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## Exploring traditional & non-traditions recruitment strategies discovered Prince & Snyder athletic health model

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### Abstract

Exploring the effectiveness of traditional and non-traditional recruitment strategies is not a new concept in higher education but many of our higher education institutions are not willing to let go of the traditional concepts of recruitment strategies that currently exists. It is difficult to create the prototype to fit all of the programs on Physical Education & Health that are offered at a university and who to target for these programs. Higher education leaders in these programs have resolved some of the issues by accepting advancing technologies, new marketing and branding strategies. The authors are investigating the melding of the traditional and non-traditional strategies with student input to create the Prince & Snyder Athletic Health Model for student recruitment in the specific programs in health, physical education, and sport management.

**Keywords:** Traditional recruitment, non-traditional recruitment, sport participation, skill set

### Introduction

The recruitment methods that higher education programs use should be customized to reach students by focusing on their degree interests to ensure a perfect fit. This is one of the greatest challenges facing higher education recruiters. With the changing times and the advent of science, technology and varied subjects, there have been many changes in the strategies adopted for recruiting in higher education (Hanover, 2014)<sup>[9]</sup>. With increasing complexities of the modern world, higher education programs are under pressure from many directions to recruit more students. The competition between universities is fierce.

One of the core objectives of recruitment is to effectively get the student into the university and retain the student until graduation. Thus the link recruitment with retention is an obvious one. In the recruitment and retention relationship within higher education, a students past experiences, skills set, and technology preferences plays an important role in the process or at least in part, if the recruitment strategy is effective (Sampson, 2015)<sup>[18]</sup>. The framework of recruitment should help the student find relevant degree paths for themselves and garner worthwhile learning within and outside the classroom. This study demonstrated that both recruitment and retention strategies are interrelated with the concept of worthwhile learning within the students chosen degree path. This study focused on the role of students in determining the most effective method of recruitment and the perception of students with regard to their chosen degree path.

A student who has a background in participating in athletics may benefit from a customized recruitment model designed to achieve the best degree path to graduation and satisfaction (Sampson, 2015)<sup>[18]</sup>. The Prince & Snyder Athletic Health Model is a customized recruitment model used by the researchers to investigate the best strategies to recruit students to the Health Human Performance and Sport Management programs and their knowledge of using recruitment and retention strategies practiced in helpful ways.

The University of Arkansas at Little Rock (UALR) is a metropolitan university located in capital city of the state that has approximately 12,000 students. The Health, Human Performance (HHP) programs are a part of the School of Counseling, Human Performance, & Rehabilitation in the College of Education and Health Professions.

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The HHP programs consist of two undergraduate programs: K-12 Health & Physical Education licensure program and Health Education & Promotion. Four minor programs: Coaching Endorsement, Health Science, Health & Exercise Science, and Sport Management. The graduate programs within the HHP are: Sport Management, Health Education and Promotion, and Exercise Science. These programs rank within the top 10 degrees at UALR. In recent years there has been an overall decline in students attending UALR, which fostered a need to review, evaluate and restructure recruitment and retention strategies. The Health, Human Performance researchers reviewed existing traditional recruitment models. They also explored non-traditional recruitment strategies by gaining feedback from undergraduate physical education & health education students' perceptions of student recruitment. The study considered present recruitment strategies in the HHP programs and how it may inhibit potential recruits or enhance students' interest. The intent of this study was to assess recommendations in recruitment strategies and design a model that will fit with potential physical education and health education students' interests, related skills, and background.

This, in turn, has various dimensions as follows:

1. One way that HHP program recruitment strategies become effective is in their ability to convert student past and present skill sets to match program selection in a more meaningful way.
2. Students with similar backgrounds and experiences use their skills to guide them in their career choices.
3. Students who identify early programs that utilize their backgrounds, and skills may have higher attrition rates.

In this regard, the role of faculty in recruitment has become a complex one where the degree chosen by the student may affect not only the career path but also may determine whether they finish the degree. (Chen, 2010)<sup>[4]</sup>

As both researchers are faculty members in the HHP programs in order to respond more effectively to needs of present and future students, student surveys were collected. Surveys revealed that students in the HHP programs had similarities as it related to customize present and future recruitment. This research may encourage educators to customize a recruitment model to fit their specific discipline and degree programs.

