

The Impact of Live On-Campus Events on University Enrollments

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Abstract: Due to declining college enrollment rates and intense competition to recruit students to attend one's college or university, we must avoid the limitations of bounded awareness (i.e., we must think outside the box) when marketing our institution. This paper examined a College of Business teaming up with University Admissions to host a live on-campus event targeted at high school juniors and seniors. The event allowed students to be involved hands-on with numerous competitions, networking events, and the potential to win scholarship monies. We investigated if experiences of this nature are effective tools to increase student interest and enrollment. This study used a quantitative methodology to investigate the research question. Research results indicated that an event of this nature has a positive impact on high school students with respect to their intention to pursue higher education upon graduating from high school.

Keywords: Recruitment, Admissions, High-School Marketing Strategies, Business Plan Competition, Social Media Competition, Financial Investment Plans

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Introduction

This study examined the impact of a live on-campus event hosted by a business school at a public regional university in the Southeastern United States. This university's fall 2021 enrollment statistics were 15,507 students, of which 76 percent were undergraduates and 24 percent were graduates. In 2017, the university's most popular bachelor's degree concentrations were General Business and Management, General Psychology, and Criminal Justice. In 2020, 3,779 degrees were awarded across all undergraduate and graduate programs, 63.3 percent were awarded to women, and 36.7 percent were awarded to men. In 2020, the median undergraduate tuition was \$7,800, approximately \$14,730 less than the national average (Carnegie Foundation, 2016). The diversity of student enrollment, both undergraduate and graduate, is 50.3 percent White, 31.2 percent African American, 4.59 percent Latino, 0.998 percent Asian, and 3.62 percent two or more races. Seventy-two percent of undergraduate and 64 percent of graduate students receive financial aid through grants or student loans.

Based on the business degree being the most popular awarded at this institution, an event targeting high-school students sponsored by the business school and admissions is a viable partnership. The event, in 2022, marks the fourth year the university has invited high-school students to campus to engage in recruiting events. The business school and university admissions recognize the importance of teamwork to draw interested students to campus to improve our visibility as a valid college selection. As of October 2020, college admission rates for the fall term showed a considerable decline. Undergraduate admissions fell 4.4 percent from the previous year, postsecondary enrollment showed a 3.3 percent decline, and first-year enrollment fell a massive 13 percent compared to 2019 (Patel, 2021). As a result of such a decline in enrollment statistics, the competition is intense for all colleges and universities to meet admission goals. It is imperative to seek effective student recruitment strategies to secure prospective students to select your institution to continue their studies.

Studies clearly show students are remaining engaged in higher education. Still, the enrollment model of preference is potentially shifting from a collocated, face-to-face classroom model to one where lecture material, assessments, and interaction are conducted via technology (Robles, 2009, Cosgrove & Olitsky, 2015). Additionally, many meta-analyses have reported that online business courses fare comparatively well in comparison to their classroom-based counterparts (Arbaugh et al., 2009, Sitzmann et al., 2006, Zhao et al., 2005)

Patel (2021) explained that the current Generation Z conducts most of their business online and seeks a university to meet their needs in this area which bodes well for universities with vital online programs. However, as digitally connected as these potential students are, Hanover Research (2014) discovered, in a recent survey, that universities' most effective marketing strategies are nevertheless events-based and involve direct interaction with potential students (Bischoff et al., 2008, Jackson et al., 2014, McCoy, 2012, Pimentel, 2013, & Klawitter 2022).

Social media is an ideal tool and has been increasingly harnessed for its impact on business, politics, and academia. Chen (2016) pointed out that social media use has exploded in the past

decade – changing how we communicate, share information, stay up to date with current events, and perceive the rest of the world. In 2016, 69 percent of all adults in the U.S. reported using at least one social networking site, and approximately 50 percent of Generation Z access social media daily (Watson, 2022). Given their pervasive nature, ease of use, and familiarity among adults of every age group in modern society, social networking sites lend themselves well to the marketing efforts of both corporations and higher education institutions.

Therefore, using social media in a comparable way that commercial businesses do to reach and connect with key stakeholders may make sense as a marketing practice in higher education. In a 2016 survey conducted by the Council for Advancement and Support of Education (CASE), almost 90 percent of the 1,100 respondents, including institutions of all types, agreed that social media is much more important in marketing strategy now compared to three years ago. Universities have dedicated increasing amounts of attention and resources to social media efforts. In marketing, social media spending has grown over the past decade and is projected to continue climbing. Its value in higher education is substantiated by data showing correlations between social media use and improved measures of student satisfaction, social integration, community building, relationship quality with one's school, and students' sense of loyalty and trust toward an institution (Chen, 2016).

Meanwhile, college applicants increasingly view the social media of their prospective schools and rely on information gathered via these networks to help inform their enrollment decisions. The 2016 CASE report found that half of all surveyed students were using social media. About 80 percent considered conversations with current students through social media when making their final decisions. Even though social networks have become part of our daily consciousness and several visible national higher education projects utilize networks, there is little research in higher education on the way networks create change or can be used towards change, particularly in the U.S. higher education literature (Kezar, 2001, 2014). The impact of social media on marketing and recruitment efforts, along with anecdotal evidence and data trends, strongly suggest that institutional use of social media is a valuable tool in recruiting strategies.

The research indicates the current Generation Z, the target market for recruitment is interested in pursuing higher education, but their delivery model is shifting. This event aimed to combine live, direct interaction with students while catering to their desire to communicate through various platforms, including social media. From the initial marketing of the event and embedded in the competitions, we relied on the effectiveness and importance of social media. During the event, students participated in an Instagram Challenge that incorporated the university, business school, and sponsors to illustrate how effective social media tools are in conjunction with a live event.

All that being stated, the study's research objective can formally be stated as follows:

To investigate whether a live on-campus recruiting event targeted at high school students impacts their decision to pursue higher education

This study has one testable hypothesis. The study's empirically testable hypothesis can formally be stated as follows:

Hosting a live on-campus recruiting event significantly impacts a high-school student's decision to pursue higher education

The following section discusses the event described earlier in detail. This is followed by a brief overview of the related literature; it should be noted that the literature review section is short since there is not much literature directly tied to the content of this paper. The literature review section is followed by sections explaining and discussing the study's methodology and results. Key limitations are subsequently addressed; the final section of the manuscript provides some concluding remarks and implications for future research projects on related topical areas.

Youth Business Summit Background

This study examined the impact of a live on-campus event co-hosted by a business school and university admissions at a public regional university in the Southeastern United States. The business school offers fourteen bachelor's and ten master's level programs. There are over seventeen countries represented within the student body as a whole. The university and business school equally commit to meeting the needs of traditional students, military and veterans, international students, online learners, high school students earning dual credit, and transfer students at all levels. The university boasts over seventy completely online distance programs. The university is regionally accredited by the Southern Association of Colleges and Schools and Commission on Colleges and Schools. The business school also carries additional accreditation with the AACSB (Association to Advance Collegiate Schools of Business).

