Marketing Techniques Utilized by Community College Continuing Education Divisions in Michigan

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Western Michigan University
MARKETING TECHNIQUES
UTILIZED BY COMMUNITY COLLEGE
CONTINUING EDUCATION DIVISIONS IN MICHIGAN

by

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My sincere gratitude is extended to them all.

Jeck Dezek
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This dissertation is dedicated to the memory of

Dr. William Viall, 1912-1979.
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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

In the twenty-five years following the end of World War II, American colleges and universities—like many other institutions in our society—enjoyed a period of unprecedented and seemingly unlimited growth. Every fall, enrollments broke records as sure as the leaves turned colors. Campuses expanded beyond traditional geographical limits, encroaching on the residential neighborhoods which surrounded them. New colleges and branch campuses opened across the country. Young people were inculcated with the belief that "college is for everybody," and many college administrators encouraged that belief.

In the 1970's, all of that changed. With the end of the Vietnam war and the discontinuation of the draft, it appeared that college lost its aura as a sanctuary for those who'd rather study than fight. An economic recession followed, one which made young people consider the value of a college degree in the world of work. As shown by the media, long lines of unemployed college graduates realized that their less educated peers who opted for technical schools or apprenticeships were employed with more stability and for higher salaries. Most significantly, the Arab oil embargo curtailed most people's lifestyles in a myriad of ways: all of a sudden, people began to cut
back on everything from the size of their cars to the size of their families. Even then, rampant inflation made it difficult to keep up with rising prices, including the spiring cost of college tuition. As a result, many high school graduates decided that college was not "for everybody," certainly not for them, and according to statistics reported in Chapter II, the rate of increase of the traditional student population began to slow down.

At the same time, institutions of postsecondary education were becoming aware of a new population of nontraditional students: those who were older, more often female, sometimes only marginally academically prepared, and frequently foreign-born. The popular press reported that various sociological factors contributed to the rise of this new nontraditional student; declining birthrates, rising divorce rates, the women's liberation movement, and the civil rights movement were significant factors. As the number of traditional students continued to ebb in the late 1970's, the nontraditional student seemed about to become the typical pupil on campus.

Statement of the Problem and the Purpose of the Study

Faced with a change in the rate of enrollment of traditional students as well as a change in the composition of their traditional markets, college administrators were faced with a problem: Are there mechanisms by which marketing systems can be developed and implemented whereby the nontraditional student would be attracted to enroll in their institutions? Community college administrators in
particular had to develop new marketing techniques which would be effective in attracting their new target populations. These techniques would be constantly revised based on their efficaciousness, determined after either one's own experience or that shared by others.

One division in the community colleges seemed to lend itself most appropriately to the new type of student: continuing education. Aimed at the nontraditional student, continuing education provided a variety of opportunities for both career training and personal enrichment. Marketing techniques designed to attract new students could serve not only to increase enrollment in continuing education but also as models for other programs within the college and at other colleges and universities.

The purpose of this study, then, was to investigate, through personal observations and interviews, the marketing systems at selected community colleges' continuing education divisions, and to report on these systems, analyzing their development and structure and evaluating them on the basis of criteria consisting of an adaptation of an instrument developed by Dr. Philip Kotler and a checklist developed by the researcher. Kotler developed his evaluative criteria on the basis of personal experience. He organized the criteria into five categories: customer philosophy, integrated marketing organization, adequate marketing information, strategic orientation, and operational efficiency. A checklist was developed on the basis of the literature reviewed in Chapter II, and it was used to perform a content analysis of the documents examined during the personal observations of the community college continuing education units.
Limitations of the Study

Factors which may limit the extent to which the conclusions of this study may be applied include the restricted population and the availability of documents utilized in the collection of data. The population was confined to community college continuing education divisions in southern lower Michigan for reasons explained in Chapter III. The basis for selection of interviewees at each of those colleges is also explained in Chapter III. A demographic profile of colleges and the interviewees is presented in Chapter IV. Regarding the documents needed for the content analysis based on the checklist, their availability varied from college to college. Examples of the marketing techniques being utilized by Michigan community college continuing education divisions are limited to the documents available.

The Importance of the Study

The very survival of colleges and universities depends upon their ability to attract and register students. Community colleges would not be able to fulfill their unique mission to provide continuing educational opportunities for the residents of their regions unless sufficient numbers of students enrolled in the courses which are offered. Revenues are based on the number of credits students register for, not only on the gross number of students. Therefore, it is all the more necessary to enroll students in as many courses as possible, not simply to attract them to the college.
This study makes available to administrators of community college continuing education divisions information on the marketing systems utilized by their peers. Furthermore, this information can be used by administrators at many other colleges and universities who are developing marketing strategies with the ultimate goal of insuring the survival of their institutions.

Critical Principles of Marketing Theory

Marketing in the world of business

Emerson's mousetrap theory, "If a man ... make a better mouse trap . . . the world will beat a path to his door!" was probably not true in Emerson's time, and it is certainly not true today. In order to sell successfully, the mousetrap has to be properly marketed.

In order to present an introductory conceptualization regarding the critical principles of marketing theory, the seminal works of two authors have been selected. A more extensive review of related literature is included in Chapter II. Here, the classic textbooks of Dr. E. Jerome McCarthy and Dr. Philip Kotler are summarized.

McCarthy, in Basic Marketing (1960, 1975), defined marketing as "the response of business to consumer demands through adjustments in production capabilities" (p. 18). "Adjusting production capabilities" refers to the coordination of production, accounting, finance, and marketing in the light of the changing needs of consumers who are affluent enough to have varied buying choices, McCarthy explained. He went on to say that:
Marketing is concerned with designing an efficient (in terms of use of resources) and fair (in terms of distribution of output to all parties involved) system which will direct an economy's flow of goods and services from producers to consumers and accomplish the objectives of society. (pp. 18-19)

The goal of marketing, McCarthy wrote, is "to develop the 'right' Product and make it available to the 'right' Place with the 'right' Promotion and the 'right' Price, to satisfy target customers and still meet the objectives of the business" (p. 34). This concise statement includes the essential elements of marketing theory: the target market, the "fairly homogeneous group of customers to whom a company wishes to appeal" (p. 35); and the marketing mix, the "controllable variables which the company combines in order to satisfy this target group" (p. 35). Product, place, promotion, and price are the "four P's" which McCarthy saw as vital in developing the most appropriate marketing mix for the target market.

Selecting a target market through market research

The process of selecting a target market requires the recognition that potential customers do have different demands. There is no magic formula for selecting the right market, McCarthy said; rather, a painstaking, systematic analysis of the thinking and characteristics of potential customers is required. At the same time, the company's own capabilities and objectives must be kept in mind. McCarthy warned that markets that might be "nice" but which are impossible to serve must be avoided. Ultimately, McCarthy concluded, the judgment of an experienced marketing manager enters into the
Developing marketing strategies or a "marketing mix"

The process of developing a marketing mix was more clearly delineated by McCarthy. He said this process must be an integral part of selecting a target market, and that the four basic variables in the marketing mix—the four P's—must be considered one at a time.

The "product" can be a physical product and/or some combination of services. The essence of the matter is to develop something which will satisfy some customers' needs.

"Place" is important because a product is not much good to a customer if it is not available when and where he wants it. Therefore, where, when, and by whom the goods and services are to be offered for sale must be considered.

"Promotion" is concerned with any method that communicates to the target market about the right product to be sold at the right place at the right price. Methods of promotion include personal selling, mass selling, and sales promotion—three complimentary methods of communicating with customers. It is the marketing manager's job, McCarthy said, to develop the most effective blend of these alternative methods. Each merits closer examination.

Personal selling is direct, face-to-face relationships between sellers and potential customers. Salesmen can adapt the company's marketing mix to the needs and circumstances of each little target market and, in the extreme, to each potential customer. This method provides immediate feedback which enables the salesman to adapt his...
presentation effectively. The disadvantage of this method is its high cost.

Mass selling is designed to communicate with large numbers of customers at the same time. It is less flexible than personal selling because there is no immediate feedback. But when the target market is large and dispersed, mass selling may be much less expensive than personal selling. Advertising is the main form of mass selling. Advertising, as McCarthy defined it, is any paid form of nonpersonal presentation of ideas, goods, or services, by an identified sponsor. It involves the use of such media as magazines and newspapers; radio and television; outdoor posters, signs, sky writing, etc.; novelties; direct mail; and signs on stores, in buses, etc. Advertising can be expensive, but another form of mass selling is "free." That is publicity. Effective publicity and public relations efforts, McCarthy said, can contribute to mass selling at relatively low cost. It can be more effective than advertising. McCarthy suggested that advertising expenditures be used primarily to create a favorable climate for publicity. Trade magazines, for instance, may write or carry articles featuring the products of regular advertisers. This publicity may generate more inquiries than the company's advertising.

Sales promotion specialists compliment the efforts of salesmen and advertising men. Sales promotion refers to specific activities, such as point-of-purchase displays, booklets, leaflets, direct mailings, etc., which can make both personal and mass selling more effective. Sales promotion personnel may design and arrange for distribution of novelties, point-of-purchase materials and premiums, store
signs, catalogs, directory references, and circulars. They may assist in the development of displays, sales demonstrations, and trade show exhibits. Sales promotion efforts are custom-designed and nonrecurring. Therefore, McCarthy suggested that professional consulting firms be hired to design and coordinate these activities.

"Price," the fourth P, rounds out the marketing mix and makes it as attractive as possible. In setting the price, the nature of the competition in the target market, as well as the existing practices on markups, discounts, and terms of sale, must be considered.

Once the marketing mix is designed, a transaction will take place if both the buyer and the seller feel they will be better off after the sale, McCarthy pointed out.

The "uncontrollable variables"

Five "uncontrollable" variables, as McCarthy called them (p. 88), must also be considered; they may modify the marketing mix developed through the process described above. The variables are (a) the cultural and social environment, (b) the political and legal environment, (c) the economic environment, (d) existing business structure, and (e) the resources and objectives of the firm. Again, each merits a closer look.

The cultural and social environment is concerned with how and why people live and behave as they do. The American "melting pot" is not homogenized, McCarthy pointed out. Human characteristics vary from region to region, culture to culture. One must be sensitive to such differences within a given target market.
The political environment, especially strong nationalistic sentiments, may affect the work of marketing managers. Specifically, rising political consciousness has been accompanied by more militant consumerism.

In the legal environment, recent legislation has been called anticompetition. Now it's "Let the seller beware." It is essential to know legal regulations and to abide by court rulings.

In the economic environment, a rapid business decline or a depression may cause a good marketing design to fail. The national economic environment must be considered. Deteriorating economic conditions in a particular industry or country may have a far-reaching impact. Furthermore, recent inflation has been a challenge for marketing managers to keep up with, especially with respect to pricing.

The resources of the firm should be capitalized upon when marketing strategies are developed, McCarthy said. A firm's unique strengths, as well as any weaknesses, distinguish it from other firms. One should make extensive use of the firm's strong points while avoiding direct competition with firms having similar strong points. Consideration should be given to the firm's financial strength, material reserves, physical plant, patents, public acceptance, the skill of the personnel, and management attitudes.

Finally, the objectives of the firm shape the direction and operation of the entire business. The organization should know where it is going, McCarthy said. Too often, objectives are stated after the fact. It is important to set objectives that really guide the present and future development of the organization. Three basic
objectives provide guidelines for setting other objectives, McCarthy said. They are: (a) Engage in some specific business activity that will perform a socially and economically useful function; (b) develop an organization to perpetuate the enterprise and implement its strategies; (c) achieve sufficient profitability to survive. The marketing manager must bear in mind the resources and objective of his firm, for his strategies should be planned to gain those objectives within the constraints imposed by the firm's resources.

Marketing in nonprofit organizations

While these marketing concepts have been put into practice in the business world for many years, their application to nonprofit organizations has been made only relatively recently, primarily in the past five years. One of the leading advocates of marketing for nonprofit organizations has been Dr. Philip Kotler. In 1975, in what has become the definitive source of information for prospective marketers of higher education, Kotler wrote:

Marketing, far from being a management tool of exclusive interest to business establishments, has great relevance to the problems and challenges facing the nonprofit organization. All organizations depend upon exchange relations to attract resources that they need to convert them into useful products and services, and to distribute them efficiently to target markets. Marketing is a systematic approach to planning and achieving desired exchange relations with other groups. (p. 13)

In fact, Kotler pointed out, nonprofit organizations are involved in marketing whether or not they are aware of it. "The issue is not one of whether or not nonprofit organizations should get involved in marketing, but rather how thoughtful they should be at it" (p. 9). He
advocated consideration of McCarthy's "four P's," discussed above, as the classification of the instruments in the marketing mix that an organization can use "to facilitate the relationship it is seeking with its target markets" (p. 163). As nonprofit organizations, institutions of higher education can adopt these marketing concepts which, in Kotler's words, "can offer useful insights for responding constructively to major educational problems" (p. 361).

Questions Addressed by This Study

This study investigated the marketing systems at selected community colleges' continuing education divisions, analyzing their development and structure and evaluating them on the basis of the following questions:

1. Do community college administrators acknowledge the primacy of the marketplace and of prospective students' needs and wants in shaping institutional plans and operations?

2. Is the total community college organization staffed in an integrated manner so that it will be able to carry out marketing analysis, planning, and implementation and control?

3. Do community college administrators receive, through market research, the kind and quality of information needed to conduct effective marketing?

4. Do community college marketing managers generate innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"?
5. Are community college marketing plans implemented in a cost-effective manner, and are the results monitored for rapid corrective action?

Organization of This Dissertation

The remaining chapters of this dissertation cover the following areas. Presented in Chapter II is a review of the literature related to the topic of the marketing of higher education, for both traditional and nontraditional student programs. Chapter III explains the methodology employed in the collection of data; the process of development and adaptation of the external output criteria upon which the marketing systems are evaluated and analyzed is described. Chapter IV presents a report of the results of the interviews with community college administrators and of the examinations of documents observed by the researcher during his visits to the campuses; each community college marketing system is reported on individually. Chapter V presents a conceptualization of what the state of the art of marketing is in community colleges, based on the data reported in Chapter IV and compared with what it should be according to the literature reviewed in Chapter II. Components which are common to various sophisticated marketing systems, according to the established external output criteria, are included in the conceptualization. Chapter VI includes a summary of the study, a statement regarding its implications, and suggestions for further research in the field.
CHAPTER II

REVIEW OF RELATED LITERATURE

Overview

This chapter presents a summary of the literature regarding both the development of marketing theory and the implementation of marketing concepts in postsecondary educational institutions. Although the study examined marketing systems at community colleges aimed primarily at nontraditional students, this review of literature includes references to marketing systems aimed at traditional students as well. It is believed that the use of marketing concepts in traditional higher education has implications and relevance for nontraditional continuing education as well.

The first section of the review presents a history of marketing and advertising activities in business as well as in professional and nonprofit organizations. Significant factors in the transition of a seller's market to a buyer's market in postsecondary education are presented, as is an explanation of why colleges and universities are adopting marketing concepts in order to cope with the changing market. Initial misconceptions and criticisms are reviewed, and responses to the critics are summarized.

The remainder of the review presents an overview of the implementation of marketing concepts in both traditional and nontraditional higher education. Literature relevant to the research
questions this study intends to investigate is summarized, including literature on market research and segmentation, market strategies and the "marketing mix," the cost and effectiveness of various marketing strategies, and the internal and external communication channels established to facilitate the marketing process. Theory is supplemented by examples of these concepts as implemented in both traditional and nontraditional higher education.

The Development of Marketing Theory

History of marketing in the world of commerce

Marketing activities date back to ancient times. According to McCarthy (1960, 1975), early merchants developed markets outside of their feudal manors in order to sell their wares. At first, small weekly markets were developed close enough to the merchants' homes to enable travel to and from in one day. These market meetings gradually became more frequent until they became daily events. Market halls were built to protect buyers and sellers from the weather. Retail shops and warehouses developed so that the wares did not have to be hauled back and forth each day.

During the Middle Ages, the roots of organized industry and specialization of labor were implanted. The various workers became more dependent on production for the market. This work was profitable to the workers as long as the goods were sold. The Industrial Revolution and the growth of the factory system increased productivity; new markets had to be found to absorb the greater output. In 1776,
Adam Smith's *Wealth of Nations* encouraged the development of free and unrestricted trade, both within the United States and between the U.S. and the rest of the world.

As new markets opened across the continent, many manufacturers became dissatisfied with their distribution arrangements because they found that they could produce more goods than existing retailers and wholesalers wanted. Some manufacturers, discovering the value of aggressive sales and advertising efforts, began sending out their own salesmen and branding and advertising their products.

In recent years, an increasing number of producers, wholesalers, and retailers have recognized the importance of marketing. These companies have traveled the long evolutionary road from the days when the basic consideration was producing or stocking products. Now they focus their attention on the customer and try to integrate the company's total effort toward satisfying him (McCarthy, 1975, pp. 15-17).

**Development of marketing in professional and nonprofit organizations**

Even time-honored professions such as medicine and law have begun marketing activities; organizations have revised codes of professional ethics so that activities such as advertising are now allowed. Other nonprofit organizations, including universities, hospitals, and churches, have begun elaborate public relations campaigns to establish the positive image they wish to project to their prospective clients.
According to Cutlip (1970), public relations is perhaps the oldest form of advertising used by colleges and universities. As early as 1869, educators saw the need to inform the public of the needs, benefits, and aims of higher education; advertising is certainly nothing new to colleges and universities (p. 21).

The seller's market changes to a buyer's market

Even though they advertised, institutions of higher education had been operating in a seller's market. Kotler (1976) explained, "In a seller's market, suppliers face a high level of demand, they can pick and choose among customers, and they do not need to attend to the nuances of demand, competition, and customer satisfaction. The product in a seller's market is bought, not sold" (p. 54).

But when the rate of increase of the traditional student population began to slow down, changing the seller's market to a buyer's market, college officials began to think of advertising and other marketing activities not to attract more prestigious students but to insure their very survival.

According to the National Center for Education Statistics (1979), the number of high school graduates—the traditional pool of prospective college students—is now in a period of steady decline, on its way to a dearth of less than 2.7 million in 1983. The Center reported that campus enrollment nationwide actually fell by 1.5 percent in 1976, after it had been rising steadily for a full quarter-century, from 1951 to 1975, often at rates exceeding 10 percent a year. The net increase from fall 1976 to fall 1978 was only 2.4 percent for the
two-year period. Furthermore, U.S. Census Bureau projections indicate that the country's traditional college-age population will shrink 18 percent between 1980 and 1990, with most of the drop—11 percent—coming in the first half of the decade. By 1985, there will be 1.7 million fewer 18-to-21-year-olds than in 1980.

Parker (1972) and O'Brien (1973) foresaw these enrollment trends. Parker cited factors including declining birth rates, vocational and technical school competition, and a lessening need for certain college majors in the job market (p. 242). O'Brien said:

There are as many explanations for the decline in higher education as there are for the demise of the Edsel car. One can take his pick from: a) the segment of the population resulting from the baby boom of post World War II is past college age; b) economic recession or inflation have led students and their families to alter plans for college; c) drug usage and/or protest riots on campuses have led students and their families to avoid higher education; d) increasing earnings stemming from a college education no longer compensate for the cost of the education; e) increased importance is being attached to vocational or job-oriented education; f) there are more vocational-technical schools, often tuition free; g) more young people desire to travel and gain experience before beginning or resuming higher education, and so on. High school seniors and even juniors who once pondered "which college?" now see attending college as one of several alternatives. (p. 22)

Historically, this is not the first time that college enrollment has dropped. Glenny (1972) reported that from the 1830's to the 1850's college enrollment dropped because the Latin and Greek classical education which was being provided by the colleges did not seem relevant to the times. As a result, land grant agricultural and mechanical arts colleges were developed (p. 31). Fram (1975) said that the 1830-1850 situation was a classic example of higher education's failure to respond to customer demand, a lesson from which
educational marketers should learn (p. 32).

The consequences of changing market characteristics, including changing customer demand, can be fatal to institutions of higher education which do not adapt to their changing environment. However, it does not necessarily follow that college enrollments will decline in direct proportion to the shrinkage of the most eligible age group, certainly not if colleges step up their efforts to recruit the non-traditional older, adult, and non-degree-credit students.

Colleges adopt marketing techniques

Thus, colleges have begun to look toward marketing strategies and activities, utilized so effectively by the world of business, in order to attract students from the new target markets. Krachenberg (1972) was a forerunner in bringing the concept of marketing to higher education. Like Kotler, Krachenberg pointed out that every college and university was performing some amount of marketing activity even in the early 1970's. Persuasive efforts, including advertising and personal selling, as well as pricing considerations were involved in the promotion of a college's "product": "a series of both tangible and intangible utilities summed up by the term 'education'" (p. 370).

Thus, no matter what it is called, who does it, or where in the institution it is being done, universities are engaged in marketing activity. Unfortunately, it is often poorly done with a keen lack of appreciation for all the tools of marketing and how they can be combined into a total program. A major need, therefore, is to give universities a deeper appreciation for the value and spirit of marketing and to encourage them to make marketing a more formal and ongoing part of their administrative activities. (p. 370)
Initial criticisms from within academe

At the outset, promoters of marketing disputed its connotation as huckstering and high-pressure selling, publicity gimmicks, Madison Avenue-style admissions procedures, or "the design of ephemeral educational programs that appeal to transient needs" (Trivett, 1974). Kotler (1976) warned against colleges plunging into marketing in an "excessive and misguided way, equating marketing with hard selling" (p. 55). He cited examples, such as one college passing out promotional frisbees to students on spring break in Fort Lauderdale, and another sending first-contact letters to high school students based on alumni recommendations—reading "Congratulations! You've been accepted," as representative of only "the tip of the marketing iceberg and certainly not the substance" (p. 55). "In fact, the aim of marketing is to make selling unnecessary. The better the marketing job, the less the need for hard selling" (p. 55). Kotler said that a college should strive to carry out its marketing positioning and operations in such a way as to create a naturally high level of student demand for its services without resorting to desperate selling efforts.

Despite these clarifications of what marketing of higher education should be, many educators raised questions of professional ethics. Buchanan (1974) wrote:

I have heard a lot lately, as you have, about using the tactics of business in getting people to come to college. I have no objection to the proper use of all the sales and management skills we can professionally use, but it is of prime importance we always keep in mind we are educators, not just salesmen; that we are counselors, not
just businessmen; and that we must be interested in the individual first and numbers secondly even when numbers are essential for keeping our jobs. The first day that we cease to function in a counseling fashion is the day we lose the ballgame. On that day we become hucksters, not professional educators. (p. 263)

Hugstad (1975) issued a "caveat" which warned that many aspects of marketing that were effective in the business world could not be successfully transferred to serve the ends of higher education:

The marketing concept as currently practiced by most businesses is a short-run concept, emphasizing the basic need to give people what they want, which may or may not be consistent with the larger, long-range question of what they need. . . . Currently, educators appear to be applying the marketing concept as previously used by business, i.e., in a short-run context. The preoccupation of educational administrators with student enrollment figures leads to policy formulations and strategy implementations aimed primarily at filling classroom seats today . . . . Many professors have become disgruntled with administrative directives to teach more pleasing and/or entertaining classes. Pressures are felt by some professors to dilute the quality or rigor of their courses and to soften stringent grading practices. At the same time, many universities are investigating the possibility of reducing certain program requirements to make it more appealing for students to enroll in their programs. As a consequence, many fear that pressures to be market-oriented in the short-run may compromise important long-run goals and objectives. (pp. 510-511)

Responses to early criticism

Kotler (1975), among others, acknowledged that:

It is important for administrators to be sensitive to these criticisms and avoid marketing practices or expenditures that cannot be defended. At the same time, marketing is an efficient way of accomplishing communication and distribution tasks facing organizations; it researches people's attitudes primarily to serve them better; and it usually advances causes that are in the public interest. (p. 14)
Klotz (1972) responded to early criticism of the use of marketing techniques by saying that it was "not unprofessional but a necessary step in a serious survival struggle" for higher education (p. 304). Trivett (1978) said, "Administrators armed with marketing theory and techniques should bring a valuable tool to the management of higher education" (p. 1).

**Marketing becomes accepted and implemented**

Alexander (1978) conducted a study to ascertain the administrative level of acceptance or rejection of marketing strategies when considered for incorporation in the management of higher education institutions. Opinions were solicited from 1,800 administrators at 600 institutions. Alexander concluded that there was "general support for incorporation of marketing strategies in higher education management." Of the 1,022 administrators who responded, 90.3 percent favored the utilization of marketing strategies, and 71.6 percent of the chief executives indicated that marketing strategies were being used at their schools.

Despite the lack of unanimous support among their faculties, college administrators began to adopt marketing strategies and activities and report on them in educational journals. Since 1975, scores of articles have been published presenting various institutions' experiences with marketing efforts. The remainder of this chapter will summarize the literature regarding: (a) the importance of market research prior to determining target markets; (b) marketing strategies utilized by various schools; (c) the cost and effectiveness
of various marketing strategies; (d) the communication process necessary for successful implementation of the marketing strategies; and (e) the utilization of market research and marketing strategies in community colleges, particularly in continuing (adult, nontraditional) education programs.

The Implementation of Marketing Concepts in Higher Education

Definitions

Before proceeding with a review of the literature regarding the implementation of marketing concepts in postsecondary educational institutions, a restatement of the definition of marketing is in order. Kotler (1975) offered this definition:

Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets. (p. 5)

Another definition came from Krachenberg (1972).

In its true meaning, however, marketing deals with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place. Marketing is dynamic in nature in that as needs change so also should programs and activities directed toward meeting these needs. In such a context marketing activity is performing a basic service to society. (p. 380)

Trivett (1978) pointed out that elements of these definitions are critical to an understanding of marketing. He says, "Marketing
is a managed, controlled, planned, ongoing activity, designed to implement the purposes of the organization" (p. 2). When properly utilized, marketing emphasizes the discovery of needs among groups of people who are perceived by the organization to be prospective markets, Trivett said.

Market research in business and in higher education

Clearly, then, the first step in developing a marketing strategy is identifying and analyzing target markets. As Fram (1975) explained, the process is identical for both business and higher education:

The marketing plan of business organizations can be used as a model. At the beginning, the businessman asks himself who constitutes his target market. Marketing men have for years worked on the premise that their customers' markets, although homogeneous in appearance, are composed of a number of different subsets, or segments. For each of the segments, needs and wants are assessed. Then specific products are matched to segments and coordinated activities are established for pricing, distribution and promotion, with continual monitoring taking place while the plan is in operation. A formal marketing plan could be similarly established for higher education. (p. 40)

Fram (1975) also pointed out that one of the main problems businessmen have experienced in implementing the marketing concept centers around getting the basic marketing assessment. It comes down to the old problem that there is often a difference between what customers say they will do and what they actually do. In fact, customers often are not aware of their own needs and wants, and to listen to "surface" statements can lead to disaster. These difficulties are often paralleled in higher education. One college, as an example,
made a serious error when it accepted student statements as guidelines for dormitory room size. The students indicated, on the surface, that they wanted large lounge areas at the expense of room size. After the building was completed it was discovered the lounges were not used very much, and the small rooms were causing morale problems. A marketing approach to this question would have called for a more sophisticated analysis of student living styles (p. 33).

