To the Graduate Council:

I am submitting herewith a dissertation written by Sherry Lee Hoppe entitled "An Analysis of the Relationship of Marketing to Enrollment in Selected Community, Junior, and Technical Colleges." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

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AN ANALYSIS OF THE RELATIONSHIP OF MARKETING TO ENROLLMENT IN SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES

A Dissertation

Presented for the

Doctor of Education

Degree

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Sherry Lee Hoppe

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ABSTRACT

The purpose of this study was three-fold: (a) to determine the levels and types of marketing currently utilized in selected American community, junior, and technical colleges; (b) to analyze the relationship of the levels and types of marketing to enrollment fluctuation, and (c) to analyze the perceived or researched evaluation of community, junior, and technical college marketing. As an additional part of the study, a marketing model (which may be useful, after testing, in providing a base for a systematic marketing process at community colleges) was developed.

The survey population consisted of 138 community, junior, and technical colleges with enrollments of 4,000 to 7,000 as listed in the 1980 Community, Junior, and Technical College Directory. Acceptable completed questionnaires were received from 72 percent of the institutions in the survey population.

An analysis of the data revealed that no significant relationship could be established between past or expected enrollment change and selected marketing variables (scope of the marketing plan, segmentation of target audiences, and size of the marketing budget). In addition, no significant difference was found in enrollment change related to researched or perceived evaluation of marketing plans. Segmentation of marketing plans was determined to be the best predictor of enrollment change.

This study explored the level and types of marketing at the selected colleges. The majority of the responding institutions (82 percent) reported the use of a comprehensive marketing plan, but less than one-half reported the use of research to determine the effectiveness of marketing activities. The majority of the respondents indicated that their perceived evaluation of marketing was only "somewhat effective."

Of the institutions reporting segmented marketing plans, the target audience at which the greatest percentage of marketing effort was aimed was the traditional college-age student. The most frequently used marketing activities were high school visits, mass mailings, campus tours, and public service announcements, with more than 90 percent of the institutions reporting usage. Other activities utilized by more than 70 percent of the respondents included paid newspaper advertisements, speakers' bureaus, recruitment packages for special programs, business/industry mailings, civic club programs, and tabloids or newspaper inserts. The largest portion of the marketing budget at the responding institutions was allocated to publications.

The following recommendations were made: community, junior, and technical colleges should (a) closely monitor their service areas through the use of needs assessment studies in order to accurately plan for enrollment change; (b) continue to use marketing activities as one means of positively affecting enrollments; (c) develop written guidelines to ensure that promotional activities remain ethical;

(d) consolidate their total marketing budgets for analysis of cost effectiveness; (e) make provision for researched evaluation as part of the comprehensive marketing plan; and, (f) develop and use a marketing model to provide parameters for a systematic marketing process.

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INTRODUCTION TO THE STUDY

I. INTRODUCTION

For the last 20 years, American higher education has enjoyed the luxury of swelling enrollments. The returning World War II veteran, the "baby boom" population of post-World War II days, and Vietnam era veterans utilizing the Government Issued Benefits (G. I. Bill) were but some social occurrences of the past two decades which made the marketing of higher education almost unnecessary. In an American society where the desire for upward mobility motivated an ever-widening segment of the population, a college degree became an economic, if not a social, necessity for many individuals. With large numbers of students seeking postsecondary education, many colleges simply waited for their classes to fill and then overflow.

Community colleges were no exception. Evolving from junior colleges (which came into existence in the early 1900's), community colleges did not flourish until the late 1950's and early 1960's (El Sharei, 1979). In the decade of the sixties, however, new community colleges opened at the rate of almost one per week in response to a public who saw this form of educational institution as an inexpensive means of bridging a needed educational gap (Gleazer, 1977).

Large numbers of prospective students knocked at the community college's open door, eager to take advantage of this new educational opportunity. The unparalleled growth in numbers was matched by expanding facilities and operating budgets. Federal and state governmental agencies--perhaps spurred by the Russians' launching the first man-made satellite--continued to be generous in funding (especially for the sciences), and colleges reaped up the benefits.

The enrollment picture for the 1980's sharply contrasts with the golden era described above. Hodgkinson noted that "one of the givens in higher education these days is that we are about to face a decline in 'conventional' student registrations of a most unprecedented sort" (Hodgkinson, 1978, p. 8). He pointed out that this decline is not a new phenomenon--that elementary and high schools have already experienced this trend. The decline in birth rates (which began after the end of the "baby boom" and intensified with the widespread use of birth control methods) has now dramatically hit the nation's colleges.

An American Council on Education report by Cathy Henderson (1977) supported Hodgkinson's predictions. Henderson's studies indicated that the pool of traditional-age freshmen will shrink 14 percent in the decade spanning 1975-1985. This decline represents more than one-half million students,(from 4.2 million in 1975 to approximately 3.6 million in 1985). In a report encompassing all age groups, Centra (1979) predicted that annual enrollment contractions during the first half of the 1980's (barring uncertainties such as wars, depressions, radical changes in technology, or shifts in government policies) could easily total 8 or 9 percent.

Fiske (1979) asserted that the threat of declining traditional college-age enrollments is real. He cited Bureau of Census statistics which estimate that between 1979 and 1993 the number of 18-year-olds will decline more than 25 percent. Fiske described the drop from 11.5 to 11.1 million in college enrollment from 1978 to 1979 as ominous, because this drop came even before the effects of the population decline had been felt.

Faced with a steady decline in traditional college-age populations, American community colleges are actively searching for effective ways to market their educational programs and services. With approximately 3,000 colleges and universities in the United States, it is clear that competition will be keen among these institutions, not only for the traditional college-age student but also for other groups. Frances (1980) suggested that an effective response to the predicted enrollment decline would be the increased participation of existing student pools. Attracting more of the diminishing population of 18-year-olds as well as reaching new pools of students is now a necessity, not a luxury.

Kotler (1975), noting that education is one of the largest service industries in the United States, stressed that educators must become more consumer-oriented if the education industry is to grow and remain viable. A responsive organization, according to Kotler, needs to know how to measure four attributes of the target market it serves: their needs, perceptions, preferences, and satisfaction. When these areas have been analyzed, colleges are then in a position to draft marketing strategies designed to promote their programs and services. Once strategies are formulated, the building blocks of the plan--techniques and/or activities--can be determined (Barton, 1978).

The scope of the marketing effort is often determined by how a college reads the enrollment barometer. With a dwindling supply of traditional college-age populations and a decline in veteran enrollment, community colleges must either opt for a larger share of the traditional market or expand the market audience by adding previously untapped population segments. Colleges which survive the enrollment crunch will probably be those with coordinated, intensive marketing efforts aimed at purposively segmented audiences, such as homemakers or adults in career transition.

A change in "people mix" presents a new challenge within the marketing environment. Although predictions show fewer children and teenagers, a surge in 25-44-year-olds is evident. Sex demographics from the Bureau of Labor Statistics in 1978 revealed that women formed 52 percent of the traditional college-age (under 22) student body, but 53 percent of the students from 22 to 35 were men. If community colleges wish to maintain a pattern of growth rather than decline, it is imperative that (in addition to recruiting 18-year-olds) immediate attention must be directed toward the older, non-traditional age groups. Schmeider (1977) noted that education learning groups are increasingly age-mixed and that higher education must get its audience where it exists in greatest numbers--age 25 and up. Between 1980 and 1990 the largest percentage (over 30 percent) of the population will be between the ages of 25 and 44 with less than 15 percent between ages 15 and 24 (Schmeider, 1977).

Competition for both the 18 year-old and the older student is causing increasing concern among higher education leaders. While elementary and secondary schools can require people to utilize programs and services as they develop them, higher education must do a better job of market satisfaction (Kotler, 1975). Private colleges, even more than public ones, must face competition "head-on" if they are to survive. Kotler predicted that in the next ten years:

> . . . Private colleges will once more become institutions for the privileged few. As high school students increasingly choose employment, training, the military, or just plain loafing over higher education, the private colleges will have to compete madly for the precious few who still want to attend college. Many schools simply won't make it. . . . College bankruptcies will be widespread (Kotler, 1975, p. 346).

McAdams (1975) supported Kotler's prediction by noting that, as enrollments have declined and costs have risen, some private colleges have closed their doors. Others, he declared, have been hard-pressed to maintain quality programs and faculty. More recently, the Delaware County Community College Marketing Strategy Document for Recruitment and Retention (1980) quoted a recent article (no date given) in the <u>New York Times</u> as predicting that 200 small colleges with enrollments totaling 100,000 to 150,000 will close over the next decade.

Public higher education will also be faced with competitive factors in the next ten years. In particular, competition between the two-year community colleges and four-year universities is expected to increase dramatically (Hodgkinson, 1978). The competition will be most intense for the 18-year-old target population. It must be noted, however, that the degree of competition between two- and four-year institutions will vary in relation to geographic proximity. Community colleges located close to four-year institutions will find it necessary to be much more competitive than will community colleges in more isolated environments.

In addition, the 1980's will bring a new ability by non-collegiate institutions to award degrees. Museums, hospitals, and even private firms will be more involved in the awarding of degrees in the future (Hodgkinson, 1978). All students are not and will not be in higher education institutions. According to Hodgkinson, 17 million people are systematically studying outside higher education. He reported that researchers count 11 million-plus students on college campuses, 17 million off college campuses. The 17 million may be a low estimate; other data suggest 12 million in higher education, 46 million adults studying elsewhere (Davis, 1977-78).

These facts suggest a large market for community colleges, a market which thus far has been largely untapped. Even though adults are coming back to campus in larger and larger numbers, many are still finding other environments for learning that are more compatible with their needs. These adults, declared Hodgkinson (1978), are a market that is hard to overlook.

College marketers must realize, however, that competition will be as prevalent for the adult student as for the 18-year-old. Crossland suggested that cooperation is a viable alternative to the anticipated increase in competition:

> During the coming decade there will be temptation to engage in ever sharper institutional competition for the shrinking student pool. I do not believe that "Darwinism" is the answer to our problems: it results in the survival of the slickest, not necessarily the fittest. What is needed, in my judgment, is a degree of cooperation--of interinstitutional cooperation--far exceeding anything we have known in recent years. Rather than fight among ourselves, we should forthrightly identify what we each can do best, reduce pointless duplications and redundancies, share resources and work together (Crossland, 1980, pp. 34-35).

If colleges follow Crossland's suggestion (and unless forced to do so they may not), marketing will still be necessary to provide the information necessary for students to find the college which best meets their needs and for colleges to discover what those needs are.

A revolution in higher education marketing is preeminent. New tools for creative marketing of community colleges require flexibility. A 1978 ACCTion newsletter offered a simple formula which can be applied to the future growth of every community college: know the kinds of programs and the courses the community and the people within your community want and need. Offer them at a time that is convenient and at the very lowest possible cost. This formula demands being responsive to a changing society. Those community colleges which are successful at anticipating environmental changes and translating them into strategic options are likely to succeed in the years ahead (Laczniak, 1977).

II. NEED FOR THE STUDY

Although the requirement for marketing seems no longer debatable, a need exists to study the levels and types of marketing approaches utilized by community, junior, and technical colleges and the relationship of these factors to enrollment fluctuations. Barton reported that college presidents who once "blanched at the term marketing now bandy about such words as 'positioning,' 'strategy,' and 'break-even level' at the drop of a mortar board" (Barton, 1978, p. 39). Yet, the marketing efforts of these same college presidents are often haphazard, with little basis on established marketing principles. Operationally, America's institutions of higher education are very big business--with multi-million dollar budgets, endowments, and appropriations (Portugal, 1979). According to Portugal, the techniques developed by American business for communicating with a wide variety of audiences have equal applicability to the educational world but have been largely ignored. Portugal suggested that American colleges and universities can learn from their business counterparts:

> The reason for this suggestion is simple. American schools today face a variety of "business-like" problems: attracting good students, recruiting and retaining a distinguished faculty, procuring monetary support, be it from legislators, alumni, wealthy donors, or corporations; all these are basically marketing problems, and call for marketing-oriented solutions through improved marketing communications (Portugal, 1979, p. 76).

The 1980's--with changing demographic, economic, and social factors influencing college enrollments--will require the type of approach suggested by Portugal (1979). In addition, tightening state appropriations in many parts of the nation, combined with predictions of declining or stabilizing enrollments, point to the need for an analysis of the scope and effectiveness of community, junior, and technical college marketing.

A systematic marketing process is required for effective marketing results. For years, community colleges (as well as other educational institutions) have assumed that marketing is synonymous with promotion. Belatedly, administrators have acquainted themselves with the marketing mix--product, price, place, and promotion (Heskett, 1976)--and its indispensable forerunner, planning. These elements need to be synthesized into cohesive marketing plans which are alert and responsive to changes in the educational environment. Requiring constant monitoring are demographic, economic, social, regulatory, and competitive factors. Current forecasts of the marketing environment for community, junior, and technical colleges in the 1980's center on an analysis of these factors and document the need for a study of the scope and effect of community, junior, and technical college marketing.

III. STATEMENT OF THE PROBLEM

A review of related literature indicated that many community colleges, in response to the threat of stabilizing or declining enrollments, have implemented marketing strategies without adequate planning and analysis of the total marketing process. The primary function of marketing has been to promote programs and services. Unfortunately, this approach eliminates other factors basic to successful marketing.

In determining the effectiveness of marketing plans and, in particular, marketing strategies, it was necessary to analyze the relationship of various marketing variables to the percentage of enrollment increase or decrease. Although the literature reviewed was replete with examples of marketing strategies being utilized by institutions of higher education (see Chapter II), it was almost devoid of information regarding the relationship of those marketing strategies to enrollment changes. This study surveyed community colleges (as well as junior colleges and technical colleges) within a selected enrollment range to ascertain levels and types of marketing in comparison to enrollment fluctuations.

IV. PURPOSE OF THE STUDY

The purpose of this study was three-fold: (1) to determine the levels and types of marketing currently utilized in American community, junior, and technical colleges, (2) to analyze the relationship of the levels and types of marketing to enrollment fluctuation, and (3) to analyze the perceived or researched evaluation of community, junior, and technical college marketing. As an additional part of this study, and based upon the review of the literature, the survey results of this study, and the author's own experience in marketing at Chattanooga State Technical Community College, a marketing model, which may be useful (after testing) in providing a base for a systematic marketing process at community colleges, was developed.

V. QUESTIONS

To achieve the purpose of the study, the following question was posed: What enrollment change patterns are experienced by community, junior, and technical colleges utilizing varying levels and types of marketing?

This study also addressed five more specific questions:

1. Which marketing variables (scope, segmentation, size of budget) seem to affect enrollment change?

2. Does research or perceived evaluation (as reported) of marketing activities seem to be related to enrollment change?

3. Does the use of segmentation seem to affect researched evaluation (as reported) of marketing activities?

4. Does one variable seem to be more of a predictor of enrollment increase or decrease than other variables?

5. What observations may be made about frequency of responses regarding:

a. enrollment change

b. specific marketing activities

c. segmentation of marketing activities

d. percentage of marketing activities directed at specific target audiences

e. percentage of budget allocated to specific marketing areas?

VI. AIMS OF THE STUDY

This study looked in detail at the marketing plans/activities of community, junior, and technical colleges with enrollments ranging from 4,000 to 7,000. Specifically, the aims of the study were to:

1. Determine the size and scope of formal and informal marketing plans at these institutions.

2. Determine levels and means of evaluating effectiveness of marketing activities.

3. Determine the impact of marketing budget levels.

4. Analyze the relationship of selected marketing variables to enrollment change.

5. Determine whether marketing models are used by community colleges to integrate marketing efforts.

VII. ASSUMPTIONS

The following assumptions have underlined the author's study:

1. Most community, junior, and technical colleges have formal or informal marketing plans.

2. Marketing plans vary in scope and nature and will increase in importance in the next five years.

3. The effectiveness of marketing at most institutions has been judged primarily by enrollment increases with little or no attention to evaluation for specific strategies.

4. Few institutions have developed a marketing model.

VIII. DELIMITATIONS

Community, junior, and technical colleges with enrollments ranging from 4,000 to 7,000 were selected for this study because of the author's desire to obtain information about marketing activities at institutions comparable to the one at which she is employed. Although marketing programs at these types of institutions have many similarities with those at public comprehensive universities and private institutions, certain unique facets of the clientele of these selected groups strongly affect their approach to marketing. Because students enrolled in community, junior, and technical colleges represent a wide spectrum of individuals with diverse educational, socio-economic, and ethnic backgrounds, the typical student is an atypical student. Also, these institutions, unlike most four-year institutions, are usually community-based, and serve a limited market (DeCosmo and Baratta, 1979).

IX. LIMITATIONS

Community, junior, and technical college enrollments are influenced by a diverse complexity of variables. While marketing efforts are generally designed to be a major influencing factor, other uncontrolled variables (such as the state of the economy, the availability of financial aid, the relationship of program offerings to labor market demands, etc.) may play a vital, although sometimes unmeasurable, role. This study, recognizing the existence of these uncontrolled variables, was limited to an analysis of only the level and scope of marketing to enrollment change.

X. METHODOLOGY

Design

The design was a benchmark study--administered one time with no follow-up. The study was descriptive in nature, based on the level, scope, and effectiveness of marketing as reported in the survey questionnaire, and was used for the determination of relationships between selected variables at the time of the study.

Survey Population

The survey population was those community, junior, and technical colleges (with enrollments of 4,000 to 7,000) listed in the *1980 Directory of the American Association of Community and Junior Colleges*. The size of the survey population was 138 institutions.

Sample Size and Selection

The survey was mailed to all 138 institutions in the survey population.

A limited review of survey literature indicated a wide divergence of opinion regarding acceptable response rates for surveys. Babbie noted that most writers in this area accompany their views by a statement such as,"This is regarded as a relatively high response rate for a survey of this type" (Babbie, 1978, p. 135). Babbie's own studies in this area led him to conclude that, in spite of differing views of acceptable response rates, some general guidelines may be defined. According to Babbie, a response rate of at least 50 percent is adequate for analysis and reporting. A response rate of at least 60 percent is good, and a response rate of 70 percent or more is very good (Babbie, 1978). Thus, for this survey, a total sample of 97 completed questionnaires, representing a 70 percent return rate, was desired for an acceptable degree of precision.

Selection of Respondents

Administrative persons responsible for comparable marketing activities often have different titles at different colleges. Thus, a letter was mailed to the chief administrator at each college with a cover letter requesting that the questionnaire be forwarded to the person with administrative responsibility for marketing.

Data Collection Method and Questionnaire Development

Because of the wide geographical area involved, it was decided that a mailed questionnaire would be the most feasible method of gathering the desired data.

The questionnaire was designed for the following different response modes: scaled responses, checklist responses, and categorical responses. The questionnaire was pretested on administrative officials at Chattanooga State Technical Community College, and appropriate revisions were made before the final draft was mailed.

