offices at Montclair State University

Within this research Montclair State University, NJ, has been viewed as both *a unique higher education establishment* with its idiosyncratic structure, practices and traditions and as *a representative of universities in the USA* whose functioning reflects characteristic features and trends in US higher education. The three chapters of this paper correspond to this double perspective.

1.1. Methodology of the Study

This investigation is a *qualitative research*. Its *objective* is to reveal the real life practices of recruitment, admission and enrollment activities as an integral part of university activities. By no means is it a critical review of the practices at Montclair State University.

The following units of analysis were selected: 1) the university structures connected with the issues of recruitment, admission and enrollment and their functioning, namely, the Office of the Associate Vice President of the Enrollment and Student Academic Services, the Educational Opportunity Fund (EOF) Program, the Center for Adult Learning, the Office of Undergraduate Admissions, the Office of Financial Aid, the Honors Program, the Office of Summer Sessions and Special Programs, the Global Education Center and Student retention dealing with these issues, 2) entrants' pools of freshman, transfer, part-time, international and adult students as the object of recruitment efforts of the above offices, 3) the current state of enrollment in the US higher education and the factors that influence it, 4) the recruitment practices at Montclair State University.

The *methods* used to do the research are the following:

questionnaires: there were three questionnaires developed pertaining to the branding of MSU, the structure and functions of its recruitment and admission offices, the characteristics of the targeted audiences, recruitment practices and the perspectives of their development;

analysis of documents (information at the university web-site, publications found in the library of MSU and on-line publications, primarily those of the Noel-Levitz Group White Paper.

1.2. Montclair State University (MSU), New Jersey, General Facts

The second largest university in New Jersey, founded in 1908, Montclair State is a four-year, medium-selective, state-assisted, coeducational, comprehensive public teaching university. It enjoys the advantages of a state and private university (quality plus lower tuition rate). It offers the advantages of a large university—a broad undergraduate curriculum with a global focus, a wide variety of superior graduate programs and a diverse faculty and student body—combined with a small college's attention to students.

Here at Montclair State, what began as a teacher preparation school with one building, one program and 187 students today stands as a comprehensive university with over 50 buildings, five colleges and schools offering 250 majors, minors and concentrations, and:

17,475 total enrolled students:

- **13,725 undergraduate students: full-time:** 84.5%; **part-time:** 15.5%; **gender:** female: 61.6%; male: 38.4% ; **residing on campus:** 3,438; **ethnicity:** White: 57%; Hispanic: 21%; African American: 10%; Asian: 6% ; **International:** 6% (as of October 2008).
- **3,750 graduate students: full-time:** 24% ; **part-time:** 76%; **gender:** female: 72%; male: 28%; **ethnicity:** White: 76%; African American: 9%; Hispanic: 6%; Asian: 4% **International:** 4% (as of October 2008).

Undergraduate students apply from every county in New Jersey, from 48 states, and from many foreign countries as well. Over the last hundred years, 107,512 students have been granted a degree from Montclair State. Tens of thousands of these graduates have gone on to educate hundreds of thousands of New Jersey's children.

Faculty: 496 authorized faculty lines with student/faculty ratio of 17:1.

Top five majors:

- Business Administration - Family & Child Studies
- Psychology - Biology - English

Degrees Offered:

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, Master of Fine Arts, Master of Science, and Doctor of Education, Doctor of Environmental Management.

Tuition and fees:

Annual full-time tuition and fees are approximately \$9,800 for New Jersey residents and approximately \$17,800 for out-of-state residents for academic year '08-'09. Room and board charges for the school year average about \$10,600 and vary depending on the assigned residence hall, type of residence hall room and the selected meal plan.

Financial Aid:

Some form of aid is provided to approximately 67 percent of qualified full-time undergraduate students. Aid is available as loans, grants, employment and a small number of scholarships. Part-time undergraduate students are also eligible for some programs. Assistance, primarily loans, is also available for eligible graduate students.

Funding: Government, corporate partnerships and financial contributions to the MSU Annual Fund.

Endowment (the total value of an institution's investments): US\$26.181 million

Grants of \$6.8 Million:

The three grants, coming from the private sector, a federal agency and the state will underwrite three initiatives: a math and science teacher recruitment/education program in Newark, a math and teaching fellowship program involving five northern New Jersey districts, and a program providing on-site professional development for math and science teachers in 26 school districts.

Accreditations:

Montclair State University is accredited by the Commission on Higher Education of the [Middle States Association of Colleges and Schools](#), as well as many specialized academic organizations.

Location:

MSU makes the most of its location in vibrant Montclair and just 14 miles away from New York City. Its 247-acre campus boasts excellent academic and recreational facilities and an exciting calendar of events and performances by students and professionals [44, 29, 37, 38, 42, 47].

Website: <http://www.montclair.edu/>

1.3. University's Recruitment and Admission Offices

Defining Enrollment Management. Enrollment management is traditionally defined as an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student recruiting and admission. Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes. These processes are studied to guide institutional practices in the areas of new

student recruitment and financial aid, student support services, curriculum development, and other academic areas that affect enrollments, student persistence, and student outcomes from college.

Enrollment management can be viewed as a synergistic organizational concept that can be used to link several administrative functions within a college or university in order to optimize institutional enrollment goals. Examples of this approach can be found among the financial strategies of many college campuses, where important linkages have emerged between senior enrollment managers and chief financial administrators. Both private and public colleges use some of their tuition income to fund campus-based scholarships for students. Tuition revenue accounts for millions of dollars, and campus-based financial aid has become a large expenditure at most four-year institutions. Enrollment management efforts have therefore become closely linked to budgeting and campus financial planning [2, 3, 5].

1.3.1. Organizational Models of Enrolment Management

The literature on enrollment management often addresses different administrative approaches for organizing enrollment management efforts.

Reporting responsibility for chief enrollment officers. When asked which office their chief enrollment officer (or top officer in the area of undergraduate admissions and recruitment) reports to, respondents indicated the following [41]:

Chief enrollment officer reports to...	4-Year Public	4-Year Private	2-Year Public
President	20.2%	62.6%	23.1%
VP-Academic Affairs	40.4%	11.6%	1.5%
VP-Student Affairs	28.7%	8.1%	56.9%
Administrative/Business Office	1.1%	3.0%	1.5%
Other Offices	9.6%	8.1%	16.9%

As shown above, there is a wide range of practice across sectors in the supervision of chief enrollment officers. Here we will describe the most typical ones.

The enrollment management coordinator. The enrollment management coordinator is charged with organizing recruitment and retention activities. Usually, a midlevel administrator, such as the dean of admissions or financial aid, is asked to coordinate offices such as admissions, financial aid, and registration and records. An important disadvantage is that the coordinator model provides no formal mechanism for linking enrollment concerns into the decision-making agenda of senior level administrators.

The enrollment management matrix. The enrollment management matrix is a more centralized approach. In the matrix model, an existing senior level administrator, such as the vice president for student affairs, academic affairs, or institutional advancement, directs the activities of the

enrollment management matrix. In this model, administrative units such as financial aid or student retention are not formally reassigned to a new vice president. Instead, the administrative heads of these units continue their existing reporting relationships, but they also become part of the enrollment management matrix.

The enrollment management division. The most centralized organizational model is the enrollment management division. In the division model, a vice president or associate vice president is assigned the responsibilities for most or all of the administrative areas that influence student enrollments, housed within one large functional unit. This model requires high levels of administrative support; the president or a senior vice president generally has to become a strong advocate of this model. One important advantage of this model is that an enrollment management vice president can carry enrollment-related concerns directly to the president and the board of trustees.

There is little empirical evidence to indicate that any particular organizational approach is inherently better than another. Most experienced enrollment managers place more emphasis on strong working relationships with other key administrators on campus than on advocating for a specific organizational model. In colleges and universities of all sizes, support from the top appears to be more important than a specific administrative structure established to manage enrollments.

Given the current pressures on institutions to maximize revenue, and the attention being given to the characteristics of enrolled students, enrollment management is likely to remain an important administrative focus at most colleges and universities [[2, 3, 4, 5, 6].

1.3.2. The organizational Model of Enrollment Management at Montclair State University

As a comprehensive public institution, Montclair State University's patterns of governance, organization, and administration are complex and multilayered, reflecting both the comprehensive nature of the University's mission and the intricate relationships it maintains with a variety of distinct constituencies such as students, faculty, staff, alumni, the state government, and accrediting groups.

In respect to the undergraduate recruitment, it is basically the responsibility of the Undergraduate Admissions Office and Financial Aid Office, but Educational Opportunity Fund Programs (EOF) supplements and substitutes by visiting about 60 off-campus and participating in campus admissions activities and it presents a somewhat different, compared to the above-mentioned organizational model.

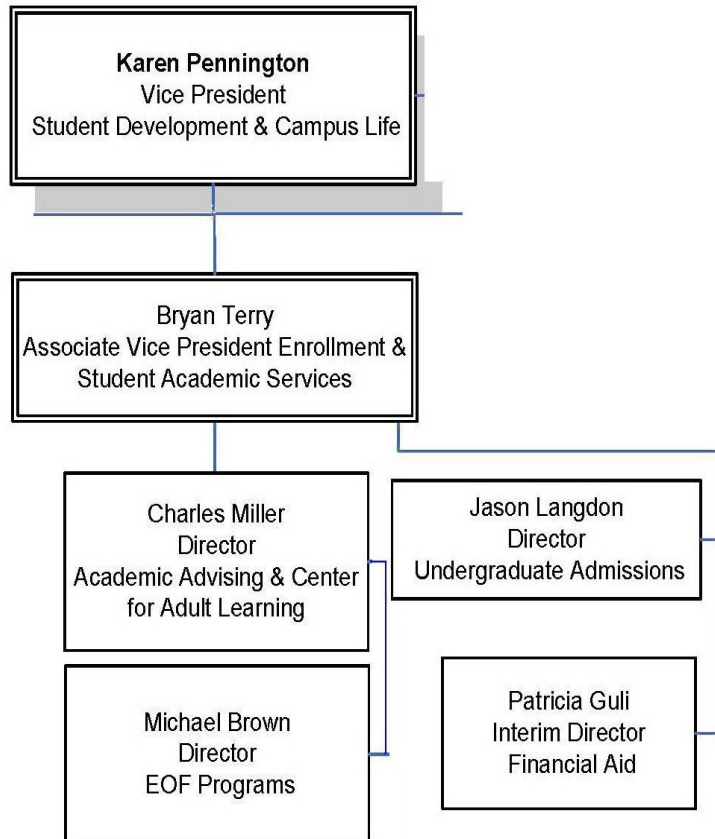
The institutional hierarchy (as of September 2009) is as follows [28]:

The Vice President for Student Development and Campus Life coordinates and supervises, among thirty student services departments, the activities of the **Associate Vice President of the Enrollment and Student Academic Services**, who, in his turn, controls the activities of the **Director of the Educational Opportunity Fund programs, the Academic Advising and Center for Adult Learning, Director of the Undergraduate Admissions and Interim Director of Financial Aid.**