In 2017, the business degree was the most popular undergraduate degree awarded at the university and was the inaugural year of the Youth Business Summit; 2022 marked the fourth time it was held on the college campus. Due to COVID-19, the event did not occur in 2020 or 2021 but reconvened in Spring 2022. The theme was "College, Career, Life: Making the Pieces Fit." The event's purpose was to enlighten high school students about careers in business, engage participants in business workshops, network with business professionals, and present participants with an opportunity to apply knowledge of business concepts in various competitions for scholarship awards. Registration for the event was targeted at local high school students who were enrolled in a business course or were a member of the Future Business Leaders of America (FBLA) Club at their high school.

The overall goal was student recruitment for the university and, secondly, to introduce students to the different business areas available to study at the collegiate level. The event took place from 8:15 a.m. until 1:30 p.m., consistent with allowing students to return to their respective high schools by the end of the day. Student volunteers greeted the students at registration and engaged in various networking events upon arrival. The schedule for the day included breakout sessions, a luncheon, roundtable discussions about the admissions process, and an awards ceremony.

The event aimed to teach the students skills such as time management, community involvement, organizational skills, and teamwork. There were three competitions the students participated in before the event, and they culminated at the summit for first, second, and third place and scholarship awards. The three competitions were: Create A Business Plan, Social Media Marketing Strategy, and a Financial Investment Competition (*See Appendix A for a detailed breakdown of the rules and layout of the three competitions*).

To further expand upon the impact of social media in recruiting and marketing, this event incorporated a competition regarding social media, and it held an Instagram Challenge to promote the event and the university. The students used their personal Instagram accounts and were requested to follow the university's social media sites and event sponsors. Students were encouraged to tag their high school, events their classmates competed in, and breakout sessions they had gotten critical takeaways from attending.

Approximately 175 students participated. Each student completed a registration form (*See Appendix B for the registration form completed by each student*) before the event indicating their preferences for the breakout sessions. In addition, since the students were minors, the teachers were provided a parental consent form to allow parents to opt out of their children completing the survey (*See Appendix C*). All the participants were accommodated in a single setting, avoiding potential multi-group treatment problems (*See Appendix D for a schedule of the day's events*).

Literature Review

According to the National Center for Educational Statistics (NCES), of the 3.2 million high school completers who graduated in the first nine months of 2019, some 2.1 million, or 66 percent, were enrolled in college in October 2019. This annual percentage of high school completers enrolled in 2- or 4-year institutions within the specified time frame is known as the *immediate college enrollment rate*. The overall immediate college enrollment rate in 2019 (66 percent) was not measurably different from the rate in 2010 (U.S. Department of Education, NCES, 2021). The target student market of the Youth Business Summit is the 66 percent of students who immediately enroll in college after high-school graduation.

A major life decision facing recent high school graduates is whether to attend college. For most young adults, the conclusion of high school begins a period in the life course characterized by higher levels of autonomy and a series of future-oriented decisions (Feldman and Elliot, 1990). The months following high school graduation represent a period of newly found freedom in stark contrast to the prior years of formally structured schooling (Bozick and DeLuca, 2005). Although a common societal expectation is that students begin postsecondary education within a couple of months of high school completion, many students delay enrollment.

Every year from 2010 to 2019, higher percentages of high school completers immediately enrolled in 4-year institutions than in 2-year institutions. In 2019, about 44 percent of high school completers immediately enrolled in 4-year institutions, and 22 percent immediately enrolled in 2-year institutions. The immediate college enrollment rate for 4-year institutions in 2019 was not

measurably different from that in 2010. However, the rate for 2-year institutions was lower in 2019 (22 percent) than in 2010 (27 percent) (U.S. Department of Education, NCES, 2021).

The offering of scholarship rewards and the layout of the day's events aim to recreate the nature of a college campus and incentivize students to choose this track. Christian et al. (2020) pointed out that having a higher economic status, higher grade point average, acceptance from a larger number of colleges, a higher college entrance score exam, and enrolling in a public (versus a private) college all increased the probability of an accurate self-report of attending college immediately after high-school graduation.

It is outside the scope of this paper to delve into grade point averages, standardized test scores, and the socioeconomic status of our student attendees. The fact students chose to attend an "optional" learning event outside the formal classroom at a college campus reflects positively on their choice to attend college. We investigated whether this engaging event aimed to promote our university and the business school significantly impacted their consideration of enrolling in our institution due to their attendance at the Youth Business Summit described in the preceding section.

Sample Selection and Methodology

Following the one-day program, where 175 high school students participated, a survey was administered, and 70 students responded (n=70). The complete survey can be found in *Appendix E* of this paper. The survey participation rate was forty percent of the attendees.

The primary objective of this survey was to determine whether the student would attend the university based on their responses to event details and sessions. The four models in the analysis rely on multiple measurements and include aggregate variables determined from the survey using cross-analysis from multiple responses.

The study employed four separate regression analyses; consequently, there were four dependent variables evaluated (DV = likelihood to choose the university and DV2 is predicted sentiment score).

1. Logistic Model (DV) – Including Sentiment Composite as Independent Variable (IV)
2. Linear Model for Sentiment Composite (DV2) – Including original DV as an IV
3. Logistic Model (DV) – Excluding Sentiment Composite as Independent Variable (IV)
4. Linear Model for Sentiment Composite (DV2) – Excluding original DV as an IV

Here is the detailed structure of each of the four models:

Model 1: UNIVERSITY = B0 + B1DISTANCE + B2STANDING + B3SENTIMENT + B4IMPACT + B5MAJOR + B6INTERACTION + e

Model 2: SENTIMENT = B0 + B1DISTANCE + B2STANDING + B3UNIVERSITY + B4IMPACT + B5MAJOR + B6INTERACTION + e

Model 3: $UNIVERSITY = B_0 + B_1DISTANCE + B_2STANDING + B_3IMPACT + B_4MAJOR + B_6INTERACTION + e$

Model 4: $SENTIMENT = B_0 + B_1DISTANCE + B_2STANDING + B_3IMPACT + B_4MAJOR + B_6INTERACTION + e$

Where:

- $UNIVERSITY$ = likelihood of attending the university's college of business based on the recruitment event (aka Original DV)
- $DISTANCE$ = distance from campus as measured by high school mileage in Google maps (shortest route selected for each) - proxy for zip code (multiple high schools had same zip)
- $STANDING$ = current standing of student (Freshman = 1, Sophomore = 2, Junior = 3, Senior = 4); senior = reference category in regression
- $SENTIMENT$ = composite score of Questions 4 through 7, ordinal variable; linear regression used when this was DV
- $INTERACTION$ = an interactive term of the $FRESHMAN$ and $IMPACT$ variables. This was done *post-hoc* to help further specify the regression models

See four Likert scale statements/questions for $SENTIMENT$ in Table 1. We used a 10-point Likert scale, from 0-10 where “0” was “not relevant,” “1” is “highly dissatisfied,” “5” is neutral, and “10 is “highly satisfied.

Table 1 - Sentiment Statements/Questions

#	SENTIMENT Likert-scale Statements/Questions
1	This event met my expectations.
2	How likely are you to discuss this event and recommend it to your classmates?
3	How likely is it that you will pursue an associates or bachelor’s degree past your high school graduation?
4	How likely are you to major in business if you choose a collegiate route?

