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ACTIONS TAKEN BY PUBLIC TWO-YEAR
INSTITUTIONS TO COPE WITH AND RESPOND
TO ENROLLMENT DECLINE

by

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(ABSTRACT)

Due to changing environmental conditions arising in the past ten to fifteen years, many community colleges for the first time in their relatively short history have experienced enrollment decline. Although the literature provides suggestions and recommendations for institutions to take, there is little discussion in the literature about what institutions are actually doing in response to enrollment decline. The purposes of this study were to determine how community colleges coped with and responded to enrollment decline, and to determine the effectiveness of these actions in reducing, halting, or turning around the decline.

Survey research was used to collect descriptive data on how community colleges coped with and responded to enrollment decline. The findings of the study indicated that the majority of the respondents coped with enrollment decline by taking the following actions: reducing the number of day and night course sections; redesigning the curriculum; and by diverting funds allocated for noninstructional areas of the college to other areas of the college. Actions taken by

the respondents to halt or moderate a condition of enrollment decline included: an increased emphasis on recruiting and retaining students; offering courses at times more convenient to students; updating the equipment needs of the college; and an increase in the political activity of the institution at the local or state level to alter current funding formulas. A number of the actions helped the college to cope with and respond to the decline, while others exacerbated the problem leading to further decline.

DEDICATION

This study is dedicated to my wife for without
her the final word would not have been written.

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Chapter One

Introduction

Until very recently American public postsecondary educational institutions have experienced a steady growth in enrollment since their inception approximately three centuries ago. One particular segment of this system of higher education, the community colleges, have experienced a phenomenal growth in enrollment especially during the past two decades. As a result of this enrollment growth public two-year institutions constitute a large and important segment of the higher education system in the United States. Community colleges serve more than half of all entering freshmen, half of all women in higher education, more minorities than senior institutions, and one-third of all higher education students (Eaton, 1982).

However, within the last ten to fifteen years the factors that produced the vast numbers of higher education students in earlier decades, have been replaced by conditions leading to enrollment decline in many colleges and universities. Indeed, the Carnegie Council on Policy Studies in Higher Education (1980) reported that almost one-third of all postsecondary institutions experienced enrollment decline in the 1970s. For the first time in their relatively

short history, many community colleges have experienced enrollment declines.

Because the funding of most public colleges is almost totally contingent upon the current and future enrollments of the college, enrollments play an all important role in every aspect of the college. Decisions in such areas as management, personnel, curriculum, and maintenance are just a few aspects of the college environment that are affected. In addition, because of our deeply rooted tendency to equate success with growth, the prestige and reputation of the institution are all too often positively correlated with enrollment growth.

For the two-year institutions that are experiencing enrollment decline, different management techniques are required if the institutions are able to halt or even adjust to the decline. Adjustments, reallocations, or even cutbacks may be required in all areas of the institution including curriculum, personnel, and budgetary matters. Instead of operating the college from the standpoint of sustained growth and expansion, many two-year college administrators must now devise and implement ways to enable the college to continue offering quality programs and services to the community with fewer students and financial resources.

Suggestions and recommendations for institutions to take when faced with enrollment decline are found in the

literature. Most of the recommendations described in the literature are often broad, sometimes vague, and typically generic. For these reasons, many of these suggestions are not appropriate for all institutions experiencing enrollment decline. For example, senior institutions may require a totally different set of actions than those required of two year colleges to cope with or turn around a condition of enrollment decline.

Unfortunately, however, there is little discussion in the literature about what public two-year institutions are doing to cope with and respond to enrollment decline. Nevertheless, for administrators of community colleges experiencing enrollment decline, whether they follow the recommendations described in the literature for coping with and responding to a condition of enrollment decline or even develop their own actions and strategies, it is a fact that they must respond somehow to the decline. How administrators respond to this enrollment decline will undoubtedly determine how soon or if at all they are able to cope with, moderate, or halt the decline.

Statement of the Problem

Presidents of community colleges where enrollments are declining often are forced to adopt new actions and responses to cope with reduced revenues, to soften the impact of the

decline, and to moderate or halt the decline. The literature suggests a wide range of measures on how to respond to enrollment decline, however, there are not reports included in the literature of how two-year institutions are responding to this decline (other than references to general retrenchment strategies) or what actions seem to be most effective in coping with, reducing, or halting the decline.

Purpose Statement and Research Questions

The purpose of this study was to find what public community, junior and technical colleges have done or are doing to respond to or cope with enrollment declines and which of those actions seem to be effective. The study was conducted in an effort to answer the following research questions:

1. What are the causes of enrollment decline as perceived by the presidents of the subject institutions?
2. What is the future outlook for selected demographic and economic factors that affect enrollment data as perceived by the presidents of the subject institutions?
3. What actions were taken at institutions in an effort to cope with enrollment decline, and how effective were these actions as perceived by the president?

4. What actions were taken at institutions in an effort to halt or turn around enrollment decline, and how effective were these actions as perceived by the president?
5. How do institutions differ in their coping actions and response actions with respect to their percentage of enrollment decline?

Delimitations

1. This study included only those two-year public institutions that experienced an enrollment decline of at least 20% from 1980-84, with a decline in at least three years of the four year time period.
2. A descriptive survey approach was used to ascertain the president's perception of the future outlook of selected demographic and economic factors, the degree of moderation of the actions taken by the institution, and the effectiveness of these actions.

Assumptions

The following assumptions were made by the researcher in conducting this study.

1. The president's knowledge and perception of the future outlook of selected demographic and economic factors and the effectiveness of the coping actions and response

strategies taken in response to declining enrollment are accurate.

2. A decline in enrollment exceeding 20% during the four year period of 1980-84 constituted a decline severe enough to force institutions to implement actions and strategies to cope with the decline.

Significance of the Study

During the decades of the fifties and sixties, community college enrollments grew at a phenomenal rate. Unfortunately, however, due to changing environmental conditions arising in the past ten to fifteen years this increase in enrollment has ended. For the first time, many community colleges have experienced enrollment decline.

Conditions of enrollment decline presents many serious problems for two-year institutions. This decline forces many community college leaders to make difficult decisions concerning curricula, equipment, maintenance, and personnel issues. Decisions must be made on how to contract the various segments of the institution, while continuing to offer quality educational programs to the community.

Most studies conducted on the impact of declining enrollments in community colleges, have been concentrated on individual components of the institution, such as vocational-technical programs (Phillips, 1983), and

continuing and community education programs (Ireland, 1979). However, only scant descriptive data exist concerning the impact of declining enrollments on the whole institution. This study focuses on how community colleges cope with and respond to conditions of enrollment decline, and whether these actions are viewed as effective in reducing or halting the decline.

The findings of this study may have important implications for presidents of other institutions where enrollments are declining. First, this study will provide a descriptive data base on what community colleges are doing to cope with and respond to enrollment decline. Although the literature includes suggestions for colleges experiencing enrollment decline to take, these recommendations are very broad and diverse. This study will help researchers and practitioners by providing information about actions that actually have been implemented. Second, the perceptions of the president concerning the effectiveness of these coping and response actions, adds a degree of insight not found anywhere in the literature. Obviously, the potential effectiveness of the actions taken by the institution in response to enrollment decline, should serve as a determining factor whether specific actions should be considered and implemented. Finally, this study can serve as the foundation

and impetus for further research on how colleges and universities cope with and respond to enrollment decline.

Definitions

Community colleges: All public community, technical, and junior colleges listed in the 1985 American Community, Technical, and Junior College Directory.

Coping actions: Actions taken by institution as a result of enrollment decline in an effort to cope with the decline.

Effectiveness: The contribution of specific actions implemented by the colleges in an effort to moderate or alleviate the impact of enrollment decline as perceived by the president.

Response Actions: Specific actions taken by the institution in an effort to halt or turn around a condition of enrollment decline.

Chapter Two

Review Of The Literature

This chapter includes sections on enrollment decline in higher education, institutional decline theory, general response and actions of postsecondary institutions to conditions of enrollment decline, and specific responses of public two-year colleges to enrollment decline.

Declining Enrollments In Higher Education

Centra (1980) explained that tremendous growth and expansion have been the "buzz" words for higher education for well over two decades. Fueled by the baby boom population explosion, increased commitment to provide educational opportunities for women and minorities, and a healthy expanding economy, the nation's higher education system accommodated over eight million students in the sixties.

Vaughan (1986) agreed with Centra, adding that:

for over two and a half decades, community colleges have experienced steady and sometimes phenomenal growth, especially when compared with the rest of higher education; every sign seemed to spell success. (p. 117)

However, the conditions that produced the booming enrollment figures in previous years have yielded to conditions leading to declining enrollments in higher education (Breneman, 1981; Cartter, 1970; Green, 1974; Trow, 1975; Vaughan, 1986).

One factor associated with the bleak outlook for future higher education enrollments has been the decline in the number of traditional-age college students, i.e. the 18-24 age group. The number of these students is expected to decline approximately 15-25% through the mid 1990s (Baldrige, Kemerer, & Green, 1982; Breneman, 1982; Breneman & Nelson, 1981; Carnegie Council on Policy Studies in Higher Education, 1980; Centra, 1980; Crossland, 1980; Hodgkinson, 1983; Kemerer, Baldrige, & Green, 1982; Mortimer & Tierney, 1979). Frankel and Gerald (1980) stated that enrollment for this group will show an initial decline in the 1982-83 academic year. Several studies have since confirmed Frankel's and Gerald's statements (Broyles, 1985; Chronicle of Higher Education, 1983). Consequently what impact this anticipated decline will have on total undergraduate enrollments is still yet unknown (Baldrige, Kemerer, & Green, 1982; Carnegie Foundation for The Advancement of Teaching, 1975; O'Keefe, 1985). However, recent studies have indicated that total enrollments for higher education have declined slightly (Vaughan, 1986; Watkins, 1984).

Several scenarios for future enrollments in higher education exist. For example, the Carnegie Council (1980) predicted a 15% drop in FTE enrollments between 1981 and 1996, while Crossland (1980) projected a greater than 15% drop in FTE enrollments due to a greater proportion of

part-time older students. Froomkin (1974) proposed several different scenarios in which he projected a decrease in enrollments anywhere from fifteen to fifty percent, while Dresch (1983) predicted as much as a 50% drop in undergraduate enrollments by the year 2000.

Other demographers offer more optimistic projections, including Frances (1980) who suggested that a strategic planning model appropriately implemented would offset any anticipated decline. Still others have offered similar forecasts; they include (Bowen, 1983; Frankel and Harrison, 1977; Frankel and Gerald, 1980, Leslie and Miller, 1974). Nevertheless, the total number of undergraduate students is expected to decline approximately 15-25% into the next century (Breneman, 1981; Kerr, 1983; Carnegie Council on Policy Studies in Higher Education, 1980).

Institutional Decline Theory

Historically, organizational theory has been based solely on growth and expansion because there has been a positive correlation between size and age, an attitude that bigger is better, and the belief that effectiveness is synonymous with growth (Whetten, 1980b). In fact, the emphasis on growth and the fear of failure are so strong that Whetten (1980a) stated that the most serious obstacle to managing organizations successfully in decline is not whether

management is capable of performing this action, but whether they want to.

Although postsecondary institutions and business and industry generally do not share the same clientele, goals, and measures of effectiveness and efficiency, nevertheless, they are organizations subject to the same internal and external changes and transitions created by environmental changes. In fact, Cyert (1975) stated that the only major difference between universities and business and industry is the revenue system. Specifically, the revenue generated by business and industry is mostly derived from the sale of its products and services, while educational institutions generate their revenue almost entirely by the number of students they serve. Unlike business organizations they are not held accountable for reducing the cost of or improving their product. Therefore, because of the many similarities between business and industries and educational institutions, the concepts and theories pertaining to organizational decline may also be applied to institutional decline.

Although educators such as Cohen and March (1974) argued that colleges and universities are well equipped to survive environmental disruptions, others were quick to add that educational institutions are not immune to conditions of decline. Indeed, business and industry typically have a lower annual death rate than educational institutions

(Cameron & Whetten, 1983). Katz and Kahn (1979) reported that an average of 57 per 10,000 business firms failed between 1924 and 1973, while Zammuto (1983) stated that the average ratio of failed educational institutions between 1971 and 1981 was 117.6 per 10,000 and rising.

Zammuto (1983) also pointed out that most of the knowledge concerning enrollment decline in higher educational institutions has been derived mostly from case studies, but he warned that generally these case studies have treated the concept of institutional decline due to declining enrollments as a unidimensional phenomenon that affects all institutions in the same manner. Therefore, he cautioned that the knowledge gleaned from case studies cannot be taken at face value and that the impact of enrollment decline would differ dramatically across and within different types of institutions.

From previous research done on organizations facing decline, Cameron and Zammuto (1984) indicated that the environment is composed of an infinite number of niches, which are segments of the environment; hence changes in the environment such as the availability of resources or the demand for the output of an organization would significantly alter the niche. More simply, a change in the size of a niche may originate from either a reduction in the demands of an organization's outputs or a reduction in the availability of

the essential raw materials the organization needs to survive.

Applying this reasoning to postsecondary institutions, a condition of enrollment decline could result from either a declining pool of potential students or a drastic change in the allure of the institution's product. According to Cameron and Zammuto (1984) four major types of decline may be found in higher education: erosion (a continuous shrinking of an institution), contraction, (a reduction in the size of an institutional niche due to the decline in the acquisition of raw materials), dissolution (a decrease in the size and shape of the niche), and collapse.

Although each condition of decline will affect individual institutions differently, differences in institutional types may be useful in helping predict what condition of enrollment decline specific colleges would be most likely to experience. For example, doctoral-granting universities and community colleges that offer a broad range of programs are classified as generalist institutions, while baccalaureate and specialized colleges that offer a narrow range of programs fall into the category of specialists institutions. Cameron and Zammuto (1984) speculated that a generalist college would most likely suffer from a change in the size of a niche, due to increased competition for students from other colleges, while a specialist college

would exhibit changes in the size of the niche as a result of constantly changing programs of studies selected by the student. They concluded that, based upon the four types of enrollment decline, generalist institutions are more likely to suffer from erosion or contraction resulting from changes of the niche size due to increased competition for students from other colleges. However, since these colleges have a diverse curricula, they should be able to withstand haphazard program changes by students. Conversely, specialists institutions would most likely encounter a condition of dissolution or collapse because they purposely cater to a specific target population; and if the college can no longer meet the demands of these students it would find itself in a precarious situation.