Student Development & Campus Life



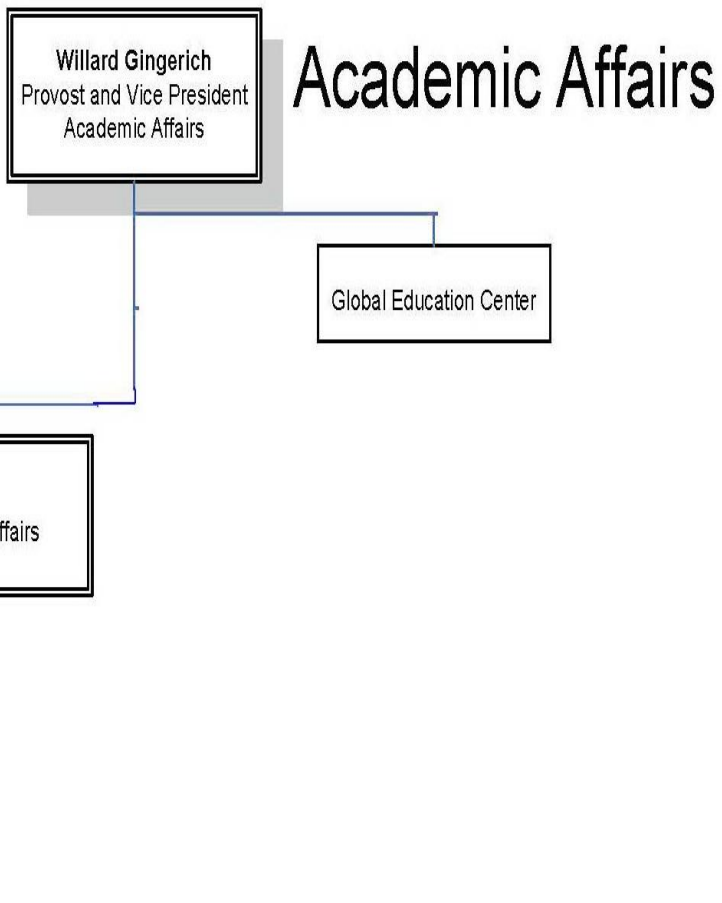
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A different division, that of **Academic Affairs**, with the **Provost and Vice President for Academic Affairs**, embraces the **University Honors Program** and **Summer Sessions / Special Programs**, each of which is directly subordinated to the **Senior Vice Provost for Academic Affairs**. The **Global Education Center** functions immediately under the **Provost and Vice President of Academic Affairs**.



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Student retention programs are organized by a range of academic and student-life offices.

1.3.2.1. The Office of the Associate Vice President of the Enrollment and Student Academic Services operates to develop and manage measurable strategic and operational initiatives relative to recruiting and retaining. This Office seeks to set and meet targets that support the mission of Montclair State University as a premier regional institution of higher learning, while realizing the vision of Student Development and Campus Life, as well as the University. The Office of Enrollment and Student Academic Services (in general) has two goals. The first is to manage the characteristics of the student body (quality of student, demographics, etc.), and the second is to exercise control over the size of the student body.

Because recruitment and retention are interdependent, enrollment is a campus-wide responsibility. Five key elements to reaching the University's full enrollment potential include:

1. Building and shaping an adequate inquiry pool;
2. Managing conversion and yield rates;
3. Strategic use of financial aid to optimize persistence;

4. Synchronizing all retention strategies and tactics and;
5. Assuring the adequacy of professional development for our staff members [34].

1.3.2.2. The Educational Opportunity Fund (EOF) Program, existing for 40 years already, provides special admission, financial aid, and academic support program for highly motivated, involved in leadership and various activities, but educationally under prepared and ineligible for admission by regular standards, economically disadvantaged (low income) New Jersey students. The recruitment process is done mainly by the Admissions, however the EOF staff does the recruiting in their targeted areas. Recruitment is done mainly through visits to High school, normally 60 visits per academic year. The SAT score is between 840-850. Out of 1000 applications per semester only 230 are selected. However out of 230, only 150 students actually come to MSU. All students are accepted in the Fall semester. There is no acceptance in the Spring semester, just only transfer students.

Students are eligible for maximum aid due to their low family incomes starting at about \$20,000 annually which is sufficient to meet the expenses of tuition, fees, room and board, books, and transportation.

Staff provides academic advising, personal, academic, financial aid, and career counseling in individual and group sessions for the 700 EOF students annually. Counseling, tutorial services and a six-week summer program prior to the beginning of the fall semester are mandatory components of the Program. E.O.F. assists students in adjusting to college life and competing scholastically.

Scholastic Assessment Test (SAT I) must be taken no later than January of the senior year of high school. EOF students are referred to tutors in the Center for Academic Development and Assessment. They search for career options, prepare resumes, and sharpen job search skills at the Center for Community Based Learning. They attend workshops that address personal, social, and skill development needs as they cope with the rigors of university life and prepare for careers [48].

1.3.2.3. The Center for Adult Learning, opened in 2001, seeks to provide specialized support services to adult non-traditional undergraduate students in order to ease their adjustment and integration into the college environment. Ultimately, the Center's purpose is to help insure the non-traditional adult student's academic, intellectual, career and personal success and enhance movement toward lifelong learning. This office now has a director, two counselors and clerical support. The department has developed recruitment materials appropriate for this unique population. Efforts of the new department include:

- A standard curriculum for the Adult Academic Success Seminar;
- Learning communities for CAL students;
- Developmental activities and essential support programs for first-year adult students;
- Collaboration with the campus community and other institutions to assist first-year adult students in achieving academic and personal success;

- CAL Admission and Advisory Committees;
- A comprehensive website for CAL;
- Compiling data about students admitted in CAL and their progress at MSU;
- Staff to provide more services to adult students;
- Collaboration with departments on campus to offer expanded services for nontraditional adult students [37, 20].

1.3.2.4. The Office of Undergraduate Admissions primarily functions as a freestanding unit with little or no coordination with the ancillary units of Financial Aid, Registrar's Office, New Student Experience, Office of Academic Advising or Academic Affairs. It plays a key role in enrollment management efforts. The basic purpose of the Admissions Office is to bring an appropriate number of new students to the college to maintain the desired enrollment at all levels. Recruitment of potential Montclair State University students relies on a historical set of feeder schools. It appears that efforts are presently focused on recruitment during the fall semester and processing of applications in the spring.

The Admissions Department at Montclair State University is comprised of a team working together to help prospective students determine how Montclair State can assist them to achieve educational goals, to graduate, and to establish a lifelong relationship with the University. In order to communicate with prospective students, whether freshmen, transfer graduate students, the admissions personnel act as liaison officers between the Allege and high schools, junior colleges, and the general public. They supply information and sometimes counseling to prospective applicants either in the office or on various educational sites around the state of New Jersey.

The admissions office designs the applications and writes the accompanying literature for all types of applicants: freshmen, transfer, part-time, graduate and special programs, A total of 20,000 applications are distributed each year. Every one that is returned must be processed, evaluated, and given a decision.

After the appropriate number of students has been admitted, the Admissions Office must supply other divisions of the college with the appropriate names and necessary information to make them an integral part of the system. Follow-up statistics must then be gathered, analyzed and submitted to the departments concerned he Undergraduate Admissions Office can assist faculty who wish to play an active role in recruiting students for their programs by providing collaboration with the Director of Admissions on special programs designed to attract academic talent.

Whether helping to facilitate simple touches like "welcome" phone calls to accepted students, or initiating more complex, discipline specific initiatives, faculty can help to determine the mix of students in their classrooms. In previous years, the Admissions Office highlighted specific academic majors at state-wide events for guidance counselors, and connected the faculty with high school educators to nurture a connection between their very best students and Montclair State [29, 36].

1.3.2.5. The Office of Financial Aid. Financial aid has been increasingly used as a recruiting and marketing tool, especially for private institutions forced to compete with public institutions. Merit scholarships and non-endowed institutional funds are increasingly used to discount tuition and to make the college choice affordable. Enrollment managers are interested in net tuition income as well as in the number of students, and the use of leveraging financial aid awards has become an important tool to increase enrollments. Although discussions continue over the appropriate mix between need-based and merit-based financial aid, colleges and universities use institutional funds to augment federal and state grant and loan programs. Private colleges are providing financial aid to a larger share of their students, and list in their view books the price of tuition before financial aid; public tuition continues to increase, not as the result of increased costs but because of changes in state fiscal policy. Institutional financial aid is used to increase enrollment goals and to change readily measurable student body characteristics.

The Office of Financial Aid of Montclair has a dual purpose. Its main mission is to provide assistance to students who otherwise would be unable to begin or continue their education at the University. Recognizing that a student's academic career may be adversely affected by personal, social, and/or financial difficulties, the office provides advice and information on assistance available to help meet educational expenses. The second purpose is the growing use of campus-based financial aid to reward academic merit and other special talents to enable colleges and universities to attract a desired number of students with the academic ability and other special talents they are seeking. Historically, institutions of higher education relied primarily upon endowed gifts to fund campus-based scholarships. Toward the close of the twentieth century, however, more and more institutions began using part of the tuition students pay to fund scholarships. This practice is often described as tuition discounting.

Student Financial Aid assists over 8,000 Montclair students with over \$67 million in aid dollars. Students receive aid from a variety of federal, state, and institutional grants, federal and private educational loans. Aid may also include Federal Work-Study opportunities. In addition, students receive counsel on any questions related to how they can finance their Montclair education. The staff's goal is to have students and families maximize their aid eligibility and make smart decisions on the best way to finance their Montclair education.

The Financial Aid staff also assists students with making short and long term financial choices. Should a student work multiple off-campus jobs or take out a student loan? Is it better to take courses over the summer or graduate in five years? These are the types of questions students should consider when they decide how they will finance their Montclair education and the office can provide the best assistance to students to make these financial decisions.

Any faculty member should refer a student to Student Financial Aid when the student has expressed concerns over how he can pay his school expenses. The staff can assist students with finding ways to pay for both the direct costs (tuition, fees, room and board), and the indirect costs (books, purchase of a computer) for attending. Programs of financial assistance are revised from year-to-year and therefore both eligibility criteria and the availability of funds may change. The Office of Student Financial Aid provides financial assistance to eligible Montclair State students through the following:

Federally Funded Programs:

1. Federal Direct Stafford Loan Program
2. Federal Direct PLUS Loan Program
3. Federal Pell Grant Program
4. Federal Perkins Loan Program
5. Federal Supplemental Educational Opportunity Grant Program
6. Federal Work-Study Program

State of New Jersey Programs:

1. Edward J. Bloustein Distinguished Scholars Program
2. Educational Opportunity Fund Grants
3. Outstanding Scholar Recruitment Program
4. POW/MIA Program
5. Survivor Tuition Benefits Program
6. Tuition Aid Grants
7. Veterans Tuition Credit Program [27].

1.3.2.6. The Honors Program, conceived in 1985, enrolls 75 students per year. The total number of students enrolled in the Honors program is 250. It offers many benefits and advantages. Some are financial, while others involve recognition and privilege. The undergraduates have an opportunity to work with distinguished faculty on advanced curricular, extracurricular and individual projects.

In order to be considered for admittance to the Honors Program, the students must meet at least two of the following criteria:

- A rank in the top 10% of your high school class
- A score of at least 600 on either verbal or math SAT
- A combined SAT of at least 1200
- An unusual ability in the creative arts, exceptional leadership, or other extraordinary accomplishments.

Honor students' profile:

- 3.2 GPA
- 30% bilingual
- Strong Academic and Social background

Those who qualify for consideration will be asked to complete an application that includes a brief essay. In addition, some students may be interviewed by a member of the Honors Program Advisory Board as part of the admission process. The recruitment strategy is closely related with Admissions recruitment. The Honors program gets the list with students who applied to MSU with SAT scores. In addition to the list from admissions, Director of the Honors Program gets records from Financial aid, which identifies all students with scholarships. After reviewing the lists, Director of the Honors Program determines who is eligible for the Honors Program. His strategy is to contact the prospective student either by mail or by phone and try to sell the program. Outside recruitment is done by request only.