Analysis of Data

An analysis of data (utilizing a program from the Statistical Package for the Social Sciences and involving the use of frequency tables, Chi-Squares, one-way analyses of variance, and regression formulas) answered the following questions relating to marketing efforts at the selected colleges:

1. Was there a significant relationship between enrollment change in the past three years and the scope of marketing plans?

2. Was there a significant relationship between expected enrollment change in the next three years and the scope of the marketing plan?

3. Was there a significant relationship between enrollment change in the past three years and segmentation of target audiences?

4. Was there a significant relationship between expected enrollment change in the next three years and segmentation of target audiences?

5. Was there a significant relationship between the size of the marketing budget and enrollment change in the past three years?

6. Was there a significant relationship between the size of the marketing budget and expected enrollment change in the next three years?

7. Was there a significant difference in enrollment change in the past three years related to researched evaluation of marketing plans?

8. Was there a significant difference in enrollment change in the past three years related to perceived evaluation of marketing plans?

9. Was there a significant relationship between segmentation of marketing activities and researched effectiveness of marketing activities?

10. What observations may be made from frequencies of selected marketing variables?

11. Which of the variables listed below was the best predictor of enrollment increase or decrease in the past three years?

a. scope of the marketing plan

b. segmentation of the marketing plan

c. size of the marketing budget.

XI. DEFINITIONS

Formal Marketing Plan

A written marketing plan based on institutional and community needs and resources.

Informal Marketing Plan

The use of marketing activities (such as recruitment) without the use of a comprehensive, written marketing plan.

Marketing

Those activities, materials, and strategies aimed at communicating the college's messages to its publics for the purpose of increasing student enrollment.

Marketing Mix

The four-stage process of planning and developing of a product; determining a feasible price; establishing methods and places for delivery and/or distribution; and, promoting the product.

Marketing Model

A conceptual design which integrates the marketing plan with other institutional components.

Marketing Plan

An organization of marketing efforts into a design encompassing activities, coordinators, and performance evaluation.

Marketing Strategy

An activity developed to promote or market the educational programs and services of a college.

XII. ORGANIZATION OF THE STUDY

This study contains five chapters. The first chapter contains an introduction, the need for the study, the statement of the problem and purpose of the study, questions to be answered by the study, the aims of the study, the assumptions, the delimitations and limitations, methodology, and definitions of terms.

Chapter II is a review of related literature on marketing factors in the higher education environment with emphasis on changes in enrollment patterns, competitive factors, public relations/retention considerations, educational applications of business marketing, institutional commitment to marketing, and marketing approaches.

Chapter III presents the methodology used for data collection (including a discussion of procedures related to selection of the survey population, construction of the questionnaire, and collection of the data) and treatment of the data.

Chapter IV contains the presentation, analysis, and interpretation of data. The final chapter, Chapter V, includes the summary, conclusions, recommendations, and a proposed marketing model.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. PURPOSE AND ORGANIZATION

The purpose of this chapter is to give a panoramic view of marketing factors as they existed in the higher education environment at the time of the study and in the years immediately preceding the time of the study. As noted in Chapter I, although marketing programs at private institutions, public comprehensive universities, and community, junior, and technical colleges have many similarities, certain clientele characteristics of the latter three types of colleges strongly affect their approach to marketing. However, many articles about marketing in higher education do not differentiate among the various types of institutions. This review of related literature thus includes both general marketing literature in the field of higher education and literature which specifically addresses community, junior, and technical college marketing. In addition, applicable marketing principles from the business world are included.

The chapter is divided into nine major sections:

I. Purpose and Organization

II. Introduction

III. Changes in Enrollment Patterns

IV. Competitive Factors

V. Public Relations/Retention Considerations

VI. Educational Applications of Business Marketing

A. Marketing Mix

B. Market Position

VII. Institutional Commitment to Marketing

VIII. Marketing Approaches

A. Assessment

B. Segmentation

C. Strategies

D. Performance Evaluation

E. Models

IX. Conclusions

II. INTRODUCTION

Undoubtedly, the decade of the 1980's will bring important societal changes which will affect community colleges. Changes in demography, the labor force, and the economy will present new opportunities and new problems (Schmid and Russell, 1980). Fisher noted that "few, except the most naive and uninformed, would question that the general condition of American higher education is unsettled, and that its future in the 1980's is uncertain" (Fisher, 1980, p. 1).

An editorial in the July/August 1980 issue of Change reiterated Fisher's assessment of the educational environment:

> We live, it has been said only too many times, in an age of uncertainty, and nowhere is this more true than in the world inhabited by educators. There is a skittishness and nervousness these days in academic circles that has not been seen in a good forty years. The great boom years of the sixties were followed by the demonstrable slowing of the upcurves in the seventies, and now there are the anxiously awaited prospects of declines in the eighties ("Editorial--The Numbers Game," 1980, p. 8).

The future of community colleges, according to Fisher, is "perhaps as precarious as for any segment of American higher education" (Fisher, 1980, p. 1). Major problems identified in 1979 by Fisher in 83 trips to colleges in 45 states included the coming enrollment decline, lack of understanding about community colleges by the general public, and a new "crunch" resulting from the consolidation of traditional state and local funding.

Making a cursory examination of newspapers and the national community college journal (American Association of Community and Junior College Journal), Fisher discovered several significant statements:

> The nation is taking a hard look at the nature of community colleges.
>
> Community colleges are, by and large, not well understood by legislators.
>
> There is evidence that many citizens just don't know what the community college is and what it's all about (Fisher, 1980, p. 1).

The message is clear--community colleges have not communicated their mission effectively. One reason for this may be that community colleges, apprehensive about the use of marketing to tell their story, have stood in the wings of the stage, unwilling to step into the bright lights.

Traditionally, the term "marketing" has been reserved for the business world (Wolf, 1973). Educators in higher education have a history of reluctance to use the terminology of the marketplace to portray their activities (El Sharei, 1979). Claiming that marketing is unethical and immoral, with no place in education, many college administrators have for years doggedly kept marketing concepts out of their recruitment efforts (Ivens, 1977). Goldstein (1977), for example, pointed out that many faculty members and administrators do not want to see their institutions run advertisements. Advertising--and other marketing techniques--seem "blatant, self-serving, commercial, overstated, glib, embarrassing, and potentially misleading" (Goldstein, 1977, p. 45). Huddleston reported that some faculty members and administrators view marketing as the "'commercialization' of a process that involves lofty ideals" (Huddleston, 1977, p. 6). Consequently, the concept of marketing has been "alien and suspect in the college community" (Geltzer and Ries, 1976, p. 73). Some have even gone so far as to label educational marketing "academic heresy" (Portugal, 1979, p. 76).

Only recently have educators brought marketing out of the closet and admitted that it is essential for survival. James Logan, financial vice-president and treasurer of Temple University, is one administrator who has made this acknowledgment. He stated that he sees "no significant difference between marketing educational services and manufactured products" ("Colleges Learn the Hard Sell," 1977, p.92).

Changing trends in education have caused more and more college administrators to accept this pragmatic point of view. Traditional resistance to the marketing of higher education has been lessened as educators have been forced to utilize marketing as a means of increasing enrollments, reducing attrition, and making services responsive to student needs (El Sharei, 1979).

The need for marketing is undeniable. Gorman astutely noted that:

> . . . Properly employed marketing methods could help rebuild the higher education image, expand the total market for advanced education, raise the cultural productivity level of the population, prevent the economic wastes of excess capacity, and help mold offerings into a need-responsive service (Gorman, 1974, p. 243).

More importantly, a well-conceived marketing approach may help a college survive the unprecedented change from a sellers' market in higher education to a buyers' market. As discussed in the introduction to Chapter I, higher education--including the community colleges--must be prepared for the factors affecting enrollment change. The decline in the number of eligible 18-year-olds, the end of the military draft (Author's Note: as well as the new, less attractive approach to educational benefits for veterans), the escalation of tuition rates, the increasing competition between educational institutions, and a lessening need for certain college majors in the job market will all take their toll on educational enrollments (Gorman, 1974).

III. CHANGES IN ENROLLMENT PATTERNS

The decline in available 18-year-olds is attributable to the relatively low number of child births in the early 1960's. Thus, the "demographic curve that has been playing havoc with elementary school enrollment for a decade and is now forcing consolidation at the high school level is about to hit the colleges . . . " (Fiske, 1979, pp. 93-94). Many experts are predicting a 2.5 to 3 million decline in overall student enrollment in colleges in the next 15 years. Ivens (1977) stated that he believed the enrollment problems experienced in the early 1970's would arise from their dormant state and resurface in 1979, staying in effect until at least 1990. He further stated that another period of growth should not be expected until the year 2000.

Many educational institutions will probably not be prepared for this state of stable or declining enrollment. Moving from a century in which enrollments in higher education doubled every 15 years, higher education's complacent attitude toward recruitment was firmly established. Ivens suggested that admissions offices might properly have been labeled "rejection offices" (Ivens, 1977, p. 9). With more than enough applicants, universities and colleges had no need for marketing strategies aimed at attracting new students.

Now, experiencing the full force of the decline in birth rates, many colleges are hard pressed to find adequate numbers of students. Hodgkinson (1978), noting that we are about to run out of 18-year-olds, suggested that the trouble is not just that the numbers are going down, but that the speed of the declination line will be severe. Hodgkinson felt that the change could be handled if it were spaced over 40 years, but such is not the case. It is a very sharp drop, as elementary and secondary workers have been bemoaning for a number of years (Hodgkinson, 1978). Frances (1980), in her assessment of potential offsets to projected enrollment declines, showed that even with the sharp drop in the number of 18-year-olds, colleges might avoid decline if they could make a college education more desirable to the large group of high school graduates who choose not to continue their education. By increasing the college-going rate of the 18-24 age group from 25.3 percent to 27.3 percent, in the decade spanning 1980 to 1990, the calculated increase in headcount could total more than 500,000 (Frances, 1980).

For two straight years (1976 and 1977), full-time credit enrollments at two-year institutions were down slightly ("Enrollments Rise After Last Year's Unusual Decrease," 1978), the first drop in 20 years, according to the American Association of Community and Junior Colleges (1979 Community Junior and Technical College Directory). The majority of the decline was experienced in private two-year institutions, with enrollment in public community, junior, and technical colleges remaining virtually unchanged ("Community College Credit Enrollments Down, Non-Credit Enrollments Up," 1979). Interestingly, the 1980 Community, Junior and Technical College Directory reported a shift--independent two-year institutions showed a greater increase (6.2 percent). The greatest increase in both public and independent colleges was in part-time students, with only a slight increase in full-time female students and a decrease in full-time males. Table I provides details of enrollment in two-year colleges by sex.

The long-predicted enrollment decline thus hit the community colleges' full-time male population the hardest. With funding being based on full-time equivalent enrollments, the repercussions may be more severe than indicated by the figures in Table I. In addition, the predicted decline is not evenly dispersed across the nation. Rather, the situation is bound to be uneven (Bowen, 1979). Declines will undoubtedly be severe in some institutions and non-existent in others. Bowen asserted that what happens will be determined not only by demographic trends but also by public policy and institutional decisions. Official Health, Education, and Welfare projections in 1978 were that two-year enrollments would continue to rise (by 34 percent between 1978 and 1986), whereas four-year college enrollments would shrink by 5 percent in the same period (Bowen, 1979). From 1980 to 1985, two-year institutions are expected to experience enrollment increases totaling almost 1 million students. Table II depicts details of the predictions of the United States Department of Health, Education and Welfare from 1980 to 1986.

It would be misleading for community colleges to obtain a false sense of security from the information in Table II. Fluctuations in enrollment depend on many factors--the state of the economy and the job market, whether the nation is at war or peace, the levels of

TABLE I

ENROLLMENT IN TWO-YEAR COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES
BY SEX FULL-TIME AND PART-TIME STATUS
1976 TO 1979

Year and Percent Change	Male		Female	
	Full-time	Part-time	Full-time	Part-time
1976	954,762	1,254,843	800,961	1,174,409
1977	889,141	1,240,502	837,012	1,343,339
1978	806,833	1,197,260	801,266	1,337,153
1979	801,720	1,267,580	806,916	1,473,433
Percent Change 1976-77	-6.9%	+7.4%	+4.5%	+14.4%
Percent Change 1977-78	-9.3%	-3.5%	-4.3%	-.5%
Percent Change 1978-79	-.6%	+5.9%	+3.2%	+10.2%

Source: 1980 Community, Junior and Technical College Directory, Washington: American Association of Community and Junior Colleges, 1980.

TABLE II

HIGHER EDUCATIONAL ENROLLMENTS BY TYPES OF INSTITUTIONS (000 OMITTED)

	Intermediate Projections						All
	Two-year Institutions			Four-year Institutions			Institutions
Year	Public	Private	Total	Public	Private	Total	Grand Total
1980	4,825	151	4,976	5,116	2,284	7,400	12,376
1981	5.038	155	5,193	5,111	2,275	7,386	12,579
1982	5,228	157	5,385	5,083	2,254	7,337	12,722
1983	5,401	158	5,559	5,036	2,221	7,257	12,816
1984	5,546	159	5,705	4,970	2,185	7,155	12,860
1985	5,679	160	5,839	4,899	2,143	7,042	12,881
1986	5,819	160	5,979	4,834	2,090	6,924	12,903

Source: United States Department of Health, Education, and Welfare, National Center for Education Statistics. Projections of Education Statistics to 1986-87, Washington: United States Government Printing Office, 1978, pp. 20-25.

tuition, the availability of liberal student aid, and public attitudes toward education (Bowen, 1979).

In addition, enrollment changes are not evenly distributed across the nation. Although the nation as a whole experienced a 1 percent decline in full-time equivalent enrollment in 1978, notable differences existed among the states. Changes in the South ranged from a 4.7 percent increase in Virginia to a 4.5 percent decline in West Virginia ("Part-Time Enrollment Increases in the South," 1979). The two-year sector in the South showed substantial changes in West Virginia (nearly a 20 percent decline) and in Kentucky (a 10 percent decline). Significant two-year enrollment declines were also evident in Arkansas, Georgia, and Louisiana. A sharp contrast was seen in Florida, Tennessee, and Virginia, where significant growth was experienced, as shown in Table III.

Even more remarkable than the individual state changes noted in Table III is the contrast within one state--Illinois. Hodgkinson (1980) reported that while the southern half of the state anticipated a 20 percent drop in 18-year-olds, the Gold Coast area around Chicago predicted a 25 percent increase in the same age group.

Significantly, the declines experienced were due in large part to the loss of previously enrolled students, for first-time students continued to increase in numbers ("Part-Time Enrollment Increases in the South," 1979). Changes in the age groups attending community colleges have also shifted. (This topic will be discussed in detail in section VIII of this chapter.)

TABLE III

COMMUNITY COLLEGE ENROLLMENT CHANGES FROM 1977-1978
UNITED STATES AND SOUTHERN STATES

Area or State	Percent Change 1977 to 1978
United States	+0.1
Southern Regional Education Board States	+1.4
Alabama	-1.1
Arkansas	-5.8
Florida	+4.4
Georgia	-7.0
Kentucky	-9.9
Louisiana	-6.5
Maryland	+0.1
Mississippi	+2.4
North Carolina	+2.3
South Carolina	+1.9
Tennessee	+7.4
Texas	+1.4
Virginia	+5.5
West Virginia	-19.9

Source: Fall Enrollment Changes in Colleges and Universities, 1978, Preliminary Estimates, National Center for Education Statistics, December 1978.

In addition to the shifts in age distribution, Hodgkinson (1980) suggested that another concept--differential fertility--must be considered. According to Schmid and Russell (1980), the racial and ethnic composition of the population will change in significant ways in the next few years. Minority populations (blacks and other races, mostly Asian) are expected to increase from 14 percent of the total United States population in 1977 to 16 percent in 1990 (Schmid and Russell, 1980). Thus, while the white 18-year-old population is going down, the number of black 18-year-olds is remaining relatively stable. Consequently, Hodgkinson (1980) said, the percentage of 18-year-olds who are black is increasing rapidly, from 12 percent to 18 percent. Schmid and Russell (1980) attributed this differential fertility to the premise that the minority populations tend to be younger on the average and to have higher fertility rates.

IV. COMPETITIVE FACTORS

Community college officials who have faced the reality of changes in the composition of the population must also be cognizant of competitive factors. "An effective marketing plan requires an understanding of an institution's traditional markets and present competition" (Ihlanfeldt, 1980, p. 32). A marketing plan which ignores competition lacks an essential ingredient. The 1980's are "a far cry from the 1960's, when many more young people were knocking on college doors than could be admitted" ("Colleges Turn to the Hard Sell," 1977, p. 63). Trout and Ries (1979) observed that the competitor is almost always considered in well-planned marketing plans--but usually hidden in the latter pages, almost as an afterthought.

Competition between educational institutions depends on many factors--geographic proximity, program offerings, mission, costs, availability of financial aid, and others. And, if competition among the 3,000-plus educational institutions is not sufficient reason for marketing, there are plenty of other players in the game (Hodgkinson, 1980). Hodgkinson reported that the Department of Defense wants one of three high school graduates to go directly into the military. In Hodgkinson's words:

> It would be sporting of them to want the bottom third of the high school graduating class, but they don't. They want the kids from the good, middle-class suburbs, with high SAT's, good averages, conscientious, dedicated, career-oriented; that's what they want. The same kids wanted by universities and community colleges. One only has to turn on the television or open a magazine to see how the military tries to attract recruits--advertising. They are into the marketing game in full force (Hodgkinson, 1980, p. 59).

Another player in the game, according to Hodgkinson (1980), is industry. Estimates of money spent annually on company education range from $2 billion (Conference Board estimates, 1980) to $100 billion (American Society for Training and Development estimate, 1980). Hodgkinson believed a safe estimate would be $10-15 million. This money is not a tuition-refund whereby people are reimbursed for going to college. Rather, it is money for education on-site in the plant or firm. Although some community colleges are providing the instructors for such classes, most industries have their own training departments and staffs.

A prime example of higher education's failure to meet the needs of an industry is seen in Holiday Inn's experience. Seeking a middle-management training program for their supervisors, Holiday Inn went to several universities but received no satisfactory assistance. Consequently, Holiday Inn University--about 15 miles outside Memphis--was created. Hodgkinson (1980) reported that it was one of the finest training facilities he had ever seen. The number of higher education students lost to this facility and similar ones may be significant. Other large firms, such as American Telephone and Telegraph, General Electric Company, General Motors Corporation, International Business Machines, and Xerox have also set up their own educational facilities (Watkins, 1980).

According to Watkins (1980), four out of five of the country's largest companies (those with 500 or more employees) provide opportunities for formal education for their workers. Most of these companies develop their own programs for job-related training. Allen Ostar, executive director of the American Association of State Colleges and Universities, reported that:

> Many corporations have told me they have no desire to get into the higher education business. They would prefer to have the colleges and universities carry on activities of service training. But the problem is that the institutions have not been responsive to the more flexible needs of business and industry for times and places for education (Watkins, 1980, p. 7).