The importance of understanding the marketplace

The importance of conducting that "more sophisticated analysis" was stressed by Morris et al. (1977).

In order to facilitate a basic marketing process, it is necessary to understand the marketplace. It is necessary for the institution to obtain data concerning the nature of the students who apply at that institution. The data should help the institution to understand particular characteristics of the student market on whom so much of its financial foundation rests. It will also identify what students consider important about the institution to which they choose to apply and possibly, matriculate. Data collection is necessary for any admissions office that has given thought to improving the probability of a desired response from a particular audience. (p. 609)

Morris listed several types of data which bear investigating. They include birth rates; high school graduates; college enrollment rates; characteristics of the high school graduates—aptitude, economic, geographical, ethnic, and educational aspirations; and institutional make-up/student make-up interface (pp. 607-608). "To develop your admissions marketing plan without being cognizant of all the data forces that come to bear on this plan is akin to playing Russian Roulette . . ." (p. 606).
Mudie (1978) said that successfully recruiting new students must begin with market research, and market research needs to begin with a look at the characteristics of an institution's current students, demographic and geographic as well as academic (p. 7).

Various multi-step marketing approaches

Ihlanfeldt (1975) saw market research as the first of three components in the concept of marketing higher education. The others, strategy and communications, will also be discussed in this chapter. Ihlanfeldt said:

The research component determines why potential candidates and other people like your particular institution or, for that matter, why they do not like it. The research effort also should provide information with regard to primary, secondary, and test markets and how candidates interested in a particular institution go about making the college choice. The decision-making process may be quantified by location, ability, race, socioeconomic background, etc. (p. 140)

Similarly, Sutton (1972) recommended a six-step approach to marketing college admissions: diagnosis, prognosis, objectives, strategy, tactics, and control. A diagnosis would include socioeconomic and academic profiles, a study of competitor tactics and marketing research into student motivations. A prognosis would estimate where the college was headed in the light of past admissions history and current trends. A third step would involve setting goals in terms of enrollment and scholastic standards. Next, strategy would be devised with emphasis on recruiting which accurately and completely communicates, which stimulates positive responses by accentuating benefits from product features, and which makes response easy for prospective
students. Sutton's last two steps are devising the tactics or specific activities to be employed and programming controls for the continuous evaluation of efforts (p. 52).

Referring to Sutton's six step approach, Gorman (1974) said, "such a systemized approach, even in state universities where recruiting efforts are downplayed, would better marshal resources for results" (p. 244).

Research on why students enroll at a particular school

Another effort that helps marshal resources for better results is the collection of data that explain why students decide to enroll in a particular school. Campbell (1977) reported that Kotler listed five criteria that played upon the minds of prospective students. They were (a) the reputation of the institution; (b) the importance and availability of programs of study that suited the prospective student's plan; (c) the academic potential of the institution, meaning that a student is looking for an institution where success is possible and, tied to the reputation of the institution, where the quality of his or her performance will be respected by future employers or the admission committees of graduate or professional schools; (d) the enjoyment potential, meaning that students are searching for what is there in form of recreation and social options; and (e) cost, meaning is it affordable and is it worth what the institution is charging (pp. 595-596).
Students from different regions may consider one of the above factors to be more important to them than students from other regions. Campbell reported on a survey of freshmen at Northwestern University, Evanston, Illinois. Students from the East "appear to focus their attention on academic programs of an unusual nature" (p. 597) more so than students from the Midwest, for example. That information then guides the formulation of a marketing program aimed at prospective students from the East. Campbell put it this way:

Therefore, in treating the sensitivities of these students it is understandable that we would share programmatic information which I believe is clear enough to allow thoughtful students to draw a contrast between Northwestern's opportunities and the opportunities offered by the other colleges or universities they are examining. (p. 507)

Most schools, of course, do not have as wide-ranging a market as Northwestern. Campbell said, "students who live within your principal market perimeter are much more likely to identify with your institution than those whose homes are farther away" (p. 596). He said the principal market in most cases includes a region which is close at hand, possibly extending to nearby counties. Other institutions may see their influence spread well beyond their immediate community; he suggested that those institutions consider their principal market to be defined as that roughly included within a radius of 30 miles.

Johnson and Gilmour (1978) found that the academic reputation of the school is a critical factor in a student's decision to attend a certain institution (p. 6). Costs and career potential are relatively unimportant; many parents and students are willing to borrow whatever
they need to obtain a "good" college education (p. 7). Their study also found that students give greater credibility to national college directories than they do to college publications; that among the sources of information that students value most are campus visits, conversations with students and alumni, advice from high school teachers, and advice from friends; and that among the sources of information which students value least are visits by college representatives to their high schools and college fairs (p. 7). Based on this data, Johnson and Gilmour strongly recommended the development of a recruiting theme and the implementation of a media campaign to project that theme. A third element in marketing strategy which they recommended was the development of specific tactics designed to generate applications and enrollments. Their fourth suggestion was the development of targeted marketing approaches—that is, a series of recruiting tactics oriented toward the specific needs of different segments of the student market. The fifth and final element of marketing strategy recommended by Johnson and Gilmour was the constant assessment and modification of recruitment tactics.

Ihlanfeldt (1975) reported that a study was conducted at Northwestern University, Evanston, Illinois, from 1971 to 1975 in order to determine what factors were significant in determining which college Northwestern applicants ultimately decided to enroll in. Conclusions included the following:

1. The more ability a student has, the more likely he is to be interested in acquiring information on academic programs related to his interest than he is in the emotional reasons for selecting a given college. However, a college which attracts students for emotional or nonacademic
reasons must be willing to appeal to such interests.

2. The inclusion of the parents in the consumer cultivation process is of primary importance. Thus, Northwestern's marketing information program includes the parents in all efforts from the very beginning.

3. Anything that personalizes the admission process is most conductive to responsive consumer behavior. The two key components of persuasive communication are specific information and exposure. (p. 144)

McMannis and Lucas (1977) conducted one of the few studies which distinguished between traditional and nontraditional students' reasons for attending a particular school program, in this case a two-week "Winterim" session at Harper Community College in Palatine, Illinois. The five factors cited most often by each group are listed in Table I. Note that three of the five factors cited most often by both groups are identical.

Table I
Factors Cited as Reasons for Attending "Winterim"

<table>
<thead>
<tr>
<th>Traditional Credit Students</th>
<th>Continuing Education Students</th>
</tr>
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<tbody>
<tr>
<td>1. To achieve college credit hours.</td>
<td>1. Employer or work situation.</td>
</tr>
<tr>
<td>2. To achieve credit hours in a short span of time.</td>
<td>2. Winterim section of fall schedule mailed to home.</td>
</tr>
<tr>
<td>4. Self-motivation.</td>
<td>4. To achieve college credit hours.</td>
</tr>
<tr>
<td>5. Winterim section of fall schedule mailed to home.</td>
<td>5. Influence of parents or friends.</td>
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</table>
Table II summarizes the data of several other researchers regarding the critical factors in a student's decision to attend a particular school. The information is presented in this form in order to clearly and concisely list the factors mentioned by several researchers; the findings are similar to those reported by other researchers earlier. Among the factors listed most often are location, cost, curriculum (what McCarthy would call place, price, and program, respectively), academic reputation, and social climate. The table is organized by presenting the factors, listed in order of priority, under the name of the researcher.

Proponents of sound marketing principles, including Ihlanfeldt (1975), argued against the idea that it is possible for a school to persuade prospective students that what it has to offer is what they want. Marketing requires a school to be sensitive to what students say they need and then the school must treat those needs accordingly or acknowledge its inability to do so.

This need for self-evaluation must not be understated. Johnson (1972) wrote:

The first step involves a long and critical look at the institution. Who attends? Why? Is the college really worth an extra thousand dollars or more per semester as compared with the same accredited program at the local community college? At this juncture, the college begins to learn a great deal about itself and its acceptance by various constituencies. The answers may not be what you want to hear and will in time involve individuals. In the case of most private institutions, it will be necessary to pragmatically examine every department, every program, and their acceptance by potential students. Unless you have viable programs meeting the needs of your community, state, church membership, or any other potential student groups, your future is limited. (p. 48)
Table II

Critical Factors in a Student's Decision to Enroll in a Particular School

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<td>current student,</td>
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<tr>
<td>alumnus or a university</td>
<td>2. Academic quality</td>
<td>2. Price-related considerations, including</td>
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<td>recruiter</td>
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<td>availability of financial aid</td>
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<td>2. Catalog</td>
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<td>3. Printed brochures</td>
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<td>Very low:</td>
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<td>Radio commercials</td>
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<td>and newspaper advertisements</td>
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<tr>
<td>Least important:</td>
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<tr>
<td>On-campus promotions</td>
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<tr>
<td>2. Price-related considerations, including availability of financial aid</td>
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Table II--Continued

<table>
<thead>
<tr>
<th>Study by:</th>
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<tr>
<td><strong>Campbell (1977)</strong></td>
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<tr>
<td>1. Curriculum</td>
</tr>
<tr>
<td>2. Reputation of department or program of student interest</td>
</tr>
<tr>
<td>3. Total reputation of the university</td>
</tr>
<tr>
<td>5. The type of student body currently</td>
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</tbody>
</table>
Segmenting the student market

After all of the data on the total market are collected, Spiro (1978), Boyd and Massy (1972), Engle, Fiorillo, and Cayley (1972), Bassin (1975), Miller (1978), and Kotler (1976) recommend segmentation of the student market. Segmentation differentiates members of potential student population into subgroups using individual characteristics such as geography, demography, attitudes, and behavior. Spiro said, "The result is that students are no longer visualized as an undifferentiated mass, but rather as members of distinct subgroups with specific descriptions" (p. 2). Segmentation is the key to a sophisticated marketing program because all resources need not be expanded in a shotgun approach to reach all students with a general message; rather, prospective student segment profiles can be used to direct recruitment efforts to specific subgroups. The most effective marketing strategy for one group may not be as successful for another group. Segmentation allows for that variation.

Kotler (1976) listed several market segmentation variables and their typical breakdowns. He divided the variables into three categories: geographic, demographic, and psychographic. For each variable, he listed suggested breakdown for use in market segmentation (p. 146).

Bassin (1975) expressed the importance of market segmentation concisely:

The core of the administrator's problem is to identify segments of the college-age population which are currently underrepresented at the college but which the college could effectively serve. Having identified these market
segments, the task is to develop curricular, tuition, and recruitment policies to increase their representation. (p. 52)

An example of market research and its results

An example of market research that was useful in the development of a school's marketing system was reported by Eggert (1975). Market surveys by the University of Mid-America/State University of Nebraska (UMA/SUN) in 1973 and 1974 gathered data on prospective students, including demographic information, what people wanted to learn and how they wanted to learn, and their educational plans. A Student Information Questionnaire collected data on student rating of goals, most important goals, and degree goals; student desire for college credit; deterrents to continuing education; and educational methods. These surveys were important to the early development of SUN. One of the surveys was designed to portray characteristics of potential students for a multimedia off-campus approach to college education. Phone surveys, mailed questionnaires, and personal questionnaires were used to gather information about high school juniors and seniors, as well as adults, throughout the state of Nebraska (p. 5). A second market survey was conducted, using a mailed questionnaire, in each of the six geographic areas of the country. Respondents were asked to consider their possible involvement in three different kinds of educational programs: adult education, college correspondence, and SUN (p. 6). A third market survey was conducted in five cities in the Midwest using an interview technique. A total of 1,250 interviews were conducted with adult residents in these cities. The interviews
focused both on general attitudes toward education and schooling, and specific attitudes toward a SUN-like educational program (p. 6). The conclusion of that survey was that there is a potential audience for a SUN-like program, although the actual size of that audience, and of its actual participation, could not be determined with much accuracy (p. 6). From the results of the survey, however, administrators were able to predict what kinds of courses people would like to take.

Another survey was conducted in 1974 to learn more about the goals of UMA/SUN's potential Nebraska audience. Questionnaires were mailed to randomly selected people from phone books all over the state. The questionnaires collected data on demographics and on the major reasons for participating in an educational activity. Also, data was collected on how people wanted to learn, when they wanted to learn, and what were the major deterrents to their plans. Results of this survey enabled administrators to put together a profile of the potential student. The surveys confirmed that a general interest in continuing education exists among large segments of the adult population.

**Market research in perspective**

Litten (1978) pointed out that, however critical the market research is as the first step in the development of a marketing plan, it is "but a small aspect of a complete marketing program" (p. 16). A broader effort is needed to exploit the findings of the market surveys in order to achieve the goals of the institution. One of the other aspects, the marketing strategies utilized as a result of the
data obtained from the marketing research, will be discussed in the next section.

Market Strategies and the "Marketing Mix" Utilized by Various Schools

Introduction

After the market research has been completed and the market has been segmented into various targeted markets, strategies need to be developed, based on the "four P's" of the "marketing mix," which will effectively attract prospective students. Murphy and McGarrity (1978) summarized the marketing strategies being used at private schools across the U.S. They reported that each of the "four P's" had received attention by college administrators. They reported that many institutions had altered their educational "product" to appeal to different segments of the market.

For example, evening programs aimed at older adults are flourishing at several schools. In addition, a small midwestern women's liberal arts college has instituted a "weekend college" program for older housewives and women who have been unable to attend college in the traditional manner. Another former all-women's college is now admitting men and women and recently instituted an MBA program. (p. 249)

Murphy and McGarrity also reported that the other marketing mix elements—promotion, pricing, and place—are receiving greater attention by university administrators.

Besides using the commonplace "campus days" and promotional brochures to attract students, colleges are utilizing mass media advertising in newspapers, magazines, radio and even occasionally television. Various pricing packages have been experimented with which allow the student to pay back most of his/her tuition at a later date. Moreover,
universities are broadening their channels of distribution by offering classes on military bases, industrial firm sites and sometimes presenting courses over television stations. (pp. 249-250)

The researchers found that these activities were being conducted despite an unsophisticated understanding of marketing by the college administrators involved in student recruitment.

Almost 90 percent of all respondents believed marketing to be synonymous with promotion. Less than three percent of the respondents stipulated that marketing is a combination of competitive strategies including product (program offerings), price (tuition costs) and distribution (physical location of course offerings) [what McCarthy and Kotler called "place"] as well as promotional activities. (p. 253)

Each of these elements of the "marketing mix" merits closer examination.

**Product**

Although, as reported above, many colleges and universities adapted and modified their product (program offerings) to meet the changing needs of prospective student consumers, nearly 60 percent of the respondents to Murphy and McCarrity's survey indicated that their schools had not significantly modified their academic programs since 1973 in order to attract new or different kinds of students (p. 257).

Of those who said an intentional change was made, the authors reported, the alteration was usually achieved by adding or dropping whole programs rather than by modifying course content.

Borst (1977) pointed out that market research activities enable educators to assess the needs of students and respond to those needs by "developing appropriate programs or adjusting existing programs
accordingly" (p. 30). In continuing education programs, Borst said, "the programs should reflect adult students' needs relative to content and immediacy" (p. 30). Leach (1977) suggested several product modifications which could be made in order to implement the marketing program based on the results of the market research. Among his suggestions were: "Revise course syllabi to include expected instructional outcomes," "develop courses in study skills and career planning," "develop a communications skills center as part of a summer and weekend program," "expand tutorial services to support classroom learning," "develop alternative instructional modes for more courses," and "increase the number of programs available in learning labs" (p. 23).

Harford Community College (1978) implemented a marketing strategy which provided programs not previously offered to the citizens of Harford County, Maryland, according to market research. Program innovations ranged from credit courses offered to high school juniors and seniors during school hours, to "international education" courses, including taking trips for credit, offered on a special enrollment basis (pp. 3-37).

Kotler (1975) pointed out that providing programs based on the general and specific needs of the target markets does not insure program success. It is necessary to evaluate the expressed needs, a process which Kotler believes is overlooked in the public sector. He said, "Many new services launched in the non-profit sector, such as new academic programs . . . fail because market size and response have been over-estimated" (p. 170). Kotler also pointed out that
products such as academic programs, once introduced, may be subjected to modification or elimination. These are marketing decisions based on enrollment, degree of subject popularity, cost, competitor activity, and changing societal needs, among other factors (pp. 172-173).

Place

The physical location or place of course offerings should, as far as possible, make education available to all individuals, wherever and whenever they need or want it. Several of the advocates of marketing refer to "place" by other terms, such as "delivery" or "distribution," more clearly indicating its concern with time as well as physical location. Krachenberg (1972) said that distribution of programs today should be of as much concern to higher education administrators as it is to consumer goods manufacturers (p. 375). According to Krachenberg, contemporary concern is reflected in such distribution strategies as branch campuses, extension centers, remote television outlets, and the "university without walls" concept (p. 376). O'Brian (1973) called for institutions of higher education to consider other innovations that will meet student desires as to place and time. He suggested that college courses be offered at high schools to seniors with open schedules, at business firms to employees, and in private homes (p. 23).

Kotler (1975) noted that distribution of courses or programs can reflect a great deal of imagination and at the same time reach particular market segments. He wrote:
There is no reason to confine the delivery system for education to the classroom. Some universities offer correspondence courses which enable a student to do his study on his own time at home. Other universities have placed their product on educational television channels, allowing it to flow into the homes or into special classrooms throughout the city or state, thus amplifying the size of the audience for any one lecturer. Occasionally, a college conceives of a very novel distribution possibility, such as the commuter railroad classroom. A railroad car is contracted by a university and outfitted as a classroom. As it speeds toward the downtown area each morning, 30 or so executives on their way to work spend 50 minutes in class working their way to a degree from that university. (p. 198)

Leach (1977) listed the delivery systems implemented at Prince George's Community College in Maryland. Included in his list were expanded credit offerings in summer sessions, and expanded day and evening credit courses at Goddard Space Center, the county administration building, Andrews Air Force Base, and at county high schools (p. 23). Harford Community College, also in Maryland, exemplified its concern with the delivery of its programs by instituting a weekend college and establishing several off-campus classrooms (p. 12).

Fram (1975) considered the growth of community colleges, self-study programs, and the use of instructional technology to be evidence that, all in all, the educational establishment has done well in distributing its product (p. 26). Marketing techniques, Fram continued, can help educators to better assess new locations for their programs.

**Promotion**

The programs which have been developed and are scheduled to be offered at convenient places must be promoted in order to make
prospective student enrollees aware of them. As has been previously stated, this is the one aspect of marketing strategy that has been implemented extensively—so extensively, in fact, that the other aspects of marketing strategy are overshadowed if not completely overlooked.

Murphy and McGarrity (1978) reported that the "backbone" of promotion activity is personal recruiting by college representatives who visit high schools to attract the traditional prospective student (p. 254). Seventy-five percent of the schools responding to Murphy and McGarrity's study indicated that they had been using personal recruiting for over 10 years. Other frequently used promotional techniques are direct mail efforts and, to a lesser extent, invitation of prospective enrollees to the campus for a personal visit; the latter is reported to be growing in relative importance to personal recruiting (p. 254). More recent innovations among promotional techniques include newspaper and magazine advertising, television commercials, and radio announcements (p. 255).

Ihlenfeldt (1975) said that the most efficient promotion techniques put the institution in direct contact with the largest possible number of potential applicants "in the most efficient and personal manner" (p. 14). He discouraged visits by college recruiters to high schools because such arrangements were dependent upon "third parties"—the high school counseling staff—whose image of the institution "may be the determining factor in meeting the objectives of the marketing plan" (p. 141). Rather, he advocated more direct contact which eliminated third-party dependencies. He reported at
length on the marketing strategy implemented at Northwestern University, Evanston, Illinois, which utilized promotional techniques including direct mail and/or telephone contact; personal contact by an alumnus, current student, or admissions staff member; and--frequently--direct contact with a faculty member (pp. 147-148). Ihlanfeldt believes that the student recruitment effort must be based on a systems approach, and not be conducted by only one segment--the admissions staff--of the institution. He said that the recruitment effort must involve faculty, alumni, and current students, their involvement being crucial to the success of the marketing program (p. 137).

Trachenberg and Levy (1973) reported that "desperate" private institutions were utilizing a "hard sell" approach to recruitment (p. 51). They pointed out that every Sunday issue of The New York Times carries scores of advertisements in which colleges, "at hundreds of dollars a throw," advertise their wares (p. 51). Other methods of promotion reported by Trachenberg and Levy included the participation of Boston area colleges in the annual New England Youth Fair, a five-day exposition covering arts and crafts, at which colleges set up informational booths, for $250, from which contact with prospective students can be made; advertising by Franconia College, located in rural New Hampshire, on two "good" music stations in New York City; and personal telephone calls by New York University personnel to everyone who sends in the application form and fee--approximately 9,000 applicants per year--followed up by the direct mailing of an expensive-looking series of high-gloss color catalogs (p. 56).
The use of direct mail as a promotional technique

Several writers, including Giffin et al. (1977) and Tatham (1976), have commented on the use and effectiveness of direct mail as a promotional technique. They agreed that the use of direct mail can be an effective method of student recruitment. Giffin et al. recommended sending letters to prospective students, with the option of sending telegrams ("Expensive, but very effective") or mailgrams ("not quite so expensive and very effective") (p. 617). Gorman (1974) reported that publications, sent by direct mail, with favorable pictures of facilities and lists of curriculum offerings "increase student interest" (p. 248); several mailings spaced over time were reported to be more effective than a single mailing (p. 248). Tatham reported that results of her study at Johnson County Community College, Overland Park, Kansas, indicated that direct mail was cited by new enrollees as their most common source of information about the College, followed by word of mouth, newspaper advertisements, and television commercials (p. 35).

Summary

The variety of promotional techniques being utilized for both traditional and nontraditional student populations indicates a lack of consensus concerning which techniques are more effective than others. Very little research has been done in this area; further discussion of the cost effectiveness of various marketing activities will be included in a later section of this chapter.
Price

Price, the fourth P, rounds out the "marketing mix." As reported earlier, cost was a critical factor in students' decisions to enroll in a particular institution. Chapman (1978) said, "Colleges had better be thoughtful with regard to allocating grants and scholarships to prospective students, since these pricing decisions have a large impact on how students seem to choose among colleges" (p. 22).

Fram (1975) also discussed the marketing implications of pricing. Applying business principles to higher education, Fram warns against a rigidity in pricing that may have worked against the growth of some schools. Differential cost, for example for English and chemistry students, is advocated, recognizing that it costs more to educate the latter than the former. "Variable pricing would provide a better balance and relate cost more realistically to demand" (p. 38), Fram said. Further, Fram said:

No doubt it would have a detrimental effect on high-priced special programs, but perhaps this is a desirable market dictated outcome. As a result, schools might be forced to examine realistically the cost of programs in relation to their social value. (p. 38)

Erickson (1972) reported on a unique pricing plan utilized at Yale University. A deferred tuition plan allows students to postpone payment of a portion of their fees in exchange for a fixed portion of their future earnings. In 1972, more than 20 percent of Yale's undergraduates participated in the program (p. 58).

Tatham (1976) reported on usage of credit cards to pay tuition and fees at Johnson County Community College, Overland Park, Kansas.
Approximately eight percent of the registrants used the credit card option. The average dollar revenue from the students who paid by credit card was $25, compared to $11 for all students (p. 9). Costs to the College were limited to the extra time required by the staff to process a credit card payment in contrast to the time required to process a cash payment, because the College obtained the status "no charge facility" for the two major credit cards accepted (p. 10). A random sample of individuals who used the charge plan revealed that 13 percent would not have taken any courses if they would have had to pay cash, and 15 percent said that the convenience of charging fees did influence them to take more than one course (p. 10). Tatham concludes that every dollar spent on staff salary to process the credit card charges brought in more than $5 additional revenue, a net gain of more than $4 (p. 23). "The availability of the credit card plan may have been one contributing factor in maintaining the enrollment. From a strict cost point of view, the credit plan was highly successful" (pp. 27-28).

All of these examples demonstrate, then, that pricing and provisions for paying the established price have significant impact on student enrollment decisions.

Conclusion

The four elements of the marketing mix--product, place, promotion, and price--are all cited as critical factors in students' decisions to enroll in particular institutions, as reported earlier. Therefore, each element must be considered in depth during the process
of creating a marketing strategy to attract prospective students from particular target markets.

How effective and cost-efficient have these marketing strategies been? That is the subject of the next section.

The Cost and Effectiveness of Various Marketing Strategies

Examples of studies on cost and effectiveness

The earliest example of concern with the cost and effectiveness of various student recruitment techniques was demonstrated in 1969 at the conference of the Association of University Evening Colleges. A "problem clinic" on marketing and promotion took place at which people shared ideas on the effectiveness of promotional techniques such as mailing lists, advertising, and the media. Personal experiences with the techniques were shared. Newspaper advertising seemed to be the source of the best return, over radio and other media. Most participants reported that the bulk of their inquiries are the result of newspaper advertising. Regarding cost effectiveness, one sampling showed that for every $5 spent on advertising, there was a net result of one registration (pp. 84-85).

Although that example preceded the implementation of more sophisticated marketing strategies, it is not atypical of the lack of sophisticated research in the area of effectiveness and cost-efficiency of various marketing activities. One of the problems is the lack of standardized output criteria upon which to measure the effectiveness and cost-efficiency of various aspects of the marketing programs.
Even Kotler's (1975) evaluative criteria, mentioned in Chapters I and III, lack quantitative measurement of cost-effectiveness. Most marketers seem to feel that their program is successful if student enrollment increases, though researchers admit the difficulty of isolating marketing program variables and demonstrating which ones were decisive in student enrollment decisions.

An example of a typical basis for evaluation of the effectiveness of marketing programs was presented by Leach (1977). Evaluation measures employed at Prince George's Community College included surveying by telephone to measure the effectiveness of home-mailed brochures, cross-checking the names of shopping mall and library contacts with actual enrollees, tabulating the number of telephone responses to brochures, and administering questionnaires asking enrollees how they learned about the College (p. 22).

Trachtenberg and Levy (1973) reported that Edward Yaw, director of admissions at Adelphi University, conducted a cost-benefit analysis of national recruiting procedures and concluded that much of the money spent on advertising and recruiting might better be invested somewhere else. Yaw's data raises serious doubts about the idea that the more money and staff put into the recruiting effort, the greater the results. Yaw found that direct-mail advertising generates a very minor response when compared to the expense involved, especially at the smaller, relatively unknown colleges. "Direct mail might help someone in serious trouble," Yaw said, "but it will be only temporary, because all they do is compete for the same pool of students" (p. 56).
Since 1973, more sophisticated marketing techniques have narrowed the pool of students to which a school directs its marketing strategies, but the small number of research conclusions regarding the cost-effectiveness of such efforts continues to be, at best, equivocal.

El Sharei (1979) reported that "it is difficult to assess which marketing practices are successful" at the colleges she surveyed because they do not have "complete" marketing programs. "They do, however, utilize some marketing/recruitment techniques that they claim are successful" (p. 40). These include the direct mailing of schedules and informational brochures to homes within the market area, the attendance of members of the counseling staffs at high school career days, and personal phone calls to prospective students (p. 40).

