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A Study to Determine Effective Recruitment Techniques for the Drafting and Design Program at Danville Community College

Robert Huffman
Old Dominion University

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A STUDY TO DETERMINE EFFECTIVE RECRUITMENT TECHNIQUES FOR
THE DRAFTING AND DESIGN PROGRAM AT DANVILLE COMMUNITY
COLLEGE

A Research Paper

Presented to

the Graduate Faculty of the Department of Occupational and
Technical Studies at Old Dominion University

In Partial Fulfillment of the Requirements for the Degree
Masters of Science

By

Robert Huffman

June 2001

SIGNATURE PAGE

This study was prepared by Robert W. Huffman under the supervision of Dr. John Ritz in OTED 636, Problems in Occupational and Technical Studies. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Masters in Occupational and Technical Studies Degree.

Approved by:

Dr. John M. Ritz

Advisor and Graduate Program Director

Date _____

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CHAPTER I

INTRODUCTION

The years 1999 and 2000 were excellent years for enrollment in Virginia community colleges. In fact, Virginia's community colleges served a record number of students during the fall semester of 1999. (Author, November 23, 1999) An enrollment of 71,742 students was the highest overall FTE's enrollment for a fall semester in the system's history with several community colleges experiencing record enrollment. After this record attendance, the 2000 school year exceeded enrollment from the previous year by 1763 students. (Earl McHewitt, personal communication, September 26, 2000) This increase led the VCCS to project a 2.5 percent enrollment increase for the 2001 academic year. In a system that determines funding by the number of FTES on their rolls, community colleges are very pleased with these figures but are always interested in ways to improve overall enrollment.

A wide variety of factors can affect a student's choice to enter a community college. Finances, the desire to stay in one's community, convenience and the need to upgrade current skills and knowledge all play a part in a person's decision to continue their education at a two-year

institution of higher learning. These factors are constants that have always contributed to a student choosing a community college to improve their position in life.

Even though the colleges know these factors bring students to their doors, how much is known about why they enter a specific field of study? One may speculate that new technologies or fields that offer high salaries would draw the largest enrollment. These theories may prove valid, but they do not account for the influence and guidance that a prospective student receives from counselors and faculty recruiters.

Several new positions in recruitment and career assessment were filled in August of 1999 at Danville Community College. These focused on assisting and supporting students who were considering entering college. The Education for Independence Program, introduced in 1991, continues to support students who meet their criteria. The impact these programs have had on enrollment is not clear.

Certain individual teachers also make a concerted effort to recruit students by visiting schools, making contacts with students, teachers and guidance personnel, and making contact outside of school with those interested in the program. One may ask how much influence the

recruiters and counselors have had in directing students to pursue a certain career and what other factors led students to select a curriculum at a Virginia community college. This study will investigate community college student enrollment and recruitment practices.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the factors that led students to enroll in the drafting and design curriculum at Danville Community College during the 1999 and 2000 academic school year.

RESEARCH OBJECTIVES

The following questions were used to guide this study:

1. What factors in the recruitment process were the most significant in helping students select the drafting and design curriculum at Danville Community College.
2. What methods of recruitment did students feel had the least influence in their decision to enroll in the drafting and design curriculum at Danville Community College?

3. What impact did those who have been actively involved in the recruitment process have on the student's selection of the curriculum?
4. What factors outside the recruitment methods used by Danville Community College helped students select the drafting and design program at Danville Community College?
5. What recommendations can be made to better target the recruitment process for the drafting and design curriculum at Danville Community College?

BACKGROUND AND SIGNIFICANCE

One of the many responsibilities of the community college teacher is the recruitment of students into their specific curriculum. The community college recruitment practices that bring students to the campus are well defined and there is a constant effort by administration and admissions to find the best ways to market their particular college. An area lacking in information is data on factors that help students select a particular field of study. Several individual teachers from programs at Danville Community College have had a fair amount of success recruiting students into their programs. They attribute much of their success with the personal contacts

they have made with local high school administrators, staff, and students. Unfortunately, many of their successful techniques are not commonly shared with the community college faculty. Teachers new to the community college system are not trained in recruiting techniques, but they are expected to attract new students to their curriculums. Many learn recruitment strategies through trial and error and waste valuable time on activities that are non-productive.

Enrollment in the drafting and design program at Danville Community College had been low in the last several years. The average number of drafting diplomas awarded in each of the last three years was only 2. One factor that contributed to the low enrollment was the lack of departmental recruitment due to the absence of two full-time faculty members. A new drafting teacher was hired in the spring of 1999. One of this faculty member's main responsibilities was to build the program's enrollment. After one full year of recruiting, the enrollment in the program for the 2000-2001 academic year was dramatically increased.

The department was very interested in determining the factors that led to this increase in enrollment. The

department also wished to determine the effectiveness of the recruitment methods used during this time period. This would let the department continue to build on this success by concentrating on the recruitment methods that produced the best results and eliminate practices that had little or no effect on enrollment.

Once these recruitment strengths were identified, they were shared with other programs on campus involved in recruiting. These included teachers in other departments on campus involved in recruiting, the Enrollment Management Team and the administration.

LIMITATIONS

The following limitations should be considered during a critique of this research study:

1. The specific targeted students of this study were those currently enrolled in the drafting and design program for the last two years (1999-2001). Unfortunately, some of these students were no longer in the drafting program due to various circumstances, thus limiting the survey responses.
2. The study was conducted during the spring semester of the 2001 school year.

3. The drafting and design department consisted of two full-time drafting and design faculty at the time of the survey.

ASSUMPTIONS

The following assumptions should be considered when evaluating this research study:

1. Students completing the survey varied in age, gender, race and academic skills.
2. Student appraisals of the recruitment process at Danville Community College should supplement the recruitment process evaluation conducted by the faculty and administration.
3. The sample taken was from current students and data gathered from volunteer groups can be unreliable.
4. The emergence of new technologies in today's manufacturing processes has increased the need for employees with engineering, CAD and CAD/CAM skills.

PROCEDURES

The research was conducted to determine successful recruitment methods used in the drafting and design program at Danville Community College. The purpose was to determine what led to the higher enrollment for the 2000 school year when compared to the previous year. To accomplish this, a survey was designed and current drafting and design

students were then asked to complete the survey. Data were submitted to a database where it was analyzed by the researcher to determine an answer to the research questions for the study.

All strategies that were shown to have an impact on recruitment for this curriculum were explored. The researcher then attempted to determine which of these factors had the most impact on the current recruitment practices at Danville Community College. Activities that ranked high from student perceptions such as recruiting and career placement programs and tech prep programs were then analyzed by the researcher to offer some insight into what makes them successful and beneficial in the eyes of the students served.