**Relationship of Recruitment and Retention in Higher Education**

There are many challenges facing higher education recruitment practices and improving their existing strategies. According to the Elam (1955)<sup>[8]</sup> study it states, "a college must always consider the impact of its decisions on society. Does its action promote the public good? Is it likely to advance the basic beliefs of our society? Will it contribute to stability, strength, and harmony? It is the author's belief that the recruitment of more students, and better students, for teacher education will do all of these things" (i) It should be the effort of all higher education recruitment models and strategies to accomplish some of these goals for all programs of studies. The Elam (1955)<sup>[8]</sup> study was focusing on the recruitment efforts of teacher preparation programs and its effectiveness.

It could be argued that any learning that contributes to the overall shaping of a person's cognitive development for positive interactions within his or her various spheres of operation are the determinants of what learning is 'worthwhile

learning' (Lave, 1996)<sup>[14]</sup>. An example of one of the determinants is the different needs and potentialities that exist in each social class. The social position and the different needs affect what is considered worthwhile and is a part of a students skill set (Johnson, 1988)<sup>[11]</sup>. This is important when looking at the diverse backgrounds of the students that higher education institutions are recruiting and what they have in common that could lead them to choose the same majors in higher education and acknowledging their needs on what is worthwhile learning within that major. These authors would argue that the worthwhile learning imparted in choosing a major that has relevancy to their skills set and interest would lead to a worthwhile profession, thus choosing a major program that identifies that profession (Lave, 1996)<sup>[14]</sup>.

**What are Traditional Recruitment Strategies?**

The Elam (1995)<sup>[8]</sup> study investigated traditional recruitment strategies used in higher education institutions, the allocation of responsibility, the appeals used, and population targeted. A questionnaire was sent to 270 higher education administrators of the American Association of Colleges in March, 1955. Data collected from the survey uncovered that recruitment strategy are reported under general headings. Table I below will show traditional strategies that were used in 1955 and 2013.

**Table 1: Shared Traditional Recruitment Strategies 1955 & 2013**

Four-Year Public Institution	1955	2013
Off- Campus Recruitment		
High School Career Days	Yes	No
Recruitment Visit to HS	Yes	Yes
On Campus Recruitment		
Campus Career Days	Yes	Yes
Campus visits High School Groups, Ind.	Yes	Yes
Campus Weekend Visits	No	Yes
Campus Visits for HS counselors	Yes	Yes
Visual Media		
Letters	Yes	Yes
Direct Mail Appeals	Yes	No
Newspaper	Yes	No
Radio	Yes	No
Television	Yes	Yes
Scholarships	Yes	Yes
Technology	No	Yes

Elam (1995 study)<sup>[8]</sup> and Hanover Research (2014)<sup>[9]</sup>

In the Hanover (2014)<sup>[9]</sup> study indicates that some of the traditional strategies that are still being used today are important but traditional strategies depend on the branding and marketing focus of the university. As indicated in Table 1, the Hanover (2014)<sup>[9]</sup> study states, "Universities must now go to greater lengths to differentiate themselves from competitor institutions" (p. 5). Today the traditional strategies that are still being used for strategic planning are being redeveloped and redesigned to become more effective tools.

**What are Non Traditional Recruitment Strategies?**

Universities need to respond to the growing challenges that recruiters will face in the next millennium and to assess quality of the strategies that are being used and those that are going to be considered. In the Sampson (2015)<sup>[18]</sup> research encourages administrators to make inform decisions on the student-athlete or students that they are recruiting. The author indicated "The two critical facets of a recruiting strategy involve decision-making on how to evaluate athletes, and how to market athletes that they should recruit" (Sampson, 2015,

p. 12)<sup>[18]</sup>. This change in recruitment strategy in the Sampson research is identifying the targeted student athlete (SA) with a tailored college marketing plan. There are several studies that focus on SA's personal value (Klenosky, Templin, and Troutman, 2001) and the SA race/ethnicity (Evans, 1979; Paule, 2011) both have focused on the SA's behavior and trying to find concrete indicators that will send a clear message on how to recruit SA by monitoring certain variables such as gender, type of sport, and competitive level. The author argued that "that this study diverges from most previous college-choice research, by targeting high school SA's that have not yet decided what college to attend as opposed to SA's that have already committed to and are attending a college" (Sampson, 2015, p. 14)<sup>[18]</sup>. There is a need to evaluate the relationship between the student and the college that choose to attend the relevant question that needs to be addressed here is, whether or not traditional recruitment strategies and non-traditional strategies need to be compared amongst each other, or do they need to be used in a complementary way to foster a balance in the recruitment process of students. For a more effective higher education recruitment process this study investigated traditional and non-traditional strategies used and assessed the perceptions of current program students and their past experiences to customize and create the X@XX Athletic Health Model student recruitment model that would best align with recruiting students to the Health and Human Performance undergraduate programs