Several writers reported spending "inordinate amount" on particular marketing strategies. Ihlanfeldt (1975) said,

As we assessed the cost-benefits of the high school visit, we found that we had spent an inordinate amount of time traveling from one secondary school to another, waiting for high school personnel, and being disappointed when students had to leave an information session or could not attend because of a class conflict. (p. 145)

Ihlanfeldt and his Northwestern University colleagues decided, however, that some high schools definitely should be visited. They fell into such categories as principally preparatory, private, parochial, or schools serving students from minority backgrounds. Northwestern reduced the number of high school visits from 700 to 100 a year (p. 145).
Murphy and McGarrity (1978) asked respondents in their study for the percentage of yearly recruiting expenditures their school spent on several promotional activities. The authors reported the results presented in Table III as average percentage of the total budgets (p. 253). "Putting this information into more traditional marketing terms, the recruiting budget could be roughly divided into about a 65/35 split between personal selling and advertising" (p. 254), the authors said.

Table III
Percentages of Recruiting Expenditures
Spent Annually on Promotional Activities

<table>
<thead>
<tr>
<th>Promotional Activities</th>
<th>Percentage of Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal recruiting in high schools</td>
<td>54</td>
</tr>
<tr>
<td>Direct mail</td>
<td>20</td>
</tr>
<tr>
<td>Campus days for prospective students</td>
<td>10</td>
</tr>
<tr>
<td>Magazine advertising</td>
<td>7</td>
</tr>
<tr>
<td>Newspaper advertising</td>
<td>5</td>
</tr>
<tr>
<td>Radio advertising</td>
<td>3</td>
</tr>
<tr>
<td>TV advertising</td>
<td>1</td>
</tr>
</tbody>
</table>

A summary of other studies

Tables IV and V present information on the cost and/or effectiveness of the marketing activities at various schools, for traditional student programs and for nontraditional student populations,
respectively. The information is presented in this form in order to clearly and concisely present the cost and effectiveness data, limited as it is; the data are similar to those of other researchers, presented earlier. The data indicate that information on costs is rarely available, and that comments on cost-effectiveness are based primarily on the number of additional students who enroll in the institution, presumably due to the marketing efforts. The tables are organized from left to right, presenting the researcher's name, the marketing activity, cost information, and comments on effectiveness, respectively.

Conclusion

Johnson and Gilmour (1978), in their report on three universities which they call Northern, Southern, and Western, concluded that,

Although Northern University and Southern University have achieved important results in the admissions area over the past five years, it is not clear that every institution must engage in formal marketing activities in order to survive in today's competitive market. (p. 13)

They cite Western University as an example of a university which has operated successfully without a formal marketing strategy. Moreover, Johnson and Gilmour pointed out that "it is difficult to isolate the effects of marketing research and planning from the results achieved through more traditional admissions efforts to response to the needs and interests of prospective students" (p. 13). Nevertheless, the authors concluded,
<table>
<thead>
<tr>
<th>Study by:</th>
<th>Activity</th>
<th>Cost</th>
<th>Effectiveness/Other Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson (1972)</td>
<td>Personal contact with prospective students over the telephone, using WATS line</td>
<td>$850/month; less than $1 a student if 1,000 students are called</td>
<td>Economical</td>
</tr>
<tr>
<td>Gorman (1974)</td>
<td>Recruiting and advertising activities</td>
<td>Over $100,000 in one year</td>
<td>Eight percent enrollment increase</td>
</tr>
<tr>
<td>Thompson (1978)</td>
<td>Market research analysis</td>
<td></td>
<td>Thompson explained how the institutional researcher can use Bayesian statistics to place a value on marketing information and decide how much should be spent to gather that information; he explained how he determined that a certain school could spend no more than $82,500 in one year for marketing research; any more than that and the undertaking would not have been cost-effective, he said.</td>
</tr>
<tr>
<td>Giffin et al. (1977)</td>
<td>Direct mail</td>
<td></td>
<td>Giffin et al. said that cost-effectiveness studies must consider staff time, and compare cost of direct mail to the cost of personnel visiting school, etc. He said what little research has been done in this field indicates that direct mail is very cost effective.</td>
</tr>
</tbody>
</table>
Table V
Cost and/or Effectiveness of Marketing Activities for Nontraditional Student Populations

<table>
<thead>
<tr>
<th>Study by:</th>
<th>Activity</th>
<th>Cost</th>
<th>Effectiveness/Other Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep</td>
<td>Newspaper ads; magazine ads; direct mail flyers; posters with return mail cards; letters to special interest groups; public service announcements on TV; news releases</td>
<td>No data presented</td>
<td>Deep said the marketing program for each term is thoroughly evaluated to determine which methods are the most cost-effective; between 2,000 and 3,000 inquiries from prospective students were received each term, 60 percent of which come in the form of response coupons included in the paid advertising in newspapers, magazines, and special flyers.</td>
</tr>
<tr>
<td>Cross</td>
<td>Designing a program for senior citizens and enclosing a recruitment flyer in telephone bills</td>
<td>No data presented</td>
<td>3,000 additional students—a 30 percent increase—in one year.</td>
</tr>
<tr>
<td>Leach</td>
<td>Implementation of a four-stage marketing program</td>
<td>No data presented</td>
<td>A 15 percent increase in fall semester enrollment (compared to only a two percent national increase), and a 12 percent increase in the number of credit hours being taken by students.</td>
</tr>
<tr>
<td>Study by:</td>
<td>Activity</td>
<td>Cost</td>
<td>Effectiveness/Other Comments</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Tatham (1976)</td>
<td>Bulletin explaining offerings of new continuing education/community service program</td>
<td>$8,430.99 for 100,000 copies; $3,858.38 for postage; average total unit cost was 8.5 cents</td>
<td>4,858 students enrolled for the fall semester; 5,887 students enrolled for the winter semester; 78 percent of the registrations were received by mail on the forms printed in the bulletin.</td>
</tr>
</tbody>
</table>
It is possible that the application of marketing research and planning techniques to college recruiting and admissions will have a number of desirable consequences for higher education—including the development of better educational services, better informed student decisions, and perhaps even an expansion of our clientele. (p. 14)

The Communication Process Necessary for Successful Implementation of the Marketing Strategies

Overview

Ihlenfeldt (1975), as reported earlier, wrote that there are three components in the concept of marketing higher education: research, strategy, and communications. The first two have been discussed in earlier sections of the chapter. In this section, the internal and external communication processes, upon which the success of the marketing program is contingent, will be discussed.

Ihlenfeldt explained the dual dimensions of communications as follows: "The internal function is to communicate effectively and persuasively the needs of the marketplace. The external function is to communicate effectively to the consumer what the institution has to offer" (p. 141).

Internal communication

Regarding internal communication, several writers, including Ihlanfeldt and Fram (1975), strongly recommended that all available resources within a university be utilized to support the marketing effort in order to insure total commitment throughout the institution.
Ihlenfeldt presented a communication support system, called the "recruitment molecule," utilized at Northwestern University. It is reproduced in Figure I. Unbroken lines imply direct influence, and broken lines imply indirect influence (p. 142). It is important to identify opinion leaders among the alumni and friends of the college, Ihlanfeldt said. "It is crucial to the development of a desirable image that the opinion leaders of any community think well of your college" (p. 143).

Figure I

The Recruitment Molecule

Allen (1978) agreed with Ihlanfeldt that various units within the institution should be prime participants in the marketing process. They include not only the admissions unit but also the central administration, all academic departments and school, the intercollegiate
athletics unit, the residence hall administration, and research and personnel units, as well as others (p. 14).

The fact is, however, that most of these institutional units are not involved in the marketing process. Murphy and McGarrity (1978) attributed this to poor internal communications. "There does not seem to be a strong enough communication link between admissions officers and other administrators" (p. 259), they said. Based on the results of their survey, the authors concluded that most of the units see the admissions office's role as only one of "selling" what is offered. "This communications gap could ultimately inhibit the effectiveness of the college's or university's recruiting program" (p. 260). To alleviate the problem, the authors recommended establishing a high level position such as a vice-president or director of university marketing. "This person would be able to coordinate product development and modification, recruiting, promotion, research, and other marketing functions encompassing the entire college or university" (p. 260). Thereby, an overall marketing strategy could be developed from the inputs of several units within the institution. Marketing involves all these units—not only the admissions office; therefore, effective internal communication among these units is essential to an effective marketing program.

**External communication**

Morris, Huddleston, et al., (1977) regarded "communicating effectively" to be one of the most difficult obstacles to a successful student recruitment effort.
None of us will ever achieve full productivity unless we can effectively communicate and, thereby, marshal appropriate resources. . . . If we are to maintain or gain a position of college leadership, we must first understand and make ourselves understood by other publics of the college. . . . If we intend to marshal resources, to acquire the support of varied groups such as faculty, deans, alumni, parents, students, and top level administrators, consistent, meaningful communication is essential. . . . Each of us must, objectively, consider ourself as the communicator; know why we are communicating; and to whom we are communicating. Additionally, is the medium and style of our delivery acceptable and how do we believe the person or persons to whom we communicate will react? (pp. 611-612)

Fram (1974) wrote that "marketing must . . . be viewed as a communications process. Each college and university must understand the best way to communicate with its various constituencies" (p. 7).

"The majority of institutions . . . must deal in a continual dialogue formed on the basis of a better understanding of students' problems. This, in turn, serves society more effectively" (p. 7).

Effective communications between the campus and prospective students is one of the most important aspects of marketing admissions. Campbell (1977) said that marketers must utilize those resources which allow communication—either broad or narrow—with prospective students. Campbell mentions the College Board Search Service and the Educational Opportunity Service of the American College Testing program as possible sources of the names and addresses of thousands of prospective students.

The extraordinary value of both services stems from the right you retain to define the qualifications of the high school people you wish to reach. Planning your requests with alertness to your markets is imperative. Excluding students who may be overqualified for your institution or who may live in a geographical non-market area is equally responsible but requires courage. (p. 597)
Ihlanfeldt (1975) pointed out that, in order to be effective, the external communication must involve various forms of contact with different audiences. "A determination must be made as to the form of communication to be utilized for a specific market at a specific time" (p. 141). He explained that a given form of contact, e.g., a telephone call, an interview, a publication, or a letter, may affect one mind set but not another. "This can only be determined by studying various market cohorts over time" in order to determine which kinds of communication are more influential in the student's eventual college choice (pp. 141-142).

Prospective students are, of course, only one of the publics of higher education. Allen (1978) listed a number of other constituencies that a college or university may seek to satisfy. He categorized these various publics by their potential roles as (a) providers of resource inputs to the institution, (b) processors of inputs to create service outputs of value, and (c) recipients of institutional outputs (p. 4). Input publics included alumni, foundations, the business community, current students, parents of current students, friends of the institution, legislators, and government agencies. Creators of service outputs included trustees, top administrators, deans, department chairpersons, faculty members, support area administrators, nonacademic staff members, the union hierarchy, the faculty senate, and student organizations. Consumer publics included alumni, current students, the local community, the business community, religious organizations, the academic community, and government agencies. Allen cited the following constituencies as being the most influential:
parents of current students, parents of potential students, high school and junior college counselors, the mass media, legislators, accrediting agencies, competitive institutions, friends of the institution, prospective students, and foundations (p. 13).

**Conclusion**

Effective communication with various internal and external groups determines, to a great extent, the success or failure of all other aspects of the marketing program. It is essential, therefore, that communication channels be opened and nurtured in order to provide the other aspects of the marketing program with an opportunity for success.

**The Utilization of Market Research and Marketing Strategies in Community College Continuing Education Divisions**

**The rise of the community college**

Harlacher (1975) described to the Conference on Non-Traditional Educational Marketing and Delivery Systems a "remarkable sight" that captured a meaningful trend in American education. While visiting Monticello, the home of Thomas Jefferson, in Charlottesville, Virginia, Harlacher looked down on the Rotunda of the University of Virginia, founded by Jefferson. "In Jeffersonian democracy's terms, it was our first people's college" (p. 42), Harlacher said. Further, Harlacher said:

Today there is a very remarkable sight to be seen . . . ., for between Monticello and the Rotunda of Mr. Jefferson's
University there is another smaller hill and on this rise sits Virginia Piedmont Community College. The juxtaposition is so symbolic that an educator, such as myself, is almost taken aback by this graphic lesson in change. (p. 43)

The community college would probably be more significant to Jefferson than to many of us, Harlacher said.

He would see the natural changes which led the European style university through the land grant movement and subsequently through the delivery of the community colleges of the nineteen hundreds. Jefferson would understand completely that institutions of education, in order to stay alive and relevant, must be a living part of society. When society changes, its public institutions either change or are replaced. (p. 43)

The problem has been, Harlacher said, that "too many of our institutions of public education are static or have become maintenance stations within a time of human reassessment and great change. The one hopeful exception is the community college" (p. 44).

As the demographics of the traditional student clientele change, most educators realize that they must serve the new student clienteles and must assume new roles "if they are to meet the needs of the 'new students'" (p. 44), Harlacher said. "Probably best qualified to execute this responsibility are our community colleges, which remain relatively unencumbered by the universities' traditional devotion to the development of 'scholars'" (p. 44). Community colleges were designed to accommodate the "Common Man," Harlacher said, but the problem has been that community college identified the "Common Man" with only small segments of the total community:

- high school graduates requiring financial and geographical access to low-cost further education; those interested in preparing for gainful employment at the end of one or two years; others wanting skills to upgrade their performance
on the job or eligibility for promotion; people whose previous educational experiences have precluded their acquiring the necessary skills to move into the higher echelons of learning; and individuals whose intermittent appetites for knowledge or diverteisement have dictated certain community service programs. (p. 49)

Harlacher continued:

But there are reservoirs of learners the community colleges have left untouched. They have overlooked those who cannot afford the time or cost of conventional further education; those whose interests and talents are not served by traditional education; those who have become technologically unemployed and must retool themselves in midcareers; those whose educational progress has been interrupted by illness, military service, or other temporary conditions; those who are increasingly bored with the routine of a highly technological society or faced with increased leisure time. . . . (p. 49)

Recognizing these reservoirs as untapped target markets, Trivett (1975) said, "the time is ripe for non-traditional education to flourish" (p. 67). He pointed out that society has broadened its social and educational ideas so that it accepts the notion that education can occur over a lifetime; "indeed, some argue, it must continue over our lifetime" (p. 67). While "higher education" in the traditional sense suffers reversals, Trivett said, community colleges are "luckily" aware that new groups of students not traditionally served by higher education are waiting to receive our services. And indeed, some statistical evidence is available to suggest that the new and nontraditional markets really exist (p. 67).

Removing barriers to the part-time learner

Cross (1975), in her comments about educational programs designed to serve the "new clientele," realized that many community
college educators in her audience thought that the most useful thing she could do was provide an answer regarding "how to attract the greatest amount of new tuition or enrollment money for the least expenditure of institutional resources?" (p. 78). She admitted that such information would be useful, "if I had any such formula. I don't" (p. 78). But she felt that the questions of how to attract the new learners and how to serve them well were intimately interrelated.

For various reasons, Cross said, a majority of the people who say they are interested in further learning are prevented by various situational, dispositional, and institutional barriers from registering for classes. She cited a study by Carp, Peterson, and Roelfs (1974), which reported that 80 percent of the adults between the ages of 19 and 60 expressed an interest in continued learning, but that only about one-third of them had engaged in some type of formal learning activity in the year prior to the study. Situational barriers constituted the greatest barrier. They included lack of time for study, job and home responsibilities, lack of child care, unavailability of transportation, and lack of a place to study. But the major situational barrier was the expense of education. Dispositional barriers included feeling too old to learn, lacking confidence of ability, lacking energy, not enjoying studying, being tired of school, not knowing what to learn, and having family members or friends who do not like the idea. But these dispositional barriers were of less significance to people than the situational barriers. "If the price and the program are right, the attitude is quite positive" (p. 31),
Cross said. Institutional barriers, aside from the cost of education, included a feeling of discrimination against part-time students, not being able to meet strict attendance requirements, having courses scheduled at times when attendance is impossible, and encountering too much red tape when trying to enroll (pp. 79-83).

Cross advocated a variety of steps that would reduce these barriers to prospective nontraditional students. She strongly endorsed a "totally new conceptual framework in higher education that eliminates the distinction between 'regular' and 'adult' students" (p. 82). "If we mean what we say about lifelong learning and about the desirability of a learning society, then we can no longer perpetuate a system that assumes learning is a necessity for some and a luxury for others," especially in an era when part-time students out-number full-time students (p. 82). "In the 1970's the rate of growth of part-time students has been roughly three and one-half times that for full-timers" (p. 82), Cross said. "We are moving rapidly toward the predominance of the part-time college student" (p. 82). Yet over one-third of the colleges in the U.S. have no financial aid of any type available to part-time students, and even fewer--only one-fourth--have financial aid offices open in the evenings or on weekends (p. 82). Cross recommended significant curricular changes, procedural modifications, and a vigorous public relations effort to communicate these changes to prospective students (p. 84). Cross concluded:

Traditional education has assumed that the institutional program is the given and that students are successful or unsuccessful to the extent to which they master predetermined lessons. Nontraditional education starts with the assumption that the student is the given and that
education is successful or unsuccessful to the extent that it helps students towards intellectual and personal development. There is all the differences in the world between the two approaches. . . . I believe that we are witnessing the start of a movement that will revolutionize education for traditional as well as nontraditional learners. It is exciting and challenging to be part of that movement. (p. 88)

Community colleges adopt marketing techniques

Based in part on Cross' data and recommendations, Leach (1978) provided a rationale for the application of marketing techniques to higher education. He told the audience at the annual convention of the American Association of Community and Junior Colleges that marketing "offers a positive alternative which has the potential for increasing enrollments, reducing attrition and making college services more responsive to the needs of student consumers" (p. 3). At the same convention, Fischer (1978) presented a conceptual framework for marketing a community college. He said, "The effectiveness of a community college marketing effort depends to a large extent on understanding the process involved in extending the most meaningful educational experiences to a very heterogeneous population" (p. 6). He noted that, although some community college educators might have been uncomfortable in borrowing terminology from the business world, the size of the educational enterprise clearly demonstrated that education is big business. He said that in 1976, education cost approximately $131 billion and accounted for eight percent of the gross national product (p. 7).
Coppock (1979) told the convention of the Missouri Association of Community and Junior Colleges that the term "recruitment" should be used rather than "admissions" because of its "aggressive tone"; "admissions," he said, has "more of a gatekeeper overtone. I am here to suggest that we are no longer gatekeepers at the halls of the academe; rather, we are the salesmen whose job it is to state our position clearly and firmly in order to recruit for our institutions" (p. 2). He told those in the audience who were still hesitant about adopting marketing strategies to recruit students that there was "no room for apology for selling our product or programs" (p. 3). He listed 18 different elements of an effective recruitment program, including being open to unique markets.

These markets may include the adult, the industrial worker, the four-year college dropout or fail-outs, four-year college liberal arts graduates who cannot find jobs, the evening students (such as housewives), the international student, the handicapped student, the veteran and students under special governmental programs such as CETA and Vocational Rehabilitation. (p. 7)

Johnson (1977) compared the changes in students' perceptions of the community college with the change in the market position of 7-Up. Both are portrayed as alternatives, 7-Up to cola sodas and community colleges to traditional four-year institutions. Therefore, Johnson called community colleges the "un-cola" institutions of postsecondary education (p. 14). In the 1960's, Johnson said, enrollment at community colleges grew five, 10, or 20 percent each year.

Students recognized two-year colleges for the opportunities which they seemed to offer. It was a chance to obtain a start in college at minimum cost, with innovative programs, and at convenient locations. Students learned, were satisfied, saved money and time, and told their friends. This
alternative became a first choice and first step for many who were being denied educational opportunities. Even the traditional middle-class student began to see the first two years at a community college as a cost-saving option. While traditional colleges "selected," community colleges "served." (p. 14)

When the rate of growth of traditional student enrollments began to slow down in the mid-1970's, however, a shift to marketing procedures was looked upon as a possible solution. Johnson said, "Marketing is not the total answer, but properly done, it can create a new direction and meaning for a community college" (p. 17). "The 'un-cola' position worked for 7-Up, and the same can be true on a continuing basis with community colleges. The opportunities exist—they just need to be found, served, and satisfied" (p. 17).

El Scharei (1979) studied the student recruitment efforts at Clark Community College in Vancouver, Washington, and at ten southern California community colleges. Noting that community colleges had entered an era of "declining enrollments, decreasing levels of public support, and increased student consumerism" (p. 4), El Scharei stated that "implementing a marketing program that identifies and utilizes current resources and attempts to secure new ones" was necessary if the community college were "to grow and flourish as it has in the past" (p. 4). Based on her study, El Sharei concluded that "complete marketing programs do not appear to exist," although certain marketing and recruitment techniques were utilized (pp. 37-39). "There does not seem to be consensus among administrators as to the need for a marketing program within their respective community colleges. As a result, no commitment can be made until there is general agreement as
Sork and Pankowski (1975) wrote that "the time is right for a 'new' emergence of university continuing education" (p. 205). But the failure of community colleges to develop complete marketing strategies to promote continuing education programs was deplored. "If . . . continuing education is to maintain or improve its place in higher education, then an opportunity such as this should not be allowed to die a quiet death without first having a chance to live" (p. 206).

Borst (1977) conducted a study of 839 colleges to determine the degree to which marketing activities were being used for identifying and communicating with adult student markets for continuing education programs. He analyzed the data according to various classifications, such as two-year or four-year institutions, public or private, etc. Among his conclusions: all classifications make equal use of current students, former students, and faculty knowledge as sources of information; direct mail, newspaper public service, and newspaper advertising are the most heavily used communications media; two-year institutions emphasize newspaper public service, radio advertising, and radio public service; public institutions emphasize newspaper, radio public service; and most schools employ student questionnaires and course enrollment figures to evaluate communications media (pp. xiii-xiv). Borst presented no data on the cost effectiveness of various marketing strategies.

Clearly, then, marketing activities have been implemented at community colleges. Target markets have been established as a result of
market research, and marketing strategies have been designed to attract and enroll prospective students from those target markets.

**Examples of marketing systems in community colleges**

Table VI presents a summary of the literature on marketing systems which have been implemented at various community colleges. The information is presented in this form in order to condense a large volume of literature into a more concise format. Each marketing system is, to some extent, unique from all others. The descriptions presented in Table VI summarize the results of market research and the strategies employed in the development of a marketing plan. In all cases, specific target markets were identified; they ranged from businessmen working in the downtown area near the college to adult women interested in technical-occupational programs. The table is organized from left to right, with the name of the researcher on the left and the description of the marketing system on the right.

**Summary**

The literature reviewed in this chapter indicated that the marketing of higher education in general, and of community college continuing education divisions in particular, does exist to a certain extent, but that strategies need to be further refined on the basis of experience with their effectiveness and according to some established standardized output criteria.
### Table VI

**Description of Marketing Systems Implemented at Various Community Colleges**

<table>
<thead>
<tr>
<th>Study by:</th>
<th>Description of Marketing System</th>
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<tbody>
<tr>
<td>Keim et al. (1978)</td>
<td>Market research at Kansas City Metropolitan Community Colleges studied demographic characteristics of the market population and investigated marketing objectives in terms of (a) adult nonstudents and current students, (b) competition for minority and occupational enrollments, and (c) institutional survival. Surveys were also conducted to ascertain area employers' and educators' perceptions and evaluations of college services and their relationships with the college.</td>
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<tr>
<td>Stecklein (1978)</td>
<td>Market research at Metropolitan Community College in downtown Minneapolis, Minnesota, was an effort to identify the unmet educational needs of the business community of the College neighborhood. Two segments of the current student body were studied through interviews and mailed questionnaires. Researchers concluded that the adult working population of the metropolitan area was a potential and relatively untouched market for the College's educational services. Based on that conclusion, a marketing plan was designed which integrated the educational needs and interests of local businesses and employees.</td>
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<tr>
<td>Leach (1977), Bickford (1978), and others</td>
<td>A four-stage marketing plan was developed at Prince George's Community College in Maryland. The four stages were (a) service, (b) promotion, (c) delivery, and (d) evaluation. The discovery and description of market segments resulted in the identification of target markets and the assessment of unique needs of these subpopulations of potential students.</td>
</tr>
<tr>
<td>Harford Community College (1978)</td>
<td>Officials based Harford Community College's marketing plan on Prince George's Community College's plan; both schools are in Maryland. Objectives were established for each of the four stages of the plan. Then marketing topics were addressed and action plans devised to achieve each objective. Action plans ranged from conducting an evaluation of the need for a weekend college to developing audiovisual materials geared to separate target audiences.</td>
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Table VI--Continued

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<th>Study by:</th>
<th>Description of Marketing System</th>
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<tr>
<td><strong>Los Angeles Community College (1973)</strong></td>
<td>Officials at Los Angeles Community College in California implemented a four-step program designed to identify and penetrate potential student markets, identify student needs, and establish objectives of responsibility. The four stages were (a) identification, (b) qualification, (c) subdivision, and (d) implementation. The design for an educational telephone network was presented; its goal is to extend educational opportunities to new members of the community, in place of traditional classroom instruction.</td>
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<tr>
<td><strong>Kelly (1978)</strong></td>
<td>Market research at Miami-Dade Community College in Florida indicated a market for a television and radio-based curriculum in the Miami metropolitan area. The promotion phase of the marketing program utilized radio, television, and newspaper ads; feature stories; direct mailings; posters; billboards; bus benches; bus advertisements; bumper stickers; advertising in small community newspapers; and taking advantage of the widespread promotion of national television courses. Between 1973 and 1978, Miami-Dade enrolled 25,000 students in its &quot;telecourse&quot; program; furthermore, many of those students later enrolled in on-campus courses; on-campus enrollment never declined, but in fact was enhanced.</td>
</tr>
<tr>
<td><strong>Boyer (1973)</strong></td>
<td>A study of adult women enrolled at 830 publicly supported two-year colleges across the U.S. concluded that female enrollment in technical-occupational programs is slight and is increasing only very gradually, indicating that there is a wide-open market to be taken advantage of. A study of techniques to attract women students was also conducted. Techniques included using pictures of women in publicity about the programs, eliminating the male pronouns in publicity, and using women recruiters for the programs. Schools which used several of these techniques had the predominance of adult women enrollment increases.</td>
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<tr>
<td><strong>Maki et al. (1974)</strong></td>
<td>A survey was conducted at Mesabi Community College in Virginia, Minnesota, to determine the educational levels, objectives, programs, and areas of interest of women who desired to continue their education. The survey results concluded that many women were interested in returning to school. Therefore, Mesabi</td>
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<td>Study by:</td>
<td>Description of Marketing System</td>
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<tr>
<td>Maki et al. (1974)</td>
<td>Community College developed an education program geared toward women, taking into account the subjects they expressed interest in, the time of day they said was convenient, the pricing and financing plan they said was desirable, etc. Many women expressed a desire for a day-care center within the College so that they could attend daytime classes more easily.</td>
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CHAPTER III

METHODOLOGY

Research Design

The investigation of marketing systems developed and implemented by administrators of community college continuing education divisions necessitated personal observations and interviews. This report on those systems includes an analysis of their development and structure and an evaluation of them based on external criteria. The criteria consisted of an adaptation of an instrument developed by Dr. Philip Kotler and a checklist developed by the researcher. Data collected through the observations and interviews were analyzed and used as the basis of a report on the components which were found to be common to various sophisticated marketing systems.

