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ENROLLMENT MANAGEMENT AND INTERCOLLEGIATE ATHLETICS:
A STUDY OF WOMEN'S BEACH VOLLEYBALL

by

Valerie Clem-Brown

A DISSERTATION

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Under the Supervision of Professor Brent Cejda

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ENROLLMENT MANAGEMENT AND INTERCOLLEGIATE ATHLETICS:
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University of Nebraska, 2020

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With college costs increasing annually and the number of high school students dropping in many areas of the country, enrollment management professionals must seek out creative strategies to appeal to a broader population of out-of-state students. This study assessed the impact of the three common faces of a holistic enrollment management plan: structural management, planning, and leadership, on the recruitment of out-of-state student-athletes to play NCAA Division I beach volleyball. Alternative explanations were explored to determine how an institution was successful in recruiting out-of-state beach volleyball student-athletes when the three common faces of a holistic enrollment management plan were not evident.

Using a single significant case study approach, one institution was selected that stood out from their peers as being able to successfully recruit a high number of out-of-state student-athletes for their beach volleyball program. Interviews were conducted with three key stakeholders as the primary data collection method. A narrative inquiry methodology was used to analyze the data from the interviews, with the institution's website and recruitment materials serving as supplemental material in order to allow the true essence of the story to emerge.

Findings revealed that the institution did not demonstrate any of the three faces of a holistic enrollment management plan as limited collaboration was identified between the admissions office and the athletics department. The essence of this study indicates that extraordinary efforts from very dedicated individuals resulted in the successful recruitment of out-of-state student-athletes for a new or emerging sport. The results suggest that the institution would have even greater opportunity for success if they created strategic collaborative relationships across campus to facilitate the sharing of data and work together toward common recruitment goals.

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Dedication

For my dad.

Look where you're going, not where you've been.

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CHAPTER 1 INTRODUCTION

Over the past decade, the cost of higher education has increased in dramatic fashion. At public four-year colleges, tuition and fees alone have increased on average by \$2,670 and when you add in room and board, that figure goes up to \$4,910 (College Board, 2018). For that same time period, the increases at private four-year colleges were even greater. At private institutions, tuition and fee charges have increased by approximately \$7,390 and tuition, fees, room and board increases have risen to approximately \$9,790 (College Board, 2018).

While the cost of higher education has continued to surge, state spending on higher education has not rebounded from the setback that it took during the recession. A 2017 study determined that after adjusting for inflation, only five states are currently spending more per student now than they were in 2008 (Mitchell, Leachman, & Masterson, 2017). Further, it was found that per-student spending fell by as much as 20 to 30 percent with 10 states cutting funding by more than 20 percent and an additional eight states reporting cuts exceeding 30 percent. One state, Arizona, reported making cuts of the per-student funding that exceeded 50 percent over the last 10 years.

There are also fewer potential students to pay these increased costs. Beginning in 2017 the number of high school graduates in the United States is projected to drop across the country, with some regions such as the northeast, being hit harder than others by this trend (Seltzer, 2016). States such as Connecticut and New Hampshire are expected to see drastic shifts in the number of high school graduates for the next fifteen years (Bransberger & Michelau, 2016). Connecticut is expected to see their number of high

school graduates drop by roughly 10,000 from approximately 43,000 in the 2013-14 school year to only 33,000 in the 2031-32 school year and New Hampshire is anticipating a decrease of 4,000 graduates, from 16,000 in 2013-14 to 12,000 in 2031-32. Other states being hit particularly hard by this trend are California with an expected decrease of approximately 55,000 high school graduates and Illinois where the decrease could be upwards of 24,000 students.

As the number of high school graduates declines, admissions officers and enrollment managers at colleges across the country will need to be more cognizant of what students are looking for in their college choice process, as there will be increased competition for a more limited market (Bergerson, 2009; Bound, Hershbein, & Long, 2009). Further, when colleges are looking at creative enrollment solutions, they must keep in mind the current levels of higher education funding (Mitchell & King, 2018). These two unique issues present enrollment managers with a task that is quite daunting: they must keep enrollments at least steady while maintaining perspective on the increased cost of higher education.

According to current research, enrollment managers can, and likely more often should, partner with athletics department personnel such as coaching staff and recruiters to optimize the benefits of strategic athletic recruiting for both the athletics department as well as the admissions office (Bruder, 2017; Mitchell & King, 2018; Schumacher, 2015). A study by Eckert, et al., found that when athletics recruiting staff partnered with honors program administrators to integrate honors college tours and interviews as a part of the student-athlete campus visit, the numbers of student-athletes enrolled in the honors program increased annually (Eckert, et al., 2010). The researchers found that this

institution was able to increase the number of students enrolled in their honors program, increase the visibility of the honors program, and increase the overall GPA of the student-athletes on campus through the use of one strategic partnership between athletics and the honors program. In another collaborative endeavor between athletics and an honors program, Clauss and Taylor (2010) describe a relationship that developed out of a desire for academic context to be added to an athletics event. Athletics administrators collaborated with administrators from the honors program to develop a curriculum that would educate student-athletes as they toured Greece for an event. Clauss and Taylor also found that this initial effort has since sparked other collaborations linking athletic endeavors to the academic pursuits of the student-athletes. Although the research points to targeted, one-off collaborations on college campuses between athletics and admissions units, no studies have looked specifically at planned, strategic enrollment management in this regard.

Perhaps the area where athletics can be of most benefit to admissions officers is in the area of recruiting out-of-state students for the university. In states that are experiencing declines in the number of high school graduates, the recruitment of out-of-state students may be essential to maintain enrollments (Jaquette & Curs, 2015). There is a positive association between scholarship amount offered and out-of-state student yield. It has been found that an increase in the scholarship or grant aid offer by as little as \$1,000 per year for an out-of-state student increases the likelihood of that student matriculating at the institution (Avery & Hoxby, 2004; Johnson, 2019). Further, Bradbury and Pitts (2018) researched student-athlete cost of attendance after the NCAA rules change allowing student-athletes to receive athletics scholarships up to their full

cost of attendance, including a cost of attendance allowance. This research showed that an institution's recruiting ranking improved as its cost of attendance increased, leading to a larger scholarship for the student-athlete (Bradbury & Pitts, 2018).

There are a number of reasons that institutions embark on adding athletic programs. Judson, James, and Aurand (2004) stressed that a well-performing athletic team can bring incomparable attention to a university. Stinson and Howard (2010) highlighted the ability of athletic programs to bring in donations as a result of the emotional connection that often develops among sports fans. This connection to intercollegiate athletic programs can be experienced by both alumni and the general public and draw in substantial athletics department donations. Athletics programs also have the ability to bring in additional admissions applications and heightened name recognition for a college or university (Zimbalist, 1999). Glatter (2017) noted the drastic increases in admissions applications for smaller athletic programs that fare well during the NCAA Men's Basketball Tournament with some institutions realizing application increases of up to 30 percent after one successful season.

Even when data indicates that enrollments are projected to decrease, athletics can serve to benefit in a collaborative strategic enrollment management model as indicated in a report by the Government Accountability Office (GAO). In a 2007 study, it was found that the enrollment of females who participated in athletics increased at a faster rate than the enrollment of females who did not participate in athletics (GAO, 2007). This demonstrates that athletic participation may be even more critical to building or sustaining the enrollments of female students as the higher education market works to deal with the imminent decrease in high school graduates.

Recent research has indicated that female enrollment in higher education is greater than that of their male peers and has remained that way for the last three decades (Guramatunhu-Mudiwa, 2016; Heckman & Montalto, 2018). The National Center for Educational Statistics indicates that in the most recent cohort to be evaluated 56 percent of the student population enrolled in postsecondary institutions were female (NCES, 2019). Further, the data indicated that male enrollments grew over the last 10 years by 14 percent whereas female enrollment had only experienced a 10 percent increase in the same time period. With male enrollments increasing at a higher rate than female enrollments, researchers need to explore the drivers behind these trends, including institutional enrollment management strategies.

The amount of financial assistance a student is offered from a particular college can play a vital role in helping the student elect to attend the institution. In a study of high achieving students, Dale (2010) found that scholarships were instrumental in the students' college choice process because the leveraging of funds in the admissions process made the students seriously consider the college, even when the institution was outside of the student's home state. Further, the study found that in many instances the offer of a scholarship was considered by the student to be the deciding factor for out-of-state students as it made the cost more comparable to attending an institution within their home state.

Statement of the Problem

Tuition and fee revenue is a major component of university budgets and generally, out-of-state students pay higher tuition and fees than in-state students at public institutions (Desrochers & Hurlburt, 2016; Jaquette & Curs, 2015). In a recent study of

11 small, private, NCAA Division III colleges, Bruder (2017) found that enrollment managers worked in concert with their athletics department colleagues to attract students to these colleges, however, there was no indication that a formalized strategic enrollment management plan had been developed using this practice. Further, in a study that looked at all NCAA Division II institutions, Hardwick-Day (2008) concluded that scholarship recipients improved the geographic and cultural diversity of the colleges which they called home because scholarship student-athletes are often recruited and choose to attend colleges that are a greater distance from home than non-scholarship students. A thorough search of the literature was conducted, however no studies regarding NCAA Division I could be located.

There is evidence that smaller institutions participating in Division II and III NCAA athletics have used the opportunity to participate in varsity sports as a recruitment tool (Weatherall, 2006). A literature review did not reveal any studies that examined whether establishing new athletics programs benefited the overall enrollment management objectives of an institution. The purpose of this study was to investigate how an institution achieved success in out-of-state student-athlete recruitment for an emerging NCAA sport. Further, this study desired to explore the formal strategies and partnerships between the admissions office and the athletics office that were used in the process of recruiting out-of-state student-athletes to determine what may be effective and what lessons the participants have learned through this process. This study sought to add to the understanding of strategic enrollment management and inform institutions who are considering adding a new sport about the importance of intentional collaborations between enrollment management and the athletics department.

Emerging Sports and Beach Volleyball

The NCAA has a special classification for programs that are growing in popularity for women but have not yet reached NCAA Championship status; these sports are referred to as emerging sports (Blum, 1994). The creation of the emerging sports classification was in direct response to strong criticism and backlash faced by the NCAA as a result of low opportunities for female participation that was highlighted as a result of Title IX of the Education Amendments of 1972 (Buzivis, 2011; 20 U.S.C. §§ 1681-1688). The Emerging Sports for Women program operates as a part of the NCAA's Committee of Women's Athletics (Stark-Mason, 2016). The program is tasked with providing guidance and support to emerging sports programs, or programs that would like to become an emerging sport, in an effort to help those athletics programs meet the requirements to become NCAA sanctioned championship events.

In 2016, the National Collegiate Athletic Association (NCAA) promoted the sport of beach volleyball from emerging status to be officially recognized as the organization's 90th championship sport (NCAA, 2017). Currently, there are 76 teams competing in NCAA sanctioned beach volleyball across all three NCAA divisions; however, as many as 69 institutions across the NCAA are looking to add this sport in the next five years (American Volleyball Coaches Association, 2017). Each beach volleyball team can have up to fourteen counters, or student-athletes on the active roster that are receiving institutional financial aid (NCAA, 2018e). In Division I, if the institution also sponsors an indoor volleyball program, a beach volleyball team has six full athletic scholarships that can be given out in full or in partial amounts, also called equivalencies, to members of the team. If the institution does not sponsor an indoor volleyball program, the limit in

equivalencies is increased to eight. NCAA Division II rules allow no more than five equivalencies per team and make no distinction between institutions that sponsor indoor volleyball programs and those that do not (NCAA, 2018). Further, NCAA Division III rules prohibit any student-athlete from receiving financial aid that is based in any way on athletic ability, so although there are minimum and maximum numbers of student-athletes permitted on the teams, they do not receive any form of athletics-related financial aid (NCAA, 2018).

Conceptual Framework

The conceptual framework for this study is guided by the principles of enrollment management. Enrollment management became a specialization within the higher education context out of necessity when colleges needed to find strategic methods for attracting students to their campus as the number of college-age students was projected to decrease during the 1970s through the 1990s (Hossler, 2011). When looking at enrollment management, particularly at times when the demand for students increases, it is equally important to keep in mind the choice process the student is going through as they decide where they will be attending college.

Enrollment management.

Enrollment Management (EM) is both a concept and a process that draws its roots from many areas of a typical college campus such as the admissions office, student affairs, marketing, as well as academics (Hossler, 2011). The most widely accepted definition for enrollment management states that it is:

An organizational concept as well as a systematic set of activities designed to enable educational institutions to exert more influence over their student

enrollments and total net tuition revenue derived from enrolled students.

Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes. These processes are studied to guide institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development and other academic areas that affect enrollments, student persistence, and student outcomes from college (Revised in 2001 from Hossler, Bean, & Associates, 1990).

Hossler's definition of enrollment management has been an ever-evolving work with it originating in 1984 and having major revisions in 1990 and again in 2001 (Hossler, 1984; Hossler, Bean & Associates, 1990; Hossler, Bean, & Associates, 2001). This is also not the only definition of enrollment management as there have been others. For instance, Dolence (1993) indicated that academics should be the primary impetus for enrollment management and Kalsbeek (2003) defined enrollment management from an economic standpoint, asserting that all enrollment management activities work in favor of or against the institution's market position.

There is no one "best" enrollment management system, as each campus has specific needs and must develop an enrollment management system that will help them in achieving their goals (Hossler, Bean & Associates, 1990; Penn, 1999). However, there are certain characteristics that practitioners and scholars agree should always be included in a comprehensive enrollment management plan (Black, 2001; Bontrager, Ingersoll, & Ingersoll, 2012; Henderson, 2005; Hossler, Bean & Associates, 1990; Hossler, 2011; Kalsbeek, 2006). The "three faces" of a holistic enrollment management plan take a

community-oriented approach and provide three broad facets for which the various dimensions of the overall framework are formed (Bontrager, Ingersoll, & Ingersoll, 2012).

Structural management is the first facet and it works to ensure that the proper infrastructure is in place to meet the needs of each of the three key groups: the students, the faculty, and the university (Black, 2012; Bontrager, Ingersoll, & Ingersoll, 2012). The goal of structural management is to bring the three key groups together and establish common goals that will enrich recruitment, improve student services, and enhance academic programs in an effort to retain and graduate a highly qualified student body.

Planning is the second facet and it focuses on long-term goals, innovation, and collaboration while always keeping the best interests of the students in mind (Bontrager, Ingersoll, & Ingersoll, 2012). In this facet, the university community is allowed to put their best ideas forward with big picture thinking because “planning is planning for change and there is no need to plan to remain the same or evolve slowly” (Hossler, Bean, & Associates, 1990, p. 21). The planning process is designed to have all parties thinking about the future and what structures, processes, and programs the university will need to get there.

The final, and perhaps most important, facet of the “three faces” model is leadership (Bontrager, Ingersoll, & Ingersoll, 2012). It is imperative that senior-level leadership be involved with any major enrollment management initiatives in order for them to be successful. Leaders that are a part of the enrollment management process can help motivate others in the campus community to get on board with the project, they can use their persuasive abilities with their senior-level peers to add buy-in at the highest

levels, and they can use their position within the university to demonstrate to external stakeholders the importance of enrollment management.

Research Questions

The guiding question for this study is how does an institution initiating a new beach volleyball program describe their success in recruiting out-of-state student-athletes to participate in beach volleyball?

The following sub questions aided in answering the guiding question.

1. How does the participating institution demonstrate the incorporation of the three common faces of a holistic enrollment management plan (structural management, planning, and leadership) in their efforts to recruit out-of-state students to participate in beach volleyball? If the three common faces are not evident, how can the successful recruitment of out-of-state student-athletes be explained?
2. How does the participating institution describe collaborative efforts to develop a plan to recruit out-of-state student-athletes to play beach volleyball? Is the collaboration described similarly by the study participants? If collaboration is not identified, was there a strategic decision for either athletics or enrollment management to assume responsibility for recruitment, or was collaboration attempted and the result not successful?
3. How do the study participants describe the key factors that contributed to the successful recruitment of out-of-state students to participate in beach volleyball? Are the key factors similarly identified and described by all participants or do they have differing views? Do the key factors fall in line with the three faces of enrollment management?

4. What lessons learned can be drawn from the experiences of the participants that might inform colleges and universities that are considering adding emerging sports as an enrollment management strategy?

Introduction of Methodology

In order to obtain a more complete understanding of the enrollment management strategies currently being employed as well as to gauge the need for more strategic collaborative partnerships between enrollment managers and athletics departments, a case study research design has been chosen for the current research. The following definition of case study research was used as a guide throughout this research.

Case study is an empirical method that investigates a contemporary phenomenon (the "case") in-depth and within real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (Yin, 2018, p.15).

A case study design is the best-suited research method for this inquiry because it allows data to be collected in a more natural way that takes into consideration the unique contexts with which the phenomenon occurs at various institutions. This approach allowed the researcher to collect data from the entire population of NCAA beach volleyball participating institutions via an informational survey and then use that data to advise a targeted qualitative data collection campaign so that a more holistic view can be developed.

This study utilized Yin's (2018) structured approach to case study research. Yin's structured approach will allow the research to follow a clearly defined path from planning through analysis and dissemination that is solidly grounded in theory. Although Yin

(2018) provides a rigid structure for case study design, he does note that fluidity is necessary at times during case study research and urges researchers to be prepared with adaptive designs throughout the research process.