Honors Scholarships. In recognition of their achievements and promise, Honors Program students are eligible for very generous scholarship opportunities, and new ones are being added all the time. Here is just a partial listing:

Each year dozens of students receive Honors Program scholarships from

- the John and Irma Sheffman Scholarship Fund,
- the Mary A. Whaley Memorial Scholarship Fund,
- the Wilkins Foundation Scholarship Fund,
- the Vivian and Heinz Rosenbush Memorial Scholarship Fund

and others ranging from \$750 per year to full tuition and fees. These awards are renewable each year for Honors Students who remain in good standing in the program.

All students receive a book scholarship for each Honors Seminar.

Benefits/Scholarships. In addition to financial aid opportunities, MSU provides Honors students with a gallery of other benefits, including (but not limited to) these:

- Priority registration for all courses, Honors and otherwise;
- Preferred housing for freshmen;
- Personalized academic advisement by the director of the Honors Program;
- Membership in the MSU;
- Honors Student Organization, with a newsletter and special extra-curricular activities;
- Collective membership in the Northeast Regional and National Collegiate Honors Councils;
- Attendance at Honors Council Conferences and Sleeping Bag Seminars, with partial expenses paid by the University [36].

1.3.2.7. The Office of Summer Sessions and Special Programs oversees the operation of Summer Sessions, Winter Session, Gifted and Talented Youth Programs, Hi Jump Program, and certificate programs.

Summer and Winter Sessions provide opportunities for students to utilize the summer and winter “breaks” to continue their pursuit of their undergraduate or graduate studies. To stay on track, Montclair State students, visiting students currently enrolled at other colleges and universities, students who are accepted to begin their college or university studies for the subsequent fall semester, and high achieving high school juniors and seniors are encouraged to pursue their studies during winter and summer. Opportunities are also available for members of the community to earn certificates, and for Academically Gifted and Talented Youth to expand their horizons with innovative courses and activities. High school graduates who have been out of school for at least two years may apply through the Admissions Office to enroll in summer courses.

Certificate Programs give students an opportunity to advance in their careers and learn best practices in programs such as the Post-Licensure Certificate in Forensic Psychology and the Culinary Studies Certificate. In addition, the office provides other academic support services for the University including scheduling and registration for special non-credit and credit programs and workshops, as well as, courses on-and off-campus for grant-funded programs, English as a second language instruction, Educational Opportunity Fund residential experience, international summer institutes through the Global Education Center, the Institute for the Advancement of Philosophy for Children, and Mountainside Hospital School of Nursing [35].

1.3.2.8. Global Education Center. After a 4-year decrease in international student enrollment, Montclair State University (MSU) recognizes the need for a strategic plan to recruit international students. However, due to a shortage in staff in the Undergraduate and Graduate Admissions offices where this task is usually handled - international recruitment is currently handled in the International Services (I.S.) office of the Global Education Center.

So far, I.S. has begun what is referred to as *arm-chair recruitment*, that is, recruitment practices that can be accomplished from the campus office and do not require costly international travel. I.S. continues to work with the admissions offices to increase their involvement in international student recruitment. Our goal is to have a University staff position dedicated solely to international student recruitment.

We currently market information to prospective international students in three overall processes:

- 1) through advertisements and profile listings in International Education Guides that are disseminated in print format AND also through web-based guides;
- 2) through Education USA Advising Centers located in US Embassy and Consulates throughout the world;
- 3) Through a new state consortium (StudyNJ) designed to bring more international students to the state of New Jersey.

Montclair State does not currently have a dedicated staff recruiter. Rather, the Director of International Services coordinates arm-chair recruitment. However, the domestic recruiter for the graduate admissions office has collaborated with MSU on some international outreach. The I.S. are currently targeting China and India but are also interested in cultivating future recruitment in Latin American, specifically Brazil and Peru. EducationUSA is the primary group the I.S. target in many countries around the world to recruit international students.

The International Services have just begun to use scholarships as a recruitment tool for international students. This is an international graduate student award in the form of tuition waiver that allows the student to pay the lower in-state tuition if they have a bachelors degree from any one of 40+ overseas partner schools. They plan to continue exploring this recruitment tool [26].

1.3.2.9. Student retention efforts are an important aspect of enrollment management efforts. A number of institutional interventions are known to exert a positive influence upon student success and persistence during the first year of college. These include enhanced student life and academic initiatives to encourage in-class and out-of-class interaction between first-year students and faculty, staff, and other students; creating more opportunities for students to work on campus; engagement in student activities and events; providing academic and career advising that promotes clear career and academic goals; enacting academic and pedagogical policies and practices that enhance student study habits and promote regular class attendance; a strong orientation program; special support programs for international students and students of color; and family and/or spousal/partner support for degree completion.

Other student-life offices can also be integral to the success of enrollment management offices, including academic advising, academic support and tutoring centers, career planning, student activities, and residence life [22].

1.3.3. The Entrants' pool

1.3.3.1. Freshman. Montclair State University considers a number of factors during the admission process of freshmen:

- Certification of graduation from an approved secondary school or High School Equivalency Certificate.
- At least 16 completed college prep subjects taken.
- Completed units in:
 - Four (4) English
 - Two (2) same foreign language
 - Two (2) American History
 - Three (3) Mathematics
 - Two (2) Science - laboratory
 - Three (3) Electives (English, social studies, science, math or foreign language).

SAT (or ACT) Scores or GPA: Montclair State University does not have a minimum score or GPA for incoming freshmen. Most students who are admitted to MSU as freshmen have a solid B average in a strong college prep curriculum, and are usually ranked among the top quarter of their high school class. The average SAT score is approximately 1100 combined (or 25 on the ACT). Students should keep in mind that these numbers are averages, and not a strict measurement. Students with very strong high school records can compensate for lower SAT scores and still be offered admission. A strong high school record is always more important than standardized test scores [34, 21].

1.3.3.2. Non-Traditional Enrollees. Many colleges that experienced growth since the late 1970s have expanded their markets to include besides first-time freshmen, adult, international, and transfer students. An institution that has recognized the growing importance of the transfer student market and has recruited transfer students successfully realizes that two out of five newly matriculated students nationally are transfer students [12].

Transfer Students. Approximately one-third of new students entering Montclair State University each year have attended another college or university. To be eligible for *consideration* for transfer admission, a student is required to have completed a minimum of 15 college level credits with at least a 2.00 (C) average at another accredited college. In recent years, however, the minimum grade point average (g.p.a.) has been about 2.5. Specific academic programs may have additional requirements.

Part-Time Students. Part-time undergraduate study at Montclair State offers degree program opportunities to students whose responsibilities limit the time they are able to devote to academic pursuit. Part-time students may register for courses in the day, evening, or weekends. Part-time applicants meet the same admission requirements as their full-time counterparts.

International Students. Publications and recruitment techniques targeted for international students portray the campus from the nontraditional student vantage point. Effective institutional recruiting activities aimed at attracting international students indicate that academic reputation and costs are the most influential factors in choosing to apply and enroll. Recruitment strategies should include simplified application forms and brochures specifically targeted to international students.

Students from foreign countries file an application for admission through the Office of Admissions. Students whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL). Since the I-20 form can be granted only to accepted full-time students, candidates seeking an F-1 visa should be aware that they must apply for full-time rather than part-time admission. Students transferring from another United States college or university will be required to submit the "Foreign Student Advisor's Report."

Adult Students. The University is committed to provide access to higher education and academic support for non-traditional and working adult students who are seeking to begin or complete undergraduate degree programs. To be considered for admission through the Center

for Academic Advising and Adult Learning, students must meet the following admission requirements:

- Age 25 or over
- High school graduate or GED recipient
- Not enrolled in higher education within the last two years
- Pursuing an undergraduate degree

The Center for Academic Advising and Adult Learning also oversees the Older Adult Tuition Waiver (OLA) Program, which is for New Jersey residents, age 65 or over. The OLA program allows students to take courses on a space-available, tuition-waived basis.

Students are only responsible for the student fees plus a \$25 administrative fee each semester enrolled. Students with a high school diploma or its equivalence may take undergraduate courses, and will be responsible for the undergraduate fees. Students with an undergraduate degree may take undergraduate or graduate courses, and pay graduate fees regardless of the course level. OLA students are also eligible to apply for a degree program by meeting all of the necessary admission requirements

All admissions are made without regard to an applicant's financial circumstances, sex, race, age, religion, national origin, or physical handicap [12, 20, 18,19].

Part II. Challenges

The world crisis has hit the US higher education as well as all the other areas of its economic, social and cultural life. In fact, if its first wave crushed banks, corporations and enterprises, the second wave is testing the US educational system as a whole and its much prided upon higher education in particular.

Among the main factors that threaten the stability of higher education, as is pointed out by many authorities in the US education, are the following:

- **diminished support from state sources;**
- **significant decrease in institutional endowment;**
- **growing tuition and fees**
- **cutting down the applicants' pools due to demographic shifts, families' reduced budgets, unemployment**
- **growing competition for applicants [44].**

Given the multiple challenges, what is Montclair State University's standing and what are its actions to avoid or overcome the pending dangers?

2.1. Finances

Overall, Montclair State University financial resources are comprised of:

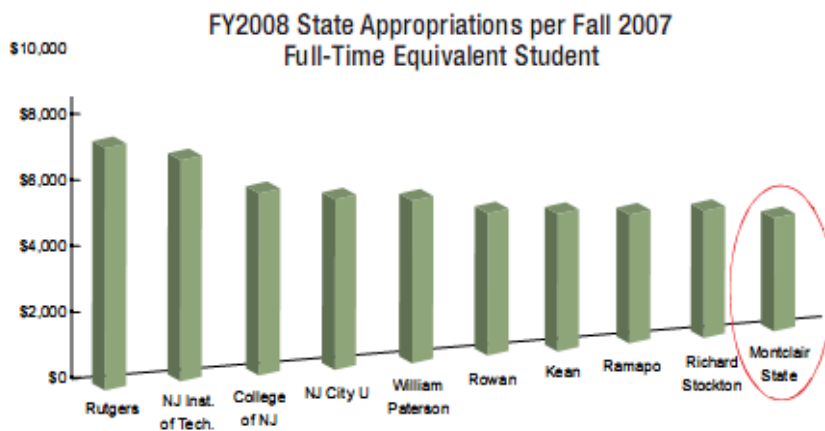
22 % Government

48% Student Tuition

30 other

2.1.1. Government / State Sources.

As is stated in “Montclair State University Economic Impact Report 2008-2009. An Investment in New Jersey’s Future.2009” [24] the University revenue in 2008 was \$288, 4 million. Anyhow, between 2000 and 2008, New Jersey’s appropriation for higher education rose less than half as quickly as the total state budget (33.2% versus 68.3%). In fact, New Jersey’s inflation-adjusted direct appropriations for nine state colleges and universities have been cut four times in the last seven years. Between 2007 and 2009, appropriations for all higher education dropped 0.1% versus a rise in the national average; New Jersey was one of only three states to cut its appropriations for higher education over those two years.



Consequently, by 2009, state appropriations accounted for less than half the fraction of Montclair’s operational budget that they had in 1995 (as estimated 27% versus 55.2%). In fiscal year 2010, the direct state appropriation represents a 34% decrease in real support over this decade and should drop to an estimated 26% of the University’s total revenues. State appropriation per student at Montclair State in 2000 was \$3,366, already an appallingly low number. In the Governor’s proposed 2010 budget, state appropriation per student drops 31% below that 2000 number to \$2,411. Among New Jersey’s senior public institutions, Montclair State ranks dead last in its state allocation per full-time equivalent student.