Peripheral organizations (those which educate people past the compulsory age for staying in school but are not accredited colleges and universities) are thus filling unmet needs. Correspondence schools, vocational schools, and other non-collegiate postsecondary schools claimed more than two million students in 1978. Museums, hospitals, and other institutions share in this number (Hodgkinson, 1978).

In addition to educational competition, colleges must also deal with intangible competitors--inflation, the job market, faculty and staff relations, the media, and changing student needs and wants ("Are You Ready for the Revolution in Marketing?," 1979). Increasingly, students are becoming informed consumers.

V. PUBLIC RELATIONS/RETENTION CONSIDERATIONS

Increased student consumerism demands increased student satisfaction. "In this age of thriving 'consumerism,' educational institutions are trying desperately to align themselves with the wants and needs of their constituencies" (El Sharei, 1979, p. 8). Enrollment predictions demand that colleges keep the students they attract. Marketing processes can provide the means for doing this. The currently enrolled student, however, is often overlooked as an obvious pool for next year's enrollment goal. Colleges must prepare to reduce attrition rates by providing necessary services, including improved academic advisement, special orientation activities, strengthened counseling programs, and exit interviews (Beal and Noel, 1980). A 1980 policy brief on retention published by the American Council on Education emphasized that "increasing retention rates will help allay the expected demographic decline in the 1980's" (Retention: A Way to Keep Classroom Seats Filled," 1980, p. 11). Similarly, Ihlanfeldt remarked that "the answer to the enrollment problems of many colleges is to reduce attrition" (Ihlanfeldt, 1980, p. 57).

Effective public relations--internal and external--play a vital role in retention. Internally, the goal of a community college's public relations program should be to create (among its varied publics) an understanding and appreciation of the college's mission that will result in continuous commitment and support (El Sharei, 1979). Kopecek (1980) stated that public higher education, including community colleges, is no longer held in high esteem by the general public. Kopecek felt that in the coming years "the community college concept and individual institutions will be called on repeatedly to demonstrate and prove their worth" (Kopecek, 1980, p. 1). Community colleges must thus have a top-notch public relations program (as part of their marketing plan) to keep their place in the community. Public relations are also needed internally. Students are the most valuable asset of a college--and the most important people at any institution (Educational Marketing Communications, June 1980). Without them, community college teachers and administrators would not have jobs. Community colleges must satisfy the needs of their students if they wish to retain them.

"It is good marketing sense to feel that the student has a RIGHT to be satisfied--and that the satisfied student is (the) institutions' business" (Educational Marketing Communications, June 1980, p. 3). Unfortunately, it seems that few institutions have the philosophy that the student being served is more important than those providing the service. Rather, the systems at most schools are designed solely for the convenience of the bureaucracy, with little consideration for the student (Tolos, 1978). Intimidating the new student with endless and probably needless forms, institutional personnel often lack sensitivity, failing to treat the student with humanity. Colleges aiming for effective public relations must change the attitudes of all who come in contact with the student--from the custodian to the President. All must see the incoming or continuing student as an individual whose presence is vital to the institution. Services must be provided with care and dignity (Tolos, 1978).

Good public relations, internally and externally, can accomplish this goal; but in today's marketing-oriented society, public relations is only part of the picture. Marketing may be viewed as a large umbrella under which public relations and other marketing components, such as advertising, operate. Marketing principles provide the parameters for operation.

VI. EDUCATIONAL APPLICATIONS OF BUSINESS MARKETING

Increasingly, Ireland noted, educators are realizing that "higher education is really no different than other types of business" (Ireland, 1980, p. 10). Philip Kotler (1975) has been arguing this point for a number of years. He applied the concept of marketing to the non-profit sector by describing the exchange relationship between a college and its various publics. The marketing plan for Delaware County Community College (1980) expanded this concept by noting that:

> The definition of marketing given as human activity directed at satisfying needs through exchange process is compatible with nonprofit institutions as well as profit making ventures. At the heart of marketing is the concept of exchange. Certainly in postsecondary education there is an exchange (tuition for courses) for the satisfaction of needs (degree, better job, social contact, etc.) (Delaware County Community College Marketing Strategy Document for Recruitment and Retention, 1980, p. 11).

Ireland also commented on the exchange relationship:

> Although many persons in colleges and universities have claimed that higher education is a "higher pursuit," the fact remains that a college or university is linked with its students and community in an exchange relationship (Ireland, 1980, p. 11).

Although there is no profit motive, each public's contribution of time or money to the college will be directly proportionate to its perceived returns of value (Leach, 1979). A college's failure to manage these relationships effectively can result in enrollment declines or reductions in public support (Leach, 1979). Kotler (1975) emphasized that the critical issue was not one of whether to become involved in marketing, but rather, how reasoned the process should be.

Hugstad (1975) pointed out that the last ten years have witnessed an increasing transfer of marketing technology from business to other areas which have been traditionally non-business-oriented--politics, religion, and education. McAdams (1975) questioned whether the sophisticated, commercial marketing approaches of the business community should be used to expand college enrollments. In 1980, with declining enrollments and rising costs, few question the necessity of a marketing approach.

Most educational marketing experts proclaim that the basic service a college or university offers is an educational program for students (Ireland, 1980). Educational institutions offer programs, services, or special facilities to targeted groups of customers--students or other members of a community (Ireland, 1980). Murphy and McGarrity noted that "many institutions have altered their educational 'product' to appeal to different segments of the market" (Murphy and McGarrity, 1978, p. 249). Jay, in a proposed marketing plan for Yavapai College, remarked that:

> Traditionally, educational institutions have designed programs and then tried to sell them; many institutions still do this. The modern concept is the other way around, to start with marketing and the needs of the students (Jay, 1980, p. 1).

According to Ireland, "it has become increasingly apparent that higher education's task is to tie its programs and services into the augmented product concept" (Ireland, 1980, p. 11). Ireland thus suggested that "the strategy in the 1980's will be to market a total product or service--a program that fills a whole set of needs"

(Ireland, 1980, p. 11). Harvard University's Theodore Levitt first developed the augmented product concept. He said, "People spend their money not for goods and services, but to get the value satisfactions they believe are bestowed by what they are buying" (Ireland, 1980, p. 12). Ireland pointed out that "a service or program is, of course, more than just a generic thing. It is a bundle of attributes that have benefit to the student" (p. 13). Noting that "colleges and universities already have augmented programs," Ireland predicted that "when a college or university develops the right combination of augmented programs for selected student market segments, it will not only have a competitive edge but should prosper as well" (p. 13).

In an effort to achieve that "competitive edge," many educators are wary that their college may overdo marketing to the point of a "hard sell." Kotler (1975) has said many times that the purpose of marketing is to make selling unnecessary. Educational hucksters have failed to internalize this concept, and their "hard sell" approach to student recruitment raises eyebrows in the educational community. Examples of the "hard sell" do not dominate educational marketing, but their use is fairly widespread.

One of the most frequently used "hard sell" tactics involves the payment of bonuses or commissions to student recruiters (McAdams, 1975). Advertising gimmicks--often using hyperbole--also abound in many colleges' promotional literature and programs. Time magazine (March 31, 1974) reported the use of music and psychology in several schools:

> . . . Mississippi State hands out records that proclaim, to a driving rock beat, that Mississippi State is "the groovy place to get it all together." But Chicago's Loyola University has now outhuckstered them all by saturating the local airwaves for a week with its very own soft rock song. Sung in moony-croony fashion by Clark Weber, a local radio talk show host, the Loyola jingle asks: "Does the world need a vision or a better way to see? Would you rather find an apple, or learn to grow a tree? The question is now, the answer is life. And life is what Loyola's all about" (McAdams, 1975, p. 230).

Fiske (1979) reported that many colleges, facing the threat of declining enrollments, have turned to "sheer gimmickry." He cited the following as examples:

> Viterbo College in Wisconsin sponsors a television quiz show for high school seniors with scholarships as the prizes; other colleges run free bus trips to the campus or stage songfests, magic shows, or juggling acts in shopping centers. One midwestern college sends unsolicited letters to high school seniors which begin, "Congratulations! You have been accepted." At the last minute, Northern Kentucky University cancelled plans to release hundreds of balloons in a park in downtown Cincinnati, some containing scholarship offers which totaled $26,000 (Fiske, 1979, p. 94).

An interesting, contemporary recruitment program at Milligan College in Tennessee granted a $50 rebate each semester to any student who persuaded someone else to enroll. The rebates a student earned could not exceed his own tuition ("Colleges Turn to the Hard Sell," 1977).

Another rebate program involved reimbursement for gas expenses. Simpson College in Iowa tried to attract students by paying for their gasoline--up to $40 per course. Hoping to offset the rebates by fees accumulated from increased enrollment, Simpson even expected "to make some bucks" ("Colleges Will Pay for Gas for Part-Time Students," 1980, p. 17).

Other colleges contract with professional "head-hunters." One enterprising operation, REACH, is run by Phillip Schreier out of Tampa, Florida, with offices in Illinois, New York, and New Jersey. Boasting that it represents 23 of America's great colleges and universities, REACH signs a contract with client colleges to recruit a certain number of students. Schreier noted that "We can usually attract 50 kids to a healthy college for $15,400 and I have one 100-student contract for $38,000 plus a car." Maintaining that his fees are a solid investment for a college, Schreier estimated that at an average cost of $300 a student, a college can potentially gross $26,000 if that student stays four years (Fiske, 1979, p. 94).

Effective marketing techniques or hucksterism? It depends on whom you ask. Historically, "colleges have advertised their educational wares at least since 1643 when Harvard issued a promotional tract entitled 'England's First Fruit'" (Fiske, 1979, p. 94).

Marketing has become much more sophisticated since Harvard's first brochure, which has been described as "having all of the charm of 'an invitation to attend reform school'" (Fiske, 1979, p. 94). Even with the acknowledgment that Harvard's first brochure was directed at parents, a comparison with today's equivalents shows a drastically different approach. Although the appropriateness of the new techniques is sometimes questionable, community college leaders should not abandon all thought of marketing. Admittedly, educational marketing can be "both wasteful and productive, both tasteless and sophisticated, both accurate and misleading, both informative and manipulative" (McAdams, 1975, p. 239).

The most critical issue, it seems, is not whether to use marketing, but how to use it in a professional, ethical manner. Stark (1979) remarked that current pressures to provide better information to students have the potential to increase reliance on sound marketing techniques as opposed to strong sales pitches.

The American Council on Education and the Council on Post-secondary Accreditation developed a Statement of Fair Practice to guide institutions in their approach. Addressing the area of recruitment, the statement included the following:

> Institutions will not pay employees commissions or bonuses for the recruitment of students nor contract with companies that follow this practice.
>
> Recruiting materials will present an accurate and balanced picture of the institution and its educational programs.
>
> Special care will be taken to avoid misleading statements, whether by omission of important details, misleading jargon, or failure to note restrictions. Cautionary statements will be included where necessary (El-Khawas, 1978, p. 39).

Stark (1979) predicted that adopting either marketing strategies or better information practices would call for major commitments and organizational changes. Kotler emphasized that a highly responsive organization "relies on systematic information collection procedures, such as formal opinion surveys and consumer panels to ascertain client preferences and satisfactions" (Kotler, 1975, p. 157). He further stressed that a responsive college "sifts the information and takes positive steps where called for to adjust products, services, organizational policies and procedures" (p. 157).

Marketing Mix

This approach requires that colleges use the marketing mix--product planning, price, promotion, and place--utilized in business applications. A study of 350 college admissions officers by Murphy and McGarrity (1978) revealed that almost 90 percent of all respondents had the misconception that marketing is synonymous with promotion. Less than 3 percent of the respondents indicated that marketing is a combination of strategies, including product (curricula/programs), price (tuition), distribution (physical location of course offerings), as well as promotional activities (Murphy and McGarrity, 1978).

Summarizing a discussion of the marketing mix in an earlier issue, the February 1979 issue of Educational Marketing Communications noted that "the key to product planning is market research which monitors and identifies consumer wants and needs to determine when new offerings should be introduced, and existing offerings modified or eliminated" (Distribution Strategy," 1979, p. 1). In another issue, Educational Marketing Communications noted that:

> All colleges, as well as businesses, must perform two basic operating functions to have utility--produce a good or service and market it. Society only allows colleges to operate as long as the college makes a contribution to the members of that society. By producing needed programs and services, colleges satisfy this societal commitment ("Utility--Cornerstone of Marketing," 1979, p. 1).

Clearly, the programs and services a college offers for the 1980's must be designed to meet the needs of the target audience. The flexible institution which is willing and able "to add to or prune its product line" will be the one most likely to survive the projected decline in enrollment (Brown, 1978, p. 62).

"Distribution Strategy" (1980), in Educational Marketing Communications, described distribution strategy (the second element of the marketing mix) as "the selection of ways and means of physically providing offerings to student consumers" (p. 1). Although traditional distribution has provided a central geographic location where students came to obtain programs and services, most colleges now utilize multiple distribution channels--"reaching out wherever the need and potential exist" (Distribution Strategy," 1980, p. 1).

The trend for the 1980's will be to take programs and services to the people, rather than asking them to come to the institution. Schmieder (1977) predicted a sharp rise in the use of home study materials as external degree programs flourish at all levels. With the current controversy over external degree programs, this may or may not be true. However, the offering of classes in local communities and the increasing use of telecourses will certainly play a strong role in the 1980's. "At a 1978 convention of the American Association of Community and Junior Colleges, television course exhibits attracted far larger crowds than the conventional textbook exhibits, auguring well for the future of the new technology" (Kotler, 1978, p. 240).

Laczniak (1977) stressed that the early 1980's will bear a major crop of new technology which will affect not only distribution but also curriculum. Laczniak (1977) also foresaw that there will be more change in the importance of distribution than in any other marketing mix element. One possible technological breakthrough will be holography, whereby a teacher's three-dimensional image is transmitted into 50 or more college classrooms, some of which may be thousands of miles away. Instant learning may also be possible in the 1980's--a group of University of Wisconsin professors are investigating how they might transmit a pattern of electrical charges (representing a body of knowledge) to a student's nervous system (Laczniak, 1977).

Until technological advances such as those described above become a reality, colleges must seek optimal times and places to offer programs and services for student consumers. A single distribution channel is no longer adequate. Multiple, flexible channeling will become increasingly important for educational institutions as competition increases in the years ahead ("Distribution Strategy," 1980).

The next area of the marketing mix--pricing--lacks the potential of flexibility attainable in other areas. In public higher education, institutions have little leeway in setting prices for programs (particularly credit ones). It is important, though, according to Huddleston, that "any marketing effort should encourage a student prospect, current student, or public(s) to believe the price he or she is paying or requested to pay is equal to or less than the perceived value of what is offered" (Huddleston, 1980, p. 4). Prospective students and current students, Huddleston remarked, exchange their time, energy, and money for an institution's educational programs, services, or products. Huddleston noted further that:

> No prospective student or college matriculant has the same requirements or perceptions of higher education as another. Rather, colleges comprise different sources of opportunities to which individual students respond in varied ways, according to their aspirations, interests, and needs (Huddleston, 1980, p. 5).

The last element of the marketing mix--promotion--has, of all areas, been most neglected until recent years. Basically a communications strategy, promotion is "the process of informing, stimulating, differentiating and accentuating for the purpose of influencing consumer behavior" ("The Third Element of the Market Mix--Promotional Strategy," 1980, p. 2). According to Ireland (1979b), marketing communications inform prospective market audiences of the existence of an institution and its many services. Ireland identified five persuasive elements: (1) recruiting, (2) advertising, (3) public relations, (4) publications, and (5) promotional incentives. Figure 1 describes the process of successfully persuading prospective students that the institution's services have need-satisfying attributes (Ireland, 1979b).

Prince George's Community College, in its "Marketing Strategies for 1977-1978," stressed that careful attention must be given to:

> 1. message intended
> 2. the message received
> 3. the "readability" and comprehension level of the message
> 4. the capability of the College to respond to those who act on the message (p. 5).

WHO ⟶ SAYS WHAT ⟶ IN WHAT WAY ⟶ TO WHOM

WHO	SAYS WHAT	IN WHAT WAY	TO WHOM
The college	The message to the prospective consumer	The medium or communication element	The prospective consumer

WITH WHAT RESULTS?

Feedback from the Prospective Consumer

Figure 1. The Marketing Communications Process.

Source: Richard C. Ireland, "The Marketing Mix Concept and Higher Education." The Snowmass Advisory, I (December 1979), 7.

Ireland concluded that "the essence of the mix concept is that the components combine to produce a synergistic effect, which represents a total offer to the prospective student" (Ireland, 1979, p. 6). Isolated components of the mix may have negative attributes, Ireland said, but the combined positive elements should offset those negative factors.

The use of the marketing mix by community colleges almost dictates a revolution in their marketing approach. Many educational marketing strategies of the 1960's and 1970's will be discarded, with only a few being retained ("Are You Ready for the Revolution in Marketing?," 1979). Trout and Ries, in Industrial Marketing, stated that we are an overcommunicated society. "With only 5 percent of the world's population, America consumes 57 percent of the world's advertising output," they added (Trout and Ries, 1979, p. 32). Higher education's messages could easily be obscured as consumers become overwhelmed by the proliferation of advertising in their environment. Establishing a distinctive position in the marketplace is one solution to this problem.

Market Position

Almost a decade ago, then Secretary of Commerce Maurice Stans emphasized to educators at a conference on "The Challenge of Consumerism" that a myriad of social conditions and concerns would affect higher education in the 1970's and on into the 1980's ("Are You Ready for the Revolution in Marketing?," 1979). Halstead summarized Stans' predictions:

> First, the "variety and complexity of products on the market make it difficult for the consumer to make value comparisons and choices."
>
> Such comparisons are frequently made more difficult if advertising is "inaccurate, warranties are confusing, and performance is obscured or overpromised."
>
> Stans also observed that the American public has shown a growing distrust of American business, which may "spark a demand for new standards and minimum levels of quality and regulation of advertising" (Halstead, 1979, p. 8).

The Snowmass Advisory (November 1979) used Halstead's summary of Stan's remarks to support the need for positioning. An intelligent consumer will look closely at the "alternatives available to satisfy his or her educational and human development needs" ("Are You Ready for the Revolution in Marketing?," 1979, p. 2).

The Snowmass Advisory (November 1979) identified other developing trends, noting that student markets are becoming more and more concentrated. Colleges with traditional regional markets now find their established markets being eroded by local colleges and universities. Even in the local market, community colleges will face increased competition from local private colleges and proprietary institutions ("Are You Ready for the Revolution in Marketing?," 1979).

If an institution such as the community college wishes to compete locally, it must recognize, as stated earlier, that "the market is defined by the prospective student's perception of the alternatives available to satisfy his or her educational and human development needs" ("Are You Ready for the Revolution in Marketing?," 1979, p. 2). Marketing experts advise that "to meet this perception requires careful positioning on the part of the institution opting to serve local markets ("Are You Ready for the Revolution in Marketing?," 1979, p. 2). Ireland cited the following lines from a speech by George P. Kelly, president of Marshall Field's Chicago Division, noting their applicability to educational marketing:

> "We can no longer afford to be all things to all people. Positioning ourselves as a unique entity is the only solution to the awesome dilemma we face in tomorrow's world" (Ireland, 1979, p. 1).