Also, during conditions of enrollment decline many colleges and universities have developed characteristics that seem to be resiliency inhibiting rather than resiliency enhancing (Cameron & Whetten, 1983). Examples of resiliency inhibiting traits include over-expansion of programs in times of abundance, inadequate control and accountability measures regarding administrators actions, increases in interunit conflict and selfish action, a rigid attitude in problem-solving techniques, and little or no long-range planning (Cameron & Whetten, 1983).

In response to these conditions of decline, Zammuto, Whetten, and Cameron (1983) proposed the following specific responses for each type of decline. First, for a condition of erosion, administrators awareness of the decline would typically be slow and gradual. Possible responses to this condition include the realignment of internal resources. Second, during a period of contraction, the awareness of the administrators is immediate, with the most common response being to restructure the curriculum. In fact, two-year institutions are at the greatest risk in this category because their enrollments are much more volatile than in senior institutions. Third, during a period of dissolution, administrators awareness of the decline is often very slow, and the most common response is the addition of curricular programs to accommodate the changing shift of the niche. Finally, during a condition of collapse, the administrators are immediately cognizant of the decline but because they have little or no experience with decline, their most common response is to resort to experimentation geared to the continued survival of the college.

The majority of college administrators, when face with conditions of enrollment decline, are often ill equipped to handle conditions of enrollment decline for three basic reasons: (1) most of their experience has been related to conditions of growth, (2) our society's value system espouses

the concepts of growth and expansion, and (3) most organizational theory assumes institutional growth: all to often decline is ignored (Cameron, 1983). As a general rule, when managers are faced with enrollment decline, a reactive and conservative scaling down of their operations is usually chosen as opposed to proactive approaches of finding another ecological niche (Whetten, 1981). Cameron (1983) further explained that "conditions of decline do not dictate what organizations must do, but they create a situation where some response is necessary" (p. 309). Ultimately, these responses are far too often inadequate, as pointed out by Lawrence (1984) when he remarked:

we see most college and university executives using essentially the same approaches in management today that were used in the 1950s and 1960s. The common mistake is to seek simplistic solutions to complex bottom-line problems. At too many institutions the strategy has been to throw out the pie knife and introduce the fiscal hatchet as the primary tool; this is self-defeating. (p. 22)

Whetten (1981) stressed that administrators must use the current period of enrollment decline as an opportunity to spur innovation to increase the chances that their institution will meet the educational demands of generations past and generations to come. Most importantly, a period of enrollment decline must be viewed by administrators and faculty alike as an opportunity to redesign and modernize the curriculum, including alternative delivery systems. However, for this innovation to take place it is essential that

postsecondary institutions separate themselves from the dangerous pitfalls of traditional educational philosophy deeply rooted in the "old" concepts of growth and expansion.

General Response Strategies

Of Institutions To Enrollment Decline

Many colleges and universities will find that at least until the mid 1990s it will not be business as usual. Ivey and Mack (1982) reminded administrators:

in this decade of the eighties, the focus is shifting. The challenge of planning for construction and expansion in an era of unprecedented growth has been replaced by the challenge of resource management in an era of slower growth and shrinking dollars. (p. 29)

Unfortunately, however, administrators are not trained to manage declining conditions, and so much emphasis is placed on growth that, to even contemplate equipping administrators to manage decline is an expression of failure (Boulding, 1975). A similar view was expressed by the Carnegie Council on Policy Studies in Higher Education (1980):

growth is the American way of life, even in academic enterprises. When enrollment growth stops and the flow of additional financial resources that goes with it slow down, and particularly when decline set in, there is often a sense of failure and stultification that is self-confirming. (p. 113-114)

Astin (1981) warned educators that they must face the fact the pool of students and available resources are finite and that the mindless pursuit of these resources will likely lower the standards and quality of their institution and

possibly bring on a state of depression. He further challenged administrators to alter their current mode of thinking when he stated:

the time and energy currently being squandered in pursuit of resources could, in my judgment, be more effectively used if they were focused on how to use the resources we currently have. (p. 79)

Kerr (1983) added that in times of enrollment decline "my basic concern for most institutions of higher education is not quantitative survival; it is with qualitative erosion" (p. 8).

Describing institutional responses to conditions of decline, the Carnegie Foundation for the Advancement of Teaching (1975) concluded:

The early responses to reduced growth then, are largely negative. They include the casualties of concentrating authority, rising students-to-faculty ratios, and reduction of quality in programs, students, and faculty capacity. (p. 23)

Keller (1983) argued that if institutions are to survive turbulent times "colleges need to strengthen their management and shape academic strategies for themselves" (p. 121). In essence, a strong planning process is desperately needed for postsecondary educational institutions as they head into the next century (Chaffee, 1984; DeCosmo, 1979; Glover, 1986; Karol and Ginsburg, 1980; Kemerer, Baldrige, & Green, 1982; Mann, 1979; Richardson, 1978, Richardson & Martens, 1981). Baldrige, Kemerer, and Green (1982) added that many institutions were developing master plans for retraction.

However, they warned that in the 1960s, when enrollments seemed to grow endlessly, administrators overacted and resources were extended. They asserted that many institutions are presently suffering from that overexpansion; and although strategic planning is needed, college leaders again may overact to current enrollment problems by reducing the number of faculty needlessly or by eliminating costly but needed programs. Wattenbarger (1978) suggested that a rigorous planning process may be instituted, through one of two possible approaches-action or reaction. An action approach is a positive action requiring the re-examination of the institution's mission and objectives and developing alternative actions to reach these goals. Examples of an action alternative include increasing faculty productivity, reducing teaching and administrative staff, eliminating programs, identifying new sources of funds, and reorganizing the management structure. Also, according to Wattenbarger (1978) reaction alternatives are unplanned and negative responses with the college moving from one crisis to another without regard for the long range effects of these actions, often made from an off-balance position. Mayhew (1980) insisted that the key component in a comprehensive planning process should be the development of a clear mission for the institution and a concentrated effort to attract the students and the support it needs to achieve its stated objectives.

Anticipating the future has always been difficult for postsecondary institutions, however, it becomes even more so in times of enrollment decline. Mingle (1981) added:

planning for the future has never been easy, especially for organizations such as colleges with loosely defined and diverse and sometimes conflicting goals. (p. 4)

Although a formal and comprehensive planning process is a popular vehicle for combatting enrollment decline, the outcomes of this process are highly controversial. For instance, Crossland (1980) claimed that managers should plan for enrollment decline, thereby creating a situation in which less stable institutions may be forced to close their doors due to increased competition for students from stronger institutions. He concluded:

The first and most important thing in my judgment is to recognize that the coming demand/supply imbalance will not be resolved by stepped up marketing to increase student demand; instead we must find sensible and humane ways to decrease institutional supply. (p. 23)

In contrast, an opposing view is offered by Frances (1980) who argued that instead of planning for a management of decline strategy, college leaders should develop a sound strategic planning and contingency budgeting approach. She remarked:

Instead of assuming that enrollments will decline, and specifying the job to be done as planning and coordinating contraction; the alternative approach branches immediately to identification and careful assessment of the possible outcomes for strategies for offsetting the projected decline. (p. 40)

Although many institutions, particularly high-risk colleges such as non-selective private liberal arts colleges and public state colleges, may be forced to go to greater extremes during conditions of decline (Carnegie Council, 1980; Crossland, 1980), there are some common steps that academic administrators can take to ease the pressure of a declining situation (Breneman, 1982; Mingle, 1981). Harvey and Stewart (1975) condensed these steps into the following general guidelines: (1) an early alert warning system should be developed to identify students with possible academic problems; (2) the institution must look outside of itself and be consumer oriented; (3) the old concept that bigger is better should be ignored; and (4) colleges must work actively at surviving. Mortimer and Tierney (1979) also added that most institutions can survive enrollment decline by employing cost control measures such as reductions in the budget base, internal reallocation of funds, and program reviews.

When institutions are faced with an enrollment decline, the managers initially attempt to resist the decline by traditional methods such as retention, improving student life on campus, tightening standards and attracting new sources of revenue (Mingle & Norris, 1981). However these methods far too are often inadequate. College administrators must be creative and innovative during an enrollment decline crisis, using a combination of strategies instead of just

relying on one, taking immediate action in which little precious time is wasted, and most important, realizing that very little is actually accomplished without strong leadership (Mingle and Norris, 1981). Mayhew (1980) further added that for institutions striving to survive tough times, two challenges will be of the utmost importance: the elimination of deficits and the capability to continue to do so , and the reduction of programs and personnel.

It is clearly evident that many institutions will be forced to respond to enrollment decline either now or in the future. It is also obvious that there are many approaches suggested in the literature for responding to enrollment decline; however, Bowen (1983) warned that administrators should explore and implement the most effective actions and that the "art of retrenchment consists of selecting those options that fit each particular institution at a given moment in its history" (p. 24).

Specific Responses Of Community Colleges To Enrollment Decline

Only in the past few years have public two-year colleges been forced to respond to declining enrollments. To date several studies have been done regarding the impact of enrollment decline on specific components of community colleges, such as quality of instruction (DeCosmo, 1978;

Johnson, 1983; Richardson and Martens, 1981); program evaluation, (Lowe, 1983; Stevenson and Walleri, 1981); vocational technical education, (Phillips, 1983); continuing and community education, (Ireland, 1979); and institutional mission, (Clagett, 1981; Richardson, 1982; Schwerin, 1980). Still others developed models of strategic planning for specific reasons such as developing new financial resource allocation methods (Bers, 1978); projecting future retraining needs and reassignment of faculty members (Milligan, 1982); implementing an evaluation system for instructional and non-instructional programs (Lowe, 1983; Murphy, 1983). and reducing the number of college (Nichols and Stuart, 1983; Sussman, 1978).

The California Postsecondary Education Association (1982) reported that presidents were surveyed to ascertain the impact of declining enrollments at their institution during the 1981-82 academic year. The major responses to enrollment decline taken at these institutions included the following: reducing the number of part-time faculty; reducing the number of course offerings; deferring equipment purchases, maintenance, and capital outlays; and using reserve funds to support the operations of the college. Following up on the previous study, Hayward (1983) reported that the number of students in the California community college system decreased 8.3% from the fall of 1982 to the

fall of 1983. He then projected that for the 1983-84 academic year that 15,000 course sections and courses would be eliminated, a layoff of 10,000 part-time and classified employees, and a total loss of 163,000 students.

Chapter Three

Methods

The purpose of this study was to develop a descriptive data base on actions taken by institutions to cope with enrollment decline, actions to halt or slow down the decline, and the effectiveness of these activities. This chapter includes a description of the research design, selection of subjects, questionnaire development, pre-test, questionnaire implementation, data collection and data analysis.

Research Design

A descriptive survey was selected as the methodological tool for this study. Babbie (1983) stated that "survey research is perhaps the most frequently used mode of observation in the social sciences" (p. 209). He further stated that "surveys are frequently conducted for the purpose of making descriptive assertions about some population: discovering the distribution of certain traits or attributes" (p. 57).

According to Dillman (1978), a basic foundation of survey, research is getting people to respond to the survey which he termed social exchange. Hence, he explained that the theory of social exchange "asserts that the actions of

individuals are motivated by the return these actions are expected to bring and in fact usually do bring from others" (p. 12). Dillman (1978) stressed that if survey research is to be successful, three things must happen which are: "minimize the costs for responding, maximize the reward for doing so, and establish trust that those rewards will be delivered" (p. 12).

Although Kerlinger (1973) warned that survey research is generally a poor method of data collection, with return rates as low as 40-50%, Baumgartner and Heberlein (1984) stated that the use of various techniques can raise the return rate dramatically. These techniques include a governmental or university sponsorship attached to the survey, a topic salient to the respondents, and follow-up contacts. In fact, Dillman (1978) reported that by using his Total Design Method (TDM) for survey research he obtained a return response rate of 74% for 35 surveys, with no survey obtaining less than a 50% return rate. Dillman's TDM for survey research was used as a guide for this research project.

Selection of Subjects

The population selected for this study were public community, junior, and technical colleges, nationwide as listed in the 1980 issue of the American Association of

Community and Junior College Directory. The steps for selecting the institutions are summarized below:

1. Total credit headcount enrollment figures for each of the 1,058 public two-year institutions were compiled from the American Community Junior College Directory for the years 1980-84.
2. All institutions whose 1984 credit headcount enrollment was less than that of the 1980s were identified.
3. The cumulative decline in enrollment at these institutions from 1980-84 was at least 20%.
4. The decline in enrollment occurred in at least three of the four years.

The total population of colleges selected for the survey consisted of 69 institutions.

Questionnaire Development

The development of a mail questionnaire is a complex procedure in the overall process of survey research. Dillman (1978) stated that "the mail questionnaire requires careful construction, for it alone comes under the respondents' complete control" (p. 119).

The questionnaire used in this study was composed of three sections. Dillman's Total Design Method of questionnaire design and specifications served as a guide for

the development of the questionnaire. The three sections of the questionnaire are described below.

Section I. Background Information

The initial section of the questionnaire included questions designed to collect data on headcount enrollment (to verify enrollment data accumulated from the AACJC Directory), FTE enrollment figures, causes of enrollment decline, the current enrollment status of the college, and the future outlooks of demographic and economic factors that affect the enrollment of the institution. Specifically, each college was requested to verify the enrollment figures on the questionnaire, provide FTE enrollments, identify the causes of its enrollment decline, identify the current enrollment status of the college (i.e., whether the enrollment decline was moderate or severe) and provide information about the future of selected demographic and economic factors that directly affect enrollment figures (see Appendix A).

Section II. Coping Actions

The second section of the questionnaire included questions to determine the ways in which institutions coped with enrollment decline, by categorizing statements with a Likert rating scale on both sides of the statements into four clusters: college personnel, curriculum/scheduling

activities, teaching activities, and other. On the left side of the statement the respondent was asked to indicate if the action stated was used to cope with a condition of enrollment decline. If that action was taken on the right side of the statement the respondent was asked to ascertain the perceived effectiveness of the action. The respondent was asked to circle the correct number on each scale adjacent to the statement. Finally, the respondent was given an opportunity to make additional comments pertinent to this section (see Appendix B).

