ENHANCING MALE ENROLLMENT THROUGH IMPROVED RECRUITMENT STRATEGIES AT XYZ UNIVERSITY

To: Director of Admissions

From: Tondelya Nekeisha Beaton, Policy Analyst

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Concern/Problem: Decline in Male Enrollment at XYZ University

Executive Summary

This analysis examines the policy issue of the decline in male enrollment at XYZ University. The reduction of 12% in the number of males at the University over the past five years has significant implications for the way in which the University addresses gender matters and the learning environment, particularly the classroom. The institution has been conducting campus excursions and advertising in local publications as part of discussions regarding its recruitment practices; however, these efforts have not yielded the necessary number of male applicants. After careful consideration of the policies outlined in this report, it has been determined that the implementation of the Male Mentorship Program is the sole necessary course of action.

The policy analysis examines the issue of the decrease in male enrollment at XYZ University. The reduction of 12% in the number of males at the University over the past five years has significant implications for the way in which the University addresses gender matters and the learning environment, particularly the classroom. The organization has been conducting campus excursions and advertising in local publications as part of discussions regarding its recruitment practices; however, these efforts have not yielded the necessary number of male applicants. After careful consideration of the policies outlined in this report, it has been determined that the implementation of the Male Mentorship Program is the sole necessary course of action.

Male enrollment is a multifaceted problem with multiple causes; one of these includes an insufficient amount of targeting of male students through recruitment efforts. Qualitative data from students and faculty indicated that the current promotional materials and recruitment strategies were unrelated to male prospects. Also, the predominantly female XYZ University recruitment team is likely unconsciously bolstering the same gender gap. It is achieved by applying Bardach and Patashnik's (2024) Deficit and Excess framework: an identified deficit in targeted recruitment directed at males, coupled with general strategies leading to disproportionately high applications from females. Three policy options were debated: Male-Specific Scholarships, Male Recruitment Fairs, and the Male Mentorship Program. Options were weighed against one another by considering the cost-effectiveness, the potential of improving male enrollments, and the contribution of this policy towards inclusivity.

The recommended policy is the Male Mentorship Program, where incoming male students would be matched with an upperclassman, alumni, or faculty for academic and personal support. It takes care of some of the most fundamental problems male students' face, which include isolation and inadequacy. Research has shown that mentorship programs greatly improve student retention and satisfaction. Thus, male students are more likely to stay in school and graduate.

What makes this unique is that the Male Mentorship Program is so cost-effective. Therefore, this program, which costs approximately $19,000 annually, will help generate an extra $981,000 in tuition annually by recruiting 50 additional males annually. It would be a highly effective solution with a very high return on investment. Besides, the program will be in line with the diversity and inclusion mission of XYZ University in that it offers support to male students without excluding anyone else on campus.

The other choice would be Male-Specific Scholarships. These would help a little with male enrollment, but at a huge cost of around $400,000 annually to produce a net gain of $395,500. Also, this could create misgivings from other groups of students. The policy may spur backlash, and the University's quest to pursue gender equity and inclusion may be subdued. Male Recruitment Fairs are a direct way of engaging with future students; this alternative also has some perils. Thus, this is estimated to cost approximately 40,500 dollars annually, which is not as effective as the earlier alternative of a mentorship program. Secondly, the events of recruitment fairs can be reached geographically only by people in the vicinity, and it cannot be expected that the students will stay for longer periods.

Statement of the Issue/Problem: What underlying causes contribute to the gender imbalance in student enrollment at XYZ University, and what policy adjustments can address this disparity in recruitment practices?

Policy Problem: Recruitment Strategy and Male Enrollment

Data reveals that male student enrolment in XYZ University has been declining in the last five years; thus, the increase in gender imbalance in learning institutions affects the mixing up of students in class and the universality of the university campus. Recruitment methods such as campus tours, visiting high schools, and putting up advertisements, though used, only attract a few male students, suggesting that the strategies employed may not fully capture the requirements and anticipation of male learners (Carlsson et al., 2021).

Deficit and Excess Framework

Applying Bardach and Patashnik's (2024) principle of Deficit and Excess, the issue can be articulated as follows: The shortage is the missing niche in the recruitment approaches that do not target male learners, which is accompanied by the surplus of general recruitment bias, which consists of women. It may also prejudice the university in a way that may help to worsen the enrollment imbalance since there may be a lack of especially recruitment personnel who can address these issues effectively from the outlook of male prospects.

Qualitative Analysis of the Root Issue

Qualitative feedback from stakeholders, including students, faculty, staff, and alumni, has raised issues with the current recruitment strategy. Faculty members are also aware that gender imbalances, either within a classroom setting or in a group setting for a group assignment, hamper inter-group interactions and diverse opinions during group discussions (Carlsson et al., 2021). The respondents explained that men should be given more attention to brochures and

other promotional material that does not reflect their interests and concerns. Such feedback indicates that there could be a problem with how male students are being recruited.

Current State of Recruitment (As-Is Condition)

However, it will be noted that the recruitment team at XYZ University is predominantly female, which may impact the effectiveness of the marketing efforts, mainly where the students being targeted are male. In male enrollments, existing recruitment strategies like conventional advertising methods and other normal extramural appeals have remained the same. It is a cross-cutting factor in the extent of conformity to the demographic strategic recruitment (Klysing et al., 2022).

Desired State of Recruitment (To-Be Condition)

The purpose is to introduce an equal and non-sexist recruitment method that involves male students without making assumptions or rushing to specific solutions. It entails systematically evaluating an organization's ongoing practices to consider new prospects for change to support students' diversity.

Rationale for Analysis

The rationale for addressing gender imbalance at XYZ University is deeply connected to the lived experiences of students and faculty, highlighting the need for a more nuanced approach to recruitment. Qualitative feedback from male students makes them feel a sense of underrepresentation compared to the current recruitment strategy, and hence, lesser enrollment makes them less engaged. From interviews, faculty pointed out that the gender makeup of a class affects class dynamics and a variety of thoughts that may adversely affect the quality of the curriculum. These ideas indicate the necessity of changing the hiring process approaches to meet students' demands and diversity, thereby improving the university's educational effectiveness and multicultural image.