- $IMPACT$ = sum of multiple-selected benefits students thought the event achieved (range = 0 to 8)

Table 2 - Eight Possible Effects for Impact

#	SENTIMENT Likert-scale Statements/Questions
1	To communicate more effectively

2	To work well with others
3	To network more effectively
4	To improve upon my creative thinking
5	To learn more about leadership roles
6	To work with numbers and data
7	To manage my time and deadlines more effectively
8	To be more motivated and take initiative

We used a 10-point Likert scale, from 0-10 where “0” was “not relevant,” “1” is “highly dissatisfied”, “5” is neutral, and “10 is “highly satisfied.

- MAJOR = intended major of student (Accounting = 1, Economics/Finance = 2, Entrepreneurship = 3, Management = 4, Marketing = 5, Multiple selected = 6, Other major = 0); Other major was the reference category in regression analyses.

The first dependent variable (DV) was analyzed using logistic regression analysis. The independent variables included a composite sentiment score as an independent variable, which was not used in the third model (but was otherwise the same formulation). The independent variable (sentiment score) used the analysis across the four variables (see above) using Likert scale values from 0 to 10 (with 0 being “not relevant”, 1 being the lowest negative response and 10 being the highest positive response). The variables were averaged for a composite sentiment score for each student.

A second composite independent variable was IMPACT. To determine the impact of the event, students were asked to select from a set of achievements they experienced based on their participation in the event. Impact was coded based on the number of effects each student experienced. There was a total of eight possible effects (see above).

Descriptive statistics of the sample used in this study can be found in Table 3 below.

Table 3 – Sample Descriptive Statistics (n=70)

	Mean	Median	Mode	Standard Deviation	Frequency
Distance from Troy	55.11	50	47	21.35	-
Sentiment Composite	8.42	8.75	10	1.46	-
Impact	4.31	4	4	2.08	-
Freshman	-	-	-	-	12
Sophomore	-	-	-	-	10
Junior	-	-	-	-	26
Senior	-	-	-	-	22
Accounting	-	-	-	-	14
Economics/Finance	-	-	-	-	16
Entrepreneurship	-	-	-	-	24
Management	-	-	-	-	17

Marketing	-	-	-	-	31
Attend University (DV = 1)	-	-	-	-	35

Note: This table lists the mean, median, mode, and standard deviation for three continuous variables as well as the frequencies for the remaining 10 variables, all of which have been transformed into dichotomous variables for the regression analyses.

Of note, the median distance from Troy was 50 miles. The median value for the sentiment composite score, which is an average of the four questions found in Table 1, was 8.75 out of 10, with 10 being the mode for the sentiment composite score. This indicates that, *prima facie*, the participants were highly satisfied with the event. The descriptives for the impact variable were lower than those of the sentiment scores. The median and mode for impact was only 4.

In terms of frequencies, most of the students were upperclassmen (juniors and seniors). In addition, most students were interested in majoring in the business fields of marketing and entrepreneurship. Lastly, of the 70 students surveyed, half of them indicated they intended to enroll at the university.

Potential issues surrounding multicollinearity between the original DV and sentiment composite led to the creation of four separate models. Not including both variables in the same model led to more variables being statistically significant.

All four regression models fit the respective data well. The first model was significant at the 0.05 level (Critical Value = 1.49; Model Test Statistic = 1.96). With regard to significance of independent variables, most were not significant, but, in particular, the Impact variable was significant.

In the second model (with Sentiment Composite as the Dependent Variable), impact was highly significant. The freshman variable was also statistically significant. However, despite freshman and impact being significant separately, their interaction term (freshman x impact) was not statistically significant.

The third model was formulated the same way as the first model, minus the Sentiment Composite IV. This model added an additional IV as significant (Accounting as a major). Similar to the first model, impact was significant at the 5% level.

The fourth model (minus the original Dependent Variable as an IV) included impact as highly significant (1% level) and freshman as significant (5% level). Interestingly, accounting as a major was *not* significant at all as it was in model 3.

The models were all treated as one-tailed tests (attending the event would statistically increase the likelihood that respondents would attend the university), thereby halving all p-values, since the other tail was not of importance in the study. This means that IMPACT was statistically significant across all four models, while models 3 and 4 (removing either the original DV or sentiment composite) also meant freshmen were more likely to attend the university than seniors who attended the event. In model 3, those who indicated an interest in accounting (compared to other subjects) were statistically more likely to attend the university.

Figure 1 - Model Summary Output

Logistic Model For DV			
	Interactive Model 1	Interactive Model 3	
Run Time	10/21/22 1:36 a.m.	10/21/22 1:37 a.m.	
# Fitted	70	70	
Mean	0.500	0.500	
Standard Deviation	0.500	0.500	
# Variables	12	11	
RMSE	0.438	0.441	
R-squared	0.194	0.175	
Adjusted R-squared	0.000	0.000	
Maximum VIF	5.672	5.344	
AIC	104.191	104.022	
Area Under ROC Curve	0.777	0.773	
Cutoff Level			
Percent Correct			
True Positive Rate			
True Negative Rate			
Test Variable			
Percent Correct			
True Positive Rate			
True Negative Rate			
	Interactive Model 1	Interactive Model 3	
Coefficients			
Constant	-4.633 (0.084)	-1.891 (0.181)	
Accounting	1.273 (0.110)	1.404 (0.072**)	
Distance_from_Troy	-0.014 (0.401)	-0.011 (0.504)	
Economics_Finance	-0.506 (0.512)	-0.747 (0.321)	
Entrepreneurship	0.53 (0.418)	0.352 (0.582)	
Freshman	0.892 (0.633)	1.308 (0.469)	
Freshman_x_Impact	0.087 (0.817)	0.041 (0.909)	
Impact	0.351 (0.076)**	0.409 (0.030)**	
Junior	-0.019 (0.978)	0.015 (0.983)	
Management	0.62 (0.385)	0.585 (0.398)	
Marketing	0.04 (0.949)	0.062 (0.922)	
Observation			
Sentiment_Composite_DV2	0.359 (0.199)		
Sophomore	1.083 (0.328)	0.713 (0.490)	
		Model 8 (#vars=11, n=70, AdjRsqr=0.157):	
		Sentiment_Composite_DV2 <<	
		Accounting, Distance_from_Troy, DV,	
		Economics_Finance, Entrepreneurship,	
		Freshman, Impact, Junior, Management,	
		Marketing, Observation, Sophomore	
		Model 2 (#vars=12, n=70, AdjRsqr=0.163):	
		Sentiment_Composite_DV2 <<	
		Accounting, Distance_from_Troy, DV,	
		Economics_Finance, Entrepreneurship,	
		Freshman, Impact, Junior, Management,	
		Marketing, Observation, Sophomore	
Linear Model For			
Sentiment_Composite_DV2			
	Interactive Model 2	Interactive Model 4	
Run Time	10/21/22 1:37 a.m.	10/21/22 1:38 a.m.	
# Fitted	70	70	
Mean	8.419	8.419	
Standard Deviation	1.462	1.462	
Number Of Variables	12	11	
Standard Error of Regression	1.341	1.341	
R-squared	0.305	0.293	