DEFINITION OF TERMS

The following terms were defined so that the reader may understand their meaning as they apply to this study.

DCC - Danville Community College

DUAL ENROLLMENT/DUAL CREDIT - College credit classes offered to students during their junior and senior years of high school.

VCCS - Virginia Community College System

DRAFTING AND DESIGN - A program offered at Danville Community College that teaches students the skills needed to properly design and graphically describe systems and parts of systems.

HEADCOUNT - The total number of students enrolled.

FTE (Full-time-equivalent enrollment)- The number of full-time students there would be if each were taking a full load of 15 hours per semester for an academic year. (Calculated by dividing the total number of classes taken by 15)

2 + 2 - Two years of high school training in a specific field followed by two years of training at a community college.

TRADITIONAL AGE STUDENTS - High school seniors who may enter college immediately after graduation.

NON-TRADITIONAL AGE STUDENTS - Older students who did not enter college immediately after high school.

ENROLLMENT MANAGEMENT TEAM - The department at Danville Community College that oversees open house activities, student orientation, financial aid, student activities, recruitment, and retention.

GPA - Grade point average

CAD - Computer aided drawing

CAD/CAM - Computer aided drawing, computer assisted manufacturing

RECRUITMENT - The process used to locate students for enrollment purposes.

ARTICULATION AGREEMENT - an understanding between two educational institutions as to what is expected from the first institution in order to grant college credit for the same course at the second institution.

OVERVIEW OF CHAPTERS

Virginia colleges are very competitive when recruiting students. Community colleges are in a unique position when compared to four-year institutions and they have certain advantages that draw students to their campuses.

The selection of a field of study is an important decision each student should make upon entering a college. The programs offered by a college in the way of curriculum choices can help a student in that selection process. Some students may have chosen a curriculum prior to selecting a college while undecided students may be inclined to attend a particular school and use the school resources to help them select a program of study. If the faculty and staff at Danville Community College are to be successful when recruiting students, they must understand what draws

students to their college as well as what helps guide them to a particular program.

The following chapter will review the literature written by educators and professionals on subjects that assist and guide students to enroll in a community college. Chapter III will cover the methods and procedures used to gather data on the most and least effective program recruitment techniques. The findings from this survey will be discussed in Chapter IV. Chapter V will offer a summary of what the researcher learned from the survey and conclusions will be drawn. Finally, recommendations for future studies will be made.

CHAPTER II

REVIEW OF THE LITERATURE

Chapter II of this study is the Review of Literature. It includes a chapter overview that addresses the overall recruitment process at Danville Community College and discusses other factors that have had an impact on the number of students enrolled in the drafting and design program.

THE NATURE OF THE OVERALL RECRUITMENT PROCESS

The steady increase in community college enrollment over that last two years has been positive. A wide variety of factors played a part in this increase in the headcount. They were:

- There are certain advantages to a community college education that make it very attractive to students when compared to four-year institutions.
- Dual credit programs in high schools offer students the chance to earn community college credit while still in high school. This gives students a financial incentive to continue their education at a community college or prepare for a transfer program to a four-year institution.

- The college recruits on a daily basis using a variety of methods and programs to get information out to the general public.
- Several recruitment, career choice and student assistance programs have been introduced in the last ten years that have had a positive impact on student enrollment in the drafting and design department.
- Individual departments are actively involved in recruiting students into their programs.
- High school administration, counselors and teachers can have an influence on their student's choice of a post-secondary institution.

When recruiting students, community colleges must remember the five essential services they are committed to providing. First, they prepare students to transfer to four-year institutions. Second, they serve the vocational-technical needs of the community. Third, they provide remedial or developmental education so students can master basic skills. Fourth, they provide continuing adult education. Fifth, they offer community services such as cultural events, non-credit courses and workshops to meet the needs of the community. Of the five listed above, the two most popular reasons cited by students for attending a community college were preparation to transfer to another

college and gaining the skills necessary to enter a new occupation. (Cohen & Brawer, 1996)

Community colleges must also understand who attends their schools. Approximately 47 percent of those Virginia students who decide to attend a post secondary institution select a community college. (Author, 2000, p. 1) In Virginia, women make up 59 percent of the community college population, compared to a 41 percent male population. Of these students, 70 percent are white, 18 percent are African American, 5 percent are Hispanic and 5 percent Asian. 72 percent of these students attend college part time. (Author, 1999, p. 1)

Danville Community College's attendance statistics fall close to the state averages. The male/female population is 38.5 percent to 61.5 percent, respectively. 68.4 percent are white, 30.4 percent are African American, leaving 1.2 percent of other minority races. (Fox, 2000)

REASONS TO ATTEND A COMMUNITY COLLEGE

One of the major steps in the recruiting process is the student's selection of DCC as their college of choice. Many factors can play a part in a student's decision to attend DCC. Community colleges offer many advantages over four-year institutions that make them attractive to local students. One major advantage is the cost of tuition.

Virginia community college annual tuition for a full time student attending during the 2000 school year was \$1175.00. When these figures are compared to other Virginia college tuition and fees the cost difference becomes obvious. When room and board is added, the overall cost difference rises significantly. DCC's annual tuition is approximately one third the cost of colleges and universities such as William and Mary, The University of Virginia, James Madison University, Longwood College, Old Dominion University, Virginia Tech, and Radford University and approximately one tenth the cost of Averett College (which is located in Danville). Table 1. (Foster, 2000)

College Cost Comparison

College/University	Annual Tuition	Room and Board
Averett College	\$13,595	\$4,385
The College of William and Mary	\$4,610	\$4,897
University of Virginia	\$4,869	\$5,182
James Madison University	\$3,962	\$4,866
Longwood College	\$4,588	\$4,538
Old Dominion University	\$4,250	\$4,636
Virginia Tech	\$3,620	\$4,421
Radford University	\$3,238	\$4,382
Danville Community College	\$1,174	N/A

Table 1

Most DCC students are commuters living at home. This negates the cost of room and board.