Section III. Response Strategies

The third section included actions taken by the institutions in an effort to halt or moderate their enrollment decline and the effectiveness of these responses. This section consisted of statements of potential responses with a Likert scale on both sides of the statements grouped into six categories: recruiting/marketing activities, retention activities, curriculum/scheduling practices, college personnel, and other. On the left side of the statement the respondent was asked to determine the intensity of effort spent on activities desired to halt or slow down their enrollment decline. On the right side of the perceived effectiveness of the activity. The respondents were asked to circle the correct number of the appropriate scale

adjacent to the statement. The respondents were then given the opportunity to answer an open-ended question describing what actions if any, the state took to soften the impact of enrollment decline (see Appendix C).

Field Test

Babbie (1983) argued that some form of testing a research design is considered a standard process in conducting original research. A field test was used to assess the appropriateness, adequacy, and clarity of the questionnaire and the accompanying cover letter. Members of the dissertation committee plus practitioners in community colleges located in three different states were asked to provide feedback concerning the instrument and the cover letter. Their comments and suggestions were solicited for the purpose of improving the clarity, adequacy, and appropriateness of each question prior to printing and final use of the instrument.

Questionnaire Implementation

To achieve a high return rate on a mail questionnaire, Dillman (1978) maintained that researchers must convince people that a problem exists, that it is important to the respondent, and that their help is needed to find a solution. The implementation of Dillman's Total Design Method for

survey research consisted of the following three steps. First, a cover letter was developed that introduced the topic to the respondent, established the fact that the topic was salient and useful to the respondent, stated that the respondent's response was essential to the success of the project, promised confidentiality, and provided a token reward. The cover letters were printed on official Virginia Tech letterhead stationary, dated, and signed individually by the researcher. Second, the cover letter, questionnaire, and a first class stamped return envelope with the respondent's name and address typed on it were folded into an official Virginia Tech letterhead envelope and mailed to the respondent (see Appendix D). All mailing packages were mailed on Tuesdays in accordance with Dillman's Total Design Method.

Dillman (1978) explained that "one of the strongest elements of personalization available to the researcher is to explicitly inform the respondent in follow-ups that as of today we have not yet received your questionnaire" (p. 164). This technique was used in all follow-ups. Exactly one week after the first package was mailed, an individually typed and signed follow-up post card was sent to all recipients of the questionnaire (see Appendix E). The purpose of the post card was to jog the memory of the respondents who had not responded and to thank the ones who did. The second

follow-up came exactly three weeks after the initial package was mailed. A second mailout package which consisted of a follow-up cover letter, replacement questionnaire and a first-class stamped return envelope were mailed to nonrespondents (see Appendix F). Exactly seven weeks after the initial mailing, a third and final follow-up mailout package was sent to the nonrespondents. The mailing package included a follow-up cover letter, a replacement questionnaire, a stamped post card, and a stamped return envelope (see Appendix G). If the respondent was unable to fill out the entire questionnaire, he or she was asked to list his or her name, institution, telephone number, and office hours on the post card. The researcher would then call the respondent to complete an abbreviated version of the instrument over the telephone.

Dillman's TDM also served as a guide for the identification of the questionnaires. A control number was stamped on the upper right corner of the questionnaire, and an identical number was inserted next to the respondent's name on the master mailing list. This identification procedure was used throughout the research process. However, once the follow-ups were completed, the master mailing list with the control numbers was destroyed.

Data Collection and Coding

The survey instrument was constructed so that the respondents could respond directly on the questionnaire. Once a questionnaire was returned, the control number on it was checked against the corresponding number on the master mailing list and the respondent's name was checked off the list. The data received were transferred to OPSCAN forms and read onto a computer disk for analysis.

Data Analysis

The data were statistically analyzed through the use of the 1983 edition of the Statistical Package for Social Sciences-X (SPSSX). The questions on the survey that corresponded to the major categories were mapped following each category.

The first section focused on the causes of enrollment decline, the current enrollment status of the college, and the future outlook of selected demographic and economic factors that affect enrollment decline.

The second section focused on coping actions taken by institutions in response to enrollment decline and their effectiveness. This section was divided into four categories: college personnel activities, curriculum/scheduling activities, teaching activities, and other.

The third section focused on response strategies taken by institutions in an effort to halt or moderate a period of enrollment decline and their effectiveness. This section was divided into six sections: recruiting/marketing activities, retention activities, teaching activities, curriculum/scheduling activities, college personnel activities, and other.

The causes of enrollment decline, current enrollment status of the institution, coping actions, response strategies, and the effectiveness of these actions and strategies were reported using response frequencies and proportions. A series of chi-square tests of independence was used to determine whether institutions differed in their coping actions and response strategies with respect to their percentage of enrollment decline.

Chapter Four

Results of the Study

Descriptive and comparative data collected on coping actions and response actions taken by public two-year community, junior, and technical colleges in response to enrollment decline are included in this chapter. The population surveyed in this study consisted of 69 public two-year institutions nationwide who experienced a 20% or more cumulative decline in headcount enrollment from 1980-84 and some decline in at least three of the four years.

The first survey packet was mailed to the presidents of the 69 colleges in April 1986. Three follow-up survey packages were also mailed to the non-respondents. This process produced a total of 53 responses (78%) of which 49 (72%) were usable. Prior to the mailing of the survey, each institution was categorized three different ways: (a) percentage of enrollment decline, 20-29%, 30-39%, 40-49%, and 50%+; (b) 1985 headcount enrollment, <500, 501-999, 1000-1999, 2000-4999, and >5000; and (c) location, New England, Southeast, Plains, Rocky Mountains, Mideast, Great Lakes, Southwest, and Far West. Based on the responses received, all of the levels in all three categories were well represented, and a nonrespondent survey was deemed to be

unnecessary because of randomness of the distribution of the nonrespondents. Since the nonrespondents were randomly distributed, the effects they would have on the results would be minimal.

The remainder of this chapter has been organized around the research questions listed in chapter one. However, of the 49 responses received only 23 (46.9%) responded to the question concerning FTE data. Therefore, the researcher determined that the results were inadequate to incorporate into the analysis of the data.

Research Question 1. What are the causes of enrollment decline as perceived by the presidents of the subject institutions?

Analysis of the data revealed that almost one-third (32.6%) of the respondents reported two very important reasons for their enrollment decline; fewer high school graduates within their service region, and reduced financial resources from funding agencies (see Table 1). Furthermore, another 38% of the respondents stated that fewer high school graduates was an important reason for their decline. Also, about one-fourth (26.5%) of the respondents indicated that increased competition from other postsecondary institutions was a very important reason factor in their enrollment decline. Other comments made regarding enrollment decline

Table 1

Percentages of Causes of Enrollment Decline as
Reported by the Respondents

Causes	Percentage of Response by Degree of Importance				
	VI	I	M	NF	NR
Fewer high school graduates in your service area	32.7	38.8	16.3	8.2	4.0
Fewer high school graduates with college aspirations	6.1	24.5	36.7	26.5	6.2
A strong local economy/low unemployment	8.2	26.5	18.4	38.8	8.1
A poor local economy/high unemployment	12.2	22.4	16.3	34.7	14.4
Increased competition from other institutions	26.5	40.8	18.4	12.2	2.1
A decrease in the general population in your service region	4.1	10.2	22.4	51.0	12.3
Reduced funding that caused cutbacks in programs, courses, etc.	32.7	22.4	12.2	26.5	6.2
Reduced position allotments that caused cutbacks in programs, courses, etc.	12.2	22.4	22.4	32.7	10.3

Note: VI = Very Important
I = Important
M = Minor
NF = Not a Factor
NR = Non Response

included the following: high tuition, new enrollment fees, a demographic shift in the service population, state imposed enrollment limits, removal of financial support by the state for certain categories of courses, and a poor public image. Several unique responses specific to individual institutions such as an incompletely built campus that could not compete with a more developed college nearby, and the phasing out of the cafeteria as a service to students were mentioned as causes of enrollment decline as well.

Research Question 2. What is the future outlook for selected demographic and economic factors that affect enrollment data as perceived by the presidents of the subject institutions?

Approximately one-half (51%) of the reporting institutions indicated that they expect that the general population in their service area will increase from 0-4% annually within the next five to ten years. Eighteen percent of the respondents reported that they expect no change in growth in the general population, while 14.2% of the institutions projected a 5-10% increase in the general population for the next five to ten years. Also, 34.6% of the colleges stated that they expect that the number of high school graduates within the next five to ten years to decrease between 0-4% per year, while 32.6% expect that the number of high school graduates will actually increase from

0-4% annually for the same time period. An additional 14.2% of the respondents expect the number of high school graduates to decrease from 5-10% for the next five to ten years.

Furthermore, regarding the future climate for business and industry growth 63.2% of the institutions surveyed stated that they expect that the climate will become more favorable during the next five to ten years. Slightly less than one-third (30.6%) of the reporting institutions indicated that the climate for business and industry growth to hold steady for the next five to ten years.

Research Question 3. What actions were taken at institutions in an effort to cope with enrollment decline, and how effective were these actions as perceived by the president.

College Personnel

The vast majority (75.5%) of the respondents reported that they reduced the number of their administrators and staff members to cope with enrollment decline (See Table 2). Of those respondents 43.2% indicated that this action provided a limited positive effect, while over one-fourth (27.0%) of the respondents indicated that a significant positive effect was gained from this activity. But, 18.9% indicated that the action produced negative results in terms of coping with the decline. Also, over two-thirds (67.3%)

Table 2

Frequency of Use and Perceived Effectiveness of Selected Personnel Actions to Cope With Enrollment Decline for All Institutions

Frequency and Percentage of Respondents	F %	Selected Personnel Actions	Effectiveness of Actions by Percentage of Respondents				
			SP	LP	NI	Neg	NR
37	75.5	Reduced the number of staff/administrators (i.e., non-academic professionals)	27.0	43.2	8.1	18.9	2.8
33	67.3	Reduced the number of support personnel (i.e., librarians, maintenance staff, secretarial/clerical staff, security, etc.)	27.2	36.3	6.0	27.2	3.3
32	65.3	Reduced the number of part-time faculty.	21.8	34.3	9.3	28.1	6.5
30	61.2	Did not fill vacancies for full-time positions.	20.0	50.0	6.6	20.0	3.4
27	55.1	Reduced the number of full-time faculty.	18.5	44.4	7.4	22.2	7.5
19	38.7	Assigned additional noninstructional duties to full-time faculty members.	5.2	68.4	4.2	5.2	16.0
12	24.4	Added part-time faculty.	25.0	66.6	0	0	8.4
5	10.2	Full-time faculty members took sabbatical leave without pay.	20.0	20.0	20.0	0	40.0

Note: F = Frequency
 SP = Significant Positive Impact
 LP = Limited Positive Impact
 NI = No Impact
 Neg = Negative Impact
 NR = No Response

of the respondents reported that they reduced the number of their support personnel. Slightly over one-third (36.3%) of the respondents reported that a limited positive effect was derived from this activity, but 27.2% indicated that this action provided both a significant positive effect.

Twenty-seven percent also indicated that this activity provided a negative effect. Sixty-one percent of the respondents reported that they did not fill vacancies for full-time positions whenever possible. Half of these institutions signified that this action provided a limited positive effect. However 20% indicated that a significant positive effect or no impact was provided by this action. About two-thirds (65.3%) of the respondents indicated that they reduced their number of part-time faculty members, while over one-half (55.1%) reported that they reduced the number of their full-time faculty members. More than one-third (34.3%) of the respondents indicated that reducing the number of part-time faculty members provided a limited positive effect. In contrast, 28.1% of the respondents indicated that a negative effect was derived from this activity. However, a significant percentage of respondents (21.8%) reported that this activity provided a significant positive effect.

Forty-four percent of the respondents denoted that a limited positive effect was provided by reducing the number of their full-time faculty members but over one-fifth (22.2%)

reported that it had a negative impact in terms of coping with the decline. Other personnel actions taken included assigning additional noninstructional duties to full-time faculty members (38.7%), added part-time faculty members (24.4%), and sabbatical leave taken without pay by full-time faculty members (10.2%). The effectiveness of these actions were predominantly limited as positive.

Curriculum/Scheduling Activities

Thirty-six (73.4%) of the respondents reported that they developed a closer working relationship with their curricular advisory committee as a result of enrollment decline (see Table 3). Over two-thirds (69.4%) of these respondents reported a limited positive effect resulting from this action. The data also showed that more than one-half (55.1%) of the respondents developed formal articulation agreements with feeder schools, with 70.3% reporting that this action provided a limited positive effect. Furthermore, fifty-one percent of the respondents reported that they reduced the number of sections of night offerings. Thirty-six percent of the respondents indicated that this activity had a negative impact. However, about one-third (32%) of the respondents reported a significant positive or a limited positive effect resulting from this activity. Twenty-four (48.9%) of the respondents indicated that they added new

Table 3

Frequency of Use and Perceived Effectiveness of Selected Curriculum/Scheduling Actions to Cope
With Enrollment Decline for All Institutions

Frequency and Percentage of Respondents	F %	Selected Curriculum/Scheduling Actions	Effectiveness of Actions by Percentage of Respondents				
			SP	LP	NI	Neg	NR
36	73.4	Worked more closely with advisory committee.	13.8	69.4	8.3	0	8.5
27	55.1	Developed articulation agreements with feeder schools.	25.9	70.3	3.7	0	0
25	51.0	A decrease in the number of night offerings.	32.0	32.0	0	36.0	0
24	48.9	Added new degree programs.	37.5	45.8	12.5	0	4.2
24	48.9	A decrease in the number of day offerings.	16.6	29.1	16.6	33.3	4.4
20	40.8	An increase in the number of sections of off-campus courses.	45.0	45.0	5.0	5.0	0
19	38.7	Instituted multiple entry/exit points for courses.	10.5	84.2	0	0	5.3
15	30.6	Reduced the number of degree programs.	0	53.3	20.0	26.7	13.4
14	28.5	An increase in the number of weekend offerings.	14.2	78.5	0	0	7.3
11	22.4	Converted non-credit courses to credit courses.	36.3	63.6	0	0	0

Note: F = Frequency
 SP = Significant Positive Impact
 LP = Limited Positive Impact
 NI = No Impact
 Neg = Negative Impact
 NR = No Response

degree programs to their curriculum. Less than one-half (45.8%) of the respondents signified that this activity provided a limited positive effect, and 37.5% reported a significant positive effect. About one-half (48.9%) of the respondents also indicated that they reduced the number of day offerings of sections of courses. One-third (33.3%) of these respondents reported that this action had a negative effect and 16.6% further indicated that this action had no impact on the efforts of the college to cope with enrollment decline. However, 29.1% of these respondents indicated that this action provided a limited positive effect, while 16.6% indicated a significant positive effect as a result of the activity. Forty percent of the respondents indicated that they increased the number of sections of off-campus courses, with 90% of these colleges indicating that this action provided a significant positive or a limited positive effect. Slightly over one-third (38.7%) of the respondents reported that they established multiple entry/exit points for courses, with the overwhelming majority of these colleges (84.2%) reporting a limited positive effect resulting from this activity. Slightly less than one-third (30.6%) of the respondents also indicated that they reduced the number of degree programs. Fifty-three percent of these respondents reported that this activity provided a limited positive effect but almost one-half (46.7%) indicated that this action

provided a negative effect or no effect on the efforts of the college to cope with decline. Other actions in this category taken at the colleges included increasing the number of weekend offerings (28.5%) and converting non credit courses to credit courses (22.4%) with the respondents indicating that both of these actions provided a significant positive or limited positive effect.