Adjusted R-squared	0.158	0.159
Mean Absolute Error	0.935	0.929
Mean Absolute Percentage Error	13.8%	13.7%
Maximum VIF	5.385	5.344
Normality Test	–	*

Coefficients:	Interactive Model 2	Interactive Model 4
Constant	6.390 (0.000)	6.427 (0.724)
Accounting	0.609 (0.177)	0.707 (0.434)
Distance_from_Troy	0.007707 (0.344)	0.007018 (0.008)
DV	0.357 (0.329)	
Economics_Finance	-0.305 (0.490)	-0.358 (0.436)
Entrepreneurship	-0.279 (0.456)	-0.251 (0.370)
Freshman	1.772 (0.078)**	1.856 (0.983)**
Freshman_x_Impact	-0.226 (0.236)	-0.223 (0.189)
Impact	0.292 (0.008)***	0.322 (0.102)***
Junior	0.035 (0.933)	0.033 (0.407)
Management	0.200 (0.633)	0.240 (0.414)
Marketing	0.241 (0.520)	0.247 (0.372)
Observation		
Sophomore	-0.742 (0.209)	-0.700 (0.582)

*Note: ** indicates statistical significance at the $\alpha < 0.05$ level. *** indicates significance at the $\alpha < 0.01$ level. Because the regression models tested a one-tailed hypothesis, all p-values were halved.*

Results and Discussion

Although many variables were not significant, three variables stood out: impact, accounting, and freshmen. Attendees at the event were positively impacted by it, were more likely to choose accounting as a major, in comparison to other areas of concentration, and Freshmen were more interested in pursuing higher education upon graduating from high school than other grade levels (Sophomore, Junior, and Senior).

Results indicate that students attending the Youth Business Summit expressed an interest in pursuing a degree in accounting as opposed to other business majors. This is consistent with data provided by the Bureau of Labor Statistics (www.bls.gov). According to the BLS, there are more job openings in the field of accounting as opposed to other areas of specializations in business such as economics, finance, and marketing.

There were approximately 1,332,700 job openings for college graduates with a background in accounting, and related fields such as auditing, in 2014. The second-highest category was finance, and finance-related fields, with 277,600 job openings. Furthermore, projected job openings for the 10-year period from 2014-24 for accountants is 498,000; once again finance-related fields were the second highest, with a projection of 136,400 openings during the same 10-year period 2022 (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm>).

It is well-established that college education in the United States is prohibitively expensive; during most periods it has surpassed the rate of inflation. At close to \$2 Trillion, student debt currently exceeds credit card debt by approximately \$900 Billion. Hence, college students would not pursue a college degree and commit the required resources without some assurance of a return on their

investment (Dickler, 2022). This "return on investment" consideration is directly linked to the probability of employment upon graduation. Prospective college enrollees would not pursue a degree in a field with limited job prospects. It is a reasonable assumption that potential college applicants, in conjunction with their parents or a guidance counselor at their high school, would do some research before choosing a major (Burtchaell, 1987).

As noted, job openings in accounting are projected to be far higher than in other fields of business. Hence, when considering an area of specialization, high school students might feel their chances of landing a job upon graduation are higher if they choose accounting as a major as opposed to other areas of business. Therefore, the significance of the accounting variable is consistent with the literature. It makes intuitive sense that accounting is preferred over other areas of specialization within the College of Business since prospective enrollees might feel that their probability of employment would be higher if they choose to major in accounting.

Additionally, Freshman were more interested in pursuing higher education upon graduation from high school than upperclassmen (particularly seniors). At this time, the researchers can only speculate as to why that might be the case, but it is an issue that is worthy of further investigation.

The final variable of interest is Impact. This variable was consistently significant, in some cases highly significant, across all models tested as described in the preceding section. This is by far the most important result since it gets at the crux of this research project.

The research objective was to investigate whether a live on-campus recruiting event targeted at high school students impacts their decision to pursue higher education. The fact that Impact is consistently significant indicates that this event had a positive impact on attendees with respect to their intention to attend an institution of higher learning upon graduating high school. Said differently, students are more likely to answer "Yes" to the question, "Are you planning to attend college once you graduate from high school?" having attended this recruiting event than if they had not attended it.

Research results are generally consistent with the study's stated hypothesis. Hosting a live on-campus recruiting event can impact a high-school student's decision to pursue higher education upon completing high school. This in turn has implications for university enrollments and long-term sustainability.

Limitations

One potential limitation of this research study is that it was based at a single university. The study was narrowly focused, but this limitation needs to be considered in the context of the fact that this is a case study. Case studies, by definition, are narrowly focused since they typically consider a single case (hence the term "case study").

Another limitation, also related to the case study nature of this study, is that it focused exclusively on a degree in business upon leaving high school. It did not consider other majors such as the sciences, liberal arts, and the like.

A final limitation is the lack of a satisfactory explanation for the significance of the “Freshman” variable. At this time, the authors do not have any sources of information to indicate reasons as to why students in the 14-15 age group might be more interested in attending college as opposed to those in the 17-18 age group.

Conclusions and Future Research

This study investigated whether hosting a live on-campus recruiting event targeted at high school students would impact their decision to pursue higher education upon graduation from high school. The study used a quantitative methodology to test the research hypothesis. Research results were generally consistent with the study’s postulated hypothesis, indicating that this event had a positive impact on attendees, which has implications for college enrollments.

This study’s limitations, as highlighted in the preceding section, could potentially serve as avenues for future research projects in related fields. Future research projects could conduct this study at other universities and in different areas of study, in addition to business, to see if research results are consistent across universities, schools, and colleges within universities. In the future, this study could be replicated outside the United States to ascertain whether research results are consistent across countries and continents. Furthermore, as indicated in the “Limitations” section, the significance of the “Freshman” variable is worthy of further investigation.

The university, that is the subject of this case study, hosted a personal finance seminar in July 2022. The seminar was labeled “Your Life, Your Success: Money Management and Financial Wellness.” It was a free seminar available to anyone interested in participating and was targeted at the local community in the geographic area where the university is located; 5000+ individuals participated in this seminar. It was the hoped-for result that, upon successful completion of the seminar, a portion of the attendees will enroll at the university. Only time will tell if that actually materializes, but it does raise an interesting research question. Hence, a potential future research project could investigate the impact of a seminar, such as the one just described, on university enrollments.

University enrollments have declined for years, and many private universities have even closed their doors permanently in the last decade. To remain competitive, while simultaneously being viable, universities must use all the “tools in the toolbox” to increase enrollment. This study has shown evidence that holding a live on-campus recruiting event could positively impact student enrollment numbers. However, the researchers fully acknowledge that more study is needed over time to conclusively state that such an event will positively impact long-term enrollments. Hence, this study is a “stepping stone” instead of the “end game” concerning this topical area. Therefore, the primary contribution of this study to the academic literature is to serve as a starting point for future research studies on ways to increase student enrollments at institutions of higher learning.