Even though community college tuition is relatively low, many students still find paying for their education a challenge. DCC awarded over \$80,000 in scholarships to 115 students in 1999. The 2000-2001 academic year saw 145 students benefit from \$93,936 in various scholarships. These funds are available in the form of Pell Grants, Federal Opportunity Grants, Federal Work-Study Programs, Federal Family Education Loan Programs, College Scholarship Programs, and State Grants. (Ludwick, 1999)

Size can also play an important role in a student's selection of a college. Smaller colleges offer students smaller class sizes and the benefit of more one-on-one student-teacher relationships. Some students may not be comfortable attending a large college or university. They may also be anxious about entering college and may find comfort in small class sizes that offer more individualized attention from faculty. (Striplin, 2000) Another advantage that community colleges enjoy is that they are more inclined to accept the non-traditional student when compared to other colleges and universities. They demand little in the way of entrance requirements so students can explore a college option that they may have felt was beyond their reach. (Henrikson, 1995, p. 2) The main requirement for entrance is the completion of an assessment test. This

helps the guidance department determine if any remediation is necessary to further insure a student's success. No other entrance tests are required.

Location is another factor that plays an important role in a student's selection of a college. Community colleges are within commuting distance for most students. (Henrikson, 1995, p. 2) 72 percent of VCCS students attend class on a part-time basis. (Author, 2000, p. 1) This suggests that many of these students are attempting to attain a degree while holding down a job in the local community or still living at home while attending classes. A local college may be the only option they have if they wish to graduate with some sort of degree and still keep a job or continue living at home.

TECH PREP AND DUAL CREDIT

In 1985, Dale Parnell addressed the problem of a large population of students in high schools throughout the country who were not being well served by the school system. In his book, "The Neglected Majority" (Parnell, 1985) he addressed the largest group of high school graduates who left school with an education lacking in the training necessary to enter a technological workplace. These students were not typically entering a college

program and found themselves at a serious disadvantage when seeking employment.

His vision was an articulation agreement between high schools and technical colleges that would begin in the 11th year of high school and continue for two years at the post-secondary institution. The goal was to let students select a focus or "track" in their area of interest while still in high school so they could begin preparing for a career in their selected field. After graduation from high school, they would continue their education in this field at a technical college. At the end of their 14th year of education, they would graduate with a degree and the skills necessary to compete in the job market. (Prager, 1993)

Parnell referred to this as a tech prep track. This track would be a new but separate college prep track that would run parallel to the current high school academic track.

Congressman Carl D. Perkins of Kentucky, one of the most influential people in vocational-education of his time, shared these beliefs. In his efforts to better prepare the workforce he proposed the Vocational Education Act of 1984. This legislation was designed to develop academic and occupational skills of US citizens in an effort to make US companies more competitive in the world market. He later took this one step further when he led the

effort to pass the Vocational and Applied Technology Education Act of 1990. This federal legislation encouraged improvements to programs that developed technological skills. He proposed that vocational education be made available to all students and that it be improved in order to give the nation's workforce the marketable skills necessary to improve and increase productivity while promoting economic growth. (Perkins, 1990) It provided funding for programs in the form of state grants to institutions such as school districts and community colleges for program improvements. Secondary and post-secondary institutions received 75 percent of these federal funds and used them to make major program improvements over that last ten years. Even though Perkins funding has changed over the last several years, it continues to have a positive impact on technological training throughout the country.

One aspect of the tech prep program (also known as 2 + 2) was the offering of dual credit classes to high school students. These courses can be offered at the college site or in the high school. This gives students the opportunity to take college level classes and attain college credit in the 11th and 12th grades of their high school years. They could then enter a two-year program at a local community

college and continue their pursuit of an associate's degree, a diploma or certificate in their chosen field. The VCCS was cited as the best post-secondary institution to handle these classes because of their current course offerings already in place as well as their geographic distribution throughout the state. (Catron, 1998)

Dual enrollment/dual credit programs such as Tech Prep/2 + 2 had been offered in Virginia as early as 1988, but courses are also not limited strictly to vocational areas. Academic courses designed for transfer programs have proven to be in the greatest demand in the current system. In 1997, these courses accounted for 80 percent of all dual credit courses in the VCCS. (Catron, 1998)

Tech Prep and Dual Credit courses in drafting, architecture and engineering drawing are offered in high schools from three surrounding counties and several surrounding cities that provide students to DCC, but not all articulation agreements are with this campus. These agreements are usually with the local community college. There are three Virginia community colleges in close proximity to Danville. DCC has students enrolled that have earned dual credit from Patrick Henry Community College in Martinsville and Southside Virginia Community College in Keysville. Students earning credit for courses at these

locations have been able to transfer the credit to DCC so classes would not have to be repeated.

Teachers of these courses in high school must meet the same criteria as community college faculty if they wish to teach a dual credit class. Academic dual credit teachers must have a Masters in the subject area of the dual credit course or courses they are teaching. This is not true for teachers of technical subjects. No Masters is required for these teachers at the college or high school level. Those courses transferring to a four-year institution must be taught by an instructor with a Masters degree in the subject area.

There are several advantages to enrolling in dual credit courses. The cost of the course is usually paid for by the school district in which it is taught. The college then reimburses the school district for the teacher's time and expenses. Students in these classes are not responsible for any tuition or course fees. (Author, 1993)

If these students continue their educations at a community college, they are not required to repeat these courses. This saves students time and any course costs that would be incurred. It also makes time available for students to take any remedial courses they may have needed without the burden of spending another semester or year in

their chosen program. Not all dual credit courses will transfer to a four-year institution. Many technical courses will only benefit a student if he/she is to attend a state community college.

DCC is in a unique position with dual credit when compared to the community colleges in the rest of the state. The two community colleges that led the state in dual credit enrollment are DCC and Southside Virginia Community College. Students earning dual credit in these two colleges are within commuting distance of DCC. If dual credit is an incentive to enroll in a community college program, DCC benefits from the two areas of the state with the highest dual enrollment headcount. Table 2. (Author, 1999)

THE COLLEGE-WIDE RECRUITMENT EFFORT

DCC employs a wide variety of recruitment techniques and programs throughout the school year. The Enrollment Management Team is the main recruitment department at DCC, but the entire recruitment effort is not completely under their control. The department is responsible for open house activities, student orientation, financial aid, student activities, recruitment, and retention. Faculty members, selected staff and the administration also participate in this process and can conduct programs outside the control

Community College Dual Enrollment for 1998-99

Community College	No. of Dual Enrollment Students
Blue Ridge	173
Central Virginia	370
Dabney Lancaster	287
Danville	1164
Eastern Shore	136
Germannia	623
J. Sargeant Reynolds	521
John Tyler	303
Lord Fairfax	380
Mountain Empire	292
New River	267
Northern Virginia	59
Patrick Henry	526
Paul D. Camp	350
Piedmont Virginia	208
Rappahannock	712
Southside Virginia	1228
Southwest Virginia	93
Thomas Nelson	9
Tidewater	309
Virginia Highlands	0
Virginia Western	941
Wittheville	406

Table 2

of the management team. (Castiglione, 2000) Since no single recruitment method would serve the needs of all prospective students, activities are scheduled at different times of the day and at different times throughout the year. These activities target traditional and non-traditional age

students and include participation in regional college informational events, mailings, counseling, personal contacts, and various advertising techniques.