Teaching Activities

More than one-third (38.7%) of the respondents reported that they increased the evening and weekend teaching assignments of their full-time faculty members, with over two-thirds (68.4%) of these colleges indicating that a limited positive effect was provided by this activity (see Table 4). However, 10.5% of the respondents reported a significant positive effect derived from this activity, while 15.7% indicated that this action had no effect in terms of coping with enrollment decline. Also, over one-third (34.6%) of the respondents indicated that their full-time faculty members altered their style of classroom delivery to make courses more interesting to students taking the courses. Of these respondents the vast majority (82.3%) reported that this activity provided a limited positive effect. Twenty-eight percent of the respondents signified that they increased the off-campus teaching load of their full-time

Table 4
Frequency of Use and Perceived Effectiveness of Selected Teaching Actions to Cope with Enrollment Decline for all Institutions

Frequency and Percentage of Respondents	F %	Selected Teaching Actions	Effectiveness of Actions by Percentage of Respondents				
			SP	LP	NI	Neg	NR
19	38.7	Increased evening/weekend teaching assignments for full-time faculty members.	10.5	68.4	15.7	0	5.2
17	34.6	Full-time faculty members altered style of classroom delivery to make the course more interesting in one or more instructional areas.	11.7	82.3	0	0	5.8
14	28.5	Increased off-campus teaching by full-time faculty members.	14.2	57.1	28.5	0	0
11	22.4	Increased teaching loads for full-time faculty members.	18.1	45.4	27.2	0	9.3
11	22.4	Team teaching by full-time faculty members in one or more instructional areas.	9.0	54.5	18.1	18.1	0
10	20.4	Assigned full-time faculty members to teach more independent study/contract courses.	10.0	80.0	10.0	0	0
9	18.3	Full-time faculty members assigned to teach courses out of field.	0	44.4	22.2	33.4	22.2
4	8.1	Assigned full-time faculty members to teach non-credit courses.	25.0	50.0	25.0	0	0

Note: F = Frequency
 SP = Significant Positive Impact
 LP = Limited Positive Impact
 NI = No Impact
 Neg = Negative Impact
 NR = No Response

faculty members, with 71.3% of the respondents indicated that a significant positive or a limited positive effect was derived from this activity. Over one-fifth (22.4%) of the respondents indicated that they increased the teaching loads of their full-time faculty members and initiated a team teaching approach in one or more instructional areas. Sixty-three percent of the respondents reported that a significant positive or a limited positive effect resulted from increasing the teaching loads of their full-time faculty members. In contrast, over one-fourth (27.2%) of the respondents indicated that this activity had no effect concerning the efforts of the college to cope with their enrollment decline. Over one-half (54.5%) of the respondents further indicated that a team teaching approach by their full-time faculty members provided a limited positive effect, however, over one-third (36.2%) of the respondents reported that this activity provided a negative effect or no effect. One-fifth (20.4%) of the respondents reported that they assigned their full-time faculty members more independent study/contract courses, with 80% of these respondents indicating that this action provided a limited positive effect. Ten percent of these respondents also reported that this activity provided a significant positive effect or no effect. Nine (18.3%) of the respondents denoted that they assigned their full-time faculty members to teach out of

their field, with 44.4% of these respondents reported that a limited positive effect was gained from this action. But, over one-half (55.6%) reported that this activity had no effect or provided a negative effect in terms of coping with enrollment decline. Eight percent of the respondents indicated that they assigned noncredit courses to their full-time faculty members, to supplement their teaching loads. Half of these respondents reported that a limited positive effect was gained from this activity but one-fourth (25%) reported a significant positive effect or no effect resulting from this action.

Other

Actions taken by respondents that were not included in one of the above categories were deferred maintenance for the physical facilities (61.2%), reduced staff development funds (42.8%), and reduced travel funds for full-time faculty members (40.8%) (see Table 5). Many respondents viewed all three of these actions as having a negative impact on the efforts of the institution to turn around a condition of enrollment decline. Half viewed deferred maintenance as a negative effect, nearly half (47.6) viewed reduced funds for faculty and staff development as a negative effect, while approximately one-third (35%) viewed reduced travel funds as having a negative effect.

Table 5

Frequency of Use and Perceived Effectiveness of Selected Other Actions to Cope with Enrollment Decline for all Institutions

Frequency and Percentage of Respondents	F %	Other Actions	Effectiveness of Actions by Percentage of Respondents				
			SP	LP	NI	Neg	NR
30	61.2	Deferred maintenance activities for the physical plant and grounds.	10.0	26.7	13.3	50.0	0
21	42.8	Reduced appropriations for faculty and staff development activities.	4.8	33.3	9.5	47.6	4.7
20	40.8	Reduced travel appropriations for full-time faculty members.	10.0	20.0	30.0	35.0	5.0

Note: F = Frequency
 SP = Significant Positive Impact
 LP = Limited Positive Impact
 NI = No Impact
 Neg = Negative Impact
 NR = No Response

Research Question 4. What actions were taken at institutions in an effort to halt or turn around enrollment decline, and how effective were these actions as perceived by the president?

Recruiting/Marketing Actions

About one-half (47.9%) of the respondents indicated that a moderate amount of effort was spent on increasing the number of visits or the number of personnel per visit to feeder schools within their service area (see Table 6). Also, well over one-third (39.6%) of the respondents reported that a moderate amount of effort was spent on this activity. Over nine-tenths (91.7%) of these respondents reported that this activity provided a significant positive or a limited positive effect. More than one-half (58.7%) of the respondents indicated that they spent a moderate amount of effort on recruiting activities through noneducational groups. Twenty-six percent of the respondents reported that some effort was spent on this activity however 15.2% spent a major amount of effort on this activity. Of these respondents, slightly less than two-thirds (63.0%) indicated that a limited positive effect was derived from this activity, while 17.4% indicated that the action provided a significant positive effect. About 43% of the respondents indicated that they spent a moderate amount of effort on the

Table 6

Extent of Involvement in and Perceived Effectiveness of Selected Recruiting/Marketing Actions to Respond to Enrollment Decline

N	Intensity of Effort by Percentage of Respondents				Selected Recruiting/Marketing Actions	Effectiveness of Actions by Percentage of Respondents				
	S	Mo	Ma	NR		SP	LP	NI	Neg	NR
0	12.5	39.6	47.9	0	Increased number of visits or number of personnel per visit to feeder schools within the service region.	22.9	68.8	6.2	2.1	4.1
0	26.1	58.7	15.2	0	Involvement of college personnel in recruiting activities in nonschool agencies.	17.4	63.0	15.2	2.2	2.1
0	18.4	42.8	38.8	0	Use of various media marketing strategies.	30.6	61.2	4.1	2.0	2.0
0	19.1	38.3	42.6	0	Mass mailings of course schedules, brochures, or other written material describing the programs of the college.	29.8	59.6	8.5	0	2.1
0	25.5	42.6	31.9	0	College personnel involvement with local businesses and industries concerning the training and retraining of their employees.	25.5	55.3	12.8	0	6.4

Note:

- N = None
- S = Some
- Mo = Moderate
- Ma = Major
- NR = No Response
- SP = Significant Positive Impact
- LP = Limited Positive Impact
- NI = No Impact
- Neg = Negative Impact

use of media marketing strategies to recruit new students. Approximately 39% of the respondents reported a major amount of effort spent on this activity, and 18.4% of the respondents signified that they spent some effort on this activity. Sixty-one percent of the respondents indicated that the effort spent on media marketing strategies provided a limited positive effect, while 30.6% reported that a significant positive effect resulted from this activity. Approximately 43% of the respondents indicated that they spent a major amount of effort on mailing materials describing the college and its programs to the community, while 38.3% reported that a moderate amount of effort was spent on this action. Less than one-fifth (19.1%) of the respondents reported that some effort was spent on mailing college materials to the community. Of these respondents 59.6% and 29.8% reported that this activity provided a limited positive or a significant positive effect, respectively. Forty-three percent of the respondents indicated that a moderate amount of effort was spent on working with local businesses and industries to train and retrain their employees. However, one-fourth (25.5%) of these respondents indicated that only some effort was spent on this activity. Slightly over one-half (55.3%) of the respondents reported that this action provided a limited positive effect, as opposed to 25.5% of the respondents that

indicated a significant positive effect was provided by this action.

Retention Actions

More than one-half (52.4%) of the respondents reported that some effort was spent on improving the academic counseling and advising of students by full-time faculty members. In contrast, only 26.2% and 21.4% of the respondents reported that a moderate amount or a major amount of effort were spent on this activity respectively (see Table 7). Sixty-nine percent of these respondents indicated that this activity provided a limited positive effect, but 19% reported a significant positive effect was derived from this action. Approximately 42% of the respondents signified that some effort was spent on improving the screening and testing procedures of the college, with 34.1% and 24.4% of the respondents reported that a moderate or major amount of effort were spent on this activity, respectively. About 56% of these respondents indicated that this activity provided a limited positive activity, while 14.6% of these respondents indicated that a significant positive effect. Also, 14.6% reported that no effect were provided by this action. Almost two-thirds (65%) of the respondents indicated that some effort was spent on improving the classroom teaching of faculty members, while 30% reported that a moderate amount

Table 7

Extent of Involvement in and Perceived Effectiveness of Selected Retention Actions to Respond to Enrollment Decline

N	Intensity of Effort by Percentage of Respondents				Selected Retention Actions	Effectiveness of Actions by Percentage of Respondents				
	S	Mo	Ma	NR		SP	LP	NI	Neg	NR
0	52.4	26.2	21.4	0	Improvement of academic counseling/advising by faculty members.	19.0	69.0	4.8	0	7.2
0	41.5	34.1	24.4	0	Improvement of screening/testing procedures.	14.6	56.1	14.6	7.3	7.3
0	65.0	30.0	5.0	0	Improvement of classroom teaching by faculty members.	2.5	65.0	20.0	0	12.5
0	35.9	35.9	28.2	0	Establishment of an orientation system procedure for freshmen and transfer students.	20.5	51.3	15.4	0	12.8
0	62.9	25.9	11.1	0	Improvement of extracurricular activities for students.	11.1	48.1	37.1	3.7	14.9
0	30.4	39.1	30.4	0	Increased emphasis on academic support for marginal students.	21.7	56.5	10.9	2.2	8.6
0	48.4	38.7	12.9	0	Developed an early warning system within the classroom to identify potential dropouts.	6.4	74.2	9.7	0	9.6

Note: N = None
 S = Some
 Mo = Moderate
 Ma = Major
 NR = No Response
 SP = Significant Positive Impact
 LP = Limited Positive Impact
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 Neg = Negative Impact

of effort was spent on this activity. Approximately two-thirds (65%) of these respondents reported that this activity provided a limited positive effect, but 20% signified that this activity had no effect on efforts to cope with enrollment decline. Over two-thirds (71.8%) of the respondents indicated that some or a moderate amount of effort (35.9% each) was spent on establishing an orientation system for freshmen and transfer students, while 28.2% of the respondents indicated that a major amount of effort was spent on this activity. Slightly over one-half (51.3%) of these respondents reported that a limited positive effect was derived from this activity, but 20.5% signified that this action provided a significant positive effect. About 63% of the respondents indicated that some effort was spent on improving extracurricular activities for students, while over one-fourth (25.9%) of the respondents denoted that a moderate amount of effort was spent on this activity. Of these respondents 48.1% reported that a limited positive effect was provided by this action, while 37.5% stated that no effect was derived from this action. About 40% of the respondents indicated that a moderate amount of effort was spent on increasing the amount of academic support the college provides for marginal students. Thirty percent of the respondents reported that a major amount of effort was also spent on this activity. Over one-half (56.5%) of the

respondents indicated that this action provided a limited positive effect while 21.7% signified a significant positive effect. About 48% of the respondents signified that some effort was spent on developing an early warning system to identify potential dropouts, with 38.7% reporting a moderate amount of effort spent on this activity. Of these respondents almost three-fourths (74.2%) reported that this activity provided a limited positive effect.

Teaching Activities

Half of the respondents reported that they spent a moderate amount of effort on reducing the number of noninstructional duties assigned to full-time faculty members while 40% indicated that some effort was spent on this activity (see Table 8). The overwhelming percentage (80%) of these respondents indicated that this activity provided a limited positive effect. Slightly less than three-fourths (71.4%) of the respondents signified that they spent some effort on increasing the number of hours faculty members spent on campus. About 29% of the respondents also reported that they spent a moderate amount of effort on this activity. Approximately 58% of these respondents indicated that this activity provided no effect on the institutions ability to cope with enrollment decline, while 42.8% indicated that a limited positive effect was derived from this action.