A two-phased approach for identifying eligible cases (Yin, 2018) was implemented in order to locate the best possible cases for this research. In the first phase of the screening process, a list was obtained from the NCAA documenting all Division I, Division II, and Division III beach volleyball programs that are eligible to compete at the championship level. The second phase of the case identification process consisted of a short survey that will be distributed to beach volleyball coaching personnel as well as enrollment management officials at each institution that currently offers beach volleyball as an NCAA sanctioned event. The informational survey consisted of some basic descriptive questions to capture data about the institution as well as four questions regarding enrollment management and recruiting of beach volleyball student-athletes. The four primary questions that were asked in phase-two of the case identification process are:

1. Did you have success in recruiting out-of-state students to participate in your newly sanctioned beach volleyball program?
2. Was the recruitment effort to attract these students led by the admissions area, the athletic department, or was it a strategic initiative that included cooperation and collaboration between admissions and athletics?
3. Did the recruitment efforts result in additional applications and/or enrollment from other out-of-state students who did not participate in the newly sanctioned sport of beach volleyball?

4. Can you identify one or two other colleges or universities that were successful in recruiting out-of-state students to participate in their beach volleyball program?

The responses to these questions were carefully analyzed and used to drive phase-two of the research; the purposeful selection of cases for the study. Through this screening process, the researcher was able to identify the cases that were a part of the study and elect to use either a single case study or a multiple case study design.

Definition of Terms

Applicant Pool – The applicant pool is a subset of prospective students that have officially submitted their application for admission to the institution (Hossler, 2000).

Athletic Scholarship – Also referred to as athletically-related financial aid, and athletic scholarship is any form of student financial assistance that is based wholly or in part on a student's athletic ability (NCAA, 2018e).

Cost of Attendance – An amount determined by the institution that provides the student with the total cost to attend for a given period, generally an academic year. The cost of attendance includes direct costs from the institution such as tuition, fees, room, and board but it also includes estimates of indirect costs the student may incur such as books, supplies, transportation, and personal expenses (Zhang & Associates, 2011).

Full Athletic Scholarship – Also referred to as full grant-in-aid, a full athletic scholarship covers the full cost of a student's tuition, fees, room, board, as well as other expenses up to the full cost of attendance (NCAA, 2018e).

In-State Student – An in-state student has established residency in the state in which the college or university is located. In-state students typically receive a discounted tuition rate when attending a public institution (The George Washington University, n.d.).

NCAA – The National Collegiate Athletic Association (NCAA) is the largest and most prominent organizing body of intercollegiate athletics programs in the United States (NCAA, 2018b).

Out-of-State Student – An out-of-state student resides in a state other than the one in which the college or university is located. Out-of-state students typically pay a higher tuition rate than in-state students when attending a public institution (The George Washington University, n.d.).

Partial Athletic Scholarship – Also referred to as partial grant-in-aid or an equivalency, a partial athletic scholarship can be awarded to a student as a flat dollar amount, an amount to cover a percentage of their cost of attendance, or an amount that covers a particular component of their cost of attendance such as tuition or books (NCAA, 2018e).

Prospective Student – A person with an interest in attending a particular college or university that will meet the institution’s minimum eligibility criteria for admission. A prospective student may or may not have filled out an application for admission to the institution, but they have not matriculated (Hossler, 2000).

Student-Athlete – The NCAA defines a student-athlete as “amateurs in an intercollegiate sport, and their participation should be motivated primarily by education and by the physical, mental and social benefits to be derived” (NCAA, 2019e).

Assumptions

This study was written with the assumption that the recruitment of students, particularly out-of-state students, would continue to be important to institutions seeking to maintain or increase enrollment levels in the coming years. Respondents in this study are university administrators serving in professional roles associated with enrollment

management and as such, it is assumed that they indeed have the necessary knowledge to address enrollment management strategies. It is also assumed that participants answered all questions in an honest and truthful manner using the information they have available at the time they respond to the survey.

Delimitations

This study includes only participants that were employed at one of the 76 colleges and universities across the United States that offer Beach Volleyball as an NCAA varsity sport. Titles of university administrators vary depending upon organizational structure, history, location, as well as other factors, however, the researcher identified common job duties and responsibilities among the target sample and used this data to distinguish the appropriate university administrators to participate in the study. Further, since it was impractical to attempt to survey all faculty and staff at each institution in the sample selected, the researcher captured data from all essential members of the university community following the protocol set in prior enrollment management research (Abston, 2010; Cesarini, 2011; Fuller, 1998; Reyes, 2015; Webber, 1988; Williams, 2001).

NCAA beach volleyball was selected as the sport by which this research would be based because it is the most recent sport to go through the process of the NCAA Emerging Sports for Women program and graduate to become a full-fledged championship sport. Beach volleyball has participating institutions in all three NCAA divisions and is rapidly growing with more colleges adding the sport each year. Finally, with NCAA beach volleyball recently becoming an NCAA championship sport,

programs are not present in all 50 U.S. states at the time of this exploration, so this research reflects information received from colleges located in 24 states.

Limitations

Any research utilizing a case study research design, such as this, is subject to the limitations of time and place. According to Creswell and Guetterman (2019), “attitudes, beliefs, and opinions are ways in which individuals think about issues, whereas practices are their actual behaviors” (p. 386). The current study is using a case study to look at perceptions of enrollment management activities and strategies from the perspective of various university and athletics administrators at a single point in time, however, this research is only able to capture each individual's opinion, not their actual behavior nor the intent or mission of the institution they represent. Further, case study research is limited in that it is a relatively new method of qualitative research and as a result, best practices for research designs are still being developed (Yin, 2018).

Significance of Study

This study was important because it looked to expand the base of research literature on strategic enrollment management as well as athletic recruitment.

Researchers interested in advancing strategic enrollment management concepts could benefit from the data found over the course of this study. Additionally, practitioners responsible for enrollment management at institutions of all sizes and structures can take away valuable information that can be used as they search for innovative ways to attract students to their campus. From an athletic recruiting perspective, this research proved

beneficial for both researchers as well as practitioners such as coaches, recruiters, and directors of athletics as they look to enhance and expand their athletic offerings.

CHAPTER 2 LITERATURE REVIEW

Introduction

The present study sought to explore how the establishment of new athletic programs can benefit colleges and universities from an enrollment management perspective. The review of literature that follows includes an examination of the topics of enrollment management as well as student college choice as these two principles guide this research. Next, there is an overview of intercollegiate athletics with a look at the divisional classifications and women's athletics. The chapter concludes with a discussion on student-athlete college choice.

Enrollment Management

Institutions of higher education have been in existence in the United States since the seventeenth century and have been in constant evolution since that time (Rudolph & Thelin, 1990). However, it was not until the 1970's that the idea of strategic college admissions, the use of marketing in admissions, and enrollment management started becoming part of the planning process for most high-functioning admissions offices in the country (Maguire, 1976). As with any new strategy, it has taken years of theory and practice for enrollment management to become standard operating procedure on many college campuses today.

The definition of enrollment management has evolved over time as theorists, researchers, and practitioners learn more about the field of enrollment management and all that it encompasses. Macguire (1976) began with a fairly narrow view of enrollment management as having five goals of recruiting students, distributing financial aid, tracking students throughout college, retaining students, and maintaining enrollment

levels. It was not until nearly ten years later that the definition of enrollment management was revised to reflect that it is a university-wide effort and not the responsibility of one or two offices on campus (Hossler, 1984).

Others in the field of enrollment management have sought to further clarify or redefine the term throughout the years (Dolence, 1993, 1997; Henderson, 2005; Hossler, Bean, & Associates, 1990; Kalsbeek; 2003, 2006). Dolence (1993, 1997) took the process of enrollment management to a new level with Strategic Enrollment Management (SEM). Kalsbeek (2003, 2006) expanded upon the definition of SEM by adding the integral component of marketing that had been explored by Maguire in 1976. Henderson (2005) worried that the academic basis of the college experience was getting lost in the enrollment management puzzle and wrote to refocus enrollment management from an academic perspective while maintaining some of the key attributes of enrollment management such as research and evaluation and institutional planning.

Although there have been several definitions of enrollment management over the years, Hossler's (1984) revised definition is the most widely accepted and used among scholars and practitioners (Bontrager, Ingersoll, & Ingersoll, 2012; Hossler, 2011; Hossler, Bean, & Associates, 1990; Hossler & Bontrager, 2015; Zhang & Associates, 2011). As such, this definition of enrollment management is the one that was used to guide this research. The most recent revision (2001) states,

Enrollment management is both an organizational concept as well as a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments and total net tuition revenue derived from enrolled students. Organized by strategic planning and supported by institutional research,

enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes. These processes are studied to guide institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development and other academic areas that affect enrollments, student persistence, and student outcomes from college (Revised in 2001 from Hossler, Bean, & Associates, 1990).

Enrollment Management Models

Hossler & Kemerer (1986) expanded upon the concept of enrollment management as the idea began to truly take shape on college campuses. They proposed four models for enrollment management that would allow institutions to get on board with this new trend no matter the size or composition of their administration or student body.

Enrollment management committee model.

The enrollment management committee model is often a sound starting point for institutions that are ready to begin exploring the opportunities that enrollment management can bring to their campus (Hossler, Bean, & Associates, 1990). In this model, the institution is able to assemble a group of faculty, administrators, and other key stakeholders from departments across campus to begin looking at enrollment management functions from an interdepartmental perspective in a cost-effective manner (Hossler, Bean, & Associates, 1990; Hossler & Kemerer, 1986; Kemerer, Baldrige, & Green, 1982; Penn, 1999). While enrollment management committees can prove to be a valuable asset when dealing with minor enrollment management issues and finding short-term solutions, due to the constrained nature of the committee model, institutions often

find it is difficult to maintain the momentum that is needed for major, long-lasting change using the committee model.

Enrollment management coordinator model.

The enrollment management coordinator model involves senior-level administration appointing an individual to the role of enrollment management coordinator in order to have the primary planning and logistical decisions made by a single person (Hossler, Bean, & Associates, 1990; Hossler & Kemerer, 1986). The person serving in this role may also serve as the chair of the enrollment management committee so that they can maintain communications with stakeholders around the institution.

Like the committee model, the coordinator model is a more cost-effective way for institutions to move into the enrollment management realm because the coordinator title is generally assigned to a staff member or mid-level manager that has a good rapport with faculty and administrators on campus. The enrollment management coordinator does not have a lot of decision-making power or authority due to their level within the organizational structure, so it is important that the individual is able to build and maintain strategic partnerships in order to get the support from around campus that is needed to make major changes a reality (Hossler, Bean, & Associates, 1990; Hossler & Kemerer, 1986; Kemerer, Baldrige, & Green, 1982; Penn, 1999).

Enrollment management matrix model.

The enrollment management matrix model is a more formalized and centralized model than the previous two (Hossler, Bean, & Associates, 1990; Hossler & Kemerer, 1986; Kemerer, Baldrige, & Green, 1982; Penn, 1999). In the matrix model, a senior-level administrator is charged with oversight of enrollment management activities across

campus. This individual works closely with their colleagues in units that serve enrollment management functions in order to bring cohesion and an enrollment management focus to each area and to the institution as a whole.

The enrollment management matrix model is different from the enrollment management coordinator model in that the individual assigned the oversight responsibilities is a higher-ranking official, so they have more power and greater resources for implementing broad enrollment management strategies that require the collaboration of many individual units. The drawback to the matrix model is that the administrator that is given charge of the operation still must fulfill their other job duties, as enrollment management is generally added to their list of duties. Further, since the senior-level administrator does not have direct reporting lines up from each unit, there may be points of contention from the unit leadership if they feel like their voice is not being heard (Hossler & Bean, 1990).

Enrollment management division model.

In the enrollment management division model, all of the institution's enrollment management operations are merged into one new centralized division so that the leader of the division has the power, resources, and support they need to develop and maintain extensive enrollment management strategies (Hossler & Bean, 1990). The division model is the most costly and time-consuming enrollment management model for an institution to adopt, as it requires significant restructuring and the onboarding of a new senior-level administrator that will be the leader for the division (Hossler & Kemerer, 1986; Penn, 1999). The division model works best when there is significant campus support for an enrollment management outlook as even the creation of a new division can

take significant time and draw the ire of unit leaders that are forced to relinquish control of some offices and institution functions (Hossler, Bean, & Associates, 1990; Hossler & Kemerer, 1986; Kemerer, Baldrige, & Green, 1982; Penn, 1999).

To be clear, there is no one best enrollment management model that will be suitable for all institutions. Each institution must look at their current organizational structure, their immediate and long-term enrollment management needs, and the availability of resources, both fiscal and human, on their campus to determine which option is best for them.

Enrollment Management Studies

Enrollment management is a relatively new and ever-evolving field that involves many different campus offices and how they work together to create a cohesive vision for the entire institution. Due to its complex nature, the topic of enrollment management is most often studied by looking at one small aspect of the overall enrollment management area such as recruitment, retention, or student success. The focus of the present research is on the recruitment activities that are seen as part of an institution's enrollment management processes and as such, the information contained in the literature review was also limited in focus to institutional recruitment of students.

Gauntner (1981) studied student service needs, availability, and perceived effectiveness of such services for military veteran students (Gauntner, 1981). In order to collect data for this research, Gauntner crafted a survey consisting of 51 items pertaining to student services in which the respondents were to assess the availability, need, and effectiveness. The survey was administered to Veterans Affairs Coordinators at public four-year institutions and the author received a 75 percent response rate for a total of 228

respondents. Gauntner found that generally there were no differences in the perceived needs of military veteran students across institutions of differing sizes, however, the student services that were available did vary based upon institution size.

The informational survey used in this current study was modeled after Webber's (1988) survey that was used to collect data from admissions officers on the need and availability of enrollment management components and models at their institutions (Webber, 1988). Webber's survey was based upon the design of Gauntner's (1981) survey but revised to look at enrollment management functions. The survey was administered via mail to 151 admissions officers across the southern portion of the United States; the author obtained a 76 percent response rate with 115 respondents returning the completed survey. Webber (1988) found that although the enrollment management items listed on the survey were ranked as being needed, in the majority of cases they were not readily available.

Fuller (1998) largely replicated the methodology of the 1988 Webber study but expanded the administration of the survey to go beyond the admissions officer. In the Fuller study, senior-level administrators such as presidents, vice presidents for student affairs, vice presidents for academic affairs, and admissions officers at 14 public higher education institutions in West Virginia were studied using a modified version of Webber's survey. Fuller (1998), through the use of a screening committee, determined that some items on the instrument could be eliminated to reduce the time it would take for respondents to complete the survey.

The results of this study found while there was general agreement between groups as to the perceived availability, need, and effectiveness of enrollment management items,

there were some major differences in the perceptions based upon the administration group (Fuller, 1998). For instance, when questioned regarding the institution's marketing efforts, the administrators from academic affairs did not believe that an institutional marketing plan or a method of coordinating campus-wide marketing efforts were available, however, their responses did align with the other three groups when they noted that the marketing items were needed. Based on these results, the researcher recommended that more education across the institution is needed so that all members of the campus community are aware of the current enrollment management strategies and understand the interdependence of the campus offices with regards to enrollment management.

Reyes (2015) revised the surveys from Webber (1988) and Fuller (1998) in order to investigate enrollment management in the California State University system. Elimination of some of the enrollment management elements that were deemed ineffective or no longer relevant as well as providing space for respondents to write in their own enrollment management practices was the extent of the revisions to the survey. Upon administration of the survey to senior-level administrators at all 23 California State University campuses, Reyes (2015) analyzed data on 76 survey respondents with at least one respondent from each institution except one.

A key finding in Reyes' (2015) study was that financial aid, faculty involvement, and retention were rated as least effective across the campuses surveyed. Financial aid was also determined to be an area in which many campus administrators were unfamiliar, although nearly 71 percent of students in the California State University System receive financial assistance. Reyes (2015) found that standardizing processes across the

university system could alleviate inconsistency among enrollment management practices at individual campuses. Functions such as institutional research and student recruitment are possible areas of standardization to allow for consistency in student experience as well as ease of reporting and data tracking. There are certain enrollment management functions that Reyes determined should be left to the individual institutions. Activities such as academic advising and providing learning assistance opportunities are going to vary by campus and the population of students they are serving.

Williams (2001) conducted a study of 33 technical colleges in Georgia using a research design and methodology similar to that of Fuller (1998) but revised slightly to better relate to the jargon used in technical colleges. Williams indicated that one of the goals of this study was to replicate Fuller's (1998) study as closely as possible but in the technical college setting. Williams (2001) found that there were significant differences in the between-group rating of need for recruitment elements as well as orientation activities, however, the remaining categories all generated consistent responses among administrators. It was also determined in this study that significant differences existed in the perceived effectiveness of enrollment management activities between groups.

The results of the Williams (2001) study differ slightly from both Webber (1988) and Fuller (1998). The primary differences that occurred were in the elements that each group indicated as needed and as effective. These differences are likely due to the type of institution being studied as Fuller's study looked at public two-year and four-year colleges in West Virginia and Webber studied institutions in the southern region of the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Abston (2010) conducted research on enrollment management activities using a sample of 21 community colleges in Alabama. In order to carry out this research, Abston utilized a revised version of Williams' (2001) survey. In this study, the survey instrument was sent via email to 190 senior-level administrators at the community colleges and the author received a response rate of 65 percent.

The results of this study indicated that on many campuses, academic advising services are not easily or readily available to students (Abston, 2010). Further, the administrators also felt that retention efforts at their institution were weak, however, they rated retention as highly important when questioned about the importance of each enrollment management element. When asked about the effectiveness of enrollment management elements on their campus, retention was identified as one of the least effective areas across institutions. These findings are consistent with Williams' (2001) study that also found that retention was consistently ranked as one of the least effective enrollment management activities at the institutions studied.