Evidence or Pre-Existing Policies

Quantitative Evidence: Enrollment Trends

Trends in undergraduate enrollment show a sharp fall in recent years. 15.4 million undergraduates were enrolled in degree-granting institutions in the United States as of autumn 2021, a 3% decline from the year before and a 15% decline from ten years prior (National Center for Education Statistics, 2022). The proportion of male students in this cohort has drastically decreased from 52% in 2010 to 42%, indicating a rising gender gap that schools like XYZ University need to address. Male enrolment at XYZ University has decreased by 12% over the last five years, which is larger than the reduction in the country. Simultaneously, enrollment patterns by race and ethnicity reveal notable rises in Hispanic students (30%) and those identifying as Two or More Races (126%) between autumn 2010 and fall 2021, despite enrollment declines for White, American Indian/Alaska Native, and Pacific Islander students (NCES, 2022). These patterns highlight the need for XYZ University to create focused

recruitment plans that address racial/ethnic and gender disparities. The gender gap in postbaccalaureate programs is also evident, with 39% of students being male and 61% female.

Recruitment Strategies

The research "*Stakeholders' Insights on Learning Analytics: Perceptions of Students and Staff*" reveals that conventional recruitment tactics are ineffective in attracting and retaining male students. It shows that, compared to 30% of female seniors, just 18% of male high school seniors believe that campus visits and general ads impact their decision to attend college. Internal records from the admissions office of XYZ University support this tendency, indicating that these conventional approaches influenced 28% of female candidates, whereas only 15% of male applicants did.

Enrollment and Completion Rates

The patterns described in "*Degrees of Difference: Male College Enrollment and Completion*" highlight more significant problems in higher education that XYZ University is also experiencing. According to national trends, male enrolment at XYZ University has recently decreased. Male students now make up a lesser portion of all undergraduate students than their female counterparts. Therefore, this is consistent with the national figure stating that males will only receive 42% of bachelor's degrees in 2021. Moreover, XYZ University's completion rates reflect the general trend, with a lower graduation rate for male students than for female students. Male students at XYZ University trail behind at roughly 45%, whereas female students finish their degrees at a pace of about 55% after four years. This pattern emphasizes how crucial it is for XYZ University to implement focused measures that cater to male students' unique requirements to increase their enrollment and graduation rates.

Institutional and National Trends

According to recent data, young men's college enrollment has significantly decreased, especially at four-year universities. Pew Research Center reports that in 2022, just 44% of young males were enrolled in college, down from 47% in 2011 F(Fry, 2023). Men currently make up just 42% of students at four-year institutions, down from 47% in 2011, when they were more prevalent in 2011. In comparison, men's attendance in two-year institutions has stayed relatively consistent at 49% (Fry, 2023). Across the U.S., just 39% of young males with a high school diploma are enrolled in college, down from 47% in 2011 (Fry, 2023). These nationwide trends are reflected at XYZ University, where the fall in male enrollment is even more marked. XYZ University has seen a 12% fall in male enrollment over the last five years, a considerable decrease compared to the national average loss of 3% for four-year colleges (NCES, 2022).

Policy Options

The root cause of the declining male enrollment at XYZ University lies in recruitment strategies that fail to address male students' specific interests and concerns. The following policies have been evaluated to solve this problem and enhance male representation at the university. According to Deficit and Excess by Bardach and Patashnik (2024), there needs to be a clear shortcoming in specific strategies approach to recruiting male students and a surplus of general approaches that attract more female candidates. Possible solutions are outlined below to reduce

this gender disparity actively and include an assessment of each approach's financial, logistical, and cultural implications (Hoermann et al., 2024).

Alternative 1: Male Mentorship Program

Introducing a mentorship program for the male gender could be another effective strategy to boost male admission to XYZ University (Huerta et al., 2021). By matching potential male students with male peers in the upper classes, alumni, and faculty, the university can create a mentorship system, as young males often have unique concerns and goals for themselves when pursuing college. This program would offer help, companionship, and the feeling of being wanted even before a student enrolls at XYZ University, which could be why male students enroll there. The areas of guidance include academic requirements and responsibilities, extracurricular activities, interpersonal interactions, and future goals in the university. In this manner, XYZ University demonstrates its concern with the success of male students, which may help distinguish the institution from other universities and colleges. Further, the program may be beneficial in enhancing male students' concerns and participation due to the vital role that mentorship plays in the overall success and graduation of male students.

Advantages:

1. **Improves Retention:** The mentorship program offers male students academic and social support, which may enhance their participation and persistence. In the long run, this can increase graduation rates and student satisfaction (Richardson, 2020).
2. **Cost-Effective:** The proposed mentorship program is significantly cheaper than, for example, scholarships or recruitment fairs. Therefore, it is a low-cost solution for the university while attaining the intended objectives (Richardson, 2020).
3. **Builds Community:** Mentoring helps build good relationships between current and potential male students, thus developing a good peer group. It can help male students feel more included in the learning process, decreasing loneliness (Richardson, 2020).
4. **Long-Term Impact:** Mentorship can also positively affect students' lives, as it can teach them essential life skills and help them make connections in their chosen fields. Such relationships can have a long-lasting impact on students at university and after they leave the institution (Richardson, 2020).
5. **Enhances Inclusivity:** Thus, the mentorship program for male students helps create a more tolerant atmosphere on the campus. It also helps male students feel wanted in the institution, which can help diversify the campus (Richardson, 2020).

Disadvantages:

1. **Limited Immediate Impact on Enrollment:** Although the program may assist in retention, it is not intended for the immediate influx of many new male students. Therefore, the impact on the first-year enrollment numbers could be negligible (King, 2022).