Ireland (1979a) maintained that establishing a unique position in the educational market is equally critical to higher education's future.

Gorman defined product differentiation as a strategy which "attempts to adjust the prospective market to the differential advantages of the institution through recruiting efforts, advertising, promotion, and publicity" (Gorman, 1974, p. 245). He further stated that "product differentiation involves building differential advantages into the offering and accentuating those peculiar advantages already existing through promotion" (p. 244).

Ireland expressed the same principle by stating that:

> Positioning a college or university means developing an image of your institution that meets the needs of your market. It means that your student markets will recognize you for your distinctive strengths and mission. The positioning of your school should reflect the personality of your institution, and be a clear, competitive statement of your overall program and competencies (Ireland, 1979a, p. 2).

According to The Snowmass Advisory (November 1979), consumers discern fewer and fewer distinctions among educational institutions ("Are You Ready for the Revolution in Marketing?," 1979). Geltzer and Ries pointed out that finding distinctions may be difficult:

> What does your university want its prospects to think about? That its program is the most well-rounded? That its campus is the most beautiful? That its residence facilities are the most comfortable? That the social life is the most extensive? That its alumni have attained the greatest success in their fields? That the student can develop his or her own curriculum? The fact is that virtually every institution would like every prospect to think all of these things and more, and this desire is reflected in their communications. Is it any wonder that prospects are confused? Or that they tune out your message because it looks and sounds like everyone else's (Geltzer and Ries, 1976, p. 80)?

Ihlanfeldt listed several factors that may contribute to an institution's market position, including:

> . . . Its price compared with those of other institutions within the region, the desirability and breadth of its program offerings, the interests and diversity of the students attending the institution, the facilities provided, and the opportunities upon graduation (Ihlanfeldt, 1980, p. 51).

Ireland's suggestions on positioning offer a different approach for educational institutions:

> 1. Decide what business you're in. Are you in the business of disseminating knowledge, granting degrees, research, career development, or what? And for whom?
> 2. Determine what students look for in a college. Ask them. Carry out formal research and find out exactly why students choose the college they do.
> 3. Determine if your college has what the market wants.
> 4. If you don't have the things prospective students want, get them.
> 5. Find out how the market perceives you.
> 6. Educate all of your publics about your institution.
> 7. Develop a market position. After you've found out what your college has to offer, consciously develop a total strategic plan to market your school. Developing the image of your school will be the cornerstone of your marketing strategy. People will recognize you on the basis of your position (Ireland, 1979a, p. 2).

Portugal reminded educators that:

> . . . The corporate world has its graveyard of companies that failed to react positively and aggressively to the changing needs of their markets, from the buggy makers who were run over by the horseless carriage to the passenger ship lines that failed to anticipate the impact of jet aircraft on transoceanic travel (Portugal, 1979, p. 78).

Colleges face similar choices. Change magazine (July/August 1980) suggested two alternative approaches to planning for the 1980's: (1) management of decline and (2) strategic planning and contingency budgeting (Crossland, 1980 and Frances, 1980). Figure 2 depicts these alternatives.

Crossland advocated the management of decline approach, estimating that "between the high point in 1981 and the low point in 1995 or 1996, the contraction in total national headcount enrollment will be about 15 percent" (Crossland, 1980, p. 19). Crossland further predicted that "the national contraction will be fairly steady and not precipitous. There will be a 1 or 2 percent annual fall-off starting in 1982 and continuing until at least the mid-1990's" (p. 19). Crossland, like other writers, admitted that this decline will not be evenly spread across the nation. Rather, he said, "aggregated data about national trends conceal tremendous regional differences in higher education's prospects" (p. 19). Noting that "the most endangered species are the public state colleges and the non-prestigious tuition dependent private colleges and universities" (p. 22), Crossland suggested that these colleges must "recognize that the coming demand/supply imbalance will not be resolved by stepped-up marketing to increase student demand;

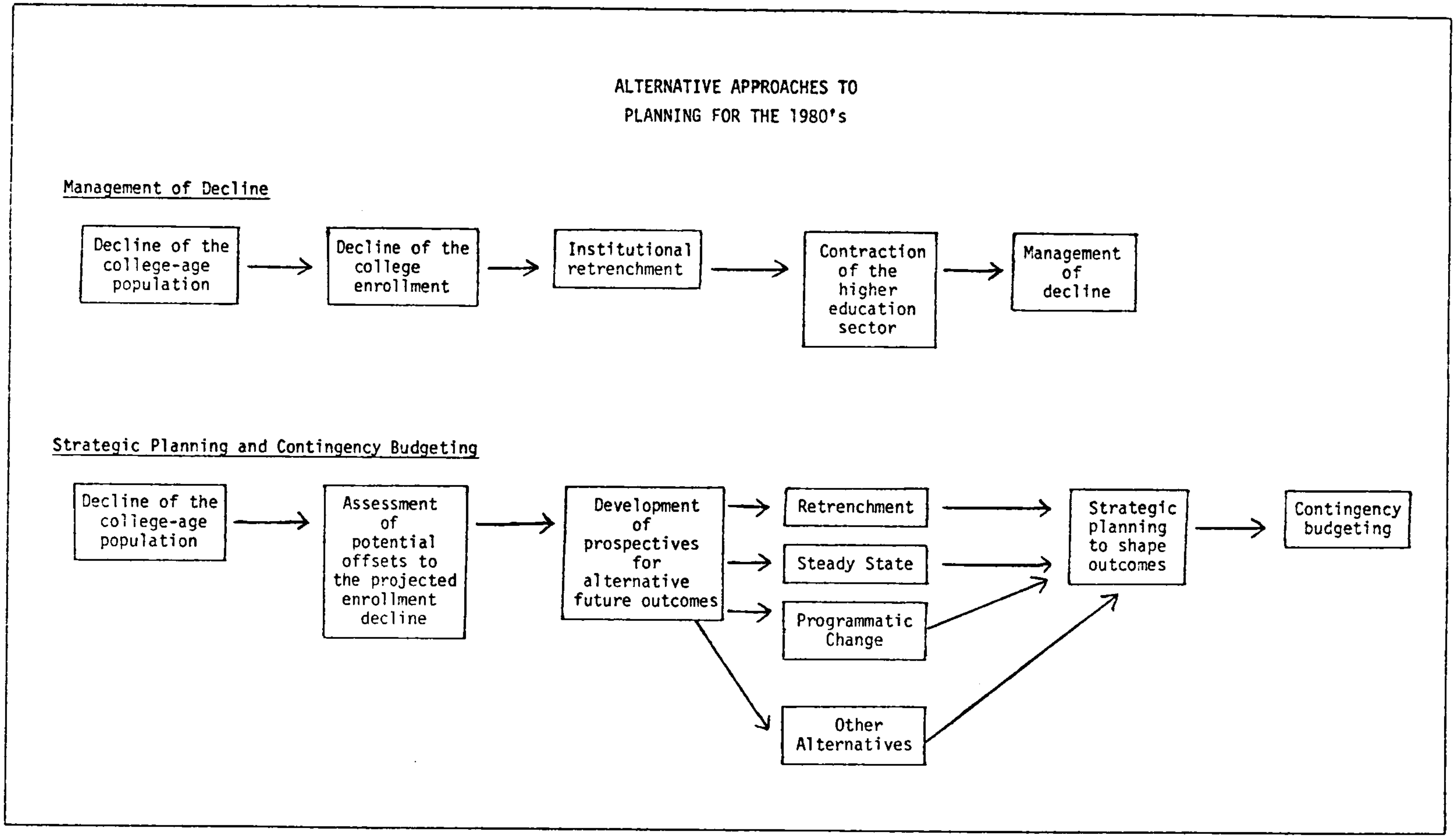

Figure 2. Alternative Approaches to Planning for the 1980's.

Source: Carol Francis. "Apocalyptic vs. Strategic Planning." Change, XII (July/August 1980), 19.

instead, we must find sensible and humane ways to decrease institutional supply" (p. 23).

Crossland's advocacy of management of decline was sharply criticized by Frances (1980), chief economist of the American Council on Education and director of Policy Analysis and Research. Frances, noting that "if you plan and budget for decline, that is precisely what you will get," suggested an alternative, more comprehensive approach (Frances, 1980, p. 39). According to Frances, this approach "is based upon what the possible outcomes could be if enrollment strategies were effective in attracting students with quality education programs" (p. 40). Frances, with the help of higher education officials participating in the American Council for Policy Analysis and Research, "identified 12 different groups and analyzed the added enrollment potential that might result from providing additional or new educational services to them" (p. 40). Frances pointed out that these 12 group actions (increasing high school completion rates; increasing credentialling by testing of high school dropouts; increased enrollment of low income students; increased enrollment of minority youths; increased enrollment of traditional college age students; increased retention of current students; increased enrollment of adults; increased enrollment of women 20 to 34; increased enrollment of men 35 to 64; increased enrollment of graduate students; increased enrollment of people currently being served by industry and increased enrollment of foreign students) could be the source of "replacements for expected losses" (p. 44). Table IV provides Frances' summary calculations of the potential offsets to projected enrollment declines in college-age populations.

Repositioning, then, is perhaps more important than positioning. While some companies fail to change, other corporations have survived by "repositioning their companies and products to serve new or emerging markets and by communicating these changes to the marketplace" (Portugal, 1979, p. 78). "Most colleges that lack definition with regard to uniqueness," Ihlanfeldt stated, "are likely to find the future quite grim" (Ihlanfeldt, 1980, p. 51). According to Ihlanfeldt, "the community college that recognizes a market interest in career and developmental education is likely to thrive, in contrast to the community college that continues to push its transfer program" (p. 51).

Portugal suggested that educational institutions must strive for a balance between tradition and change, a balance which will meet the needs of the students they want to attract. This may involve new academic programs, realignment of educational facilities, or a concentration of efforts to attract students to specific programs (Portugal, 1979).

VII. INSTITUTIONAL COMMITMENT TO MARKETING

Changes require flexibility and adaptability. They also involve commitment. In marketing, this commitment must begin with the top administrator. The importance of the role of the community college president in marketing was stressed by Bickford:

TABLE IV

FRAMEWORK FOR ASSESSING THE POTENTIAL OFFSETS TO PROJECTED ENROLLMENT DECLINES IN THE COLLEGE-AGE POPULATIONS 1980 TO 1990 SUMMARY CALCULATIONS

		Possible Offsets		
Alternative Strategies	Changed Condition 1980-1990	Calculated Increase in Enrollment Head Count	Calculated Full-Time Equivalent (Percent)	Calculated Increase in Enrollment (FTE)
1. Increased participation of women 20-34	Increase women's college-going rates to level of men's	1,230,000	56	689,000
2. Increased enrollment of adults 25 and over	Increase enrollment at existing adult college-going rates because of adult population growth	629,000	56	352,000
	Increase college-going rates for adults by 1 percentage point, from 7.7 to 8.7 (25-34) and 1.4 to 2.4 (35 and over)	230,000	56	129,000
				481,000
3. Increased enrollment of young people from lower and middle income families	Increase college-going rate at each $5,000 income level to the rate at the next higher income level			
Lower income (less than $10,000)		237,000	73	173,000
Middle income ($10,000-24,000)		329,000	73	240,000
				413,000
Higher income ($25,000 and over)		0		
4. Increased college-going rate of the 18-24 age group	Increase the college rate 2 percentage points from 25.3 percent to 27.3 percent	503,000	73	367,000
5. Increased retention rates	Cut attrition between years 1-2 and 3-4 by a quarter	161,000	73	118,000
	Attract one quarter of those who complete two-year programs into four-year programs	146,000	73	107,000
				225,000
6. Increased enrollment of foreign students	Increase at a lower rate than 1950-78	280,000	73	204,000
7. Increased participation of men 35-64	Increase men's college-going rates to level of women's	314,000	56	176,000
8. Increased enrollment of employed people currently being served by industry	Increase market share by 2 percent	800,000	17	136,000
9. Increased enrollment of graduate students	Increase, but a slower rate than 1970-77			
Public Institutions		110,000	56	62,000
Private Institutions		68,000	56	38,000
				100,000
10. Increased enrollment of minority youth	Increase minority high school graduation rates from 69.8 percent to 80.0 percent from 1980 to 1990	102,000	73	74,000

Possible Offsets

Alternative Strategies	Changed Condition 1980-1990	Calculated Increase in Enrollment Head Count	Calculated Full-Time Equivalent (Percent)	Calculated Increase in Enrollment (FTE)
11. Increased high school graduation rates	Increase high school graduation rate from 75 percent to 80 percent	83,000	73	61,000
12. Increased credentialling by test	Increase credentialling rate from 7.6 percent to 9.6 percent of high school dropouts	22,000	56	12,000

Calculating the Net Possible Offsets

Calculating the net results of the possible enrollment-building strategies depends on whether the segments at which they are directed do or do not overlap, because an unduplicated count must be obtained. Where the enrollment strategies overlap an appropriate adjustment has to be made in calculating the total offset.

Calculated results of enrollment-building strategies from those sets of options directed at different potential market segments can be added together, however.

Illustrative Possible Offset:

Number, 1990
Percent Increase over 1980

Three national strategies (numbered 3, 7 and 12 in the list above) directed toward increasing college-going rates of lower and middle income youth, (to the rate of the next higher income level); of adults (by one percentage point); and of foreign students (even with a decreasing rate of growth in the foreign student enrollment), would add up to 1,098,000 more full-time-equivalent students, which would more than offset the projected decline in 18-24 year old enrollments. This would yield an increase of 301,000 full-time equivalent students by 1990, which would constitute an increase of 3.5 percent over the 1980 enrollment total.

Year	College-Age Population (18-24)	College-Going Rate (18-24)	Enrolled in College (18-24)	Total Enrollment (All Ages)	Calculated Full-Time Equivalent (Percent)	Calculated Full-Time Equivalent (Number)
1978 (actual)	27,647,000	25.3	6,995,000	11,661,000	73	8,513,000
1980 (calculated)	29,462,000	25.3	7,454,000	11,902,000	73	8,688,000
1990 (calculated)	25,148,000	25.3	6,362,000	10,810,000	73	7,891,000
1980-1990			Projected Decline			
Number	4,314,000		-1,092,000	-1,092,000		- 797,000
Percent	-14.6%		-14.6%	-9.2%		-9.2%

Source: Carol Francis. "Apocalyptic vs. Strategic Planning." Change, XII (July/August 1980), 39-40.

> The application of the marketing orientation to the management of exchanges between the college and its diverse publics, by definition, places the president in the role of "key marketer" for the institution (Bickford, 1978, p. 14).

El Sharei (1979) also emphasized that in order for a marketing program to be successful, the president must be involved in the planning and be committed to its implementation. Involvement on the part of the president, according to Eckert (1979), builds a climate of trust and openness, thus encouraging participation by other staff and faculty members. The teamwork approach to marketing becomes a "conceptual perspective which permeates every aspect of the college" ("Marketing Strategies," Prince George Community College, 1977-1978, p. 27).

One of the first steps in marketing a college, according to the editors of The Snowmass Advisory ("How to Market Your Marketing Program," 1979), is to gain understanding and acceptance of the college's faculty and staff. Their support is essential for the success of the overall marketing effort. Without this support, the marketing program may never completely reach its potential as a "positive and productive service to the college" ("How to Market Your Marketing Program, " 1979, p. 13).

The community college can no longer depend on the admissions office to recruit all of the new students needed to meet enrollment projections. First, Huddleston (1980) said, the admissions office cannot operate independently of others. "The marketing process must involve more human or conceptual resources than only one person or a single office staff" (Huddleston, 1980, p. 5). All members of the college community--including students--share in the responsibility for marketing. Johns (1975) discussed the importance of utilizing faculty, students, and alumni in the marketing program. He suggested that these "natural constituencies" be utilized before investing large sums of money in a private consulting agency. Involvement is a key concept, according to Ihlanfeldt, who pointed out that "the communications network should include faculty members, members of other offices, students, alumni, and media personnel" (Ihlanfeldt, 1980, p. 127).

The March 1980 edition of Educational Marketing Communications reinforced the necessity for teamwork:

> Yet to cope with such problems as insufficient funding, unionization, declining enrollments, and changing social values, institutions must improve their organizational behavior by working as a team. Each member of the faculty and staff must understand and support the institution's mission, goals, and marketing objectives and be motivated to communicate them to the public ("Teamwork: The Way to Marketing Success," 1980, p. 4).

Faculty and college student visits to high school classrooms are an excellent source of public relations and outreach for a community college (Johns, 1975). Ihlanfeldt asserted that "students who believe in their institution can be a strong adjunct to the college marketing program" (Ihlanfeldt, 1980, p. 135). Universities have used students in their recruitment systems for years. Western Illinois University, for example, had more than 300 student recruiters in 1977-1978. These ambassadors, as they are called at Western Illinois, not only visit the high schools, but also serve as hosts when prospective students visit the campus. In addition, the ambassadors write personal letters and prepare special publications (Fess, 1978).

Another marketing strategy successfully employed by universities also carries a strong potential for community colleges. Bonney pointed out that alumni help prospects answer the question, "Why (name of college) " (Bonney, 1978). Why should prospective students select a particular college? Alumni who are using their education from that college to work in the job market can answer that question more effectively than a top-notch admissions counselor. A side benefit, Bonney (1978) said, is that involved alumni feel a renewed enthusiasm and commitment to their college.

Involving other people in the marketing process requires the ability to organize a marketing team. Ihlanfeldt believed that effective directors of marketing "must perceive their staff to be inclusive of faculty members, students, alumni, and colleagues" (Ihlanfeldt, 1980, p. 187). One of the primary responsibilities of directors of marketing, according to Ihlanfeldt, "is to involve, inform and to hold accountable willing volunteers in an extensive communication process between prospective students and members of the institution" (p. 187).

VIII. MARKETING APPROACHES

Marketing approaches--including but not limited to those involving faculty, students, and alumni--cover a wide gamut. From direct mail to mass media advertising, colleges are marketing in a strong way. Unfortunately, many colleges continue to view marketing only as sales and promotion, rather than as a total process. Johnson

(1979-1980) emphasized that some colleges attempted to increase enrollments without training recruiters, without obtaining community needs information, and without a total institutional marketing plan. Johnson suggested that the increase of advertising and public relations budgets was often aimed at institutional needs rather than at better ways to serve students. Without validity studies, market segmentation analyses, or evaluation of cost effectiveness, Johnson asserted, this "symptomatic approach" failed to increase enrollments (Johnson, 1979-1980, pp. 28-29).

Assessment

Johnson (1979-1980) noted, however, that some colleges do utilize the Total Marketing Concept, which is founded on established techniques tried and proved by Philip Kotler. Based on institutional analyses, the Total Marketing Concept involves research, examination of the mission of the college, market testing, and where and how to meet student needs. Further, Johnson explained, the Total Marketing Concept integrates the various constituencies of the college--administration, faculty, and staff--into a cohesive team approach which results in planned and positive change.