Hypotheses

Based upon basic marketing principles discussed by McCarthy (1960, 1975), Kotler (1977), and others reviewed in the survey of related literature, and based upon the research questions stated in Chapter I, the following hypotheses were developed as the basis for the evaluation and analysis of the marketing systems at selected community colleges' continuing education divisions. Each of the first five hypotheses is based on a corresponding section of the interview schedule which was used as the data-gathering instrument. The sixth
hypothesis is an overall one based on the colleges' responses to all of the interview questions, as corroborated according to the checklist.

Hypothesis 1: Over fifty percent of the community colleges acknowledge the primacy of the marketplace and of prospective students' needs and wants in shaping institutional plans and operations, demonstrated by their scores of at least four out of a possible six points on interview schedule questions Ia, Ib, and Ic.

Hypothesis 2: Over fifty percent of the community colleges are staffed in an integrated manner so that they will be able to carry out marketing analysis, planning, and implementation and control, demonstrated by their scores of at least four out of a possible six points on interview schedule questions IIa, IIb, and IIc.

Hypothesis 3: Over fifty percent of the community colleges receive, through market research, the kind and quality of information needed to conduct effective marketing, demonstrated by their scores of at least four out of a possible six points on interview schedule questions IIIa, IIIb, and IIIc.

Hypothesis 4: Over fifty percent of the community colleges generate innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the marketing mix, demonstrated by their scores of at least four out of a possible six points on interview schedule questions IVa, IVb, IVc, IVd, IVe, and IVf.

Hypothesis 5: Over fifty percent of the community colleges implement their marketing plans in a cost-effective manner, and
monitor the results for rapid corrective action, demonstrated by their scores of at least four out of a possible six points on interview schedule questions Va, Vb, and Vc.

Hypothesis 6: Over fifty percent of the community colleges have established sophisticated and effective marketing systems, employing extensive and complete marketing research and strategies, demonstrated by their scores of at least 20 out of a possible 30 points on the entire interview schedule and corroborated by the content analysis of documents based on the checklist.

Subjects

Selected administrators of all community college continuing education divisions in southern lower Michigan comprised the population for this study. Community colleges were identified by the State Department of Higher Education in Lansing, Michigan. Community colleges are defined as public institutions offering at least two but less than four years of study in terminal occupational programs, culminating in less than a bachelor's degree. They were distinguished from junior colleges offering two-year nonterminal programs, more readily transferable to four-year institutions. The study was confined to only southern lower Michigan community colleges for practical reasons and, more importantly, to insure a relatively comparable group of respondents. Regional constituencies were relatively consistent throughout southern lower Michigan, where population is dense and predominantly industrialized compared with northern and upper Michigan. Access to media and to the targeted market
groups, among other factors, were relatively consistent among southern lower Michigan community college regions, but varied widely between southern and northern parts of the state. Such a divergence may have led to misleading conclusions about the marketing systems which this study investigated.

The 19 community college continuing education divisions investigated in this study were located south of a line from Muskegon to Flint, considered to be the dividing line between southern and northern lower Michigan. The colleges were Charles S. Mott Community College in Flint, Glen Oaks Community College in Centreville, Henry Ford Community College in Dearborn, Highland Park Community College in Highland Park, Jackson Community College in Jackson, Kalamazoo Valley Community College in Kalamazoo, Kellogg Community College in Battle Creek, Lake Michigan College in Benton Harbor, Lansing Community College in Lansing, Macomb County Community College in Warren, Monroe Community College in Monroe, Montcalm Community College in Sidney, Muskegon Community College in Muskegon, Oakland Community College in Bloomfield Hills, Saint Clair County Community College in Port Huron, Schoolcraft College in Livonia, Southwestern Michigan College in Dowagiac, Washtenaw Community College in Ann Arbor, and Wayne County Community College in Detroit.

The administrators were selected on the basis of whom the director of continuing education at each college named as the person or persons, inclusive of himself or herself, most qualified to respond to questions concerning the marketing system employed to attract students to enroll in their nontraditional programs.
Instrumentation

Two instruments were developed and used as criteria upon which the marketing systems of the community colleges' continuing education divisions were analyzed and evaluated. One, an adaptation of an evaluative instrument developed by Dr. Philip Kotler (1977), was used in the interviews with college administrators; demographic data were also collected during the interviews. The other, a checklist developed by the researcher, was used to perform a content analysis of the document examined by the researcher during the personal observations of the continuing education units.

Kotler, a professor of marketing at Northwestern University and a leader in the field of marketing for both commercial and nonprofit organizations, developed the evaluative criteria on the basis of several years of personal experience; he adapted and modified his instrument after using it to assist a number of commercial institutions in evaluating their marketing systems, between 1975 and 1977. Since 1977, Kotler used the instrument in evaluations of additional commercial institutions. He found that companies usually scored between 13 and 15 points out of a possible 30 on his scale. Those he perceived to have sophisticated marketing systems scored higher than average; those with unsophisticated marketing systems—based on his preconceived notions—scored lower than average. Kotler developed the criteria primarily as a stimulus for internal evaluation and discussion rather than as an external quantitative measure. The researcher adapted Kotler's criteria before and after field-testing the
instrument with college administrators involved with developing marketing systems for their schools.

The checklist was developed on the basis of the literature reviewed in Chapter II. Each item corresponded, in order, to the interview schedule questions. The checklist was adapted and modified during the field-testing procedure. It was then used to perform a content analysis of the documents examined during the personal observations of the continuing education units.

These instruments were appropriate to this study because they were organized according to the five research questions listed earlier. They provided a relevant basis for the analysis and evaluation of the marketing systems which were studied.

The field-test procedure

Four directors of continuing education divisions and one director of public relations at three institutions of higher education were asked to review the interview schedule and checklist questions in order to determine (a) if the questions were clear and sensible and (b) if the questions in each section were logically developed from their respective research questions. The content validity of the instruments was established by this process. The administrators expressed satisfaction with the organization and content of the instruments, one saying they provided "as nice a breakdown of the critical elements of marketing" as he had seen. Modifications were suggested, and subsequently implemented, regarding terminology that was originally more appropriate to traditional rather than
nontraditional programs, such as "catalog" instead of "class schedule." The need for more detailed explanations in some items was also suggested; for example, the term "high level" was changed to "president's level" in one question. A unanimous suggestion was to avoid marketing jargon that would be meaningless to those schools with unsophisticated marketing programs; such jargon was eliminated and standardized explanations, based on the checklist examples, were formulated for use when an interviewee said he didn't understand a given interview question. The field-testing procedure was helpful in preparing the researcher to anticipate problems, concerns, and questions in the actual data collection process.

Procedure

Initial contact was made with each continuing education administrator by a letter in which the purpose and procedures of the study were explained. A specific appointment was then set for a meeting in the administrator's office.

At the meetings between the researcher and the administrators, the interview schedule--the evaluative criteria adapted from Kotler's instrument--was read and the administrators' responses were written down. Responses were also recorded on tape. After the interviews were completed, an examination was conducted of all available materials which the administrator and/or the continuing education division had utilized in the marketing effort since its inception or in the previous three years, whichever was shorter. The checklist was then used to perform a content analysis of the documents which were
observed. Photocopies, photographs, recordings, etc., of such documents and materials were made when appropriate, with the permission of the administrator.

In those cases where more than one person was interviewed, the interview schedule was administered during a group interview. The interviewees were allowed to discuss the questions among themselves until they reached a consensus. Their consensus was recorded as the response to the interview item, in each case. However, when the content analysis of documents based on the checklist failed to find evidence corroborating the interviewees' perceptions, the points awarded for particular interview schedule items were modified.

The modification of scoring was done as follows. Points earned by each college on the basis of the interviewees' answers to the interview questions were totaled, section by section. If, during the content analysis of the documents (conducted according to the checklist), the interviewees' remarks could not be substantiated, point totals were modified. For example, if the college scored four or more points in a given section—thereby earning enough to meet the objective as stated in the hypotheses—but could only corroborate its statements with documents in less than two-thirds of the checklist items for that section, the point total was reduced to three (not enough to meet the objective) for that section. In rare cases, however, the researcher did not reduce the points earned on the interview schedule even without finding documentation when, on the basis of personal examination of the marketing operation at the school during his visit to the campus, it was clear that certain philosophies
were held and/or activities were being performed. Those cases are specifically explained in Chapter IV.

In no case were points added to a section on the basis of documentation alone; if the interviewee said a certain activity was not being done or was being done only to a limited extent, no documents were found to contradict his statement.

Data Analysis

After the visits to the community colleges were completed, the data obtained by the two evaluative instruments were analyzed and synthesized. Analysis was organized on the basis of the five research questions listed earlier; each community college's continuing education division was analyzed and evaluated individually, then conclusions were drawn on the basis of the data for all of the 19 colleges studied.

Responses to the questions during the interview were confirmed or contradicted by the examination of documents according to the checklist described above. This provided a validity check to determine whether or not the colleges actually did what the respondents said they did. It also provided more detailed information regarding the research techniques and marketing strategies employed by the continuing education programs.

In addition, a statistical analysis was conducted of the section scores and total scores earned by the colleges on the evaluative criteria. This analysis provided a measure of the internal consistency and reliability of the measurement criteria.
Demographic data on the community colleges and the interviewees were also synthesized and reported. The colleges and interviewees are not identified by name in the data reporting and analysis sections of this dissertation.

The data from the interviews and observations at all 19 colleges visited were analyzed in order to confirm or contradict the hypotheses listed earlier.

On the basis of the external output criteria, some marketing systems were determined to be more sophisticated and effective than others. Components which were common to several of the more sophisticated and effective marketing systems served as the basis for a conceptualization of what the state of the art of marketing is, compared with what it should be according to the literature reviewed in Chapter 2. Data from the content analysis of documents provided specific examples which are included in the conceptualization.

A summary of this study and a statement regarding its implications conclude the data analysis; suggestions for further research in the field of marketing are also presented.

The conceptualization and summary are intended to serve as a guide for educational marketers, recruiters, and admissions and public relations personnel, providing them with a framework for a well-developed and organized marketing system based on what others have utilized and found to be efficacious.
Possible Biases

The researcher recognized his bias in the direction of sophisticated marketing design based on the literature in the field. That bias is relevant because the researcher conducted the interviews and the content analysis of documents himself. In order to attempt to deal with this bias, the instruments utilized in the data collection procedures were highly structured, and the researcher did not deviate from them during the in-person meetings at the various community colleges.
CHAPTER IV

PRESENTATION OF DATA

This chapter presents the data gathered during the interviews with community college administrators and during the examinations of documents observed by the researcher, according to the checklist, during his visits to the 19 community colleges in southern lower Michigan. Each community college is reported on individually.

Each summary is organized in the following manner. First, the demographics of the market area are presented. Second, the total enrollment trend at each college, including recent enrollment statistics, is presented. Third, demographics on the nontraditional student population of each college are presented, based on administrators' definitions of "nontraditional students." Nontraditional student enrollment statistics, when available, are also presented in this section. Next, each of the five research questions are addressed individually; the adjusted point total, based on the interview questions corroborated by the checklist, is presented for each section, followed by a narrative account of the marketing activities (or lack of same) related to each research question. The five research questions deal with (a) customer philosophy, (b) integrated marketing organization, (c) adequate marketing information, (d) strategic orientation, and (e) operational efficiency. Finally, the "summary" presents the total points earned by the college in all five sections; a short statement regarding the marketing backgrounds, activities,
and perspectives of the interviewees is also presented.

Community College A

Established in 1964, Community College A was located in a predominantly rural market area which had a population of about 360,000 within a 35 mile radius of the campus. Between 1976 and 1979 the market area's population grew modestly—about two percent. Below the state average economically, the market area was comprised of predominantly blue collar workers with no more than a high school education.

Enrollment at the College had increased about seven percent a year since 1976; 1978-79 total enrollment was 1,456 credit-year-equivalent students (C.Y.E.S.), taking 45,136 credit-hours of instruction. One C.Y.E.S. is the equivalent of 31 credit-hours. State funding is based on the total C.Y.E.S. for the year.

The nontraditional population of the market area was defined by college administrators as "those persons over 24 or specific target markets such as displaced homemakers, CETA workers," etc. The average age of students at the college was 27. Nontraditional student enrollment had been growing at approximately the same rate as total enrollment; 1978-79 enrollment in nontraditional programs was 4,688 students (head-count) taking 11,651 credit-hours of instruction; C.Y.E.S. was 376. The number of credit hours for which students enrolled increased steadily along with the number of students.

On the basis of College A administrators' responses to the interview questions, corroborated by documents and brochures examined by the researcher according to the checklist, the following statements
could be made in response to the five research questions of this study:

1. College A administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; three out of six points were earned in this area of the evaluative criteria.

Administrators placed their own attitudes concerning what a community college should offer above the desires of the marketplace. The image of the College as a school offering primarily vocational and occupational programs rather than leisure-time learning classes was stressed by the continuing education director, regardless of whether or not market research indicated that that was what the public desired. The profit motive was often secondary. Rising enrollment statistics indicated that vocational and occupational programs were supported by the market, however.

2. College A's organization was staffed in an integrated manner so that it was able to carry out marketing analysis, planning, and implementation and control; five out of six points were earned in this area.

Internal communication among administrators was characterized by extensive interaction, fostered by the physical proximity of the various administrators and the relatively small staff. Marketing managers were relatively unfettered by bureaucratic blockades, thereby enabled to react quickly and effectively to changes and developments based on current market information. The continuing education director/marketing manager indicated, however, that his subordinates
were not aware of his marketing goals in general, only of his more specific plans.

3. College A administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; three out of six points were earned in this area.

College A administrators had conducted several specific market surveys in the immediately preceding year in order to determine interest in particular programs which were being considered as additions to the curriculum. Such specific surveys had been found to be of more practical benefit than a general market study, the most recent one of which was conducted in 1970. However, it was the lack of a more recent general market study that, on the basis of the literature, indicated that the kind and quality of information needed to conduct effective marketing was not received.

4. College A marketing managers did generate innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; five out of six points were earned in this area.

Regarding McCarthy's "four P's," College A was extensively involved in program development, promotional activities, and place considerations, but not as extensively in pricing modifications. Administrators believed research in the latter area indicated that prospective students often equate the value of a program or course with the fee charged for it. Nevertheless, some tuition grants were provided for senior citizens.
The number of course offerings more than doubled between 1969 and 1979, as an examination of yearly class schedules verified. More late afternoon and evening classes were added, many of which met less frequently but for longer periods of time than they did ten years before. Weekend classes were added to the schedule, but on the main campus only. Six extension centers were opened at area schools; non-traditional classes are offered at each during the week. The duration of courses ranged from six weeks to a full semester.

Promotional activities included newspaper advertising, television commercials, radio commercials, free publicity and public relations (including a Speaker's Bureau which scheduled faculty members' lectures on various topics to community organizations), exhibits at fairs and shows, catalogs and pamphlets, letters sent by direct mail, contact made by telephone, "campus days" on which prospective students visited the College (including special days for women), and personal recruiting by College representatives. Some promotional activities by the traditional student program had a "carry-over" effect which benefited the nontraditional program as well. These activities included magazine advertising, billboards, and posters.

Marketing plans were formulated for a period of from one to two years in advance; contingency planning was also conducted to a large extent.

5. College A's marketing plans were implemented in a cost-effective manner, and the results were monitored for rapid corrective action; five out of six points were earned in this area.
College A's continuing education division spent an average of approximately $5,400 a year on marketing activities, according to administrators. Very little data had been collected regarding the cost-effectiveness of various marketing strategies. Administrators believed that their experience corresponded to the research literature which indicated that newspaper advertising was the most effective mass-selling technique. Television advertising was used to create an impression, and radio commercials were intended as reminders, administrators said. Most registration coupons which were returned to the school through the mail had appeared in the newspaper, administrators said.

Summary

College A scored a total of 21 out of a possible 30 points on the evaluative instrument, placing it among the schools with more sophisticated and effective marketing systems, employing more extensive and complete marketing research and strategies.

The continuing education director said that he has used marketing techniques vigorously and aggressively ever since he joined the College A staff in 1968. He held an M.B.A. degree in marketing.

Community College B

Community College B was located in a predominantly rural market area which had a population of about 90,000 within a 30 mile radius of the campus. The population had been fairly stable in the period from 1976 to 1979. It was comprised of primarily blue collar workers.
of middle to low economic level, with an average of a tenth grade education. The College was established in 1965.

The student "head-count" at the college had increased steadily since 1976, but credit-hour—and therefore C.Y.E.S.—enrollment declined in Fall 1977 and Fall 1978. Fall 1979 enrollment increased 15 percent over Fall 1978; administrators said the 15 percent jump was the highest for any community college in the state. A total of 1,307 students were taking 10,067 credit-hours of instruction in Fall 1979; the C.Y.E.S. was 325.

The nontraditional population of the market area was defined by school administrators as those who were "economically deprived, aged" or in need of "remedial" programs. The typical nontraditional student was reported to be between 35 and 40 years of age, and most often female. Nontraditional student enrollment in 1978-79 showed a 30 percent increase over the best year ever at the college, which was 1976-77. The 1977-78 nontraditional enrollment total had declined, as did the total C.Y.E.S. enrollment mentioned above.

On the basis of College B administrators' responses to the interview questions, the following statements could be made in response to the five research questions of this study:

1. College B administrators acknowledged the primacy of the marketplace and of prospective students' needs and wants in shaping institutional plans and operations; four out of six points were earned in this area.

A special task force charged with developing a marketing strategy had recently reported to the administration. Target markets,
including senior citizens, CETA employees, and adult women, had been identified. The task force report included written objectives and operational guidelines as well as a written statement of philosophy regarding the broad basis upon which the marketing techniques should be based.

2. The College B organization was staffed in an integrated manner so that it was able to carry out marketing analysis, planning, and implementation and control; six out of six points were earned in this area.

The President of the College was involved in and aware of the marketing activities, though actual implementation of the activities was done by the personnel to whom he delegated certain assignments. Internal communication was termed "good"; both structured and informal meetings of administrators were held prior to registration and throughout the academic year. A "marketing committee" composed of several administrators was being established in order to develop a long-range marketing plan for the college. It was hoped that this committee would foster communication with faculty and students regarding the school's marketing efforts.

3. College B administrators received through market research, the kind and quality of information needed to conduct effective marketing; again, six out of six points were earned in this area.

The special task force conducted an extensive market study in early 1979. Administrators made it clear, however, that a lack of financial resources—causing a lack of staff and computer resources—limited the college's ability to conduct surveys on a larger scale.
This lack of finances was typical for all community colleges as opposed to four-year colleges, administrators said.

4. College B marketing managers generated innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; 4.5 out of six points were earned in this area.

Regarding McCarthy's "four P's," the college was extensively involved in all four--programs, place, promotion, and pricing. A step-by-step program development process existed in writing and was utilized, providing for surveys of prospective students to determine their interest in particular programs. Programs were aimed at markets which administrators found to be viable, including practicing professionals requiring relicensure, the career development and mid-career change market, and students needing to meet traditional minimal competencies. Programs aimed at the adult women market had been phased out because they were not found to be profitable. For the same reason, few programs had been developed for the market seeking leisure skills and/or enrichment courses.

The time and place of class offerings had been determined and modified on the basis of the needs of the various markets, administrators said. More late afternoon and/or evening classes were scheduled; they often met only once a week. Weekend classes were also offered. Six extension centers provided courses to students at various locations throughout the market area. "Mini-semesters" were tried for nontraditional programs, but were discontinued due to a lack of response, administrators said.
Promotional activities included newspaper advertising, radio commercials, posters, an increasing amount of free publicity in area newspapers, exhibits at fairs, catalogs and pamphlets, letters and class schedules sent by direct mail to everyone in the market area, direct contact by telephone, "campus days" for prospective students, and personal recruiting by college representatives, assisted by current students.

Pricing practices included acceptance of payment by credit card. Pricing considerations were based on what the market will bear.

At the time of this study, administrators were involved in developing long-range and short-range plans based on the recommendations of the special task force. Contingency planning was also practiced; for example, if enrollment was not at the level it was anticipated to be, more advertising was conducted. A "flexible" institutional structure allow for the implementation of contingency plans, administrators said.

5. College B's marketing plans were implemented in a cost-effective manner, and the results were monitored for rapid corrective action; four out of six points were earned in this area.

An increasing amount of money was being spent for marketing activities. In 1979-80, approximately $25,000 was budgeted, compared with $17,500 in 1978-79. The 1979-80 total included the cost of publishing a booklet with a multi-year life expectancy.

College administrators cited several marketing innovations as contributory to the enrollment and credit-hour increases mentioned earlier in this discussion. The 30 percent increase in continuing
education enrollment in Fall 1978 was preceded by the addition of several programs and increased promotional advertising. Enrollment at off-campus centers increased 300 percent in Fall 1979 over Fall 1978. This increase was preceded by the increase in the number of extension centers, from four to six, and an increase of about 30 percent in the number of course offerings at those centers.

Newspaper advertising is cited as the most cost-effective form of promotion, based on a market research study done by the college's own business department. Four newspapers competed for customers in the college's market area, and administrators saw them as being "extremely influential in terms of broad appeal."

Summary

Community College B scored a total of 24.5 out of a possible 30 points on the evaluative instrument, placing it among the schools with more sophisticated and effective marketing research and strategies.

The continuing education director recognized the importance of a sophisticated marketing approach to student recruitment; he believed College B was operating in a competitive market area, the boundaries of which overlapped with College A. He had conducted his own study of what other schools had done and found to be effective in the field of marketing. His background was primarily in the area of public relations and publications.
Community College C

Community College C, established in 1946, was located in a predominantly rural market area, but the majority of the 100,000 populace lived in an urban section of the area. The population level had remained stable in recent years. Residents of the area were of diverse economic class levels and had diverse occupations; the majority had a high school education.

Enrollment at the college had remained stable since 1976; Fall 1978 C.Y.E.S. enrollment was up about eight percent over Fall 1977, from 3,600 to 3,900 students.

College administrators said the nontraditional student population was in a state of transition. No longer was there a clear distinction between traditional and nontraditional students. Typical nontraditional students were between 35 and 49 years old, predominantly white, and about evenly divided between males and females.

Student head-count and credit-hour, and therefore, C.Y.E.S. totals increased about 25 percent in Fall 1979 over Fall 1978, from 240 students to 300 students—nevertheless, a relatively small enrollment considering the size of the market area. These figures did not include a portion of the former nontraditional student population moved out of that classification in May 1978.

The following statements could be made in response to the five research questions of this study:

1. College C administrators did not adequately acknowledge the primacy of the marketplace and of prospective students' needs and
wants in shaping institutional plans and operations; three out of six points were earned in this area.

College administrators were planning to adopt marketing strategies formally in the near future. At the time of this study, only a few specific markets had been identified, including adult women.

2. College C's organization was not staffed in an integrated manner that would enable it to carry out marketing analysis, planning, and implementation and control; three out of six points were earned in this area.

There was no centralized or coordinated marketing effort; individuals conducted their own activities in a piecemeal fashion, administrators said. They described internal communications as traveling "from the bottom up" rather than vice versa. The need for a marketing manager had been recognized, but funds hadn't allowed for the creation of the position, administrators said. A cabinet composed of various administrators was being established to advise the president on matters including public relations and marketing. Staff members did "interact quite often" with one another, however.

3. College C administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; three out of six points were earned in this area.

Research was conducted only to determine prospective students' interest in specific programs; a general survey of market needs had not been conducted for several years.

4. College C's marketing managers did not generate innovative strategies and plans for long-run growth and profitability, based on
McCarthy's "four P's" of the "marketing mix"; 3.5 out of 6 points were earned in this area.

Regarding McCarthy's "four P's," College C was extensively involved in promotional activities and program development, though no formalized process existed for the latter. The college was less involved in place and price considerations. Nontraditional courses were offered at only one extension center (though the traditional program offered classes at ten centers). Daytime classes were offered to women at an area YWCA which had child-care facilities. Some courses were offered on an eight-week rather than full-semester basis.

Promotional activities included newspaper advertising, radio commercials, posters, free publicity, exhibits at fairs, catalogs and pamphlets, letters and class schedules sent by direct mail, displays at off-campus registration sites, and personal recruiting by college representatives and others.

Marketing plans were expected to be developed in the near future; objectives had been written for the next three years. Administrators pointed out that state mandates often limited their ability to establish and adhere to long-range plans; rather, activities were often "reactionary" to those mandates.

5. College C's marketing plans were not implemented in a cost-effective manner, nor were the results monitored for rapid corrective action; two out of six points were earned in this area.

The continuing education division at College C spent approximately $1,000 a semester on marketing activities. Very little data
had been collected regarding the cost-effectiveness of various marketing strategies. A lack of state funds prohibited a more sophisticated analysis, administrators said. Some informal data had been collected which indicated that newspaper advertising and brochures were the most effective means of mass-selling, and personal contact by faculty and staff members with prospective students through the Speaker's Bureau was the most effective means of personal selling.

Summary

College C scored a total of 14.5 out of a possible 30 points on the evaluative instrument, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research and strategies.

None of the continuing education administrators involved in College C's marketing efforts had any formalized marketing background or training. One was a former admissions counselor/recruiter, one a former counselor, and one a former publicity director for a non-educational organization. The director of nontraditional programs said the college is competing with College A in some areas of the market.

Community College D

Established in 1966, Community College D was located in a primarily urban market area covering all or part of four counties. The current population of 205,000 had been increasing about two percent a year since 1976. The residents were primarily of the middle economic
class, white collar workers, and high school graduates.

Enrollment at the college—in both head-count and credit-hours—had been increasing by about five percent annually since Fall 1977. Total enrollment in 1978-79 was about 14,600 students taking 95,852 credit-hours; C.Y.E.S. enrollment was about 6,800.

The nontraditional student population, defined by administrators as "persons employed on a full-time basis," grew nine percent between Fall 1977 and Fall 1978, and about five percent more between Fall 1978 and Fall 1979, administrators said. Whereas part-time students comprised only 41 percent of the total student body in 1968, they accounted for 75 percent of it in 1977. The average age of College D students was 29; the majority were female, and most students were married.

On the basis of College D administrators' responses, corroborated by documents, the following statements could be made in response to the five research questions of this study:

1. College D administrators adequately acknowledged the primacy of the marketplace and of prospective students' needs and wants in shaping institutional plans and operations; five out of six points were earned in this area.

The nontraditional program area was College D's fastest growing area, administrators said. The need for marketing techniques aimed at the nontraditional population had been recognized by College officials. Market segmentation had been done on a limited basis, with certain professional groups—such as insurance representatives, real estate agents, etc.—being identified by association directories and
solicited by direct mail to enroll in particular programs.

2. College D's organization was staffed in an integrated manner that enabled it to carry out marketing analysis, planning, and implementation and control; six out of six points were earned in this area.

Administrators at the President's level were extensively involved in marketing planning, in conjunction with the Dean of Students who was in charge of admissions, registration, outreach activities, etc. A marketing committee was chaired by the Dean of Students. This coordinated effort avoided any actions done in isolation, administrators said. Other members of the marketing committee included the Dean of Instruction, three faculty members representing the three traditional instructional units on campus, and the Director of Continuing Education. This structure insured a campus-wide marketing program, communicated effectively throughout the institution.

3. College D administrators received through market research, the kind and quality of information needed to conduct effective marketing; four out of six points were earned in this area.