2.1.2. Private Money / Institutional Endowments.

To compensate for the reduction in State appropriation, the University continues to focus on using available resources as wisely and efficiently as possible, and on generating additional revenue from non-State sources wherever feasible.

Among 30% of other financial resources of MSU are private monies of:

- Individual/university friends/alumni:

Alumni donors were a significant part of the success of the *Campaign for the Second Century* and a significant part of annual operational fundraising, however, there is little consensus of the fundraising potential, propensity, or motivation of alumni. Before the alumni can be expected to become a significant source of contributed income, the University must invest in relevant alumni programs, services and communications. Alumni must see that the University values them for more than just revenue generated and they will be more inclined to give back to the University [46].

- Corporate sponsorship, for example: Bank of America (most common in EU)
- Foundations (philanthropic foundations established under tax code):
 - NGO Non Governmental Organizations
 - Soros Fund Management and the Open Society Institute
 - Foundation Center the nation's leading authority on organized philanthropy, connecting nonprofits and the grantmakers supporting them to tools they can use and information they can trust.

The Montclair State University Foundation, Inc. was created in 1960 by alumni and friends to provide financially for the educational needs of Montclair State. The Foundation is a separate not-for-profit 501 (c) (3) corporation established under the laws of the State of New Jersey. It has been designated by the Board of Trustees of Montclair State University to solicit, receive, hold and manage funds and property on behalf of the University.

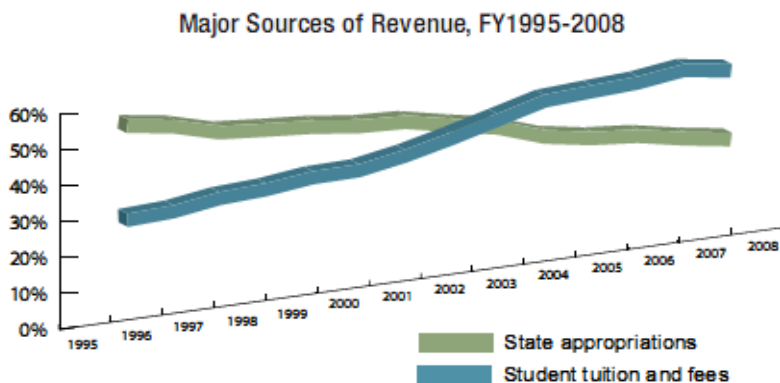
Since its inception, Montclair State University Foundation has received contributions from alumni, businesses, corporations, private foundations, and other friends engaged in educational philanthropy. The Foundation endowment is valued in excess of \$20 million. The Foundation provides support for University fundraising and capital campaigns, sponsors more than 350 annual scholarships and underwrites a variety of programs to reward excellent teaching and scholarship. The Foundation's annual grants fund start-up costs of worthy programs in both the academic area and student life, improve facilities, and cover costs of special, unanticipated opportunities that would otherwise go unrealized. Activities to raise funds: Events Fund raising, grants writing, major gifts solicitations [45, 50].

The University has redoubled its efforts to attract private money. To mark its centenary M.S succeeded in raising \$60,3 million – 20% above its target – from over 23,000 donors during its “Campaign for a Second century”, which ran from July 2001 through November 2008. The

University is also aggressively seeking external grants. It succeeded in attracting \$44.6 million of such money from 2000 to 2008, of which 45% came from the federal government [31, 32].

2.2.Tuition and Fees

The University has necessarily become more dependent on other sources of revenue. Student tuition and fees in particular rose from one-third of revenue in 2000 to about one half in 2008.



than \$27 million into New Jersey from out-of-state sources in 2008. The primary source of Montclair State brought more these funds was charges to out-of-state students, which amounted to \$12 million. Federal student assistance accounted for another \$11.6 million [24].

Conversely, research from a number of institutions indicates that aggressive tuition and fees increases frequently have a negative impact on both recruitment and retention, while gradual tuition increases may accomplish the desired bottomline revenue improvement [10].

The table below shows that MSU rather carefully handles the relationship between price and revenue.

Montclair State Tuition and Fees for Off-state and In-state Undergraduate Students (per 20 hours)

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Off-state	6239.60	7094.91	8026.08	9154.08	9797.40	10068.25
In-state	4161.27	4574.95	4991.96	5034.94	5389.93	5528.56

Compared to private institutions, public institutions' tuition and fees as is indicated in the table below, remain comparatively low, notwithstanding their general growth.

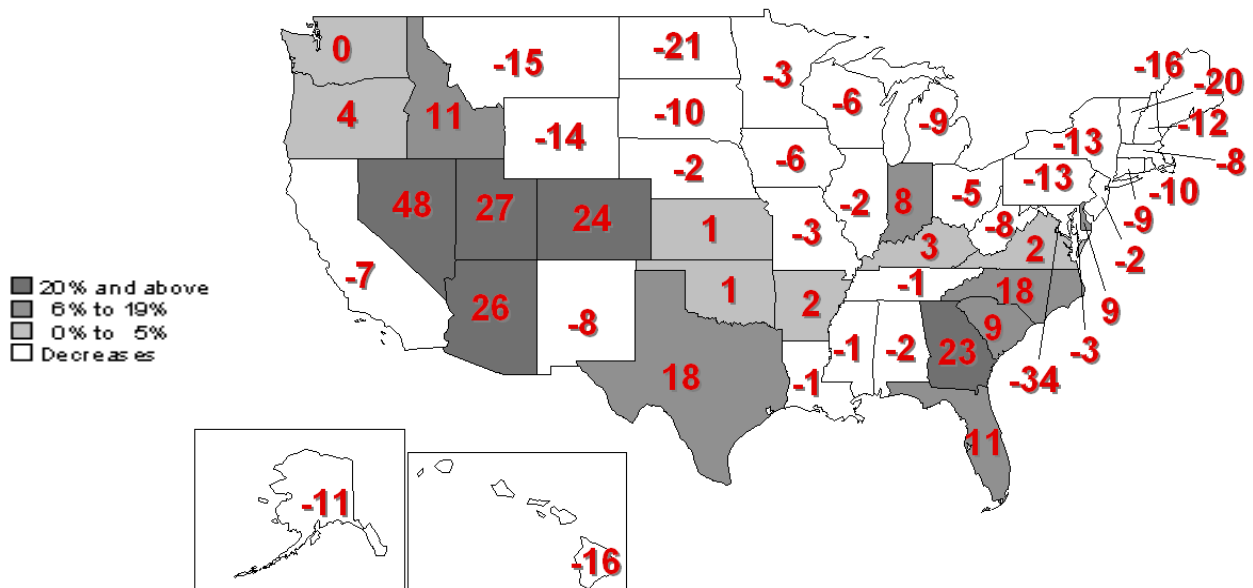
Average Published Tuition and Fees in New Jersey 2008-09 and 2009-10 (Enrollment-Weighted)

	Public Two-Year In-State			Public Four-Year In-State			Private Four-Year		
	2009-10	2008-09	Change %	2009-10	2008-09	Change %	2009-10	2008-09	Change %
New Jersey	\$3,791	\$3,550	6.8%	\$11,167	\$10,748	3.9%	\$29,462	\$28,318	4.0%

Source: The College Board, *Annual Survey of Colleges*, 2009

2.2. Applicants' Pool

According to the "Chronicle of Higher Education" [15] the projected change in the number of high school graduates nationwide, 2007-08 to 2017-18 looks like this:



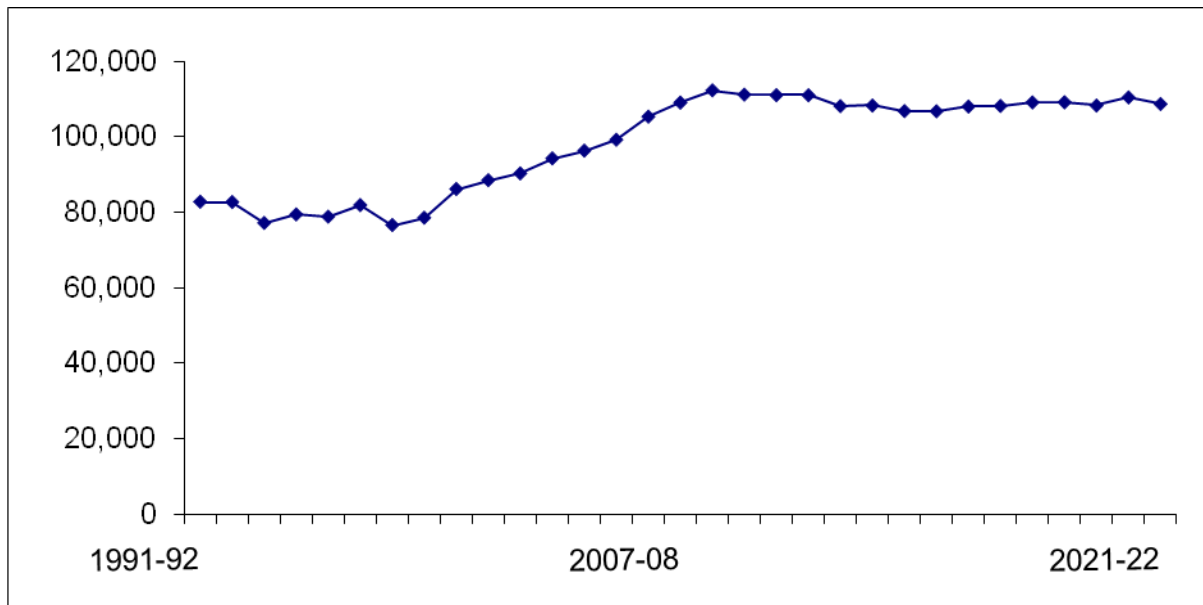
As we can see, New Jersey can expect a 9% drop in the school leavers' numbers which shall also aggravate the freshmen's' enrollment to the higher learning establishments of the state.

New Jersey ranks a disappointing 46-th among states in seats for students in public, four-year institutions of higher education on a per capita basis and 50th in seats per high school graduate. As a result, New Jersey is far and away the largest net exporter of students in the United States:

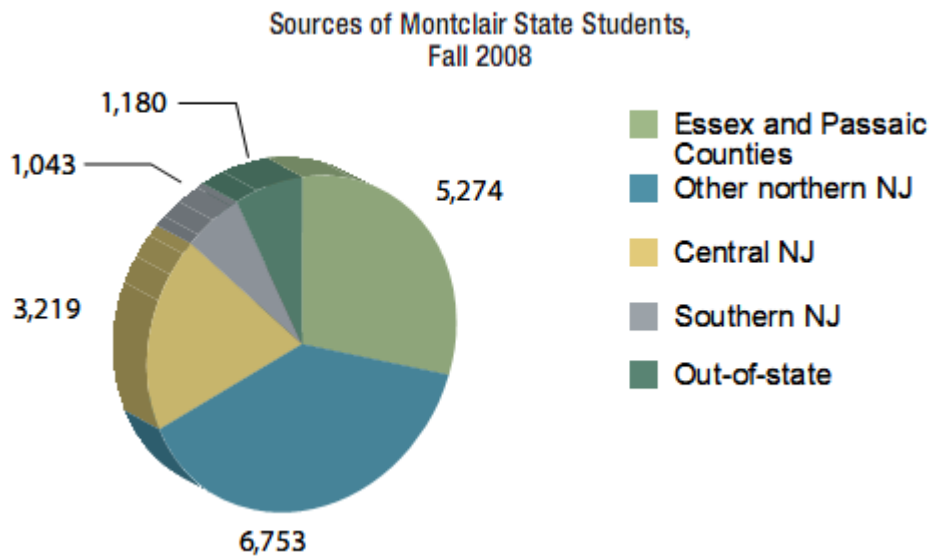
in the fall of 2006, nearly 30,000 students, or 60% of high school graduates who began attending four-year colleges, left the state. That prospect grows even more threatening given that over the next decade New Jersey ranks among the top dozen states in the expected increase in high school graduates. This spike will further restrict access to public higher education. Those students who are left out will be forced to attend college elsewhere or, worse, forgo college altogether. With its knowledge-driven economy, New Jersey has no choice but to increase capacity in its historically under-built system of higher education.