#### Assessment of Recruitment Models

The following study of Rutledge (2010)<sup>[17]</sup> investigated a cognitive model of college choice (Hossler & Gallagher, 1987) and the effortful decision-making and enactment model (Bagozzi, Kholakia, & Basuroy, 2003). These two studies contained 14 variables: "goal feasibility, positive anticipated emotions, negative anticipated emotions, decision process importance, decision process effort investment, decision process confidence, subjective norm, attitude, perceived behavioral control, goal desire, goal intention, behavioral desire, behavioral intention, and plan enactment" (Rutledge, 2010, vi)<sup>[17]</sup>. In the Rutledge (2010)<sup>[17]</sup> study, the traditional higher education college choice models are the foundation in the majority of recruitment strategies in most institutions but lack a clear standard that addresses students' decision-making skills. In the Bagozzi *et al.* (2003) study "proposed that effortful, goal directed decisions begin with the desire to pursue a goal, proceed to an intention to take actions, and conclude with enactment expanded the theory planned behavior and model of goal-directed behavior. The information obtained from the Rutledge (2010)<sup>[17]</sup> study provides support to this investigation of imparting relevant student decision-making and behavioral skills in the recruitment process. The following Chen (2010)<sup>[10]</sup> study evaluated the impact of a community college's strategic enrollment management (SEM) model on high school student recruits. The study investigated how a customize SEM model was used to target departments with low enrollment such as Engineering. The author of this study worked with high school counselors that advise high school students to start taking any college placement test while they were still in high school that would be a pre requisite to the engineering

curriculum that students would take. As stated in the Chen (2010)<sup>[4]</sup> study the SEM model had not been used at Delaware Tech Community College to focus on low enrollment programs before. "This customized approach is supported by Brown who states "an enrollment management plan must be unique for each institution and provide consideration for practitioners and leaders of higher education" (Chen, 2010, p. 10)<sup>[4]</sup>. These studies provided insight into two recruitment models being used by higher education institutions that can apply customization to traditional and non-traditional recruitment strategies today.

#### Materials and methods

This proposed survey research was conducted using a mixed method item design. According to Creswell (2003)<sup>[7]</sup> "two different methods in an attempt to confirm, cross-validate, or corroborate findings within a single study" (p. 217) verified and confirmed the data collected from the qualitative and quantitative items presented below. Researchers' of this study designed the instrumentation used. The questionnaire consisted of eight closed-ended questions and one open-ended question. The eight closed-ended item survey used categorical responses which participants would pick their preferences.

The survey research was conducted in the summer and fall 2016 semester. This study and methodology conformed to the ethical guidelines for research. The appropriate procedures were followed with the institutional review board at the University of Arkansas at Little Rock (UALR) and approvals were obtained prior to contacting participants. Permission was applied for during the spring 2016 from UALR to conduct this study. The Health, Human Performance program faculties were asked to implement the survey in their courses.

The basic principles of this survey research was based on evaluating the impact of student input into creating a customized recruitment model for the Health, Human Performance programs. The study did not define the broad spectrum of student background and potential links to other behaviors. The study did not take into consideration that the different students in different Health, Human Performance program areas would identify different recruitment components. The sample size of 104 out of 265 surveyed, along with the nature of the population studied, has a limitation of generalizing to other, larger populations.

In survey research, a broad-based gathering data procedure can be designed to measure practices and individuals input. Such designs can be a combination of open-ended or closed-ended questions. A mixed method approach to the type of items chosen may present more wide-ranging answers to research questions, by-passing the limitations of a single approach (Johnson & Onwuegbuzie, 2004)<sup>[12]</sup>. When a researcher conducts a study on the impact of student input on their recruitment experiences and makes use of various approaches, the researchers can benefit from the strengths of each approach to items created in this survey. A review of the student recruitment questionnaire items (Appendix A) reveals a narrow focus on the topics of recruitment, and existing recruitment models for the field of Health, Physical Education, and Sport. The open response question responses were analyzed by organizing around common written themes. The survey sample 104/269 has a confidence interval 7.5%.