In a 2017 study, Doty studied the enrollment management perceptions of academics and non-academics at community colleges in Ohio (Doty, 2017). The results of this study indicated that non-academics were more familiar with the enrollment management plans of their institution when compared to respondents that identified as serving in academic roles. Further, those respondents in non-academic roles indicated that their role in enrollment management at their institution should be increased while the opposite was true for academics. These results contradict data that was found when the researcher asked about perceptions of effectiveness for each enrollment management area. In the area of academics, the researcher indicated that enrollment management

strategies that involve academics were only moderately effective across community colleges in Ohio and made a recommendation to have faculty more involved in the planning and implementation of enrollment management functions.

Cesarini (2011) conducted research using a sample of 15 four-year public institutions of similar composition across multiple states. The author revised Fuller's (1998) survey instrument to be more in line with current enrollment management functions and activities and administered to enrollment managers and academic administrators at the sample institutions.

The results of this study indicated that the majority of the time, the groups of enrollment managers and academic administrators largely perceived the same enrollment management elements as being available, being needed, and being effective (Cesarini, 2011). There were, however, significant differences in perceptions between the groups on items such as financial aid and marketing. In the area of financial aid, there was inconsistency between groups for availability, need, and effectiveness. When measuring marketing elements, there was significant inconsistency between groups for both availability and effectiveness, but when asked about the need for marketing functions related to enrollment management, there was agreement that the elements were needed.

These studies all used similar methodology and an adaptation of the Webber (1988) survey; nevertheless, each study produced new and relevant information for the field of enrollment management. The field of enrollment management has changed significantly in the 30 or so years since Webber's initial study was conducted and the research has evolved to keep up with the changes. These studies looked at a variety of institution types in various locations, but to date, there are no enrollment management

studies that incorporate the perceptions of athletics administrators and coaching staff on enrollment management functions when a new athletics program is added at the institution. The present study seeks to fill this gap.

History of Intercollegiate Athletics

The National Collegiate Athletic Association has a long history that can be traced back to the first colleges that were created in the United States. Intercollegiate athletics began with a boating race in 1859 followed by the first intercollegiate baseball game later that same year (Crowley, 2006). College football began ten years after the start of athletics in college in 1869 with a game between Rutgers and Princeton. Columbia, Yale, Harvard, and Pennsylvania followed suit and started college football programs between 1870 and 1876. In 1906, at the request of President Theodore Roosevelt, the Intercollegiate Athletic Association of the United States was established as a means to regulate football and all other intercollegiate athletics (National Collegiate Basketball Association, 2010). The name of the organization was changed four years later to the National Collegiate Athletic Association and national championships for football and men's basketball began in 1921 and 1939, respectively.

College athletics has always been an important topic of discussion among the media and the general public has followed with great fanfare. In 1922, the first college football game was broadcast over the radio making it even easier for fans to follow their favorite team (Crowley, 2006). Coverage of intercollegiate athletics in the media continued as college baseball began being broadcast on television in 1939 with football being broadcast the following year. While there were some problems with attendance at televised games for the first few years, between 1954 and 1981 attendance at football

games grew annually, demonstrating the powerful nature of intercollegiate athletics in American popular culture. Along with the attendance at football games growing, the fees that broadcast companies paid to televise college football also grew at a rapid rate. In 1966 the cost to televise football games for the season was \$7.8 million but by 1982, the cost had soared to \$31 million. Television contracts look much different now when compared to those from thirty or more years ago, however, the price that television networks are willing to pay continues to soar at an exponential rate. For instance, in 2016 two major television networks spent a combined \$430 million to air NCAA athletic events for a single year (Smith, 2016). This progression of the costs associated with televised NCAA athletics demonstrates that the media is willing to do whatever it takes to bring must-see intercollegiate athletic events to the fans all over the country.

Women in Athletics

Women have been competing in athletic events at what is arguably the highest level, the Olympics, since the beginning of the twentieth century (Reiss, 2014). However, it was not until the 1960's that women began playing intercollegiate athletics under the Association for Intercollegiate Athletics for Women (AIAW) and another 20 years before women and men were all governed under the NCAA (Reiss, 2014).

Title IX of the Education Amendments of 1972, an amendment to the Civil Rights Act of 1964, was put into law to establish equality for both males and females in education. This law was not just applied in the classroom, but also on the playing field and it stated:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under

any education program or activity receiving Federal financial assistance (NCAA Gender Equity, 2010).

Concerning collegiate athletics, Title IX asserts that it is acceptable for colleges to have single-sex sports teams; however, there are some additional stipulations that must be followed (U.S. Department of Education: Title 34, n.d.). Schools that have single-sex teams must ensure that both teams are treated equally concerning equipment received, practice, and training facilities. One team cannot receive preferential treatment over the other team or teams on the basis of the gender of the players. Additionally, if a school has a non-contact sports team for members of one particular sex but they do not have a comparable team for the other sex, the school is required to allow all students, regardless of sex, to try out for that team.

The impressive results of Title IX are apparent when looking at intercollegiate athletic programs all over the country. Currently, there are more than 200,000 female student-athletes participating on over 9,200 teams in the NCAA (Stuart, 2012). The records set by women in intercollegiate athletics are just as impressive as their male counterparts. For instance, Wolverson (2006) points out that the University of Tennessee's women's basketball coach Pat Summit made more than \$1 million in the 2006 season which makes her the first female coach in college athletics to break the \$1 million mark. In addition, Summit's salary was on par with Tennessee's men's basketball coach's salary with both making \$1.1 million in one season.

Female student-athlete persistence to graduation.

The NCAA tracks the graduation rates for all student-athletes across all three NCAA divisions. The data indicates that female student-athletes consistently graduate at

higher rates than their male student-athlete counterparts (NCAA Research, 2019a; NCAA Research, 2019b, NCAA Research, 2019c). Further, female student-athletes have been shown to have higher graduation rates when compared to the female student body at NCAA Division I and Division II institutions (NCAA Research, 2019a; NCAA Research, 2019b). For instance, in 2018 the female student-athletes graduation rate for NCAA Division II institutions was 67 percent (NCAA Research, 2019b). Comparatively, male student-athletes graduated from these same institutions at a rate of 50 percent and the female student body graduated at a rate of 53 percent. Among the same cohort of students, Black female student-athletes graduated at a rate of 70 percent compared to a 35 percent graduation rate for Black male student-athletes.

Three NCAA Divisions

As with any organization that has been in existence for a long period of time, the NCAA has had to continuously reevaluate how it is organized and strategically works to evolve over the years to meet the needs of the student-athletes, the universities, and the fans. Perhaps the biggest change the NCAA undertook was a major reorganization in 1973 that helped solidify the three divisional classifications that we see today (Katz & Siefried, 2014). Each division, while operating under the umbrella of the NCAA, has its own unique set of rules that are specific to the mission and vision of the schools and the student-athletes within the division.

Division I.

Institutions that compete at the NCAA Division I level are among the most visible and most well-known college athletics programs in the country (NCAA, 2018a). A board of directors that consists of 24 members from institutions oversees all governance in

Division I. The board of directors is advised by a presidential forum that includes a representative from each conference in order to ensure that each member conference is equally represented and has a voice in the governance process.

A dual legislative process governs institutions that compete at the Division I level (NCAA, 2018a). In this legislative process, institutions that are members of five major athletic conferences within the NCAA (the Atlantic Coast, Big Ten, Big 12, Pac-12, and the Southeastern conferences) have the autonomy to vote on legislation in certain areas. These conferences, known as the power five, often take the lead in the creation and testing of new rules within the NCAA before other institutions throughout the rest of the division choose to adopt the legislation. The remaining institutions within Division I have a separate process for legislation through council governance that allows institutions as well as conferences to submit proposed rules or rule changes.

The NCAA sponsors 351 institutions at the Division I level for the 2018-2019 academic year (NCAA, 2018b). To provide further stratification among Division I institutions, the NCAA has grouped the institutions that offer football at the Division I level into either the Football Championship Subdivision (FCS) or the Football Bowl Subdivision (FBS). Currently, there are 125 institutions in the FCS classification, 130 in FBS, and 96 institutions at the Division I level that do not sponsor football (NCAA 2018c).

Institutions that compete at the NCAA Division I level are required to adhere to stringent guidelines for nearly every aspect of a student-athlete's academic and athletic time starting from the initial contact the institution has with the student-athlete (NCAA, 2018d). Recruiting contacts are tracked through the NCAA Eligibility Center, a database

in which all potential student-athletes must register to ensure that contact between a student-athlete and an institution occurs only in situations that fall within NCAA guidelines. Once the student-athlete is registered in the Eligibility Center, institutions are able to schedule an official visit to the campus with the student-athlete to tour the athletic facilities and meet with the coaching staff. This is a crucial step in a student-athlete's transition from high school to college athletics as it allows the student-athlete to ensure that they are meeting NCAA eligibility requirements and it allows recruiting institutions to comply with NCAA standards.

The NCAA articulates clear guidelines on the number of sports an institution must sponsor to be classified as a Division I institution (NCAA, 2018e). Division I institutions are required to provide no less than fourteen varsity level sports, with at least six of the sports being all-male teams. Additionally, an institution that sponsors only the minimum number of sports is not allowed to sponsor more than two emerging sports programs at one time. Further, there are minimum as well as maximum requirements for the number of participants on each sports team outlined in the Division I bylaws in order to provide transparency to the intercollegiate athletics experience for all parties.

The Division I bylaws also give each institution boundaries for the minimum and the maximum number of scholarships they are allowed to distribute for each sport (NCAA, 2018e). Further, the bylaws provide additional guidance restricting the scholarship distribution in some sports such as football, men's and women's basketball, women's tennis, and women's volleyball to require the institution to cover the full cost of the student-athlete's attendance. In other sports, the institution has the authority to distribute scholarships in lesser amounts equivalent to a percentage of the student-

athlete's total cost of attendance for the year. For instance, a women's soccer player may have a scholarship that covers 25 percent of her cost of attendance with an athletics scholarship. This allows the coaching staff to spread their scholarships out to more members of the team but in smaller allotments.

Division II.

Division II governance is set up in a committee system similar to that of Division I, however, Division II does not have a separate autonomy path for their largest conferences (NCAA, 2018f). The Division II governance system begins with ten committees that have been established on issues such as legislation and membership. Ideas that are vetted through the Division II committees are then sent to the Management Council for review and if needed, forwarded to the planning and finance committee and/or the administrative committee. If the proposal continues, it is sent through to the Division II President's Council for review before it is voted on at the annual NCAA Convention.

In the 2018-2019 school year, there were 308 active institutions at the NCAA Division II level (NCAA, 2018g). These institutions are divided into 24 conferences and unlike Division I, there is no stratification for football divisions. Division II is the only NCAA division that has member teams in both Canada and Puerto Rico (NCAA, 2019h). Division II institutions can be any size, but about one in every eleven students on a Division II campus is a student-athlete and the average undergraduate enrollment for a Division II institution is approximately 2,485 students.

Many of the requirements that are set forth in the NCAA Division I bylaws are virtually identical to those in the Division II bylaws. The initial eligibility requirements

for a student-athlete as well as the amateurism requirements for Division II and I follow very similar frameworks in order to protect the student-athletes and ensure that only academically eligible amateur student-athletes are recruited for NCAA competition (NCAA, 2018i).

Division III.

The governance structure for Division III is set up much like that of Division II and they work under the philosophy of "one institution, one vote" (NCAA, 2018j para 1). However, Division III is the largest of the three NCAA divisions with 451 active member institutions in 43 conferences and operates quite differently than Division I or Division II in that student-athletes at the Division III level are not awarded financial aid on the basis of athletics ability (NCAA, 2018k, NCAA, 2018l). Division III guidelines prohibit the creation or awarding of athletics scholarships for student-athletes. Rather, student-athletes are encouraged to focus on academics and being a part of the campus community during their time in college and as such, they receive the same merit and need-based financial aid that is offered to all students on their campus that qualify.

Division III is a large and diverse subsection of the NCAA with over 194,000 student-athletes located in public and private institutions across the country with enrollments ranging from less than 300 students to over 25,000 (NCAA, 2018j). Due to the vast size differences experienced within Division III, the governing body has established sport sponsorship guidelines based upon full-time enrollment data from the institution to better meet the needs of the institutions and the students they serve. Smaller institutions that have enrollments of less than 1,000 students are required to sponsor a minimum of five varsity sports, while institutions that do not meet this requirement must

sponsor at least six varsity sports (NCAA, 2018k). As with Division I and Division II, each sport that the institution sponsors must also have a minimum number of student-athletes on each sports roster in order to qualify for varsity competition.

Student-Athlete College Choice

The amount of empirical literature available that looks at college choice factors across all college athletics is limited. There are several studies, however, that have examined the factors affecting student-athletes in a particular sport or in one specific division of the NCAA. Judson, James, and Aurand (2004) conducted an analysis of freshman student-athletes at two NCAA Division I universities while Letawsky, Schneider, Pedersen, and Palmer (2003) conducted a similar study at a single NCAA Division I university. Following a similar format, Goss, Jubenville, and Orejan (2006) conducted a study looking at the college choice factors of student-athletes at small schools in the NCAA Division III and the NAIA. These studies looked broadly at student-athletes across multiple sports and found that academic markers such as degree programs offered and academic support services available were consistently ranked among the student-athletes' top factors for selecting their college. These studies, however, did not include familial or social factors such as opinions of parents or other close relatives when surveying the student-athletes.

There are also numerous investigations into student-athlete college choice that focus on one sport. Kankey and Quarterman (2007) as well as Pauline, Pauline, and Allen (2009) studied the college choice factors of softball players. Kankey and Quarterman's (2007) study focused on NCAA Division I student-athletes and included a sample of ten institutions with 196 softball student-athletes. This study was limited in

that it only included institutions that were located in the state of Ohio. Pauline et al.'s (2009) research was much larger in scope as it included softball student-athletes from all three NCAA divisions totaling 323 participants representing 21 institutions throughout the Midwest.

Pauline, Pauline, and Stevens (2005) studied the differences in the college choice factors among intercollegiate baseball players at the NCAA Division I, II, and III levels. The research used a Likert-type survey to collect data from 320 student-athletes across 12 institutions in the Midwest. The authors found that across all NCAA Divisions, participation in a winning program was a top factor for baseball student-athletes, however when examined by division level, there were significant differences. Division II student-athletes demonstrated a focus on financial aid award packages while Division III student-athletes consistently ranked academics higher than their peers in other divisions.

Crowley (2004) conducted related research on 385 male and female track and field student-athletes with the sample being selected from student-athletes attending NCAA Division I Historically Black Colleges and Universities (HBCUs). This research found that opportunity to participate was ranked as the most crucial factor by both scholarship and non-scholarship student-athletes. Further, Huffman and Cooper (2012) took a similar approach to researching the college choice factors of students playing intercollegiate football at the NCAA Division I FBS level. The investigation focused on football student-athletes at a single institution to determine if there were variances in college choice factors when the student's socioeconomic status was taken into consideration. The results demonstrated that there were differences in the college choice factors of the student-athletes when they were analyzed by median household income.

However, the researchers used student-reported zip codes to obtain median household income for their locality rather than a more representative figure for the individual student's household income.

When grouped together, student-athlete college choice literature shows that student-athletes primarily focus on academic factors when selecting a college and those results continue when the data is broken down by sport, however, there are differences among sport participants. While the research showed that academic factors are almost always ranked highly, the coaching staff was also found to be a highly influential factor when looking at specific sport data.

Bartee (2010) grouped college choice factors into six categories: educational, environmental, psychological, gender class, racial class, and social class. He found that in the category of environmental factors, current technology and media coverage of colleges and universities were important in a student's decision to attend a particular university. In the educational category, it was determined that student-athletes were interested in attending graduate and professional schools and they were looking for academic programs that would help them prepare for the next level of education. This study also determined that coaches and mentors had a significant influence on a student-athlete's decision to attend a specific school and listed this as the primary college choice factor selected in the psychological factor category. When it came to the racial class category, student-athletes were impacted most by the ability to learn about different racial groups but the ability to interact with others within their own racial group followed closely in second place. The author provided a good model for the current research in

this paper because the universities in his study are of comparable size to the university used in this current study.

In another study examining student-athlete college choice, Popp, Pierce, and Hums (2011) conducted a comparison of domestic and international student-athlete college choice factors. The study, which utilized a seven-point Likert scale to rate 39 items on a survey administered to student-athletes, found statistically significant differences between the responses of the international and the domestic student-athletes. It was determined that the international student-athletes were primarily drawn to the university they chose based on the level of athletic scholarship they received while domestic student-athletes were more concerned with the value of the degree they would be receiving and obtaining a good job after college. Additionally, while domestic student-athletes took into consideration the distance from the school to their home, this was not a major deciding factor for international student-athletes. It is also notable to mention that international student-athletes were significantly more drawn to an institution based on the prospect of playing sports professionally than the domestic student-athletes. The research conducted by the authors demonstrates that the location the student comes from may play a role in the student's college selection process. This provided a basis for the current research to ask respondents about both their residency status and how important the location of the college was to the student-athlete.

Goss et al. (2006) conducted a study looking at the college choice factors of student-athletes at small schools in the NCAA Division III and the NAIA. This study used a 25-question survey instrument that produced a similar outcome to that of the Letawsky, et al. (2003). The results indicated that student-athletes looked primarily at the

degree programs offered at the university followed by the opportunity to play their sport. When the results of the study were stratified by gender, the results looked very similar with the exception of the top answer for male student-athletes. Male student-athletes ranked the head coach as the primary factor in selecting a college, trailed by degree programs and opportunity to play. The clear limitation with this study is that student-athletes at the NCAA Division III level do not receive athletic scholarships so this study cannot be compared to others that look at student-athletes at the NCAA Division I and Division II levels.