Another chart specifies this situation particularly for New Jersey [9]:

**NEW JERSEY Public and Nonpublic High School Graduates 1991-92 through 2004-05 (actual)
2005-06 through 2021-22 (projected)**



In order to keep on going, Montclair State draws students from an ever widening geographical base. In the fall of 2008 although 30% of all students hailed from the University’s home in Essex and Passaic Counties, 39% came from the rest of northern New Jersey (Bergen, Hudson, Morris and Sussex Counties), 18% from central New Jersey, and 6% from the south of the state. Every one of New Jersey’s 21 counties was represented. The 7% of students who came from elsewhere were particularly diverse: 30 states and the District of Columbia and 116 foreign countries were represented, with the largest international contingent coming from China (464), the Republic of Korea (60), and India (38).



Historically, lower cost institutions (community colleges and state universities) are seeing a rise in enrollment levels while small, independent colleges and universities are seeing falling enrollments [9].

The chart given below displays positive dynamics in the MSU enrollment with 4.4% growth in 2008 [26].

FALL 2008 QUICK FACTS: HEADCOUNT ENROLLMENT TRENDS

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Overall Percent
Undergraduate	10,159	10,188	10,404	10,939	11,375	11,819	12,174	12,365	13,017	13,725	35.1%
Graduate	3,126	3,314	3,451	3,724	3,829	3,818	3,889	3,711	3,719	3,750	20.0%
TOTAL	13,285	13,502	13,855	14,663	15,204	15,637	16,063	16,076	16,736	17,475	31.5%
Annual Percent	--	1.6%	2.6%	5.8%	3.7%	2.8%	2.7%	0.1%	4.1%	4.4%	

For Fall 2009 the University received close to 14,000 freshmen applications. That number represents a 10% increase over year 2008, which was itself a record year, and it is double the number of applications they received a decade ago. Transfer students also continue to apply to Montclair State in record numbers. Over 4,500 students applied to transfer here, representing an increase of 16% over year 2008 and an increase of 87% over ten years ago. This year, the admissions office moved the admissions standards up a notch, and academic quality increased among both freshmen and transfer students.

Anyway, “The Strategic Enrollment management Kickoff Meeting” of October 15-th 2009, presented by Enrollment Management and Student Academic Services outlined a number of inevitable challenges in the college-bound student markets that directly affect the MSU:

- **The Northeast will experience a 4% to 10% decline in high school graduates between 2009 – 2014**
- **The profile of college-bound students is rapidly becoming more ethnically diverse and female dominant**
- **The number of students interested in engineering, computer science, and natural science degrees has declined to record lows**
- **More full-time college freshmen are choosing to start at two-year colleges**
- **More students are enrolling in more than one college at a time**
- **Future student market growth will include more students requiring financial aid and loans to complete a degree.**

2.4. Growing Competition for Applicants

“The Strategic Enrollment management Kickoff Meeting” of October 15-th 2009, also offered the data which highlights the factors that enhance competition among and between all sectors of higher education in New Jersey:

New Jersey: The competition factor

- 111,253 high school seniors / 2008-09*
- 59 institutions of higher education**
- 62.7% college continuation rate (69,756)***
(ranks 9th among states)
- 44.0% leave the state to go to college (30,414)****
(ranks 4th among states behind Connecticut, New Hampshire, and Vermont)

39,342 students ÷ 59 institutions = 666 students per institution

To sum it up, Montclair State University enjoys a good standing in the state’s higher education and conforming to its strategic guidelines develops ineffective methodology to attract new students to its campus

Part III. Recruitment Activities

3.1. Overview of the Major Recruitment Concerns and Developments in US Higher Learning Institutions

Few colleges can rely on general public awareness of their existence. But institutions that are continuing to use student search effectively are those adopting a critical change in thinking, according to NRCCUA President Don Munce. “Student search must shift from being a feedback approach—rather than a single mechanism to a brand awareness initiative that uses a multi-year, multi-pronged search campaign—to identify and communicate with students in target markets.” [42].

First of all, it is more critical than ever to keep an eye on what’s working. The successful enrollment leaders on campuses are supposed to:

- Monitor the competitive environment;
- Stay up to date on the practices of similar institutions (public or private, four-year or two-year);
- Identify effective and ineffective practices and strategies; and
- Identify emerging and/or overlooked practices and strategies. [42]

In this respect, for many years, colleges have purchased prospective student names from data providers such as the National Research Center for College & University Admissions (NRCCUA), the College Board, and ACT, viewing these names—which make up the first stage of the traditional funnel—as a supplement to the pool of names from a myriad of inquiry-generation strategies such as admissions travel, events, and referrals.

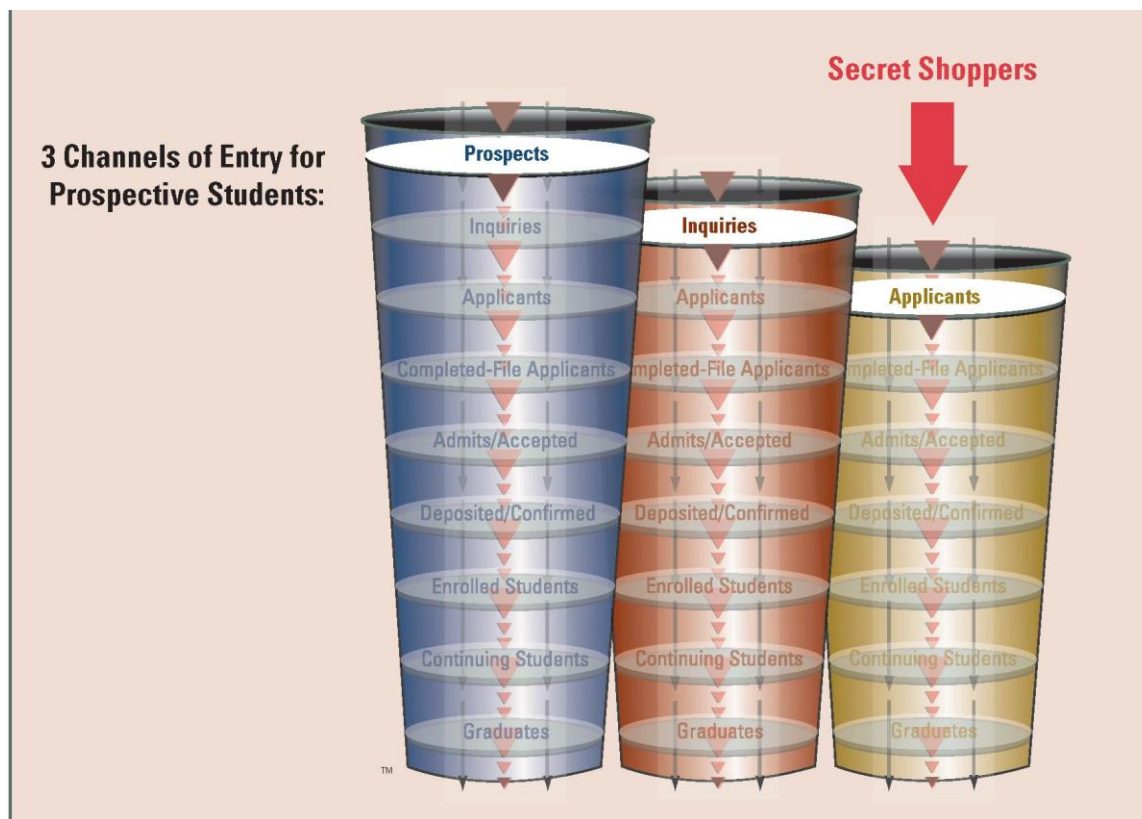
To grow the final enrolled number, an institution simply purchased more names—without regard to what percentage of the enrolled student population came from the search pool. A combined prospect list might contain only 40 percent of an institution’s enrolled class, leaving the other 60 percent to chance [40].

Kevin Crockett, president and CEO of the higher education management consulting firm Noel-Levitz advises: “Schools that recruit primarily in a local or regional market should be reaching the higher end of that range,” he states, “while those that recruit nationally should aim for at least 50 percent [51].

For enrollment enhancement, in the mid-1990s, Noel-Levitz brought the methodology of predictive modeling to forecast the behavior of customers that businesses have used for years, to the realm of student recruitment. Through predictive modeling, campuses found they could forecast the behavior of prospective students in their recruitment funnels, determining with high accuracy which students were the most likely to enroll. This allowed colleges and universities to shape their enrollments with precision, while also using their resources much more efficiently and strategically. Over the years, Noel-Levitz extended this forecasting to predicting the

behavior of prospective students before campuses purchased names, as well as predicting which students needed the most assistance to persist and succeed [40].

As shown below, some of today's prospective students, though they may be interested in your institution, are not identifying themselves until they submit an application. These "secret shoppers" are likely gathering information about your institution on the Web and from their acquaintances using social media, and they are likely among the growing number of applicants who are less-committed to enrolling, due in part to the ease and sometimes-lower expense of completing online applications and the trend of filling out applications for multiple colleges [10].



Changes like these are precisely why successful institutions invest in a rigorous analytical approach, guiding their decisions with sound, data-based strategies. Many are finding that advanced techniques such as predictive modeling, control group experiments, and financial aid leveraging bring a return many times greater than the initial investment.

A simple first step is to benchmark the current cost to recruit a student. The typical four-year private college spends \$1,941 to recruit each new student, four-year public institutions average \$398, and two-year public institutions spend \$121. Analyzing the effectiveness of each marketing and recruitment activity is essential in maximizing recruitment dollars. For example, one campus analyzed its high school visit program and found that the admissions staff saw 1,502 students, received 263 applications, and enrolled 128 students. While the program was effective, it resulted in only a fraction of the 2,600 freshmen who enrolled. Ultimately, the

expense of the program was deemed too high for the results it produced and it was scaled back. Without this painstaking analysis, the campus would not have discovered this [10].

So, what's working in student recruitment and marketing at the undergraduate level? To find out, Noel-Levitz conducted a 95-item, Web-based poll in April and May of 2009 as part of the firm's continuing series of benchmark polls for higher education. The poll mirrored an earlier poll conducted in June 2007.

Among the highlights:

- The “top 10” most effective recruitment;
- The increase in the use of e-communications;
- 5 least-used practices;
- 5 least-effective practices [42].

Top 10 most effective practices

Below are the 10 items respondents rated most effective among 67 items that were measured for their effectiveness [42].