2. **Requires Ongoing Effort:** The effectiveness of the mentorship program is contingent on the sustained engagement of faculty, alumni, and student mentors. The program's effectiveness may be maintained if the participants are constantly involved (King, 2022).

3. **Participant Variability:** The effectiveness of the mentorship program may depend on the level of participation of the mentors and the mentees. Since these students participate irregularly, the retention and success rates may also be irregular (King, 2022).

4. **Potential Over-Reliance on Volunteers:** The program depends on volunteer mentors, which may need to be more sustainable in the long run. If there are not enough mentors, the program may not be able to meet the intended goals and objectives (King, 2022).

5. **Inconsistent Outcomes:** It is important to note that the quality of the mentor-mentee relationship may vary significantly in terms of the offered experiences. It may only be effective for some students, which may result in different outcomes for the program (King, 2022).

Alternative 2: Male-Specific Scholarships

One-way XYZ University can increase the male enrollment rate could be to develop a scholarship program for male candidates, especially those who have not attended school for some time or have dropped out completely (Sweeder et al., 2021). Financial constraints create challenges for male students paying for their higher education, and a specific scholarship plan could make XYZ University favorable for enrolling male students. In this way, through financial motivation, the university contributes to the boys' and men's financial maintainability and communicates its message on male education. This approach could help the university enroll high-achieving male students who otherwise may opt to attend other institutions or drop out of college due to financial challenges. It could also be structured to target certain occupational domains where male candidacy is rare altogether, such as teaching, nursing, or social work, to increase the diversity in male participation in these sectors. Secondly, the scholarship recipients' success could be monitored to identify the program's influence on male student retention and graduation rates at XYZ University and in future Institutions.

Advantages:

1. **Directly Increases Enrollment:** Scholarships offer financial assistance to male students, which can directly impact the number of applicants and enrollments. Therefore, this goes a long way in addressing one of the significant challenges that many male students face in their pursuit of higher education—the cost of tuition fees (Joseph, 2022).

2. **Attracts High-Achieving Students:** Scholarship programs can assist XYZ University in enrolling more male students who could otherwise enroll in other universities. These scholarships motivate candidates with excellent academic performance (Joseph, 2022).

3. **Enhances Diversity:** Scholarships for males only can be aimed at specific groups of students, which will contribute to the increase in the number of male students and the diversification of the population regarding gender and social status. It

assists in developing a more harmonized and integrated learning atmosphere (Joseph, 2022).

4. **Improves Retention:** Scholarships help ensure that male students do not drop out due to financial constraints. Therefore, students offered scholarships are more likely to complete their programs within the expected time (Joseph, 2022).
5. **Increases University's Competitiveness:** Providing male-specific scholarships places XYZ University in a vantage position to address the issue of gender imbalance in university education. It can help improve the university's image and increase the number of applicants (Joseph, 2022).

Disadvantages

1. **High Cost:** Scholarships require a lot of money to provide, so the university incurs a lot of expenditures on them (Palmer et al., n.d.). The extra costs that may arise if the program is expanded to cover many learners could strain the institution's budget.
2. **Ongoing Funding Needs:** Programs need continuous funding so that scholarships will mean what they are supposed to mean yearly (Palmer et al., n. d.). The program may only achieve its enrollment and retention objectives if funding is sustained.
3. **Potential Backlash:** Scholarships awarded to male students may be deemed biased by other groups, such as female students or people of color (Palmer et al., n. d.). Therefore, this could cause a lot of tension or sour relations between people within the campus.
4. **Limited Immediate Impact on Retention:** Financial requirements are eliminated, but scholarships will only solve this problem if students are supportive and in isolated environments that negatively affect their behavior (Palmer et al., n. d.). One also needs to agree that even in this case, retention could remain a problem, especially among scholarship beneficiaries.
5. **Administrative Burden:** Scholarly management is not limited to one aspect but contains many administrative procedures, such as application acceptance or fund reward (Palmer et al., n. d.). These procedures may increase the university's costs, negatively affecting it financially.

Alternative 3: Male Recruitment Fairs

Male enrollment at XYZ University might be significantly increased by holding yearly recruiting fairs just for males that are aimed at high schools with a preponderance of male students, technical institutions, and male-dominated sports programs (Vooren et al., 2022). Such events afford the distinct advantage of directly targeting potential male students and addressing their concerns. The latter can include various fair components such as interactive workshops, guided campus tours, and presentations performed by male members of universities' faculties, staff, and graduates. The practical exercises and the meeting with the representatives of XYZ University may become valuable tools to encourage the target audience and to make them see themselves as members of the given university. In addition, it ensures that the university targets schools and programs with many male students and, therefore, quickly gets to the intended audience. They

also offer a great chance to promote male-oriented programs, scholarships, and services and demonstrate XYZ University's concern for male students. Such goals make the specifics of these events particularly helpful in reaching male students and impacting their decision to pursue higher education.

Advantage

1. **Direct Engagement with Prospective Students:** Recruitment fees are also helpful in ensuring that the university gets an opportunity to sell itself directly to potential male students (Hoermann et al., 2024). As a result, this can go a long way in improving relations and students' prospects of applying.
2. **Customizable Recruitment Efforts:** Certain issues that male students may have may be addressed in a manner that allows the organization of fairs, which will help make the programs offered in the university more appealing (Hoermann et al., 2024). This targeted approach increases the chances of recruitment appearing in the organization.
3. **Increases Applications:** The above recruitment fairs are more personalized and can significantly improve the application rates of male students. One must engage with the present institution's faculty, staff, and students to respond to queries and worries.
4. **Enhances University Visibility:** Any accompanying advertisements or promotions of the university benefit from male-only recruitment events (Hoermann et al., 2024). The more male students a particular area or school boasts of, the higher the chances the university will get exposure there. Besides, it increases the university's popularity, drawing more male students who could have otherwise not shown interest in XYZ University.
5. **Promotes Inclusivity:** The fact that recruitment fairs target only male students makes the efforts contribute to making the students believe that XYZ University is an institution that supports the cause (Hoermann et al., 2024). Having several counters of the same gender can assist the male students in feeling more welcomed and accepted in the school.