A student survey system, which surveyed incoming students each semester at registration, was built into College D's management information system, administrators said. A more general Community Impact Study was conducted during 1978-79 in conjunction with the National Center for Higher Education Management Systems of Boulder, Colorado. College D administrators planned to do a needs assessment of the community in the near future, but realized the data collected would be based on people's "perceived needs." Tracking and evaluation of what had been done, to determine what "pays off," had been done to some
extent, administrators said, but more effort in those areas was planned.

4. College D's marketing managers generated innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; six out of six points were earned in this area.

Regarding McCarthy's "four P's," College D was extensively involved in all four. Programs were revised on the basis of the Community Impact Study; a formalized program review process evaluated both traditional and nontraditional programs. The time and place of the delivery of programs had been modified on the basis of community "feedback," administrators said; for example, the "Weekend College" was instituted on that basis. In addition, some courses were offered through the area community schools' programs, and some "in-plant" courses were offered at area factories on a contractual basis. Pricing practices were determined with the recognition that cost was a big factor in students' decisions to enroll at a particular school.

Promotional activities were "probably our biggest area," administrators said, ranging from paid advertising to booths at county fairs to displays at shopping centers.

Thorough short-range (annual) and long-range (five year) plans were developed and revised on a formal basis. Contingency plans were also formulated. The five-year plan was revised each fall on the basis of evaluative information of the previous year's marketing activities.
5. College D's marketing plans were implemented in a cost-effective manner, and the results were monitored for rapid corrective action; again, six out of a possible six points were earned in this area.

About $22,000 was spent on marketing activities in 1978-79. Internal funds were allocated adequately for marketing, administrators said. The tracking and evaluation of marketing activities which had been done indicated that newspaper advertising was the most cost-effective, followed by radio commercials and public service announcements. College D was cooperating with other area community colleges in developing radio and television promotional announcements. Institutional flexibility allowed for on-the-spot-modification of marketing techniques.

**Summary**

College D scored a total of 27 out of a possible 30 points on the evaluative criteria, placing it among the schools with more sophisticated or effective marketing systems, employing more extensive or complete marketing research and strategies.

The marketing manager performed advertising and public relations functions for College D, and had ten years' experience at three different community colleges. He felt College D was in competition with Colleges A, B, and E in some areas of its market.
Community College E was located in a market area covering two entire counties and parts of two others, divided almost equally between rural and urban areas. Its population of 150,000 had remained stable in recent years. Residents of the area were of diverse economic levels and had diverse occupations; the average level of education was twelfth grade. The College was established in 1956.

Enrollment at the College had grown by an average of 3.3 percent a year during the previous seven years. In 1977-78, students registered for a total of 83,293 credit hours; C.Y.E.S. enrollment was 4,285.

Nontraditional students, defined by College E administrators as anyone "over 18 years of age not enrolled" at the college, comprised 42 percent of the total number of students taking classes in 1978-79: about 8,000 students took continuing education, off-campus and/or weekend classes, registering for about 11,500 credit hours. Growth in nontraditional student head-count and credit-hour enrollment had been constant since 1974, averaging about five percent a year, administrators said. Nontraditional students were primarily between the ages of 30 and 45; 60 percent were female.

Based on College E administrators' responses to the interview questions, corroborated by documents examined by the researcher, the following statements could be made in response to the five research questions:
1. College E administrators adequately acknowledged the primacy of the marketplace and of prospective students' needs and wants in shaping institutional plans and operations; four out of a possible six points were earned in this area of the evaluative criteria.

A marketing task force was "the number one task force on campus," administrators said they were cognizant of the fact that marketing was the key to all other operations of the College. The task force was chaired by the executive vice president and had the full support of the president. Specific target markets had been identified and programs had been developed for them.

2. College E's organization was staffed in an integrated manner that enabled it to carry out marketing analysis, planning, and implementation and control; four out of six points were earned in this area.

Communication was fostered by weekly staff meetings of major administrators, including the marketing managers.

3. College E administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; only one out of six points was earned in this area.

The continuing education director/marketing manager believed that a lack of time and personnel prohibited the kind of research which was needed in this area. The last comprehensive survey of needs of primarily nontraditional students was done in 1973; its results verified what administrators had believed to be what the people in the area were interested in. Fifty percent of the current programs were based on informal requests from the community, administrators
said. Programs were offered with the attitude that up to half of them may have had to be canceled due to lack of sufficient enrollment; the continuing education director/marketing manager said enrollment was "completely unpredictable" and he would rather offer programs that were canceled than not offer them and never find out how many students would register for them. He noted, however, that 95 percent of the people whose classes were canceled enrolled in a different class when contacted by telephone.

4. College E's marketing managers generate innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; 4.5 out of six points were earned in this area.

Regarding McCarthy's "four P's," College E was extensively involved in program development, place and time modification, promotional activity, and pricing considerations. Classes were offered at 17 extension centers throughout the market area. "About a thirty percent turnover" in program offerings had been made in the past three years, based on market enrollment, administrators said. "Early bird" (7 a.m.) classes, late afternoon classes, and weekend classes were offered. Promotional activities ranged from newspaper advertising to personal recruiting by college personnel and current students; newspaper ads contain a simplified application form reduced 75 percent from the four-page former form. One promotional technique--billboard advertising--was discontinued because administrators believed it wasn't cost-effective. Pricing practices included scholarships to prospective nontraditional students averaging $50 to cover
the cost of one class; in the cases of students graduating from high
school completion programs, they were presented at those graduation
ceremonies. Again, a simplified application form was used: a 3 by 7
inch file card.

The promotional potential of public school community education
and adult high school completion programs was stressed by College E
administrators. They saw such programs not as competitors but as
feeders to community college programs. Therefore, liaisons were
fostered between College E and area community education programs.

Marketing plans were written annually; ten-year long-range plans
are revised annually.

5. College E's marketing plans were implemented in a cost-
effective manner, and the results were monitored for rapid corrective
action; six out of six points were earned in this area.

About $60,000 a year was spent on marketing activities that were
directly or indirectly related to nontraditional student recruitment,
administrators said. A marketing fund provided adequate financial
resources for publications as well as for sending administrators to
marketing workshops. Administrators had informally studied the cost-
effectiveness of marketing techniques and concluded that liaison with
community education directors was the most beneficial, followed by
direct mail and newspaper advertising--the latter especially if done
cooperatively with other schools, more of which is being planned.
Institutional flexibility allowed for on-the-spot modification of
marketing techniques.
Summary

College E scored a total of 19.5 out of a possible 30 points, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research and strategies. This was primarily due to the low score earned in the area of market research.

The continuing education director earned his bachelor's degree in marketing and his master's degree in counseling. He said College E did not compete with any other community colleges, that unwritten rules on not recruiting in other schools' markets were adhered to. Other interviewees did not share his views, however.

Community College F

Established in 1926, Community College F was located in an urban area of over 150,000. The stable population was predominantly middle class, with a high school education.

Enrollment at the College declined in Fall 1977 from the peak hit in Fall 1976. After then, enrollment had been increasing annually; Fall 1979 enrollment was 5,452 students (head-count), a 5.2 percent increase over Fall 1978; total credit-hours were 37,165, C.Y.E.S., a four percent increase.

Nontraditional students, defined as "factory and clerical workers looking to upgrade" their capabilities, and "women who have been 'housewives,'" declined in numbers from 969 in Fall 1978 to 930 in Fall 1979, for a four percent decrease; but the credit-hour total
climbed from 1,032 in 1978 to 1,267 in 1979, a 22 percent increase; Fall 1979 C.Y.E.S. total was 41. Nontraditional students averaged 35 years in age, and were about evenly divided between males and females.

On the basis of College F administrators' responses, the following statements could be made in response to the research questions:

1. College F administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; three out of six points were earned in this area.

Although a marketing committee was established in 1978, administrators saw themselves as "babes in the woods" regarding marketing. Very little had been formalized regarding marketing efforts; some segmentation of the market had been done, however, as certain target markets had been identified.

2. College F's organization was staffed in an integrated manner that enabled it to carry out marketing analysis, planning, and implementation and control; four out of six points were earned in this area.

To the extent that marketing was performed, the organizational staffing provided for college-wide input. Included on the marketing committee was three persons from the community, several department heads from the traditional College program, the director of public relations, and the director of continuing education. All marketing and public relations efforts were overseen by the president's office. It was felt, however, that additional faculty response to and involvement in the marketing efforts was needed, so it was being encouraged.
3. College F administrators received, through market research, the kind and quality of information needed to conduct effective marketing; four out of six points were earned in this area.

Administrators conducted an extensive survey of the community in 1978 to determine people's needs and desires for both traditional and nontraditional programs. Employees of area industries had been surveyed in order to determine their needs for updated training or relicensure. On that as well as less formal bases, programs had been instituted, with about a 15 to 20 percent cancellation rate (due to insufficient enrollment) each semester.

4. College F's marketing managers generated innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; five out of six points were earned in this area.

Regarding McCarthy's "four P's," College F was extensively involved in program development, promotion, and place considerations, but only slightly involved in pricing techniques.

Programs had been instituted to attract students from several target markets including various occupational groups (e.g., attorneys, county employees, etc.) and groups of people with certain personal needs (LaMaze childbirth classes, divorce adjustment classes, Vietnamese language classes, etc.). A "noon-hour college" had been instituted, and nontraditional classes were offered at two of the College's four extension centers.

Promotional techniques included most of the routine methods of mass-selling and personal-selling as well as such more unique endeavors
such as "Campus on the Mall," "Mayfest," and the "Women's Festival."
These, as well as several one-day seminars, were designed to bring people to the campus to make them aware of the facilities and programs available, and to encourage them to register for classes.

Pricing practices were limited to payment by credit card and the "S.A.M." program which allows senior citizens to take classes (both traditional and nontraditional) without paying tuition. Registration by telephone was being considered for implementation in the next semester.

Long-range and short-range marketing plans were in the process of being formalized, administrators said.

5. College F's marketing plans were not implemented in a cost-effective manner, and the results were not monitored for rapid corrective action; only two out of six points were earned in this area.

About $15,000 was spent on marketing activities in the 1978-79 academic year. Administrators believed that financial resources were not allocated adequately for the optimal employment of marketing techniques. A few informal studies of the effectiveness of promotional techniques had been conducted. Administrators concluded from them that direct mail was the most effective technique, followed by newspaper advertisements, including a college calendar. Radio advertising was considered to be very low in effectiveness.

Summary

College F scored a total of 18 out of a possible 30 points on the criteria, placing it among the schools with less sophisticated or
effective marketing systems, employing less extensive or complete marketing research and strategies.

The marketing manager had a background in journalism and public relations, and was involved in designing advertising, conducting surveys, and writing news releases. Administrators said College F competed for students against about three other colleges in the area, none of them community colleges.

Community College G

Community College G's total market was spread out over five counties and parts of two others, with both urban and rural areas. The population of the region had been increasing steadily in the past few years, and was estimated to be over 575,000. Residents were of a middle to low economic class, in both blue collar and white collar occupations; most residents had some postsecondary education. The College was established in 1957.

The total enrollment at College G had been increasing steadily over the previous ten years, except for one year (1977-78) when a faculty strike took place, considered by administrators to be the reason for the decline. The Fall 1979 head-count was 21,251, up 16 percent from Fall 1978; likewise the credit-hour total was up 11 percent, to 138,000 in Fall 1979, C.Y.E.S. total was 4,452.

Fall 1979 nontraditional student enrollment reached record highs in both head-count and credit-hours. Head-count was up 37.7 percent over Fall 1978, to 2,196; credit-hour enrollment was up 33.6 percent to 7,111; C.Y.E.S. total was 229. Administrators said this was
partly due to an increase in the number of classes offered as well as the number of extension centers at which they are offered; both reached record high levels in Fall 1979.

"Nontraditional" continuing education programs were offered exclusively at off-campus centers, established during the past seven years in cooperation with area community education programs; the latter's high school completion programs were considered to be markets of prospective continuing education students for the College. Administrators said they had no data on the demographics of the continuing education students per se, but the average age of students College-wide was said to be about 30; the majority were married and working full-time, taking classes on a part-time basis. Students enrolled in "enrichment" classes included professionals holding doctorate degrees. Fall 1979 students enrolled for an average of 6.5 credit-hours each.

The following statements can be made in response to the five research questions of this study:

1. College G administrators adequately acknowledged the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; four out of six points were earned in this area.

Although no written policies or guidelines existed to document this acknowledgment, the researcher's visit to the College and orientation to its internal structure and scheduling mechanisms verified that the primacy of the marketplace was acknowledged, in the continuing education director's words, "to the maximum." Individual
departments throughout the College, as well as community education liaison personnel in the field, directed marketing techniques to specific targeted market segments. That administrators take a "whole marketing system view" is evidenced by examples of their cognizance of various competitors and constituencies; for example, one of the administrators did nothing but establish and maintain contact with 30 area public school superintendents. Another example is the fact that administrators identified target markets not being served by a large four-year university within the market area.

2. College G's organization was staffed in an integrated manner that enabled it to carry out marketing analysis, planning, and implementation and control; five out of six points were earned in this area.

The College President was the motivator behind what administrators called a "marketing mindset"—as opposed to an academic mindset—at the College. "This institution is permeated with a 'marketing mindset,'" the continuing education director said. However, there was diffused rather than centralized control of the marketing activities. Interaction between various administrators and individual department heads was facilitated by monthly meetings at which marketing activities, among other things, were discussed. The College's public relations office coordinated the publication of all brochures, etc., so there was uniformity in style. Marketing thinking at the top was said to be effectively communicated down the line.

3. College G administrators received, through market research, the kind and quality of information needed to conduct effective
marketing; five out of six points were earned in this area.

An extensive market survey was conducted in the summer of 1979; in addition, surveys were taken in individual school districts. "This is an on-going, constant" process, administrators said. It was the basis of the scheduling of classes which "must be totally in response to need," the continuing education director said. "We never get to the point where we can say, 'Well, we know where the needs are now.' We are constantly searching, asking, questioning, inquiring," he said. People in community education offices throughout the market area collected data on the needs and desires of people in their areas, including preferred programs and most convenient days and times for attendance. The success of the continuing education program was based on that information, administrators said. A sophisticated computerized "Management Information Service" provided a means for facilitating the interpretation of the large amount of data collected by both traditional and nontraditional College programs. Data were used to determine the profitability potential of proposed programs before College funds were committed, administrators said. Nevertheless, the continuing education division encouraged planning for a one-third cancellation rate; that is, it was expected that one-third of the classes that were offered would be canceled due to insufficient enrollment. In Fall 1979, 36.6 percent of the classes had to be canceled, "slightly above target," the continuing education director said. Most of the canceled classes were of the more "creative" type, such as private guitar, etc., he said.
4. College G's marketing managers generated innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; five out of six points were earned in this area.

Regarding McCarthy's "four P's," College G was extensively involved in program development, promotion, and time and place considerations; it was not as extensively involved in pricing techniques.

Over 250 classes were offered at 20 extension centers—an all-time high for the College—in fall 1979. Extension centers were as far as 50 miles from the main campus. Each department's staff and budget size were determined by the number of credit-hours they produced; this provided motivation for program development, administrators said. A large variety of promotional techniques was utilized, ranging from newspaper advertising to direct mail to personal contact by College personnel (including faculty).

Much of the pricing was determined by state law, administrators said, reducing institutional flexibility in this area. Payment by credit card was not accepted, but telephone registration (for which students mailed in their payment by check) was conducted. (The continuing education director pointed out that registration by this method only takes 60 seconds.) Scholarships—especially to high school completion program students—were to be instituted in 1980; the Center for Aging Education provided scholarships for adults over 60 to finance up to six credits per term.

Short-range and long-range (ten year) plans were formulated in writing for both traditional and nontraditional programs.
Institutional structural flexibility allowed for on-going modification of these plans, though written contingency plans had not been formulated. (Administrators mentioned that the long-range plan had identified international students as a prospective target market for the future.)

5. College G's marketing plans were implemented in a cost-effective manner, and the results were monitored for rapid corrective action; six out of six points were earned in this area.

About $7,000 was spent by the continuing education office and the individual community education centers on marketing activities in the 1978-79 academic year, primarily for newspaper advertising and for the printing of the class schedule. Administrators said financial resources had been allocated adequately for optimal employment of marketing techniques.

An added incentive for the individual community education centers and personnel to promote the College's continuing education programs was the fact that, for every credit-hour generated at a center, $4 is retained by that school district.

Studies by students, staff, faculty, and administrators of the cost-effectiveness of various marketing techniques had been conducted, one by a professor at another institution near College G. The "bottom line" in such studies was enrollment, administrators said. The class schedule was reported to be highly cost-effective; some copies were mailed directly, others were distributed at area shopping centers, etc. But the most effective technique was considered to be the College's unique continuing education structure which utilized
community education personnel and centers. Program requests came in to the continuing education office from individual community education centers; they were forwarded to appropriate College departments to be scheduled. The continuing education director said, "You can talk all you want to about your marketing strategies, your written statements and all of your policies; but in the final analysis, if you don't schedule the right courses in response to the needs of the community, the marketing activities will not be effective, regardless of how much money is spent on them." The basis of success was getting the people in the field to identify the needs of their communities, he said.

Summary

College G scored a total of 25 out of a possible 30 points on the evaluative criteria, placing it among the schools with more sophisticated or effective marketing systems, employing more extensive or complete marketing research and strategies.

The continuing education director had a doctorate in adult education, and a bachelor's degree in communications; he created and administered an adult nontraditional program at another college before coming to College G.

Community College H

Established in 1923, Community College H was located in a market area covering one county with a population of about 150,000—said to be "static" since 1976. The predominantly rural area was composed of
middle class blue collar workers with high school educations.

Enrollment at the college had been growing steadily over the past three years. Fall 1979 enrollment was two percent higher than Fall 1978: 4,957 people took 34,796 credit-hours in Fall 1979, compared with 4,854 people taking 32,084 credit-hours in Fall 1978. The 1979 C.Y.E.S. total of 1,122 was eight percent above the 1978 figure.

The nontraditional population was broken down by school officials as follows: 31.2 percent between ages 22 and 30, 18.6 percent between 30 and 45, 5.2 percent between 45 and 65, and .6 percent over age 65; 65 percent female; .2 percent foreign. Nontraditional programs include the on-campus credit courses as well as off-campus "adult education" noncredit courses. Nontraditional student enrollment declined from 1,590 in Fall 1978 to 1,502 in Fall 1979, a five percent decrease. Fall 1979 credit-hour totals were not finalized, but were expected to increase over Fall 1978.

College H administrators' responses to the interview questions, corroborated by documents examined by the researcher, were the basis for the following statements made in response to the five research questions of this study:

1. College H administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; three out of six points were earned in this area of the evaluative criteria.

A marketing approach had not been implemented by the administrators of College H. There were no written plans directing marketing activities at particular target markets; the continuing education
director said that College H administrators were only "somewhat"
cognizant of the importance of designing continuing education to
serve the needs and wants of the marketplace.

2. College H's organization was not staffed in an integrated
manner that would enable it to carry out marketing analysis, planning,
and implementation and control; two out of six points were earned in
this area.

High level control and coordination of marketing activities
existed only to a limited extent, administrators said. There was
little interaction between marketing managers and other administra-
tors.

3. College H administrators did not receive, through market
research, the kind and quality of information needed to conduct effec-
tive marketing; only one out of six points was earned in this area.

College H had not conducted a general market study of prospec-
tive students' needs and interests, administrators said.

4. College H marketing managers did not generate innovative
strategies or plans for long-run growth or profitability, based on
McCarthy's "four P's" of the "marketing mix"; two out of six points
were earned in this area.

Regarding McCarthy's "four P's," College H had been extensively
involved only in promotional activities, and somewhat involved in
time and place modifications. Promotional activities ran the gamut
from newspaper advertising to radio commercials to displays at off-
campus registration sites. The College had instituted "adult educa-
tion" programs at eight extension centers. Administrators said that
neither program development nor pricing considerations were based on market research.

There were no written long-range or short-range marketing plans.

5. College H's marketing plans were not implemented in a cost-effective manner, nor were the results monitored for rapid corrective action; two out of six points were earned in this area.

No figures were available on how much money had been spent on marketing activities designed to attract nontraditional students. Likewise, there was no data on the cost-effectiveness of various marketing activities. Administrators said that the internal structure was flexible enough to allow marketing managers to react quickly and effectively to changes and developments based on current market information.

Summary

College H scored a total of ten out of a possible 30 points on the evaluative instrument, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research and strategies.

The continuing education director had general experience based on 30 years in education, but no specific background in marketing.

Community College I

Community College I's market area was located in all of one county and part of one other county, with a population of over 260,000; the population had been increasing steadily. The area was composed of
both urban and rural segments; residents were predominantly middle
class white collar workers with some college education. The College
was established in 1955.

Enrollment at the College had been increasing at about a five
percent annual rate until early 1979. Winter semester 1979 head-
count was 6,766, up only 2.6 percent over Winter semester 1978.
Moreover, the credit-hour total dropped four percent, from 45,106 in

The nontraditional population of the area was defined by College
I administrators as anyone "other than recent high school" students
who were "career-oriented." The average age of students enrolled at
College I was 26; the average age of nontraditional students was
estimated to be somewhat higher. The number of credit-hours taken by
nontraditional students increased by 12 percent in Fall 1979 compared
with Fall 1978, although the head count dropped 21 percent to 3,045;
Fall 1979 C.Y.E.S. was 98.

On the basis of College I administrators' responses to the inter­
view questions, corroborated by documents examined according to the
checklist, the following statements could be made in response to the
five research questions of this study:

1. College I administrators adequately acknowledged the primacy
of the marketplace and of prospective students' needs and wants in
shaping institutional plans and operations; four out of six points
were earned in this area.

Since the President of College I established a Division of Com-
munity Services in 1974, College administrators had been extensively
involved in designing continuing education to meet the needs of the nontraditional population of the marketplace. Several target markets had been identified, including handicapped persons, senior citizens, and "displaced homemakers"; specific marketing strategies had been designed for these and other particular markets. The continuing education program was based on the mission of the College which allowed administrators to develop programs which complemented—rather than competed with—those offered by other colleges and universities in the market area.

2. College I's organization was staffed in an integrated manner so that it is able to carry out marketing analysis, planning, and implementation and control; six out of six points were earned in this area.

The College President himself controlled and motivated the marketing activities of the College; his public relations assistants coordinated all promotional efforts undertaken by various College programs. Administrators said there was "very close interaction" between marketing managers and other administrators in such areas as public relations, institutional research, registration, etc. The new program development process was highly developed and well organized. Needs assessment and feasibility studies were conducted prior to the establishment of most programs; in addition, approval was required from both the College board and the Michigan Department of Education. Nevertheless, the structure was flexible enough to allow for immediate implementation of a program when circumstances warranted.
3. College I administrators received, through market research, the kind and quality of information needed to conduct effective marketing; five out of six points were earned in this area.

An extensive needs assessment study of the market area was completed in June 1979; the College contracted with Market Opinion Research to conduct the study which investigated, among other things, the demographics of the area, residents' interests and needs in programs, and their most frequent sources of information about the College. The internal Office of Institutional Research had also conducted research to determine the profitability potential of particular programs.

4. College I marketing managers did generate innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; 5.5 out of six points were earned in this area.

Regarding McCarthy's "four P's," College I was extensively involved in all four. Program development in the nontraditional field during the previous four years had been, as mentioned above, primarily based on community needs. Administrators said this was a "continuous, on-going process." Advisory committees composed of College personnel and area residents had been established in each program area. The time and place of the delivery of course offerings had also been modified on the basis of market research; a case in point was the Adult Foster Care courses which were scheduled on the basis of a survey sent to prospective students to determine the most convenient time and place for them to take the courses. Promotional
activities were wide-ranging, including newspaper advertising, radio commercials (for special events only), and direct mail (the class schedule is mailed to all box holders each semester). Pricing considerations had also been made: an effort had been made to keep the cost of tuition at as low a level as possible, senior citizens (over 60) were not charged tuition, deferred payment loans were provided, and scholarships were awarded to prospective nontraditional students.

The College offered classes at 11 extension centers; one of these was added in Fall 1979. The centers were located in all of the ten school districts located in the market area. The College's continuing education programs were operated in cooperation with the area community education programs, both offered in the same buildings; the area community education directors were the College's contact persons for the off-campus operations.

Both short-range and long-range marketing planning was overseen by a marketing committee established in 1978 by the College President. Contingency planning was on-going but not formalized, administrators said.

5. College I's marketing plans were implemented in a cost-effective manner, and the results were monitored for rapid corrective action; six out of six points were earned in this area.

College I spent an average of $8,000 a year in each of the past three years on marketing activities. Administrators expressed satisfaction with the availability of financial resources for marketing activities. A study had been conducted by the Office of Institutional Research to determine the cost-effectiveness of various marketing
expenditures; results were not available at the time of this study, however. Informal studies of cost-effectiveness were also conducted in the past. Results of those studies indicated that newspaper advertising was the most cost-effective, followed by direct mail. As mentioned earlier, institutional flexibility allowed for modifications as needed according to current market information.

**Summary**

College I scored a total of 26.5 out of a possible 30 points on the evaluative instrument, placing it among the schools with more sophisticated marketing systems, employing more extensive and complete marketing research and strategies.

The director of community services held a doctorate degree in counseling; his subordinates performed the marketing activities of the division.

**Community College J**

Established in 1964, Community College J was located in a market area consisting of 130,000 people living in a county that had both rural and urban sections. The population had been increasing slightly, approximately four percent from 1976 to 1979. Residents were predominantly middle class blue collar workers with less than high school educations.

Enrollment at the College had been increasing rapidly, from 800 students in 1977, to 1,200 in 1978, and to 1,500 in 1979— an 87 percent increase over the three-year period; these are C.Y.E.S. figures.
The nontraditional population of the market area was defined by College J administrators as anyone other than recent high school graduates. The nontraditional students enrolled at College J were predominantly between 30 and 45 years of age; 75 percent were female. Nontraditional student enrollment had increased at a faster rate than enrollment; Fall 1979 enrollment was 1,500 students, a 200 percent increase over the 500 enrolled in Fall 1976. The Fall 1979 credit-hour total was 1,600, a 255 percent increase over the 450 credit-hours students were enrolled in during Fall Semester 1976. Fall 1979 C.Y.E.S. was 52. The continuing education director said he instituted marketing techniques at the school in Fall 1976.

Administrators' responses to the interview questions, as corroborated by documents examined according to the checklist, were the basis for the following statements made in response to the five research questions:

1. College J administrators adequately acknowledged the primacy of the marketplace and of prospective students' needs and wants in shaping institutional plans and operations; four out of six points were earned in this area.

   The mission of the College, as interpreted and implemented by the President, was to serve the needs and wants of the marketplace. Various target markets were identified and marketing techniques were aimed at them individually.

2. College J's organization was staffed in an integrated manner so that it was able to carry out marketing analysis, planning, and implementation and control; six out of six points were earned in this
area.

A marketing committee, established by the president, was composed of the director of continuing education, the director of admissions, the director of community (public) relations, the dean of instruction, and the dean of students. The committee met often to foster interaction among the various segments of the College. Administrators said that the marketing thinking at the top was communicated "fairly well" down the line.

3. College J administrators received, through market research, the kind and quality of information needed to conduct effective marketing; four out of six points were earned in this area.