Table 8

Extent of Involvement in and Perceived Effectiveness of Selected Teaching Actions to Respond to Enrollment Decline

N	Intensity of Effort by Percentage of Respondents				Selected Teaching Actions	Effectiveness of Actions by Percentage of Respondents				
	S	Mo	Ma	NR		SP	LP	NI	Neg	NR
0	40.0	50.0	10.0	0	Reduced the number of noninstructional duties assigned to faculty members, so they can concentrate more on instruction.	0	80.0	20.0	0	0
0	71.4	28.6	0	0	Increased the numbers of hours spent on campus per week by faculty members so as to be more available to students.	0	42.8	57.2	0	0
0	25.0	75.0	0	0	Required part-time and full-time faculty members to use more student involvement activities within the classroom.	0	75.0	25.0	0	0

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Three-fourths (75%) of the respondents signified that they spent a moderate amount of effort on increasing the amount of student involvement activity in the classroom, while one-fourth (25%) of the respondents indicated that some effort was spent on this activity. Seventy-five percent of these respondents reported that this action provided a limited positive effect, and 25% denoted that no effect was derived from this teaching activity taken to cope with declining enrollments.

Curriculum/Scheduling Activities

Over one-half (52.8%) of the respondents indicated that they spent some effort on offering on-campus courses at times more convenient to students (see Table 9). However, 16.7% of these respondents reported that a moderate or major amount of effort was spent on this activity, respectively. Three-fourths (75%) of these respondents reported that this activity provided a limited positive effect but, 11.1% indicated that no effect was provided by this activity. About 41% of the respondents indicated that some effort was spent on offering off-campus courses at times and locations more convenient to students. However, more than one-third (34.4%) of the respondents signified that a major amount of effort was spent on this activity while one-fourth (25%) indicated that a moderate amount of effort was spent on this

Table 9

Extent of Involvement in and Perceived Effectiveness of Selected Curriculum/Scheduling Actions to Respond to Enrollment Decline

N	Intensity of Effort by Percentage of Respondents				Selected Curriculum/Scheduling Actions	Effectiveness of Actions by Percentage of Respondents				
	S	Mo	Ma	NR		SP	LP	NI	Neg	NR
0	52.8	30.5	16.7	0	Offered on-campus courses at times more convenient to students.	8.3	75.0	11.1	0	5.6
0	40.6	25.0	34.4	0	Offered off-campus courses at times and/or locations more convenient to students.	34.4	53.1	3.1	0	9.5
0	34.8	41.3	23.9	0	Evaluated programs and/or courses periodically to determine if they still meet the needs of the community.	15.2	63.0	15.2	0	6.6
0	34.2	39.5	26.3	0	Assessed communities educational needs periodically and developed and implemented new programs as needed.	21.1	60.5	7.9	0	10.7
0	19.5	39.0	41.5	0	Updated equipment needs of vocational/technical programs to keep them competitive with other institutions.	29.3	56.1	9.7	0	4.9

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action. Slightly less than nine-tenths (87.5%) of these respondents reported that this activity provided a significant positive or a limited positive effect. Concerning evaluating programs to determine if they still meet the needs of the community 41.3% of the respondents reported that a moderate amount of effort was spent on this activity and 23.9% indicated that a major amount of effort was placed on this activity. Slightly less than two-thirds (63%) of these respondents reported that a limited positive effect was provided by this activity, however, 15.2% indicated the action provided a significant positive effect and no effect in terms of coping with the decline. Approximately three-fourths (73.7%) of the reporting institutions indicated that some or a moderate amount of effort was spent on periodically assessing the communities educational needs. In contrast, over one-fourth (26.3%) of the respondents reported that a major amount of effort was spent on this action. Over four-fifths (81.6%) of these colleges indicated that this activity provided a significant positive or a limited positive effect. Regarding updating equipment needs of vocational and technical programs 41.5% of the respondents reported that a major amount of effort was placed on this activity and 39% signified that a moderate amount of effort was placed on this activity. Fifty-six percent of these respondents stated that this activity

provided a limited positive effect, but 29.3% reported that this activity provided a significant positive effect.

College Personnel Actions

The majority of respondents (64.3%) reported that some effort was spent on requiring full-time faculty members to spend more time on campus so as to be available to night students (see Table 10). Furthermore, over one-third (35.7%) of the respondents indicated that they spent a moderate amount or a major amount of effort on this activity. More than seventy percent (71.4%) of these respondents reported that this action provided a limited positive effect in terms of coping with enrollment decline. Concerning requiring offices to remain open at night 64.7% of the respondents indicated that some effort was spent on this activity. Eight (17.6%) of the respondents reported that they spent a moderate amount or a major amount of effort on this action. Slightly more than two-thirds (64.7%) of the respondents signified that this activity provided a limited positive effect, while 17.6% of the respondents reported that this activity provided no effect on the ability of the institution to cope with enrollment decline.

Table 10

Extent of Involvement in and Perceived Effectiveness of Selected Personnel Actions to Respond to Enrollment Decline

N	Intensity of Effort by Percentage of Respondents				Selected Personnel Actions	Effectiveness of Actions by Percentage of Respondents				
	S	Mo	Ma	NR		SP	LP	NI	Neg	NR
0	64.3	21.4	14.3	0	Required more full-time faculty members and staff to be available on campus for the benefit of evening students.	0	71.4	14.3	0	14.4
0	64.7	17.6	17.6	0	Required offices normally closed at night, to open periodically during the week.	5.9	64.7	17.6	0	11.7

Note:

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Other

Eighteen (43.9%) of the respondents reported that a major effort was spent on increasing the political activity at the local or state level in an attempt to alter current funding formulas (see Table 11). Twenty-nine percent of the respondents indicated that a moderate amount of effort was spent on this activity. Slightly less than two-thirds (63.4%) of these respondents indicated that this activity provided a limited positive effect, while 21.9% of the respondents reported that this activity provided a significant positive effect. Regarding increasing the amount of political activity at the local or state level to change current personnel authorization policies, 37.5% of the respondents indicated that a moderate amount of effort was spent on this activity, but 29.2% of the colleges indicated that a major amount of effort was spent on this action. One-third (33.3%) of the respondents signified that some effort was placed on this activity. Approximately 46% of these respondents indicated that this activity provided a limited positive effect resulting from this activity. In contrast, one-fourth (25%) of the respondents signified that this activity had no effect. Fourteen (39.1%) of the respondents reported that some effort was spent on increasing efforts to work with institutional unions to soften the impact of decline. However, 30.4% of the respondents

Table 11

Extent of Involvement in and Perceived Effectiveness of Other Actions to Respond to Enrollment Decline

N	Intensity of Effort by Percentage of Respondents				Other Actions	Effectiveness of Actions by Percentage of Respondents				
	S	Mo	Ma	NR		SP	LP	NI	Neg	NR
0	26.8	29.3	43.9	0	Increased political activity at the local and/or state level to change current funding patterns to soften the impact of retrenchment.	21.9	63.4	9.7	0	4.8
0	33.3	37.5	29.2	0	Increased political activity at the local and/or state level to change current personnel authorization policies to soften the impact of retrenchment.	12.5	45.8	25.0	4.2	12.5
0	39.1	30.4	30.4	0	Increased efforts to work with institutional union(s) to soften the impacts of retrenchments.	8.7	56.5	30.4	4.3	0
0	31.8	31.8	36.4	0	Increased efforts to obtain additional financial resources from federal and state agencies.	11.4	50.0	29.5	0	9.1
0	27.0	29.7	43.2	0	Increased efforts to obtain additional financial resources from nongovernmental agencies.	10.8	54.0	27.0	2.7	5.5

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reported that they spent a moderate or major amount of effort on this activity. Over one-half (56.5%) of these respondents reported that a limited positive effect was derived from this activity, as opposed to 30.4% of the respondents who indicated that this action provided no effect in coping with enrollment decline. More than one-third (36.4%) of the respondents indicated that they spent a major amount of effort on increasing efforts to obtain additional financial resources from federal and state agencies, but almost one-third (31.8%) of the colleges reported that a moderate amount of effort or some effort was placed on this activity. Half of these respondents indicated that this activity provided a limited positive effect, but 29.5% of the respondents reported that this response action had no effect in terms of coping with enrollment decline. Concerning increased efforts to obtain additional financial resources from nongovernmental agencies 43.2% of the respondents reported that they spent a major amount of effort on this action, while 29.7% of the respondents indicated that a moderate amount of effort was spent on this activity. Twenty-seven percent of the respondents reported that they spent some effort on this activity and more than one-half (54%) of them noted that this action provided a limited positive effect, and 27% of them indicated that this activity

provided no effect on the efforts taken by the institution to cope with enrollment decline.

In response to an open ended question requesting information about state efforts, if any, to soften the impact of declining enrollments experienced by the colleges, the following comments were received: (a) diverting a portion of the state's lottery funds to higher education, (b) efforts to offer courses and programs during non-traditional times, (c) initiation of a system wide planning system, (d) hiring a new chancellor, (e) a one time only partial support program for colleges , and (f) placing off-campus extension programs under state control.

Research Question 5. How do institutions differ in their coping actions and response actions with respect to their percentage of enrollment decline?

Analysis of Institutional Percentage Of Enrollment Decline

This section will include a brief analysis of a comparison made between the coping actions and response actions taken by the institution as a result of enrollment decline with respect to their percentage of enrollment decline. A series of chi-square tests of independence were selected to perform this analysis. However, because of an extremely small number of observations per cell, even after

modification of the categories used in the analysis, it was not feasible to perform the analysis. Nevertheless, the researcher felt compelled to further examine the data to determine if consistent differences existed between the two groups of institutions in the coping actions and response actions taken with respect to their percentage of enrollment decline. The institutions were divided into two categories, according to their percentage of enrollment decline: 20-29% decline group and 30%+ decline group. Following is a brief analysis of selected coping actions and response actions, using the two categories of decline.

Coping Actions

College Personnel

An inspection of the frequency data revealed that over three-fourths (77.8%) of the respondents in the 20-29% decline group reduced the number of support personnel, compared to 57.1% of the respondents in the 30%+ decline category (see Table 12). Eighty-five percent of the respondents in the 20-29% decline category reported that this action provided a significant positive or a positive effect, as opposed to 50% of the respondents in the 30%+ decline group.

Table 12
 Frequency of Use and Perceived Effectiveness of Selected Personnel Actions to Cope with Enrollment Decline by Percent of Enrollment Decline

Enrollment Decline 20-29%	30%+	Selected Personnel Actions	20-29%			30%+			NR					
			SP	LI	NI	SP	LI	NI						
16	57.1	11	52.4	Reduced the number of full-time faculty.	26.7	26.7	13.3	33.3	0	10.0	80.0	0	10.0	0
19	70.4	13	65.0	Reduced the number of part-time faculty.	29.4	23.5	17.6	29.4	0	15.4	53.8	0	30.8	0
7	26.9	5	23.8	Added part-time faculty.	33.3	66.7	0	0	0	20.0	80.0	0	0	0
17	70.8	13	61.9	Did not fill vacancies for full-time positions.	31.2	50.0	0	16.8	0	7.7	53.8	15.4	23.1	0
3	10.7	2	61.9	Full-time faculty members took sabbatical leave without pay.	100.0	0	0	0	0	0	50.0	50.0	0	0
12	42.9	7	33.3	Assigned additional noninstructional duties to full-time faculty members.	11.1	77.8	0	11.1	0	0	85.7	14.3	0	0
22	78.6	15	71.4	Reduced the number of staff/administrators (i.e., non-academic professionals)	33.3	38.1	14.3	14.3	0	20.0	53.3	0	26.7	0
21	77.8	12	57.1	Reduced the number of support personnel (i.e., librarians, maintenance staff, secretarial/clerical staff, security, etc.)	40.0	35.0	5.0	20.0	0	8.3	41.7	8.3	41.7	0

Notes: F = Frequency
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 NI = No Impact
 Neg = Negative Impact
 NR = No Response

Curriculum/Scheduling Activities

The largest number of differences of coping actions between the two groups were found in the curriculum/scheduling activities category. For example, 57.1% of the respondents in the 20-29% decline group reported that they reduced the number of day offerings of sections of courses, compared to 38.1% of the respondents in the 30%+ decline category (see Table 13). Of these respondents, over one-half (53.3%) of the respondents in the 20-29% decline group indicated that this activity provided a significant or a limited positive effect, but about two-thirds (62.5%) of the respondents in the 30%+ decline group reported no impact or a negative impact on the ability of the institution to cope with enrollment decline. The vast majority (85.7%) of the respondents in the 20-29% decline group also reported that they developed a closer working relationship with their curricular advisory committees as opposed to 57.1% of the respondents in the 30%+ decline category. Over four-fifths (81.8%) of the respondents in the 20-29% decline group signified that this activity provided a limited positive effect, but 63.6% of the respondents in the 30%+ decline category indicated that this action provided a limited positive effect. However, just 9.1% of the respondents in the 20-29% decline group reported that this activity provided a significant positive effect compared to 27.3% of the

Table 13

Frequency of Use and Perceived Effectiveness of Selected Curriculum/Scheduling Actions to Cope with Enrollment Decline by Percent of Enrollment Decline

Enrollment Decline 20-29%		30%+		Selected Curriculum/Scheduling Actions									
F	%	F	%	20-29%			30%+						
				SP	LI	NI	Neg	NR	SP	LI	NI	Neg	NR
				Effectiveness (%)			Effectiveness (%)						
12	42.9	8	38.1	41.7	50.0	8.3	0	0	50.0	37.5	0	12.5	0
An increase in the number of sections of off-campus courses.													
16	57.1	8	36.1	20.0	33.3	13.3	33.3	0	12.5	25.0	25.0	37.5	0
A decrease in the number of day offerings.													
15	53.6	10	47.6	33.3	26.7	0	40.0	0	30.0	40.0	0	30.0	0
A decrease in the number of night offerings.													
9	32.1	5	23.8	12.5	87.5	0	0	0	20.0	80.0	0	0	0
An increase in the number of weekend offerings.													
8	28.6	3	19.3	37.5	62.5	0	0	0	33.3	66.7	0	0	0
Converted non-credit courses to credit courses.													
11	39.3	8	38.1	9.1	90.9	0	0	0	14.3	85.7	0	0	0
Instituted multiple entry/exit points for courses.													
24	85.7	12	57.1	9.1	81.8	9.1	0	0	27.3	63.6	9.1	0	0
Worked more closely with advisory committee.													
16	57.1	11	52.4	18.8	81.2	0	0	0	36.4	54.5	9.1	0	0
Developed articulation agreements with feeder schools.													
12	42.9	12	60.0	50.0	41.7	8.3	0	0	27.3	54.5	18.2	0	0
Added new degree programs.													
11	40.7	4	19.0	0	63.6	27.3	9.1	0	0	50.0	0	50.0	0
Reduced the number of degree programs.													