Disadvantages

1. **High Cost of Execution:** This is because recruitment fairs involve paying for hall hire, printing materials, and human resources. As such, they are ranked among the Costliest strategies for gaining more enrollments (Bianco, n. d.).
2. **Limited Reach:** Recruitment fairs tend to focus only on students within a particular region and, as such, can contribute little to increasing the enrollment of International or even national students. Therefore, the effects would be minimal if the fairs were not geographically widespread (Bianco, n. d.).
3. **Logistical Challenges**: Recruitment fairs take many forms, so organizing them is quite a herculean task. Staffing creates layers and potential for errors, and the same applies to traveling and event planning (Bianco, n.d.).
4. **Competing Events:** Other universities may also organize similar fairs, making it hard for XYZ University to be unique (Bianco, n.d d.). If students attend multiple

fairs, XYZ University's recruitment efforts may be overshadowed by other universities.

5. **Short-Term Impact:** While recruitment fairs can create an instant buzz, they can also be ineffective in influencing a student's decision to attend a particular institution if follow-up still needs to be done (Bianco, n. d.). This enthusiasm might wane over time if the university does not continue to participate actively in the fair.

Sources Consulted or Recommended

Bianco, R. (n. d.). Sport Event Management: A Socio-Economic Analysis of Success Factors.https://ijee.io/get/IJEE/VOL.%209%20NO.%2011%202023/Article%20n.%208%20-%20CALL%204-2023.pdf

In this article, Bianco analyses the cost issue of organizing large-scale events for recruitment fairs and reveals the associated complexities of the processes involved. The source helps determine the financial and administrative costs that the introduction of male-specific recruitment fairs might have on XYZ University.

Hoermann, S., Renne, J. L., Freeman, K., Merlin, L. A., Dzhurova, A., & Lopez, P. (2024). Peer Engagement: On Reflecting Student Diversity in a Research Trial. *International Journal of Qualitative Methods*, *23*, 16094069241257940. https://doi.org/10.1177/16094069241257940

The study aims to identify peer engagement patterns and how reflecting student diversity can help attract more participants. In this sense, it aligns with arranging recruitment fairs for males to encourage male students' attraction to XYZ University and increase male enrollment.

Joseph, L. (2022). Leadership Advancement: A Phenomenological Study of Non-Faculty Black Male Leadership in Higher Education. https://digitalcommons.liberty.edu/doctoral/3380/

This paper examines the progress of Black male leadership in higher learning institutions to understand leadership approaches and issues surrounding black male employees. From this kind of research, society needs to develop and recommend scholarships and other related programs that would encourage diversity in institutions of higher learning as a rationale for male-only scholarships.

King, E. A. (2022). Recruitment and Retention of Male High School Peer Mentors: A Phenomenological Study. https://digitalcommons.liberty.edu/doctoral/3756/

King's research on male high school peer mentors offers directions about recruiting and supporting male students, which apply to male university students. This wave of events indicates the necessity of a special recruitment fair for males to encourage more males to enroll in this course.

Palmer, D ; K R A M ; Sackmann, S A ; Wüthrich, H A, (n. d.). How Male and Female Leaders Behave Differently?

This source is helpful because it outlines qualitative differences in leadership behaviors between genders, explicitly focusing on male leaders in schools. It provides the necessary insights into how it may be perceived if only male students, for instance, get scholarships to study gender and other related problems that such an approach might create.

Richardson, Q. A. (2020). Examining African American male mentors relationships with African American boys: Benefits, barriers, recruitment, and retention. https://scholarworks.uni.edu/etd/1044/

This paper focuses on the private White and minority African American males after researching how to recruit and retain male participants. The findings can be used to suggest that male-only interventions –like scholarships or recruitment events – may solve problems and enhance retention levels. In particular, it highlights the concept of consistency to guarantee long-term results.

Biblical Worldview Perspective

From a Christian worldview, higher education should be directed to accomplish the purposes of God based on biblical teachings of equality, stewardship, and justice. Proverbs 3:13-14 teaches that wisdom and understanding are far more valuable than silver or gold (NIV, 1984, Proverbs 3:13-14). Translating this to the recruitment strategies of XYZ University, education would be given by the institution to all students, regardless of gender. Such an equal opportunity for male and female students to pursue wisdom reflects God's wish for humanity to increase knowledge and righteousness.

Secondly, the Bible summons Christians to advocate for justice and inclusion in all aspects of living. Ephesians 4:2-3 encourages believers to live in harmony, maintaining the bond of peace, whereas Micah 6:8 calls for justice, mercy, and humidity (NIV, 1984, Ephesians 4:2-3). These scriptures insinuate that any recruitment strategy in this policy analysis's context should address the gender imbalance by making XYZ University a friendly and supportive place for all students, especially those who feel marginalized, such as male students. Therefore, through academic and social support given to male students, this program is thus aware of these biblical precepts in its quest for justice and equity in the campus community.

Another biblical principle that is relevant to this policy analysis is that of stewardship. Since universities depend on knowledge and research, they should act prudently to secure a financially sound future in terms of the money spent on recruiting various staff members and providing students with the necessary tools and opportunities. Luke 12:48 proclaims, "To whom much has been given, much will be expected." Therefore, this means that XYZ University must efficiently employ the available resources to produce a learning ambiance that enhances the success of all students with a focus on male students (NIV, 1984, Luke 12:48). The Male Mentorship Program exemplifies a wise utilization of resources as, unlike scholarships or recruitment fairs, this program does not require a heavy investment. Still, it has the potential to increase male enrollment and retention.