According to Drucker (1977), the first step in any marketing plan is to ascertain what the customer wants. He said,

> True marketing starts with the customers' demographics, their realities, their needs, their values. It does not say, "What do we want to sell?" It asks, "What do customers want to buy?" It does not say, "This is what our product or service does." It says, "These are the satisfactions, values, and needs the customers look for" (Drucker, 1977, p. 13).

What Drucker was saying is that marketing must be based on research. Johnson quoted an administrator of Washington Community College, District 17 as advising that:

> Without a solid foundation of research and needs assessment (surveys, public and internal focus groups, retention studies, student profiles, enrollment trends, and demographic data), one need not attempt a marketing project. They provide a tool for comparison, management, and validation purposes (Johnson, 1979-1980, p. 31).

Thus, for community colleges, marketing must be much more than advertising or promotion. Community college marketing, according to Keim, "includes a full understanding of the market, i.e., populations of people to be served, and an objective study of the product itself" (Keim, 1979, p. 11).

Eckert (1979) described marketing assessment as consisting of an analysis of information involving potential student markets, characteristics of current students, characteristics of the institution itself, as well as its competition. Eckert (1979) also pointed out that a college must consider technological, social, and political influences which affect the demand for education. Odessa College's (Texas) marketing process is an excellent example of this approach in action. At Odessa, a series of committees first analyze a wide range of enrollment influences--economic markets, cultural markets, recruitment, retention, foundation and resources, future programming, promotion, and image. These committees collect data from various campus surveys, community surveys, federal reports, department of labor statistics, regional planning commission research studies, and chamber of commerce research studies. After analysis of the data, the committees make marketing recommendations which are designed to help the college achieve a better match with the potential student population (Eckert, 1979).

One of the most important types of research mentioned above is an institutional image study, which examines perceptions and opinions of various publics. "Product Planning," in Educational Marketing Communications (1979), emphasized that this type of research focuses on the perceptual image individuals have of the college while also illuminating their subjective interpretations and impressions. Meaningful image studies include an examination of such important aspects of the institution as student body, facilities, finances, student activities, graduates, values, student conduct, faculty, administration, and academic standards ("Product Planning," 1979).

In conducting research, Barton (1976) suggested that colleges must be aware of changing social and economic conditions. In addition, Barton said, they should continuously monitor the attitudes and opinions of various market segments. Changing attitudes of students, parents, and counselors must be considered, Barton noted.

A number of colleges have recognized the need for market research and are actively involved in public opinion research as well as the analysis of published data and a study of trends (Barton, 1976). For example, Moraine Valley Community College (Illinois) researched the participation rate of various groups within its district. An analysis of the data obtained resulted in a decision to expand the pool of college attendees rather than enter into open competition with other colleges for enrollment (DeCosmo and Baratta, 1979).

In contrast to Moraine Valley's limited approach, Cuyahoga (Ohio) Community College's marketing research was one of the most extensive reviewed. Entitled "A Systematic Marketing Audit (see Appendix A), Cuyahoga's plan was a total review of their marketing environment. The audit sought to establish the status of the main environmental factors--the markets, the customers, the competitors, and the macroenvironmental forces--affecting the Eastern Campus of Cuyahoga Community College (Tartaglia, 1977).

Metropolitan Community College of Kansas City, Missouri, also developed a comprehensive marketing analysis (Keim, 1978). Surveying over one thousand employers in the Kansas City Area, this community college system was interested in four questions:

> 1. What are the perceptions of our services?
> 2. How does the employer evaluate our services?
> 3. What are some of the characteristics of the employer?
> 4. Is the employer interested in a continuing relationship with Metropolitan Community College (Keim, 1978, p. 1)?

Metropolitan Community College also surveyed more than 800 high school educators (administrators, teachers, and counselors) to determine the following:

> 1. Area high school educators' perceptions of how well we are meeting our educational objectives.
> 2. Secondary educators' feelings about community colleges in general.
> 3. Educators' evaluation and awareness of our programs.

4. Educators' evaluation of our effectiveness with students and with the community.
5. Some general information about high school educators themselves (Keim, 1978, p. 3).

After surveying external constituencies, Metropolitan Community College surveyed its own employees to ascertain:

1. How well are the colleges doing in meeting the District objectives?
2. How does the employee feel about his or her place of work?
3. Is the employee willing to assist in a marketing effort (Keim, 1978, p. 6)?

Next, Metropolitan Community College surveyed its own students, with special emphasis on minority students. The survey of currently enrolled students was felt to be a key to a better understanding of the impact that the colleges make on their lives. Metropolitan Community College felt it was important to know their students and their accomplishments if the college was to "convey an accurate portrayal of the services" they provided (Keim, 1978, p. 1). The loss of minority students, while considered a typical pattern of the urban society in which Metropolitan operates, was of special concern. Metropolitan developed strategies to find out why minority students withdraw and also sampled minority students presently enrolled in the community college district (Keim, 1978).

Other marketing research reviewed included a needs assessment with a marketing approach at Kent State University (Hazard and Bradford, 1978), a research study at Metropolitan Community College (Minnesota) designed to identify the unmet educational needs of the surrounding business community (Stecklein, 1978) and program audits at Moraine Valley Community College (DeCosmo and Baratta, 1978).

Clearly, increasing numbers of colleges are becoming cognizant of the need for research as a base for marketing. The Snowmass Advisory (November 1979) suggested that the crux of marketing research involves determining the climate and make-up of the market place and then determining a particular school's role there ("Are You Ready for the Revolution in Marketing?," 1979). At that point a school must decide if its current role is one it wants to continue. Fast (1979) suggested that too often surveys are not used to determine a college's role. "Surveys are the sails on our ship, not the ballast. They should be providing power and direction, not causing the boat to ride low in the water" (Fast, 1979, p. 3). Surveys frequently indicate needed changes, and if that is the case, the institution must be sensitive to the opinion of its publics, especially target segments such as business or labor leaders, politicians, school superintendents, guidance counselors, and leaders of civic, social, and ethnic groups (Kopecek, 1980).

One of the most critical outcomes of market research is an identification of new "target markets" with unique needs for learning and support services (Leach, 1979). Enrollment predictions for the 1980's demand a new approach to market segmentation, with social changes and declining birth rates confirming the need for realignment. Murphy and McGarrity pointed out that "commercial marketers have long recognized the value of segmenting markets by demographic factors, benefits sought, or some other criterion" and that colleges must also adopt this approach for recruiting students (Murphy and McGarrity, 1978, p. 255).

Segmentation

Ihlanfeldt, noting that most colleges use a "shotgun approach to student recruitment," asserted that:

> . . . Little effort is made to systematically segment the market to determine which submarkets are more likely to be attracted to the institution. Understanding the student recruitment process requires an investigation into the process of choosing a college and how the institution is viewed by the typical student interested in the institution (Ihlanfeldt, 1980, p. 12).

The changing pattern of persons enrolled as students in postsecondary education influences market segmentation, particularly for community colleges. Martorana and Kuhns (1977) described those enrolling in community colleges as older and more representative of the general population. Importantly, these authors said, community college students are "more reflective of a pluralistic social value pattern, rather than of a single purpose or value. They are advocates of differentness. This student population at one and the same time will be students and taxpayers" (Martorana and Kuhns, 1977, p. 47).

Weathersby (1977) estimated that although the number of 18-year-old to 20-year-old college students will decline dramatically in the next 20 years, the number of individuals over 25 who will seek higher education will increase from 11 million to 22 million. The shift to older students, according to the U.S. Census Bureau (1979), is more pronounced at two-year colleges than at four-year schools ("Studies Show Small Drop, Shifts in College Population," 1979). The

June 1979 issue of Interface, the American Association of Community and Junior Colleges (AACJC) Newsletter, reported that the proportion of learners between 14 and 19-years-old fell from 36 to 32 percent in the period between 1970 and 1977. Almost half (45 percent) of the undergraduates in the 25 to 32-year-old age group were students in two-year colleges in 1977. This was a sharp rise--only 31 percent of this age group were in community colleges in 1970. Significantly, students in the over-22 are group have accounted for most of the growth in community colleges in the 1970's ("Community College Credit Enrollments Down, Non-Credit Enrollments Up," 1979).

Bowen (1979) noted that older students are likely to be part-time and that the full-time equivalencies will not be as directly proportionate to headcount as is generally the case with 18 to 19-year-olds. Yet, the changing United States age distribution, as depicted in Figure 3, dictates that community colleges accept the adult student as the most viable alternative to declining enrollments.

In 1978, Moon predicted that the adult learner was right then or would soon be the new majority in American higher education. A College Board Study (1978) indicated that of the 40 million American adults in some stage of career transition or job change, more than half (about 24 million) planned to return to some form of education or training to assist them as they seek upward mobility in their careers. The same report revealed that there is nothing atypical about these 40 million adults except that they tend to be younger members of society (between 20 and 39). Notably, there is not a greater proportion of

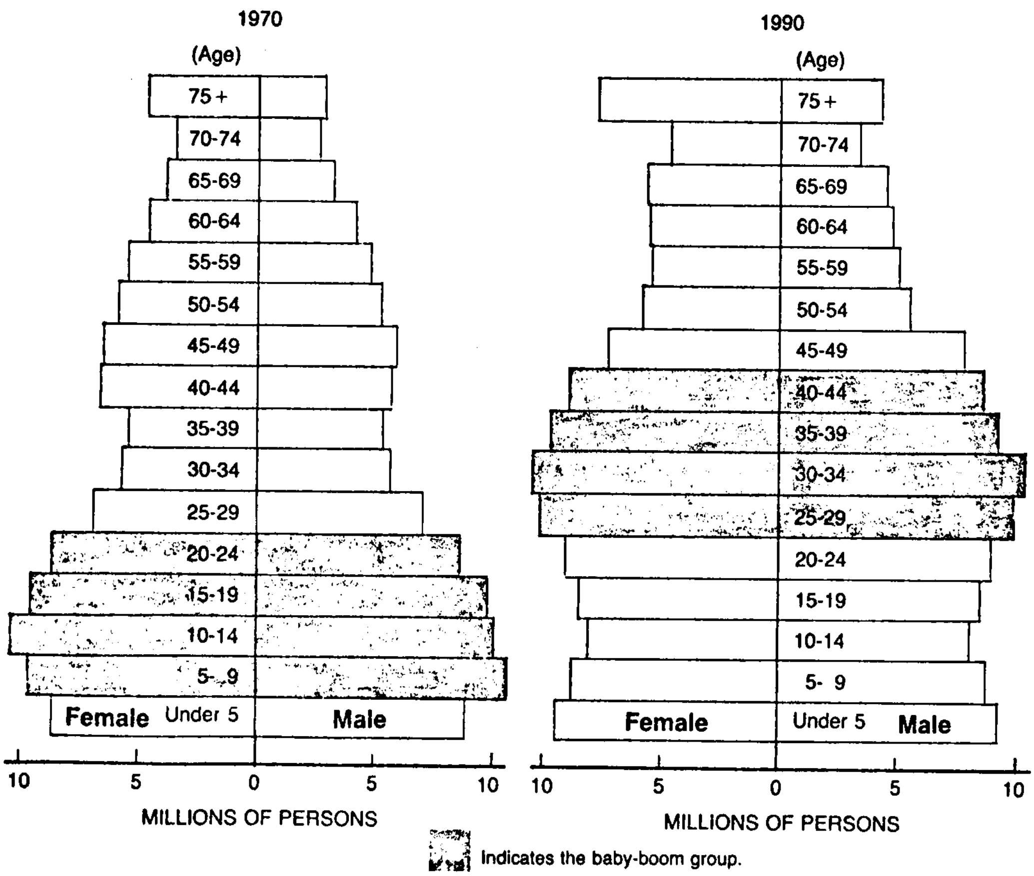

Figure 3. The Changing United States Age Distribution.

Source· Gregory Schmid and Lawrence Russell. "Plenty to Clues to Future Trends." Community and Junior College Journal, L (May 1980), 29.

minorities, women, or upper-income people involved in career transition ("Education Identified As A Major Resource by Majority of Americans In Career Transition," 1978).

What is more interesting about adults in career transition is that a large portion of them will receive their needed training in industry--not in educational institutions. Browne (1979) reported that although 500,000 adults were being trained by industry in 1979, this function will become more cost effective for postsecondary institutions because small companies will have difficulty dealing with changing technology. In addition, while large companies may have the potential to train their own recruits, they may find that colleges can do it more effectively. As a result, many companies provide tuition assistance benefits for their employees. Unfortunately, a Conference Board survey and several other surveys indicated that less than 5 percent of eligible employees use tuition assistance (Watkins, 1980). Gregory B. Smith (of the National Institute for Work and Learning, a Washington-based policy research organization) estimated that over 80 percent of all United States companies with more than 500 employees offer some kind of tuition-aid program to help workers continue their education at local colleges and universities (Watkins, 1980).

Thus, the potential adult market is huge--ranging from adults returning to acquire a degree to professionals seeking technological training ("Colleges Learn the Hard Sell," 1977). Bryant (1980) looked beyond working men and women seeking a new, more challenging degree to the group of women who are entering the labor market for the first time after leading lives as full-time homemakers. The 1979 Summary Report of the United States Department of Labor Bureau of Labor Statistics reported that women aged 25 to 34 were in the forefront of the labor force gains during the 1970's. Certainly, this group represents a significant target market for additional education.

The over 35 group can also produce large numbers of students. The proportion of college students in 1978 who were 35 years old and over was 12 percent, significantly greater than 1972 figures, according to Young (1979). Young also noted that two-thirds of older college students in October 1978 were women.

Many colleges overlook the over-49 market, but this age group has recently emerged as an "invisible consumer market" ("Over 49: Are You Overlooking A Hidden Market?," 1980). Two out of every 5 adults in 1980 were over the age of 49--and this figure is expected to increase dramatically over the next 25 years (Bartos, 1979). Bartos warned that the greatest mistake any marketer can make is to generalize about senior citizens or older adults as a group. Fortunately, some colleges have already discovered the potential of the "over 49" group. The Snowmass Advisory (January 1980) cited Elderhostel as one college's response to the costly problem of inefficient use of facilities during the summer. The University of New Hampshire now provides a summer college experience for older persons--these adults attend up to three college courses, live in college dormitories, and eat in college cafeterias. Other colleges have now jumped on the bandwagon and in 1979, 13,000 older persons attended Elderhostel programs on 233 campuses in 38 states. Predictions are that more than 60,000 participants will be involved in all 50 states by 1983 ("Over 49: Are You Overlooking A Hidden Market?,").

While adults make up the largest target market for community colleges, other groups should by no means be ignored. Emphasis has been placed on the adult market (in this review of related literature) because of its potential and because community colleges are perhaps best equipped to meet the needs of this segment of the population. Bryant remarked that "creative, flexible, responsive education programming is a key to attracting the older student coupled with packaging for promotion purposes" (Bryant, 1980, p. 4). This statement can apply to all target markets. The important point to remember, according to Keim, is that community college "students are changing, along with our society, and that as the one institution of higher education which has always claimed that it can accommodate change quickly, we (community colleges) should be able to handle it with confidence" (Keim, 1979, p. 13).

Keim (1979) delineated two basic population groups upon which to concentrate: present students and presently non-students. All segmentation must begin at this point. Retaining present students, as discussed earlier in this literature review, could eliminate much of the need for marketing to keep enrollments from declining.

Segmentation of non-students can be accomplished in numerous ways. Keim (1979) saw two basic types:

1. Potential students who have given up on education as a means to upward mobility. Community colleges mean nothing to this group of students, Keim noted, "because its promise to them is beyond their prospects for the future" (Keim, 1979, p. 13).

2. Those who are in the work force and who have had some success in planning their immediate future. This group, while recognizing the reality of education, may be removed from sources of information about the local community college (Keim, 1979).

Another way to segment target audiences is to identify demographics. Tolos, in a market plan written specifically for institutions of higher education, offered the following suggestion for accomplishing this type of segmentation:

> Using state, federal and other demographic information determine the total market potential in your territory for each product line. Using those statistical resources, identify, if possible, the number or percentage of those groups that appear to be taking programs such as those you are offering. That will give you some idea of the current market potential and some indication of the steps needed to survive any major population decline. It will allow the institution to plan for new product lines that may be in greater demand (Tolos, 1979, p. 4).

Market segmentation, then, involves the "managed process of dividing a school's major markets into target markets with specific and common needs and characteristics that can be more effectively served through the school's overall marketing efforts" (Ireland, 1979b, p. 2). While market segmentation can positively affect the success of a college's efforts to meet the needs of the groups who make up its service area, success is contingent upon a clear definition of the size, characteristics and needs of the selected target markets to which a college plans to offer its programs and services. Appendix B gives one example of the types of variables which can be segmented in the higher education market.

An analysis of the variables described in Appendix B should lead to a separation of the market into smaller, more homogeneous groups. This, in turn, should result in the college becoming more aware of the smaller groups' special needs and requirements and of the college's potential for meeting them. The editors of The Snowmass Advisory (November 1979) predicted that segmentation and countersegmentation will be integral parts of any college's marketing strategy in the 1980's. Further, these concepts will probably become the basis for a college's position in the community. One of the most feasible ways to identify prospects and their needs is through segmentation. By dividing the overall market into small groups, communication of wants and needs will be easier and probably far more accurate ("Are You Ready for the Revolution in Marketing?," 1979).

In dealing with segmentation, college marketers must make some critical choices about where to place the strongest recruiting efforts. Colleges can either opt to expand the number and types of target audiences or they can try to get a larger percentage of an existing target audience. DeCosmo and Baratta (1979) reported that the marketing approach used by Moraine Valley Community College (Illinois) was designed to expand the participation of underserved groups within its district at all levels of higher education. Ireland (1979b) described another practical and effective strategy: shifting to new student markets, such as the qualified student who does not plan to attend college after high school graduation, transfer students, middle-aged adults interested in education and enrichment for their own sake, and underemployed adults.

One last target group to be considered in segmentation are "no-shows"--students who are accepted for admission but never attend. Grites and Teague (1978) reported that the University of Maryland--College Park admits over twice as many freshmen as actually register for a given fall semester. This is probably not atypical for universities or community colleges. If this is true, "no-shows" represent a significant target market.

When potential target markets have been identified, a college must then satisfactorily answer four questions before marketing to the new group:

> 1. Are there enough people in the group to warrant the investment of marketing resources?
> 2. Do the people in this target market recognize their educational needs or can they be taught to recognize their needs?
> 3. Do they have the means--or do they qualify for the means through various types of financial aid--to pay the tuition?
> 4. Is it possible to communicate effectively with the people in this target market, i.e., can your school reach them through various communication channels at a reasonable cost (Ireland, 1979b, pp. 2-3)?