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Appendix A:

Business Plan Competition, Financial Investment Plan Competition, and Social Media Competition Documents

FOURTH ANNUAL YOUTH BUSINESS SUMMIT

**BUSINESS
PLAN
COMPETITION**

THIS YEAR'S THEME:

College, Career, Life: Making the Pieces Fit

BUSINESS PLAN COMPETITION

College, Career, Life: Making the Pieces Fit

**Come Up With a Great Business Idea, and Tell Us
How YOUR School's Team Can Make It Happen!**

Purpose

The purpose of the Business Plan Competition is to challenge student teams to persuade a panel of entrepreneurs that they have the talent to create a real business, and to learn the purpose of being socially responsible in business, while also helping students to:

- Communicate effectively through printed media
- Integrate creativity into solutions
- Understand how business dynamics affect the community
- Develop team-building competencies
- Show leadership by motivating and persuading others
- Set and follow through on goals

Competition Overview

Each school may send a three-person team to participate in the Business Plan Competition at the Youth Business Summit. First, submit an **abbreviated business plan** (see Step 1, below). Later, if our screening panel selects your team as a finalist, prepare to pitch your plan in person to our entrepreneur panel in a refined, professional PowerPoint presentation. High-school students in all grades are eligible to represent their respective schools in this competition.

*We will also recognize one school for strong turnout and competitive participation as **Top Champion**.*

Step 1: Develop Your Business Idea

Using the guidelines in this document, your team will develop an **abbreviated business plan** by addressing all key components of a standard business plan, as follow:

1. Title page and contacts.
2. Executive summary.
3. Business description.
4. Market strategies.
5. Competitive analysis.
6. Design and development.
7. Operations and management.
8. Compliance and ethics.
9. Social responsibility.
10. Appendix (pictures, illustrations).

Your team will submit its **abbreviated business plan** via email by **Thursday, April 14, 2022**. The following Monday, our screening panel will invite up to 3 teams to compete as finalists at the Youth Business Summit. If invited, your team will then prepare a 12-minute, PowerPoint-accompanied pitch to present to our entrepreneur panel, who will judge the most impactful prospect. Your presentation will include **one slide** for each key component listed above.

In a Nutshell, Your Pitch Will Include These Components (one slide each):

TITLE PAGE & CONTACTS	Who are you? What motivates you?	DESIGN & DEVELOPMENT	How will you get started? What will your budget be?
EXECUTIVE SUMMARY	What will you sell? How will you sell it?	OPERATIONS & MANAGEMENT	How exactly do you make it? What does it cost to make it?
BUSINESS DESCRIPTION	What is the need? How will you meet it?	COMPLIANCE & ETHICS	How are the legal issues? What is your code of ethics?
MARKET STRATEGIES	Who will buy it? What motivates them?	SOCIAL RESPONSIBILITY	What charitable activity will your company promote?
COMPETITIVE ANALYSIS	Who else is doing something like this?	APPENDIX	Photos or illustrations to clarify key elements of your plan.

- Consider the kinds of productive activities that you really like. Great entrepreneurs never just seek to make money; they find what they like to do and make it profitable.
- Identify the need for your product or service. A need is evident when: (a) no one else is making the product or service available in the same way or in the same place; and (b) people would rather pay money for the product or service than do without it.
- Starting a new business does involve some guessing. Will people really buy it? But for entrepreneurs, the uncertainty is exciting. Entrepreneurs are bold and creative.

Step 2: Write Your Abbreviated Business Plan

- A three-student team from each participating school will prepare an **abbreviated business plan** on an idea for a new business (see schedule below).
- Make your business idea interesting and innovative, even if simple and inexpensive to implement, while maintaining good taste, class, and professionalism. Be creative!
- Every business faces the same set of fundamental operational considerations, but the approach to doing so may vary considerably from one business to the next. Likewise, every business faces its own unique challenges, structural needs, resource constraints, audiences, and inspiration. Some businesses make products, others offer services, and still others just make existing products or services available to people.
- Here are the exact items to prepare for the competition:
 1. **Abbreviated business plan** (early due date—see page 1): Organize your business plan based on the guidance in this document, but personalize it to reflect your own choices of emphasis and interpretation. Adapt the plan to the concept!
 2. **PowerPoint presentation** (fully ready on Event Day): Prepare a slide for each of the 10 sections of the abbreviated business plan shown in the nutshell schematic above. Add images, photos, or illustrations as you see fit.
 3. **The pitch** (practice, practice, practice before Event Day): Write and rehearse a script for the PowerPoint presentation. Decide who says what, when, and how. Critique and refine your delivery. Anticipate questions from the panel!

Guidelines for Judging the Business Plan Competition

A. The Written Plan – *evaluated by our screening panel to select finalists*

First Impressions	Overall, how effectively does the business plan capture our imagination and draw us to its core concept?	(1 to 5 points)
Content	Does the business plan offer evidence of added value, beyond what other businesses are currently doing?	(1 to 5 points)
Presentation	Is the business plan professional in tone? Does the plan reflect careful writing, editing, and formatting?	(1 to 5 points)
Problem Analysis	Does the plan effectively articulate the need for the product or service, as well as the solution?	(1 to 5 points)

Research	Does the plan reflect serious research into the need for the product or service to justify it?	(1 to 5 points)
Details of the Plan	Does the plan effectively close the gap between what is currently available to the target market and what the market needs or wants? Does it include strategies for informing the market of its value proposition?	(1 to 5 points)

B. The Pitch – *judged by our entrepreneur panel on Event Day*

First Impressions	At first glance, how impactfully does the team capture the judges’ imagination and draw them to their main idea?	(1 to 5 points)
Content	How does the business propose add real value, beyond what other businesses are currently doing?	(1 to 5 points)
Presentation	Is the team professional in demeanor? Do the visuals complement rather than repeat the team’s message?	(1 to 5 points)
Problem Analysis	How effectively does the team articulate the need for the product or service and the solution to that need?	(1 to 5 points)
Research	How seriously and astutely does the team appear to have researched the need for the product or service to justify the business idea?	(1 to 5 points)
Details of the Plan	How effectively does the team close the gap between what is currently available to the target market and what the market needs or wants? Does the team offer feasible strategies for publicizing its value proposition?	(1 to 5 points)

Scoring Criteria

1	2	3	4	5
Falls clearly below expectations	Almost meets expectations	Meets expectations	Exceeds expectations	Defines the standard

FOURTH ANNUAL YOUTH BUSINESS SUMMIT

FINANCIAL INVESTMENT COMPETITION

THIS YEAR'S THEME:

College, Career, Life: Making the Pieces Fit

2022

FINANCIAL INVESTMENT COMPETITION

College, Career, Life: Making the Pieces Fit

Virtual Stock Exchange

Purpose

The Financial Investment Competition uses Virtual Stock Exchange to teach students about the stock market and portfolio management. As you compete, you will also learn a variety of financial instruments and their risks and rewards as they apply to asset management.

Competition Overview and Goals

You are acting as a prospective portfolio manager for the Sorrell College of Business. Your potential clients have entrusted you with \$100,000 to invest, at your discretion, for a period running from today until April 30, 2022.