Summary

The present study looked to add to the breadth of literature on both enrollment management and student-athlete college choice by investigating the potential benefits of a strategic partnership between admissions offices and athletics departments when new athletic programs are established on a college campus. A review of the relevant literature has demonstrated that student-athletes persist and graduate at higher rates than their non-athlete peers and that athletic programs can provide revenue as well as fan support for institutions (NCAA Research, 2019a; NCAA Research, 2019b; Smith, 2016).

This investigation built on the knowledge provided by past researchers in the field of enrollment management by providing a unique point of view via a single case study from which the researcher was able to analyze perceptions both among and across an athletics and admissions office on a college campus that offers NCAA Division I beach volleyball. Producing data in this manner allows future researchers to more fully understand the issues that are characteristic of enrollment management and athletics

personnel. Additionally, practitioners will be able to utilize the data to implement or enhance student-athlete and general student body recruitment and retention initiatives.

CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this chapter is to provide a detailed synopsis of the methodology and design of the current research as well as explain the procedures used in the study. The chapter presents a detailed record of the participants of the study, the instrumentation used for data collection, a comprehensive account of the procedures used for the collection of data, as well as a description of the data analysis procedures. As an individual that did not participate in intercollegiate athletics, and specifically, has never participated in beach volleyball, the researcher studied the topic from the point of view of an outsider looking in as a means to discover more about the complex worlds of both NCAA athletics recruitment and university enrollment management.

Research questions.

The guiding question for this study was how does an institution initiating a new beach volleyball program describe their success in recruiting out-of-state student-athletes to participate in beach volleyball?

The following sub questions aided in answering the guiding question:

1. How does the participating institution demonstrate the incorporation of the three common faces of a holistic enrollment management plan (structural management, planning, and leadership) in their efforts to recruit out-of-state students to participate in beach volleyball? If the three common faces are not evident, how can the successful recruitment of out-of-state student-athletes be explained?
2. How does the participating institution describe collaborative efforts to develop a plan to recruit out-of-state student-athletes to play beach volleyball? Is the

collaboration described similarly by the study participants? If collaboration is not identified, was there a strategic decision for either athletics or enrollment management to assume responsibility for recruitment or was collaboration attempted and the result not successful?

3. How do the study participants describe the key factors that contributed to the successful recruitment of out-of-state students to participate in beach volleyball? Are the key factors similarly identified and described by all participants or do they have differing views? Do the key factors fall in line with the three faces of enrollment management?
4. What lessons learned can be drawn from the experiences of the participants that might inform colleges and universities that are considering adding emerging sports as an enrollment management strategy?

Research Design

This study utilized a case study plan of inquiry to guide the data collection and a narrative inquiry approach to data analysis. Case study was the best-suited method of research for the present study because it allowed for a naturalistic approach to data collection and analysis that keeps important contextual conditions intact for data analysis (Patton, 2015; Yin, 2018). In researching enrollment management strategies, the unique context of the participating institution was taken into consideration and case study research allowed for a more holistic analysis than quantitative or other qualitative research methods.

A two-phased approach for identifying eligible cases (Yin, 2018) was implemented in order to locate the best possible case for this study. This approach

allowed the researcher to strategically and purposefully identify the case that should be studied further—an institution that indicated success in recruiting out-of-state students to participate in beach volleyball. The two-phase method for screening allowed the researcher to identify a viable sample and to select a single case from that sample in a relatively simple process. The elimination of non-viable participants from the sample streamlined the data collection and analysis process, saving both the researcher and participants time.

Participant selection.

Phase I

The target population for this study was institutions that are home to NCAA beach volleyball programs and recruited out-of-state student-athletes to participate on the team. The population for this study was selected after a thorough review of the literature and a thoughtful selection of a sample based upon responses to the informational survey. According to Rudestam and Newton “the qualitative researcher is deliberate and purposeful in seeking participants who are likely to contribute to a deeper understanding of the questions or topics posted by the study” (2015, p.123). In this vein, the researcher elected to use a multi-level approach to participant selection for the final case that allowed the most relevant data to be analyzed.

Due to the relative newness of NCAA beach volleyball, there are currently only 76 institutions that offer the sport at the varsity level (American Volleyball Coaches Association, 2017). As a result of the small number of institutions that offer beach volleyball, this study chose to distribute an informational survey to personnel from all institutions within the population. In keeping with the trends from prior research,

participation was requested from the person in the senior leadership role representing enrollment management functions at each institution. Further, to obtain opinions from university personnel that represent that athletics office, the survey was administered to the head beach volleyball coach at each institution. Obtaining responses from participants that identify as either an enrollment management authority or an athletics authority allowed the researcher to categorize the data accordingly in order to compare and contrast the data received from the two groups of participants.

In the first phase of the screening process, a list was obtained from the NCAA documenting all Division I, Division II, and Division III beach volleyball programs that are eligible to compete at the championship level. This list of 76 institutions participating in beach volleyball included 54 Division I, 17 Division II, and 5 Division III classified institutions. After IRB approval (Appendix A), an email invitation was sent to the head beach volleyball coach(es) as well as the head of enrollment management for each institution. Two institutions have co-head beach volleyball coaches, so email invitations were sent to both coaches. Titles of the head of enrollment management varied widely at the 76 institutions with titles ranging from Director of Admissions or Executive Director of Enrollment Management to Vice President, Vice Provost, or Vice Chancellor of Enrollment Management.

On March 4, 2020, email invitations (Appendix B) were sent to 154 participants that were identified as being a beach volleyball coach or the head of enrollment management at an institution that offers NCAA sanctioned beach volleyball as a varsity sport. Of those, 14 emails were returned as undeliverable. An email reminder was sent

on March 11, 2020 encouraging those that had not yet completed the survey to participate. In total, 11 completed surveys were received for a response rate of 7 percent.

Phase II

The second phase of the case identification process consisted of a short survey (Appendix C) that was distributed to beach volleyball coaching personnel as well as enrollment management officials at each institution that offered beach volleyball as an NCAA sanctioned sport. This informational survey consisted of some basic descriptive questions to capture data about the institution as well as four questions regarding enrollment management and recruiting of beach volleyball student-athletes. The four primary questions that were asked in phase-two of the case identification screening process are:

1. Did you have success in recruiting out-of-state students to participate in your newly sanctioned beach volleyball program?
2. Was the recruitment effort to attract these students led by the admissions area, the athletic department, or was it a strategic initiative that included cooperation and collaboration between admissions and athletics?
3. Did the recruitment efforts result in additional applications and/or enrollment from other out-of-state students who did not participate in the newly sanctioned sport of beach volleyball?
4. Can you identify one or two other colleges or universities that were successful in recruiting out-of-state students to participate in their beach volleyball program?

Data from the informational survey was analyzed and final case selection occurred as a result of the analysis. It was the researcher's intention to allow the data collected in the

informational survey to guide the direction of the subsequent steps of the research and as such, there was a great deal of uncertainty prior to analyzing the informational survey data.

After review of the informational survey responses, checking in with the dissertation committee, and completing an IRB Change Request (Appendix D) a purposeful sampling strategy was selected (Patton, 2015). It was determined that a single case study design with a single-significant case sampling strategy would be the best fit for the present research because there was a single institution that stood out from all the others. The sample size of one institution for the case study in this research plan allowed the highest quality data to be collected in order to develop a more comprehensive understanding of the phenomenon of enrollment management as it relates to recruiting out-of-state student-athletes.

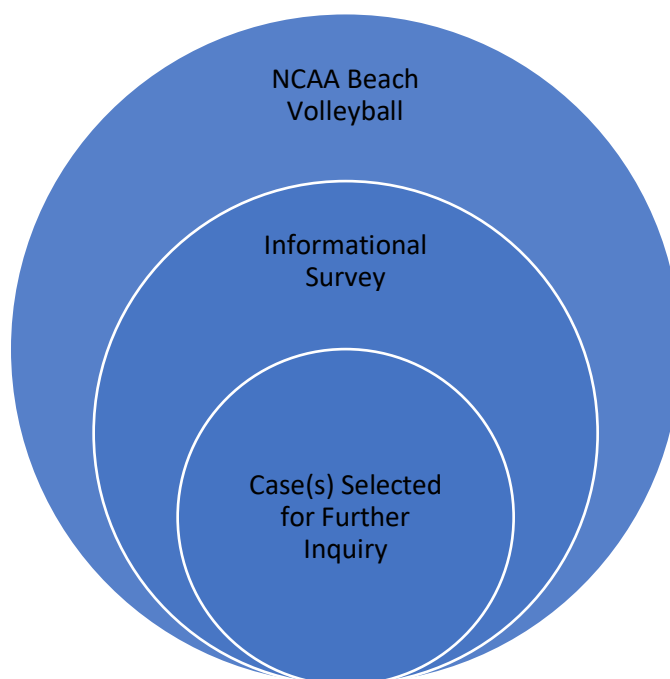


Figure 1: Diagram of Sample Selection Process

Data Collection

Data collection took place in multiple stages and included different sources of evidence in order to build a solid case study (Yin, 2018). The initial source of case study data was generated from the informational survey that was sent to all enrollment managers and athletics department leadership at institutions that are home to NCAA beach volleyball programs. The informational survey allowed the researcher to focus further data collection efforts on a specific subset of the population via a single significant case study approach.

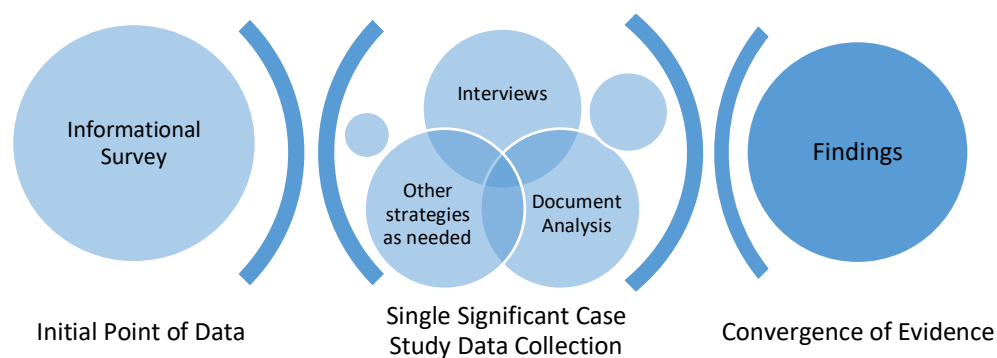


Figure 2: Convergence of Multiple Evidence Sources

The survey instrument.

The first point of data collection for this present research occurred via an informational survey that was developed after a thorough review of the literature as well as careful consideration of the primary research questions that drive this study. The

survey consisted of four primary questions as well as a brief demographic inquiry. The demographic questions asked for basic information regarding the respondent as well as the institution they represented. Questions such as the respondent's length of time in their position, the institution's location, and the approximate size of the institution as measured in student enrollment were queried. Next, the survey delved further into the respondent's role and institutional functions as questions regarding formal enrollment management plans and the recruitment of out-of-state students and student-athletes were asked. The survey ended with a question regarding the respondent's knowledge of other institutions that have had success in recruiting out-of-state student-athletes for a beach volleyball program as well as asking for volunteers to take part in an interview to further explore the topic.

The informational survey was developed and piloted via SoGo Survey online survey software. The pilot survey was administered to a group of university administrators at an NCAA Division I institution. This pilot study allowed the researcher to collect data on survey completion as well as feedback from the administrators on the effectiveness of the survey design and questions to allow for revision prior to the administration of the survey to the sample.

Methods

Survey data collection methods.

Following approval from the University of Nebraska-Lincoln Institutional Review Board, participants were contacted via email with an explanation of the nature of the study. This email also contained a request for their participation in the study by completing the survey and all informed consent disclosures were provided. Participants

were notified that their participation was voluntary and that all data collected would be kept confidential. Email is the standard form of communication for any faculty or staff member that works in a college or university setting, so although the research indicates that internet access can be a barrier to online survey completion, that was likely not a factor in this research (de Vaus, 2014; Fowler, 2014). The survey had a 91 percent delivery rate and 63 percent of email invitations were opened by the recipient.

Survey management plan

The first phase of data collection via the informational survey occurred over a three-week period. After the initial email correspondence was sent to participants, the researcher followed up via email to those participants that had failed to complete the survey. The researcher reached out to non-respondents at the end of the second week via email to remind them of the survey invitation that they received and advise them that the survey was to remain open for one additional week. At the end of the third week, the survey was closed.

The case study

Upon conclusion of the informational survey, a thorough analysis of the data was initiated. Several options were reviewed including a multiple case study approach, however the data derived from the informational survey helped form the rationale for the selection of a single case study methodology. It was determined that it is most appropriate to select a single case study methodology with a single significant case sampling strategy (Patton, 2015). The data from the informational survey guided the determining factors for the case study, such as how the researcher has defined a case and the bounding of the case (Yin, 2018).

This case study focused on a single unique case that clearly stood out among their peers and due to the uniqueness of the case, it required further investigation. The need to bring forth a clearer description of such a unique case is called an intrinsic case study (Yin, 2018). For the purposes of this intrinsic case study, the case was determined to be a single public institution that hosts NCAA Division I beach volleyball in the southeastern United States. This institution was unique in that they have been successful in recruiting an unusually high number of out-of-state student-athletes for their beach volleyball program despite being in a coastal location that would not necessitate high out-of-state recruitment for this sport. With 14 of 20, or 70 percent, of their beach volleyball players being from out-of-state, the percentage was high even when compared to other sports offered at the institution such as men's basketball (27 percent), women's basketball (50 percent), or women's indoor volleyball (60 percent).

This case study examined how the institution described their usage of the three faces of enrollment management when recruiting out-of-state student-athletes and the specific mechanisms that are currently in place, have been used, or are being planned to be more effective in their out-of-state student-athlete recruitment. If the institution did not utilize a collaborative effort to use the three faces of enrollment management, the data was examined for alternative explanations for their success in recruiting out-of-state athletes for the emerging sport.

Case study data collection and analysis.

Data collection during the case study involved multiple processes to ensure a holistic and informed method for this single case study approach. The researcher conducted in-depth open-ended interviews with case study participants in order to obtain

detailed information regarding specific enrollment management processes and procedures used in the recruitment of out-of-state student-athletes and non-athletes. Each participant was interviewed for approximately one hour via Zoom video conference. One interview subject was contacted via email as a follow up to glean additional information as an analysis of their interview data necessitated. All interviews were recorded with the permission of the participant and transcribed by Zoom. Transcripts were reviewed by the researcher and adjusted as needed for words or phrases not accurately transcribed by Zoom. Researcher review of the videos and transcription allowed nuances in the interview such as cadence or tone of the interviewees to be noted.

The researcher demonstrated credibility through the utilization of multiple levels of verification. Data triangulation was conducted in order to corroborate the information received in the interviews and published information regarding the case institution. A further step in data substantiation involved transcript verification. This method allowed the researcher to validate their findings by having the interview participants review the data including interview transcripts. Additionally, the researcher practiced reflexivity throughout this study by addressing their ideas, observations, opinions, and values through the use of analytic memos during data collection and analysis.

Document acquisition and review was another step in the case study process that occurred to triangulate the data that was derived from the interviews. The researcher reviewed publicly available information related to the case institution, their enrollment management processes, and their athletic recruiting processes. Further, the researcher requested that each interviewee provide other documentation as available and as appropriate that may assist in the case study. Dr. Helmsley from the admissions office

mailed recruitment information such as brochures, flyers, and postcards that would typically be sent to students for content analysis. To further corroborate information provided during the interviews, the researcher gathered data from the institution's website as well as the NCAA, the institution's state governing body, and other publicly available data sources.

Narrative inquiry.

As the interviews were being conducted as a part of data collection for this research, it became increasingly clear that the stories being told by the interviewees were three unique perspectives on a single topic. When describing Pushor's research process, Clandinin, Pushor, and Murray Orr state, "by listening to participants' stories, by telling her own, and by interconnecting these stories, she would come to know the narrative map of their parade" (p. 28). As a researcher, it was important to allow the voices of the subjects of this research to each share their stories to bring about a new perspective on the topic of out-of-state recruiting. As a result of this realization, narrative inquiry was selected as the best method for data analysis for this research.

Narrative inquiry is a distinctive methodology for qualitative research. The most widely used definition of narrative inquiry states:

Arguments for the development and use of narrative inquiry come out of a view of human experience in which humans, individually and socially, lead storied lives. People shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories. Story, in the current idiom, is a portal through which a person enters the world and by which his or her experience of the world is interpreted and made personally meaningful. Viewed this way,

narrative is the phenomena studied in inquiry. Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. Narrative inquiry as a methodology entails a view of the phenomena. To use narrative inquiry methodology is to adopt a particular view of experience as phenomena under study (Connelly & Clandinin, 2006, p. 477).

For the present research, narrative inquiry aided in answering the research questions by highlighting varying perspectives on out-of-state student-athlete recruitment at a single institution. This research provided the stories of a beach volleyball coach, a senior-level admissions professional, and an out-of-state student-athlete.

Three commonplaces.

Narrative inquiry is distinguished from other forms of qualitative inquiry and analysis by its characteristic use of commonplaces (Clandinin & Huber, in press). Commonplaces are key components of narrative inquiry that must be taken into consideration and investigated throughout the research process. The three commonplaces are temporality, sociality, and place and these three dimensions create a bounded space within which narrative inquiry can be defined (Clandinin & Connelly, 2000).