If these questions can be answered positively, the market segmentation analyzed can then be considered as the most practical strategy. Unquestionably, market segmentation will be a highly needed marketing tool in the 1980's. Countersegmentation will also play a vital role--it can "eliminate market segments by dropping products"

(Leaning and Cooper, 1978, p.4). This same strategy, Leaning and Cooper noted, can also be used to "fuse segments by inducing customers of differentiated products or services to accept more simplified products" (p. 4). Any move toward countersegmentation, Resnik (1977) cautioned, should be based on one important consideration: What business is your college in for the 1980's? The answer to this question will follow careful preliminary research which determines the climate and make-up of the market place. At that point a college must decide if the role it is playing is the one it wishes to continue. This, of course, leads back to positioning or repositioning, a concept discussed earlier.

Strategies

When a college's position has been determined, then marketing strategies must be developed to reach the target markets. The number and types of strategies vary widely and must be realistically based on an institution's resources. As Bryant so aptly pointed out, the marketing plan should include more than just advertising--it should contain a "comprehensive plan of communication with the target audiences including a careful analysis of all media and opportunities that are available" (Bryant, 1980, p. 4). Bryant listed several possibilities: newspapers, radio and television (public service spots, talk shows, college profiles and advertisements), direct mail (tabloids, posters and fliers, special brochures), exhibits and displays (key department stores and malls), and services that make enrolling and decision making easy (phone-in registration, available counselors, adult re-entry assistance sessions, and women's assistance sessions).

Importantly, Bryant (1980) noted, promotion should be packaged in recognition of the image a college wishes to project. "All of (the) advertising and publicity should reflect the kind of institution you believe you are" (Bryant, 1980, p. 5). Kopecek echoed similar sentiments, stressing that:

> . . . A good public information program that works to maintain a positive institutional image is much more than a continuous flow of press releases or even a well thought out advertising program for a new curriculum or course. It is certainly more than a marketing campaign for a new semester. It is a constant creative effort led by people trained in communication, and community, to know about the community being served and to guide the college in its effort to relate to that community (Kopecek, 1980, p. 4).

A public information program founded on this premise is the nucleus of a good marketing approach. Tolos (1979) suggested a number of questions to guide marketing beyond this point:

What?	What are we marketing? In what direction are we going? What are the priorities? What research is needed to understand the market and market place? What are our strengths and weaknesses? What resources do we need for a balanced program?
When?	When do we launch our promotions, programs, and services? When do we do everything that is needed, since we cannot do it all at once?
Where?	Where should the marketing effort be emphasized? Where should we spend our money?
Why?	Why are we doing the programs we are producing? Why are we doing any marketing effort?

How? How do we reach the target audiences?
How do we evaluate our marketing and programmatic efforts?
How do we analyze our successes or failures?

How much? How much should we spend?
How much should we spend on marketing?

How many? How many pieces of literature are needed?
How many ads do we need (Tolos, 1979, p. 25)?

Tolos (1979) asserted that all of the above questions are integrated into a market plan where the keyboard is responsive action and the guide for the next marketing cycle is analysis and evaluation. A review of marketing plans received in this study (see Appendix C for a list of the marketing plans) and in a previous study by the author (Hoppe, 1979) indicated that community colleges have paid close attention to these areas. Most plans included objectives and/or purposes, identification of publics or target audiences, a provision for needs assessment, and a listing of types and costs of communications.

The large majority of the marketing plans analyzed included specific marketing strategies for 18 and 19-year-olds. Typical activities included newsletters, visits to high schools by admissions counselors, invitations to visit college campuses, phone calls, slide-tape presentations, faculty speakers' bureaus, general correspondence, college day fairs, and special brochures and viewbooks.

In addition to addressing high school seniors as a target audience, most of the marketing plans examined also directed special attention to the adult market, although at differing levels. Lorain County (Ohio) Community College addressed the needs of women students in its marketing plan but did not have activities aimed at both male and female adults. In contrast, Prince George's Community College (Maryland) developed a marketing plan which noted the changing student profile as increasingly older and part-time. One of the four categories of potential target markets was delineated as follows:

<u>College Initiated Contacts with Community Adults</u>

a. Public library traffic
b. Shopping mall traffic
c. Bank traffic
d. Business employees
e. Teachers
f. Non-teaching public school personnel
g. Nurses
h. Hotel-motel personnel
i. Apartment managers
j. Senior citizens
k. Members of service clubs and associations
l. Government agency employees
m. Church attendees
n. Retired military personnel
o. Active military personnel
p. Incarcerated persons
q. Adults facing mid-life career change
r. Veterans
s. Homemakers ("Marketing Strategies," 1977-1978, pp. 8-9).

For each of the groups listed above, Prince George had specific marketing activities. A sampling of these promotion activities follows:

1. Inform county residents of daily and weekend events on campus.
2. Contact all city mayors.
3. Information centers in county shopping malls.
4. Letters and brochures to all county churches.
5. Information centers in county libraries.
6. Letters to all county civic associations.
7. General information posters for libraries, banks, and businesses ("Marketing Strategies," 1977-1978, pp. 10-15).

Attention paid to the adult learner in other colleges' marketing plans was sparse. Columbus (Ohio) Technical Institute's marketing plan referred to the adult learner as a target audience only in its discussion of mailing lists, with no other strategies mentioned. The marketing plan developed by Harford Community College (Maryland)--one of the most extensive examined--addressed only two adult segments of the population as separate entities requiring specific marketing strategies: senior citizens and alumni. Temple University (Philadelphia, Pennsylvania) spoke to older students and women in its mission role, but its marketing plan failed to identify adults as a separate area in its enrollment objectives. Neither were there any strategies designed to reach adults. A highly specific, lengthy (almost 40 pages) DeKalb County (Georgia) Community College marketing plan contained a wealth of marketing proposals, but not one was aimed at the adult student as a separate market within the general population.

Although few in number, some colleges did have special activities for adults. Penn Valley Community College (Missouri) had a unique approach--a "Noon Hour College." The goal of this program was to package and market a group of one hour courses for area office workers during the noon hour. Another community college, Delaware County, came up with an idea for on-campus recruitment. A special (credit) brochure was prepared for adults attending non-credit courses, General Education Development (GED) preparation, cultural events, and conferences.

A subpopulation of the adult group at which special marketing strategies are aimed is business and industry. Most college marketing plans reviewed which attempted to reach this target audience did so through some type of career resource center. Career centers typically offer programs which are service-oriented (such as workshops on marketing job skills, resume-writing, career redirection, or career choice) but which ultimately serve as recruitment tools for credit or non-credit classes. Another means of working with business and industry utilized by some colleges is to cooperate with training officers to provide on-site skill training or updating.

Marketing plans reviewed, in addition to using strategies aimed at specific target markets, also utilized strategies addressed at the general population. For example, Penn Valley Community College, in its 1979-80 Marketing Plan, included the goal of developing a list of faculty "experts" capable of appearing on area radio and television talk shows. General information college billboards were also used to publicize the college. A number of schools, including Waukesha County Technical Institute, Chattanooga State Technical Community College, Tri-County Technical Institute, and Cleveland State Community College, mail a general information tabloid to households throughout their service area. A more unique approach was suggested in Kalamazoo Valley Community College's marketing plan, which reported plans to check with MacDonalds, Burger King, and others regarding possible use of Kalamazoo Valley Community College placemats in outlets.

An interesting publication planned for 1980-81 at Waukesha County Technical Institute--a "Career Success Stories" booklet--was intended to serve as a major promotional tool. The booklet was designed to contain profiles of successful Waukesha County (Wisconsin) Technical Institute graduates and attempted to cover all divisions of the institution.

The analysis of college marketing plans clearly indicated that the two target audiences at which most marketing strategies are directed are 18 and 19-year-olds and the general population, with only sporadic attention given to other target markets. Thus, the question remains--Are colleges adequately reaching the target audiences from which they can attract the greatest number of students? Ironically, the review of marketing plans indicated that few colleges included provisions for attempting to answer that question.

Assuredly, in the tight economy of the early 1980's, college budgets will be highly scrutinized. Administrators must account for dollars spent to market programs and services. Yet, as indicated above, this review of related literature revealed that few colleges are conducting research studies to determine the effectiveness of their marketing activities. Rather, they are jumping headlong into advertising and other strategies as a quick solution to declining or stabilizing enrollments. The City University of New York distributed 900,000 advertising pieces in 1977 to area high school juniors and seniors as well as placing a 20-page advertising supplement in the New York Times. In the same year, the Times also carried an eight-page supplement for Marymount Manhattan College and a special 30-page "Winter Survey of Education" section which contained advertisements from a number of prominent schools across the country (Fanelli, 1979). Even colleges who cannot buy paid advertising are spending considerable numbers of dollars on the production of public service announcements, mass mailings and other marketing pieces.

Performance Evaluation

Unfortunately, scientific measurement of the effectiveness of marketing strategies such as those discussed above has been almost nonexistent. The most common measure is that of enrollment increases. A few years ago, New York University spent over $100,000 for recruiting and advertising and attributed the achievement of an 8 percent increase in enrollment to that expenditure (Gorman, 1974). Today's literature is replete with similar assumptions. Even if the assumptions are valid, the fact still remains that few know which marketing activities attract students and which have little or no influence.

Hofstra University was one college which decided it wanted answers. In particular, it wanted to know how effective its undergraduate recruitment efforts had been. With good planning, student help, and very little funds, Hofstra produced and administered a survey that answered part of its questions. Since it administered its questionnaire to enrolled students, Hofstra obtained information about what worked with students who actually enrolled. It discovered whether students who enrolled had noticed the college's print advertisements in daily, weekly and high school newspapers; whether they had heard the radio commercials; and, which of the college's brochures, pamphlets, and booklets they had read (Lindenmann, 1976).

A study by Cauley (1979) followed a similar pattern in assessing the impact of selected recruitment practices on the decisions of students to enroll in a North Carolina technical institute or community college.

Cauley's sample of 10,120 students enrolled in 16 North Carolina community colleges and technical schools were queried to determine:

> 1. The major sources of information utilized by student in deciding to enroll in terms of students' demographic, socioeconomic, academic, and attendance characteristics.
> 2. The major sources of influence on students to attend a particular community college/technical institute (Cauley, 1979, p. 6).

The study also examined the relationship between sources of information and sources of influence and assessed the relative effectiveness of institutional attraction characteristics that most influenced students. In addition, the study sought to determine recruitment strategies that might be helpful in attracting to community colleges/technical institutes those groups of North Carolina citizens who might be underrepresented in the institutional enrollments (Cauley, 1979).

Although the type of study conducted by Cauley provided extremely helpful information, marketing research should include, in addition to studies regarding enrollment influences, techniques for determining the most effective type of advertising, whether it be mass media advertising or promotional materials such as catalogs. Zeigler (1975) recommended the use of surveys or interviews to find out which type of student is attracted by which media and where the bulk of registrants come from. He also suggested that a school should learn which newspapers draw best, emphasizing that it is not always the larger ones. Zeigler did note that his own research for Glassboro State College indicated that nothing beats a local daily paper. He cited as evidence the fact that the $700 Glassboro spent on a series of radio spots for summer session registration drew only one new student, while the $100 spent on advertisement in two local daily newspapers attracted 23 new students. (The source did not state how these facts were determined.)

Surveys regarding promotional literature are another important aspect of marketing research. Maryville College (Tennessee) reviewed panels of high school juniors and seniors as well as counselors to determine the most effective type of catalog. Fox, director of government relations at Maryville College, suggested that creating a useful, economical, attractive catalog involved studying "your audience, your product, and yourself as a professional" (Fox, 1977, p. 2). At Maryville, a combination of internal and external research resulted in answers to the following questions:

1. What kind of publication should be put together?
2. Who will use it and in what ways?
3. How much is the budget?
4. How does the budget relate to the number of copies needed and the style of publication?
5. How will the catalogs be distributed?
6. What special legal and other requirements must be considered?
7. What is the timetable for the finished product (Fox, 1977, p. 2)?

Marketing research should cover most components of a college's marketing plan--from product planning to promotion. Yet, the various types of research should have common facets, according to Zimmer (1977). First, the purpose of the study should be defined and put in writing. Second, others should be involved. Zimmer suggested making the study useful to as many people as possible. Next, Zimmer said, the questionnaire should be drafted and compared to the needs list. Zimmer cautioned against the temptation to simply lift questions from previous marketing studies--the study must reflect the specific needs of an institution at a particular time. Another critical step, Zimmer pointed out, is to conduct a trial run with at least eight to ten individuals similar to those who will participate in the study. At this point, vague or misleading questions should be reworked or eliminated. Other suggestions provided by Zimmer involve the importance of timing and a representative sample.

Kotler envisioned institutional assessment as a "marketing audit" process. He defined this process as:

> . . . An independent examination of the entire marketing effort of an organization covering objectives, programs, implementation, organization, and control, for the purpose of determining and appraising what is being done and recommending what should be done in the future (Kotler, 1975, p. 237).

Marketing Models

The review of related literature stressed the need for market research for evaluative purposes, but the examples were infrequent. Another area missing in the literature possibly explains the sparsity of research--marketing models were mentioned in only two documents reviewed. The lack of a comprehensive marketing model to integrate marketing components makes the omission of evaluative research less noticeable. As Ireland astutely noted:

> Marketing is a whole new ball game. It has to do with analyzing student markets in depth, defining these markets, planning how to meet the needs of the markets, taking the initiative to respond to expressed demand, and developing an offer based on the right program, the right financial aid package, the

> right communications program, and at the right time and place. Marketing has to do with a total plan of approaching your market, not just short-term, recruitment-oriented solutions that will hopefully fill classrooms each year (Ireland, 1979a, p. 1).

In short, marketing is a comprehensive process requiring a model to ensure the smooth interfacing of all components. Yet, the review of related literature (including an [Educational Resources Information Center] ERIC search) turned up only two marketing models--one at Odessa College (Texas) and one at Moraine Valley Community College (Illinois). The model developed by Odessa was basically a diagram showing steps of the early stages of the total marketing process. This diagram is depicted in Figure 4.

Moraine Valley Community College's model was more comprehensive and was based on a number of premises, the most central of which was that the college's existence was to serve the community and that the marketing plan included reassuring the needs, perceptions, preferences, and satisfaction of the community at large. Other premises upon which Moraine Valley's marketing model was based are summarized below:

> Equal access for all its constituencies is an important goal for a community-based college. The participation of various segments of the population is indicative of the access each enjoyed.
>
> Information regarding presently provided programs and services is an important prerequisite to accessibility. Information leads to access but does not necessarily assure access. A thrust of the marketing program would be to provide more information to certain constituencies.
>
> Priorities had to be set among the college's constituencies so that the efforts and resources could focus more narrowly on those areas of greatest need and potential benefit.

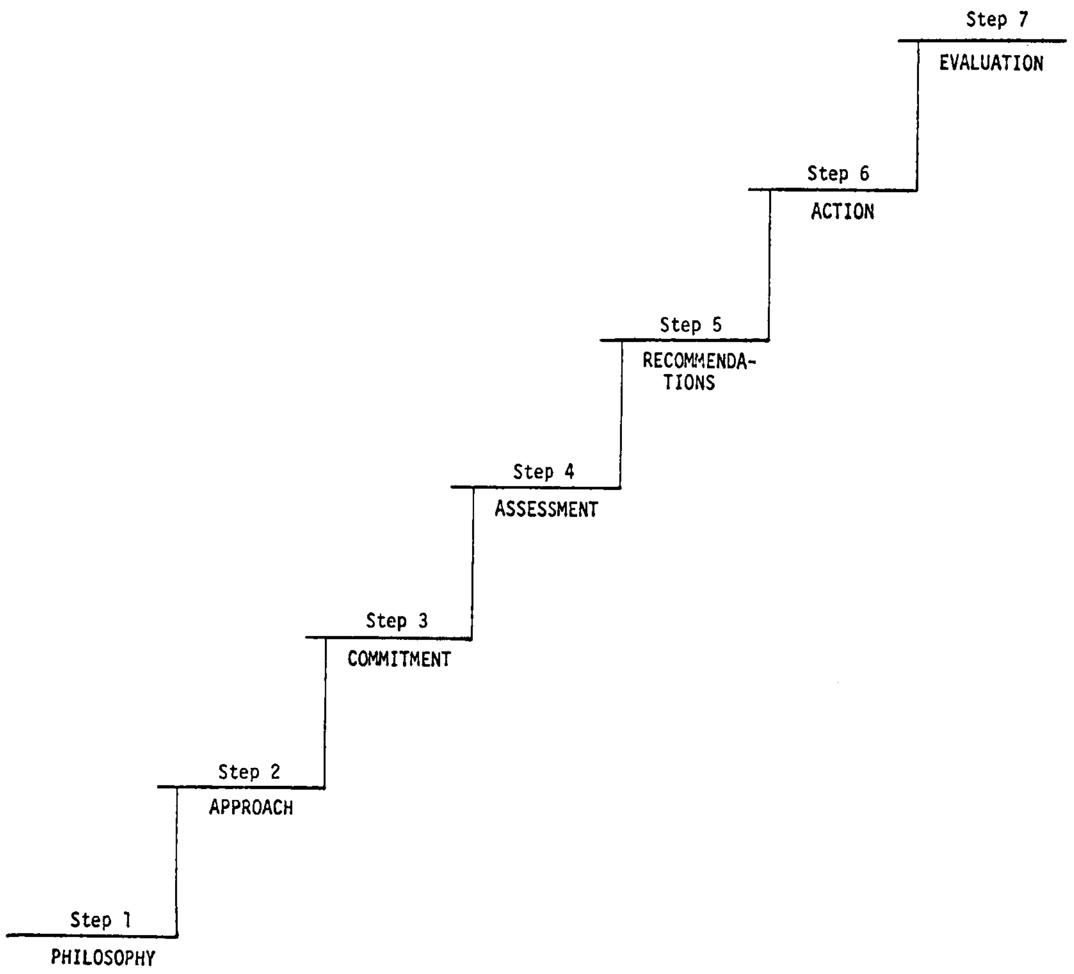

Figure 4. Marketing Model at Odessa College.

Source: Miles A. Eckert. "The Marketing Process at Odessa College." Paper presented at the Annual Convention of the American Association of Community and Junior Colleges, Chicago, Illinois, May 1, 1979.

Program manageability within the context of present staff and service levels was a prime consideration. It was not possible to divert large sums of money for the marketing program, and it was unwise to substantially reduce on-going, necessary services to free staff and funds for a marketing project. Thus, certain job assignments needed to be carefully examined to choose those individuals whose job assignments could be altered to include marketing efforts. With this approach, it was felt that the program had a better chance to become a self-initiating, self-sustaining part of the day-to-day operation of the college.

Participants in the planning process would include those staff members who would be assigned to carry out the plan once adopted.

Monitoring the plan once developed would be essential to its success (DeCosmo and Baratta, 1979, p. 3).

Once the above premises were delineated, DeCosmo and Baratta (1979) noted, Moraine Valley felt that it was essential to construct a model which would take the premises into account as the marketing program was planned and executed. Figure 5 portrays Moraine Valley's marketing model.