Registration

1. Register your team account by going to:

<https://www.marketwatch.com/game/fourth-annual-youth-business-summit>

2. Click “**Join Game**” to get started.



3. Click on “**Not a member? Register here.**”

4. Now register for a new account by completing the form, like this:

- a. First Name: Team members’ first names.
- b. Last Name: **Your school!**
- c. Password: Your team creates this unique password to access the competition.
- d. Just one registration per team.
- e. Click **Register now**. Registration is

First Name
Team Members' First Names

Last Name
High School Name

Email
sample@troy.edu

Password
.....

Confirm Password
.....

By registering, you agree to receive updates and special offers from other Dow Jones products and services.

I agree to the [Privacy Policy](#) and [Cookie Policy](#)

REGISTER NOW

free!

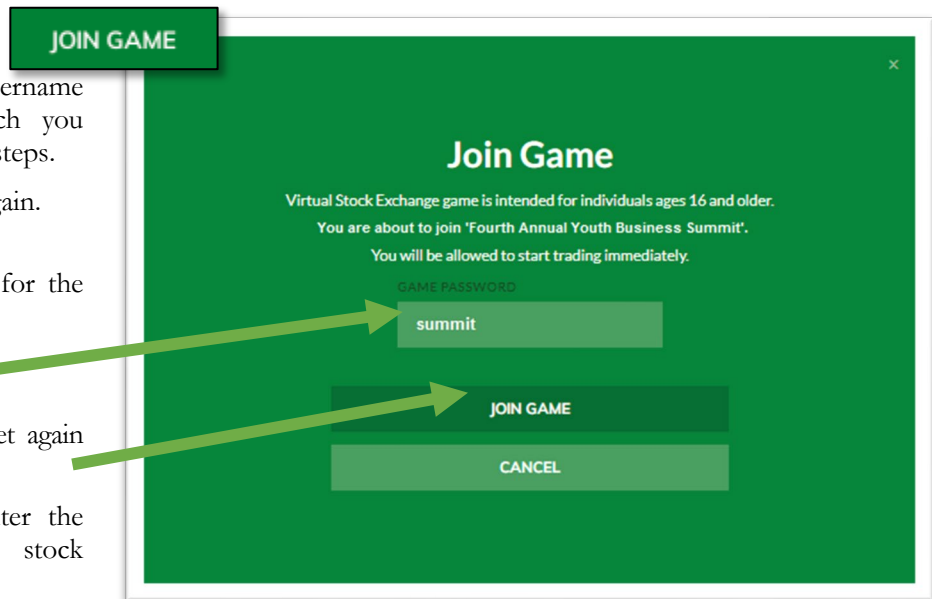
the

(Steps continue on next page.)

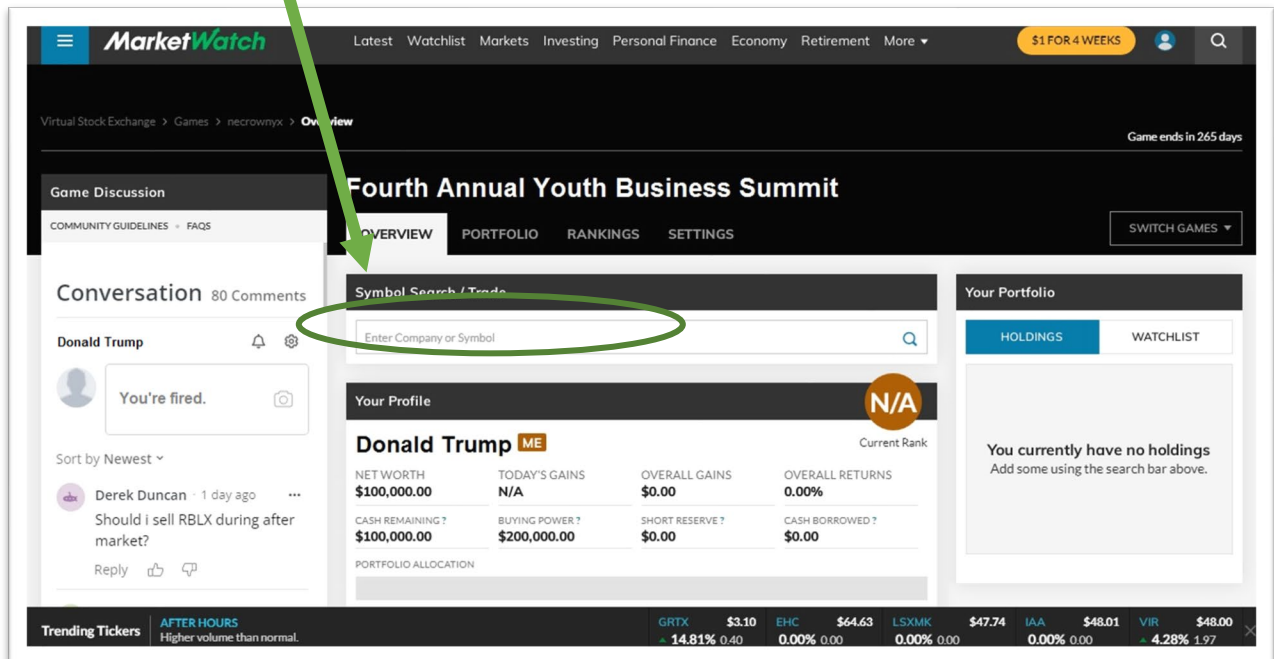
6. After confirming your email, open a browser and, once again, go to:

<https://www.marketwatch.com/game/fourth-annual-youth-business-summit>

7. Click "Join Game."
8. Sign in with the username and password, which you created in the earlier steps.
9. Click "Join Game" again. (Repetitive? Yes...)
10. Enter the password for the competition:
summit
11. Click "Join Game" yet again (last time...promise!).
12. To start trading, enter the company name or stock symbol. Good luck!



A few modest tips: Find out which companies are about to announce earnings (<https://finance.yahoo.com/calendar>). Then look up one company at a time to see what the analysts are saying ("Analysis"). Try to predict which companies are strongest before they announce; then see what happens after they announce.



FOURTH ANNUAL YOUTH BUSINESS SUMMIT

SOCIAL MEDIA MARKETING COMPETITION

THIS YEAR'S THEME:

College, Career, Life: Making the Pieces Fit

2022

SOCIAL MEDIA MARKETING COMPETITION

College, Career, Life: Making the Pieces Fit

**Design a Great Social Media Marketing Campaign, and Tell Us
How YOUR School's Team Can Make It Happen!**

Purpose

The Social Media Marketing Competition gives students experience in what it takes to design effective social-media marketing strategies while also helping students to:

- Communicate effectively through social-media marketing
- Integrate creativity into workable social-marketing solutions
- Understand social-marketing dynamics in today's business world
- Build team competencies and esprit de corps around a creative endeavor
- Develop and present a unique strategy for a real company to increase its social-media impact

Featured Company:



Competition Overview

Students will develop a unique social media marketing strategy for the *featured company* (see page 1). An effective strategy builds on a company's best traits and unique background to increase exposure, produce more customer visits (in person, online, or both), and ultimately boost revenues for the company.