	4-Year Public	4-Year Private	2-Year Public
1.	Hosting open house events	Hosting open house events	High school visits by admission representatives to primary markets
2.	Campus visit days for high school students	Campus visit days for high school students	Campus visit days for high school students
3.	Encouraging prospective students to schedule campus visits on admissions Web site	Weekend visits for high school students	Hosting open house events
4.	Weekend visits for high school students	Using enrolled students in recruiting	Telecounseling**
5.	Using enrolled students in recruiting	Encouraging prospective students to schedule campus visits on admissions Web site	College-sponsored trips to campus for prospective students
6.	Admissions decisions “on the spot”—in high schools or during campus visits/open houses	Telecounseling**	Weekend visits for high school students
7.	Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	Calling cell phones to notify prospective students of impending deadlines, events, acceptance, etc.	Admissions decisions “on the spot”—in high schools or during campus visits/open houses
8.	College-sponsored trips to campus for prospective students	Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	Using instant messaging (IM) to notify prospective students of impending deadlines, events, acceptance, etc.
9.	Mailing pre-completed applications to inquiries and/or purchased names (prospects)	Admissions decisions “on the spot”—in high schools or during campus visits/open houses	Using enrolled students in recruiting

10.	Telecounseling**	Personalized home page/portal for applicants	Group area meetings for prospective students and/or their parents
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* The items in this table show, in rank order, the activities rated as “very effective” as opposed to “somewhat effective,” or “minimally effective” by respondents who were using each particular activity.

**Definition given to respondents: “Includes regularly scheduled calls to most inquiries and/or admits at various times during the recruitment process and is typically managed by a full-time professional. Occasional, intermittent calls to select prospects do not constitute a formal telecounseling program.”

As shown above, the top 10 most effective practices reported by respondents often involved **in-person events and face-to-face conversations**. **Open houses and campus visit programs** topped the list for four-year public and private institutions and were included among the top three practices for two-year public institutions. Also included on the top 10 lists across sectors were **telecounseling, using enrolled students in recruiting**, and practices that made it easy to visit, apply, and enroll such as weekend visits and on-the-spot admissions decisions made in high schools or during campus visits/open houses.

Use of e-communications in recruitment is generally increasing

Compared to 2007, more enrollment teams are using the Web, e-mail, and a variety of online tools in 2009, as shown here in this sampling of items [42]:

	4-Year Public		4-Year Private		2-Year Public	
	Used this method in	Used in	Used this method in	Used in	Used this method in	Used in
	2009	2007	2009	2007	2009	2007
Encouraging prospective students to schedule campus visits on admissions Web site.	94.8%	90.7%	92.4%	87.7%	70.1%	66.0%
Electronic mail communication with prospective students.	97.9%	93.8%	99.0%	96.8%	82.1%	74.2%
Getting involved with social media sites like MySpace.	66.0%	25.8%	71.6%	33.6%	47.8%	18.4%
Personalized home page portal for applicants.	37.9%	35.4%	34.7%	27.5%	23.9%	12.4%
Virtual financial aid estimator on Web site.	47.4%	20.6%	36.9%	23.0%	21.2%	9.2%

Five least-used practices

Below are the five items that were least used among the 67 practices that were measured for their effectiveness.

Rank*	4-Year Public	4-Year Private	2-Year Public
1.	Online career interest surveys	Online career interest surveys	RSS/XML syndicated feeds
2.	Mailing pre-completed applications to inquiries and/or purchased names (prospects)**	Mailing course schedules to residents in area	Blogging space for prospective students
3.	Using text messaging to notify prospective students of impending deadlines, events, acceptance, etc.	Podcasting	Using text messaging to notify prospective students of impending deadlines, events, acceptance, etc.
4.	Mailing course schedules to residents in area	RSS/XML syndicated feeds	Podcasting
5.	Blogging space for prospective students	Recruiting through social service agencies	Statistical modeling to predict the likelihood of an inquirer enrolling at your institution

* The items in this table show, in rank order, the activities respondents indicated were not used on their campuses. **This item, though seldom used, was rated very effective by those who use it from the same sector, as shown on page 4.

Note that least-used is a very different rating than least-effective and may represent emerging opportunities. For example, one of the least-used items above, mailing pre-completed applications (#3 for four-year public institutions), also appears among the top 10 most effective practices for four-year public institutions in the previous table, possibly meriting greater exploration in this sector.

Five least-effective practices

Below are the five items respondents rated least effective among the 67 practices that were measured for their effectiveness [42].

	4-Year Public	4-Year Private	2-Year Public
1.	Online career interest surveys	Podcasting	Podcasting
2.	RSS/XML syndicated feeds	RSS/XML syndicated feeds	RSS/XML syndicated feeds
3.	Listings in commercially published directories	Ads in high school yearbooks or newspapers	Posters with tear-off reply postcards
4.	Telephone directory ads	Posters with tear-off reply postcards	Telephone directory ads
5.	Internet general ads	Listings in commercially published directories	Virtual tours

* The items in this table show, in rank order, the activities which the lowest proportion of respondents rated “very effective,” among respondents who were using each particular activity.

As shown here, respondents reported a mix of older and newer practices were least effective, ranging from RSS/XML syndicated feeds and podcasting to ads placed in telephone or commercially published directories.

3.2. Recruitment Situation and Recruitment Practices in Montclair State University

As it turned out the main challenge for MSU today is not slowed down recruitment but, conversely, the necessity to expand in order to meet increased student demand.

The reasons for that are as follows:

- In time of crisis lower cost institutions (community colleges and state universities) are seeing a rise in enrollment levels
- Montclair State University offers the advantages of a large university with the individual attention of a small school;
- It is located on a park-like campus just 14 miles from NYC;
- The campus has its own train and bus station with direct access to NYC that enables the students to take advantage of the unusually rich social, cultural, and educational environment of the city while living on a beautiful and safe campus;
- It offer more than 250 programs of study including many programs with prestigious academic accreditations such as the MBA program ranked within the top 30% in the world; an Education program that is ranked in the top 10 in the U.S., and a unique Environmental Studies major;
- Forbes ranked MSU as the best public university in New Jersey; U.S. News and World Report ranked Montclair State among the top tier of Northern Regional Universities; the Princeton Review named Montclair State “a Best Business School”; Edutopia named Montclair State one of the ten leading schools of education in the nation; Hispanic Outlook named Montclair State as one of the top 100 schools for Hispanics; G.I.Jobs Magazine named Montclair State a Military Friendly School, and Montclair State was listed a “Best Buy” University [18, 17].

Anyhow, in her President's Address to the University Community on April 22, 2009 Dr. Cole declared that MSU will continue to work with the other state colleges and universities to advocate on behalf of their students. “At stake are both the futures of our students and New Jersey’s long-term economic competitiveness. Along with our sister institutions, we have developed the “Nine Strong for a Stronger New Jersey” campaign and its New Jersey College Promise Action Network.

Our key goals are to:

- make state colleges and universities a higher priority by pointing out how critical they are to our students and the prosperity of the state;
- provide more students with the opportunity to attend affordable, high-value state colleges and universities in their home state;
- help students graduate from state colleges and universities with manageable levels of debt;
- and provide the state with a better supply of well-prepared college graduates to keep our economy strong.

Looking ahead to the students of tomorrow, we continue to execute our strategic enrollment management plan, implementing retention initiatives to support student persistence and graduation.”

Student Recruitment & Admissions’ activities are coordinated with all levels of MSU marketing and communications strategies, the President’s vision, the Vice-President’s agenda, and with the goals of each of the faculties. To that end, all recruitment activity is selected to promote and fulfill those goals. Specifying the enrollment issues on which the MSU focuses the “Strategic Enrollment management Kickoff Meeting” of October 15-th 2009 highlighted the following:

Strategic Enrollment Management Plan

Implement PeopleSoft

Increase Success of Students

- Retention Rates
- Graduation Rates

Increase College Going Rate & Access

1. Access & Affordability
2. Pay Attention to Pipeline of College Ready Students
3. Strategic Partnerships with Community Colleges
4. Financial Aid Outreach/Education
5. Strategic Awarding of Scholarships

Expanding Current Markets & Capturing New Markets

1. Out-of-state students
2. Transfer Students
3. Female Students
4. Veteran Students
5. International Students
6. Graduate Students
7. Nontraditional Students (Adults) [34].

In its recruitment practices the MSU team rely on traditional approaches that well tested by time as well as tend to expand their activities in concord with the visions and requirements of the Millennium technology and Millennium generation.

3.2.1. Campus Visits

Campus tours and **Open House Days** are the most favored events both for the MSU Admission staff and the prospects. In fact they are a “secret weapon.” They’re run smoothly and efficiently by the officers and a cadre of committed student employees, and are credited with increased conversion and yield results.

Ambassadors. First of all much attention is given to selection and training of the students who would like to act as ambassadors at these events. As I was explained by Fred L. Stolarski III, Visit Experience Coordinator of Undergraduate Admissions, it is a paid part-time job. The students want to earn money and the MSU’s policy is to give them such an opportunity. Initially, an ambassador gets an average of & 350 (depending on a number of tours); with the growing competence - \$600; while the most experienced ambassadors who work the whole year, get \$900.

No wonder, it is a highly competitive work. The basic requirement for the admission is the GPA of 2, 5. More than a thousand applications are submitted every semester to the Admissions Office, out of which only around 50 are invited for an interview after which 33 - 35 students get the job. Currently the Admissions team includes 71 term ambassadors and 10 year ambassadors (see Addendum # 1).

After necessary training the new ambassadors are allowed to conduct tours under the guidance of the chief ambassador. The chief ambassador tells the visitors the main information and the trainee adds some points about this or that college, building, etc.

Visitors. The open doors and tours are advertized on the “Visit Us” webpage of the MSU website and in the “**Bergen Record**” newspaper which circulates in and outside New Jersey or the first MSU students’ newspaper “Montclarion”. Besides the Admissions inform all 250 schools of New Jersey which are the main donors of MSU.

As an example, out of 4033 visitors who registered for the event of October 15, 2009, 2643 did it in person, the rest registered on-line filling in *an application* (addendum # 2). As can be seen from Addenda # and # registration can be done for individual, family and school groups visits.

The “Visit Us” site (Addendum# 5) features a wide range of what the University can offer the visitors:

- all campus events referring to prospects such as Open Houses, Campus Tours, Group Tours, Art Days (with the links);
- visitor parking
- Open House Dates

- underground Open House programs
- Campus Tours sites
- on-line registration for any of these events;
- group tour policy
- campus map is provided

And finally, a consideration from an expert:” student tour guides, whether volunteers or on work-study, must be selected carefully, must be well trained, and must be considered a part of the office staff. These students have the dual responsibility of representing the college as well as giving feedback to the admissions officer. This is a small part of the admissions operation, but one surly tour guide with an attitude that "You would be crazy to come to this college!" can ruin all the effort put forth previously to get the prospective student to the campus. Like everyone else who represents the institution, from the director of admissions to the clerks, guides must deal competently and professionally with prospective students” [8,p.50, 7].

Undergraduate Open House Days programs are large-scale events (usually between 2,800 - 3,500 visitors) with a wide variety of things to do and people to meet. It is scheduled not more than 2 or 3 times a year for the financial considerations. Faculty representatives are on hand, along with representatives from Financial Aid, Residence Education, Athletics, Greek Life and many more. This is an opportunity for prospects and their parents to meet other students interested in Montclair, take a campus tour or just check out a residence hall.

If visitors prefer a more intimate, classroom-like setting in which to get their questions answered, they can register for **Undergraduate Open House programs for Transfer and Adult Students**. These programs are offered during the spring semester and typically attract an audience of 100-200 students. Admissions counselors, academic advisors and financial aid representatives are available to answer the individual questions about the transfer process, including admissions requirements and credit evaluations.

MSU also welcomes individuals (age 25 or older) who are considering a college experience, either for the first time or after an absence of two or more years. The Admissions staff is available to walk them through the application and enrollment process and alleviate any concerns they may have about returning to the classroom.

An itinerary of the **Open House Program, Sunday, October 11, 2009** (Addendum # 3) where I was invited gives a general picture of the scale and the spirit of the event:

What Can I Do Today?

Registration: 9.45 a.m -12.00 p.m.