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respondents in the 30%+ decline category. Approximately 43% of the respondents in the 20-29% decline category indicated that they added new degree programs as opposed to almost two-thirds (60%) of the respondents in the 30%+ decline category. Half of the respondents in the 20-29% decline category reported that this activity provided a significant positive effect compared to only 27.3% of the respondents in the 30%+ decline group. Finally, 40.7% of the respondents in the 20-29% decline category stated that they reduced the number of degree programs at their institutions, while less than one-fifth (19%) of the respondents in the 30%+ decline category took this action. Less than one-tenth (9.1%) of the respondents in the 20-29% decline category reported that this activity had a negative effect on the ability of the institution to cope with enrollment decline, compared to one-half (50%) of the colleges in the 30%+ decline category.

Teaching Actions

Approximately 18% of the colleges in the 20-29% decline category increased the teaching load of their full-time faculty members, compared to about 29% of the institutions in the 30%+ decline group (see Table 14). Although none of the colleges in the 20-29% decline group reported that this activity provided a significant positive effect, but 40% of the respondents from colleges in the 30%+ decline category

Table 14
Frequency of Use and Perceived Effectiveness of Selected Teaching Actions to Cope with Enrollment Decline by Percent of Enrollment Decline

Enrollment Decline 20-25%		30%+		Selected Teaching Actions													
F	%	F	%	20-25%			30%+			Effectiveness (%)			Effectiveness (%)				
				SP	LI	NI	SP	LI	NI	Neg	NR	SP	LI	NI	Neg	NR	
4	14.3	5	23.8	0	66.7	33.3	0	0	0	0	0	0	50.0	25.0	25.0	0	0
				Full-time faculty members assigned to teach courses out of field.													
5	17.9	6	28.6	0	60.0	40.0	0	0	0	0	0	40.0	40.0	20.0	0	0	0
				increased teaching loads for full-time faculty members.													
6	22.2	5	23.8	0	50.0	33.3	16.7	0	0	0	0	20.0	60.0	0	20.0	0	0
				Team teaching by full-time faculty members in one or more instructional areas.													
9	32.1	5	23.8	11.1	55.6	33.3	0	0	0	0	0	20.0	60.0	20.0	0	0	0
				increased off-campus teaching by full-time faculty members.													
12	44.4	7	33.3	9.1	72.7	18.2	0	0	0	0	0	14.3	71.4	14.3	0	0	0
				increased evening/weekend teaching assignments for full-time faculty members.													
2	7.1	2	9.5	50.0	50.0	0	0	0	0	0	0	0	50.0	50.0	0	0	0
				Assigned full-time faculty members to teach non-credit courses.													
5	17.9	5	23.8	20.0	80.0	0	0	0	0	0	0	0	80.0	20.0	0	0	0
				Assigned full-time faculty members to teach more independent study/contract courses.													
10	35.7	7	33.3	11.1	88.9	0	0	0	0	0	0	14.3	65.7	0	0	0	0
				Full-time faculty members altered style of classroom delivery to make the course more interesting in one or more instructional areas.													

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reported that this activity provided a significant positive effect. Also, 44.4% of the respondents from colleges in the 20-29% decline group signified that they increased the evening/weekend teaching assignments of their full-time faculty members as opposed to one-third (33.3%) of the respondents in the 30%+ decline category. The effectiveness of this action for both groups was very similar with the majority of the respondents indicating that this activity provided a limited positive effect.

Response Actions

Recruiting/Marketing Activities

About 47% of the respondents in the 20-29% decline category reported that they spent a moderate amount of effort on increasing the number of visits to feeder schools or in the number of personnel per visit, compared to only 28.6% of the respondents in the 30%+ decline category (see Table 15). Over three-fourths (77.8%) of the respondents in the 20-29% decline group indicated that this activity provided a limited positive effect compared to slightly over one-half (52.6%) of the respondents in the 30%+ decline category. However, 18.5% of the respondents in the 20-29% decline category reported that this activity provided a significant positive effect, while approximately one-third (31.6%) of the

Table 15

Extent of Involvement in and Perceived Effectiveness of Selected Recruiting/Marketing Actions to Respond to Enrollment Decline by Percent of Enrollment Decline

Intensity of Effort by Percentage of Respondents					Effectiveness of Actions by Percentage of Respondents													
NS	Mo	Ma	MR	NS	Enrollment Decline 30%+		Selected Recruiting Marketing Actions	Enrollment Decline 20-29%			Enrollment Decline 10-19%							
					Mo	Ma		SP	LP	NI	Neg	MR	SP	LP	NI	Neg	MR	
10.7	46.4	42.9	0	19.0	28.6	52.4	0	18.5	77.6	3.7	0	0	31.6	52.6	10.5	5.2	0	
Increased number of visits or number of personnel per visit to feeder schools within the service region.																		
25.0	67.9	7.1	0	38.1	38.1	23.8	0	14.8	66.7	18.5	0	0	21.1	57.9	15.8	5.2	0	
Involvement of college personnel in recruiting activities in nonschool agencies.																		
14.3	42.8	42.9	0	23.8	42.9	33.3	0	25.9	70.4	3.7	0	0	38.1	52.4	4.8	4.7	0	
Use of various media marketing strategies.																		
7.1	46.4	46.4	0	42.9	23.8	33.3	0	25.9	66.7	7.4	0	0	36.8	52.6	10.5	0	0	
Mass mailings of course schedules, brochures, or other written material describing the programs of the college.																		
25.0	42.9	32.1	0	33.3	38.1	28.6	0	26.9	57.7	15.4	0	0	27.8	61.1	11.1	0	0	
College personnel involvement with local businesses and industries concerning the training and retraining of their employees.																		

Note: NS = None/Some
 Mo = Moderate
 Ma = Major
 MR = No Response
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respondents from the colleges in the 30%+ decline group indicated that this activity provided a significant positive effect. Also, more than two-thirds (67.9%) of the respondents in the 20-29% decline category reported that they spent a moderate amount of effort on recruiting new students through non-school agencies and groups, but only 38.1% of the respondents in the 30%+ decline category indicated that a moderate amount of effort was spent on this activity. However, in contrast only 7.1% of the respondents in the 20-29% decline category reported that a major amount of effort was placed on this action, while approximately one-fourth (23.8%) of the respondents in the 30%+ decline category spent a major amount of effort on this activity. The largest percentage of respondents in each category reported that a limited positive effect was provided by this activity.

Retention Activities

Almost one-third (32.1%) of the respondents in the 20-29% decline group signified that a moderate amount of effort was placed on establishing an early warning system for targeting students with potential academic problems, compared to just 14.3% of the respondents in the 30%+ decline group (see Table 16). Well over two-thirds (68.2%) of the respondents in the 20-29% decline category reported that this

Table 16

Extent of Involvement in and Perceived Effectiveness of Selected Retention Actions to Respond to Enrollment Decline by Percent of Enrollment Decline

Intensity of Effort by Percentage of Respondents					Effectiveness of Actions by Percentage of Respondents														
Enrollment Decline 20-29%		Enrollment Decline 30%+		Selected Retentions Actions	Enrollment Decline 20-29%		Enrollment Decline 30%+		Enrollment Decline		Enrollment Decline		Enrollment Decline		Enrollment Decline				
NS	Mo	NS	Mo		SP	LP	NI	Neg	NR	SP	LP	NI	Neg	NR	SP	LP	NI	Neg	NR
64.3	21.4	14.3	0	52.4	23.8	23.8	0	Improvement of academic counseling/advising by faculty members.	8.7	82.6	4.3	4.3	0	31.6	52.6	10.5	5.3	0	0
57.1	28.6	14.3	0	42.9	28.6	28.5	0	Improvement of screening/testing procedures.	12.0	48.0	40.0	0	0	15.0	60.0	10.0	15.0	0	0
66.7	29.6	3.7	0	76.2	19.0	4.8	0	Improvement of classroom teaching by faculty members.	4.8	71.4	23.8	0	0	0	57.9	42.1	0	0	0
44.4	33.3	22.2	0	52.4	23.8	23.8	0	Establishment of an orientation system procedure for freshmen and transfer students.	19.0	52.4	23.8	4.8	0	21.1	47.4	31.5	0	0	0
78.6	10.7	10.7	0	81.0	19.0	0	0	Improvement of extra-curricular activities for students.	14.3	38.1	42.8	4.8	0	0	33.3	60.0	6.7	0	0
33.3	40.7	25.9	0	33.3	33.3	33.3	0	Increased emphasis on academic support for marginal students.	25.0	58.3	16.7	0	0	20.0	60.0	15.0	5.0	0	0
57.1	32.1	10.7	0	81.0	14.3	4.8	0	Developed an early warning system within the classroom to identify potential dropouts.	4.5	68.2	22.7	4.5	0	5.9	47.1	35.3	11.7	0	0

Note: NS = None/Some
 Mo = Moderate
 Ma = Major
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activity provided a limited positive effect compared to only 47.1% of the respondents in the 30%+ decline category.

Curriculum/Scheduling Activities

Almost one-half (48.1%) of the respondents in the 20-29% decline group reported that they spent a moderate amount or a major amount of effort on offering off-campus courses at times and/or locations more convenient to students, as opposed to only 30% of the respondents in the 30%+ decline category (see Table 17). The effectiveness of this activity did not differ significantly as the largest percentage of respondents in both groups indicated that this activity provided a limited positive effect.

Other

Almost three-fourths (71.5%) of the respondents in the 20-29% decline group reported that they spent a moderate amount or a major amount of effort on increasing their political activity at the local or state level to change current funding formulas (see Table 18). In contrast, slightly over one-half (52.7%) of the respondents in the 30%+ decline category reported that a moderate or a major amount of effort was spent on this activity. Of those respondents, about one-third (32%) of the colleges in the 20-29% decline category indicated that this activity provided a significant

Table 17

Extent of Involvement in and Perceived Effectiveness of Selected Curriculum/Scheduling Actions to Respond to Enrollment Decline by Percent of Enrollment Decline

Intensity of Effort by Percentage of Respondents				Effectiveness of Actions by Percentage of Respondents													
Enrollment Decline 20-25%		Enrollment Decline 30%+		Selected Curriculum/Scheduling Actions		Enrollment Decline 20-25%		Enrollment Decline 30%+		Enrollment Decline							
NS	Mo	NS	Mo	SP	LP	SP	LP	SP	LP	SP	LP	NR	NR				
63.0	22.2	14.8	0	65.0	25.0	10.0	0	4.5	77.3	18.2	0	0	11.1	61.1	16.7	11.1	0
				Offered on-campus courses at times more convenient to students.													
51.9	22.2	25.9	0	70.0	10.0	20.0	0	27.3	45.5	22.7	4.5	0	31.3	43.7	25.0	0	0
				Offered off-campus courses at times and/or locations more convenient to students.													
34.1	44.4	21.5	0	35.0	35.0	30.0	0	16.7	62.5	20.8	0	0	15.0	70.0	10.0	5.0	0
				Evaluated programs and/or courses periodically to determine if they still meet the needs of the community.													
46.2	34.6	19.2	0	45.0	30.0	25.0	0	20.8	54.2	12.5	12.5	0	22.2	55.6	16.7	5.5	0
				Assessed communities educational needs periodically to determine if they still meet the needs of the community.													
33.3	25.9	40.7	0	25.0	45.0	30.0	0	34.8	43.5	17.4	4.3	0	20.0	65.0	15.0	0	0
				Updated equipment needs of vocational/technical programs to keep them competitive with other institutions.													

Note: NS = None/Some
 Mo = Moderate
 Ma = Major
 NR = No Response
 SP = Significant Positive Impact
 LP = Limited Positive Impact
 NI = No Impact
 Neg = Negative Impact

Table 16

Extent of Involvement in and Perceived Effectiveness of Other Actions to Respond to Enrollment Decline by Percent of Enrollment Decline

Intensity of Effort by Percentage of Respondents				Effectiveness of Actions by Percentage of Respondents													
Enrollment Decline 20-29%		Enrollment Decline 30%+		Other Actions				Enrollment Decline 20-29%		Enrollment Decline 30%+		Enrollment Decline					
NS	Mo	Ma	NR	NS	Mo	Ma	NR	SP	LP	NI	Neg	NR	SP	LP	NI	Neg	NR
20.6	28.5	42.9	0	47.4	21.0	31.6	0	Increased political activity at the local and/or state level to change current funding patterns to soften the impact of retrenchment.	56.0	12.0	0	0	6.3	61.3	12.4	0	0
52.0	28.0	20.0	0	62.9	26.5	10.5	0	Increased political activity at the local and/or state level to change current personnel authorization policies to soften the impact of retrenchment.	40.0	40.0	10.0	0	9.1	27.3	63.6	0	0
58.3	20.8	20.8	0	76.9	10.5	10.5	0	Increased efforts to work with institutional union(s) to soften the impacts of retrenchments.	40.0	50.0	5.0	0	7.7	38.5	46.1	7.7	0
42.9	21.4	15.7	20.0	30.0	40.0	30.0	0	Increased efforts to obtain additional financial resources from federal and state agencies.	41.7	41.6	0	0	5.9	70.6	23.5	0	0
39.3	28.6	32.1	0	47.0	18.0	35.0	0	Increased efforts to obtain additional financial resources from nongovernmental agencies.	40.0	29.5	0	0	25.6	35.4	34.0	5.0	0

Note: NS = None/Some
 Mo = Moderate
 Ma = Major
 NR = No Response
 SP = Significant Positive Impact
 LP = Limited Positive Impact
 NI = No Impact
 Neg = Negative Impact

positive effect, compared to less than one-tenth (6.3%) of the colleges in the 30%+ decline category. Additionally, 37.1% of the respondents in the 20-29% decline category indicated that they spent a moderate or major amount of effort on efforts to obtain additional financial support from federal and state agencies, compared to 70% of the respondents in the 30%+ decline category. Forty-two percent of the respondents in the 20-29% decline category specified that this activity provided a limited positive effect as opposed to 70.6% of the respondents in the 30%+ decline category. However, nearly forty-two percent of the respondents in the 20-29% decline category reported that this response action provided no impact on the efforts of the institution to cope with enrollment decline to only 23.5% of the respondents in the 30%+ decline category.