We will invite up to three teams to compete as finalists at the Youth Business Summit. If invited, your team will present its marketing strategy in person before our panel of judges. For a chance to qualify, **have your team submit a "teaser" video (2–4 minutes long) by Thursday, April 14, 2022.** Your video should paint an enticing picture of your team's marketing concept.

*We will also recognize one school for strong turnout and competitive participation as **Top Champion.***

Assumptions & Expectations

- Each team should present itself as a consulting firm with expertise in social media marketing hired by the featured company.
- In line with standard consulting practice, teams should take the time to learn all they can about the featured company, starting with the details outlined in the appendices, while also exploring additional information, as necessary, online or on-site.
- If they like, students may visit the company in person and explore it first-hand. (Hint: highly recommended.) It is best to do so as a team to stimulate creative discussion.

Guidelines for Judging the Social Media Marketing Competition

First Impressions	At first glance, how well does the initial video submission interest the audience?	(1 to 5 points)
Content	How well does the presentation and delivery promote the company's value proposition (products, services)?	(1 to 5 points)
Presentation	How professionally did the team deliver its presentation?	(1 to 5 points)
Pitch/Problem	How effectively does the team articulate a clear marketing solution? To score well on this criterion, the pitch should answer the following questions: <ul style="list-style-type: none"> • What is the company selling? <ul style="list-style-type: none"> ▫ Value proposition (product, service) • Who needs it? <ul style="list-style-type: none"> ▫ Categories of people or institutions • Why do they need it? <ul style="list-style-type: none"> ▫ Motivations, needs, wishes, preferences 	(1 to 5 points)
Target Market	How well does the team understand and segment the company's target market? Describe the target market, including demographic and geographic characteristics. <ul style="list-style-type: none"> • Who are they? • Where are they? 	(1 to 5 points)
Marketing Plan	Does the presentation include an effective plan to attract and retain customers, thereby actually increasing sales through the selected social-media outlets?	(1 to 5 points)

Scoring Criteria

1	2	3	4	5
Falls clearly below expectations	Almost meets expectations	Meets expectations	Exceeds expectations	Defines the standard
—	—	—	—	—
Exhibits serious flaws	May exhibit moderate flaws	May exhibit minor flaws	May exhibit trivial flaws	Exhibits no notable flaws
—	—	—	—	—
May be missing an entire section	May be missing some elements	Missing no key elements	More than the minimum	Much more than the minimum
—	—	—	—	—
Poor execution	Fair execution	Good execution	Superior execution	Outstanding execution

Appendix B
Fourth Annual Youth Business Summit
Wednesday, May 4, 2022

Breakout Session Registration

Q1. We are pleased to invite you to the Fourth Annual Youth Business Summit. At this event, you will enjoy networking with alumni, faculty, staff, current students, and many professionals from our local business community. More than 200 students have registered for the event. We have worked diligently to create a day filled with learning and fun!

Please complete this form by 5 p.m. Monday, March 14, to let us know your preferred sessions and lunchtime. Popular workshops fill quickly, but we will do our best to prepare your itinerary for the day with one or more of your preferences in mind.

Note: Each session is 50 minutes long, like attending a class, only more exciting.

Suppose our judges select you as a semi-finalist in the Business Plan or Social Media Competition. In that case, we will notify you and your team, and your itinerary will include the event in its scheduled time slot.

Please go to the Youth Business Summit website for more details and session descriptions.

Q2: Student's Name

Q3: Student's Email Address

Q3: Corresponding Teacher's Email Address

Q4: Student's High School

Q5: **Breakout Session I (9:35 a.m.)**. We will hold the following workshops during the **FIRST** breakout session. Please rank-order your preferences by dragging your top choice (most preferred) to the #1 space and your bottom choice (least preferred) to the #3 space.

Living Your One Best Financial Life

Meeting of the Minds

What Your Personality Says About You

Q6: Breakout session II (10:40 a.m.). We will hold the following workshops during the **SECOND** breakout session. Please rank-order your preferences by dragging your top choice (most preferred) to the #1 space and your bottom choice (least preferred) to the #3 space.

How to Stay Motivated and Cope with Setbacks

Project You: Balancing physical and mental health for your happiest life!

The Importance of Volunteering and Civic Involvement

Q7: Breakout session III (11:45 a.m.). We will hold the following workshops during the **THIRD** breakout session. Please rank-order your preferences by dragging your top choice (most preferred) to the #1 space and your bottom choice (least preferred) to the #3 space.

Build Your Professional Website

Check your Email and Other College Prep Tips

Etiquette Skills 101

Q8: Lunch choice. Please indicate your preference by dragging your choice (preferred lunch period) to the #1 space.

Lunch I: 10:40 a.m.

Lunch II: 11:45 a.m.

Q9: Would you like to participate in the Instagram Social Media Challenge at YBS 2022? Include your Instagram hashtag here and follow our list of followers.

Q10: Do you have any food allergies or dietary restrictions that may affect the lunch menu? If so, please enter the details here so that we can plan your lunch accordingly.

End Response:

We thank you for your time spent taking this survey.
Your response has been recorded.

Appendix C:
Parental Consent Form Regarding Participation in a Research Study
Informed Consent to Participate Form

Dear Parents and Guardians,

We are conducting a research study of high-school students to better understand their career goals after graduation. They will be attending the Youth Business Summit on May 4th, 2022, on our campus with their respective high-school business teacher(s) and fellow students. The University has permitted us to conduct this research in conjunction with this event on campus. The students will complete a short 16-question survey that will take approximately 5-10 minutes after the event. There are no known risks for your child to participate in this study. This event is part of an extracurricular field trip for your child, so their class standing or grades in their classes will not be affected by their willingness to participate or not.

Your child will not directly benefit from this research. However, their participation may benefit others by informing the researchers how this event helped solidify their career choices regarding attending college or entering the workforce. The research is anonymous. No names or identifying information will be collected or required. If a report of this study is published or presented at a professional conference, only group results will be communicated and not individual responses. The research team is happy to answer any questions you may have about the study.

Questions about the research, complaints, or problems: Contact Dr. Lane Boyte-Eckis with any questions, comments, or concerns.

Parental Consent Completion Form

If you wish to allow your child to participate, please do not return this form-no action is necessary. *If you DO NOT ALLOW your child to take part in the study, do one of the following:*

1. Sign and return this form to your child's chaperoning teacher.
2. Sign and return this form via email to Dr. Lane Boyte-Eckis with the "Opt-Out" subject line and include your name and your child's name in the message.

Study title: Effective Strategies to Recruit High School Students into Collegiate Business Programs

Researcher[s]: Dr. Lane Boyte-Eckis, Associate Professor, Department of Economics, Finance, and Risk Management Insurance; Dr. Anand Krishnamoorthy, Professor, Department of Economics, Finance, and Risk Management Insurance; Dr. Steven J. Lee, Professor; Dr. Dewey W. Todd, Assistant Dean, Department of Decision Systems and Sciences.

I **DO NOT** give permission for my child to participate in the study described above.