Temporality in narrative inquiry indicates that time is a key component in each story (Clandinin & Huber, in press; Connelly and Clandinin, 2006). The past, present, and thoughts of the future shape each individual's experiences and thus, their stories. A narrative inquiry researcher must always be thinking about time and have an understanding of how temporality will factor into their research.

The next commonplace is sociality which reminds the researcher to consider both personal and social conditions during their inquiry (Clandinin & Huber, in press;

Connelly and Clandinin, 2006). Personal conditions refer to an individual's thoughts, feelings, morals, and desires while social conditions draw the researcher to consider the environment, other people, and cultural conditions that just be understood and factored into the inquiry. Sociality attracts attention to internal and external forces that make each person's situation unique. Further, sociality focuses attention on the role of the researcher and the researcher's relationship with the study participants. When discussing the use of interviews in narrative inquiry, Clandinin and Connelly state "the way an interviewer acts, questions, and responds in an interview shapes the relationship and therefore the ways participants respond and give accounts of their experience" (Clandinin & Connelly, 2000, p. 110). Narrative inquiry requires the researcher to understand how their relationship with the participants impacts the data collected as well as how the data is analyzed.

When looking at the commonplace of place, narrative inquirers must put considerable thought into how the actual physical location where the inquiry is taking place factors into the data they receive (Clandinin & Huber, in press; Connelly & Clandinin, 2006). Places can produce feelings, both positive and negative and places can make people comfortable or uncomfortable. Understanding the impact of place on an individual in an inquiry or in events is crucial to a successful narrative inquiry.

Each of the three commonplaces directs the narrative inquirer to a series of checkpoints throughout the inquiry process that keeps the researcher focused and aware of how internal and external factors shape the inquiry (Clandinin & Huber, in press; Connelly & Clandinin, 2006). Connelly and Clandinin indicate "what makes a narrative

inquiry is the simultaneous exploration of all three” (2006, p. 479). A researcher must tend to all three commonplaces throughout the entirety of the narrative inquiry process.

Case study management plan

The researcher reached out to the institutional contacts at the case study location regarding scheduling a good time to conduct video interviews. Approximately 2-3 weeks prior to the interview, an email invitation was sent to the participants with details regarding the interview and a request to participate. Dates and times that were available for the interview were presented to the participant along with a request to schedule a one-hour block of time for the interview to occur. Three days before the scheduled interview, a confirmation email was sent to the participants verifying the date and time of the interview as well as providing the informed consent letter. On the day of the interview, the researcher reviewed the informed consent with the participant at the beginning of the interview and went over the procedures for the interview including asking for permission to record and explaining the steps that were taken to protect the identities of both the participants and the institution.

At the conclusion of the interview, a transcription of the interview was made by the researcher using the audio recording and Zoom. The researcher emailed the respondents a thank you and included a copy of the transcript so that the respondent could verify all data as well as provide clarification or additional information that may have been overlooked during the interview. Additionally, the researcher followed up with the student via email to get further clarification and details that were not fully examined in the interview and with the admissions officer to obtain print copies of admissions materials such as brochures and look books.

CHAPTER 4 FINDINGS

Introduction

The purpose of this study was to explore how the establishment of new athletic programs can benefit colleges and universities from an enrollment management perspective. This single case study considered the viewpoints of three key players from an institution that hosts NCAA beach volleyball as a varsity-level sport: the coach of the team, a senior admissions office official, and a student-athlete. Data was collected via semi-structured interviews with each participant via the Zoom video conferencing platform. This chapter highlights descriptive data on the case study institution as well as the participants that were interviewed. Next, a presentation of the findings from the three interviews are offered as a narrative in order to capture the essence of the story of each of these key players. Following the three individual stories, a brief discussion is presented that summarizes the essence of this case study that emerged from the data.

Descriptive Data

The institution in this single case study is Southern Volleyball University (SVU). SVU is a large, public research university as classified by the Carnegie Classification of Institutions of Higher Education and located in the southern United States. This institution had a total 2019 enrollment of nearly 20,000 undergraduate, graduate, and doctoral students. Not unlike most public higher education institutions, SVU's students are predominantly from within the state, approximately 83 percent, while the remaining 17 percent of out-of-state students hail from 47 states, two territories, and more than 75 counties. The university offers a variety of specialty academic programs that make it

distinctive from its peers and has earned the university recognition for being innovative in prestigious national publications.

SVU offers 19 NCAA Division I men's and women's sports and boasts over 300 student-athletes. The athletic programs at SVU are competitive within their athletic conference with multiple conference championships, NCAA tournament appearances, and student-athletes that moved on to play professionally to their record. Furthermore, SVU is one of only 76 institutions in the country to offer NCAA beach volleyball as a varsity sport in the 2019-2020 season.

The primary sources of information for this case study were one-on-one interviews with a member of the beach volleyball coaching staff at SVU, Coach Michaels, a senior member of the university's admissions staff, Dr. Helmsley, and a beach volleyball student-athlete, Chyna. The findings present the interviews as stories of the experiences of these three participants. The narratives give insight into the primary research question as well as the sub questions while allowing for the perspective of each unique viewpoint. In addition to these three interviews, secondary data including admissions brochures, admissions and athletics website information, and data from SVU's state governing body was collected and analyzed in order to triangulate the data and provide clarification on information contained within the narratives.

Findings

Collaboration? What collaboration?

Coach Michaels grew up playing volleyball on the west coast where he excelled in his sport. He played at the NCAA Division I level with a nationally ranked team and even played at the highest level in the NCAA tournament. Following graduation, Coach

Michaels continued to play the sport he loved in the United States and across the world. After playing volleyball at the professional level for more than a decade, Coach Michaels began his coaching career. He coached club volleyball as well as high school teams before making the jump to intercollegiate coaching, first at the junior college level and then making the jump to NCAA Division I. Coach Michaels compiled a successful record coaching at the NCAA Division I level and has worked at institutions across the country. He credits his relentless work ethic and drive for success as leading him to his current position at Southern Volleyball University (SVU) where he has led the beach volleyball program for the past six seasons.

SVU is situated in a coastal area of the southeastern United States. Despite being in an area where beaches are plentiful, Coach Michaels has had to look out-of-state to find top tier players for his growing beach volleyball program, and he has been quite successful. With 15 players, or 71 percent, of the beach volleyball roster coming from out-of-state and representing seven different states from across the country, Coach Michaels has built a team that has a great deal of geographic diversity. Creating and maintaining a team of top tier beach volleyball talent has not been easy, but it is something that Coach Michaels has worked hard on for his entire coaching career. He stated that throughout his time coaching at institutions across the country, he was frequently in a position that required him to recruit student-athletes to the university without the assistance of the admissions office, and his current coaching role was no different. When asked for more details on his relationship with the admissions office at SVU and at his prior institutions, Coach Michaels indicated that such relationships

occurred infrequently and were quite informal as opposed to the formal structures that would need to be present for a holistic enrollment management plan. He stated that:

Sometimes I've had a relationship [with admissions]. There's a lot of turnover in all the schools I've been at, so sometimes I'll know a name of someone in admissions and if I do, I let them know that a student has reached out to me about the university. Admissions can send the same generic packet that they would send to any interested students, not an athlete... I know that not every student athlete has the same academic criteria as the general population.

Coach Michaels is very proud of the players on his team, not just for excelling in their sport, but also for being high-achieving students in the classroom. He takes great pride in the quality of student he brings to the university by way of the beach volleyball program and attributes his success in out-of-state recruitment to his own high academic and athletic standards, as opposed to collaborative efforts between admissions and athletics. The academic accomplishments of the student-athletes were verified by examining the athletics department website, which indicated that the beach volleyball program had a combined GPA of 3.813 for the previous semester and that the team had been on the American Volleyball Coaches Association (AVCA) honor roll for four years out of their short five-year history. Additionally, the team has been recognized by the NCAA for attaining a perfect 1000 Academic Progress Rate (APR), a calculation that measures a team's academic success (NCAA Research, 2020a, 2020b).

Coach Michaels indicated that he was interested in developing a relationship with the admissions office at Southern Volleyball University but was not familiar with the office, individuals in the office, or current recruitment practices, a direct contradiction to

the three faces of a holistic enrollment management plan: structural management, planning, and leadership. Coach Michaels indicated:

We have once a month athletics department staff meetings and I think about every other year, someone will come from admissions or whatnot...I know we have an office of recruitment, but I don't know the name of it. They must have outreach throughout different parts of the state, but I don't know. That and I don't know what efforts [other state] universities make to attract out-of-state students because I don't think they're just letting in anyone from out-of-state who applies...I don't know what [this university's] efforts are to reach out of state students... and I think that if a recruitment office is setting up a table at some schools in parts of the country that our university would find desirable to attract students to or from. It would be a neat like one-two punch for me to also be evaluating the athletes in that area, then we could reach them both ways, you know if they've heard of our school because there was a presentation in their area. And then they see a coach from that school, then we're more in their thoughts than we would have been otherwise. And I think to really attract someone, you can't just reach them one time.

The passion and enthusiasm shown by Coach Michaels could be felt throughout the interview and was profound. He demonstrated a true desire to recruit the best student-athletes for his team, but also the best students for the university. Although no direct collaborative relationship was identified by Coach Michaels, he was able to articulate a genuine interest in the subject because he felt that partnerships developed between

admissions and athletics would only serve to benefit the university as a whole. He articulated this idea a bit more:

I do think that there should be collaboration. I do think universities should try to have geographic and all types of diversity and the best way to do that is through recruitment in the areas that they would like to find more people that have that type so yeah, I think that there should be universities like this. The word [university] itself is meant to be not a narrow, not a small thing.

Even in the absence of a collaborative relationship with the admissions office, Coach Michaels was able to express the university-wide importance of a diverse recruiting effort and how his actions impact the overall university profile.

The discussion turned to Coach Michaels's recruiting efforts and how he was able to recruit such a high number of out-of-state beach volleyball players for his program without a formal partnership with admissions or following the three faces of a holistic enrollment management plan. Coach Michaels attributed his success to both the excitement for this newly sanctioned NCAA sport as well as the type of student-athlete he recruits, having success despite not being aware of any formal enrollment management plans at SVU:

I think if I were allowed to have a roster of 300 people, I think I could fill it up. I think there are a couple things there. There are a ton of athletes who don't have the size of a typical indoor scholarship student athlete, but there are clubs that have popped up around the country for beach volleyball and part of the club's packages, they help their players reach out to universities. So, whether or not they had the goal of playing in college before they join this sport by playing club, it's

planted the seed of 'Oh maybe I do really want to be on a college team.'

However, we're getting there. There's a ton of interest from girls all around the country to be on one of the however many beach volleyball programs that there are, not to mention there are international players...I feel like I should get more credit than I do for bringing in honors college kids, so they're helping the universities. I mean, not all sports can do this. I'm lucky that volleyball and beach volleyball tends to attract players with educated parents and they're able to afford club, which is a high expense.

Even with the recent popularity of beach volleyball at the club and intercollegiate levels, Coach Michaels indicated that he has encountered issues when looking inside his state to find top-quality players. Coach Michaels discussed recruiting in-state and out-of-state beach volleyball players, saying:

It's not really a big sport yet [in the state] but there's plenty of strong players in California and Florida. It's hard to get the California kids to go all the way across country when they have so many opportunities to train and compete at a high level there. Our state has gotten a lot better in the last five years of developing junior beach volleyball players. Some in [the local area], but they don't really play on the beaches here...I would say I have not been encouraged to bring in out-of-state players, just to find the strongest that I can to help our team. I personally believe that a university should have a broad geographic demographic diversity. I also think it's nice for student athletes to live with people who are from other parts of the country and then in the summers or when they're on their own, well now

they have a friend who lives in Florida or California or Texas or whatever they can go stay with them for a few weeks and hopefully play some tournaments.

Coach Michaels indicated that there are still many struggles and lessons learned with recruiting out-of-state student-athletes to play beach volleyball. He emphasized fit, not just for the beach volleyball team, but also for the university as the student-athletes need to be successful in their sport, but also in the classroom. Coach Michaels is able to see the bigger picture of the impact that his recruiting has on the university but makes no mention of any form of planning or structures that would allow for partnerships between athletics and admissions. Further, Coach Michaels did not perceive any collaboration to have occurred between athletics and admissions, so he was unable to articulate any specific lessons learned in that regard:

It's always best to know as much as you can about a person's personality. There's a phrase, you don't want to recruit someone who might act like a small cancer on your team. So, finding people that have the work ethic is the name of the game. People that know how to get along is helpful. People who aren't troublemakers, so vetting is half the battle. And I think that's why a lot of us work on recommendations as much as just our own eyes. And if I'm bringing you largely walk-ons and I have a personal preference that college athletics should be about elite athletics and academics. So, when I'm on the fence between so many athletes to choose from, I'll pick the one that has the high GPA. Still getting the best [student-athletes] is the challenge like the best ones come in early to the top-tier programs. So, there's always a race there to get the lead, just as there is for non-student-athletes. The university has their grips on the cream of the crop.

Coach Michaels's story is one of working through challenges and navigating the world of student-athlete recruitment on his own. He was unaware of strategic partnerships with university recruiting authorities at SVU, but that was how he was accustomed to working as he could not recall such structures at any of his prior institutions. The success achieved by Coach Michaels in recruiting out-of-state student-athletes without the presence of the three faces of a holistic enrollment management plan was viewed by him as the result of his dedication to pursuing the highest quality students as he was recruiting student-athletes for his beach volleyball program. Coach Michaels was able to see potential benefits to collaborating with his colleagues in the admissions office and indicated that such efforts would likely be fruitful for the admissions office, the athletics department, and his team.

We're all in this together.

Dr. Helmsley is a member of the senior leadership within the Office of Admissions at Southern Volleyball University. Dr. Helmsley has worked in admissions at SVU for over 14 years with four of those years being in her present role. As a senior leader focusing on out-of-state recruitment, Dr. Helmsley is charged with creating recruiting plans and strategies as well as developing goals to help grow the university. In her story, it is clear that Dr. Helmsley perceived the collaboration between admissions and athletics differently than does Coach Michaels.

Like many admissions offices across the country, Dr. Helmsley has chosen to utilize a territory management model to enhance out-of-state recruitment while having a limited budget for recruitment. This recruitment model allows her and her staff to travel during peak recruiting periods and to locations they have specifically targeted. In

discussing the three faces of a holistic enrollment management plan (structural management, planning, and leadership), Dr. Helmsley described her office's out-of-state recruiting strategy, never addressing partnerships or formalized arrangements with athletics or any other campus unit by saying:

We run off of a territory management model. So, each of my counselors have an assigned territory that they handle. I do not have anyone regionally out-of-state, but I do have counselors in my office whose specific regions are those out-of-state territories, so I have someone that covers the northeast, I have someone that covers the Midwest. So that territory management model is what we use. I would say we do most of our actual out-of-state recruitment travel in the springtime. It's when we can kind of get to more out-of-state areas. In the fall, we focus primarily on in-state recruitment, with a little bit out-of-state, but springtime is usually visiting as many NACAC's (National Association for College Admissions Counseling) as we possibly can. So, the big national college fairs in the strategic locations that we think will have an impact for us. We participate in regional travel in the surrounding states and then the NJACAC (New Jersey Association for College Admission Counseling). I'm not sure if you're familiar with that. But it's the New Jersey version of the National Association of College Admissions Counselors. So, New Jersey, New York. We're also kind of in those areas. So, I would say the bulk of our springtime really is taken up with nothing but out-of-state trips. And I would say we travel up and down the east coast and kind of northeastern. Probably as far as we will go is the Boston area, the Connecticut area and then kind of work our way down sometimes into the Florida area.

Dr. Helmsley went on to discuss things that make SVU special and distinctive to out-of-state students. She specified that the university's location in close proximity to coastal areas attracts many out-of-state students. Additionally, the university offers a few niche academic programs that often attract out-of-state students. While discussing distinctive programs and how they help to attract out-of-state students to the university, Dr. Helmsley spoke favorably of the women's beach volleyball program and how this new athletics program has helped the admissions office branch out into new territories they had not traditionally recruited from. She made no indication that formal plans for this recruiting strategy were developed in conjunction with athletics, further confirming the absence of the planning aspect of the three faces of a holistic enrollment management plan. Dr. Helmsley recalled:

I don't know the exact number, but I know that we had a lot of our volleyball players from a particular area in California. So, we didn't immediately go and recruit out there, but our alumni relations team went, and they did kind of an alumni event out there. A lot of the families who came were either, you know, potential donors, future donors might have been family of the best student athletes and some other individuals. So, they had a great little social kind of thing out there. And then the next year we finally set aside some funding to really make a point to travel and spend about two weeks in California and focus on particular areas. And I think in the areas that we had some athletes coming from, people kind of knew who we were, the counselors know who you are. So, I would say California is actually probably the one state that we've really done that. I work with athletics from a liaison standpoint, in terms of when they have their

prospects coming in. So, we see where all their prospects are coming from. And a lot of times it's hot spots that we've either been to, or we are going to, so we do see a lot of overlap there.