Information Fair: 10.00 a.m. – 1.00 p.m.

Undergraduate Admissions Presentations for Prospective Freshmen: 10.30 a.m. or 1.30 p.m.

Undergraduate Admissions Presentations for Transfer and Adult Students: 10.30 a.m. or 1.30 p.m.

Campus Tours: 10.00a.m. – 2.30p.m.

View a Residence Hall: 10.00a.m. – 3.00p.m.

I was quite impressed with what I saw. Around three thousand parents and prospects flocked into the registration room. Then, in the Student Center they could get the necessary information, brochures and hand-outs at the tables each of which represented a college, or Admission, or a Financial Dept. Later, in the Memorial Hall the guests could listen to Dr. Jason Langdon, Director of Undergraduate Admission, who told them in the Power Point format about the history of MSU, showed all the buildings and services, and answered their questions. The highlight of the event was a welcome dinner (free of charge). The activities were assisted by student volunteers.

3.2.2. High School Visits

I was not provided with much information on MSU school visitations. I was just told that those visits are rather expensive, thus they are made approximately once or twice a year and into the local schools only.

I came across the same in [8, p.60) “Travel expenses for school visits, college nights, college fairs, and so on can vary widely from college to college and should be budgeted in light of the institution's own situation. Representatives of some public institutions, for example, are not permitted to travel on admissions purposes outside their state, while some private colleges are located in areas of such sparse population that they must attract most of their students from distant regions.”

The table below borrowed from Noel-Levits [16] confirms the information about the highest cost of school visits but at the same time about relatively high effect of this event (app. 9% of the students seen are enrolled).

Program/ Travel cost	Students seen/ Cost per student	Applicants/ Cost per applicant	Enrolled/ Cost per student
College fairs (\$6,187)	2,250 (\$2.75)	122 (\$50.71)	38 (\$162.82)
High school visits (\$18,762)	971 (\$19.32)	211 (\$88.91)	85 (\$220.73)
Off-campus receptions (\$5,984)	203 (\$29.48)	117 (\$51.15)	47 (\$127.32)
Total	3,424	450	170
Average Cost	\$9.03	\$69.74	\$181.96

Thus, as I was explained by Fred L. Stolarski III, Visit Experience Coordinator of Undergraduate Admissions, the recruiters are given different territories that they are responsible to recruit students from. The travel territories is a list of recruiters and the schools they are responsible for visiting (Addendum # 4)

Ultimately there are about 60 off-campus and participating in campus admissions activities organized by Admissions and EOF professional staff.

3.2.3. College Fairs

Prospects also have a chance to check out specific colleges and universities attending College Fairs. Since 1972 the National College Fairs (NCF) program organized by the National Association for College Admissions Counseling (NACAC) has aided students in fulfilling their educational aspirations. National College Fairs span the U.S. from coast to coast and visit every major metropolitan area nationwide.

Free and open to the public, the fairs allow students to interact with admission representatives from a wide range of postsecondary institutions to discuss course offerings, admission and financial aid requirements, college life in general, and other information pertinent to the college selection process.

A NACAC College Fair gives the information on:

- Admission requirements
- Financial aid
- Testing
- College majors
- It also supplies with the Information Parents and Counselors

More than 1,600 institutions exhibit with National College Fairs annually. In the fair's exhibition hall, each college or university has a booth with school logos and recruiting slogans, and stocks it with recruitment videos, podcasts, brochures, and applications. Each booth also features a link to the institution's home website [52].

Montclair also participates in the College Fairs at the National, out-of-state and in-state levels to gain a better exposure and recognition.

3.2.4. University Website

With time, a university website has become a traditional way to introduce prospects to the University campus, student life, academics, financial support, tuition and fees and a lot of other exciting events of the university life. On the other hand it preserves its prominence among the e-communications. With all those absorbing activities like streaming video, Flickr, MySpace, Facebook, etc. one might assume that prospective students are less likely to read information about a campus on a traditional website. Indeed, it almost seems that colleges have to “trick” students in order to engage them online, through video, flash-based design, and other visual elements.

However, a recent survey of 1,000 college-bound seniors, carried out by Noel-Levis, shows that prospective students not only value quality content, they are willing to read a great deal of the most valuable content on college Web sites. In addition, eighty eight percent of students said

that if a college's Web site content did not meet their expectations, they would be disappointed or even consider dropping that college from their search. The design appeared to be more important than the contents only to 18% of students [11].

In other words, a website remains a mirror that objectively reflects the standards of the institution, its attitude to students, and ultimately, its branding.

Anyhow, to preserve its high positions, a website should develop. It has been interesting to observe how the MSU website has been updated since I first entered it in 2004. Adobe Flash pictures and Adobe Flash animation sequence with imbedded video segments are used now to make it look more attractive. The contents are added, substituted and changed as I could see while searching on it every day of my case study writing. Though I have to admit it has been quite a challenge to find the links to some important University documents.

Also, very scarce is the information on such events as fairs and nothing is available on high schools visitations. At least, that's what I am inclined to think after I have spent so many hours at <http://www.montclair.edu>

Prospects seem to be luckier, as on <http://www.montclair.edu/admissions/apply.html> they can find all the information necessary for applying on-line and in person. It invites them to apply after selecting the appropriate status:

- [A Freshman](#)
- [A Military/Veteran Student](#)
- [An Educational Opportunity Fund \(EOF\) Student \(Freshman or Transfer\)](#)
- [A Transfer Student](#)
- [A NJ Stars II Transfer Student](#)
- [An Adult Student \(25 years or older\) \(Freshman or Transfer\)](#)
- [A Student Previously Enrolled at Montclair State seeking readmission](#)
- [A Visiting Student currently enrolled at another institution](#)
- [An International Student \(Freshman or Transfer\)](#)
- [A Non-degree Student](#)
- [A Second Bachelor's Student](#)
- [A Graduate Student](#)
- [I am seeking pre-qualification to apply for the unemployment tuition waiver](#)

and gives a concise description of eligibility for each of them. Further is a list of the paper documents to be submitted to the given address by the given deadline. The next are the admission standards for each group of applicants.

Of great importance are the funding opportunities offered by Education Opportunity Fund as very often, especially now, in the period of crisis, prospects are primarily guided by financial considerations in their choice of an institution.

3.2.5. Social Networking

Social networking has taken the Internet by storm, becoming an incredibly popular online activity in a very short period of time. According to research by The Nielson Company, two-thirds of Internet users worldwide use social networks, and social networking has surpassed e-mail as the fourth most-popular online activity. Among the E-Expectations respondents, 50 percent said they belonged to Facebook and 52 percent to MySpace (with 49 percent of Facebook users saying they also had MySpace accounts). Only 22 percent said they did not do any social networking [11].

But what information or activities would students most value from a campus social networking site? Respondents listed the following as their top five content items for campus social networking:

1. Discussions about courses and academics
2. Discussions about student activities and extracurricular options
3. Insight into school culture and diversity
4. Communication with current students and faculty
5. Communication with prospective students

Social networking is certainly no replacement for a solid, well-designed Web site, but it can support universities' other e-recruitment efforts. Even better, social networking can help circumnavigate the "secret shopper" syndrome, encouraging students to initiate communication with the university instead of simply browsing its Web site anonymously [11].

I was enchanted with the on-line video of Texas A&M which pictured its campus and highlighted the University's strengths. It was too much for the nerves of a Ukrainian professor who is pushing the idea of the home University's website to be updated at least once a year and where a photo of an event is already an achievement.

Though personally I am a subscriber of the Facebook, I must admit it is not a common thing among the students of the School (Department) of Foreign Languages where I am the Dean. It must take some time before our students will get accustomed to sharing their expertise on the university studies and campus life with their prospect peers.

As for Flickr, Twitter, MySpace, they are not yet spread in Ukraine and consequently cannot influence the recruitment process to Ukrainian universities. Here I have some justification and consolation as not ALL the US universities use these technologies for their recruitment. MSU is one of them, though, as I was told by Michael S. Brown, Sr. Director of Educational Opportunity Fund Programs, they are contemplating the use of Facebook in their work. So, in a few years I hope to enjoy the new technologies' capacities utilized for recruitment in Montclair State and sometime later in my hope University in Ukraine.

Conclusions

In the Statement of purpose of my Fellowship in University Administration I wrote that I wanted to:

- observe 'in vivo' and study the materials on secondary school visitations, campus tours, open house days and find the differences in their developing, planning and implementation in the Ukrainian and the US Universities;
- familiarize myself with such new to our University kinds of activities as the college fair programs, group interaction sessions, multicultural weekend and alumni volunteering programs and adapt them to the Ukrainian background, to the structure of Ukrainian education and community traditions;
- investigate into the possibilities of fundraising and attracting community volunteers to these activities.

I am happy that most of my intentioned have been realized and most of the requests have been answered. Thanks to the help and professional advice of my American colleagues, I was able to make a deep and serious research on many facets of the recruitment and admission management in US Universities. Of particular importance were the recruitment activities which I was lucky to attend and the research on those new, electronic-based recruitment activities which are not yet practiced in Montclair State University but are featured in on-line resources.

All these experiences have helped me to envisage the direction in which I should go on my return to Ukraine. First of all I will do my best to implement the findings of this case study in my home University, namely to:

- discuss the recruitment and admission procedures at the Foreign Languages Dept;
- create a pilot project of the recruitment activities of the Dept for the 2009-2010 school year;
- disseminate the case study findings and the pilot project assets among the University administration and the other Depts.;
- instigate their implementation as the official University policy in recruitment management for 2010-2011 school year;
- contribute to the structural reform by creating Admissions management office that should administer and coordinate the recruitment activities of the University;
- further spread the experienced gained by KSPU in this area in form of publications, conferences and peer exchange among other Ukrainian universities and be mounted to the level of the Ministry of Education and Science of Ukraine as a proposal constituting to the higher education reform.

Ultimately, the implementation of my project into the University's management will enable the University's Administration to achieve the main goal of sufficient recruitment and admission of the school-leavers on the competitive basis.

As the underlying factor of the University's existence, successful students enrolment is also supposed to answer some of the other challenges that KSPU, like most of the higher learning establishments of Ukraine, is currently facing, including strengthening links with the alumni, businesses and community, fundraising and endowments. Altogether, it will assure continuity, sustainability and feasibility of the plans and projects in all the areas of the University management.

And finally, I hope that the relationships that during my fellowship have been developed in my person between Kirovohrad State University and Montclair State University will develop and strengthen and culminate into new projects and research between our universities that have had quite a long, 10-year history of University partnership.

Thank you for your hospitality, guy.