College J was conducting a needs assessment survey in one section of its market area in Fall 1979; results were not available at the time this study was conducted. Prospective students were asked to check off courses which they would be interested in taking; they were also asked to state the time and place they would prefer that the courses be scheduled. The lack of a computer had limited the amount of survey research the College had been able to conduct. Administrators believed they were well aware of the profitability potential of various programs and/or courses before they were instituted.

4. College J marketing managers generated innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; 3.5 out of six points were earned in this area.

The continuing education director mentioned McCarthy's "four P's" and said that the College was primarily involved with promotion.
However, some activity had also been conducted with program development, place and time modifications, and pricing considerations. Programs were suggested by the residents of the market area who, on the registration form included in the class schedule which was sent to all box holders every semester, were asked to name additional courses which they would like to see offered. A six-step program development process had been formalized.

Isolated courses were offered at five or six different places; these places changed from semester to semester, administrators said. No off-campus courses were offered prior to 1976. "Very little" had been done regarding pricing considerations; the continuing education director said his division was "locked in" on the cost of credit courses by Board of Trustees' policy. The cost of noncredit courses was more variable; the College's goal was to keep it as low as possible.

Promotional techniques were used extensively; they included newspaper advertising, posters, exhibits at fairs, direct mail, and many others.

Short-range marketing plans existed in writing and were modified as necessary, administrators said.

5. College J's marketing plans were implemented in a cost-effective manner, and the results were monitored for rapid corrective action; five out of six points were earned in this area.

College J's continuing education division spent $5,500 on marketing activities in 1978-79, according to administrators. Administrators said financial resources were allocated adequately so that
marketing techniques could be employed optimally, according to established priorities. Information regarding the cost-effectiveness of various marketing techniques had been gathered through informal conversations with students as well as through questionnaires given to all students as part of the course evaluation process. Upon that basis, administrators concluded that direct mail was the most effective promotional technique; the College distributed its class schedule and specific program brochures by this method. Billboards had been utilized but were discontinued on the basis of the informal research mentioned above.

Summary

College J scored a total of 22.5 out of a possible 30 points on the evaluative instrument, placing it among the schools with more sophisticated and effective marketing systems, employing more extensive and complete marketing research and strategies.

The continuing education director had a doctorate degree in adult education; he had taken several courses and had attended several workshops on marketing. He was involved in all aspects of marketing planning and implementation for the continuing education/community services division of the College.

Community College K

Community College K was established in 1966, in an urban county, some areas of which were considered to be the market areas of other colleges with which College K did not compete. The population of the
market area had been declining in recent years; the 1979 estimated population of 2.4 million was 12 percent lower than the official 1970 census figures. The area was highly diverse economically, occupationally, and educationally.

Enrollment figures for the total College were not released, despite two formal requests by the researcher.

The College does not distinguish between "traditional" and "non-traditional" students; what other colleges considered "nontraditional" were probably College K's "traditional" students, administrators said. The continuing education division's enrollment decreased slightly in head-count but increased in credit-hour totals between Spring 1978 and Spring 1979; 1979 credit-hours totaled 4,357 (C.Y.E.S. total was 141), up by 24 percent over 1978. The continuing education director said this was partly due to the elimination of many noncredit "leisure learning" classes because of cost factors (the state did not reimburse community colleges for noncredit courses). The continuing education students were evenly divided racially, were primarily female, and nearly half were over 60 years old.

On the basis of College K administrators' responses to the interview questions, the following statements could be made:

1. College K administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; three out of six points were earned in this area.

Although the mission statement of College K emphasized the need for community service, no written marketing plans or operational
guidelines had been formulated. Differentiated marketing plans and course offerings for specific target markets had been formulated to some extent, primarily for senior citizens.

2. College K's organization was not staffed in an integrated manner which would enable it to carry out marketing analysis, planning, and implementation and control; three out of six points were earned in this area.

Marketing activities conducted by the continuing education division were not controlled by the president's office. Approval of brochures, etc., was required by the public relations office, but only as a formality, the continuing education director said. Generally, communication was from the bottom up rather than vice versa. Communication within the continuing education division was on-going and informal; staff members contribute to a "team effort," the continuing education director said. But there was little communication between the continuing education division and the rest of the college.

3. College K administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; three out of six points were earned in this area.

No general needs assessment study had ever been conducted by the continuing education division, administrators said. However, information regarding students' needs and wants regarding new programs, etc., was solicited on a questionnaire that had been given for several years to all students at the end of their courses; that practice was discontinued in 1978 when little new information was being gained. The continuing education director said that in the future, such
survey questions would be phrased to ask, "Which of these programs would you be willing to spend your time and money on?" Such data would be more reliable than comments regarding general interests, she said.

A distinction was made between scheduled and nonscheduled classes. Nonscheduled classes were not offered until a sufficient number of students signed up for them; therefore, none of those classes were canceled. But classes scheduled ahead of time were canceled up to 45 percent of the time, due to insufficient enrollment. The continuing education director hoped to eliminate scheduled classes entirely.

4. College K marketing managers generated innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; four out of six points were earned in this area.

Regarding McCarthy's "four P's," promotional activities and place modifications were extensively conducted, while program development and pricing considerations were of less concern. Program development had not been based on research involving a survey of the market area; rather, new classes were added or previous classes dropped on the basis of "what goes and what doesn't," the continuing education director said. Most requests for new programs came from College instructors. The program development process involved the development of a course outline by the prospective instructor. Programs had been developed for senior citizens, handicapped individuals, Indo-Chinese refugees, CETA trainees, arabic-speaking persons, and
labor unions, among others. Pricing considerations included only free tuition to senior citizens and payment by credit card at advance registration.

Promotional activities included all of the usual techniques, especially the class schedule which was mailed to 70,000 box holders each term on a "random zip" basis. Some of the more unique promotional activities included public service announcements on area television and radio, and articles about certain classes published in the newsletters of various organizations which constituted the target market for those classes.

Place and time considerations were the most extensive. Classes were offered at 150 different locations, 80 to 100 of which were senior citizens' centers. Other locations included business offices, vocational rehabilitation centers, schools, churches, etc. Classes were offered at these other locations on an irregular basis. The importance of place considerations was rooted in the "college without walls" philosophy upon which College K was founded; it has had no classroom building of its own, but was planning to build one in each of the five regions within the market area.

Short-range marketing planning was done on a term-by-term basis; contingency planning was on-going. "We go with the flow," the continuing education director said.

5. College K's marketing plans were implemented in a cost-effective manner, and the results were monitored for rapid corrective action; four out of five points were earned in this area.
College K's continuing education division spent $23,500 on marketing activities in 1978-79. The continuing education director said that financial resources for marketing were allocated adequately. An unscientific study of the cost-effectiveness of various marketing techniques concluded that a mass publicity effort conducted in 1977-78 was not effective in persuading students to enroll in continuing education classes. Rather, word-of-mouth was the most influential device, followed by the direct mailing of the class schedule to all homes, and local (not metropolitan) newspaper advertisements. On that basis, public service announcements and commercials on radio and television, posters, and direct mail of brochures and flyers to specific target groups were discontinued. Institutional flexibility allowed for such on-going modification, administrators said.

**Summary**

College K scored a total of 17 out of 30 points on the evaluative instrument, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research and strategies.

The continuing education director had a background in public relations and journalism and had performed many of the marketing activities which she was supervising at the time of this study.

Community College L

Established in 1938, Community College L was located in an urban area of about two million people. The population of the area had
been growing steadily during the 1970's. Residents were predominately middle to low class economically, and were employed in diverse occupations. Most were high school graduates.

Enrollment at the College had grown steadily; in fact, College L was in the unique position of turning away some prospective students due to a lack of space. Total enrollment at the College in 1979 was 17,365 students, up two percent over 1978; C.Y.E.S. totals were not available.

The nontraditional population of the market area was considered by College L administrators to include all individuals interested in noncredit courses, seminars, and workshops. Nontraditional students ranged in age from two to 98; the main age of all College students was 28. The continuing education division was not fully developed until Fall 1978; nontraditional enrollment in 1978-79 was 1,100 students filling 1,557 seats, for a C.Y.E.S. total of 50, in the non-credit courses. This was, of course, an increase over enrollment figures prior to the full development of the program.

On the basis of College L administrators' responses to the interview questions, corroborated by documents examined by the researcher according to the checklist, the following statements could be made in response to the five research questions of this study:

1. College L administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; three out of six points were earned in this area.
College L did not offer any "continuing education" programs prior to 1976; the College was affiliated with the local public school's community education division which had been offering "adult education" programs for a number of years. (The same Board of Trustees oversaw the College and the local primary through twelfth grade program.) The College had moved into continuing education "slowly," administrators said, "so as not to offend our sister organization." Competition had been completely avoided. In addition, the College offered some seminars and programs in cooperation with nearby community colleges; a consortium had been established among three community colleges allowing for the marketing of certain programs to a larger market area and for the three-way division of costs (and profits). Nevertheless, because the College had been attracting more students than it had room for, no formalized marketing plan had been implemented. The College had limited its growth, anticipating a time when the number of prospective students would decline.

College administrators had been primarily involved in positioning their institution as a highly respected one in the area. Most of the marketing activities which were conducted were designed to build the image of the institution; that was a priority which superseded serving the needs of the marketplace. The continuing education director was hesitant to offer a class in basket-weaving, for example, fearing that offering such a "leisure-time" class (the term "adult enrichment" was used rather than "leisure time" to describe these classes) would denigrate the image of the College in its market area; those classes were offered by the public school's community education
division.

Although some segmentation of the market did take place, most marketing efforts were conducted on a general basis because it was believed that general knowledge about the programs offered by the College built positive public relations.

2. College L's organization was staffed in an integrated manner so that it was able to carry out marketing analysis, planning, and implementation and control; four out of six points were earned in this area.

Marketing activities which were conducted were handled by the continuing education director, his staff, the college publicist, and public relations personnel. Other administrators specialized in their own areas; there was "no organized marketing approach" in which a formal college-wide committee worked together to implement marketing strategies. However, the public relations personnel in the President's office coordinated and oversaw the marketing activities of the various divisions of the College.

3. College L administrators received, through market research, the kind and quality of information needed to conduct effective marketing; four out of six points were earned in this area.

A comprehensive survey of prospective students' needs and wants was being conducted at the time of this study. Other studies of former students and prospective students had been conducted previously on a less comprehensive basis. The office of Institutional Research had been involved in some research, but a lack of staff and time had prevented more of this type of research from being conducted.
College administrators had an accurate image of the profitability and enrollment potential of courses and programs prior to their being instituted. Only 20 percent of scheduled classes and seminars were usually canceled due to insufficient enrollment. In several cases, classes and programs were offered even though they resulted in a financial loss to the College; public relations considerations outweighed the profit motive in these cases.

4. College L marketing managers did not generate innovative strategies or plans for long-run growth or profitability, based on McCarthy's "four P's" of the "marketing mix"; three out of six points were earned in this area.

Regarding McCarthy's "four P's," College L was not extensively involved in any of them, primarily because the rate of enrollment had not yet slowed down. In the social science area, however, program development had been substantial; enrollment in that area had previously declined. Overall, administrators said, the College was "a very conservative institution"; there was a hesitancy to institute new programs. Even continuing education classes had to pass through a rigorous development process before being permanently added to the curriculum, though the process was more flexible for one-time offerings of new courses. New programs had been developed for senior citizens, adult women, the handicapped, and for children.

The continuing education division offered classes at ten off-campus locations, including factories and senior citizen centers. One course started at 2 a.m. for workers whose shift ended at that time. However, the continuing education director preferred to have
students attend classes at College buildings, which were located on three campuses. His objective was to build community awareness of the College, mentally and physically. He said, "I'd prefer not to offer a class at some empty elementary school and call it" College L; however, administrators were growing in their flexibility regarding time and place considerations, basing them on surveys of residents which asked for their preferences. College administrators did not wish to compete and cause conflicts with other community groups.

Promotional techniques were utilized to a limited extent; few newspaper ads were purchased, for example, because administrators believed students applied to the College simply because of its reputation. Brochures and class schedules were sent by direct mail; posters were placed around the campus and the community. Much of the promotion was derived from free publicity in area media, including public service announcements on television.

Pricing considerations were based on a philosophy which tried to keep tuition levels lower than those of other area colleges; free tuition was provided for senior citizens.

The College had not yet developed written marketing plans.

5. College L's marketing plans were implemented in a cost-effective manner, and the results were monitored for rapid corrective action; five out of six points were earned in this area.

College L's continuing education division's primary marketing expenditure in 1978-79 was $4,650 for the printing and mailing of the class schedule, which the continuing education director said was the most effective marketing technique according to informal studies.
conducted by the College. Brochures were mailed to specific target markets on the basis of mailing lists, but only in rare cases; the public relations benefits of general promotion were considered to be more effective, at least in the long run. Administrators based these comments on tallies they had made on the source of registration slips returned to the school.

The continuing education director said he felt that financial resources for marketing techniques had been allocated adequately, though additional back-up (secretarial) assistance was said to be needed. Institutional flexibility allowed for continuous modification of marketing techniques, he said.

Summary

College L scored a total of 19 out of a possible 30 points on the evaluative instrument, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research or strategies.

The continuing education director held a doctorate degree in adult education and was conducting a psychographic lifestyle analysis which he felt was more indicative of prospective students' interests in college classes than demographics data. He was a leader in the initial development of marketing strategies at College L.

Community College M

Community College M was located in a 124 square mile market area in parts of three counties; the population was approximately 300,000
and it had been increasing steadily. The area was primarily urban; residents were middle to upper-middle class economically, holding predominantly white collar occupations. Most residents had some post-secondary education. The College was established in 1964.

Enrollment at the College fluctuated between the years 1975 and 1978; 1978 head-count was 7,894, down four percent from the 1977 figure which was, in turn, higher than the 1976 total. The 1978 credit-hour total of 60,079 was eight percent lower than the 1977 figure; the C.Y.E.S. was 1,938.

The nontraditional population of the market area was defined by College M administrators as "those younger than high school age, those returning to school after a few years, misplaced homemakers, retirees, and the handicapped." The typical nontraditional student was female, between the ages of 30 and 40. Nontraditional student enrollment head-count rose slightly, as it had every year, to 5,837 in 1978 (.6 percent above 1977).

Responses to the interview questions provided the basis for the following statements:

1. College M administrators adequately acknowledged the primacy of the marketplace and of prospective students' needs and wants in shaping institutional plans and operations; five out of six points were earned in this area.

Administrators, from the President on down, stressed the College's mission to serve the needs of the marketplace. "A whole marketing systems view" was held by the administrators who considered internal and external constituencies, competitors, etc.
Administrators said College M's continuing education programs were "more specialized" than area community education programs. The College participated in a consortium with Colleges K and L for some programs. Various target markets had been identified by the College, and marketing plans had been developed specifically for them; e.g., policies and procedures for marketing continuing education for senior citizens had been formulated.

To serve the needs of residents who wanted to earn credits by taking courses which the state did not grant credit for, the College instituted "Credit Equivalent Units" (CEU's) which were recorded on the student's academic records. Administrators said a number of schools across the country were instituting the CEU method, primarily for professional recertification.

2. College M's organization was staffed in an integrated manner so that it was able to carry out marketing analysis, planning, and implementation and control; four out of six points were earned in this area.

The public relations personnel at the President's level coordinated the marketing activities of the various divisions. Marketing managers interacted with other administrators on a continuous informal basis. No marketing committee existed per se, however. Internal communication, especially within the continuing education division, was considered to be effective. The continuing education director acknowledged the importance of marketing not only programs but also facilities (place); one full-time staff member was in charge of facilities use.
3. College M administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; three out of six points were earned in this area.

Although an extensive telephone survey was conducted in 1977 (prior to a millage campaign) to gather data on community attitudes toward the College and residents' awareness of programs, no general needs assessment of the market population had been conducted. One was being planned by the new Director of Institutional Research, however. Current students were asked every semester to list "additional programs or services" which they would like the College to offer; this was done as part of the course evaluation form. Within the continuing education division, only 20 percent of the scheduled classes were canceled each semester due to insufficient enrollment.

4. College M marketing managers did not generate innovative strategies or plans for long-run growth or profitability, based on McCarthy's "four P's" of the "marketing mix"; 3.5 out of six points were earned in this area.

Regarding McCarthy's "four P's," administrators said they stressed promotional activities and place and time considerations. A formalized procedure was used for program development; programs had been developed for all of the usual continuing education markets as well as senior citizens and children. Special summer and weekend recreational programs had been instituted in response to prospective students' requests. Classes were offered at seven off-campus locations throughout the market area; administrators said decisions regarding the place of delivery of programs was based on their
availability rather than on market research.

Promotional techniques included all of the normal mass-selling and personal-selling activities, plus a Speaker's Bureau which established public awareness of and relations with the College. Volunteers—especially senior citizens—provided promotion by word-of-mouth to their friends and families.

Very little was done involving pricing considerations; marketing managers felt they had little control over the setting of tuition levels. Payment by credit card was accepted.

Short-range marketing plans were incorporated in individual marketing managers' personal objectives and performance evaluations; they were reviewed and revised annually. Contingency planning was said to be "an every day process."

5. College M's marketing plans were not implemented in a cost-effective manner, nor were the results monitored for rapid corrective action; three out of six points were earned in this area.

No data were available on the amount of money spent by the continuing education division for marketing activities. Furthermore, very little data had been collected, even informally, on the cost-effectiveness of various marketing activities. What little data existed (collected from students during course evaluations) suggested that direct mail—using specialized marketing lists—was the most effective, followed by newspaper advertising in local newspapers or in the regional sections of metropolitan newspapers. The class schedule was mailed to each postal address in the district. Lack of data prevented rapid corrective action from being taken, although
in institutional flexibility would allow for it.

Summary

College M scored a total of 18.5 out of a possible 30 points on the evaluative instrument, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research and strategies.

The continuing education director was involved in several of the marketing functions conducted by the division. She had training in adult education and professional experience in community college development and promotion.

Community College N

Established in 1964, Community College N was located in an urban county with approximately 300,000 residents; the population had been increasing steadily. Residents were predominantly upper class white collar workers with high school diplomas.

Enrollment at the College had increased steadily in both head-count and credit-hours totals. Fall 1979 enrollment was 20,683, up three percent over Fall 1978; the credit-hour total was 142,366 (C.Y.E.S. was 4,592), up five percent.

The nontraditional market population was defined by College administrators as primarily adult women "who have been out of high school for 10 years or more and are returning to school." The typical continuing education student was female, between 30 and 45 years of age. Enrollment in continuing education had been increasing at
about the same rate as the total College; exact figures were not available.

On the basis of administrators' responses to the interview questions, corroborated by documents examined according to the checklist, the following statements could be made:

1. College N administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; zero out of six points were earned in this area.

   College N did not emphasize its continuing education programs, administrators said. Therefore, little if any concern was given to determining and meeting the needs of the marketplace. Continuing education was based on what College administrators wanted to offer. No consideration was given to segmenting the market into various target groups, administrators said. Enrollment had increased nevertheless; administrators assumed this was due to residents' increased "leisure time" and interest in the programs offered. Therefore, College administrators had not felt a need to formulate a marketing strategy for continuing education.

2. College N's organization was not staffed in an integrated manner which would enable it to carry out marketing analysis, planning, and implementation and control; zero out of six points were earned in this area.

   There was no high-level coordination and/or control of the limited marketing activities which were conducted. Marketing managers did not interact with other administrators; no marketing committee
existed.

3. College N administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; one out of six points was earned in this area.

No general needs assessment of the marketplace had ever been conducted; only current students had been surveyed in order to determine their interests in new programs, their sources of information about the school, etc. Very little effort was expended to determine the profitability potential of market segments or programs; profit was not a motive, administrators said.

4. College N marketing managers did not generate innovative strategies or plans for long-run growth or profitability, based on McCarthy's "four P's" of the "marketing mix"; one out of six points was earned in this area.

Regarding McCarthy's "four P's," the continuing education division gave little if any attention to any of them. Programs were developed "haphazardly," administrators said, "on the basis of trial and error." Modifications of the time and place of course offerings were based not on market research but rather on the basis of the availability of parking, administrators said. Classes were offered at four campuses and about 20 other locations, including senior citizen centers and factories. Promotional techniques were limited to the direct mailing of the continuing education class schedule. Pricing considerations took into account what competitive institutions were charging.

There were no marketing plans.
5. College N's marketing plans were not implemented in a cost-effective manner, nor were the results monitored for rapid corrective action; one out of six points was earned in this area.

College N's continuing education divisions at each of the four campuses operated independently of one another. The College allocated no funds for the marketing of continuing education. No data had been collected on the cost-effectiveness of the few marketing techniques which were utilized.

The four campuses' continuing education divisions were planning to publish one class schedule to be mass-mailed to all box holders in the county in 1980; in the past, each campus had published its own schedules and mailed them out at random zip codes as well as distributed them at shopping centers, etc., within its own district. The change was being made in order to be more economical and to make all residents of the county aware of all continuing education programs being offered.

Summary

College N scored a total of three out of a possible 30 points on the evaluative criteria, placing it among the schools with less sophisticated and effective marketing systems, employing less extensive and complete marketing research and strategies.

The College's academic dean made comments which represented the state of marketing in continuing education divisions at all four campuses. He also pointed out that the College's traditional credit divisions were more involved in certain marketing activities,
including a more formalized and responsive program development process. He was involved in the direct mailing of class schedules, but had virtually no background or experience in marketing.

Community College O

Located in a predominantly urban market area which has a population of 780,000 people, Community College O was established in 1954. The population had "leveled off" in recent years, administrators said. Residents were primarily middle class blue collar workers; the average educational level was eleventh grade.

Enrollment at the College had declined between 1976 and 1979 in terms of head-count, but not in terms of credit-hours; the latter reached an all-time high in Fall 1979. Estimated Fall 1979 head-count was 30,000 students. Another statistical trend which ran counter to the norm is the average age of the students at the College; it dropped from 29 to 26.

Nontraditional students were defined by College administrators as anyone other than recent high school graduates. The average age of continuing education students was 35. Student enrollment in continuing education classes had increased steadily by about eight percent a year. Fall 1978 enrollment was 2,850 students, up about 15 percent over Fall 1977. The C.Y.E.S. totals were not available.

The following statements can be made in response to the research questions of this study, based on administrators' responses to the interview questions:
1. College O administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; three out of six points were earned in this area.

Although College administrators were receptive to the needs of the marketplace to some extent, few segments of the total market had been identified and little formal marketing was done to attract those markets to the College. The continuing education division recognized the functions performed by the public school community education programs and tried to avoid offering the same type of classes as they offered. The continuing education director said that the programs offered by his division fell into four categories: classes for "transition people" changing careers, senior citizens, people looking for leisure time and personal enrichment classes, and homeowners interested in gaining knowledge about maintenance, repair, etc.

2. College O's organization was not staffed in an integrated manner which would enable it to carry out marketing analysis, planning, and implementation and control; three out of six points were earned in this area.

The marketing function was formally controlled by a Vice President of the College, but the continuing education director said "We've never really had any constraints put on us." He and the three other division directors met regularly, but essentially, they operated autonomously. There was some interaction with administrators in specific areas such as public relations, etc.
3. College O administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; three out of six points were earned in this area.

No general needs assessment study had been conducted for the entire market area. Current students were surveyed annually to solicit their suggestions for new programs and courses. On the basis of surveys and advance sign-ups for new courses, only 12 percent of scheduled classes needed to be canceled each semester due to insufficient enrollment.

4. College O marketing managers did not generate innovative strategies or plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; three out of six points were earned in this area.

Regarding McCarthy's "four P's," College O was not extensively involved in any of them. Programs were developed not on the basis of market research as much as on individual suggestions. All that was required for a new program to be developed was a course outline and objectives. Likewise, the time and place of course offerings had not been modified on the basis of market research, but rather on the continuing education director's knowledge of and experience in the area. Classes were offered at two campuses and nine other locations including churches, factories, and high schools. Promotional techniques were used only to a limited extent; the continuing education director believed that no mass-selling activity could be as effective as word-of-mouth. Nevertheless, the class schedule was distributed by direct mail, pamphlets were distributed at shopping centers throughout the
area, and some program brochures were sent via direct mail to targeted
groups; mailing lists were stored on computers. A Speaker's Bureau,
composed of College faculty and administrators who spoke to community
groups, promoted public awareness of the College and its programs.
The continuing education division used a variety of other promotional
techniques, but did not use radio or television. Pricing considera-
tions were not based on market research but rather on what the least
amount that could be charged so that the College would break even,
administrators said.

Both short-range and long-range marketing plans had been formu-
lated; contingency plans had also been formalized and were considered
to be vital in a field where flexibility was crucial.

5. College D's marketing plans were implemented in a cost-
effective manner, and the results were monitored for rapid corrective
action; six out of six points were earned in this area.

College D's continuing education division spent $30,000 on mar-
keting activities—primarily promotional expenditures—during the
1978-79 academic year. Administrators coded registration forms
printed in newspapers, brochures, class schedules, etc., and recorded
the sources of those returned to the College. Upon that basis, admin-
istrators said newspaper advertising had been the most cost-effective,
apart from word-of-mouth.

Institutional flexibility allowed for modification of marketing
plans as circumstances dictated.
Summary

College 0 scored a total of 18 out of a possible 30 points on the evaluative criteria, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research and strategies.

The continuing education director had a background in occupational and vocational education; he was involved in all of the marketing activities conducted by his division. He said his primary qualification for doing so was his familiarity with the community.

Community College P

Established as a junior college in 1918, Community College P was located in an urban city covering an area of three square miles; the population of the city declined 23 percent, from 38,500 in 1970 to 29,500 in 1975. Residents were predominantly lower class, blue collar workers with high school educations.

Enrollment at the College had stabilized after a three-year decline. Enrollment in the 1978-79 academic year was approximately 2,500 students, down from 3,500 in 1976; C.Y.E.S. totals were unavailable.

Nontraditional students were defined as those who were "primarily concerned with the acquisition of marketable skills," administrators said. The average age of nontraditional students was 27; black females who had been out of school for about ten years were the typical nontraditional students. Nontraditional student enrollment
figures were not available. The College was part of a primary through fourteenth year public school system; the College had only a limited continuing education program at the community college level, while the primary through twelfth grade operation provided the non-credit and leisure programs and activities.

On the basis of administrators' responses to the questions, corroborated by documents, the following statements could be made in response to the five research questions:

1. College P administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; two out of six points were earned in this area.

Although the College and the primary through twelfth grade operation had identified certain target markets within the nontraditional population of the market area, administrators said little had been done in marketing continuing education. Marketing was described as an "extremely weak and undeveloped area." The College, which was founded and developed as a junior college, was described as being very "traditional bound," emphasizing two-year degree programs.

2. College P's organization was not staffed in an integrated manner which would enable it to carry out marketing analysis, planning, and implementation and control; three out of six points were earned in this area.

There was no marketing plan, strategy, or committee, although each is being considered by the Executive Council composed of administrators in areas such as public relations, instruction, etc.
3. College P administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; two out of six points were earned in this area.

No needs assessment study of the market area had been conducted, although current students were often surveyed in order to determine their interests in programs. Individual departments did, however, conduct market analysis prior to the institution of particular programs; the state required this as part of the process involved in seeking funding, administrators said.

4. College P marketing managers did not generate innovative strategies or plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; one out of six points was earned in this area.