Despite the efforts of the admissions office to follow athletics and recruit in California, data from the last two years indicates that there was a substantial decrease in the percentage of students coming from that state. At the beginning of the 2018-2019 academic year, it was reported that 1.09 percent of the SVU student body came from California. The following year, that number decreased to just 0.65 percent. Further, as of the 2019-2020 school year, there were no student-athletes from California on the beach volleyball team. The decrease in enrollment of students from California directly contradicts the efforts put forth by the admissions office to use beach volleyball's previous recruiting performance to their benefit. Had a strategic partnership been established between admissions and athletics, it is possible that Coach Michaels would have shared his trepidation at recruiting from California as he indicated it is not a place he felt particularly successful recruiting from.

This conversation led Dr. Helmsley to discuss collaborative efforts with the athletics department and the presence of the three faces of a holistic enrollment management model, structural management, planning, and leadership. She excitedly discussed some of the initiatives her office has planned to assist the admissions office and the athletics department in working together:

I will go usually two, three times a year to actually speak with all of the coaches to kind of go over what our goals look like for the year, kind of what averages look like, we give them a bit of a history background on what their recruited

athletes look like last year from an academic perspective in terms of admissions competitiveness. And so we kind of give them some of the background from the year before, we talk about goals and recruiting for the next year and just really make sure that they know that we are open and ready to communicate and then we have our specific [athletics] compliance officers that we work with, but we get the [potential student-athlete] names as soon as they are identified by athletics as an actual prospect.

SVU is located in a state that restricts the number of out-of-state students that can be enrolled at a public institution. Dr. Helmsley spoke about the importance of teamwork between the admissions and athletics offices so that the university meets their overall goals but does not exceed the limit set for out-of-state students. She understood there to be not only a collaborative structure in place but also a great deal of planning on her part to ensure the two departments worked in partnership to achieve their out-of-state enrollment goals.

I start to look at our goals. I really look at from a larger scope, kind of a 10-year history of what it looks like, what are our goals for that particular year. What did we enroll last year? What was the percentage? What was our acceptance rate or yield rate, who enrolled, all of those things and so I spend months kind of really figuring out what the magic formula might look like for the next year. We also kind of start to look at a history of enrollment from an athletics perspective. So how many student athletes did we enroll for the last two, three years. And I really communicate with the athletics department. We did a lot of that this year. You know, I kind of shared a plan. Last year we enrolled 95 athletes from your variety

of sports. Are you planning on enrolling, how many vacancies does your team have, how many athletes do you think you will enroll? We started to kind of build our model knowing all of the special populations that we will be bringing in that way we won't really hit a limit, if you will. And then obviously we always account for summer melt and we know we're going to lose some. So we always kind of try to beat that limit so it rests when we finally hit census day but I did work with athletics this year to make sure I understood how many spots and recruits each team felt they were going to enroll and you know, we had a goal to grow freshman enrollment. So, if I knew athletics was going to stay pretty level or flat with what they did, from the previous year, I needed to enroll more students from other places. So, we do use that conversation quite a bit.

Dr. Helmsley described the collaborations as largely the result of her leadership and the work of the admissions office, prompting a conversation regarding formal versus informal enrollment management plans at SVU and the role of planning and leadership in the three faces of a holistic enrollment management plan. She talked about how there has been recent turnover both in athletics and in university administration, making it more difficult to build the formal structures that are needed for an effective, collaborative enrollment management plan.

We actually had a little bit of coach turnover in this last year. So, we really saw more late prospects and late recruits simply because the coaches were coming and going. We actually have a brand-new provost coming in. So, these last couple years have been, I would say we're entering into a new phase where, I'll be honest, I couldn't tell you who those people might be [university-wide committee], but

our previous provost just retired. So, our new provost starts in July. With that our current enrollment manager will also step back to the dean's role. And so right now we have no real enrollment manager and no provost until July hits and then they will start to search for that new person. In the past, our Associate Provost for Academic Affairs also oversaw enrollment management. We meet monthly with our team, our enrollment management meetings. It's the Director of Admissions, myself my other Associate Director for transfer admissions, but we also kind of team up with financial aid, University College, our academic advising folks, we usually have housing in the room, transition programs, the registrar. We do monthly meetings to make sure that we are all on the same page with what the goals are and what reality looks like. Because we know that if we pull one lever it affects housing a different way than it might affect financial aid, but in the past our Associate Provost for Enrollment Management oversaw those kinds of committees, if you will.

Although the current situation was not optimal, Dr. Helmsley was excited for the future and the potential for positive change that often follows new leadership. She went on to share some of the ideas that she has been thinking about implementing to solidify collaborative structures between admissions and athletics. However, without the presence of high-level university leadership championing such initiatives, it is likely that any efforts to build an infrastructure for collaboration would be short lived. She explains:

We want our coaches to understand the admissions process and understand what goals look like and the pressures that we are under because I think that their contributions only lead us to greater success. And so, you know, thinking about

recruiting efforts. There are certainly things that we can do better. You know, I think of something as simple as publications. We print all of our publications and then they kind of just sit in our office and wait for visitors to come or wait for us to take them out. And then coaches will come in and say, okay, I have a couple recruits, can I take some of these. So, we could be more strategic and actually develop brochures that are specifically for athletics and kind of merging our communication style in that particular way. I definitely see that as an opportunity moving forward. I think recruiting out-of-state students and international students. I know athletics works with our international programs office really well because they need to be aware of what countries we are in, where are visas difficult or where do we have more leeway. And so I know that they are already doing that from an out-of-state recruitment or out-of-country recruitment, but I think we could probably be a little bit more strategic and saying, where are you, what high schools are you guys focusing on right now what community colleges are you looking at, and really overlapping those things. We have 19 Division I sports and no football, so it's a much smaller scale that I think is possible to do more of those partnerships with them.

The conversation concluded with a discussion of challenges and lessons learned in Dr. Helmsley's role leading the admissions office in out-of-state recruitment. Like many admissions offices, Dr. Helmsley's unit struggles with articulating the "why." Her passion for SVU was evident but getting prospective out-of-state students to see why SVU would be a good fit for them is not always easy. Dr. Helmsley discussed some surface-level issues that typically emerge from admissions offices, however she felt that

her collaboration with athletics was a success and did not address any lessons learned from those endeavors:

Brand awareness is always challenge number one, SVU is fairly small, well we have more than 17,000 students, but we are not a branch campus, we are a standalone University. I think challenge number two is, you know, is the value piece, the value perspective piece for parents and for students, knowing what kind of price comparison they could get at another institution and what would be the benefits that they would get from attending SVU. Smaller classes, more hands-on research. So, depending on what their niche looks like, I think the value proposition piece is always our second challenge because in the state tuition continues to go up.

It's time to play the game.

Chyna Laurer is a beach volleyball student-athlete at Southern Volleyball University. Growing up in the Midwest, Chyna had aspirations to seek new challenges and learning experiences outside of her home state. As an adolescent, she spent her time playing sports such as basketball and indoor volleyball with the dream of participating in college athletics, but an injury sidelined her as a young teen. With the help of some friends, Chyna found the sport of beach volleyball and her passion quickly developed. Chyna described the difficult venture of playing an up and coming sport in a geographic area that didn't offer much in the way of facilities or support for youth beach volleyball programs. While it is unlikely that a student like Chyna would have been privy to university operational planning, it was important to see her perspective on the recruiting process and who at SVU was involved in Chyna's recruitment.

There wasn't a lot of youth or juniors beach volleyball, so I played with a lot of adults who had just moved from Florida, California and somehow all wound up in the same place, kind of, so I played with a lot of adults and there was like a sports complex, it's a nonprofit. It's run by two people I think originally were from California or somewhere out west, but I played with a lot of adults and I would travel to play juniors tournaments in [surrounding states] and just through playing and through doing camps and stuff. I would meet other juniors that actually had a club and a youth program around them. So, I ended up partnering with them, and then I'd go stay with them for a couple days maybe in another city or something. It was a lot of fun. But I would train with their club and, kind of get to know them, but it was definitely a lot of me going to places, there wasn't a lot of stuff where I was.

Chyna didn't allow these early struggles to deter her from pursuing her dream of playing college sports and she continued to find ways to train, play, and get better at her sport. While her family was supportive of her goals, they did not have the means to foot the bill for four years of out-of-state tuition. As a teen, Chyna saw this hurdle and approached it at full speed, using her athleticism to win a scholarship.

I always knew that I wanted to play a sport in college because I knew from the beginning that I wanted to go out-of-state. And you know, that's a lot of money. So, I was like, 'okay, I need to make sure I get some kind of scholarship,' because I did love volleyball. But that was my main reason, I needed some other way to help pay for my out-of-state schooling. That was my main goal. That's the main reason why I wanted to play in college. The support came from my parents

definitely in the way that they would be okay with me, you know, staying with my friends and being willing to pay for me to go to other states [for tournaments]. They were always really great about that. I'm so thankful for that. But as far as the logistics of me reaching out to coaches, me being like, oh, I want to go to school A, B, C, D. I don't want to go to, you know, these other ones. It was really like a me thing I was always the one making the videos, sending out the emails, talking to coaches. To be honest, no one really helped me with that. It was a lot of me just having to, you know, spend hours just trying to figure out who needs people and stuff like that. I will say as far as training, I had one coach that was really committed to me and my goals of going out-of-state and stuff like that. So, for the actual athletic part, whether it be beach volleyball or like training, getting me stronger, getting me faster, it was definitely one single coach that I would go to and he was really committed to making me get to that next level. Um, but yeah, as far as like the actual recruiting itself, it was definitely a need-driven thing for the most part.

As Chyna grew her skills playing beach volleyball, she began tackling the college choice process by looking at the colleges that offered beach volleyball and were located in an area of the country she wanted to experience. After narrowing down her prospects to a handful of colleges, Chyna began the process of reaching out to institutions and coaches at the small number of colleges that offered beach volleyball as an NCAA varsity sport to try to find her perfect fit. She described what drew her to SVU and the interactions that she had with people at the university prior to officially accepting an offer of admission and a spot on the beach volleyball team, however she could only recall

interactions with Coach Michaels and was impressed with how he presented the university.

Definitely one of the big things was like the location. I liked the city; I liked the campus. I liked the kind of the environment it was in. It was very laid back and it was very outdoor oriented. It wasn't like, you know, on the weekends everyone just goes out to the bars. People go surfing, people go to the beach. You know, people like to do things outside, which is something I really liked. I think it's really special about this city. And Coach Michaels definitely had a lot to do with it. He was by far the most approachable coach and he was very honest with me about what he could offer me and about what the limits of the program. And he was, he was like, yeah, there's bigger schools out there. I remember exactly him telling me this, like, yeah, there's bigger schools out there who have more money than us and stuff, but he was like, if you're looking for a small little beach town, this is your school and I was like, that's what I'm looking for that feedback that I'm looking for... That was truly one of the things about Coach Michaels' recruiting style that appealed to me; he is not concerned solely with how many wins you have or who you know. He cares about you and what kind of person you are... It was definitely Coach Michaels just being really honest with me and being upfront about what the university could offer me [honors program, internship opportunities] and what the environment was like at SVU.... Um, so yeah Coach Michaels definitely had a lot to do with it. But really, just making sure I felt comfortable where I was even before I committed there.

Chyna fondly recalled one of her first interactions with Coach Michaels and how personable he was during the recruiting process. He knew how to talk to her as a person and didn't try to hide his personality behind the facade of a serious coach.

Midway through one of my games I actually fell, for no apparent reason, trying to set a ball. Somehow, I still made the play & laughed it off. Coach Michaels replied with something along the lines of 'Who needs legs to set anyway, not you!' That was truly one of the things about his recruiting style that appealed to me; Coach Michaels is not concerned solely with how many wins you have or who you know. He cares about you and what kind of person you are.

As the conversation regarding Chyna's recruitment and college choice processes continued on, she recalled visiting five or six campuses in order to determine which institution and which beach volleyball program would be the best fit. Chyna played beach volleyball as a means to being able to go to college out-of-state, but she knew that her beloved sport was not going to be a part of her life forever and took the process of selecting an institution to attend quite seriously. She knew early on that she wanted to be a biology major, which can be found at most institutions, but she was clear that academic fit was of the utmost importance. Chyna explained:

I said to myself, okay if something falls through with volleyball and I end up not being a student-athlete at the school, will I love it here? So that was my biggest thing and I went through and found and like after dwindling all that down SVU is definitely the fit for me.

While the college choice and recruiting processes can be stressful for many students and student-athletes alike, Chyna was determined and confident. Chyna spoke

fondly of her college, her team, and her coach, although she had difficulty recalling any interactions with the admissions office or other enrollment management professionals in her time being recruited and going through the admissions process. For Chyna, the opportunity to be a student-athlete at the NCAA Division I level has been an unforgettable experience, unlike her interaction with recruiting and admissions at SVU, which was largely uneventful.

I did go meet someone, I don't even remember what we talked about, because, not to toot my own horn, but I had a pretty high GPA so being admitted wasn't really that far of a stretch for me. I think I did meet with one of our beach volleyball academic athletic advisors and he kind of deals with all of that stuff. So, I think I did meet with him. But honestly, I don't remember anything we talked about, I think it was quick, like, oh, what did you pick. Okay, you'll get this kind of thing. But no, really mainly it was Coach Michaels. Now she's an alumna, but a current player gave me a tour of the campus. Actually, it was really informal she just kind of gave me like really how it was on campus. But as far as that I didn't really have that much interaction with admissions.

Chyna's recollection of her recruitment and college choice processes did not sway her enthusiasm for her college or her team. She has been able to excel in the sport that she loves as well as in the classroom. Chyna feels that she owes her exceptional time management skills and discipline to being an NCAA Division I student-athlete and wouldn't change her experiences at all.

When thinking about the idea of being a student-athlete at the NCAA Division I level, Chyna was very upfront with her recommendations for other prospective student-

athletes. She chose SVU because it was a good fit for her both academically and athletically and she wants other student-athletes to find that same fit:

I always say what if you didn't have volleyball. If you break both your legs and you're never able to play again, will you be happy at the school you're at? And I think that's the biggest thing because you know coaches change all the time, so you shouldn't go anywhere just because the coach. You shouldn't go anywhere just for the girls because those change every year. People come, people leave, you know. So, I'd say definitely look at the college first and the academic program. Second, and make sure you're going to be happy at the school, even without volleyball or whatever other sport you want to play. Definitely look at the school first.

Chyna was a bright student and a strong athlete on the SVU beach volleyball team. She was able to provide a student's perspective on the recruitment activities of both the admissions office and the athletics department at SVU. Her views of the recruitment process were unique to her, as each student-athlete's recruitment process looks different, but it provided a unique point of view and was able to provide context and perspective to the stories of Coach Michaels and Dr. Helmsley.

Summary: The Essence of the Story

This single case study represented the challenges faced by institutions that do not demonstrate the existence of the three faces of a holistic enrollment management plan in their efforts to recruit out-of-state student-athletes at SVU. Three unique points of view are presented that allowed each individual to draw on their own experiences and their own perceptions based on where they were situated within the institution. It is also

important to recognize the importance of the three commonplaces of temporality, sociality, and place in each individual's story. Each of the participant's stories were told from unique places in regard to temporality and sociality. However, place in terms of data collection presented unrepresented challenges due to COVID-19 and dictated that the interviews be conducted via video conference. It is likely that the lack of face-to-face interaction between the researcher and participant contributed to how each individual told their story.

Coach Michaels saw himself contributing to the overall university out-of-state recruitment goals as well as enhancing the academic reputation of SVU in his quest to recruit the best beach volleyball student-athletes and the best students. Although he felt as though he was operating alone for the most part, he attributed the lack of collaboration and the absence of the three common faces of a holistic enrollment management plan to turnover within the admissions office. Coach Michaels' story was told with temporality in mind. He is in the middle of his career, and as such, was able to draw on his past experiences as well as the current situation with COVID-19 forcing an early end to the beach volleyball season and thus, the sudden termination of the current recruiting cycle. The experience garnered in his extensive career gave Coach Michaels the foresight and morals needed to recruit not just great student-athletes, but top-quality students.

On the other hand, Dr. Helmsley understood there to be a great deal of collaboration between athletics and admissions in the recruitment of out-of-state student-athletes, much of which was led by her and her team. She perceived her work in strategically planning out-of-state recruitment activities and sharing data with athletics as effective even in the presence of barriers such as a dearth of executive level leadership as

well as turnover within the athletics office. In terms of temporality, Dr. Helmsley was relatively new to admissions leadership and while she was optimistic about the future, she did not have a large breadth of experience to inform her story. However, as a recent graduate receiving her doctorate, she was particularly aware of the importance of her story as a part of this research. Dr. Helmsley was open and forthcoming with information and she took time to ensure that the data was truly reflective of her position.

The views of Coach Michaels were echoed by Chyna, an out-of-state beach volleyball student-athlete that enthusiastically recalled her very positive experiences of being recruited by Coach Michaels but could not recollect any interactions with the admissions office that would indicate a collaborative relationship was present. Further, Chyna's background demonstrated that she was an excellent student as she didn't have to worry about meeting the basic admissions requirements for SVU and she was currently looking at applying to medical school. Chyna's perspective was unique in that she was a product of SVU's recruiting process and gave her story a much different temporality. As a student, Chyna's story shows that she was focused on her goal of playing the sport she loved at the NCAA Division I level while keeping a strong emphasis on her dreams of going to medical school. In her interview and subsequent follow up, Chyna demonstrated her sociality as she was motivated to accomplish her goals, yet keenly aware of her role within the beach volleyball team and the university student body.

To be sure, the admissions office and athletics office each attributed the success of recruiting out-of-state student-athletes to the efforts of their own units. Both Coach Michaels and Dr. Helmsley were individually proud of their accomplishments and each attributed any shortcomings in collaboration and the absence of the three faces of a

holistic enrollment management plan to the other unit's lack of leadership. However, despite the lack of planned collaborative enrollment management efforts, Coach Michaels and Dr. Helmsley were excited to discuss the topic and they each articulated a desire to work together in order to strengthen out-of-state student-athlete recruitment.