DeCosmo and Baratta explained the Moraine Valley model as follows:

> The college goals, or mission, and market research lead to two separate steps. First, they lead to the selection of targets among existing college programs and potential students. Second, they lead to the identification of needs and interests which are not presently being served by the existing college programs, courses, or services. These would then be developed and be considered as possible targets. Once the targets are identified, a plan for reaching those targets is devised. The plan is then implemented and monitored as it proceeds. The final step is evaluation according to the results achieved. Once the evaluation is completed it is used to modify all the elements in the chain (DeCosmo and Baratta, 1979, p. 2).

Clearly, the comprehensive approach utilized by Moraine Valley could serve as an example to other colleges. Educators seeking other

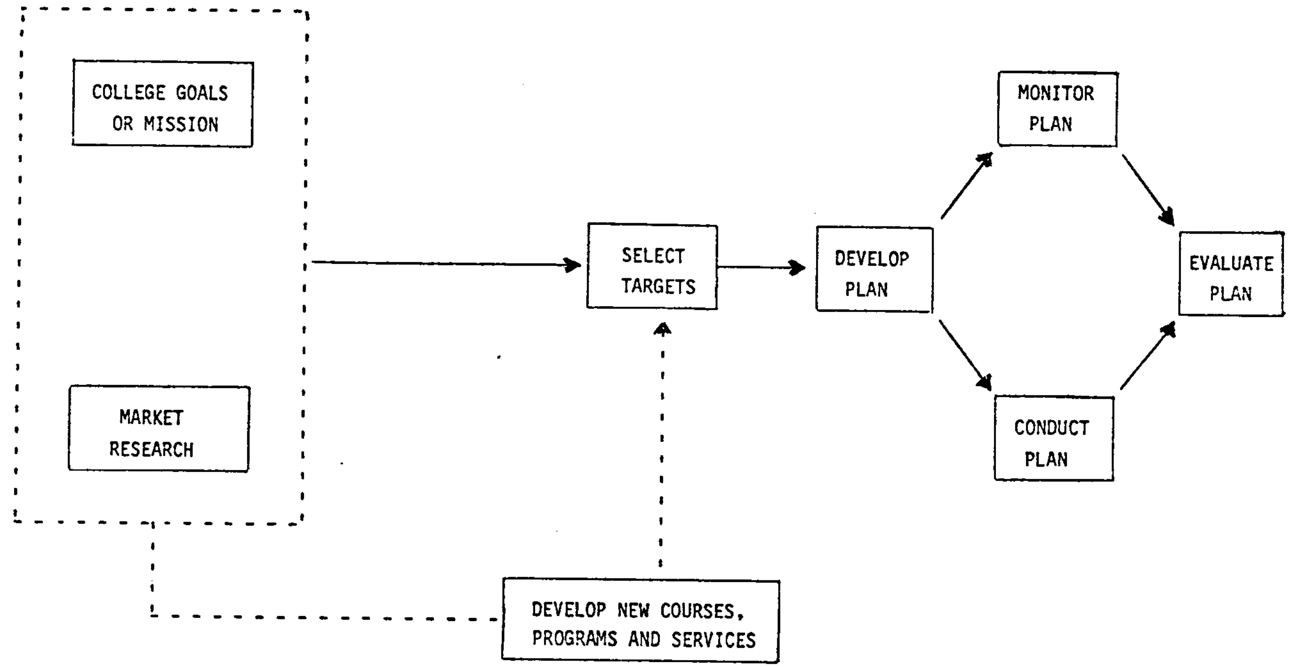

Figure. 5. Moraine Valley Community College Marketing Model.

Source: Richard DeCosmo and Mary Kathryne Baratta. "Using Community-Based Marketing Research to Increase Enrollments." Paper presented at the Pre-AACJC Conference of the National Council for Research and Planning, Chicago, Illinois, April 27-28, 1979.

marketing models may find examples in many marketing textbooks. Although business-oriented, these models have some applicability for educational marketing. Appendix D contains two such flow chart models for marketing planning, while Appendix E delineates the use of a model for a marketing information system.

Another source of information about marketing plans and models can be found in those utilized by business and industry. Appendix F lists business marketing plans and models reviewed by the researcher. All of the models and plans examined have portions which are applicable for educational marketing. Institutions of higher education need to take pertinent parts and formulate a model to guide their marketing efforts. As Gorman noted, "Institutions applying sound marketing techniques will have a competitive advantage over those who do not" (Gorman, 1974, p. 250). The review of related literature has provided substantive evidence to support this statement.

IX. CONCLUSIONS

In concluding the review of related literature, it must be remembered, as El Sharei stated, that while

> . . . The term marketing has traditionally fostered resistance in the educational field, institutions of higher education are being forced to utilize the discipline as a means of increasing enrollments, reducing attrition, and making services responsive to the needs of student consumers (El Sharei, 1979, p. 36).

El Sharei continued that,

> . . . Community colleges are no exception. As enrollments decline in today's "buyer's" market and "Post Proposition 13

> Era," the two-year institution is forced to utilize every possible resource to preserve its existence (p. 36).

Marketing is definitely a viable alternative:

> Marketing is a methodology that permits decision makers in the organization to think systematically and sequentially about the mission of the organization, the services or products it offers, the markets it currently serves, and the extent to which these same markets and possibly new ones may demand its products or services in the future. It allows managers to view the operation of the organization as a whole by assessing what has become known as the "marketing mix"--the interaction of the product, its price, its place, and its distribution--and asking whether the right product is being delivered at the right price at the right place and under the proper conditions to increase consumer demand. Succinctly, the concept of marketing provides a means by which management can assess the degree to which the mission of the institution is in harmony with market interests (Ihlanfeldt, 1980, p. 13).

Keim (1979) reminded educational marketers that a broad marketing system will inevitably result in a wide range of new educational problems which will affect available human resources and institutional patterns. Marketing a product, Keim (1979) believed, invites change. Ihlanfeldt noted that "applying the marketing concept is no easy or quick solution: it requires assessment, planning, sophisticated implementation, and introspection" (Ihlanfeldt, 1980, p. 15). Ihlanfeldt continued with the prediction that:

> . . . Those colleges and universities that adopt a marketing approach not only will strengthen their process but will improve the product they offer. As we look toward the future, those institutions that wish to survive must be willing to look at themselves. The result will be a restoration of a reaffirmation. . . . (Ihlanfeldt, 1980, p. 15).

Significantly, Reisser pointed out, one definition of the word "recruit" is "to furnish or replenish with a fresh supply, renew; restore health or strength" (Reisser, 1980, p. 55).

Change is positive, and Bryant (1980) suggested that community colleges look at the 1980's in terms of the great challenge it presents and begin believing that it does not necessarily have to be a period of declining enrollments. He predicted that an aggressive and imaginative enrollment effort could bring about increases instead of decreases. Undoubtedly, as Grites and Teague remarked, "the ability of a college or university to attract and retain students determines, to a great extent, the viability of that institution" (Grites and Teague, 1978, p. 59). Consequently, Johnson's comments in an article on non-profit marketing seem highly appropriate for concluding this review of the literature:

> The 1980's will require innovative management skills that are proactive and reactive, especially at the market-sensitive community college. Geographic restraints, changing demographic and population bases, taxpayer revolts, student consumerism, demands for new services, inflation, energy costs, travel limitations, and questions of quality and credibility present a formidable set of challenges for community college leadership. Nonprofit marketing offers new tools for the creative manager. It is the art and science of planned change (Johnson, 1979, p. 28).

CHAPTER III

METHODOLOGY

I. INTRODUCTION

Since the literature is replete with information about predicted enrollment declines in higher education, this study sought to gather data about current practices in educational marketing and their effect on enrollment fluctuations.

Businesses often pronounce their marketing "successful" if the sale of their product increases. Similarly, colleges generally believe their marketing is successful if they experience significant enrollment increases; or, in some cases, if they can even maintain stable enrollments. Yet, many complex variables influence enrollment fluctuations. It is difficult to isolate the effect of marketing from other influencing factors, such as the state of the economy, the availability of financial aid, and job market demands in the program areas offered. Consequently, many colleges budget large sums of money for marketing, assuming that the expenditures will produce increased enrollments. However, the literature offered no evidence of studies to validate that type of assumption.

Recognizing that many variables affect enrollment, this study was designed to examine the level, scope and effectiveness of marketing in a specific segment of higher education and to analyze the relationship of those factors to enrollment change.

II. PROCEDURES

Survey Population

The population selected for the study was limited to community, junior, and technical colleges as described in Chapter I. Using the 1980 Community, Junior and Technical College Directory as the source for identifying institutions in the selected enrollment range (4,000 to 7,000), the researcher found that 138 institutions constituted the population for the study. It was decided that because of the size of the population, no representative sample would be drawn. All 138 institutions would constitute the survey population.

Construction of the Questionnaire

Because the survey was to be nationwide, the researcher decided that a mailed questionnaire was the most practical and most feasible method of data collection. Thus, a self-administered questionnaire was developed.

Content of the questionnaire was based on the aims of the study as delineated in Chapter I. The items on the questionnaire were developed and designed to provide specific information relative to the stated aims.

The questionnaire was designed for several types of response modes, including scaled responses, checklist responses, and categorical responses. Babbie's (1973) guides to question construction and general questionnaire format were followed in constructing the questionnaire, and a pretest of the questionnaire by six administrative officials at Chattanooga State Technical Community College showed a need for only minor revisions. After revision and subsequent examination by Dr. Kenneth Tanner and Dr. K. Owen McCullough (The University of Tennessee, Knoxville), the questionnaire was determined to be appropriately designed for the study.

Collection of the Data

As stated previously, a mailed questionnaire was used because of the wide geographical area involved. Since formal and informal marketing take place through various offices in higher education institutions, it would have been difficult to determine the names and/or titles of administrative personnel responsible for marketing at the colleges in the survey population. Therefore, a letter was mailed to the chief administrator at each college with a cover letter requesting that the questionnaire be forwarded to the person with administrative responsibility for marketing. In an effort to enhance response rates, the researcher requested that Dr. Charles Branch, President of Chattanooga State Technical Community College, write the cover letter to the college presidents. Appendix G contains a copy of the letter and the questionnaire sent to the administrators.

The completed questionnaires were returned in self-addressed envelopes to the Office of Admissions at Chattanooga State Technical

Community College. Approximately three weeks after the initial mailing to the institutions, 102 completed questionnaires had been received, constituting a 73 percent response rate. Two of the completed questionnaires were deleted because they had not been completed according to instructions. After the deletions, there were 100 questionnaires remaining for use in the study. This represented an adjusted response rate of 72 percent and was above the desired return rate (70 percent) for an acceptable degree of precision. Appendix H provides a list of the 100 institutions from which usable questionnaires were received.

III. TREATMENT OF THE DATA

The completed questionnaires were coded and the data transferred to computer cards for processing. After verifying the information on the computer cards, the Statistical Package for the Social Sciences was utilized for analysis of the data.

Crosstabulations were used to analyze relationships between enrollment changes and selected marketing variables. Additionally, a crosstabulation was used to determine if a significant relationship existed between segmentation of marketing and researched effectiveness of marketing activities. Data were recoded when expected frequencies were less than desirable for the degrees of freedom.

Analyses of variance were used to identify differences in evaluations of marketing as related to enrollment change. This included both researched and perceived evaluation.

Frequencies of marketing variables were analyzed for observations about current marketing practices. Activities for which frequencies were studied included both traditional and non-traditional marketing strategies.

Lastly, the researcher sought to determine if one variable (among three selected ones) could be isolated as the best predictor of enrollment increase or decrease. The three variables selected for consideration were: the scope of the marketing plan, segmentation of the marketing plan, and size of the marketing budget.

The .05 level of confidence was decided to be an acceptable level of significance. If the F ratio in the one-way analysis of variance indicated a difference in means, the Scheffé (post hoc) test was utilized to determine if the difference was significant.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

I. INTRODUCTION

The information in this chapter includes the presentation of the data, an analysis of the data collected from the questionnaire, and an interpretation of the data.

The data presented in this study were collected and utilized in response to the following questions:

1. Was there a significant relationship between enrollment change in the past three years and the scope of the marketing plan?

2. Was there a significant relationship between expected enrollment change in the next three years and the scope of the marketing plan?

3. Was there a significant relationship between enrollment change in the past three years and segmentation of target audiences?

4. Was there a significant relationship between expected enrollment change in the next three years and segmentation of target audiences?

5. Was there a significant relationship between the size of the marketing budget and enrollment change in the past three years?

6. Was there a significant relationship between the size of the marketing budget and expected enrollment change in the next three years?

7. Was there a significant difference in enrollment change in the past three years related to researched evaluation of marketing plans?

8. Was there a significant difference in enrollment change in the past three years related to perceived evaluation of marketing plans?

9. Was there a significant relationship between segmentation of marketing activities and researched evaluation of marketing activities?

10. What observations may be made from frequencies of selected marketing activities?

11. Which of the variables listed below was the best predictor of enrollment increase or decrease in the past three years?

a. Scope of the marketing plan.

b. Segmentation of the marketing plan.

c. Size of the marketing budget.

II. RELATIONSHIP BETWEEN ENROLLMENT CHANGE AND SELECTED MARKETING VARIABLES

Enrollment Change and Scope of the Marketing Plan

The relationship of enrollment change in the past three years and the scope of marketing plans was analyzed through the use of a crosstabulation. The first crosstabulation of Variable 1 (Enrollment Change as indicated by question 1 on the survey instrument) and Variable 6 (Limited/Comprehensive Marketing Plan as indicated by question 6) resulted in 52 out of 57 (91.2 percent) of the valid cells having expected cell frequencies of less than 5.0. After recoding Variable 1 into 2 categories (Decreased Enrollment or Enrollment Remained Stable and Increased Enrollment), 1 out of 4 (25 percent) of the valid cells had expected cell frequencies of less than 5.0. In using Chi-Square, with 1 degree of freedom (df) no more than 20 percent of the expected should be less than 5.0. Thus, the Chi-Square discussed below is questionable.

The crosstabulation of Variable 1 by Variable 6 (after recoding Variable 1) resulted in a Chi-Square of 0.70256 with 1 df. Since the critical value for Chi-Square was 3.84 with 1 df, the obtained Chi-Square was not considered significant at the .05 level.

Table V demonstrates that 72.7 percent of the responding institutions increased enrollments in the past three years and had utilized comprehensive marketing plans. Of the responding institutions, 10.1 percent had increased enrollments while utilizing limited marketing plans. Of the institutions responding, 4 percent experienced declining or stabilizing enrollments while utilizing limited marketing plans, with 13.1 percent of the respondents experiencing increased enrollments while using limited marketing plans.

Of the 17 respondents utilizing limited marketing plans, 23.5 percent had declining or stable enrollments, and 76.5 percent had increased enrollments. Of the 82 institutions reporting the use of comprehensive marketing plans, 12.2 percent had declining or stable enrollments with 87.8 percent experiencing enrollment increases. On the other hand, of the 14 institutions reporting decreased or stable

TABLE V

RELATIONSHIP OF ENROLLMENT CHANGE IN THE PAST THREE YEARS TO SCOPE OF THE MARKETING PLAN IN SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* AS REPORTED IN 1980

	Scope of the Marketing Plan			
	Limited		Comprehensive	
Enrollment Change	No.	%	No.	%
Decreased or Remained Stable	4	4.0	10	10.1
Increased	13	13.1	72	72.7

*N=99 institutions. (Note: one institution reported scope of the marketing plan as "in-between limited and comprehensive." This institution was not included in the above analysis.)

enrollments, 28.6 percent used limited marketing plans with 71.4 percent using comprehensive ones. Of the 85 institutions which experienced enrollment increases, 13 (15.3 percent) used limited plans while 72 (84.7 percent) used comprehensive ones. Thus it seems that even though the literature strongly suggested the use of comprehensive marketing plans, no significant relationship could be established between the scope of the marketing plan and direction of enrollment change. Similar results were found in the analysis of the relationship of the scope of the marketing plan and expected enrollment change in the next three years.

A crosstabulation of Variable 2 (Expected Enrollment Change as indicated by question 2) and Variable 6 (Limited/Comprehensive Marketing Plans as indicated by question 6) necessitated the recoding of Variable 2 into 2 categories (Enrollments Expected to Decrease or Remain Stable and Enrollments Expected to Increase) due to 89.2 percent of the valid cells having expected cell frequencies of less than 5.0. After recoding, 1 out of 4 (25 percent) of the valid cells had expected cell frequencies of less than 5.0. Thus, the Chi-Square discussed below is questionable.

The crosstabulation of Variable 2 by Variable 6 resulted in a Chi-Square of 0.16762 with 1 df. The critical value of Chi-Square with 1 df is 3.84. Thus, the obtained Chi-Square of 0.16762 was not considered significant at the .05 level.

The data from the crosstabulation of Variable 2 by Variable 6 showed that of the 28 colleges reporting expected enrollment decreases or stable enrollments, 6 used limited marketing plans and 22 used comprehensive ones. Of the 71 institutions expecting enrollment increases in the next 3 years, 11 (15.5 percent) used limited marketing plans and 60 (84.5 percent) used comprehensive plans. Looking at the data in another way, of the 17 institutions using limited marketing plans, 6 (35.3 percent) expect declining or stable enrollments in the next 3 years and 11 (64.7 percent) expect increased enrollments. Of the 82 institutions reporting the use of comprehensive marketing plans, 22 (26.8 percent) expect declining or stable enrollments and 60 (73.2 percent) expect increased enrollments. Table VI shows that 22.2 percent of the responding institutions expect to experience declining or stabilizing enrollments despite the fact that they have comprehensive marketing plans. This is in contrast to the 60.6 percent of the responding institutions who expect increasing enrollments while utilizing comprehensive marketing plans.

An interesting observation is that despite national predictions of enrollment decline, 71 (71.7 percent) of the responding institutions expect enrollment increases in the next 3 years. Only 28 (28.3 percent) expect their enrollments to remain stable or decline. Yet, as an isolated variable, the scope of the marketing plan had no significant relationship to enrollment change in the past three years.

Enrollment Change and Segmentation of Target Audiences

The relationship of enrollment change in the past three years and segmentation of target audiences was analyzed through the use of a

TABLE VI

RELATIONSHIP OF EXPECTED ENROLLMENT CHANGE IN THE NEXT THREE YEARS TO THE SCOPE OF THE MARKETING PLAN IN SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* AS REPORTED IN 1980

	Scope of the Marketing Plan			
	Limited		Comprehensive	
Enrollment Change (Expected)	No.	%	No.	%
Decrease or Remain Stable	6	6.1	22	22.2
Increase	11	11.1	60	60.6

*N=99 institutions. (Note: one institution reported scope of the marketing plan as "in-between limited and comprehensive." This institution was not included in the above analysis.)

crosstabulation. The first crosstabulation of Variable 1 (Enrollment Change as indicated by question 1) and Variable 24 (Segmentation of Target Audiences as indicated by question 7) resulted in 70 out of 76 (92.1 percent) of the valid cells having expected cell frequencies of less than 5.0. After recoding Variable 1 into 2 categories (Decreased Enrollments or Enrollments Remained Stable and Increased Enrollments), the obtained Chi-Square was 0.16898 with 1 df. Since the critical value of Chi-Square with 1 df is 3.84, the obtained Chi-Square was not considered significant at the .05 level.