## Results &amp; Discussion

Table 2: Student Survey Ranking Frequencies

Exploring Traditional & Non-traditional Recruitment Strategies for Undergraduate Students		
1. What is your age?		
Answer Options	Response Percent	Response Count Rank
18 to 24	54.4%	56 1
25 to 34	27.2%	28 2
35 to 44	11.7%	12 3
45 to 54	3.9%	4
55 to 64	1.9%	2
65 to 74	1.0%	1
75 or older	0.0%	0
answered question		103
skipped question		1
2. Select the gender that best describes your classification		
Answer Options	Response Percent	Response Count
Male	40.6%	41
Female	59.4%	60
Transgender	0.0%	0
answered question		101
skipped question		3
3. Are you a current student in the HHP undergraduate, graduate program, or in one of our declared minors?		
Answer Options	Response Percent	Response Count
Yes	78.6%	81
No	21.4%	22
answered question		103
skipped question		1
4. Why did you select UALR? Select any of the following that may apply to you		
Answer Options	Response Percent	Response Count Rank
university location	19.2%	20 1
major by interest	14.4%	15 4
received a scholarship	17.3%	18 2
affordable	4.8%	5
participant currently in athletic program	7.7%	8
a former high school athlete	1.9%	2
online education	15.4%	16 3
convenience	11.5%	12 5
respected university	5.8%	6
my parents' choice	1.9%	2
answered question		104
skipped question		0
5. Why did you select a HHPS program major? Select any of the following that may apply to you		
Answer Options	Response Percent	Response Count Rank
I changed my initial major	10.6%	10 5
I was interested in Sport Management	16.0%	15 2
I was interested in K-12 Health & PE licensure program	16.0%	15 3
I was interested in Health Education & Promotion	39.4%	37 1
Exercise Science field	12.8%	12 4
Coaching endorsement (add on to existing teaching license program)	5.3%	5
answered question		94
skipped question		10
6. How were you recruited?		
Answer Options	Response Percent	Response Count Rank
UALR recruitment advertisement	0.0%	0
academic or athletic scholarship	16.2%	16 3
UALR recruiter	2.0%	2
High School	4.0%	4 5
friend or family member	16.2%	16 2
UALR alumni	0.0%	0
HHPS faculty member	2.0%	2
campus visit	5.1%	5 4
I knew I wanted to come to UALR no one recruited me	54.5%	54 1
answered question		99
skipped question		5
7. Did participating in any of the following activities below in high school impact your decision to major in a HHP program? Select all that apply.		
Answer Options	Response Percent	Response Count Rank
Choir/Band	4.0%	4

Art/Drama	1.0%	1
Soccer	10.9%	11 4
Basketball	17.8%	18 2
Football	5.9%	6 5
Cheerleading	2.0%	2
Tennis	2.0%	2
Swimming	1.0%	1
Baseball	5.0%	5
Other...list	10.9%	11 3
None	39.6%	40 1
answered question		101
skipped question		3
8. Which following social media do you prefer to be contacted by?		
Answer Options	Response Percent	Response Count Rank
email	68.6%	70 1
letter	2.9%	3 4
by phone	23.5%	24 2
twitter	1.0%	1
facebook	3.9%	4 3
answered question		102
skipped question		2

**Description of 1-8 items from Survey Research**

Table 1 lists the participants’ responses to the researchers’ survey for items 1-8. These data address the research questions regarding the significance of customizing a recruitment plan for the Health, Human Performance programs. The participants’ responses were converted to percentages and ranked. Questions 1, 2, & 3 describe the participants of the survey and questions 4,5,6,7, & 8 pertained to one’s preference of items predetermined by researchers.

**Participants in the Survey Q1-Q3**

Question 1. What is your age? Fifty four percent of the participants were between the age of 18 and 24. Twenty-seven participants were between the ages of twenty-five and 34. Question 2. Select the gender that best describes your classification. Fifty nine percent of the participants were female and 41% were male. Question 3. Are you a current student in the HHPS undergraduate, graduate program, or in one of our declared minors? Seventy nine percent of the participants were current students in either the undergraduate or graduate Health, Human Performance Program.

**Preference of items in the Survey Q4-Q8**

Question 4. Why did you select UALR? Select any of the following that may apply to you? The number one ranking was the university location at nineteen percent followed by the second ranking of received a scholarship at seventeen percent. The third ranking was the response to the selection of online education at sixteen percent, and the fourth ranking was the category major by interest. It appears that the response frequency indicate that the location is important and receiving a scholarship. The response frequency between major by interest and online education indicate that participants’ interest in where they attend college depends on location, delivery of education (online), and that scholarships determine where one will attend school.