Regarding McCarthy's "four P's," College P was somewhat involved in only program development and promotion. No modifications on place and pricing matters had been made on the basis of market research. All classes were offered in the one main College building, due in part to the small market area of the College. Several of the typical promotional activities were conducted, including direct mail of the class schedule. There was no formalized marketing planning.

5. College P's marketing plans were not implemented in a cost-effective manner, nor were the results monitored for rapid corrective action; one out of six points was earned in this area.

No data was available regarding the amount spent by the continuing education division on marketing or promotional activities; administrators said this was due in part to the lack of centralization
which resulted from the cooperative effort between the College and the primary through twelfth grade public school community education operation. No data had been collected regarding the cost-effectiveness of various marketing or promotional activities.

The flexibility and autonomy of the various divisions of the College was seen as the root of some of the College's problems. An administrator said that the flexibility allowed the divisions to conduct an "individual pursuit of their turf" which was not coordinated into a centralized marketing effort. Each division controlled its own funds for promotion of its programs and utilized those funds without any consideration of a College-wide marketing effort.

Summary

College P scored a total of nine out of a possible 30 points on the evaluative instrument, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research and strategies.

The College's continuing education director had a doctorate in adult education. She recently attended a seminar on marketing techniques for continuing education divisions, but had no background or experience in marketing.

Community College Q

Established in 1923 as a junior college, Community College Q was located in an urban area covering all of one county and sections of two others. The population of the total market area was over 500,000
people; the population level had remained stable in recent years. Residents were primarily middle class blue collar workers with high school educations.

Enrollment at the College had fluctuated in recent years, being negatively related to the employment level at the major industry in the area. Fall 1979 enrollment was up modestly over Fall 1978 enrollment, as the economy was down.

The nontraditional population of the market area was defined as being composed of people not seeking a college degree but who were intimidated by the "brain trust" of the stereotypical college. Nontraditional students were predominantly married females between the ages of 26 and 34, administrators said. Nontraditional student enrollment had been in a period of decline since its peak in 1976–77. Enrollment in 1978–79 was 28,734, down 2.6 percent from the 1977–78 total of 29,518. C.Y.E.S. totals were unavailable. The majority of nontraditional students was enrolled in off-campus classes offered in cooperation with area community education programs; only 12 percent of the 1978–79 total was enrolled in on-campus classes.

On the basis of administrators' responses to the interview questions, corroborated by documents examined according to the checklist, the following statements can be made in response to the five research questions:

1. College Q administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; one out of six points was earned in this area.
College Q administrators said emphasis on continuing education had been declining as the College had been focusing its efforts on promoting its traditional credit programs. No marketing plan had been formulated for the nontraditional programs. The total market had not been segmented into specific target markets on the basis of any research or design, a continuing education director said; when a program had been instituted and aimed at a particular target group, it had been done "accidentally," he said, based on someone's (usually a community education person's) suggestion.

2. College Q's organization was not staffed in an integrated manner which would enable it to carry out marketing analysis, planning, and implementation and control; two out of six points were earned in this area.

The Vice President for Government Relations and his public relations staff controlled and coordinated the marketing activities (primarily promotional activities) which were conducted at the College. Informal interaction among other administrators was facilitated by the President's cabinet. But most of the marketing which was done was described as a "seat of the pants" operation.

3. College Q administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; one out of six points was earned in this area.

No comprehensive survey of the needs and wants of the residents of the market area had ever been conducted, although individual divisions had surveyed current and past students regarding their suggestions for new programs. Administrators said they "never know ahead
of time" whether a scheduled class would attract sufficient enrollment to be offered. A continuing education director said he was trying to convince upper-level administrators to offer, rather than cancel, small classes as "loss leaders," with the ultimate effect of getting students to enroll in subsequent classes.

The College had no research and development staff, limiting the College's ability to conduct the type of research which was essential for an effective marketing operation.

4. College Q marketing managers did not generate innovative strategies or plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; two out of six points were earned in this area.

Regarding McCarthy's "four P's," College Q was extensively involved only in promotion. Promotional techniques included television commercials and public service announcements, radio commercials, brochures and class schedules distributed by direct mail, and personal recruiting. Modifications of the time and place of course offerings had been based on hindsight rather than on marketing research, administrators said. Off-campus classes were offered in 20 school districts' community education centers. Weekend programs were discontinued due to lack of enrollment and staff support. Pricing considerations were limited by the administration's belief that low tuition prices created a "credibility gap" in the marketplace. As mentioned earlier, program development was not a formalized process, although community education people worked with citizens' advisory committees when developing new programs.
Commenting on the College, a continuing education director said, "We're not gamblers, which irks me. I have ideas which I would like to see tried out, but institutional structure and policy do not allow for it."

There were no written marketing plans.

5. College Q's marketing plans were not implemented in a cost-effective manner, nor were the results monitored for rapid corrective action; two out of six points were earned in this area.

College Q's continuing education division spent $16,000 on marketing (primarily promotional) activities in 1978-79, down from $27,000 in 1977-78 due to budget reductions. Informal studies of the cost-effectiveness of various promotional activities indicated that newspaper advertising was the most effective, followed by the direct mailing of class schedules and brochures; in some cases, Chamber of Commerce mailing lists were utilized for the latter when targeted groups were identified for a particular class or program.

Summary

College Q scored a total of eight out of a possible 30 points on the evaluative instrument, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research and strategies.

College Q's continuing education directors held degrees in school administration and had experience in sales and business.
Community College R was located in a predominantly rural market area which covered three counties. The population of the total market area had declined slightly in recent years. Residents were primarily middle class blue collar workers with high school educations. The College was established in 1928.

Enrollment at the College had been increasing steadily. Winter 1979 enrollment was 9,611, up 20 percent over Winter 1978; the credit-hour total was also up, but only by four percent (52,254 in Winter 1979); C.Y.E.S. in Winter 1979 was 1,686.

The nontraditional student population, defined by administrators as "senior citizens, special needs groups including foster parents and activity directors," was predominantly female and 50 percent were over 60 years old. Nontraditional student enrollment had been increasing at a faster rate than total College enrollment; Winter 1979 enrollment was 3,677, up 50 percent over Winter 1978. Likewise, the credit-hour total increased by 21 percent, to 7,495 in Winter 1979; the nontraditional C.Y.E.S. was 242 in Winter 1979.

On the basis of College R administrators' responses to the interview questions, corroborated by documents examined according to the checklist, the following statements can be made in response to the five research questions:

1. College R administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations; three out of six
Continuing education administrators said they "mostly do our own thing," although the occupational dean of the College often suggested programs for which he felt there was a need or desire. Various departments developed programs in order to meet the needs of certain segments of the marketplace; the continuing education office worked with the various departments in scheduling and promoting the classes and programs. Little consideration was given to a systems approach to marketing, a continuing education director said.

2. College R's organization was staffed in an integrated manner which would enable it to carry out marketing analysis, planning, and implementation and control; four out of six points were earned in this area.

Although the Vice President of Student Affairs chaired a retention and recruitment committee which was charged with making recommendations for establishing a coordinated recruitment plan, no action had yet been taken on the committee's recommendations. It was expected that the College President would call for the formulation of a marketing plan, in line with the committee's recommendation, in 1980. Other members of the committee included a continuing education director, a director of the bookstore, several secretaries, a counselor, a financial aids officer, a registrar, an administrator, and instructors representing business, psychology, arts and science, and the occupational area.

The promotional activities which were conducted by the continuing education division were coordinated by the College's public
relations office. In addition, as mentioned earlier, continuing education administrators worked closely with departmental personnel in scheduling classes in various program areas.

3. College R administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; one out of six points was earned in this area.

College R administrators realized the need for more sophisticated data-gathering activities. Therefore, College R was to be the first community college in Michigan to join a new "Student Information System" based on a Texas model. Previously, a general survey of the needs of the general marketplace had been conducted in 1975; on the basis of the results of that survey, certain classes were initiated which subsequently did not attract sufficient enrollment to be offered. Therefore, administrators said they were "skeptical" of such general surveys and relied on advisory committees which worked in various areas. The College had also surveyed current students regarding their suggestions for new classes and programs.

Continuing education administrators said they had insufficient data, prior to scheduling a class, to predict whether it will attract sufficient enrollment to be offered. In one semester, 50 percent of the scheduled offerings were canceled due to insufficient enrollment; a 25 percent cancellation rate was typical, administrators said.

4. College R marketing managers generated innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; five out of six points were earned in this area.
Regarding McCarthy's "four P's," College R was extensively involved in program development, place modifications, and promotional activities, less extensively in pricing considerations. Programs were constantly evaluated by the respective departments; place modifications included offering classes at 100 different locations throughout the market area. Times and places were continuously revised based on the marketplace's needs and wants. A daytime program had been designed especially for senior citizens. Promotional activities included all of the usual methods including registration at area shopping malls. Flyers supplemented class schedules and were targeted at specific groups in some cases. Free publicity in area newspapers was also solicited. Flexibility regarding pricing practices was limited by the board of trustees which set tuition levels, administrators said, although senior citizens could attend classes tuition-free.

Marketing planning had not been formalized, but administrators said it was an on-going process, subject to continual revision.

5. College R's marketing plans were not implemented in a cost-effective manner, nor were the results monitored for rapid corrective action; three out of six points were earned in this area.

No data were available on the amount of money spent on marketing or promotional activities by the continuing education division. The continuing education division did not have its own budget in this area. No data had been collected regarding the cost-effectiveness of various marketing expenditures. However, administrators pointed out that the one semester in which continuing education was not allowed
to do its own targeted advertising (but rather it was included in the College-wide advertising) was the one in which 50 percent of the scheduled classes were canceled due to insufficient enrollment.

Internal flexibility was substantial, limited only by time and cost, administrators said.

Summary

College R scored a total of 16 out of a possible 30 points on the evaluative instrument, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive and complete marketing research and strategies.

The continuing education directors handled all of the marketing and promotional activities for their division, subject to coordination by the College's public relations staff. Both directors had backgrounds in community services; neither had any formal marketing training.

Community College S

Established in 1965, Community College S was located in a rural area covering all of one county and part of two others. The population had been growing in recent years to an estimated present total of 120,000. Residents were predominantly middle class blue collar workers with high school educations.

Enrollment (head-count) at the College increased eight percent, to 1,634 in Fall 1979 (compared with Fall 1978), administrators said. The credit-hour total was up 12 percent for the same period, to
13,525. The C.Y.E.S. total was 436.

Nontraditional students, defined by administrators as anyone not between 18 and 24 years old, were typically between 30 and 45 years old, and 55 percent were female. The continuing education program was reestablished in Fall 1979 after being discontinued in 1976 by a previous College President during a period of financial crisis for the College. Therefore, no enrollment statistics were available at the time of this study.

On the basis of College S administrators' responses to the interview questions, corroborated by documents and brochures examined by the researcher according to the checklist, the following statements could be made in response to the five research questions of this study:

1. College S administrators did not adequately acknowledge the primacy of the marketplace or of prospective students' needs and wants in shaping institutional plans and operations: three out of six points were earned in this area.

As mentioned above, the continuing education/community services division was reestablished in Fall 1979 after a three years' absence. The new continuing education director felt this was a reflection of the new President's recognition of the College's mission to serve the needs of the marketplace and provide service to the community. Upon this foundation, identification of target markets and development of marketing strategies were to be conducted in the near future, administrators said. However, because such marketing activities had not been implemented at the time of this study, only three points were
earned by the College in this area.

Continuing education administrators work cooperatively with community education directors throughout the market area; the latter offered most of the noncredit "leisure time" classes.

2. College S's organization was staffed in an integrated manner so that it was able to carry out marketing analysis, planning, and implementation and control; four out of six points were earned in this area.

The new President was "concerned" about developing an overall marketing strategy for the College, administrators said. The Assistant to the President coordinated publicity and promotional activities conducted by all divisions of the College, including continuing education. The continuing education director worked closely with other administrators in program development, etc., in an effort to "not set up community services as a separate entity." The continuing education director's major role was to generate new ideas for classes and pass them on to the appropriate academic administrators who, in turn, developed classes and hired instructors. Regularly-scheduled administrative meetings provide a forum for the exchange of ideas and information. Internal communication, from the top down, was considered to be excellent.

3. College S administrators did not receive, through market research, the kind and quality of information needed to conduct effective marketing; one out of six points was earned in this area.

No general needs assessment survey of the market area had been conducted; the continuing education director was biased against such
general studies based on previous experience. High school students had been surveyed regarding specific traditional programs; most information on residents' needs and desires regarding classes was gained through informal contacts, both in-person and over the telephone. "Intuition" was the only basis for predicting whether a particular new class would attract sufficient enrollment administrators said.

4. College S marketing managers did not generate innovative strategies or plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"; two out of six points were earned in this area.

Regarding McCarthy's "four P's", College S was extensively involved only in promotional activities, which included all of the usual ones except billboards. Program development was, as mentioned above, based primarily on informal requests, although the process for establishing an off-campus class was more formalized. Classes were offered off-campus only if one of three criteria were met. One, the instructor had to be prominent enough to attract students "by his very name"; two, the content had to be such that the course would be a "sure winner"; or three, a constituency had to already have been established to insure sufficient enrollment in the class. Acknowledging that such stringent requirements "probably cut the number of off-campus classes in half," the continuing education director said the College was more concerned with establishing "an image of successful classes" than with offering "a great number of classes."

Classes were offered at only five off-campus locations in Fall 1979. Pricing modifications included keeping tuition at a minimal level.
(just to insure that the College "breaks even"), awarding scholarships to community education program graduates, and offering free tuition to senior citizens.

At the time of this study, the College had not yet formulated written marketing plans.

5. College S's marketing plans were not implemented in a cost-effective manner, nor were the results monitored for rapid corrective action; three out of six points were earned in this area.

Because the continuing education division was reestablished only three months prior to the researcher's visit, no data were available on expenditures for marketing or promotional activities. Likewise, no effort had yet been made to determine the cost-effectiveness of various marketing activities. The continuing education director said, however, that institutional flexibility would allow for future modifications of marketing strategies based on future research.

**Summary**

College S scored a total of 13 out of a possible 30 points on the evaluative criteria, placing it among the schools with less sophisticated or effective marketing systems, employing less extensive or complete marketing research and strategies.

The continuing education director had a background in school administration and community services, but no formal marketing experience. He performed most of the marketing activities conducted by the continuing education division, working in cooperation with the Assistant to the President.
CHAPTER V

ANALYSIS OF DATA

This chapter presents an analysis of the data presented in the preceding chapter. The data for all 19 community colleges studied are compiled and analyzed according to the hypotheses presented in Chapter III. In addition, a statistical analysis of the scores earned by all of the colleges in each of the five sections of the interview schedule (as adjusted depending on corroboration based on the checklist) is presented to provide a measure of the internal consistency of the data-gathering instruments.

The major section of this chapter presents a conceptualization of what the state of marketing is at the schools studied, compared with what the literature says it should be. Components which were common to several of the more sophisticated and effective marketing systems are presented, organized according to the five areas addressed by the research questions of this study. Examples acquired through the content analysis of documents are included in the conceptualization.

Finally, demographic data on the interviewees is presented in the form of totals and ranges. As in Chapter IV, neither interviewees nor their colleges are identified by name.
Summary of Findings

Table VI summarizes the colleges' responses to the questions on the interview schedule; it also summarizes the number of colleges that had documentation of the respective marketing aspects. The table can be used to compare the number of colleges which said they utilized particular techniques (at least "somewhat"), and the number at which the use of such philosophies and activities were corroborated during the content analysis of documents (indicated by "yes" or "no"). The number of yeses indicates the number of colleges which had written documentation and/or examples of the usage of particular marketing philosophies or activities; the number of noes indicates the number of colleges without such documentation.

The table demonstrates that the relationship between interviewees' responses to the checklist and the existence of documentation corroborating those responses varied from item to item. The relationship was more direct and consistent for those items regarding tangible marketing activities such as promotional techniques (Item IVe), less direct or consistent for items related to marketing philosophies such as recognition of the primacy of the marketplace (Item Ia). The complete survey instruments are included in the Appendix.

The following summary of findings is presented by stating each hypothesis and then reporting whether or not a sufficient number of colleges met the established criteria in order to accept the hypothesis.
Table VII
Summary of Colleges' Responses on Interview and Checklist Instruments

<table>
<thead>
<tr>
<th>Item</th>
<th>Interview Responses</th>
<th>Checklist Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Customer-based philosophy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Recognition of primacy of marketplace</td>
<td>Little: 1</td>
<td>No: 9</td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 18</td>
<td>Yes: 10</td>
</tr>
<tr>
<td>b. Differentiation of target markets</td>
<td>Little: 3</td>
<td>No: 14</td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 16</td>
<td>Yes: 5</td>
</tr>
<tr>
<td>c. &quot;Whole marketing system&quot; perspective held</td>
<td>Little: 7</td>
<td>No: 12</td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 12</td>
<td>Yes: 7</td>
</tr>
<tr>
<td><strong>II. Integrated marketing organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. High level control of marketing</td>
<td>Little: 3</td>
<td>No: 6</td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 16</td>
<td>Yes: 13</td>
</tr>
<tr>
<td>b. Interaction among marketing managers and other administrators</td>
<td>Little: 1</td>
<td>No: 13</td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 18</td>
<td>Yes: 6</td>
</tr>
<tr>
<td>c. Organization of new program development process</td>
<td>Poor: 6</td>
<td>No: 5</td>
</tr>
<tr>
<td></td>
<td>Fair or well: 13</td>
<td>Yes: 14</td>
</tr>
</tbody>
</table>
### Table VII—Continued

<table>
<thead>
<tr>
<th>Item</th>
<th>Interview Responses</th>
<th>Checklist Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>III. Adequate marketing information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Recency of latest market survey</td>
<td>More than three years before or never: 7 No: 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three years before or less: 12 Yes: 14</td>
<td></td>
</tr>
<tr>
<td>b. Knowledge of profitability potential</td>
<td>None: 2 No: 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhat or well: 17 Yes: 3</td>
<td></td>
</tr>
<tr>
<td>c. Effort to measure cost-effectiveness</td>
<td>Little or none: 7 No: 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some or substantial: 12 Yes: 12</td>
<td></td>
</tr>
<tr>
<td><strong>IV. Strategic orientation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Long- and short-range marketing planning</td>
<td>Little: 6 No: 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 13 Yes: 10</td>
<td></td>
</tr>
<tr>
<td>b. Contingency planning</td>
<td>Little: 6 No: 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 13 Yes: 3</td>
<td></td>
</tr>
<tr>
<td>c. Program development based on market</td>
<td>Little: 2 No: 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 17 Yes: 17</td>
<td></td>
</tr>
<tr>
<td>d. Place and time modification based on market</td>
<td>Little: 2 No: 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 17 Yes: 16</td>
<td></td>
</tr>
</tbody>
</table>
Table VII--Continued

<table>
<thead>
<tr>
<th>Item</th>
<th>Interview Responses</th>
<th>Checklist Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Strategic orientation--continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Utilization of promotional techniques</td>
<td>Little: 0</td>
<td>No: 0</td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 19</td>
<td>Yes: 19</td>
</tr>
<tr>
<td>f. Pricing practices based on market</td>
<td>Little: 5</td>
<td>No: 6</td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 14</td>
<td>Yes: 13</td>
</tr>
<tr>
<td>V. Operational efficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Allocation of financial resources</td>
<td>Inadequate: 7</td>
<td>No data on budget: 3</td>
</tr>
<tr>
<td></td>
<td>Somewhat or very adequate: 12</td>
<td>No data on enrollment: 6</td>
</tr>
<tr>
<td>b. Internal communication of marketing thinking down line</td>
<td>Poor: 4</td>
<td>No: 6</td>
</tr>
<tr>
<td></td>
<td>Fair or successful: 15</td>
<td>Yes: 13</td>
</tr>
<tr>
<td>c. Flexibility of structure to allow for modifications</td>
<td>Little: 0</td>
<td>No: 16</td>
</tr>
<tr>
<td></td>
<td>Somewhat or to large extent: 19</td>
<td>Yes: 3</td>
</tr>
</tbody>
</table>
Hypothesis 1: Over fifty percent of the community colleges acknowledge the primacy of the marketplace and of prospective students' needs and wants in shaping institutional plans and operations, demonstrated by their adjusted scores of at least four out of a possible six points on interview schedule questions Ia, Ib, and Ic.

Only seven of the 19, or 37 percent of the colleges, earned at least four points in this area. The mean score was the fourth lowest among the five areas addressed by the research questions. Therefore, Hypothesis 1 is not accepted.

Hypothesis 2: Over fifty percent of the community colleges are staffed in an integrated manner so that they will be able to carry out marketing analysis, planning, and implementation and control, demonstrated by their adjusted scores of at least four out of a possible six points on interview schedule questions IIa, IIb, and IIc.

Twelve of the 19, or 63 percent of the colleges, earned at least four points in this area. The mean score was 3.9 points, the highest among the five areas addressed by the research questions. Therefore, Hypothesis 2 is accepted.

Hypothesis 3: Over fifty percent of the community colleges receive, through market research, the kind and quality of information needed to conduct effective marketing, demonstrated by their adjusted scores of at least four out of a possible six points on interview schedule questions IIIa, IIIb, and IIIc.

Only seven of the 19, or 37 percent of the colleges, earned at least four points in this area. The mean score was 2.8, lowest among the five areas addressed by the research questions. Therefore,
Hypothesis 3 is not accepted.

Hypothesis 4: Over fifty percent of the community colleges generate innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix," demonstrated by their adjusted scores of at least four out of a possible six points on interview schedule questions IVa, IVb, IVc, IVd, IVe, and IVf.

Nine of the 19, or 47 percent of the colleges, earned at least four points in this area. The mean score was 3.6, ranking third among the five areas addressed by the research questions. Although Hypothesis 4 is not accepted, the performance of the colleges in this area came very close to meeting the fifty percent level required for acceptance of the hypothesis.

Hypothesis 5: Over fifty percent of the community colleges implement their marketing plans in a cost-effective manner, and monitor the results for rapid corrective action, demonstrated by their adjusted scores of at least four out of a possible six points on interview schedule questions Va, Vb, and Vc.

Ten of the 19, or 52 percent of the colleges, earned at least four points in this area. The mean score was 3.8, second highest among the five areas addressed by the research questions. Therefore, Hypothesis 5 is accepted.

Hypothesis 6: Over fifty percent of the community colleges have established sophisticated and effective marketing systems, employing extensive and complete marketing research and strategies, demonstrated by their adjusted scores of at least 20 out of a possible 30
points on the entire interview schedule and corroborated by the content analysis of documents according to the checklist.

Only six of the 19, or 32 percent of the colleges, earned at least 20 points on the entire interview schedule. The mean score was 17.4 points. Therefore, Hypothesis 6 is not accepted.

To summarize, then, only Hypotheses 2 and 5 were accepted; this indicates that a majority of community colleges had an integrated marketing organization and adequate operational efficiency. However, a majority did not have an adequate customer philosophy, adequate marketing information, or an innovative, strategic orientation, though the performance of the colleges in the latter area came close to the level required to conclude that such performance was adequate. On the basis of the data, the majority of the colleges studied did not have sophisticated or effective marketing systems, employing extensive or complete marketing research and strategies.

Statistical Analysis of the Data

Table VIII presents the section scores and total scores earned by the colleges on the evaluative criteria. The mean scores and the standard deviation scores for the sections are presented at the bottom of the respective columns. The section means ranged from 2.8 points to 3.9 points; section standard deviations ranged from .93 points to 1.76 points. The mean score for the total points was 17.4; the mean total standard deviation was 6.8 points. These relatively large standard deviations indicate that the data-gathering instrument did discriminate; that is, differences in the level of commitment to
<table>
<thead>
<tr>
<th>College</th>
<th>Section</th>
<th>Total Points</th>
<th>&quot;Effective&quot; Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I 3 II 5 III 3 IV 5 V 5</td>
<td>21</td>
<td>x</td>
</tr>
<tr>
<td>B</td>
<td>I 4 II 6 III 6 IV 4.5 V 4</td>
<td>24.5</td>
<td>x</td>
</tr>
<tr>
<td>C</td>
<td>I 3 II 3 III 3 IV 3.5 V 2</td>
<td>14.5</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>I 5 II 6 III 4 IV 6 V 6</td>
<td>27</td>
<td>x</td>
</tr>
<tr>
<td>E</td>
<td>I 4 II 4 III 1 IV 4.5 V 6</td>
<td>19.5</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>I 3 II 4 III 4 IV 5 V 2</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>I 4 II 5 III 5 IV 5 V 6</td>
<td>25</td>
<td>x</td>
</tr>
<tr>
<td>H</td>
<td>I 3 II 2 III 1 IV 2 V 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>I 4 II 6 III 5 IV 5.5 V 6</td>
<td>26.5</td>
<td>x</td>
</tr>
<tr>
<td>J</td>
<td>I 4 II 6 III 4 IV 3.5 V 5</td>
<td>22.5</td>
<td>x</td>
</tr>
<tr>
<td>K</td>
<td>I 3 II 3 III 3 IV 4 V 4</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>I 3 II 4 III 4 IV 3 V 5</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>I 5 II 4 III 3 IV 3.5 V 3</td>
<td>18.5</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>I 0 II 0 III 1 IV 1 V 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>I 3 II 3 III 3 IV 3 V 6</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>I 2 II 3 III 2 IV 1 V 1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>I 1 II 2 III 1 IV 2 V 2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>I 3 II 4 III 1 IV 5 V 3</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>I 3 II 4 III 1 IV 2 V 3</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>3.2    3.9   2.8  3.6   3.8</td>
<td>17.4</td>
<td></td>
</tr>
<tr>
<td>Standard Deviations</td>
<td>.93    1.27  1.57  1.44  1.76</td>
<td>6.8</td>
<td></td>
</tr>
</tbody>
</table>
and/or activity in the various aspects of marketing could be identified and scored accordingly.

An alpha coefficient of .83 was computed using the formula from Lord and Novick (1968, p. 87). This coefficient demonstrates the internal consistency of the interview schedule; .83 is sufficiently close to one to indicate the reliability of the measurement criteria.

Conceptualization of the State of the Art of Marketing

As pointed out in the foregoing, the majority of the community colleges' continuing education divisions studied by the researcher had not developed sophisticated and effective marketing systems as advocated by the literature in the field. Major deficiencies lay in the areas of customer-oriented philosophy and marketing information. Many schools based their continuing education programs on the administrators' own ideas regarding what should be offered, rather than on surveys of the marketplace designed to solicit residents' opinions in this regard. Most schools had not formalized coordinated marketing plans, as the literature advocated; at many schools there was no high-level control of the marketing functions. Regarding McCarthy's "four P's," most schools emphasized promotion over program, place, and price; however, little if any effort had been expended to determine the cost-effectiveness of various promotional techniques.

This study identified six community colleges whose marketing systems were, on the basis of the evaluative criteria, sophisticated and effective, employing extensive and complete marketing research
and strategies. Nontraditional student enrollment had been increasing at all six schools; the rates of enrollment increase at these schools were among the fastest in the state. Only one of the six experienced a decline in its credit-hour total in Fall 1979, although its head-count increased. Several of the six experienced record totals in both head-count and credit-hours in Fall 1979.