Chapter Five

Summary, Conclusions, and Recommendations

Summary

Because of changing environmental conditions leading to enrollment decline within the past ten to fifteen years, many community colleges are experiencing declining enrollments for the first time. Suggestions and recommendations for institutions experiencing enrollment decline are found in the literature. However, there is a void in the literature concerning what community colleges are doing to cope with and respond to enrollment decline.

The problem identified in this study was the paucity of literature concerning how public two-year institutions coped with and responded to conditions of enrollment decline. The purposes of this study were to: (a) identify the causes of enrollment decline; (b) ascertain the future outlook of selected demographic and economic factors that affect enrollment data; (c) identify the coping actions and their perceived effectiveness taken by colleges in an attempt to cope with enrollment decline; (d) describe the response actions taken by the institutions, and their perceived effectiveness taken by the institutions in an effort to halt or turn around a condition of enrollment decline; and (e)

compare and contrast the coping actions and response actions taken by the respondents as a result of enrollment decline with respect to their percentage of enrollment decline.

A national study of public community, junior, and technical colleges was conducted to address this problem. Survey research was used to collect the data for this descriptive study and no causal relationships could be drawn from the analysis of the data.

The majority of the respondents provided the following reasons for their enrollment decline: fewer high school graduates, increased competition from other postsecondary institutions, and reduced financial support from funding agencies. Other very important or important causes of enrollment decline included high tuition, new enrollment fees, and removal of state financial support for certain categories of courses.

Regarding the future outlook of selected demographic and economic factors that affect enrollment data, the majority of respondents were generally optimistic concerning the growth of the general population in their service region for the next five to ten years, and about the future climate for business and industry growth during the same time period. However, the future outlook of the number of high school graduates was mixed. For instance, one-third of the respondents indicated that they expected the number of high

school graduates within their service region to decrease 0-4% annually for the next five to ten years. In contrast, approximately one-third of the respondents indicated that they expected the number of high school graduates within their service region to increase 0-4% per year for the next five to ten years.

The data collected for this study, indicated that the majority of coping actions taken by the respondents as a result of enrollment decline were found in two out of the four major categories: college personnel and curriculum/scheduling activities. For example, over three-fourths of the respondents reported that they reduced the number of their full-time administrators and staff, while, one-half of the respondents took personnel actions such as reducing the number of support personnel, reducing the number of full-time and part-time faculty members, and not filling vacancies for full-time positions.

Concerning curriculum/scheduling coping actions taken by the respondents, nearly 75% of the institutions reported that they developed a closer and better working relationship with their curricular advisory committees. More than one-half of the respondents developed articulation agreements with feeder schools in their service area, and decreased the number of night sections of courses offered by their institution. Over one-half of the respondents indicated that

they reduced the number of sections of night offerings offered by their college. Unfortunately however, more than one-third of these respondents reported that this activity had a negative impact on the efforts of the institution to cope with decline. Only slightly over one-fourth of the respondents denoted that they increased the off-campus teaching load of their full-time faculty members, but almost three-fourths of these respondents indicated that this action provided a significant or limited positive effect.

An inspection of the data also revealed that other coping actions taken by the respondents included deferring maintenance for the institution's physical facilities, and reducing the amount of financial support for travel and staff development activities. The overwhelming majority of the respondents indicated that most of the coping actions provided a limited positive effect.

According to the data analysis, recruiting new students was a major response action taken by the respondents in an attempt to halt or moderate a condition of enrollment decline. Over one-half of the respondents indicated that they spent a moderate amount of effort on recruiting activities through noneducational groups. Slightly less than one-half of the respondents signified that they spent a moderate amount of activity on recruiting students from their feeder schools. Additional recruiting activities taken by

the respondents included various media marketing strategies, and mass mailings of materials describing the programs and courses offered by the college.

Not only did the respondents try to attract new students but they also took steps to retain them. Approximately, one-fourth of the respondents indicated that a moderate amount of effort was spent on improving their counseling and advising components. Another retention activity utilized by the respondents was getting more student involvement in the classroom.

Over one-fourth of the respondents reported that a major amount of effort was spent on assessing the educational needs of the community. More than four-fifths of these respondents indicated that this activity provided a significant or limited positive effect. Other curriculum and scheduling response activities taken by the respondents included a major effort spent on updating the equipment needs of the college. A major amount of effort was also put forth by the respondents concerning scheduling off-campus courses at times and locations more convenient to students.

With an eye toward possible enrollment declines in the future, a significant number of respondents reported that a major amount of effort was spent on increasing their political activity at the local and state level in the hopes of changing current funding formulas. Also, approximately

four out of every ten respondents indicated that a major amount of effort was spent on obtaining additional financial resources from governmental and non-governmental agencies. The effectiveness of these actions had primarily a limited positive effect.

Finally, an attempt was made to compare and contrast the coping actions and response actions taken by the respondents with respect to their percentage of enrollment decline. However, because of an extremely small number of observations per cell, a series of chi-square tests of independence could not be performed. The researcher then analyzed the data to determine if consistent differences existed between the two groups of respondents. A majority of the substantial differences found between the groups were found in the area of curriculum/scheduling activities.

Conclusion

All of the respondents cited various factors as contributed to their enrollment decline. However, it is not surprising that the predominant reasons given for enrollment decline were a decrease in the number of high school graduates, competition among postsecondary institutions for this depleting pool of students, and a decrease in financial support from funding agencies. All of these factors are well documented in the literature as major reasons for enrollment

decline. Therefore, it can be concluded that the reasons stated above are the predominant factors that cause enrollment decline. Obviously however, not all of the factors related to enrollment decline in community colleges may be identified, partly because they have more volatile enrollments than any other sector of higher education (Zammuto, Whetten, and Cameron 1983). Furthermore, some reasons for enrollment decline are so subtle or unique to specific institutions that many colleges are unable to recognize these factors, much less respond to them. For example, additional causes of enrollment decline provided by the respondents included an incompleting campus that could not compete with a very attractive neighboring college, and phasing out the cafeteria operation as a service to the students. It can also be concluded then that the concept of enrollment decline is a very complex issue, and that the reasons for enrollment decline cannot be fully identified.

From the analysis of the data concerning the future outlook of selected demographic and economic factors that influence enrollment figures, over one-half of the respondents indicated that they expected the general population within their service area to increase from 0 to 4% annually for the next five to ten years. It is interesting to note that over one-third of the respondents expected the number of high school graduates to decrease from 0 to 4%

annually, while almost one-third of the respondents expected the number of high school graduates to increase from 0 to 4% per year for the next five to ten years. Research done by Crossland (1980), Carnegie Council (1980), and others on higher education enrollments, supports the conclusion that the overall enrollment decline for colleges and universities, as well as the decline in the number of traditional age college students is regional, and that these figures may vary widely from one region to another. In fact it will be feast for some and famine for other colleges in the future who are counting on eighteen year old students to enhance or even maintain their enrollments. For the two-year institutions that cater exclusively to, or offer programs with a significant number of eighteen year olds, and are located in the areas of the country that will have a scarcity of eighteen year olds, a shift in their priorities is required. Instead of competing with neighboring colleges and universities for the few available eighteen year olds in the area, a shift in the priorities of the institution toward a much larger target population such as lifelong learning programs espoused by authors such as Breneman and Nelson (1981) and Gleazer (1982).

Wattenbarger (1978) stated that when institutions are faced with decline an initial response is a reactive action of scaling down their operations. Since higher education is

a labor intensive industry, naturally, the bulk of expenditures for any institution is in the area of personnel, with approximately 80% of the annual budget for an institution normally designated for personnel matters. With such a large percentage of the budget targeted for this purpose, many college leaders are forced to reduce their number of personnel when forced to to contract due to enrollment decline. The overwhelming majority of respondents in this study reported that they reduced the number of staff and or administrators at their college as a response to enrollment decline. Also, well over 50% of the respondents indicated that the following personnel actions were taken: a reduction in the number of support personnel, and a reduction in the number of full-time and part-time faculty members. This finding supports and reinforces the conclusion that because of the large proportion of the institutional budget appropriated for personnel matters, and due to the relatively fixed costs of the rest of the budget, an initial and major response of administrators faced with decline is to reduce their number of personnel. It is interesting to note that out of the top six actions taken by administrators at California's community colleges in response to enrollment decline, four were associated with the reduction of personnel.

The data analysis also revealed that three-fourths of the respondents indicated that they initiated steps to forge a better working relationship with their curricular advisory committees. This action provided the academic administrators an opportunity to assess what kinds of skills employers would like entry-level workers to possess, and expertise on how to redesign the curriculum to ensure that their students are taught the necessary skills to be marketable. The literature and the data analysis supports the conclusion that when college leaders are faced with enrollment decline, they must look outside themselves and be more consumer oriented to make their programs more attractive to the community.

The literature suggests that for institutions experiencing enrollment decline, it is more advantageous to eliminate "things" rather than reduce the number of personnel. A significant percentage of respondents indicated that they drastically cut back on the amount of funds allocated for faculty members travel expense, and staff development activities. Even the physical facilities were affected as a large number of respondents reported that they also deferred maintenance on their buildings and grounds. The findings of this study supports the conclusion that for colleges experiencing enrollment decline, funds initially appropriated for non-instructional activities are reallocated to other areas of the institution.

In an effort to replenish their enrollments, over one-half of the respondents indicated that they increased their recruiting efforts by a variety of methods including, more frequent visits to their feeder schools, and by offering on and off-campus courses at times more convenient to students. The literature supports the finding, that for academic managers trying to extricate themselves from a condition of enrollment decline, recruiting new students, and the retention of old and new students should be a major thrust of the college. Astin (1985) stated that for institutions interested in implementing steps for the purpose of retaining a larger percentage of their students, more student involvement in the classroom is an essential activity. Three-fourths of the respondents reported that a moderate amount of effort was placed on increasing the degree of student involvement in the classroom. The findings support the conclusion that for the college leaders in this study attempting to moderate or halt a condition of enrollment decline, their actions are very much in line with the recommendations found in the literature.

The data analysis also revealed that in an attempt to halt or turn around a condition of enrollment decline, a significant percentage of respondents indicated that a major effort was made to change current funding formulas at the state level. Unfortunately however, for many of these

respondents their yearly budget is heavily dependent upon their enrollment figures. Therefore, as their enrollment decreases, so does their budget. In fact, the literature explains that in times of growth and expansion, institutional budgets based on enrollment data are very favorable to the institution, but when their enrollment declines, this type of formula is detrimental to the institution. Furthermore, approximately half of the respondents reported that they made a major effort to obtain additional financial support from nongovernmental agencies. It can then be concluded that for institutions experiencing enrollment decline that in addition to taking actions to alleviate or turn around the decline, administrators are also taking steps to help further insulate themselves from future enrollment declines. These activities include efforts to change current funding formulas that are based on enrollment data and by identifying and obtaining additional funds through private sources.

Subjective Interpretation

This study was also designed to compare and contrast coping actions and response actions taken by institutions as a result of enrollment decline with respect to their percentage of enrollment decline. However, it was not possible to perform a series of chi-square tests of independence to accomplish this part of the study. The

researcher suggests the following subjective interpretation as to why it was not possible to perform this series of tests. Specifically, no pattern could be found as to how the respondents coped with and responded to enrollment decline, with respect to their percentage of enrollment decline; with the differences found among the institutions in the same group being very large, while the differences found between the groups of institutions were very small.

This writer suggests that the reason for this occurrence can be traced to a lack of training received by college administrators on ways of managing decline. Instead of possessing the knowledge and skills needed to cope with or respond to a condition of decline, administrators commonly adopt a shotgun approach and adopt reactive and/or proactive approaches that span all across the broad spectrum of possible actions.

Recommendations

Based on the findings and conclusions of this study on coping action and response actions taken by institutions as a result of enrollment decline, the following recommendations are proposed:

1. In depth case studies should be undertaken of institutions experiencing enrollment decline to ascertain detailed causes of enrollment decline, the appropriateness

of the coping actions and response actions to match the causes of decline, and the effectiveness of these actions using more objective criteria.

2. Further research should be done in this area using four year colleges and universities experiencing enrollment decline to determine any similarities in the causes of enrollment decline, actions taken to halt the decline, and the effectiveness of these actions.

3. Comparative studies of institutions experiencing enrollment decline such as private verses public institutions, union verses non-union institutions, and institutions under state control verses institutions under local control should be conducted to determine what impact these factors have on the actions taken by these institutions to cope with or respond to a condition of enrollment decline.

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APPENDIX A
SECTION I OF THE SURVEY INSTRUMENT:
BACKGROUND INFORMATION

Inst: _____

A. 1. Enrollment data for the years 1980-1985 have been compiled from the annual issues of the American Association of Community and Junior College Directory. The enrollment data from the source (total credit headcount) for your institution are shown below. If the figures listed below are incorrect, please fill in the correct figures for the appropriate year.

REPORTED DATA (headcount)	Corrected Data if needed (headcount)
FALL 1980: _____	_____
FALL 1981: _____	_____
FALL 1982: _____	_____
FALL 1983: _____	_____
FALL 1984: _____	_____
FALL 1985: _____	_____

2. Please fill in the FTE's (fall term) for each of the following years for your institution.

FALL 1980: _____
FALL 1981: _____
FALL 1982: _____
FALL 1983: _____
FALL 1984: _____
FALL 1985: _____

B. The next set of questions is concerned with the factors attributed to your enrollment decline and the current state of your institution.

1. If the enrollment data listed above are accurate, your enrollment declined during 1980-84. Please indicate the degree to which each of the following factors contributed to the decline at your institution. Please circle the appropriate response.

1	2	3	4	.....	fewer high school graduates in your service area.
1	2	3	4	.....	fewer high school graduates with college aspirations.
1	2	3	4	.....	a strong local economy/low unemployment.
1	2	3	4	.....	a poor local economy/high unemployment.
1	2	3	4	.....	increased competition from other institutions.
1	2	3	4	.....	a decrease in the general population in your service region.
1	2	3	4	.....	reduced funding that caused cutbacks in programs, courses, etc.
1	2	3	4	.....	reduced position allotments that caused cutbacks in programs, courses, etc.
1	2	3	4	.....	other (please describe).