The "Education for Independence" program has been active on the DCC campus since 1991. The program is designed to support students in specific circumstances. There is currently one individual who manages this program.

The facilitator of this program has access to funding through several grants, which can be used to aid and assist these students. Each grant targets a different group of people. The "Options" program offers assistance to women seeking employment in non-traditional career fields. These include all technical programs at DCC. "Project Hope" is designed to help single parents and displaced homemakers. These homemakers may be male or female and must have at least partial custody of his/her children. The goal of "New Focus" is assisting teen mothers. Students no longer qualify for this program when they turn 20 years of age. Students qualifying for these programs can benefit from a variety of services. They can receive tuition assistance and book fees, receive career guidance, find help locating appropriate child care services and seek personal support if they have difficulty balancing school and their home lives. (Henderson, 2000)

In August of 1999 two positions were added to the Enrollment Management Team. These individuals are responsible for visiting schools and making personal contacts with high school students and faculty. In this capacity, they promote all campus programs, advise students, and assist in curriculum selection. (Castiglione, 2000)

The Placement and Career Assessment program was introduced in the August of 1999. One individual runs this program. The facilitator's responsibilities include assisting anyone in the community with career selection and employment opportunities. Since college is one step towards a career, this individual assists many students in selection of a program on campus. This individual informs departments on campus of potential students and arranges meetings between the prospective student and department faculty. (Dunlap, 2000)

In the spring of 2000, the department formed a marketing committee to review current recruitment procedures and explored new methods that are not currently in place. Two major weaknesses that became apparent in these meetings were the lack of an overall recruitment plan and the low retention rate. To assist in these matters, DCC employed the services of the Noel-Levitz Marketing Group.

This organization assisted in marketing the college to the local population and helped all involved in recruiting to focus on procedures and methods that have been proven successful for other colleges.

RECRUITING WITHIN THE DEPARTMENT

Each department has the responsibility of recruiting students into their programs. The recruitment process for the drafting and design program was at a disadvantage from 1996 to 1999. This was largely due to a departmental faculty transition period. Three teachers in the department had retired between 1992 and 1996 and only one full-time position was immediately filled. These retired faculty members, working part-time, carried the remaining teaching load. This left the single full-time teacher with the responsibility of recruitment and little time to conduct a comprehensive recruitment effort.

The department hired a second full-time drafting and design faculty member in January of 1999. This teacher accepted the responsibility of departmental recruitment. DCC offered little in the way of guidance on recruitment procedures so the faculty member attempted a wide variety of recruitment techniques that he hoped would prove successful. To reach the traditional age student, the faculty member visited several local high school drafting

and design programs where he spoke to students and faculty of these dual credit courses. Personal information was gathered from interested students and the teacher followed up with mailings, phone calls and e-mail messages. A database of interested students was also created and was regularly updated when prospective students showed an interest in the program. The faculty member also made efforts to build relationships with all dual credit teachers. The faculty member's prior personal relationship with several current dual credit teachers was beneficial.

In an effort to reach non-traditional age students, the faculty member conducted two two-hour workshops for those involved with the Education for Independence program. The faculty member also worked closely with the facilitator of the Placement and Career Assessment program in an attempt to assist students of all ages. The department also participated in many campus-wide recruiting efforts such as open houses that attract interested students of all ages.

The drafting curriculum can be completed in two years and two summers. The degree earned is a diploma. Those interested in this curriculum have a dual major option that appeals to many students. Many elect to double major in drafting and design and general engineering studies. This is attainable in the same time necessary to earn the

drafting and design diploma if no remedial classes are required of the student. It does require a substitution of several classes and is much easier to complete in the allotted time if one has earned several dual credits while in high school.

Local schools also have an influence on enrollment at DCC. In an effort to build positive relationships with the faculty and administration of local high schools whose students will attend DCC, the Enrollment Management Team and the campus faculty made a concerted effort to build a positive relationship with these employees. DCC offered an annual evening program for dual credit instructors and occasionally provided snacks for teachers in their school lounges during lunch. DCC faculty members usually participated in these activities.

SUMMARY

Many factors have an influence on a student's decision to attend a community college. There are also several populations that find community colleges appealing. If a campus-wide recruitment program is to be effective, all those involved in the process must have access to this information and should focus on techniques that produce results. Exactly what recruitment techniques produce the best results was somewhat vague. Many support services

existed on campus but which programs students viewed as the most effective was not known.

The drafting and design department's recruitment efforts were supported by a wide variety of campus programs and individuals. The department also incorporated a comprehensive recruitment program in January 1999. The recruitment efforts were successful and resulted in an increase in enrollment in the 2000-2001 academic school year but which procedures and activities produced the best results was unknown.

In the next chapter, *Methods and Procedures*, the steps to gather data needed to answer the goals of this study were introduced. Included are sections on population, instrument design, methods of data collection, and statistical analysis methods.

CHAPTER III

METHODS AND PROCEDURES

Chapter III of this descriptive study covers the methods and procedures used to collect data. This chapter includes sections dealing with the population surveyed, the survey instrument design, data collection methods, and statistical analysis methods.

POPULATION

The population surveyed in this study consisted of male and female students enrolled in the drafting and design curriculum at DCC during the 1999-2000 and the 2000-2001 academic school years. These traditional and non-traditional aged students resided in the counties of Pittsylvania, Henry, and Halifax and the cities of Danville and South Boston. Students from these urban and rural areas traditionally attend DCC. Their ages ranged from 17 to 40.

The survey population consisted of 34 students. Many were freshman while others had been enrolled in the program for two or more years. The majority of these students were double majoring in General Engineering Technology as well as Drafting and Design Technology.

Students participating in the survey were at various levels of academic ability. Many were enrolled in remedial

math and English courses while others required no remediation and were on track to graduate in two years.