Recommendation

There has been a problem of low enrollment of male students, especially in the universities, a national issue that affects XYZ University. Thus, this threatens campus diversity and classroom dynamics and limits the educational experience due to gender imbalance. While this analysis examines various policy options, including Male-Specific Scholarships and Male Recruitment Fairs, it concludes that a Male Mentorship Program is the most viable and long-lasting solution. Employing the Twenty-Dollar Test by Bardach and Patashnik (2024) in addition to the Grandma Besse Test focuses attention on the mentorship program being effective and viable in satisfactorily meeting the psychological and social needs of the male students; this is necessity number one for increased enrollment and retention.

The Male Mentorship Program: A Comprehensive Solution

The Male Mentorship Program has been one that caters directly to the root causes of problems the male students face in higher education, mainly isolation and lack of structured support. The program would put entering male students with successful upper-level students or professional colleagues who have overcome similar challenges for mentoring on both an academic and personal level. Therefore, this program also prepares male students for higher education life and a sense of community and belonging- issues identified in research as very important for retaining students. According to AuCoin and Wright (2021), mentorship programs could significantly impact student satisfaction and retention, thus increasing the possibility of male students persisting and completing their degrees. Male students, particularly those socialized into perceiving certain fields as unsuitable for males, claim to feel isolated; the conduct of the mentorship program would go a long way in alleviating these effects.

Apart from social and psychological values, this is one of the most cost-efficient activities that can be carried out. The estimated annual program cost of $19,000 should provide at least 50 new male students who pay $20,000 a year in tuition, so at a minimum, it may increase the bottom line by an additional $981,000. Thus, a mentorship program would be highly financially viable and profitable at the University. On the other hand, Bardach and Patashnik's (2024) tests show that the Mentorship program does very well. The Twenty-Dollar Test demonstrates how cost-effective the program is. At the same time, the Grandma Besse Test shows how simple and easy it is to implement to solve the enrollment problem at the University.

Male-Specific Scholarships: Financially Unfeasible

Male-specific scholarships effectively attract male students; this approach has considerable disadvantages in financial viability (Koomen et al., 2021). Whereas scholarships are direct monetary incentives, they do not resolve deeper social and psychological problems that male students experience. While being supported financially is important, more is needed to ensure that male students are retained and complete their studies. It would make less sense since this is a very expensive means to achieve such a goal of nearly $400,000 annually. For this investment, the return was only $395,500, showing only a marginal net gain. Hence, this violates the cost-benefit analysis; thus, these scholarships cannot be the long-term solution.

Another major drawback could be the backlash from the rest of the student body. A scholarship available to male students only may make the University appear unfair in trying to reach its diversity, equity, and inclusion goals. A portion of the student population may become alienated, creating tension on campus. The male-specific scholarships fail against the tests developed by Bardach and Patashnik (2024). It fails the Twenty-Dollar Test as it gives low value for money. The Grandma Besse Test also points towards increased bureaucratic detail and public outcry that may be associated with gender-based scholarships.

Male Recruitment Fairs: Limited Reach and High Costs

Male Recruitment Fairs can be another approach that creates direct engagement opportunities for prospective male students. The fairs can build excitement for the program and increase

applications (Schmader, (2023). However, running these fairs involves much higher costs, with presupposed logistical issues. The projected annual expenditure of these fairs will be approximately $40,500. The number of students generated from this fair will be estimated at around $95,500 in revenue. Still, it reduces the overall efficiency of the entire program with administrative burdens because of the high upfront costs.

Furthermore, recruitment fairs can only reach a narrow geographical circumference because this method mainly attracts local students. This narrow approach detracts from the bigger purpose of the University: increasing male enrollment across demographics. Recruitment fairs are also short-term events that do not cover student retention; thus, the longevity of this method is highly questionable. Further testimony of the weakness in male recruitment fairs is given by the Bardach and Patashnik (2024) tests. The Twenty-Dollar Test shows that while fairs may boost applicants temporarily, they need more staying power of the mentorship program. The Grandma Besse Test completes the impossibility of justifying high recruitment fair expenses when the effect on enrollment and retention over a longer period is less than anticipated (Bardach & Patashnik, 2024).

Comparison

As a result, to achieve the best solution, these three alternatives must be compared against a set of criteria that includes cost-effectiveness, alignment with the needs of male students, and long-term impact. The Male Mentorship Program would be highly cost-effective, requiring just $19,000 per year, yet it estimated a major revenue increase of $981,000. In contrast, Male-Specific Scholarships cost $400,000 annually with negligible returns; Male Recruitment Fairs cost $40,500 yearly with minimal outcomes over the long run.

Regarding long-term impact, the mentorship program is far and away the leader. Because of a developed sense of belonging coupled with consistent mentorship, the likelihood of male students remaining enrolled, and graduating is vastly enhanced. Whereas scholarships only provide financial support and do not present solutions for overcoming social challenges, recruitment fairs create temporary interest in the University but do nothing to ensure the success of such a transition. In contrast, the mentorship program meets the distinctive needs of male students for role models, support, and community, which are vital for academic persistence.

Conclusion

The Male Mentorship Program is the most effective and financially sustainable solution to the declining male enrollment at XYZ University. It easily passes Bardach and Patashnik's (2024) Twenty-Dollar and Grandma Besse tests for value for money and ease of implementation. Since the program is directly responsive to male students' social and academic issues, it will build a positive community that will help retain and graduate more male students. The remaining alternatives are too costly to maintain and would create potential backlash; Male Recruitment Fairs are just too expensive with limited long-term success. By adopting the mentorship program, XYZ University can enhance its male enrollment and ensure a more supportive campus climate that appeals to academic achievement.

Sources Consulted or Recommended

AuCoin, D. J., & Wright, L. A. (2021). Student perceptions in online higher education toward faculty mentoring. *E-Learning and Digital Media*, *18*(6), 599-615. https://doi.org/10.1177/20427530211022927

   This study explores the role of faculty mentoring in student satisfaction and retention in online higher education. The research provides valuable insights into the effectiveness of mentoring programs in supporting student success, making it relevant for evaluating the impact of a Male Mentorship Program at XYZ University.