Question 5. Why did you select a HHP program major? Select any of the following that may apply to you. The highest ranking category was I was interested in Health, Education & Promotion Major. That HHP program is offered online. Approximately ninety percent of the participants’ have an interest in one of our five programs.

Question 6. How were you recruited? The number one ranking was the category, “I knew I wanted to come to UALR

and no one recruited me. Fifty four percent of the participants chose that category. Thirty-two participants split their responses between that a family member or friend recruited them and an academic or athletic scholarship recruited them to our university.

The majority of the students did not need to be recruited but had the desire to come to this university. The scholarship aid and strong family\friend foundation supports support participants’ choice where they attend college.

Question 7. Did Participating in any of the following activities below in high school impact your decision to major in a HHP program? Select all that apply. The number one ranking is that forty percent of participants’ did not feel that participating in high school activities impacted their decisions to major in HHP programs. However, sixty percent of the participants selected that they participated in high school activities such as: choir/band, soccer, basketball, football, cheerleading, tennis, swimming, and baseball. The activity of basketball was the highest ranking activity that HHP participants responded that impacted their decision to major in one of our programs.

Question 8. Which following social media do you prefer to be contacted by? The number one ranking at sixty nine percent of the participants selected email as their primary way to recruit in the future. Twenty four percent still preferred being recruited by the phone.

**Description of the Open Response & Results**

Table 3 shows the frequency themes and concept count of the open response question. The open response was question 9 of the survey. Q 9. Share an innovative/creative recommendation to help recruit future students’ to our HHPS programs.

**Table 3:** Score Frequencies Themes

Themes	Number	Count	Percentage
1	14	50	28%
2	9	50	18%
3	7	50	14%
4	6	50	12%
5	14	50	28%

The content analysis was organized into five theme. The following are the five themes.

Theme 1: Sporting Events,  
 Theme 2: Advertisement/Publicity,  
 Theme 3: Positive Attributes,  
 Theme 4: Other Activities, and  
 Theme 5: Miscellaneous comments.

Twenty-eight percent of the participants shared common responses to Theme 1: Sporting Event. A participant believed that recruiting should be done at sporting events. Another point raised by a participant was, "Have a recruiter go to high school athletics and talk to those student on sports team and anyone else who is interested in the program". Several participants shared similar responses that related to more advertisement of the program to send advertisement to the high school athletic departments. One participant wrote, "Focus on recruiting high schools students that participate in sports and recreational activities".

From Theme 2: Advertisement/Publicity perspective, eighteen participants wrote specific responses that would help recruit students to our HHP programs. One participants wrote, "Would like to see more HHP publicly. More events sponsored by department."

There was a consensus that the HHP program need to get their program out into the community. This was supported by the statement of one of the participants that stated, "Use a twitter handle to tweet out to the social media audience." Some of the participants mentioned using Facebook and other types of social media.

Fourteen percent of the participants fit into Theme 3: Positive Attitude. A participant stated, "The classes are enjoyable and you learn about the program." Others echoed that the teachers are very nice and truly want to help you succeed and HHP programs are one of the best programs around. One participant's comment was, "this is a great program for future HHP major and minors. I highly recommend that you enter this program and what it offers." Some of the participants went into detail about the classes that they have taken and how much it helped them at their present job as a health administrator.

Participants' categorized in Theme 4: Other Activities, were twelve percent. One participant indicated that, "Many people may not know what they can do with these degrees. So the question becomes, that we have to provide hands on opportunities on campus to let them know about our degrees." Another participant response indicated that, "All former students to come back and give testimonies of how HHP has helped prepare them for their jobs." There were several that wrote about community awareness programs where future students could meet and learn about job opportunities in our field."

If you add Theme 1: Sporting Events category with Theme 4: Other Activities Forty percent of participants' responses centered recruitment on a sporting event or central activity.

### Conclusions and Recommendations

There will always be trends when it comes to recruitment approaches used by higher education institutions. The current trend in students' recruitment strategies has shown positive development whereby many higher education institutions have adopted some form of business strategies, particularly marketing, for strategic recruitment activities (Hanover, 2014)<sup>[9]</sup>. Although higher education institutes are not typically thought of as a business, colleges and universities utilize marketing strategies in order to compete for students (Sakar, 2016). Therefore, with the competitiveness among the way higher education market, advertise, and recruit students it is important of being innovative with recruitment strategies that

will help foster better connections with students who have an interest in a particular subject content or program. This study's significance revealed that it is important for institutions of higher education to tailor undergraduate programs to those students who have an existing related interest of the content specific undergraduate program. This requires faculty and college recruiters to be creative and innovative enough to go where their potential program students are as it relates to recruiting them.