INSTRUMENT DESIGN

Data on student perceptions of the recruitment process at DCC were gathered with the use of an inventory designed by the researcher. A closed form design was used. The first six questions of the inventory were designed to gather personal data on the population. The next set of questions addressed those participants who entered college immediately after high school. The survey then addressed those returning to school after entering the workforce. Programs designed to assist students in curriculum selection were addressed next. The final set of questions dealt with student perceptions of the recruiting techniques used by the college recruiting department, the recruiting techniques used by the Drafting and Design department, and the effectiveness of several on-campus student assistance programs. A Likert scale format was used for the majority of the instrument. (See Appendix A)

METHODS OF DATA COLLECTION

A sample of students was conducted during a four-week period in February of 2001. The survey was distributed in two ways. It was handed to students during class and it was mailed to those students in the curriculum who were not

currently enrolled in a course in the Drafting and Design program. (See Appendix B) Follow-up letters were sent via e-mail to all participants to remind them to complete the survey. This was done after a one-week period. A follow-up letter and a second survey were sent to those not responding after a two-week period. (See Appendix C)

In an effort to minimize the possibility of the volunteer group giving responses designed to please the researcher, several issues were raised prior to student completion of the survey. The importance of the survey was discussed as well as specific instructions on answering honestly. This information was also included in the cover letter. Anonymity was guaranteed.

STATISTICAL ANALYSIS

Survey populations were compared in several ways. Students who enrolled at the beginning of the 1999 academic year were enrolled prior to the introduction of several recruiting staff members. They preceded the hiring of the Drafting and Design staff member responsible for departmental recruiting, the introduction of the Career Placement Program, and the addition of staff recruiters to the Enrollment Management Team.

Students enrolled prior to 1999 were compared to those enrolled during the 2000 school year to determine the

significance of the recruiting programs discussed. Other factors that impacted enrollment were also compared to determine their significance in the recruitment process. Responses from males and females of different ages were compared to determine the specific recruitment preferences for each group. Specific programs and departments were analyzed to determine their current level of effectiveness.

SUMMARY

The instrument design for this descriptive study helped the researcher determine the factors that had the largest impact on student decisions to enter the Drafting and Design curriculum. The recruitment programs that had the most effect on program enrollment were also identified. Once these factors on recruitment were determined, conclusions could be drawn. These findings will be discussed in Chapter IV.

CHAPTER IV

FINDINGS

Chapter IV discusses the findings of this descriptive study. The purpose of this study was to determine the most and least effective recruitment methods employed by Danville Community College and the faculty of the drafting and design department as well as the impact each method had on a student's choice to enter the program. The study also focuses on isolating factors outside the normal recruitment process that lead students to the program. Once these factors were determined, improvements to the recruitment process could be suggested.

PRESENTATION OF DATA

Data were collected over a four-week period by way of a survey given to current drafting and design students. Of the 34 surveys mailed, 26 were returned which resulted in a completion rate of 76.4%. The survey was designed using a Likert scale with 5 being "highly influential" or "very helpful" and 1 representing "no influence" or "not helpful", thus being the lowest score.

ANALYSIS OF DATA

A Chi-square format was used to compare data from different groups to determine if the difference between the groups was significant. Mean scores were tabulated for

Likert scale questions. Anything above three was considered influential. Data were also compared by the use of percentages. Anything over 50% was considered significant.

POPULATION

The overall population in the drafting and design program was 81% male and 19% female. 61.5% of these students entered the program in the last two years. 69.2% of these students are currently pursuing a double major in drafting and design and general engineering. 69.2% of the enrolled students are between the age of 17 and 24. Populations from Pittsylvania County supplied the largest percentage of students (61.5%) followed by Halifax County (19.2%), Danville City (7.6%), Henry County (4%), and (7.7%) from outside the local area.

DUAL CREDIT

Of those who were enrolled in high school when dual credit courses were available to students, 70.5 % took some form of dual credit class. Ten students (38.4%) took at least one dual credit academic course. Of the sixteen students who took a related course in high school, all but one was male and twelve participated in dual credit classes. These students rated dual credit as having an impact on their choice to enter their current curriculum

(3.25 mean). Only two students were involved in the tech prep program in their local high schools.

When comparing males and females who had a related course in high school, Chi-Square equaled 5.63. Since this exceeded 2.710 at the .05 level and the 5.410 at the .01 level, we can assume the difference between the means is significant at the .01 level of significance. This suggested a significant difference between the two groups and indicated that a significant number of females interested in this field may not have been directed towards this program as a career. This may be due to the age of the females in the program. Three female students were over the age of 30 and vocational training for females in high school was not as common then as it is now.

45.8% of the currently enrolled students stated that a DCC representative visited them in high school. Of the twelve students who had a school visit, a drafting faculty member visited only six. These students ranked the visit as influential (3.16 mean).

76.5% of those surveyed said that their high school guidance counselor discussed the benefits of entering the tech prep program. This group did not find their guidance counselor influential in their decision to enter the program (2.0 mean).

Of the 17 students who had a technical drawing course in high school, 15 stated that their high school drafting teacher was the most influential person in helping them determine a career path (4.00 mean).

CAMPUS RECRUITMENT PROGRAMS

Five female students participated in the Education for Independence program on the DCC campus. Three of these students participated in the workshop (sponsored by this program and conducted by one of the drafting and design instructors) to assist them in determining a career track. Participants ranked the workshop as highly influential on helping them select a career path (4.33 mean).

Two students used the services of the Placement Center. They ranked the program as influential on selecting their current career path (3.5 mean).

69.2% of those surveyed are currently double majoring in drafting and engineering. Students ranked the importance of double majoring in drafting and engineering as influential on their decision to enter the program (3.27 mean).

Of all the female students entering the program last year, only one had a high school course related to their current curriculum. Two currently enrolled students attended George Washington High School. No students in the

program attended Gretna High School. 69% of the current program students are under the age of 25.

When comparing males and females above and below 25 years of age and the age at which they entered the program, Chi-Square equaled 7.34. Since this exceeded 2.710 at the .05 level and the 5.410 at the .01 level, we can assume the difference between the means is significant at the .01 level of significance. This suggested a significant difference between the age at which males and females enter the program.

Low tuition (4.32 mean) and college location (4.44 mean) were ranked as highly influential factors to all participants. 8 students over the age of 25 ranked low tuition cost (4.375 mean) and the need for financial aid (3.375 mean) as important to very important. Students under the age of 25 ranked low tuition as important (4.29 mean) but were not as concerned about their need for financial aid (2.0 mean).

Overall 42% of the current students used the DCC website to access information about the college. They found it helpful in gathering general information about the school (3.92 mean) and about their current curriculum (3.92 mean).

Web use by students under the age of 25 was 44.4%. They found the DCC website very helpful in gathering general information about the school (4.375 mean) and very helpful in finding information about the drafting department (4.5 mean).