Bardach, E., & Patashnik, E. M. (2024). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (7th ed.). Sage.

   This book outlines the Eightfold Path, a structured approach to policy analysis, which was instrumental in evaluating different policy options for enhancing male enrollment. The framework helped assess the feasibility, cost-effectiveness, and sustainability of proposed solutions like the Male Mentorship Program.

Beals, R., Zimny, S., Lyons, F., & Bobbitt, O. (2021, September). Activating social capital: How peer and socio-emotional mentoring facilitate resilience and success for community college students. In *Frontiers in Education* (Vol. 6, p. 667869). Frontiers Media SA. https://doi.org/10.3389/feduc.2021.667869

   This article investigates the role of peer mentoring in fostering social capital and resilience among students, particularly those from underrepresented groups. The findings support the argument that the Male Mentorship Program at XYZ University can significantly improve male student retention and engagement by building a supportive peer network.

Koomen, M. H., Hedenstrom, M. N., & Moran, M. K. (2021). Rubbing elbows with them: Building capacity in STEM through science and engineering fairs. *Science Education*, *105*(3), 541-579. https://doi.org/10.1002/sce.21615

   This study discusses the impact of science fairs and similar events in building student capacity in STEM fields. While the focus is on STEM, the insights into student engagement through targeted events were useful in assessing the potential benefits and limitations of organizing Male Recruitment Fairs at XYZ University.

Nkrumah, T., & Scott, K. A. (2022). Mentoring in STEM higher education: a synthesis of the literature to (re) present the excluded women of color. *International Journal of STEM Education*, *9*(1), 50. https://doi.org/10.1186/s40594-022-00367-7

   This article examines mentoring in STEM, especially its role in supporting underrepresented groups, including women of color. The analysis provides a broader understanding of mentorship's psychological and social benefits, reinforcing the decision to recommend a Male Mentorship Program at XYZ University to support male students.

Schmader, T. (2023). Gender inclusion and fit in STEM. *Annual Review of Psychology*, *74*(1), 219-243. https://doi.org/10.1146/annurev-psych-032720-043052

Schmader's work on gender inclusion in STEM offers key insights into how institutions can create more inclusive environments for underrepresented groups. This resource helped evaluate the broader cultural implications of implementing male-targeted recruitment strategies, such as Male-Specific Scholarships or Recruitment Fairs.

The Holy Bible. (1984). New International Version. https://www.studylight.org/bible/eng/n84.html

The Holy Bible offers timeless insights into themes of mentorship, guidance, and moral integrity that can be foundational for discussions on leadership and support systems in educational contexts Its relevance lies in its ability to provide a moral framework that can instill a deep understanding of the importance of mentorship programs, particularly in delivering growth in student resilience and success.

Sources Consulted or Recommended

Fry, R. **(**2023). *Fewer young men are in college, especially at 4-year schools*. Pew Research Center.https://www.pewresearch.org/short-reads/2023/12/18/fewer-young-men-are-in-college-especially-at-4-year-schools/
Fry's research describes the decline in college enrollment for young men, mainly in four-year colleges. The data provide insight into how important it is for XYZ University to develop plans to address the gender imbalance in its student body.

Gray, G., Schalk, A. E., Cooke, G., Murnion, P., Rooney, P., & O'Rourke, K. C. (2022). Stakeholders' insights on learning analytics: Perspectives of students and staff. *Computers & Education*, *187*, 104550.https://doi.org/10.1016/j.compedu.2022.104550

This article has achieved its intention of giving an overview of the various forms of recruitment practices and how each one can impact the students' participation. It offers pertinent information that will aid in evaluating the current recruitment at XYZ University, specifically regarding the huge inefficiency of traditional methods and the possible benefits of selective ones.
National Center for Education Statistics. (2022). *Undergraduate Enrollment*. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved from https://nces.ed.gov/fastfacts/display.asp?id=98
This site provides an extensive analysis of changes in undergraduate enrollment, including information on gender and racial/ethnic demographics. It provides an essential background for tackling XYZ University's enrollment difficulties by revealing a notable fall in male enrollment and differing patterns across different racial and ethnic groupings.
Reeves, R., & Secker, W. (2024, March 29). *Degrees of difference*: Male college enrollment and completion. American Institute for Boys and Men.https://aibm.org/research/male-college-enrollment-and-completion/
Quantitative information on enrollment and completion rates, as well as gender differences in higher education, is included in this paper. It draws attention to significant trends,

including the drop in the proportion of men earning bachelor's degrees and the lower completion rates among men. The information emphasizes the necessity of focused retention and recruiting tactics.

Appendix A

Project the Outcomes Matrix			
Topic: Decline in Male Enrollment at XYZ University			
Alternatives	**Minimize Recruitment Costs**	**Maximize Male Enrollment**	**Maximize Campus Inclusiveness**
Male Mentorship Program **Alternative's Overall Value:** Annual Net Gain: $981,000 This value is based on increased male enrollment and retention via the mentorship program.	**Data Collection:** • Costs for recruiting and training male mentors (like staff time and promotional materials). • Event hosting costs for regular mentor-mentee meetings. • Advertising costs to promote the mentorship program to prospective male students. **Projected Outcome:** Projected to cost **$19,000 annually**, aimed at improving male enrollment and retention through mentorship. **Cost Analysis:** **Annual Total Cost:** $19,000/year. • Training: $10,000 • Events: $6,000 (2 semesters) • Advertising: $3,000 (2 semesters)	**Data Collection:** • Number of male students enrolled in the mentorship program. • Retention and graduation rates of mentored male students compared to non-mentored students. • Increase in male applicants who cite mentorship as a factor in choosing XYZ University. **Projected Outcome:** Expected 50 new male students enrolled, each paying $20,000 in tuition/year. **Cost Analysis: Annual Revenue:** 50 students x $20,000 = $1,000,000 **Net Gain:** $1,000,000 - $19,000 = **$981,000/year**	**Data Collection:** • Number of male and diverse participants (mentees and mentors) in the program. • Student satisfaction surveys on how inclusive and supportive they find the mentorship program. • Mentor-mentee pair feedback on inclusivity and campus culture. **Projected Outcome:** increase the number of male and diverse participants while enhancing inclusiveness and belonging on campus, all at an annual cost **of $19,000.** **Cost Analysis:** Low additional costs as inclusivity measures are integrated into existing support structures. **Annual Cost:** $19,000/year Gain (+) through retention and graduation success, with no significant direct cost increase.