In regard to lessons learned, all three participants stressed the importance of communication, however Coach Michaels and Dr. Helmsley were reluctant to offer insight on lessons learned with respect to the use of the three faces of a holistic enrollment management plan and the use of emerging sports as an enrollment management plan. From Coach Michaels' perspective, there was no collaboration, and thus nothing to refer back to for lessons learned. Dr. Helmsley saw her leadership and planning efforts as successful, notwithstanding the difference of opinion by Coach Michaels and Chyna. This led Dr. Helmsley to attest that the collaboration was a victory for admissions and for the university and as a result, she offered no lessons learned.

The essence of this single case study is that SVU found success in recruiting out-of-state student-athletes for their beach volleyball program as a result of the knowledge and experience presented by Coach Michaels. He was able to draw on his prior experiences at the high school, junior college, and NCAA levels to bring his own specific set of criteria for recruiting out-of-state student-athletes for his beach volleyball team. These experiences allowed Coach Michaels to understand what to look for and how to talk to prospective student-athletes to get them excited about the university and the team. Further, Coach Michaels often found himself operating solo when it came to out-of-state student-athlete recruiting, so he did not feel compelled to rely on admissions or expect partnerships that were nonexistent. In the face of these challenges, Coach Michaels

found great success in recruiting out-of-state student-athletes and he maintained a high level of optimism looking ahead at the future. He was excited about the potential he saw in the idea of collaboration between athletics and admissions, although he did not currently enjoy such a relationship.

CHAPTER 5 DISCUSSION

Introduction

This research utilized a case study approach to investigate how an institution achieved success in out-of-state student-athlete recruitment for an emerging NCAA sport. The literature indicated that institutions are more likely to achieve their recruiting goals if they incorporate the three faces of a holistic enrollment management plan (Bontrager, Ingersoll, & Ingersoll, 2012). An informational survey was deployed to collect data from all institutions that host NCAA beach volleyball as a varsity sport. Contained in this data was one unique institution that truly stood out from the others as their beach volleyball team proved to be quite successful in recruiting out-of-state student-athletes. The institution for this case study, SVU, had 14 out-of-state students on their beach volleyball roster out of only 20 total student-athletes. This high number of out-of-state student-athletes was particularly unique given that SVU is located in an area of the country that would not necessitate a major effort to recruit out-of-state student-athletes.

After SVU's beach volleyball program was selected as the case for this research, interviews were conducted with the beach volleyball coach, a senior admissions officer, and a beach volleyball student-athlete in order to fully understand the phenomenon. Data for the case study was analyzed using narrative inquiry to provide the true essence of the story of SVU's success in recruitment of out-of-state student-athletes for their beach volleyball program.

This chapter presents a discussion of the conclusions that resulted from the research findings. Implications and recommendations for future research and practice are provided as well as considerations of the limitations of this study.

Summary of Significant Findings

The results of this study indicate that when the three common faces of a holistic enrollment management model are not present, it may still be possible for an institution to see success in recruiting out-of-state student-athletes. Coach Michaels was able to maintain a striking track record for recruiting out-of-state student-athletes for his beach volleyball program. However, it was also demonstrated that the lack of the three common faces of a holistic management plan hindered the ability of the admissions office to create the strategic partnerships that the literature suggests is vital to success in this arena (Bontrager, Ingersoll, & Ingersoll, 2012; Hossler, Bean & Associates, 1990). This can be seen in Dr. Helmsley's attempts to use the success of the beach volleyball team's recruiting to propel her department into the state of California. While Dr. Helmsley was excited about the plan, the admissions office did not work collaboratively with athletics and took on this ambitious task alone. It appears that admissions attempted to extort the success of athletics for their own benefit. Athletics was able to expand into new recruiting territories and see returns on their efforts, likely a product of Coach Michaels' experience and student-athlete recruiting knowledge. However, following athletics without understanding how or why they were successful was shortsighted of admissions and exposed the inexperience of admissions as well as the lack of enrollment management leadership at SVU. Enrollment data from SVU indicates that the admissions office's attempt to expand into California did not prove fruitful as they have experienced a decrease in enrollment over the past two academic years.

The literature indicates that student-athletes look at some of the same college choice factors as non-athletes, such as academics (Bartee, 2010; Goss et al., 2006;

Letawsky, et al., 2003). This research found that Chyna knew her choice for college major well in advance and because it was a common program found at many institutions, it was not a key factor in her college choice process. However, the finding that Chyna's decision to attend SVU was heavily influenced by Coach Michaels and his ability to present the university and surrounding community in an appealing way is consistent with the research (Bartee, 2010).

Incorporating the three faces.

It was evident during data collection that SVU did not demonstrate any of the three common faces of a holistic enrollment management plan. Neither admissions nor athletics could readily identify a formalized structure at the university that would allow for strategic collaborations across campus. Further, both Coach Michaels and Dr. Helmsley were unable to identify any current members of senior-level university leadership that were actively involved in planning out such strategic initiatives. This is in direct contradiction to the literature on enrollment management. Although the structure may look different at each institution, "successful enrollment management systems require an organizational structure" (Hossler, Bean, & Associates, 1990, p.54).

It is important to note that while currently the three common faces of a holistic enrollment management plan were not represented, Coach Michaels and Dr. Helmsley each indicated a genuine interest in building a collaborative partnership. Dr. Helmsley's excitement for new senior-level leadership was driven by her desire to see SVU develop an enduring enrollment management plan. This finding is consistent with the literature. Webber's (1988) study on enrollment management identified that in a majority of instances, university administrators shared similar feelings on what was needed for a

successful enrollment management operation; however, those items were often not readily available.

Even in the absence of the three faces of a holistic enrollment management model, SVU has demonstrated success at recruiting out-of-state student-athletes for their beach volleyball program. As indicated in the research question, alternative explanations to the phenomena of SVU were considered. Chyna's story depicts an enthusiastic and inspiring coach that was able to show her that SVU was not just a great place to play beach volleyball, but it was also an excellent educational institution filled with opportunity. Coach Michaels was proud of his ability to recruit top quality student-athletes that were also high achieving students, a valuable lesson he learned along his storied career. This evidence of Coach Michaels' efforts being attributed to the successful recruitment of out-of-state beach volleyball student-athletes is in agreement with the literature. Bartee (2010) found that coaches and mentors played a significant role in the college choice process of student-athletes and when the student-athlete had aspirations of attending graduate or professional school, the academic programs offered at the institution was also a significant factor. While the university as a whole did not incorporate the three faces of a holistic enrollment management plan, it is clear that Coach Michaels embodied the three faces on his own, contributing to his success in recruiting out-of-state student-athletes at high levels.

Temporality, in narrative inquiry, is the culmination of one's past experiences and current knowledge on how they think about the future (Clandinin, 2006). According to Clandinin, "every experience both takes up something from the present moment and carries it into future experiences" (2006, p. 69). It is clear that the three commonplaces

of narrative inquiry are reflected in Coach Michaels' recruiting style. His exceptional knowledge of out-of-state recruiting as well as his understanding of how to connect with potential student-athletes came from his years of coaching involvement at the high school level as well as his progressive experience at the community college and NCAA Division I levels and the lessons he learned along the way.

Describing collaborative efforts.

Prior research indicates that collaborative efforts between admissions and athletics are central to the effectiveness of student-athlete recruitment and that this method can be used to demonstrate that the university's academic programs and athletic programs complement each other (Bruder, 2017). The narratives given by Dr. Helmsley and Coach Michaels describe such efforts at SVU in dissimilar terms. Dr. Helmsley spoke of frequent meetings, data sharing, and long-term planning with regard to work her department was doing to create and maintain a collaborative relationship with athletics. She indicated that in meetings with athletics, she would frequently request information on how many out-of-state student-athletes each team was anticipating for the upcoming year so that she could include that information in her planning and projections for the university-wide data on out-of-state students. Additionally, admissions used data from the athletics department's recruiting efforts to expand their footprint into California.

Coach Michaels provided a much different picture of the rapport between athletics and admissions. He was unaware of any collaborative partnerships, formal or informal, between the two offices and was not able to readily identify anyone from the admissions office. Additionally, Coach Michaels described meetings with admissions as occurring very infrequently, perhaps as little as once every couple of years. This

phenomenon was not new to Coach Michaels as he spoke of many times he found himself recruiting without assistance from or collaboration with admissions officials at SVU as well as at his prior institutions.

When speaking with Chyna, she was unable to recall any interactions she may have had with the admissions office during her recruitment at SVU. This information further underscores the lack of a formal collaborative relationship between admissions and athletics and is consistent with data from prior studies.

In discussing the challenges faced in a successful holistic enrollment management model, Bontrager, Ingersoll, and Ingersoll (2012) spoke of counterproductive behaviors that are often exhibited as well as the creation of superfluous obstacles as a result of an individual or a unit's desire to work toward their own agenda and not for the greater good. They stated, "simply put, individuals that work in higher education institutions often fail to collaborate" (Bontrager, Ingersoll, & Ingersoll, 2012, p. 38). Additionally, in the literature, enrollment management is described as a process by which students are funneled from the point of the initial admissions inquiry through to graduation with touch points at every step of the process (Hossler, Bean & Associates, 1990). It goes on to explain that such a complex system requires collaboration with the entire campus (Hossler, Bean & Associates, 1990). While no formal partnership was found at SVU, the stories that emerged from the narratives indicate that there was an informal collaborative relationship with athletics taking the lead and providing admissions with enhanced out-of-state recruitment data, even though athletics was not fully aware of their participation.

Key factors in out-of-state student-athlete recruitment.

Perceptions within a department are different from the viewpoints of those looking in from the outside of the unit. Dr. Helmsley perceived her careful research and planning out-of-state recruitment efforts as being the key factor in the recruitment of out-of-state beach volleyball players. Coach Michaels identified his desire to recruit only the most athletically and academically gifted student-athletes to his team to be the key factor in the recruitment of out-of-state beach volleyball players. It is clear that Coach Michaels and Dr. Helmsley had differing perceptions on out-of-state student-athlete recruitment. Chyna's unique student perspective echoed the sentiments of Coach Michaels and demonstrated that his ability to present SVU as a great university for an excellent student to play beach volleyball was what made her excited to attend SVU. Further, Coach Michaels understood the importance of the commonplace of place in out-of-state student-athlete recruiting and was able to show Chyna that SVU as well as the surrounding community were a good fit for her. This is consistent with Clandinin's view of place as she indicated that place is undeniably interwoven with one's lived and told experiences (Clandinin, 2013). Chyna indicated that the relaxed culture of the city combined with the exceptional academic reputation of SVU and the atmosphere of the beach volleyball team was the perfect blend of everything she was looking for.

Cesarini (2011) and Doty (2017) found that university administrators often have widely varied perceptions of the effectiveness of functions around campus. When different groups of university administrators were asked to rate the effectiveness and the need for specific recruiting elements, those within the same work group had similar responses while the between group answers presented significant differences (Williams, 2001). The findings of these prior studies are in line with the results indicated in the

present study. Admissions felt that their efforts were paramount in the recruitment of out-of-state student-athletes for the beach volleyball team while athletics identified the key factors as being all from within their department. Each unit described the key factors that contribute to the success of out-of-state students to participate in beach volleyball differently and those factors cannot be attributed back to the three faces of a holistic enrollment management plan. Much of this is to be expected since admissions and athletics are both very closely tied to their own department-wide initiatives and without a strong collaborative structure that a holistic enrollment management model brings, they may be unaware of the work being done in other campus units to improve the out-of-state student-athlete recruitment experience.

Lessons learned.

When asked about takeaways or lessons learned that may inform other institutions that are thinking about adding an emerging sport such as beach volleyball, the unique point of view of each participant was apparent. Coach Michaels spoke about the importance of communication and making sure that the student was a good fit for the team and for the university. Throughout his successful career, Coach Michaels learned that recruiting high-ability students, those with good grades and high test scores is the safer option. This line of thinking is directly in line with the enrollment management literature. Hossler and Bean indicated “the academic quality of enrolled students is directly related to the quality of future applicants” (1990, p. 15). Although his job did not require him to do so, Coach Michaels was keenly aware of how his relatively small recruiting effort to bring in a team of top-quality beach volleyball student-athletes had the

ability to either positively or negatively reflect on the institution as a whole and he chose to improve SVU and their student profile at every opportunity.

Dr. Helmsley was content with her work in planning and collaborating with athletics and did not offer much in the way of lessons learned. She spoke of some surface-level issues of brand awareness and making the institution stick out from the competition. What is clear, however, is that the absence of collaboration had resulted in squandered effort when admissions followed athletics into California to recruit students. The approach taken by Dr. Helmsley was not void of effort, however, it was not driven by data, either. The enrollment management literature dictates that decisions should be grounded in data in order to produce the desired outcome (Bontrager et al., 2012; Hossler, Bean, & Associates, 1990). Further, enrollment management requires constant data collection, analysis, and evaluation to ensure that the institution is making progress toward their goals (Bontrager et al., 2012).

As a result of not having a holistic enrollment management plan at SVU, admissions and athletics found themselves working without the benefit of strategic collaborative plans or a robust university-level leader to promote such efforts. Notwithstanding, Dr. Helmsley and Coach Michaels each indicated they were in favor of the development of the structures required to establish and maintain a quality enrollment management plan that promotes collaboration across the university. With the imminent arrival of the Vice Provost for Enrollment Management, SVU was looking toward a future with a new leader and champion for creating collaborative relationships across campus.

Limitations

Using a case study research design inherently subjects the research to the limitation of time and place, and this proved to be particularly true for the present study. The invitation to complete the informational survey to kick off this study was sent to participants on March 4, 2020. This was untimely, as in that same moment higher education institutions across the country were making the most difficult decision to shut down their campuses and suspend participation in intercollegiate athletics as a result of the COVID-19 pandemic. The closure of college campuses and the travel restrictions carried out in nearly every state meant that individuals responsible for recruitment of out-of-state students had to quickly pivot and find new ways of reaching students. Further, the NCAA suspended the beach volleyball season and cancelled their seminal event, the NCAA beach volleyball tournament. This issue in timing may explain the lower than expected response rate on the informational survey as higher education professionals were busy adjusting to the new normal created by COVID-19.

The present study looked at a single significant case because it clearly stood out from the other survey respondents. A limitation of this study is that the low response rate limited the scope of this study. If there were more survey respondents, it is possible that the breadth of the study would have expanded to include multiple institution types or institutions that participate in different NCAA divisions. Further, this study presented opposing points of view regarding the timing and consistency of meetings between admissions office and athletics department personnel. The results of this study were limited by an exhaustive attempt to validate the information received from Coach Michaals and Dr. Helmsley on these cross-departmental meetings.

Recommendations for Future Research and Practice

This study has expanded on the base of literature on the topics of intercollegiate athletic recruitment and enrollment management in higher education. Further investigation into these topics should aim to expand the scope of the research to include multiple institutions. This future research could look at admissions and athletics collaborations at institutions of differing sizes, at various locations across the country, public versus private institutions, and across all three NCAA divisions. Collecting data from multiple institutions would serve to expand on the current knowledge base and provide additional context for the implications of collaborative relationships developed for the recruitment of out-of-state student-athletes. An expanded compilation of data may also allow for the findings to be expanded beyond the scope of the present study. With additional information on the effectiveness of collaborative relationships in this context, it is possible that the information could be used in a broader manner across university units and into other athletic programs.

Another recommendation would be to expand the scope of this research to analyze the effectiveness of collaborative partnerships between admissions and unique or niche academic programs. Dr. Helmsley spoke of some of the special academic programs that made SVU stand out from the competition and were of particular interest to out-of-state students. Further research should be conducted to investigate the implications of using strategic partnerships between admissions and specialty academic programs to recruit out-of-state students. SVU did not have such an arrangement, but it would be to their benefit to collaborate with academic units to promote programs that make the institution appealing to a larger segment of the population.

The findings of this study demonstrated that at SVU, the lack of a holistic enrollment management plan did not inhibit the university's ability to have success in recruiting student-athletes for their beach volleyball team. This result was found to largely be due to Coach Michaels' ambitious nature and his desire to have the highest quality student-athletes that were also excellent students. Even with his success, Coach Michaels was able to see the opportunity that a collaborative relationship with admissions could bring.

The possibility of two units joining forces to enhance the recruiting experience for the students as well as implement innovative recruiting plans that expand on the current out-of-state footprint of the university could bring about a new way of doing business for institutions across the globe. A recommendation stemming from this research is that institutions should look beyond the present to strategically plan for the future of out-of-state student-athlete recruitment. Just because an institution's out-of-state student-athlete recruiting model is working now doesn't mean it should not be analyzed and improved moving forward. Institutions should put forth a concerted effort to implement the three faces of a holistic enrollment management plan—structural management, planning, and leadership—to ensure that units are operating in harmony rather than duplicating the work of other campus departments. Universities have the potential to create partnerships that would allow athletics and admissions to travel together in recruiting visits, share data, and improve the total out-of-state footprint of the institution while highlighting the exceptional academic and athletics programs that they have to offer.