Web use by students over the age of 25 was 37.5%. They found the DCC website helpful in gathering general information about the school (3.0 mean) and very helpful in finding information about the drafting department (4.5 mean).

When comparing males and females above and below 25 years of age and whether or not they use the DCC website to access information, Chi-Square equaled .109. Since this did not exceed 2.710 at the .05 level, we can assume the difference between the means is not significant at the .05 level of significance. This suggested no significant difference between the two groups when accessing the DCC website.

Students found a visit to the drafting program during open house to be an influential communication method (3.4 mean). All students who saw presentations at the wide variety of recruitment opportunities felt that a quality presentation had the biggest impact on their decision to enter the program (4.16 mean). They ranked the drafting

department recruitment effort as good (4.08 mean) and the overall DCC recruitment effort as good (3.93 mean).

Of the three methods of communications listed on the survey, mailed recruitment literature was viewed as the best (2.96 mean). Printed literature from the department was ranked as influential in program selection (3.4 mean). E-mail (2.4 mean) and phone calls (2.46 mean) were considered to be less effective.

SUMMARY

The findings of the study were obtained by calculating mean scores from the Likert scale questions, calculating percentages of student participation in a variety of high school and DCC programs, and comparing data using Chi-Square to determine if the difference between the two groups was significant. Chapter V will summarize the study, draw conclusions on the data gathered, and make recommendations on recruitment designed to improve the process in the coming years. Suggestions will also be made to improve further studies.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter will summarize this study. It will review the problem of the study, the objectives, the study's significance, its limitations, the survey population, the survey instrument, data collection, and statistical procedures. It will then answer the questions posed by the research objectives and make recommendations for improving recruitment as well as make recommendations for further studies on recruitment.

SUMMARY

It is the responsibility of every community college teacher to recruit new students into their program. The drafting and design curriculum enrollment at DCC was fairly low during the 1999-2000 school year but significantly increased the next year. The department lacked a comprehensive recruiting program for several years prior to 1999. A new faculty member was hired during that year. This individual attempted many recruiting techniques that may have lead to the increase in enrollment during the 2000-2001 school year. Determining the methods that lead to this successful recruitment year was significant enough to warrant this study.

This study was limited to the spring semester of 2001. It was conducted when the drafting department consisted of two full-time faculty members. Those surveyed were students currently enrolled in the drafting and design program. Since it was conducted in the spring, several students who failed to return to school for the second semester chose not to participate in the survey even though they received them in the mail.

34 students were mailed surveys. Even though the population surveyed consisted of male and female students whose age ranged from 17 to 35+ years of age, the majority of students were between the ages of 17 and 24 and male. They lived in the counties of Pittsylvania, Henry, and Halifax and the cities of Danville and South Boston. Their academic abilities varied greatly. Many were taking remedial math and English courses and the majority was double majoring in drafting and engineering.

The instrument was designed to gather personal data from students entering the program directly after high school as well as those returning to school after spending several years in the workforce. The survey solicited opinions about current recruitment methods and programs on campus while gathering data on the effectiveness of these programs and techniques that students may have experienced.

The majority of the instrument was designed using a Likert scale format.

CONCLUSIONS

The problem of the study was to determine the factors that lead to the increase in enrollment in the drafting and design department during the 2000-2001 academic school year when compared to the previous year. The following research objectives guided the research:

1. What factors in the recruitment process were the most significant in helping students select the drafting and design curriculum at Danville Community College?

The advantages to enrolling at the local community college appeared to be very appealing to all students. Low tuition and college location were very significant factors in student enrollment. Older students (25 and above) considered low tuition and the opportunity to receive financial aid as more significant than students in the 17-24-age range. This may be due to the fact that they would carry the burden of paying for their own education while the 17-24-age student may have financial parental support.

Of the communications methods used by the college to contact students, mailed literature was the most significant (2.96 mean). This low ranking would suggest that the college and the department should do more in the

form of mailings to students while striving to improve communications between the college and its students.

42% of the current students had accessed the DCC website and found it very helpful in locating information about the college as well as the drafting curriculum (4.5 mean). Students under 25 accessed the website (44.4%) more than those over 25 (37.5%). This was to be expected since younger students are exposed to the Internet in high school while older students may never have been exposed to the Internet in school. The difference was not significant.

Those who visited during open house found the process influential in gathering information about the program (3.4 mean). The department was previously located in an administrative building and was somewhat isolated from other curriculums on campus. This presented a major problem during open house. Campus recruiters did not direct students to the drafting program. The drafting curriculum had been temporarily relocated in the fall of 2000 due to building renovation. They are currently housed in a building that is more widely visited during open house. This may provide a temporary benefit during open house recruitment opportunities but the program would be returning to its previous location within a year. Some

provisions should be made to improve the visibility of the drafting program in the future.

Students who saw any type of presentation of the drafting curriculum found that a quality presentation had the most impact on their decision to enter the program (4.16 mean). Quality presentations had been an objective of the drafting recruiter.

Double majoring in drafting and engineering was a significant factor in program selection. Students pursuing this option rarely finish the program in two years. They must have several dual credits and no required remedial courses to accomplish it in this time period. More should be done to make high school students aware of the courses they could take in high school that could benefit them upon entering the drafting curriculum. These need not all be dual credit courses.

2. What methods of recruitment did students feel had the least influence in their decision to enroll in the drafting and design curriculum at Danville Community College?

Of the communications methods used by the college to contact students, e-mail and phone calls were the least significant (2.96 mean). Future students may be more

inclined to communicate via e-mail. Plans should be made to prepare for this inevitability.

The fact that high school dual credit courses related to their current curriculum could benefit them upon entering college was not viewed as significant by students when choosing their current curriculum (2.85 mean). Higher participation in academic dual credit courses could help more students upon entering college. Only 50% of students, ages 17-24, opted to take an academic dual credit course. It may have been that students were unaware of what dual credit courses outside the drafting curriculum would be of benefit. They must be made aware, at an early age, to the benefits of taking academic dual credit courses in high school.

3. What impact did those who have been actively involved in the recruitment process have on the student's selection of the curriculum?

Of the 12 students who experienced a visit by a DCC representative while in high school, only six stated that the representative was a member of the drafting and design department. The visit to local dual credit high school classes was significant in program selection but it is not as effective as the researcher had hoped.

The Education for Independence program had a positive impact on the female population in the drafting curriculum. Four of the five current female students in the program participated in this support program and three of these students rated that the workshop conducted by the drafting instructor had a significant influence on their decision to enter the program (4.33 mean). It was also interesting to note that there were no male participants in these workshops. Participation in this workshop appears to be critical in the recruitment of female students into the program.