	Data Collection:	Data Collection:	Data Collection:
Male-Specific Scholarships **Alternative's Overall Value: Annual Net Gain: $395,500/year** This value is based on increased male enrollment through scholarships, balancing financial incentives with retention efforts.	• Scholarship funding requirements (like. size of funds needed to offer competitive awards). • Administrative costs for managing and awarding scholarships. • Costs of marketing scholarships to male high school seniors and community college transfers. **Projected Outcome:** Attract 40 male students through $5,000/semester scholarships. • Administrative costs: $2,500/year. • Marketing costs: $2,000/year. **Cost Analysis:** $200,000/semester for 40 students = $400,000/year (scholarships). $2,500/year (administration). $2,000/year (marketing). Total Annual Cost: $404,500/year.	• Number of male scholarship recipients annually. • Increase in male student applications due to financial aid incentives. • Retention and graduation rates of scholarship recipients compared to non-recipients. **Projected Outcome:** Expected 40 male students enrolled, each paying $20,000 in tuition/year. **Cost Analysis:** Annual Revenue: 40 students x $20,000 = $800,000. Net Gain: $800,000 - $404,500 = $395,500/year**.**	• Breakdown of scholarships awarded to students from underrepresented groups (race, income). • Demographics of scholarship applicants and recipients to ensure diversity. • Scholarship recipients' feedback on campus inclusiveness and support systems. **Projected Outcome:** Attracting males from diverse backgrounds, with an annual cost of $404,500, leading to gains in diversity and retention that enhance the campus environment. **Cost Analysis:** Annual Cost: $404,500/year. Gain (+) through improved diversity and retention, contributing to a more inclusive campus environment.
Male Recruitment Fairs **Alternative's Overall Value:**	**Data Collection:** • Event logistics costs (venue, transportation, materials, staffing). • Cost per attendee, including travel and materials distributed at the fair. • Costs for follow-up communication (emails, calls) with	**Data Collection:** • Retention rates of students recruited through recruitment fairs. • Percentage of male attendees who apply to XYZ University after attending a fair	**Data Collection:** • Diversity of attendees at recruitment fairs (track race, ethnicity, socioeconomic status). • Diversity of attendees at recruitment fairs (track race, ethnicity, socioeconomic status). • Participation of diverse male students

Annual Net Gain: $959,500/year This value reflects the effectiveness of recruitment fairs in increasing male enrollment through direct engagement, making it a high-value investment despite the upfront costs.	male attendee's post-event. **Projected Outcome:** High upfront costs but effective in directly engaging and converting male prospects into applicants. • Two fairs per year, each targeting around 25 male attendees. **Cost Analysis:** $15,000 per fair x 2 = $30,000/year (logistics). $2,500/year (follow-up). $4,000 per fair for travel x 2 = $8,000/year (travel). Total Annual Cost: $40,500/year.	• Number of male attendees at recruitment fairs (track year-over-year changes). **Projected Outcome:** Expected 50 male students enrolled per year from 2 fairs, each paying $20,000 in tuition/year. **Cost Analysis:** Annual Revenue: 50 students x $20,000 = $1,000,000. Net Gain: $1,000,000 - $40,500 = $959,500/year**.**	in recruitment events and campus tours. **Projected Outcome:** Recruitment fairs will foster inclusivity and encourage diverse participation, with an annual cost of $40,500 **Cost Analysis:** Annual Cost: $40,500/year. There are small additional costs for inclusivity efforts, but fairs promote a positive and inclusive image of the university.

Criterion

Criterion 1: Minimize Recruitment Costs

Reducing the cost of recruitment is vital so that XYZ University may optimally allocate budgets and expenses (Campbell, 2021). Self-efficiency tasks favored involve the least cost coupled with high returns. For instance, the Male Mentorship Program costs less time and money to initiate compared to scholarships or recruitment fairs. It predominantly includes administration and promotion of the program, which is much more cost-effective than the money allocated for scholarships or the program of recruitment fairs expenses. The recurrent costs are minimal and entail continuing the mentor-mentee relationship and other promotional activities. On the other hand, Male-Specific Scholarships are expensive in terms of funding and other related costs, such as those needed to process and pay for successful applicants. Recruitment fairs are relatively costly investments in event preparation and promotion, alongside practical suppliers and logistic services. Thus, in pursuing the recruitment needs and enrollment targets, programs that can be started and maintained at a comparatively lower cost are practical tools for efficient recruitment budget management.

Criterion 2: Maximize Male Enrollment

Maximizing male enrollment involves implementing strategies that effectively attract and retain male students. The Male-Specific Scholarships are geared towards addressing funding concerns because it is one aspect that hampers the enrollment of so many students (Sweeder et al., 2021).

It is in this way that the strategy involved in the provision of financial rewards to motivate high-achieving male students who could not otherwise afford to pursue a college education. The Male Mentorship Program enhances a feeling of community and support, which can affect the choice of a prospective male student and increase enrollment. Male Recruitment Fairs allow the potential male students to talk to current students, faculty, and alumni, addressing issues of concern that may interest the male students. This company approach can make XYZ University more attractive and increase the number of applications and enrollment. All the strategies are based on financial support and interaction with male students to increase the enrollment of male students.