2. In your view is your institution currently in a: (check one)
- serious decline that is likely to continue for the next five or more years and that we will be unable to moderate or turn around.
 serious decline that we can moderate or turn around by taking appropriate actions.
 moderate decline that is likely to continue for the next five or ten years and that we will be unable to turn around.
 moderate decline which can be softened or turned around by our actions.
 steady state with minor fluctuations.
 growth cycle.
- G. Two-year institutions are greatly influenced by constantly changing local demographic, economic, and societal conditions. The next set of questions is concerned with factors which impinge heavily upon your college.
1. In your estimation the general population within your service region will for the next five years, 1986-1990, will: (check one)
- increase 11%+ per year
 increase 5-10% per year
 increase 0-4% per year
 no change
 decrease 0-4% per year
 decrease 5-10% per year
 decrease 11%+ per year
2. For the next five years, 1986-90, the number of high school graduates within your service region will: (check one)
- increase 11%+ per year
 increase 5-10% per year
 increase 0-4% per year
 no change
 decrease 0-4% per year
 decrease 5-10% per year
 decrease 11%+ per year
3. In your view, do you estimate that the climate for business and industrial growth in the next five years will: (check one)
- become more favorable.
 become less favorable.
 hold steady with minor fluctuations.

APPENDIX B
SECTION II OF THE SURVEY INSTRUMENT:
COPING ACTIONS

D. The next set of questions is concerned with actions that your institution has taken, to COPE with a condition of decline. This section will contain statements grouped into four categories; college personnel, curriculum/scheduling activities, teaching activities, and other. On the left side of each statement below CIRCLE the correct response as to whether or not your institution implemented the action to cope with decline. If yes, on the right hand side of each statement below CIRCLE the correct response as to what you perceived to be the EFFECTIVENESS of EACH ACTION taken.

ACTIONS TAKEN TO COPE WITH DECLINE:

Have you employed or implemented any of the following actions to cope with enrollment decline?

- 1. Yes
- 2. No

EFFECTIVENESS:

- 1. Significant positive impact-- had a positive effect with strong evidence to support the effectiveness of the action.
- 2. Limited positive impact-- had a positive effect but little or no evidence to support the effectiveness of the action.
- 3. No impact.
- 4. Negative impact--action contributed to further decline.

Yes No

1. COLLEGE PERSONNEL:

1	2	1.	Reduced the number of full-time faculty.	1	2	3	4
1	2	2.	Reduced the number of part-time faculty.	1	2	3	4
1	2	3.	Added part-time faculty.	1	2	3	4
1	2	4.	Did not fill vacancies for full-time positions.	1	2	3	4
1	2	5.	Full-time faculty members took sabbatical leave without pay.	1	2	3	4
1	2	6.	Assigned additional noninstructional duties to full-time faculty members	1	2	3	4
1	2	7.	Reduced the number of staff/administrators (i.e., non academic professionals)	1	2	3	4
1	2	8.	Reduced the number of support personnel (i.e., librarians, maintenance staff, secretarial/clerical staff, security officers, etc.).	1	2	3	4
1	2	9.	Other (please describe)	1	2	3	4

Yes		No		2. CURRICULUM/SCHEDULING ACTIONS:					
1	2	1	2	1.	An increase in the number of sections of off-campus courses.	1	2	3	4
1	2	1	2	2.	A decrease in the number of day offerings.	1	2	3	4
1	2	1	2	3.	A decrease in the number of night offerings.	1	2	3	4
1	2	1	2	4.	An increase in the number of weekend offerings.	1	2	3	4
1	2	1	2	5.	Converted non credit courses to credit courses.	1	2	3	4
1	2	1	2	6.	Instituted multiple entry/exit points for courses.	1	2	3	4
1	2	1	2	7.	Worked more closely with advisory committees.	1	2	3	4
1	2	1	2	8.	Developed articulation agreements with feeder schools.	1	2	3	4
1	2	1	2	9.	Added new degree programs.	1	2	3	4
1	2	1	2	10.	Reduced the number of degree programs.	1	2	3	4
1	2	1	2	11.	Other (please describe)	1	2	3	4

3. TEACHING ACTIVITIES:

1	2	1.	Full-time faculty members assigned to teach courses out of field.	1	2	3	4
1	2	2.	Increased teaching loads for full-time faculty members.	1	2	3	4
1	2	3.	Team teaching by full-time faculty members in one or more instructional areas.	1	2	3	4
1	2	4.	Increased off-campus teaching by full-time faculty members.	1	2	3	4
1	2	5.	Increased evening/weekend teaching assignments for full-time faculty members.	1	2	3	4
1	2	6.	Assigned full-time faculty members to teach non credit courses.	1	2	3	4
1	2	7.	Assigned full-time faculty members to teach more independent study/contract courses.	1	2	3	4
1	2	8.	Full-time faculty members altered style of classroom delivery to make the course more interesting in one or more instructional areas.	1	2	3	4
1	2	9.	Other (please describe)	1	2	3	4

Yes No

4. OTHER:

1	2	1.	Reduced travel appropriations for full-time faculty members.	1	2	3	4
1	2	2.	Reduced appropriations for faculty and staff development activities.	1	2	3	4
1	2	3.	Deferred maintenance activities for the physical plant and grounds.	1	2	3	4
1	2	4.	Other (please describe)	1	2	3	4

5. Are there any additional actions, ideas, suggestions, etc. that you would like to add pertaining to the above sections?

APPENDIX C
SECTION III OF THE SURVEY INSTRUMENT:
RESPONSE ACTIONS

E. The next set of questions is concerned with activities your institution has taken to HALT OR SLOW DOWN A CONDITION OF DECLINE. This section contains statements grouped into six categories; recruiting/marketing activities, retention activities, teaching activities, curriculum/scheduling practices, college personnel and other. On the left side of each statement below CIRCLE the correct response regarding the INTENSITY OF EFFORT spent on each activity designed to address the problems of declining enrollment. On the right side of each statement CIRCLE the correct response as to what you perceived to be the EFFECTIVENESS OF EACH ACTIVITY.

INTENSITY OF EFFORT:

1. None--no effort spent on activity before decline or since.
2. Some--some effort expended before decline and no change in effort afterwards.
3. Moderate--some increased effort spent on activity (i.e., requested college personnel to participate in activities, developed a more systematic approach to achieve the activities, etc.).
4. Major--a major increase in effort spent on activity (i.e., added personnel to accomplish tasks, required all faculty and staff to participate in activities, earmarked additional funds to sponsor the activities, etc.).

EFFECTIVENESS:

1. Significant positive impact--had a positive effect with support the effectiveness of the action.
2. Limited positive impact--little or no evidence to support the effectiveness of the action.
3. No impact.
4. Negative impact--action contributed to further decline.

1. RECRUITING/MARKETING ACTIVITIES:

1	2	3	4	1.	Increased the number of visits or number of personnel per visit to feeder schools within the service region.	1	2	3	4
1	2	3	4	2.	Involvement of college personnel in recruiting activities in nonschool agencies (i.e., speaking engagements to civic clubs, participation in city/county events).	1	2	3	4
1	2	3	4	3.	Use of various media marketing strategies (i.e., radio, t.v., and newspaper).	1	2	3	4
1	2	3	4	4.	Mass mailings of course schedules, brochures, or other written material describing the programs of the college.	1	2	3	4
1	2	3	4	5.	College personnel involvement with local businesses and industries concerning the training and retraining of their employees.	1	2	3	4
1	2	3	4	6.	Other (please describe)	1	2	3	4

2. RETENTION ACTIVITIES:

1	2	3	4	1. Improvement of academic counseling/advising by faculty members.	1	2	3	4
1	2	3	4	2. Improvement of screening/testing procedures.	1	2	3	4
1	2	3	4	3. Improvement of classroom teaching by faculty members.	1	2	3	4
1	2	3	4	4. Establishment of an orientation system procedure for freshmen and transfer students.	1	2	3	4
1	2	3	4	5. Improvement of extracurricular activities for students.	1	2	3	4
1	2	3	4	6. Increased emphasis on academic support systems for marginal students.	1	2	3	4
1	2	3	4	7. Developed an early warning system within the classroom to identify potential dropouts.	1	2	3	4
1	2	3	4	8. Other (please describe)	1	2	3	4

3. TEACHING ACTIVITIES:

1	2	3	4	1. Reduced the number of noninstructional duties assigned to faculty members, so they can concentrate more on instruction.	1	2	3	4
1	2	3	4	2. Increased the number of hours spent on campus per week by faculty members so as to be more available to students.	1	2	3	4
1	2	3	4	3. Required part-time and full-time faculty members to use more student involvement activities within the classroom.	1	2	3	4
1	2	3	4	4. Other (please describe).	1	2	3	4

4. CURRICULUM/SCHEDULING ACTIVITIES:

- | | | | | | | | | | |
|---|---|---|---|----|--|---|---|---|---|
| 1 | 2 | 3 | 4 | 1. | Offered on-campus courses at times more convenient to students. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 2. | Offered off-campus courses at times and or locations more convenient with students. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 3. | Evaluated programs and or courses periodically to determine if they still meet the needs of the community. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 4. | Assessed communities educational needs periodically and developed and implemented new programs as needed. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 5. | Updated equipment needs of vocational/technical programs to keep them competitive with other institutions. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 6. | Other (please describe). | 1 | 2 | 3 | 4 |

5. COLLEGE PERSONNEL:

- | | | | | | | | | | |
|---|---|---|---|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 1. | Required more full-time faculty members and staff to be available on campus at for the benefit of evening students. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 2. | Required offices normally closed at night, to open periodically during the week. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 3. | Other (please describe). | 1 | 2 | 3 | 4 |

6. OTHER

- | | | | | | | | | | |
|---|---|---|---|----|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 1. | Increased political activity at the local and/or state level to change current funding patterns to soften the impact of retrenchment. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 2. | Increased political activity at the local and/or state level to change current personnel authorization policies to soften the impact of retrenchment. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 3. | Increased efforts to work with institutional union(s) to soften the impact of retrenchment. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 4. | Increased efforts to obtain financial resources from federal and state agencies. | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | 5. | Increased efforts to obtain financial resources from non-governmental agencies, i.e., private funds via a college foundation. | 1 | 2 | 3 | 4 |

6. Are there any additional actions, ideas, suggestions, etc. that you would like to add pertaining to the above sections?

7. Please describe briefly, if any, actions taken at the state level to soften the effects of your decline?

8. If you are interested in a copy of the results of the study, please put your name and address on the back of the return envelope.

APPENDIX D
INITIAL LETTER TO COMMUNITY COLLEGE PRESIDENTS

College of Education/AES Division

April 29, 1986

Dear President:

Enrollment decline has become a major concern for many public two-year institutions. Researchers interested in this topic have suggested appropriate reactions to declining enrollments, however, little information is available to describe actual responses to decline at the institutional level.

This national study is designed to determine how public two-year community, junior and technical colleges cope with and respond to decline. According to available enrollment data your college has experienced enrollment decline during the last five years. Your participation in this study is important for us to gain the most accurate description of actions taken by specific colleges in response to retrenchment. Please complete the enclosed questionnaire and return it in the self-addressed envelope. If you are new at the institution and feel that another person(s) might be able to provide more details about the topic, please encourage them to fill out the questionnaire.

The research data will be aggregated, and no individual responses will be reported. Therefore, you can be assured of complete confidentiality. The identification number on the questionnaire will be used solely for the purpose of ascertaining who will be mailed follow-up materials. Furthermore, all coding numbers will be destroyed to assure that your responses remain confidential.

The results of this national survey will be made available to community college practitioners, and any others interested in this topic. You may receive a summary of the results by writing your name and address on the back of the return envelope.

I would be happy to answer any questions you might have concerning this project. Please write to me at the above address or telephone me at (703) 961-6136.

Sincerely,

W. Terry McNeill
Project Director

APPENDIX E
FOLLOW-UP POSTCARD

Virginia Polytechnic Institute and State University
College of Education

May 6, 1986

Last week a questionnaire seeking information on coping actions and response actions of public community, junior and technical colleges to conditions of enrollment decline was mailed to you. If you have already completed and returned it to us, please accept our sincere thanks. If not, please do so today. Because the questionnaire has been sent to only a small, but representative, sample of American public two-year colleges, it is extremely important that yours be included in the study if the results are to accurately represent the data on actions taken by public two-year colleges as a result of enrollment decline. If you did not receive the questionnaires or it has been misplaced, please call me at 703-961-5642 and I will mail you another one right away.

Sincerely,

W. Terry McNeill

APPENDIX F
SECOND FOLLOW-UP LETTER

College of Education/AES Division

May 20, 1986

Dear President:

About three weeks ago I wrote to you seeking your participation in a national study of how community colleges are coping with or responding to declining enrollment. As of today, I have not received your completed questionnaire.

I am writing to you again because of the importance of your participation to the success of this study. Your institution was selected based on 1980-84 enrollment data, subjected to three different criteria. This means that you represent one of only 69 presidents sampled nationwide. If the results of this study are to be truly representative of institutions facing decline, it is essential that each person in the sample return their questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed with a stamped, self-addressed envelope.

Your cooperation is greatly appreciated.

Sincerely,

W. Terry McNeill
Project Director

APPENDIX G
THIRD FOLLOW-UP LETTER AND POSTCARD

College of Education/AES Division

June 17, 1986

Dear President:

I am writing to you about our study of coping actions and response of two-year colleges who have experienced an enrollment decline from 1980-1984. We have not yet received your completed questionnaire.

The large number of questionnaires returned is very encouraging. However, whether we will be able to describe accurately how institutions cope with and respond to enrollment decline, depends upon you and the others who have not responded. Those who have not responded may provide quite different actions and strategies than those who have.

This is the first national study of this problem and the results are of particular importance to community college practitioners in two-year institutions facing enrollment decline.

I am enclosing a replacement questionnaire, self-addressed, stamped envelope, and a self-addressed, stamped postcard. If you are unable to complete the questionnaire, please return the postcard with your phone number and a date and time that I may call you, regarding an abbreviated version of the questionnaire (5-10 minutes). Please complete and return the questionnaire or the postcard as quickly as possible.

I will be happy to send you the results of the study if you wish. Simply write your name and address on the back of the return envelope or on the postcard.

Your contribution to this study will be greatly appreciated.

Sincerely,

W. Terry McNeill
Project Director

Name:

Name of Institution:

Telephone Number:

Please call me on the following date(s):

Please call between the hours of:

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the scanned document**