Two students used the services of the Placement Center and found it influential in career selection. The number of students who used this service was low but it accounted for approximately 8% of the total student enrollment.

4. What factors outside the recruitment methods used by Danville Community College helped students select the drafting and design program at Danville Community College?

Post high school students who had dual credit drafting classes rated their drafting teacher as the most influential person in their selection of drafting as a career (4.0 mean). High school guidance counselors were

viewed as the least influential person at the home high school (2.0 mean) but they were doing a good job of discussing the advantages of tech prep course to their students.

5. What recommendations can be made to better target the recruitment process for the drafting and design curriculum at Danville Community College?

65.4% of the current students came from Pittsylvania County schools. There were no students in the current class from Gretna High School (located in Pittsylvania County) and only two from the city of Danville. This is a concern since DCC is in Danville and only two miles from George Washington High School. There were five female students in the program but none of them entered the program immediately after completing high school. This population of student was not being reached at the high school level.

Only two students were enrolled in the tech prep program in high school even though many of them participated in high school dual credit drafting courses. They also rated these dual credit/tech prep classes as a significant factor in their college curriculum selection. Since these courses are part of a tech prep track, it raised the question of the effectiveness of the tech prep program at the local high schools. It appeared that

students were benefiting from tech prep courses and funding while being aware of their benefits but were not being truly counted as tech prep track students.

The current enrollment is relatively young. 69.2% of students are between the ages of 17-24. Dan River High School and Halifax County High School had the highest enrollment in the program (80.7% combined) and 70.5% of these students participated in at least one dual credit class in the drafting field. These two schools have had superior drafting programs in place for many years. Since students ranked their high school drafting teacher as the most influential person in their decision to enter the curriculum, it was understandable that their students would dominate the current enrollment. There is much room for improvement in recruiting from the other local high schools.

RECOMMENDATIONS

The research has made the following recommendations in hopes of improving the drafting curriculum recruitment process at Danville Community College:

- Since high school drafting teachers have such influence over their students, the drafting department should do whatever it can to build a solid relationship with the high school drafting teacher and

to support the high school student in any way possible.

- Since so many dual credit high school drafting students enter DCC's drafting curriculum, the college drafting department must attempt to build relationships with these students while they are still in high school.
- The drafting department must inform teachers, students and guidance counselors of the dual credit courses students could take in high school that would be of benefit to them upon entering the drafting curriculum.
- Since the best high school drafting programs are supplying the majority of students to the drafting program, the drafting department should do what it can to aid the new local high school drafting teachers so they can begin to build solid programs that will feed the college drafting program.
- The drafting department should continuously strive to improve the quality of all presentations.
- The presentation of information on the department's website should be upgraded.
- The department should improve the quality and frequency of recruitment-related mailings.

- The department should seek e-mail addresses of all prospective students to improve communications with the drafting department.
- Female high school drafting students should be encouraged to enter the non-traditional field of drafting and design.
- The drafting department must find a way to reach high school females not currently enrolled in a high school drafting course.
- The drafting department should develop a card outlining the high school courses (including dual credit courses) that would benefit freshmen entering the DCC drafting curriculum. This card should be made available to high school teachers, guidance counselors and students.
- The presentation to students 25 years and older should be modified to address the issues they feel are most important. These would include the low cost of a DCC education and information on financial aid.
- The drafting department should continue to participate in the Education for Independence workshops.
- The drafting department should develop a wide variety of recruitment postcards.

- Provisions should be made to attract students to the drafting department during open house once the program returns to its permanent location.

The information gathered in this study could be beneficial to any college department interested in improving their recruitment techniques. The survey would have to be modified to ask more specific questions about specific programs. It currently lacks depth about several programs and on several issues.

The survey could be placed on-line and accessed from the DCC website. Pull-down menus for specific programs could be selected so each department would be able to isolate their students from the rest of the campus population. Information could be sent directly to a database to avoid the added step of survey data entry.

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APPENDIX I

Survey of Students Instrument

Survey Cover Letter

Survey Follow-Up Letter

Personal Information

- 1) What program are you enrolled in at Danville Community College?
 - a) Drafting and Design
 - b) Double major in Drafting and Design and General Engineering Studies
- 2) What year did you enter the program?
 - a) Prior to to 1998
 - b) 1998
 - c) 1999
 - d) 2000
 - e) 2001
- 3) Gender
 - a) male
 - b) female
- 4) What is your age?
 - a) 17-24
 - b) 25-35
 - c) 36-45
 - d) Over 45
- 5) In what school district did you attend your senior year of high school?
 - a) Pittsylvania County
 - b) Halifax County
 - c) Danville City
 - d) Martinsville City
 - e) Henry County
 - f) Other
- 6) What high school did you attend?
 - a) Gretna High School
 - b) Chatham High School
 - c) Dan River High School
 - d) Tunstall High School
 - e) Halifax County High School
 - f) Loral Park High School
 - g) George Washington High School
 - h) Private School
 - i) Other
- 7) Did you take any courses in high school related to your current subject area such as drafting, architecture, or engineering drawing?
 - a) Yes
 - b) No
- 8) Were any these high school classes dual credit (college credit level) classes?
 - a) Yes
 - b) No
 - c) I took no classes related to my current subject area in high school.

- 9) Did you take any dual credit courses in high school that were in academic subjects?
 a) Yes
 b) No

If you answered YES to question 7, 8, or 9, answer question 10, 11 and 12. If you answered NO to question 7, 8 or 9, skip question 10, 11 and 12.

- 10) Did your guidance counselors discuss the advantages of dual credit classes with you in high school?
 a) Yes
 b) No

- 11) Did you take dual credit classes in high school with the intention of gaining an advantage upon entering college?
 a) Yes
 b) No

- 12) Did you enter a tech prep track in your freshman or sophomore years in high school to help you prepare for your current curriculum at DCC?
 a) Yes
 b) No

- 13) Did a DCC representative visit your class while you were in high school?
 a) Yes
 b) No

- 14) What was this representative's position at DCC?
 a) A teacher from a specific curriculum or program
 b) A general recruiter for the campus
 c) More than 1 DCC representative visited the class

- 15) If you took dual credit classes in high school, did the fact that these courses would apply towards the Drafting and Design curriculum have any affect on your selection of the program?

Highly influential 5 4 3 2 1 No influence

___ Check here if this question does not apply to you.

- 16) How much influence did the visit of DCC staff have on your decision to enroll in your current program?

Highly influential 5 4 3 2 1 No influence

___ Check here if this question does not apply to you.

17) How influential was your high school drafting teacher in your decision to enter your current curriculum?