Criterion 3: Maximize Campus Inclusiveness

Promoting the accessibility of the campus environment for all students guarantees that students do not feel like they are outside the university system (Ajayi et al., 2021). Intersecting to improve the representation of males in the feminist organization, the Male Mentorship Program strives to address masculinity and improve inclusiveness by catering specifically to the needs of male students in the facets of university life and relationship building. It also ensures an environment that will help Male students with difficulties, making the university environment more welcoming. Male-specific scholarships enhance fairness by expanding the range of diversity in specified areas of learning and combating financial inability, but they principally focus on financial rather than social diversity. Promoting male programs and interaction channels is possible through the Male Recruitment Fairs, which encourage inclusiveness. These fairs assist male students in accessing various support structures and networking points within the university, improving their belongingness. Consequently, each strategy plays its role in developing a more inclusive atmosphere, although the effects are dissimilar in their spectrum and intensity.

Sources Consulted or Recommended

Ajayi, A. A., Mitchell, L. L., Nelson, S. C., Fish, J., Peissig, L. H., Causadias, J. M., & Syed, M. (2021). Person–environment fit and retention of racially minoritized college students: recommendations for faculty, support staff, and administrators. *Education Sciences*, *11*(6), 271.https://doi.org/10.3390/educsci11060271

In this article, the author highlights issues related to the fit of the person-environment relationship with racially mineralized students in higher education. It offers valuable information on inclusiveness and community building applicable to the Male Mentorship Program to be implemented at XYZ University.

Campbell, J. D. (2021). *Understanding the Recruitment, Admissions, and Enrollment Experiences of Nontraditional Students Across Generations* (Doctoral dissertation, Northeastern University).https://www.proquest.com/openview/88fe7d0d26cb1ecd3c870fe7b7b1f3b4/1?pq-origsite=gscholar&cbl=18750&diss=y

This dissertation will debate the challenges to recruiting non-traditional learners, provide recommendations for the most supportive enrollment processes, and argue for male recruitment fairs, with examples of how male-specific initiatives can address specific issues to improve male enrollment.

Huerta, A. H., Romero-Morales, M., Dizon, J. P. M., Salazar, M. E., & Nguyen, J. V. (2021). Empowering Men of Color in Higher Education: A Focus on Psychological, Social, and Cultural Factors. *Pullias Center for Higher Education*.https://files.eric.ed.gov/fulltext/ED615804.pdf

It aids in understanding the psychological, social, and cultural perspectives on mentorship of the new male students of color. Therefore, supporting an enabling environment through mentorship is indispensable; it is closely related to the increase in male enrollment and retention at XYZ University.

Sweeder, R., Kursav, M. N., & Valles, S. (2021). A cohort scholarship program that reduces inequities in STEM retention. *Journal of STEM Education: Innovations and Research*, *22*(1).https://jstem.org/jstem/index.php/JSTEM/article/view/2456/2196

This paper examines how scholarship programs can improve financial factors and student retention, particularly within the STEM area of specialization. It is relevant to offering scholarships to male students as it highlights how targeted financial aid can positively impact male attendance and reduce the fall-out rate.

Vooren, M., Haelermans, C., Groot, W., & van den Brink, H. M. (2022). Comparing success of female students to their male counterparts in the STEM fields: an empirical analysis from enrollment until graduation using longitudinal register data. *International Journal of STEM Education*, *9*, 1-17.https://doi.org/10.1186/s40594-021-00318-8

In this paper, the author presents the gender divide regarding enrolment and achievement in STEM courses. These results could be helpful in extending knowledge about the education gender divide regarding how recruitment fairs may increase the enrollment of male students in particular fields.

Sources

Aldahdouh, T. Z., Nokelainen, P., & Korhonen, V. (2020). Technology and social media usage in higher education: The impact of innovativeness. Sage Open, 10(1), 2158244019899441. https://doi.org/10.1177/2158244019899441

This paper discusses the significance of technology and social media in higher education student recruitment, focusing on using social media to attract students. It reveals the role of individual innovativeness in the students' technology usage while endorsing tailor-made campaigns for prospective students.

Aulck, L., Nambi, D., & West, J. (2020). Increasing Enrollment by Optimizing Scholarship Allocations Using Machine Learning and Genetic Algorithms. International Educational Data Mining Society. https://files.eric.ed.gov/fulltext/ED608000.pdf

This work employs machine learning applications and a genetic algorithm to award the right scholarships and foster more student enrollment. Based on research, it offers solutions to increase enrollment, consistent with the evaluation of efficient and affordable recruitment approaches for males.

O'Connor, P. (2020). Why is it so difficult to reduce gender inequality in male-dominated higher educational organizations? A feminist institutional perspective. Interdisciplinary Science Reviews, 45(2), 207-228.https://doi.org/10.1080/03080188.2020.1737903

O'Connor discusses how difficult it is to solve gender disparity in historically male-dominated higher education institutions. The paper provides information on how partnerships with male-dominated schools could be seen as a recruitment mechanism and the need to consider gender in this setting.

Peña, M., Olmedo-Torre, N., Mas de Les Valls, E., &Lusa, A. (2021). Introducing and evaluating the effective inclusion of gender dimension in STEM higher education. Sustainability, 13(9), 4994. https://doi.org/10.3390/su13094994

Many scholars are interested in recruitment into STEM education, and this article seeks to fill the gap in gender inclusion. The paper offers relevant information regarding the benefits of gender-sensitive recruitment exercises and their relevance to the attraction of groups such as male students.

Trimpe, M. L. (2023). Improving Postsecondary International Recruitment Strategies: Applying Evidence from the Literature and the Field (Doctoral dissertation, Johns Hopkins University).https://jscholarship.library.jhu.edu/items/a2f90bfc-f09b-4042-9955-ae56d357e4e9

Trimpe provides tuition-conscious recruitment competencies that higher learning institutions can adopt. The work assists in assessing recruitment approaches like partnerships and events to increase learner enrollment when considering costs.