With rare exception, the six colleges utilized marketing techniques which were advocated in the literature. Components which were common to several of the six were reflective of what administrators of other schools reported to be effective in journal articles. One unique component was the cooperation developed between the continuing education divisions and the community education programs located in the market area; the literature in the field did not indicate how vital this relationship can be.

Discussion of the components which were common to several of the six sophisticated and effective marketing programs is organized into five areas: customer-oriented philosophy, integrated marketing organization, adequate marketing information, strategic orientation, and operational efficiency.

Customer-oriented philosophy

Several of the more sophisticated and effective marketing systems had developed and implemented a formalized "marketing mindset" in all divisions of the college, including continuing education. At these schools, continuing education and community service programs were seen as vital elements in the colleges' efforts to fulfill their
missions to provide educational opportunities to all segments of the population. These schools saw the nontraditional student population as the marketplace of the future, as the number of prospective students in the traditional 18-to-22 age group declines. Continuing education programs were not looked down upon as being inferior to the degree programs, but rather were seen as vehicles leading to the re-entry of older students into those programs and as worthwhile learning experiences in and of themselves.

The more sophisticated and effective marketing systems segmented the total market into particular target markets at which certain programs and classes were aimed. Typically, these included practicing professionals requiring relicensure (especially in medical care areas), the career development and mid-career change market (especially in times of economic recession), non-degree students desiring leisure skills and/or enrichment courses (especially senior citizens), students needing courses to meet traditional minimal competencies (especially non-English speaking people, including Indochinese immigrants), adult women (especially "displaced homemakers"), the handicapped, and professional groups desiring seminars and/or workshops in particular areas of their fields. Several of the continuing education divisions offered "in-plant" classes in cooperation with area industries, on a contractual basis.

That the more effective marketing systems utilized a "whole marketing systems view" in planning marketing activities was particularly evidenced by their relationships with the community education programs offered by public schools in their market areas. Schools which
saw these community education programs as groups with which to cooperate rather than compete were generally more effective in their marketing efforts than those who did not. These colleges offered classes alongside the community education classes in buildings throughout the market area. The two programs agreed to avoid duplication of classes and services; usually the community education programs confined their offerings to high school completion classes and some personal enrichment classes. The colleges looked upon the graduates of the high school completion programs as prime prospective students for both traditional and nontraditional college programs.

Moreover, the community education directors were utilized by the colleges as contact persons sensitive to the needs and interests of the residents of specific areas of the marketplace, due to their positions in the field. With varying degrees of formality, these community education directors provided input to the college administrators regarding suggestions for new classes to be offered at certain extension centers. In some cases, the colleges provided financial incentives to the community education programs to encourage this activity; for example, at one college, $4 for every college credit-hour generated by a community education director was returned to the school district of that director.

In addition to working with the community education programs, the more effective college marketing systems considered other competitors and various internal and external constituencies in planning their marketing activities. Most of these colleges felt that they were operating in competitive market areas, facing competition from
other community colleges, four-year colleges, or specialized training schools. These colleges were concerned about establishing an image of excellence in programs offered uniquely by them. Thus, competition in areas of duplicated course offerings was generally avoided.

**Integrated marketing organization**

Most of the colleges with more sophisticated and effective marketing systems had established marketing committees which coordinated marketing activities college-wide. Typically, these marketing committees were chaired by an administrator at the president's level, as the literature advocated. Other members of the committee represented a wide spectrum of the college, including administrators from public relations, registration, institutional research, and deans of various academic departments as well as continuing education. A few schools included members of the community on their marketing committees in order to provide a channel of access to particular target markets. Internal communication was said to be effective at all of these colleges, fostered by an understanding of formal and informal organizational structure and communication networks. Typically, public relations personnel coordinated all promotional activities, insuring that publications, for example, complied with established college formats.

Cooperation between marketing managers and program development administrators was considered vital at the colleges with more sophisticated and effective marketing systems. Interaction between continuing education marketers and academic personnel existed in varying degrees of formality, but in most cases the program development
process involved cooperation between the two. For example, at one college the continuing education director passed on information regarding residents' expressed interests in a new class to the appropriate academic department administrator who wrote the course description and outline and, in some cases, hired an instructor. The continuing education director then scheduled the time and place of the class and conducted promotional activities in order to attract students to enroll.

The need for this interaction between continuing education marketers and other administrators, as advocated in the literature, was unanimously recognized by the colleges with the more effective and sophisticated marketing systems; one continuing education director said "We recognize that we don't exist in a vacuum," and another said "We are determined to not set up community services as a separate entity."

**Adequate marketing information**

Most of the colleges with the more sophisticated and effective marketing systems had conducted a general needs assessment study of their market area within the past three years; most colleges contracted with outside research agencies to actually conduct the surveys. Nevertheless, most of these colleges did have internal institutional research offices which collected a variety of data which were available to marketing managers for use in developing a proper "marketing mix" based on McCarthy's "four P's."
The general needs assessments collected data on residents' perceived needs and wants in terms of classes and programs, their most frequent sources of information about the school, and (when appropriate) their reasons for not currently attending school.

The institutional research offices collected data on the profitability potential of particular market segments, making it possible for continuing education directors to predict which classes and programs would attract sufficient enrollment to "go" rather than be canceled. Nevertheless, most of these colleges scheduled a number of classes about which data indicated that enrollment might be inadequate; up to 30 percent of scheduled classes might be expected to "not go" but would be scheduled anyway, in case more people than expected signed up for them. As mentioned earlier, contact with community education personnel in the field generally reduced the number of cancellations, because of their familiarity with particular market areas.

It was typical for these colleges to have sophisticated, computerized information processing systems. Other colleges recognized the need for such systems and were planning to establish a joint "Michigan Student Information System" being modeled after a Texas system.

**Strategic orientation**

Most of the colleges with the more sophisticated and effective marketing systems extensively utilized all four P's of the "marketing mix," as the literature advocated. Formalized marketing plans at
these colleges indicated marketing managers' consideration of program development, place and time modifications, promotional activities, and pricing considerations. Both short- and long-range marketing plans, as well as contingency plans, were formulated by most of these schools. The long-range plans were continuously being revised based on experiences and changes in the marketplace.

Program development was usually conducted by a formalized process which provided for surveys of prospective students regarding their needs and interests. An examination of the colleges' continuing education class schedules indicated an on-going revision of course offerings based on the marketplace; new courses were added based on residents' expressed needs and interests, and old courses were dropped based on market saturation. Most colleges were offering more classes in Fall 1979 than they had ever offered before, due to increasing nontraditional student enrollment trends and an increasing number of extension centers at which various classes and programs were offered.

These extension centers were a prime example of the colleges' modifications of the place of the delivery of classes and programs. No longer were all classes offered only at the main campus as they had been ten years before; at the time of this study, most colleges were offering classes at community education centers, senior citizens' homes, area factories, churches, and jails. These extension centers were continually modified on the basis of the marketplace; certain classes were moved from one location to another to attract a new market. Time modifications included the institution of additional late afternoon and evening classes and weekend programs. Instruction for
most continuing education courses had been concentrated into a shorter "semester," with some classes meeting for only four weeks so that nontraditional students didn't have to make long-term commitments of time which, experience had shown, they often couldn't keep. Some schools were experimenting with early morning (i.e., 7 a.m., before work) and noon-hour classes to fit local workers' schedules more conveniently.

Promotional activities were used extensively by all of these colleges. Those which were considered to be more effective will be discussed below. In general, newspaper advertising was the most often used promotional technique, followed by distribution by direct mail of the class schedule and brochures (the former sent to all boxholders, the latter to residents listed on targeted mailing lists). At most of these colleges, many promotional activities were conducted college-wide, coordinated by the public relations office. Both traditional and nontraditional programs benefited from the general promotional activities conducted by the colleges. Television commercials were generally designed to create a favorable image of the school; radio commercials were utilized to remind residents of registration deadlines, etc. Generally, posters were used more often than billboards; they were posted throughout the market area. Displays at fairs, shows, and off-campus registration sites were frequently used. Personal recruiting by college representatives, often indirectly through a "speaker's bureau," was also frequently used. Free publicity and public service announcements were used as much as possible. Of the techniques advocated by the literature, only magazine advertising and
"campus days" were not generally utilized by the continuing education divisions with effective marketing systems.

Pricing modifications were made in an effort to meet the needs of the students and to create positive public relations for the colleges. Senior citizens were generally not charged tuition; graduates of community education programs' high school completion classes were frequently awarded scholarships for one college class. Most of these colleges accepted deferred tuition payment and payment by credit card, as the literature advocated. Other colleges had discontinued these practices due to a high number of students defaulting on payments. Some schools conducted registration by telephone (expedited to take no more than one minute) and accepted payment by check sent through the mail.

Operational efficiency

The amounts spent on marketing activities by the colleges with the sophisticated and effective marketing systems ranged from $5,400 to $22,000 in 1978-79. The range for the other colleges was zero to $60,000 a year. Clearly, there does not seem to be any relationship between the amount of money spent on marketing and the level of sophistication and effectiveness of the marketing system. Administrators at most of the colleges said they believed that internal funds for marketing expenditures were allocated adequately to enable them to conduct marketing activities optimally, according to established priorities.
Efforts to ascertain the cost-effectiveness of various marketing activities had been conducted by most of these colleges, with varying degrees of formality. The more sophisticated methods involved tracking the source of all registration forms in order to determine how many were clipped from newspapers (and from which newspaper in market areas served by both metropolitan and local papers), brochures, class schedules, etc. The consensus was that newspaper advertising was the most cost-effective, followed by the distribution by direct mail of the class schedule and particular targeted program brochures; mailing lists for the latter were constantly being compiled and revised—several colleges received the cooperation of local chambers of commerce and various professional associations in this effort. Many colleges believed that no promotional activity could compete with the effect of "word-of-mouth" promotion by current and former students.

**Summary of Demographic Data on Interviewees**

Demographic data were collected on 24 interviewees at the 19 community colleges analyzed during this study. A summary of these data is presented in the Appendix. The data demonstrate that the interviewees were generally high-level administrators of the colleges' continuing education divisions. The majority were personally involved in performing marketing tasks or formulating marketing plans. Two of the six continuing education divisions with sophisticated and effective marketing systems were directed by people with academic training in marketing, indicating that traditional marketing principles could be effectively applied to the marketing of continuing education.
CHAPTER VI

SUMMARY

Faced with an approaching decline in the number of students of traditional college age, administrators of institutions of higher education began in the mid-1970's to look to different markets for prospective students. Community college continuing education divisions, with their unique mission to serve the lifelong learning needs and desires of the residents of their market areas, seemed designed most appropriately to attract the "nontraditional" students. But upon what basis and with what structure could these divisions develop and implement marketing strategies in order to recruit nontraditional students to enroll in their programs? This study was designed to answer that question.

The bulk of literature in the field dates back only to the mid-1970's. In 1975, Dr. Philip Kotler, author of several seminal works in the field of marketing for nonprofit organizations, encouraged colleges to adopt marketing techniques, formerly used only by businesses, to recruit prospective students. Kotler advocated a sophisticated approach to marketing, basing strategies on detailed market research and directing promotional schemes to particular segments of the total market. He cautioned that promotion is only one of the "four P's" listed by E. J. McCarthy, author of the classic marketing textbook Basic Marketing. The other three "P's" to be considered are programs (or products in the world of business), place (including time of
delivery of course offerings), and price. Researchers have found students' decisions to attend a particular school are most often based on one or more of these last three "P's."

Many writers stressed the importance of a "systems approach" to the marketing effort. All segments of the college community must play a part in student recruitment; effective channels of communication must be opened up between marketing managers and administrators of curriculum, registration, financial aids, etc. Internal communication as well as communication with the various external constituencies must be effective if the marketing effort is to be effective, many writers said. Very little research had been done regarding the cost-effectiveness of various aspects of marketing systems. Data on the effectiveness of various promotional methods, for example, were minimal and inconclusive.

Based on the literature and on criteria established by Kotler (1977) for the evaluation of marketing systems, an interview schedule and a checklist to guide the content analysis of documents were developed. These instruments were organized according to five categories identified by Kotler: customer philosophy, integrated marketing organization, adequate marketing information, strategic orientation, and operational efficiency.

The 19 community colleges in southern Michigan were visited in order to investigate, through personal observations and interviews, the marketing techniques being used in order to attract nontraditional students to continuing education programs. Each college's marketing techniques were analyzed and evaluated according to the established
criteria. The data collected through those observations and interviews were presented in Chapter IV of this dissertation.

The analysis of the data concluded that six of the community colleges studied had implemented sophisticated and effective marketing systems in order to attract nontraditional students. Some of the colleges which were studied did not emphasize their nontraditional programs at all, while others considered full continuing education/community services programs to be essential to the fulfillment of their missions.

Of the five areas examined by the evaluative criteria, the majority of the colleges studied conducted adequate operations in only two: integrated marketing organization and adequate operational efficiency. The majority did not have an adequate customer philosophy, adequate marketing information, nor an innovative, strategic orientation in order to conduct effective marketing, although the performance of the colleges in the latter area came close to the level required to conclude that such performance was adequate.

The components which several of the six colleges with sophisticated and effective marketing systems had in common were generally consistent with the marketing activities advocated in the literature. The major exception was the emphasis placed on cooperation with local community education programs; such emphasis was not advocated in the literature. The reason for this may be that community education programs were more active and well-developed in Michigan than in other parts of the United States.
Implications of This Study

The results of this study imply that more effort needs to be devoted, by the majority of community colleges in Michigan, to developing more sophisticated and effective marketing techniques in order to attract additional nontraditional students as the number of traditional students declines in the years ahead. Results indicate that efforts should be concentrated in the area of information gathering and data analysis, in which the studied colleges scored lowest on the evaluative criteria. The acquisition of such information is essential if marketing activities are to have a sound basis. Financial resources must be allocated to permit colleges to add personnel and computer facilities in order to conduct such data gathering and analysis.

In addition, results of this study indicate that increased emphasis needs to be given to formulating more customer-oriented philosophies in the area of nontraditional education, and, to a lesser extent, to developing more innovative marketing plans and strategies based on the "four P's" of the "marketing mix." Furthermore, the emphasis that the colleges have given to establishing an integrated marketing organization and adequate operational efficiency should be continued.

More specifically, the results of this study imply that effective marketing systems are based on market information gathered by comprehensive needs assessments surveys of the market area, analyzed by computers. On the basis of this information, marketing managers,
working in cooperation with other college administrators, formulate a "marketing mix" consisting of the right program offered at the right place for the right price. It is then promoted using a variety of activities; this study concluded that newspaper advertising and direct mail distribution of class schedules and brochures to targeted groups were the most effective means of promotion. Constant revision of formalized long- and short-range marketing plans, coordinated by high-level college administrators, is to be based on current developments in the marketplace, about which the effective marketing manager is always sensitive. A marketing system devised with these principles in mind, and in cooperation with various internal and external constituencies including area community education programs, can attract greater numbers of nontraditional students to enroll in continuing education programs and thereby insure the survival of colleges in an era that may be otherwise characterized by declining enrollments. It must be acknowledged that the limits of the nontraditional market are no less than the total population of our lands.

Community college administrators who wish to establish or revise marketing techniques at their schools should find the conclusions of this study to be relevant and helpful to them.

Suggestions for Further Research

Further research should be conducted on the cost-effectiveness of various marketing techniques, especially in the area of research and promotion. Regarding the cost-effectiveness of research, the value and validity of general needs assessments studies should be
established. Regarding the cost-effectiveness of various promotional activities, more formalized tracking of the sources of information and registration forms used by students to enroll in particular classes needs to be conducted. Controlled experiments may be able to isolate certain promotional activities and determine their degree of influence on prospective students, especially from particular targeted groups.

The adaptation of Kotler's evaluative instrument utilized by the researcher in this study can be helpful to marketing managers interested in analyzing and evaluating the level of sophistication and effectiveness of their own marketing systems. Such self-examination should be conducted according to the criteria established by Kotler through his experience--and by the researcher in this study--as the mechanisms by which marketing systems can be developed and implemented in order to attract and enroll nontraditional students in continuing education programs.
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The Survey Instruments

**Interview schedule questions**

**Checklist questions**

I. **Customer-based philosophy**

Research question I: Do community college administrators acknowledge the primacy of the marketplace and of prospective students' needs and wants in shaping institutional plans and operations?

Ia: To what extent do the administrators at this college (including yourself/yes) recognize the importance of designing continuing education to serve the needs and wants of the marketplace?

0 = little 1 = somewhat 2 = to a large extent

Ib: To what extent do administrators develop different offerings and marketing plans for different segments of the market?

0 = little 1 = somewhat 2 = to a large extent

Ic: To what extent do administrators take a "whole marketing system view" (that is, of the environment, prospective students, competitors, constituencies) in planning marketing activities?

0 = little 1 = somewhat 2 = to a large extent

la: Are there written operational guidelines indicating that continuing education is to be based on the needs of prospective students?

yes/no

lb: Are there written marketing plans which are differentiated for various segments of the total market?

yes/no

lc: Is there a written statement of philosophy indicating that administrators use a "whole marketing system view" in planning marketing activities?

yes/no
### Instruments (continued)

#### Interview schedule questions

##### II. Integrated marketing organization

Research question II: Is the total community college organization staffed in an integrated manner so that it will be able to carry out marketing analysis, planning, and implementation and control?

- **IIa:** To what extent is there high-level (that is, at the president's level) marketing integration and control of the major marketing functions?
  - 0 = little 1 = somewhat 2 = to a large extent

- **IIb:** To what extent do marketing managers interact with administrators in other areas such as curriculum, registration, finance, public relations, research, etc. (assuming, of course, that the marketing manager(s) is not the administrator in those other areas)?
  - 0 = little 1 = somewhat 2 = to a large extent

- **IIc:** How well-organized is the new program development process?
  - 0 = poorly 1 = fairly well 2 = very well

#### Checklist questions

- **2a:** Is there a formal organizational chart and/or written job descriptions indicating high-level integration and control of the major marketing functions?
  - yes/no

- **2b:** Is there a chart of the informal organizational structure and/or the internal communications network indicating interaction between marketing managers and other administrators?
  - yes/no

- **2c:** Is there a written policy regarding the process for developing new programs?
  - yes/no
Instruments (continued)

### Interview schedule questions

#### III. Adequate marketing information

Research question III: Do community college administrators receive, through market research, the kind and quality of information needed to conduct effective marketing?

**IIIa:** When were the latest marketing research studies of prospective students conducted, investigating—among other things—their needs and interests in programs, their reasons for not attending school currently, and their most frequent sources of information about the school?

- 0 = several years ago or never
- 1 = a few years ago (3 or less)
- 2 = recently (no more than 1)

**IIIb:** How well do administrators know the profitability potential of different market segments (according to whatever formula or basis is used)?

- 0 = not at all
- 1 = somewhat
- 2 = very well

### Checklist questions

#### 3a: Is there a copy of the questionnaire and/or interview schedule used to conduct the most recent market research study of prospective students?

- yes/no

If yes, does it include items investigating prospective students:

1. needs and interests in program? yes/no
2. reasons for not currently attending school? yes/no
3. most frequent sources of information about the school? yes/no

#### 3b: Is there a written statistical or quantitative formula for determining the profitability of different market segments?

- yes/no
### Interview schedule questions

**IIIc:** What effort is expended to measure the cost-effectiveness of different marketing expenditures?

<table>
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<tr>
<th>0 = little or none</th>
<th>1 = some</th>
<th>2 = substantial</th>
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### Checklist questions

**3c:** Are there data regarding the cost and effectiveness of various marketing strategies, broken down by individual techniques?

- yes/no

If yes, what do the data imply are the more effective marketing techniques?

**IV. Strategic orientation**

Research question IV: Do community college marketing managers generate innovative strategies and plans for long-run growth and profitability, based on McCarthy's "four P's" of the "marketing mix"?

**IVA:** To what extent do administrators conduct formal long- and short-range marketing planning?

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<th>1/2 = somewhat</th>
<th>1 = to a large extent</th>
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**IVB:** To what extent do administrators conduct contingency thinking and planning?

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<th>1/2 = somewhat</th>
<th>1 = to a large extent</th>
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**4a:** Are there written long- and short-range marketing plans, strategies, and/or goals?

- yes/no

**4b:** Are there written contingency plans for use in modifying the marketing plans under various circumstances?

- yes/no
**Interview schedule questions**

IVc: To what extent have programs and course offerings been developed and modified on the basis of market research indicating prospective students' interests and needs?

0 = little 1/2 = somewhat 1 = to a large extent

**Checklist questions**

4c: Do brochures and/or class schedules show a change in the courses offered before the implementation of marketing compared with the current term?

yes/no

If yes, at which—if any—of the following target markets are the new programs aimed:

(a) practicing professionals requiring relicensure? yes/no
(b) the career development and mid-career change market? yes/no
(c) non-degree students desiring leisure skills and/or enrichment courses? yes/no
(d) students needing courses to meet traditional minimal competencies? yes/no
(e) adult women? yes/no
(f) minorities? yes/no
(g) others?

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Instruments (continued)

**Interview schedule questions**

IVd: To what extent is the time and place of the delivery of the course offerings determined and modified on the basis of market research?

0 = little 1/2 = somewhat 1 = to a large extent

**Checklist questions**

4d: Do college class schedules show a change in the time and place of class offerings from before the implementation of marketing to the present time?

yes/no

If yes, which of the following have been implemented:

(a) late afternoon and evening classes? yes/no
(b) classes that meet less frequently for longer periods of time? yes/no
(c) "mini-semesters"? yes/no
(d) weekend classes and/or colleges? yes/no
(e) extension centers? yes/no
(f) branch campuses? yes/no
(g) remote television outlets? yes/no
(h) others?
Instruments (continued)

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<tr>
<th>Interview schedule questions</th>
<th>Checklist questions</th>
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<tr>
<td><strong>IVe:</strong> To what extent are promotional techniques utilized in order to attract prospective students from various markets?</td>
<td><strong>4e:</strong> Are there examples and/or evidence of mass selling and personal selling promotional techniques?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0 = little</th>
<th>1/2 = somewhat</th>
<th>1 = to a large extent</th>
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If yes, which of the following have been utilized:
1. newspaper advertising? yes/no
2. magazine advertising? yes/no
3. television commercials? yes/no
4. radio commercials? yes/no
5. billboards and/or signs? yes/no
6. posters? yes/no
7. free publicity and public relations? yes/no
8. exhibits at fairs or shows? yes/no
9. catalogs, pamphlets, etc.? yes/no
10. direct mail (letters, etc.)? yes/no
11. direct telephone contact? yes/no
12. "campus days" for prospective students to visit the college? yes/no
13. personal recruiting by college representatives who visit service and professional organizations, etc., to talk with prospective students? yes/no
14. displays at off-campus registration sites? yes/no
**Interview schedule questions**

IVf: To what extent are pricing practices determined and modified on the basis of market research?

0 = little  1/2 = somewhat  1 = to a large extent

**Checklist questions**

4e (continued):

(o) other personal contact by former students, current students, and/or faculty? yes/no

If yes, specify which:

_________________________________________________________________

(p) others?

_________________________________________________________________

4f: Do program brochures, etc., provide evidence of the modification of pricing practices from before the implementation of marketing to the present? yes/no

If yes, which of the following have been implemented:

(a) additional grants and scholarships for nontraditional students? yes/no

(b) loans? yes/no

(c) variable tuition pricing? yes/no

(d) deferred tuition payment? yes/no

(e) acceptance of payment by credit card? yes/no

(f) others? __________________________________________________________________
V. Operational efficiency

Research question V: Are community college marketing plans implemented in a cost-effective manner, and are the results monitored for rapid corrective action?

Va: Are the financial resources allocated adequately so that marketing techniques can be employed optimally, according to established priorities?

0 = no  1 = somewhat  2 = yes

5a1: According to continuing education division records, what are the enrollment and credit-hour changes from before the implementation of marketing to the present time?

year1: students_____ credit hours____
1979: students_____ credit hours____

5a2: According to continuing education division financial records, how much money has been spent on marketing activities since the implementation of marketing to the present?

$_______ in ____ years.

Vb: How well is the marketing thinking at the top communicated and implemented down the line?

0 = poorly  1 = fairly  2 = successfully

5b: Is there a chart of the organizational structure and/or the internal communications network indicating interaction between marketing managers and their subordinates?

yes/no
Instruments (continued)

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<tr>
<th>Interview schedule questions</th>
<th>Checklist questions</th>
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<tr>
<td><strong>Vc:</strong> To what extent do institutional policy and structure allow marketing managers to react quickly and effectively to changes and developments based on current market information?</td>
<td>5c: Are there written contingency plans for use in modifying the marketing plans under various circumstances?</td>
</tr>
<tr>
<td>0 = little 1 = somewhat 2 = to a large extent</td>
<td>yes/no</td>
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Demographic data-gathering instrument

Information to Interviewees:
The information you provide in response to the following questions will be reported in my dissertation as background data on the population studied and the subjects interviewed. The names of interviewees will not be included in the dissertation, and identification will be in terms which will not betray confidentiality. Likewise, colleges will not be identified by name; however, demographic data on certain colleges may enable a knowledgeable reader of the dissertation to recognize that school.

Name of community college: ____________________________________________

What geographical area is considered to be the market area for this college? ____________________________________________________________

What is the approximate total population of the total market area?

______________________________________________________________

What has the population trend been in the market area during the past three years?

________________________________________________________________

How would you characterize the target market population demographically? Primarily urban or rural? ________ Economic class (high/middle/low)? ________ Occupational type (white collar/blue collar)? ________ Level of education (college graduates/high school graduates/grade-school educated)? ________

What has the total enrollment trend been at this college during the past three years (please give total enrollment figures if available)?

________________________________________________________________

How is the "nontraditional population" defined by this college, specifically by you personally?

________________________________________________________________

Based on your definition of the market's nontraditional population, please provide a percentage breakdown of the segments of that population (e.g., what percent is age 22-30/30-45/45-65/over 65; what percent is foreign-born; what percent is female; etc.)

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Personal data on interviewees

What is your name? ____________________  Your title? __________

What marketing functions do you perform? ________________________

What is your age? _________________  What is your sex? __________
Briefly, what is your educational background (degrees, schools)? ____

Briefly, what is your professional experience and background, particularly related to marketing? ________________________________
Demographic Data on Interviewees

Synthesis and analysis of the demographic data on the 24 interviewees provided the following general information.

The average age of the respondents was 41 years; ages ranged from 31 to 62. Sixteen of the respondents were male, eight female.

Nineteen of the 24 interviewees performed marketing tasks themselves, ranging from writing news releases to preparing brochures to supervising the promotional activities of the staff. Some were involved in conducting market surveys; others were involved in mailing out class schedules and pamphlets to targeted markets.

The highest degrees held by the interviewees included seven doctorates, two specialists, 12 masters, two associates, and one high school diploma.

Two of the interviewees majored in marketing during some phase of their college training. Other majors included two in higher education administration, two in education administration with an emphasis on community education, three in adult and continuing education, one in general educational administration, one in community services, two in business administration, two in counseling, and one in public relations.

Two of the interviewees had previous work experience in sales; one had experience in industrial management, three in counseling, and seven in journalism, publications or publicity. Most had been involved in continuing education and/or community services for over five years.
Of the six continuing education divisions with sophisticated and effective marketing systems, two were directed by people with academic training in marketing. This indicates that those with marketing backgrounds utilized their expertise in developing marketing strategies at their schools.