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Addenda

Addendum #1. Ambassadors' List

Ambassador Program Fall 2009	
Executive Ambassadors	
Clinton	Bosca
Allyson	Bress
Kristin	Chapman
Martha	Delgado
Neelisha	Joshi
Ambassadors	
Amanda	Carl
Arun	Bhambri
Ryan	Buchmuller
Keith	Crouch
Monica	DeMarco
Lauren	DiPasquale
Lauren	Fitzgerald
Elizabeth	Francese
Alana	Froio
Raina	Girglani
Umme	Habiba
Kyle	Kovacs
Alyssa	Lore
Nicole	Mac William
Allison (Alli)	McDermott
Kodi	Milde
Stephanie	Milot
Jennie	Murphy
Michael	Nicosia
Heba	Obeidallah
Franklin	Paulino
jose	perez
Chantal	Rivers
Rachel	Rodriguez
Arthur	Schmidt
Megan	Thompson
Jessie	Whelan
1st Semster Ambassadors	
Stephanie	Addeo
Melissa	Antolovich
Liliana Fransli	Azcona
cori	bott
kimberly	bradley
Jacob	Burlas
Arely	Calpeno
Jennifer (Jen)	catuzzi
Alyssa	Clancy
Stephanie	DiCindio
Victoria	Dumeng
Jerilee (Jeri)	Fonseca
Katherine (Katie)	Frazer
Ellen	Gianakis
Nancy	Greene
Lindsey	Hresko
Maura	Juliano
Jillian (Jill)	Keats
Maj Kristina	Kristensen
Candice	Maneri
Juan	Miranda
Andrea	Mosquera
Lyndsey	Murtagh
Ozioma	Onyegbule
Emily	Ramos
Arturo	Rodriguez
Lateefah	Ruffin

2nd Semster Ambassadors	
Jackie	Abano
Catherine	Aramini
Gabrielle	Centra
Danielle	Kouefati
Jennifer	Spaventa
Charles (Chuck)	Wunder

Cherie Ann	Schulek
Melissa	Toton
Brittany	Velardi
Lorenzo	Villanueva
Lisa	Williams

Addendum #2. Tour Tally Fall 08-October 15, 2009

Day	9/14-9/18	9/21-9/25	9/28-10/2	10/5-10/9	10/12-10/16	10/20-10/24	Total
Monday (am)	9	7	22	27	15	0	80
Registered	17	12	24	28	20	0	101
Monday (pm)	16	6	28	16	19	0	85
Registered	26	6	34	27	29	0	122
Tuesday (am)	9	11	7	14	18	0	59
Registered	10	13	8	14	34	0	79
Tuesday (pm)	0	7	22	7	11	0	47
Registered	0	8	31	13	19	0	71
Wednesday (am)	0	8	20	24	23	0	75
Registered	0	8	23	31	33	0	95
Wednesday (pm)	6	20	7	7	30	0	70
Registered	15	23	18	14	36	0	106
Thursday (am)	10	7	16	13	20	0	66
Registered	10	7	26	24	24	0	91
Thursday (pm)	12	15	12	11	21	0	71
Registered	12	16	25	16	33	0	102
Thursday (late night)	11	16	19	15	0	0	61
Registered	18	29	28	30	0	0	105
Friday (pm)	7	16	23	19	0	0	65
Registered	14	25	27	28	0	0	94
Total Attended	80	113	176	153	157	0	679
Total Registered	122	147	244	225	228	0	966

Addendum # 3. An Open House Program



MONTCLAIR STATE
UNIVERSITY

Welcome to Red Hawk Country!



Open House Program
Sunday, October 11, 2009

What Can I Do Today?

Registration

Location: Student Center Front Steps

Time: 9:45a.m.-12:00p.m.

Please check in with us on the steps of the Student Center.
Then enjoy complimentary refreshments on the Student Center patio or cafeteria.

Information Fair

Location: Student Center Ballrooms

Time: 10:00a.m.-1:00p.m.

Parents and students will have an opportunity to meet with various Montclair State University Staff Representatives. Representatives from departments such as the Center for Student Involvement, Financial Aid, Disability Resource Center, Residential Education and Services and more will be available. Student clubs and organizations will also be on hand so that you can explore Montclair State's diverse co-curricular options.

Undergraduate Admissions Presentation for Prospective Freshmen

Location: Memorial Auditorium

Start Times: 10:30a.m. or 1:30p.m.

The Admissions Presentation will address the unique points that define the Montclair State University experience. It will also include an overview of the admissions and financial aid processes.
(The same thirty-minute presentation will be available at two different times for your convenience.)

Undergraduate Admissions Presentation for Transfer and Adult Students

Location: University Hall, Room 1010

Start Times: 10:30a.m. or 1:30p.m.

If you are currently attending a college or university and have been thinking about transferring to Montclair State University, admissions counselors will be present to answer your questions about the transfer process, including admissions requirements and credit evaluations.
(The same thirty-minute presentation will be available at two different times for your convenience.)

Campus Tours

Location: Student Center Quad

Time: 10:00a.m.-2:30p.m.

Join our Student Ambassadors for a tour of the campus.
Tours will be ongoing throughout the day and will depart from just outside of the Student Center, in the Student Center Quad.
(Tour Duration: 30-40 minutes)

View a Residence Hall

Locations: Blanton Hall and Bohn Hall

Time: 10:00a.m.-3:00p.m.

Interested in living on campus?
Check out student rooms in the Blanton and Bohn residence halls.

Montclair.edu

Addendum #4. Travel Territories 2009-2010 (A Sample)

Hile	LAKWOOD HIGH SCHOOL	Ocean	Y
Hile	JACKSON LIBERTY HIGH SCHOOL	Ocean	Y
Hile	HILLSBOROUGH HIGH SCHOOL	Sommerset	Y
Hile	BRIDGEWATER-RARITAN H S	Sommerset	Y
Hile	WATCHUNG HILLS REGL HIGH SCH	Sommerset	Y
Hile	FRANKLIN TOWNSHIP HIGH SCHOOL	Sommerset	Y
Hile	Burlington County School Counselors Fair	Burlington	Y
Hile	Gloucester County College Fair	Gloucester	Y
Hile	Camden Technical High School	Camden	Y
Hile	Atlantic City NACAC	Atlantic	Y
Langdon	Sparta High School	Sussex	Y
Langdon	Vernon Township High School	Sussex	Y
Langdon	Pope John Paul XXIII Regional High School	Sussex	Y
Langdon	High Point Regional High School	Sussex	Y
Langdon	Lenapy Valley Regional High School	Sussex	Y
Langdon	Newton High School	Sussex	Y
Langdon	Kittatinny Regional High School	Sussex	Y
Luciano	NUTLEY HIGH SCHOOL	Essex	Y
Luciano	BLOOMFIELD HIGH SCHOOL	Essex	Y
Luciano	WEST ORANGE HIGH SCHOOL	Essex	Y
Luciano	COLUMBIA HIGH SCHOOL	Essex	Y
Luciano	IMMACULATE CONCEPTION HIGH SCH	Essex	Y
Luciano	MILLBURN HIGH SCHOOL	Essex	Y
Luciano	TECHNOLOGY	Essex	Y
Luciano	SCIENCE HIGH SCHOOL	Essex	Y
Luciano	EAST SIDE HIGH SCHOOL	Essex	Y
Luciano	SETON HALL PREPARATORY SCHOOL	Essex	Y
Luciano	CENTRAL HIGH SCHOOL	Essex	Y
Luciano	WEST SIDE HIGH SCHOOL	Essex	Y
Luciano	BARRINGER HIGH SCHOOL	Essex	Y

Addendum #5. "Visit Us" Page

Visit Us

Experience Montclair State University first hand by taking a campus tour led by one of our student Ambassadors. You can even have a look around before you get to campus. Tours are offered most weekdays during the academic year.

- * Open Houses
- * Campus Tours
- * Group Tours (10 or more people)
- * Arts Days

Visitor Parking

The Red Hawk Deck - our parking facility capable of accommodating 1,100 vehicles - will ensure that access to the campus is easy and convenient. Prospective students visiting the campus for **an admissions tour** will receive **a complimentary parking pass** when the tour is completed. All other visitors can park at the deck for a small fee.

Open House Dates

Whether you're a prospective freshman, transfer or adult student, you'll be able to attend **an admissions presentation** especially for you and discover all that Montclair State University has to offer.

Undergraduate Open House Programs

The October Open House is currently full. Please register for the November Open House below.

November 8th 2009 Register Now!

Our Undergraduate Open House programs are large-scale events (usually between 2,800 - 3,500 visitors) with a wide variety of things to do and people to meet! Faculty representatives are on hand, along with representatives from Financial Aid, Residence Education, Athletics, Greek Life and many more. This is your opportunity to meet other students interested in Montclair, take a campus tour or just check out a residence hall. For upcoming Open House dates and times as well as registration information, go to montclair.edu/admissions/visit.html.

Undergraduate Open House Programs for Transfer and Adult Students

* Dates for additional Undergraduate Open Houses To Be Announced

If you are currently attending a college or university and prefer a more intimate, classroom-like setting in which to get your questions answered, you may be interested in our **Undergraduate Open House programs for Transfer and Adult Students**. These programs are offered during the spring semester and typically attract an audience of 100-200 students. Admissions counselors, academic advisors and financial aid representatives are available to answer your individual questions about the transfer process, including admissions requirements and credit evaluations.

We also welcome individuals (age 25 or older) who are considering a college experience, either for the first time or after an absence of two or more years. Our staff is available to walk you through the application and enrollment process and alleviate any concerns you may have about returning to the classroom.

Campus Tours

Montclair State University is happy to present campus tours led by one of our Student Ambassadors. Just sign up for the date & time most convenient for you! Keep in mind that all tours are outside and walking, rain or shine, so dress in comfortable shoes and appropriate attire for the weather on the day you visit. Tours last **about two hours**, so plan your day accordingly.

Each tour begins **with a 20-30 minute information session hosted by one of our Admissions Counselors**. The approximate length of the tour includes the information session. Tours are very rarely cancelled due to inclement weather. In the unusual event that a tour is cancelled, you will be notified by e-mail the day of the tour. If you require accommodations due to a disability, please contact us at: ambassadors@mail.montclair.edu at least two weeks prior to the tour you would like to attend.

Campus Tour (Approx. 2 Hours) Register Now

Whether you are new to visiting a college campus or want to just get one final look before you choose to apply or enroll, MSU's Daily Tour is an excellent way to learn about what Montclair offers to every student. On this tour you will see:

- * College Hall
- * Alumni Green
- * Morehead Hall
- * Library
- * Café Diem
- * Memorial Auditorium
- * Residence Hall Room

- * Blanton Hall Dining Room
- * Student Recreation Center
- * Red Hawk Diner
- * Student Center
- * Rocky's Mart
- * Surf N Print
- * Campus Connect Store
- * Rathskellar
- * C-Store
- * Bookstore
- * Commuter Lounges
- * University Hall Lecture Hall
- * Dickson Hall Classroom
- * Amphitheater
- * Kasser Theater
- * Red Hawk Parking Deck

Group Tour Policy (10 or more people)

* Group tour requests need to be made 4-6 weeks in advance. **2-3 weeks in the summer months**

* To insure a quality tour, groups can be no larger than 50 students. Any group larger than 50 people will not be accommodated.

* If your group is requesting to have lunch provided, please enter that request on the survey form in the comments section. Please note that lunch vouchers will be provided on an availability basis. **No lunches will be provided during the summer months**

* Our group tours are booked on a first-come, first-serve, availability basis. They are booked with New Jersey high schools receiving top priority. The tours are designed specifically for juniors and seniors interested in Montclair State University. All others interested in receiving a group tour will be accommodated in order of priority and availability.

* When you receive the confirmation for your group tour, please fill out the information sheet with the names of all who will be attending. The information sheet should have the exact number of people who will be attending the tour and all of their information requested. If this sheet is not received at least one week prior to your scheduled tour, your group tour will be canceled and it will not be accommodated.

* Please fill out the entire form. If we do not have a completed form, we cannot accommodate your request.

By continuing with this group tour request form, you are confirming that you have read and understand our group tour policy. If you agree with the terms above, please click here to complete the request form.

Transfer Student Instant Decision Days

Get your admission decision on the spot, no waiting! Click here for
Details & Registration

Arts Days

Arts Days events feature participatory workshops with College of the Arts faculty, performances by MSU students, career discussions, audition/interview preparation advice and more. For further information or to register for an Arts Days event, visit montclair.edu/artsdays or call the College of the Arts? Office of Student Services at 973-655-7346.