Further, in a time of uncertainty and with steep budget cuts across higher education, institutions should look for internally for the creation of mechanisms that

would facilitate the collaborative partnerships that are needed for long-term strategic out-of-state recruitment success. Higher education institutions are vast ecosystems of individuals that each carry a diverse portfolio of skills and expertise. At SVU, Coach Michaels could have been an excellent resource for the admissions office as they looked to solve the problem of recruiting out-of-state students. His expertise in recruiting out-of-state student-athletes carried many best practices and lessons learned as his career allowed him to more fully understand the intricacies of this complex process. The utilization of this resource, already present on campus, would have been a cost-effective method to begin solving the problem of out-of-state student recruiting.

Institutions should look at this case study of SVU and ask the question: what can we do on our campus to create and maintain strong partnerships across campus that will help us in working toward the goal of having a more geographically diverse student body and student-athlete population by investing in the recruitment of out-of-state students and student-athletes? The answer to this question lies in the three faces of a holistic enrollment management plan: structural management, planning, and leadership. When these three common faces are not present, it is important to identify where there may be a disconnect and work to resolve any potential misunderstandings to allow for the free flow of ideas and clear communications between the units involved in the partnership.

Conclusion

Bontrager et al. (2012) indicated that “the successful enrollment management program integrates these three components – ‘faces’ – of SEM into something that is greater than the sum of its parts” (p. 102). The present research was undertaken to determine how out-of-state student-athlete recruitment was conducted and if the case

study institution was utilizing these core concepts in their strategies. The host institution was quite successful in recruiting student-athletes to play for their newly formed NCAA Division I beach volleyball program. However, the study determined that SVU did not utilize the three faces of a holistic enrollment management program and rather found success through other means. This resulted in athletics putting in substantial effort to recruit the best possible student-athletes that excelled in the classroom while on the other side admissions was planning and strategizing on the best ways to bring in high quality out-of-state students. The two units likely would experience greater success if they worked together to achieve a set of common goals as opposed to working separately toward their own objectives.

Enrollment management is a concept that looks at higher education as a continuum in which the student travels from prospect to alumni with a focus on ensuring that the student's needs are met at every step. Student-athletes have additional needs that are addressed through the athletics department, so it is crucial that long-lasting collaborative partnerships are established and the most effective manner in which to accomplish this goal is to integrate the three faces of a holistic management plan. In doing so, the university will provide the structure, planning, and leadership needed to have a successful enrollment management plan that is inclusive of all students and all units on campus.

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APPENDIX A IRB APPROVAL LETTER



Official Approval Letter for IRB project #20093 - New Project Form

February 20, 2020

Valerie Clem-Brown
Department of Educational Administration

Brent Cejda
Department of Educational Administration
TEAC 123 UNL NE 685880360

IRB Number: 20200220093EX

Project ID: 20093

Project Title: Enrollment management and intercollegiate athletics: A study of women's beach volleyball

Dear Valerie:

This letter is to officially notify you of the certification of exemption of your project for the Protection of Human Subjects. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects at 45 CFR 46 2018 Requirements and has been classified as exempt. Exempt categories are listed within HRPP Policy #4.001: Exempt Research available at: <http://research.unl.edu/researchcompliance/policies-procedures/>.

o Date of Final Exemption: 02/20/2020

o Review conducted using exempt category 2(ii) at 45 CFR 46.104

o Funding (Grant congruency, DSP Project/Form ID and Funding Sponsor Award Number, if applicable): N/A

You are authorized to implement this study as of the Date of Final Approval: 02/20/2020.

NOTE: A change request form is required to be submitted for review of the interview questions and design upon completion of the survey process.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

- * Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
- * Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
- * Any protocol violation or protocol deviation
- * An incarceration of a research participant in a protocol that was not approved to include prisoners
- * Any knowledge of adverse audits or enforcement actions required by Sponsors
- * Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
- * Any breach in confidentiality or compromise in data privacy related to the subject or others; or
- * Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board.

If you have any questions, please contact the IRB office at 402-472-6965.

Sincerely,

Rachel Wenzl, CIP
for the IRB



APPENDIX B
EMAIL INVITATION: SURVEY

Dear [First] [Last]:

My name is Valerie Clem-Brown, a doctoral student at University of Nebraska, Lincoln. I am conducting a study on enrollment management and its uses when recruiting out-of-state student-athletes. Participation will take approximately 5-7 minutes. If you are interested in completing this short survey, please follow the link below to the online survey provider, SoGo Survey to participate. At the end of the survey, you will be asked if you are interested in participating in a follow-up interview. You are under no obligation to participate in this survey nor are you obligated to participate in the follow-up interview. There are no known risks involved in this research.

<https://survey.sogosurvey.com/r/TGhNth>

If you have any questions, please let me know.

Valerie Clem-Brown – Principal Investigator

- Phone: 1(804)402-9456
- Email: vclem@huskers.unl.edu

Dr. Brent Cejda – Secondary Researcher

- Phone: (402)472-0989
- Email: bcejda@unl.edu

Enclosure:

Consent Document

IRB Number # 20200220093EX

Informed Consent

Study Title: Enrollment Management and Intercollegiate Athletics: A Study of Women's Beach Volleyball

Invitation

Dear [name],

My name is Valerie Clem-Brown, a doctoral student at University of Nebraska, Lincoln. I am conducting a study on enrollment management and its uses when recruiting out-of-state student-athletes. If you are 19 years of age or older and serve in an enrollment management or athletics personnel capacity at an institution that offers NCAA beach volleyball as a varsity sport, you may participate in this research.

What is the reason for doing this research study?

This is a research project that focuses on enrollment management and its uses when recruiting out-of-state student-athletes. In order to participate you must be 19 years of age or older and serve in an enrollment management or athletics personnel capacity at an institution that offers NCAA beach volleyball as a varsity sport.

What will be done during this research study?

Participation in this study will require approximately 5 to 7 minutes. You will be asked to complete a short survey. Participation will take place online via SoGo Survey. At the end of the survey, you will be asked if you are interested in participating in a follow-up interview. This interview, should you choose to participate, will involve one video conferencing session of approximately one hour in length. In this time, the researcher will ask questions related to your institution's enrollment management practices as well as out-of-state recruitment practices and plans.

What are the possible risks of being in this research study?

There are no known risks or discomforts associated with this research.

What are the possible benefits to you?

The results of this study will be used to inform the field of higher education on how to more strategically engage in enrollment management practices to recruit out-of-state students and student-athletes to institutions.

How will information about you be protected?

Your responses to this survey will be kept confidential. Your survey answers will be stored initially with SoGoSurvey.com in a password protected electronic format. Data will later be downloaded and stored on a password protected flash drive that will be stored in a locked file cabinet.

At the end of the survey, the researcher will download the file and remove all personal identifiable information from the data. Each survey respondent as well as the institution they are associated with will be assigned a pseudonym or number to ensure the confidentiality of the data provided in the survey. Any records that would identify you as a participant in this study, such as informed consent forms, will be destroyed approximately three years after the study is completed.

The data collected in this survey is intended to be used in the researcher's dissertation, however no names or identifying information would be included in any publications or presentations based on these data, and your responses to this survey will remain confidential. Whenever possible, aggregate data will be used for reporting and publication purposes to further protect individual data.

What are your rights as a research subject?

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study.

For study related questions, please contact the investigator(s):

Valerie Clem-Brown

- Phone: 1(804)402-9456
- Email: vclem@huskers.unl.edu

Dr. Brent Cejda

- Phone: (402)472-0989
- Email: bcejda@unl.edu

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

- Phone: 1(402)472-6965
- Email: irb@unl.edu

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study (“withdraw”) at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with the University of Nebraska-Lincoln.

You will not lose any benefits to which you are entitled.

Documentation of Informed Consent

You are voluntarily making a decision whether or not to participate in this research study. By completing and submitting your survey responses, you have given your consent to participate in this research. You should print a copy of this page for your records.

APPENDIX C INFORMATIONAL SURVEY

1. IRB Number 20200220093EX

Study Title: Enrollment Management and Intercollegiate Athletics: A Study of Women's Beach Volleyball

Dear Participant,

My name is Valerie Clem-Brown, a doctoral student at the University of Nebraska-Lincoln. I am conducting a study on enrollment management and its uses when recruiting out-of-state student-athletes. If you are 19 years of age or older and serve in an enrollment management or athletics personnel capacity at an institution that offers NCAA beach volleyball as a varsity sport, you may participate in this research.

What is the reason for doing this research study?

This is a research project that focuses on enrollment management and its uses when recruiting out-of-state student-athletes. In order to participate, you must be 19 years of age or older and serve in an enrollment management or athletics personnel capacity at an institution that offers NCAA beach volleyball as a varsity sport.

What will be done during this research study?

Participation in this study will require approximately 5 to 7 minutes. You will be asked to complete a short survey. Participation will take place online via SoGo Survey.

What are the possible risks of being in this research study?

There are no known risks or discomforts associated with this research.

What are the possible benefits to you?

The results of this study will be used to inform the field of higher education on how to more strategically engage in enrollment management practices to recruit out-of-state students and student-athletes to institutions.

How will information about you be protected?

Your responses to this survey will be kept confidential. Your survey answers will be stored initially with SoGoSurvey.com in a password protected electronic format. Data will later be downloaded and stored in a password-protected file that will be stored on a password-protected computer.

At the end of the survey, the researcher will download the file and remove all personally identifiable information from the data. Each survey

respondent, as well as the institution they are associated with, will be assigned a number to ensure the confidentiality of the data provided in the survey.

The data collected in this survey is intended to be used in the researcher's dissertation, however, no names or identifying information would be included in any publications or presentations based on these data, and your responses to this survey will remain confidential.

What are your rights as a research subject?

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study.

For study-related questions, please contact the investigator(s):

Valerie Clem-Brown

- Phone: 1(804)402-9456
- Email: vclem@huskers.unl.edu

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

- Phone: 1(402)472-6965
- Email: irb@unl.edu

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study ("withdraw") at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with the University of Nebraska-Lincoln.

You will not lose any benefits to which you are entitled.

Documentation of Informed Consent

You are voluntarily making a decision whether or not to participate in this research study. By completing and submitting your survey responses, you have given your consent to participate in this research. You should print a copy of this page for your records.

- Yes, I consent.
- No, I do not consent.

2. How many years have you served in your current role? (Select one option)

- <1
- 1-3
- 4-6
- 7-9
- 10 or More
- Other (Please specify) _____

3. What is your institutional NCAA classification? (Select one option)

- Division I
- Division II
- Division III
- Other (Please specify) _____

4. What is the approximate undergraduate FTE enrollment at your institution? (Select one option)

- Less than 1,000
- 1,000-2,999
- 3,000-9,999
- At least 10,000

5. Your institution would best be described as: (Select one option)

- Public

- Private
- Other (Please specify) _____

6. Are you actively involved in efforts to recruit out-of-state students to your institution? (Select one option)

- Yes
- No
- Other (Please specify) _____

7. Did you have success in recruiting out-of-state students to participate in your newly sanctioned beach volleyball program?

- Yes
- No
- If you did have success, how many out of state students matriculated? (Please specify) _____

8. Did the recruitment efforts result in additional applications and/or enrollment from other out-of-state students who did not participate in the newly sanctioned sport of beach volleyball?

- Yes
- No
- If yes, approximately how many new application and/or enrollments were received? (Please specify) _____

9. Was the recruitment effort to attract these students led by the admissions area, the athletic department, or was it a strategic initiative that included cooperation and collaboration between admissions and athletics? (Select one option)

- Admissions Department
- Athletics Department
- Both
- Other
- Please provide details regarding the departments/areas responsible for recruitment (Please specify)

10. Can you identify some additional colleges or universities that were successful in recruiting out-of-state students to participate in their beach volleyball program?

11. Is there any information you would like to share that did not fit into one of the questions above?

12. Would you be willing to participate in an interview about your experiences recruiting out-of-state students and student-athletes? (Select one option)

- Yes
- No

NOTE : IF ANSWER TO Q12 is

Yes Go to Page No. 5

No Stop, you have finished the survey

If Did Not Answer Then Stop, you have finished the survey

--

Thank you for your interest in participating in an interview with the researcher. Please provide your contact information so that the researcher can contact you about scheduling an interview.

13. Demographic Information

(a) Job Title : _____

(b) Institution Name : _____

(c) First Name : _____

(d) Last Name : _____

(e) Telephone : _____

(f) Email Address : _____

APPENDIX D IRB CHANGE APPROVAL LETTER



Official Approval Letter for IRB project #20093 - Change Request Form

April 27, 2020

Valerie Clem-Brown
Department of Educational Administration

Brent Cejda
Department of Educational Administration
TEAC 123 UNL NE 685880360

IRB Number: 20200220093EX

Project ID: 20093

Project Title: Enrollment management and intercollegiate athletics: A study of women's beach volleyball

Dear Valerie:

The Institutional Review Board for the Protection of Human Subjects has completed its review of the Request for Change in Protocol submitted to the IRB.

The change request form has been approved to include the following changes and procedures as described in the form:

Project design changes to be a single-case study design of one institution involving administrator interviews

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

- * Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
- * Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
- * Any protocol violation or protocol deviation
- * An incarceration of a research participant in a protocol that was not approved to include prisoners
- * Any knowledge of adverse audits or enforcement actions required by Sponsors
- * Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
- * Any breach in confidentiality or compromise in data privacy related to the subject or others; or
- * Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This letter constitutes official notification of the approval of the protocol change. You are therefore authorized to implement this change accordingly.

If you have any questions, please contact the IRB office at 402-472-6965.

Sincerely,

Rachel Wenzl, CIP
for the IRB



APPENDIX E
EMAIL INVITATION: INTERVIEW

Dear [name]:

My name is Valerie Clem-Brown, a doctoral student at University of Nebraska, Lincoln. Recently you completed a survey for my research study on enrollment management and it's uses when recruiting out-of-state student-athletes. In that survey, you indicated that you would be interested in participating in a follow up interview. Participation will take approximately 60 minutes. If you are still interested in participating in this interview, please review the available appointment times from the below options and reply to this email letting me know which one will fit into your schedule. If none of the dates and times meet your needs, please identify a date and time that will work best for you. You are under no obligation to participate in this follow-up interview. There are no known risks involved in this research.

If you have any questions, please let me know.

Valerie Clem-Brown – Principal Investigator

- *Phone: 1(804)402-9456*
- *Email: vclem@huskers.unl.edu*

Dr. Brent Cejda – Secondary Researcher

- *Phone: (402)472-0989*
- *Email: bcejda@unl.edu*

Date 1	Date 2	Date 3	Date 4	Date 5
Time 1	Time 1	Time 1	Time 1	Time 1
Time 2	Time 2	Time 2	Time 2	Time 2
Time 3	Time 3	Time 3	Time 3	Time 3

Reminder Email

Dear [name]:

I wanted to thank you again for agreeing to participate in an interview in regard to my research study on enrollment management and it's uses when recruiting out-of-state student-athletes. The interview will take place on DATE at TIME via Zoom. I have included a link to Zoom below. Participation will take approximately 60 minutes. You are under no obligation to participate in this follow-up interview. There are no known risks involved in this research. Please see the enclosed informed consent document for more information.

If you have any questions, please let me know.

Valerie Clem-Brown – Principal Investigator

- *Phone: 1(804)402-9456*
- *Email: vclem@huskers.unl.edu*

Dr. Brent Cejda – Secondary Researcher

- *Phone: (402)472-0989*
- *Email: bcejda@unl.edu*

Enclosure:

Consent Document

IRB Number # 20200220093EX

Title of Research:

Enrollment Management and Intercollegiate Athletics: A Study of Women's Beach Volleyball

Purpose of Research:

This study will investigate enrollment management and its use when recruiting out-of-state student-athletes. You must be 19 years of age or older and serve in an enrollment management or athletics personnel capacity at an institution that offers NCAA beach volleyball as a varsity sport in order to participate in this research. This interview is a follow up to a research survey that you completed previously.

Procedures:

Participation in this study will require approximately one hour of your time. You have been selected as a participant for this interview because of your response to the previous research survey where it was indicated that you would be interested in further research participation. For this interview, you will be asked to answer some questions regarding your institution's enrollment management practices. These open-ended questions are designed to serve as a prompt to open a discussion regarding enrollment management strategies of which you have first-hand knowledge. Participation will take place via video conference.

Risks and/or Discomforts:

There are no known risks or discomforts associated with this research.

Benefits:

The results of this study will be used to inform the field of higher education on how to more strategically engage in enrollment management practices to recruit out-of-state students and student-athletes to institutions.

Confidentiality:

Your responses to this survey will be kept confidential. The informed consent form and any other identifying information will be kept separate from the data. Audio records of the interview will be listened to only by the researcher and will be stored on a password-protected flash drive that is stored in a locked file cabinet. Any records that would identify you as a participant in this study, such as informed consent forms, will be destroyed approximately three years after the study is completed.

Compensation:

You will receive no compensation for participating in this research.

Opportunity to Ask Questions:

You may ask any questions concerning this research at any time by contacting Valerie Clem-Brown at 804-402-9456 or vclem@huskers.unl.edu. You may also research [secondary investigator at phone number and email address]. If you would like to speak to someone else, please call the Research Compliance Services Office at 402-472-6965 or irb@unl.edu.

Freedom to Withdraw:

Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the researchers or the University of Nebraska-Lincoln, or in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

Participant Feedback Survey:

The University of Nebraska-Lincoln wants to know about your research experience. This 14 question, multiple-choice survey is anonymous; however, you can provide your contact information if you want someone to follow-up with you. This survey should be completed after your participation in this research. Please complete this optional online survey at: https://ssp.qualtrics.com/SE/?SID=SV_aVv1NCf0U1vse5n.

Valerie Clem-Brown

804-402-9456

vclem@huskers.unl.edu

Dr. Brent Cejda

402-472-0989

bcejda@unl.edu