Print Child's Name

Parent/Guardian's Signature
Date

Parent/Guardian's Printed Name

Appendix D-Schedule of Events

Schedule of Events for 2022 Youth Business Summit

8:15-8:50 am: Registration

9:00–9:25 a.m.: Welcome Remarks:

Session Descriptions

9:35–10:30 a.m. Break Out Sessions I

A. Business Plan Competition

In this session, the top 3 schools, will pitch their business plans as part of the prize scholarship monies for the winning team. Students will give a 12-minute pitch on their entrepreneurial venture and be judged by a panel of business professionals. Students in this session will employ and demonstrate their knowledge of a successful business plan—*[Schools will be notified in advance if they are in the top 3]*.

B. Living Your One Best Financial Life

Each one of us has only one opportunity to experience life. And unfortunately, we do not get a do-over. Like one cannot go back and relive the high school years, you must make wise decisions in college and early on in life. This session will explore ideas and concepts on defining and living your "one best financial life." It will provide practical suggestions on budgeting, credit management, setting goals, and personal accountability.

C. Meeting of the Minds-Chamber of Commerce

"What is a chamber of commerce? What do they do? Why is the chamber important to our community? Join Chamber Executive Director to discuss chamber operations, economic development, workforce development, and other community initiatives in which the chamber is involved." This session will teach you how to become more involved in your local chamber!

D. What Your Personality Says About You

In this popular session, you will be taking an interactive assessment and learning how understanding and identifying your personality type and temperament helps make you a better decision-maker and leads you to a career field that best fits your attributes.

10:40–11:40 a.m. Break Out Sessions II

Lunch & Learn I with University Admissions

E. Todd Farms Social Media Contest Competition

In this session, the top 3 schools will be pitching their social media marketing campaign ideas to Todd Farms and a panel of judges associated with this business. This contest is

part of the grand prize scholarship monies for the winning team. Students will give a 10-minute pitch on how best to increase social media exposure for the client, Todd Farms. *[Schools will be notified if they are in the top 3].*

F. How to Stay Motivated and Cope with Setbacks

Sometimes life throws unexpected curveballs and setbacks—from minor obstacles like a low grade on an exam or getting into an argument with a close friend to much more significant ones like a severe illness or loss. These obstacles are different for everyone, but they can be especially tough for students learning how to balance their personal lives with schoolwork.

G. Project You: Balancing physical and mental health for your happiest life!

The session will equip you with the tools and encouragement you need for a healthy mind, body, and soul to live your happiest, healthiest life. Whole-body fitness is more than a workout fad or the latest diet trend. It is based on exercise, nutrition, mental health, and well-being. It is a mindset that encompasses the entire body! The most important project you'll ever have the privilege to work on is you, so let's get started.

H. The Importance of Volunteering and Civic Involvement

Have you ever wanted to see how much one voice or helping hand could impact the world? Bring your ideas, and let's share knowledge about global and local "hot topics" that impact everyone in your community and worldwide! Explore ways to enhance your community by learning more about civic engagement and how it can help your personal and professional life in the future. Learn about the different ways to give back to your community and identify career interests that match those efforts.

11:45–12:45 p.m. Break Out Sessions III

Lunch & Lunch II with University Admissions

I. Etiquette Skills 101

Students who demonstrate basic etiquette and social skills—and show respect and consideration for others—create a more favorable impression in the eyes of their peers and adults in their lives. You are more likely to be presented with opportunities that allow you to grow and thrive. Join us in this session, where we will equip you with tools to help you academically and socially excel.

J. Build Your Professional Website

You can build your professional website! Learn how from a top web designer. Build a website for your business, organization, or church that looks professional! Find out what you need to build a polished website that gets your name, or your club's name, out there! Build a site that not only informs but makes you money! Create impact without wasting money. Find out how to get your website to appear on Google, Bing, Yahoo, and Excite.

Get all this and learn how you can get FREE stuff to help you get started. But first, why do you want a website? What do you want it to do for you? Answer these two questions, and let's get busy!

K. **"Check your Email and other College Prep Tips"**

This session will give students a first-hand look at what universities are demanding of their applicants. We will cover tips for the college application process. From application to enrollment, everything you need to know about getting into college. Specific topics will include standardized tests, college visits, and scholarships.

Appendix E:

4th Annual Youth Business Summit 2022 Satisfaction Survey

Thank you for spending the day with us here on campus. We genuinely hope you had a great experience and will use the information you learned today throughout the remainder of your studies. Please take a moment to complete this survey to assist us in making this event even better in the future. We will use this information to study further this event's impact on your choice to attend college and study business. Include your email address in this survey for a chance to win a door prize during the concluding ceremony.

We distributed the survey link using a QR code for students to scan and complete via cell phone. It is estimated to take them between 5-10 minutes to complete. Upon completion, each student received a wireless cell phone charger for participation. The survey was conducted using Qualtrics.

1. What high school did you attend this event with today?
Answer Choices: Drop-Down menu of registered schools.
2. What classification are you? **Answer Choices: 1-Freshman, 2-Sophomore, 3-Junior, 4-Senior**
3. How satisfied with this event were you based on your expectations? **Answer Choices: 0 -10 Satisfaction Scale**
4. How likely will you discuss this event and recommend it to your classmates? **Answer Choices: 0-10: Satisfaction Scale**
5. How likely will you pursue an associate's or bachelor's degree past high school graduation? **Answer Choices: 0 – 10: Likely Scale**
6. How likely will you major in business if you choose a collegiate route? **Answer Choices: 0 – 10: Likely Scale**

7. What are your plans if you do not plan to attend a 2-year or 4-year institution upon graduation? You may check all that apply.

Answer Choices Below

- a. Attend a career training program
- b. Enter the military
- c. Work in a part-time job while attending school or training
- d. Work full-time
- e. Work or volunteer for a year before attending school or training.
- f. Other

8. Please check any (all) of the following that today's event helped you achieve: **Answer Choices Below**

- g. To Communicate more effectively
- h. To work well with others
- i. To network more effectively
- j. To improve upon my creative thinking
- k. To learn more about leadership roles
- l. To work with numbers and data
- m. To manage my time and deadlines
- n. To be more motivated and take initiative

9. Did this event encourage you to consider our University as an option to further your collegiate career? **Answer Choices: Yes, No, Maybe**

10. What breakout session was your favorite, and why? **Answer Choice: Open-ended question**

11. Based on the various competitions you participated in leading up to this event and the sessions you attended today, which of the following majors would you now consider viable for a career? Check all that apply. **Answer Choices Below**

- o. Accounting
- p. Economics/Finance
- q. Management
- r. Marketing
- s. Entrepreneurship
- t. Other

12. What suggestions do you have for improving this event next year? **Answer Choice: Open-ended Question**

13. Are there any other comments you would like to share?
Answer Choice: Open-ended question

14. Email address- If you would like further information on attending our university and scholarship opportunities, please supply your email. (*optional*)

Scale Indicators:

Satisfaction Scale: 0 – 10 [“0”-Does not Apply, “1” is Highly Dissatisfied, “5” is neutral and “10 is]

Likely Scale: 0 – 10 [“0”-Does not Apply, “1” is Not at All Likely, “5” is Neutral and “10” is Highly Likely] Highly Likely, Five is Neutral]