Highly influential 5 4 3 2 1 No influence

___ Check here if this question does not apply to you.

18) How influential was your high school guidance department in your decision to enter your current curriculum?

Highly influential 5 4 3 2 1 No influence

19) Did the option of double majoring in Drafting and Design and General Engineering Technologies have an impact on your decision to select this program over others on campus?

Highly influential 5 4 3 2 1 No influence

20) Do you participate in the Education for Independence program? (Project Hope, Options and New Focus)

a) Yes

b) No

If you answered YES to question 20, please answer question 21. If you answered NO to questions 20, skip question 21.

21) How much of an impact did this program have on your decision to enter your current curriculum?

Highly influential 5 4 3 2 1 No influence

22) Did you participate in the workshops through Education for Independence to help you determine a career track?

a) Yes

b) No

If you answered YES to question 22, please answer question 23 and 24. If you answered NO to questions 22, skip question 23 and 24.

23) How influential do you feel the individuals in this program were in assisting you in selecting a career path?

Highly influential 5 4 3 2 1 No influence

24) How much of an impact did this workshop have on your decision to enter your current curriculum?

Highly influential 5 4 3 2 1 No influence

25) Did you use the services of the Placement and Career Assessment Program?

- a) Yes
- b) No

If you answered Yes to question 25, please answer question 26 and 27. If you answered NO to question 25, skip question 26 and 27.

26) How influential do you feel the individuals in this program were in assisting you in selecting a career path?

Highly influential 5 4 3 2 1 No influence

27) How much of an impact did the Placement and Career Assessment Program have on your decision to enter your current curriculum?

Highly influential 5 4 3 2 1 No influence

28) Did DCC scholarships and financial aid that you received have an impact on your decision to attend DCC?

Highly influential 5 4 3 2 1 No influence

29) Was printed literature from DCC helpful in guiding your decision to enter your current curriculum?

Highly influential 5 4 3 2 1 No influence

30) Was the relatively inexpensive cost of a DCC education a factor in your decision to attend DCC?

Highly influential 5 4 3 2 1 No influence

31) Was DCC's location a factor in your decision to enroll at the college?

Highly influential 5 4 3 2 1 No influence

Rank the impact of the factors you observed during any recruiting opportunities that may have affected your decision to enter your current curriculum.

32) The potential for individual success

Highly influential 5 4 3 2 1 No influence

33) Quality of the presentation of material

Highly influential 5 4 3 2 1 No influence

34) The personality of the presenter or school representative

Highly influential 5 4 3 2 1 No influence

35) The variety of factors discussed by the recruiter that a DCC education offers students.

Highly influential 5 4 3 2 1 No influence

Rank the methods of communication with the DCC recruiters or instructors that you found to be the most helpful prior to enrolling at DCC.

36) Personal visit or contact by the instructor

Highly influential 5 4 3 2 1 No influence

37) Literature mailed by the DCC staff and instructors

Highly influential 5 4 3 2 1 No influence

38) E-mail communications sent by the DCC staff and instructors

Highly influential 5 4 3 2 1 No influence

39) Your visit (to the department in the curriculum you are currently enrolled in) during an open house on the DCC campus.

Highly influential 5 4 3 2 1 No influence

40) Phone conversations with the DCC staff and instructors

Highly influential 5 4 3 2 1 No influence

41) Did you access the DCC website to obtain information prior to your enrollment at DCC?

a) Yes

b) No

If you answered YES to question 41, please answer question 42 and 43. If you answered NO to question 41, skip question 26 and 27.

42) How useful was the DCC website in helping you gather general information about the college?

Very Helpful 5 4 3 2 1 Not Helpful

43) How useful was the website in helping you gather information on your current curriculum?

Very Helpful 5 4 3 2 1 Not Helpful

44) Rank the overall effectiveness of the DCC recruitment process.

Excellent 5 4 3 2 1 Poor

45) Rank the overall effectiveness of the Drafting and Design department's recruitment process.

Excellent 5 4 3 2 1 Poor

June 8, 2001

Drafting and Design Students at DCC:

Student enrollment in the Drafting and Design curriculum at DCC for the 2000-2001 school year has increased when compared to enrollment from the last few years. We are interested in finding out why this occurred. DCC's faculty and staff incorporated many different methods to inform current students of the benefits associated with this curriculum. We are currently conducting a study to assist us in determining what aspects of this process had the most impact on current student's decisions to enroll in this curriculum.

To gather this information, the department is conducting a survey over the next three weeks. Your input is vital to the current study on determining effective departmental recruitment techniques. Your completion of this survey will help us enlighten students to the positive aspects of this field as a career choice and help the Drafting and Design program to continue to prosper at DCC.


Since you are currently enrolled in this program, you may feel that your responses should all be positive. This is not the information we desire. We are interested in unbiased responses to these questions and want you to feel you can respond honestly.

Please complete the survey and return it to Robert Huffman, Instructor of Drafting and Design at Danville Community College, in one of the following methods.

- Place the current survey in the envelope supplied and place it in Mr. Huffman's mailbox in the Charles R. Hawkins Engineering and Industrial Technology Building (EIT building) at your earliest convenience.
- Place the survey in the self addressed stamped envelope and mail it.

We would like to thank you for your participation in this study. All programs at DCC may benefit from your input as we strive to improve our programs and courses.

Sincerely,



Robert Huffman
Instructor of Drafting and Design at Danville Community College

Drafting and Design Students at DCC:

You were recently sent a survey from the Drafting and Design curriculum at DCC and we have yet to receive it. If you have recently returned the survey, please disregard this letter. If you have misplaced the survey or haven't had a chance to complete it, a second survey is included in this mailing. It would be greatly appreciated if you took the time to complete and return the survey in the next few days.

If you recall, we are attempting to determine what aspects of the DCC recruitment process had the most impact on current student's decisions to enroll in this curriculum. Your completion of this survey will help us enlighten students to the positive aspects of this field and help your current curriculum to continue to prosper at DCC.

Please complete the survey and return it to Robert Huffman, Instructor of Drafting and Design at Danville Community College, in one of the following methods.

- Place it in his mailbox in the Charles R. Hawkins Engineering and Industrial Technology Building (EIT building) at your earliest convenience.
- Place the survey in the self addressed stamped envelope and mail it.

We would like to thank you for taking the time to help us with this study. All programs at DCC may benefit from your input as we strive to improve our programs and courses.

Sincerely,



Robert Huffman

Instructor of Drafting and Design at Danville Community College