Students who were surveyed recommended social media as a recruitment approach and encouraged more focus on the advertisement of programs as a way to recruit new students. This may include using social media e.g. Twitter, Instagram, and or Facebook as recruitment methods. Engaging with social media as a higher education marketing tool is an attractive proposition, because of the positive business experience on the effects of social media marketing and the high adoption rate of the social media by the younger generation (Boyd, 2008). According to Constantinides & Stagno (2011) improved communications, customer engagement and increasing brand loyalty have been identified as outcomes of this form of marketing. Beyond the changes brought by technology, marketing and branding trends have shown a progressive reliance on more creative outreach efforts, as well as design and advertising campaigns. Some are more artistically-oriented than others, but most attempts are to appeal more personally to students that may be interested in specific higher education programs (Hanover Research, 2014)<sup>[9]</sup>.

This approach would allow faculty recruiters to provide presentations about the undergraduate programs to high school students who are more likely to have an interest in the subject or content being discussed due to their involvement with a particular sport or being enrolled in a health class. This data supports the benefit of the Prince & Snyder Athletic Health Model for student recruitment. Given the Prince & Snyder Athletic Health Model for student recruitment design and purpose is to help faculty model their recruitment efforts to students that may be interested in pursuing degrees in physical education and health education.

### Prince & Snyder Athletic Health Model for Student Recruitment

This study recommends that higher education programs that have health education, physical education, sport management programs implement the recruitment strategies of the Prince & Snyder Athletic Health Model. The Prince & Snyder Athletic Health Model recommends the following strategies for recruiting students to these programs.

- Identifying the high school student-athletes around the university's central district and scheduling face to face meetings at their respective schools.
- Establish information booths and table displays at high school sporting and recreational events.
- Inviting the identified high school student athletes to participate in social functions before or after the sporting and recreational activities at Star Bucks, McDonalds in their communities and providing information on HHP programs through a variety of different community venues such as: Boys Clubs, coffee shops, and restaurants.
- Developing social media with focus on advertising of the health, physical education, and sport management programs at their university and highlight high school student athletes accomplishment that have been identified

in the surrounding areas.

Universities need to respond to the growing challenges that recruiters will face in the next millennium and to assess quality of the strategies that are being used and those that are going to be considered. The Prince & Snyder Athletic Health Model for student recruitment for the programs in health, physical education, and sports will aid higher education leaders in focusing more purposeful recruiting venues that meet the backgrounds and skill sets of the students targeted for recruitment for these programs.

## Appendix

Exploring Traditional and Non-Traditional Strategies for Recruiting Undergraduate Students Survey

1. What is your age?
  - 18-25
  - 26-39
  - 40-50
  - 50 or older
2. Select the gender that best describes your classification
  - Female
  - Male
  - Transgender
3. Are you a current student in the HHPS undergraduate or graduate program?
  - Yes
  - N
4. Why did you select UALR? Select any of the following that may apply to you
  - University location
  - Major of interest
  - Received a scholarship
  - Affordable
  - Athletic programs
  - Online Education
  - Convenience
  - Respected university
  - It was my parent(s) choice
5. Why did you select a HHPS program major?  
Select any of the following that may apply to you
  - I changed my initial major
  - I was interested in Sport Management
  - I was interested in Health Education & Promotion
  - I was interested in Exercise Science
  - I was interested in K-12 P.E.
6. How were you recruited? Select any of the following that may apply to you
  - UALR commercial advertisement
  - Academic or athletic scholarship
  - UALR recruiter
  - High school
  - Friend or family member
  - UALR alumni
  - Faculty member
  - Campus visit
  - I knew I wanted to attend UALR so no one personally recruited
7. Did participating in any of the following activities below in

high school impact your decision to major in a HHPS program?

9. Select any of the following that may apply to you
  - Choir/Band
  - Art/Drama
  - Soccer
  - Basketball
  - Football
  - Cheerleading
  - Tennis
  - Swim
  - Baseball
  - Other...list
  - None
10. Which following social media do you prefer to be contacted by?
  - Email
  - Letter
  - By phone
  - Twitter
  - Facebook
11. Share an innovative/creative recommendation to help recruit future students to our HHPS programs. Short Answer:

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