Table VII depicts observations which can be made about the crosstabulation of Variable 1 and Variable 24. Of the reporting institutions, 51.5 percent indicated increased enrollments while utilizing segmented marketing plans, with 34.3 percent of the institutions responding that they had increased enrollments while using plans not segmented by target audiences. Declining or stabilizing enrollments were experienced by 7.1 percent of the institutions while using segmented plans with the same percent experiencing decline while using unsegmented plans.

The crosstabulation of Variable 1 by Variable 24 also revealed that of the 14 institutions reporting decreased or stabilized enrollments, 7 (50 percent) used segmented marketing plans and 7 (50 percent) used unsegmented plans. Of the 85 institutions reporting increased enrollments, 51 (60 percent) used segmented plans and 34 (40 percent) used unsegmented plans. On the other hand, of the 58 institutions using segmented marketing plans, 7 (12.1 percent) experienced

TABLE VII

RELATIONSHIP OF ENROLLMENT CHANGE IN THE PAST THREE YEARS TO SEGMENTATION OF TARGET AUDIENCES IN SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* AS REPORTED IN 1980

	Marketing Plan			
	Segmented		Unsegmented	
Enrollment Change	No.	%	No.	%
Decreased or Remained Stable	7	7.1	7	7.1
Increased	51	51.5	34	34.3

*N=99 institutions. (Note: one institution omitted question 1 and was thus not included in the above analysis.)

declining or stable enrollments in the past three years while 51 (87.9 percent) had enrollment increases. Of the 41 institutions using plans not segmented by target audiences, 7 (17.1 percent) had declining or stable enrollments while 34 (82.9 percent) had enrollment increases.

Similar results were obtained in the analysis of the relationship between expected enrollment change in the next three years and segmentation by target audiences. A crosstabulation of Variable 2 (Expected Enrollment Change as indicated by question 2) and Variable 24 (Segmentation of Target Audiences as indicated by question 7) necessitated the recoding of Variable 2 into 2 categories (Enrollments Expected to Decrease or Remain Stable and Enrollments Expected to Increase) because 89.2 percent of the valid cells had expected cell frequencies of less than 5.0. After recoding Variable 2, the crosstabulation of Variable 2 by Variable 24 resulted in a Chi-Square of 0.03351 with 1 df. Since the critical value of Chi-Square is 3.84 with 1 df, the obtained Chi-Square was not considered significant at the .05 level.

A summary of the data from the crosstabulation of Variable 2 and Variable 24 is depicted in Table VIII. Of the 99 institutions responding to question 7, 16 (16.2 percent) expect to experience declining or stable enrollments while using segmented marketing plans, while 42 (42.4 percent) expect to have increased enrollments while using segmented marketing plans. Twelve institutions (12.1 percent) expect declining or stabilizing enrollments while using unsegmented

TABLE VIII

RELATIONSHIP OF EXPECTED ENROLLMENT CHANGE IN THE NEXT THREE YEARS TO SEGMENTATION OF MARKETING PLAN IN SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* AS REPORTED IN 1980

	Marketing Plan			
	Segmented		Unsegmented	
Enrollment Change (Expected)	No.	%	No.	%
Decrease or Remain Stable	16	16.1	12	12.1
Increase	42	42.4	29	29.3

*N=99 institutions. (Note: one institution omitted question 7 and was thus not included in the above analysis.)

plans, with 29 (29.3 percent) expecting increased enrollments while using unsegmented plans.

Considering only those institutions utilizing segmented plans (58 institutions), 16 (27.6 percent) expect declining or stable enrollments and 42 (72.4 percent) expect enrollment increases. Of the 41 institutions whose marketing plans are not segmented by target audience, 12 (29.3 percent) expect decreases or stabilization while 29 (70.7 percent) expect increases. A further consideration is seen by looking at the institutions expecting declining or stable enrollments. Out of 28 institutions in this category, 16 (57.1 percent) use segmented plans while 12 (42.9 percent) use unsegmented plans. Of the 71 institutions expecting enrollment increases, 42 (59.2 percent) use segmented plans while 29 (40.8 percent) use unsegmented plans.

Market segmentation has been a highly advocated strategy for the 1980's. Yet, the crosstabulation of Variable 1 and Variable 2 by Variable 24 showed no significant relationship between enrollment change (past or expected) and segmentation by target audience. The observations from the crosstabulations showed that a greater percentage of those reporting enrollment increases (past and expected) utilized segmentation, thus indicating that market segmentation may positively affect the success of a college's marketing efforts, but no significant relationship was established. It may be that establishing a market position--an image of the institution which reflects its distinctive strengths and mission--may be more important than targeting specific messages to specific groups.

Enrollment Change and Size of Marketing Budget

The relationship of enrollment change in the past three years and the size of the marketing budget was analyzed through the use of a crosstabulation of Variable 1 (Enrollment Change as indicated by question 1) and Variable 34 (Size of the Marketing Budget as indicated by question 9). The first crosstabulation indicated the need for recoding question 34. Budgets were reclassified into 3 areas (less than $9,999, $10,000-$49,999, and $50,000+). After recoding, 2 out of 6 (33.3 percent) of the valid cells had expected cell frequencies less than 5.0. Thus, the Chi-Square discussed below is questionable. The critical value for Chi-Square with 2 df is 5.99. Therefore, the obtained Chi-Square of 3.18209 with 2 df was not considered significant at the .05 level.

Table IX summarized observations which can be made about the relationship of enrollment change in the past three years to marketing budget levels. Of the 100 responding institutions, 7 (7 percent) had budgets of less than $9,999 while experiencing decreased or stable enrollments; 23 (23 percent) with budgets less than $9,999 had increased enrollments. Three institutions (3 percent) had budgets of $10,000 to $49,999 and experienced decreased or stable enrollments; 23 (23 percent) had budgets of $10,000 to $49,999 and had increased enrollments. Four institutions had budgets of $50,000+ and experienced decreased or stable enrollments; 40 schools had budgets of $50,000+ and had increased enrollments.

TABLE IX

RELATIONSHIP OF ENROLLMENT CHANGE IN THE PAST THREE YEARS TO MARKETING BUDGET LEVELS IN SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* AS REPORTED IN 1980

	Budget Level					
	Less than $9,999		$10,000-$49,999		$50,000+	
Enrollment Change	No.	%	No.	%	No.	%
Decreased or Remained Stable	7	7.0	3	3.0	4	4.0
Increased	23	23.0	23	23.0	40	40.0

*N=100 institutions.

In analyzing only those institutions reporting declining or stable enrollments (14 institutions), 7 (50 percent) had budgets of less than $9,999; 3 (21.4 percent) had budgets of $10,000 to $49,999; and 4 (28.6 percent) had budgets of $50,000+. Of those institutions reporting increased enrollments (86 institutions), 23 (26.7 percent) had budgets of less than $9,999; 23 (26.7 percent) had budgets of $10,000 to $49,999; and 40 (46.5 percent) had budgets of $50,000+.

Looking at the data in another way, of those institutions reporting budgets of less than $9,999 (30 institutions), 7 (23.3 percent) had declining or stable enrollments and 23 (76.7 percent) experienced increased enrollment. Of those institutions reporting budgets of $10,000 to $49,999, 3 (11.5 percent) had declining or stable enrollments while 23 (88.5 percent) had increased enrollments. Of the 44 institutions reporting budgets of $50,000+, 4 (9.1 percent) experienced declining or stable enrollments, while 40 (90.9 percent) had increased enrollments.

Similar results were obtained in the analysis of the relationship of expected enrollment change (in the next three years) to budget levels. After recoding Variable 2 (Expected Enrollment Change as indicated by question 2) and Variable 34 (Size of the Marketing Budget as indicated by question 9) as presented previously, a crosstabulation resulted in a Chi-Square of 2.81998 with 2 df. The critical value of Chi-Square with 2 df is 5.99; thus, the obtained Chi-Square was not considered significant at the .05 level.

Table X summarizes observations which may be made about the relationship of expected enrollment change to marketing budget levels. Of the 100 responding institutions, 5 (5 percent) expected enrollment decreases or stable enrollments and reported budgets of less than $9,999; 8 (8 percent) expected enrollment decreases or stable enrollments and reported budgets of $10,000 to $49,999; 15 (15 percent) expected decline or stabilization and reported budgets of $50,000+. Of the 100 institutions, 25 (25 percent) expected enrollment increases and had budgets of less than $9,999; 18 (18 percent) expected enrollment increases and reported budgets of $10,000 to $49,999; 29 (29 percent) expected enroollment increases and had budgets of $50,000+.

Of the 28 institutions expecting declining or stable enrollments, 5 (17.9 percent) had budgets of less than $9,999; 8 (23.6 percent) had budgets of $10,000 to $49,999; and 15 (53.6 percent) had budgets of $50,000+. Of the 72 institutions expecting increasing enrollments, 25 (34.7 percent) had budgets of less than $9,999; 18 (25 percent) had budgets of $10,000 to $49,999; 29 (40.3 percent) had budgets of $50,000+.

Considering only those institutions reporting budgets of less than $9,999 (30 institutions), 5 (16.2 percent) expect enrollment decline or stability, while 25 (83.3 percent) expect enrollment increases. Of the 26 institutions reporting budgets of $10,000 to $49,999, 8 (30.8 percent) expect stable or declining enrollments while 18 (69 percent) expect enrollment growth. Of the 44 institutions

TABLE X

RELATIONSHIP OF EXPECTED ENROLLMENT CHANGE IN THE NEXT THREE YEARS TO MARKETING BUDGET LEVELS IN SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* AS REPORTED IN 1980

	Budget Level					
	Less than $9,999		$10,000-$49,999		$50,000+	
Enrollment Change	No.	%	No.	%	No.	%
Decrease or Remaine Stable	5	5.0	8	8.0	15	15.0
Increase	25	25.0	18	18.0	29	29.0

*N=100 institutions.

reporting budgets of $50,000+, 15 (34.1 percent) expect stable or declining enrollments and 29 (65.9 percent) expect increased enrollment.

The variation in marketing budget levels (reported levels ranged from less than $5,000 to $100,000+) seemed significant for schools within the selected enrollment range (4,000 to 7,000). However, it is assumed that marketing efforts are not centralized in all institutions. If marketing activities are assigned to various college offices, the lack of centralization supports the notion that the respondents may have reported budget levels of only those aspects of marketing for which they were responsible and were thus budgeted to their departments. For example, funds for items such as catalogs and viewbooks may be budgeted to a publications office, while funds for mass mailings may be budgeted to an admissions office. Therefore, the above discussion of the relationship of enrollment change to marketing budget levels may be based on unreliable reported data.

Interestingly, no significant relationships were established between the selected marketing variables (scope of the marketing plan, segmentation of target audiences, and marketing budget levels) and past or expected enrollment change. Yet, the literature asserts that marketing is essential for survival in the coming years of predicted enrollment decline. As stated previously, approximately 72 percent of the responding institutions expect enrollment increases in the next three years. This is consonant with predictions that the expected enrollment decline will not hit public two-year institutions as heavily as other types of institutions. In addition, it may be that marketing does affect enrollments, but that relationships between enrollment change and isolated variables cannot be established because of uncontrolled variables in the higher education environment.

III. DIFFERENCES IN LEVELS OF EVALUATION BETWEEN ENROLLMENT CHANGE LEVELS

A one-way analysis of variance was used to test the variance of the means of three groups of responses to a question regarding researched evaluation of marketing plans (Effective, Somewhat Effective, and Not Effective) as related to enrollment change in the past three years. The F value of Bartlett's box was 0.116 and the P value was 0.989. Since Bartlett's box was greater than .05, the indication was that the variances were not equal, but the P value was interpreted to mean that there was a 95 percent assurance of a 2 percent change that the means were unequal and a 98 percent chance that the means were equal. The F probability of 0.2585 was then examined. There was an approximate 75 percent chance that there was a difference in the means of the three groups at the .05 level. The Scheffé test, however, stated that no two groups were significantly different at the .05 level. Thus, no significant difference existed among the researched effectiveness of marketing plans and enrollment changes in the past three years.

A one-way analysis of variance was also used to test the variance of the means of three groups of responses to a question regarding perceived evaluation of marketing plans (Effective, Somewhat

Effective, and Not Effective) as related to enrollment change in the past three years. The F value of Bartlett's box was 0.340 and the P value was 0.936. Since Bartlett's box was greater than .05, the indication was that the variances were not equal, but the P value was interpreted to mean that there was a 95 percent assurance of a 7 percent chance that the means were unequal and a 93 percent chance that the means were equal. The F probability of 0.1609 was then examined. There was an approximate 84 percent chance that there was a difference in the means of the three groups at the .05 level. The Scheffe test, however, stated that no two groups were significantly different at the .05 level. Thus, no significant difference existed among the perceived effectiveness of marketing plans and enrollment changes in the past three years.

IV. OBSERVATIONS OF FREQUENCIES

A number of observations were made regarding frequency of responses to the questions on the survey instrument. The observations follow.

Respondents were asked to indicate enrollment change at their institutions in the past three years on the following scale:

0	1	2	3	4	5
0 2 4 6 8	0 2 4 6 8	0 2 4 6 8	0 2 4 6 8	0 2 4 6 8	0
Decreased Greatly	Decreased Somewhat	Remained Stable	Increased Somewhat	Increased Greatly	

The responses to this question are summarized in Table XI. The data may be summarized by noting that 9 percent of the institutions decreased

TABLE XI

ENROLLMENT CHANGES IN THE PAST THREE YEARS AT SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* AS REPORTED IN 1980

Enrollment Change	No. of Institutions	% of Total
Decreased Greatly	1	1
Decreased Somewhat	8	8
Remained Stable	5	5
Increased Somewhat	60	60
Increased Greatly	26	26

*N=100 institutions.

either greatly or somewhat, 5 percent remained stable, and 86 percent increased somewhat or greatly. The mean of enrollment increases was 34.460, indicating that the average enrollment change was at the midpoint of the "Increased Somewhat" category. The mode was 34.000, indicating that the most frequently occurring response was "Increased Somewhat." As mentioned earlier, the responses to this question indicate that the predicted enrollment decline has not heavily hit the group of institutions participating in this study. Although 9 institutions had experienced decline, 91 reported stable or increased enrollments. These figures could easily be misleading, however, because no information is provided about full-time equivalencies. As reported in Chapter II, enrollment increases can be somewhat negated by declines in full-time equivalencies, as was reported in Table I, page 28, where enrollment declines hit the community colleges' full-time male population the hardest. Since funding is based on full-time equivalent enrollments (FTE's), headcount increases must be accompanied by an increase in FTE's to be considered significant. Also, as expected, declines were severe in some institutions and non-existent in others. Enrollments are affected by many factors--including demographic trends, public policy, and institutional decisions--and will thus be unevenly dispersed across the nation.

An analysis of enrollment change expected in the next three years shows that almost five times as many respondents expect stable enrollments as was actually experienced in the past three years. Approximately one-half as many expect declines as was actually experienced in the past three years. Table XII summarizes the responses to question 2, in which respondents indicated expected enrollment change in the next three years on the following scale:

```
0          1          2          3          4          5

 0 2 4 6 8 | 0 2 4 6 8 | 0 2 4 6 8 | 0 2 4 6 8 | 0 2 4 6 8 | 0
Decreased  Decreased   Remained   Increased   Increased
 Greatly   Somewhat     Stable    Somewhat     Greatly
```

Combining those institutions expecting declining or stable enrollments, almost twice as many (24) are in the category as was reported for the past three years (14). The data may also be summarized by noting that 4 percent of the institutions expect enrollments to decrease either greatly or somewhat, 24 percent expect to remain stable, and 72 percent expect to increase (62 percent somewhat and 10 percent greatly). The mean of enrollment change expected in the next three years was 31.690, slightly lower than that of enrollment change experienced in the past three years, but still within the range of increase. Perhaps the slight movement toward expected stabilization of enrollment was influenced by the highly publicized predictions of enrollment decline rather than actual institutional change. The mode was 34.000 (the same as that reported for enrollment change in the past three years), indicating that the most frequently occurring response was an expectation that enrollment in the next three years would "Increase Somewhat."

The researcher made an effort to more specifically identify enrollment change between two specific years--1978 and 1979. Of the 100 responding institutions, 85 indicated enrollment increases ranging

TABLE XII

ENROLLMENT CHANGES EXPECTED IN THE NEXT THREE YEARS AT SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* AS REPORTED IN 1980

Enrollment Change	No. of Institutions	% of Total
Decrease Greatly	1	1
Decrease Somewhat	3	3
Remain Stable	24	24
Increase Somewhat	62	62
Increase Greatly	10	10

*N=100 institutions.

from 1 percent to 99 percent. Ten of the 100 responding institutions reported enrollment declines ranging from 1 percent to 10 percent. Five of the 100 responding institutions reported stable enrollments. Table XIII presents the enrollment changes between Fall 1978 and Fall 1979 as reported by the 100 institutions.

In addition to ascertaining data regarding enrollment change, this study endeavored to obtain information about the levels and types of marketing activities currently used by community, junior, and technical colleges. Respondents were asked to classify their marketing plan as limited (including only traditional recruitment efforts such as high school visits, ACT (American College Testing) mailings, etc.) or comprehensive (including both traditional and non-traditional methods, such as paid advertising, mass mailings, etc.)in response to question 5 on the survey questionnaire. Seventeen percent of the schools reported a limited marketing plan; 82 percent reported a comprehensive plan; and, 1 percent responded to this question by noting that its marketing plan was "in-between limited and comprehensive."

Respondents were also asked to report the use of 17 specific marketing activities as listed in question 6 of the survey questionnaire. Percentages of institutions using each activity are listed in Table XIV. The most frequently used activity (99 percent of the institutions using) was high school visits, as would be expected because this traditional approach is a commonly accepted means of recruiting high school students. The next most frequently used

TABLE XIII

PERCENTAGE OF ENROLLMENT CHANGE REPORTED BY SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* FROM 1978 TO 1979

Enrollment Decrease		Institutions Reporting No Change		Enrollment Increase	
No.	% Change	No.	% Change	No.	% Change
4	-1	5	0	7	+1
1	-2			7	+2
1	-4			9	+3
1	-5			3	+4
1	-6			8	+5
1	-8			5	+6
1	-10			6	+7
				6	+8
				7	+9
				8	+10
				2	+11
				2	+12
				2	+13
				1	+14
				4	+15
				2	+16
				1	+21
				1	+23
				1	+25
				1	+38
				1	+75
				1	+99

*N=100 institutions.

TABLE XIV

PERCENTAGE OF SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES USING SPECIFIC MARKETING ACTIVITIES AS REPORTED IN 1980

Marketing Activity	Percentage of Institutions
High School Visits	99
Mass Mailings	90
ACT Mailings	21
Campus Tours	91
Newspaper Advertisements (Paid)	87
Television Advertisements (Paid)	41
Radio Advertisements (Paid)	71
Public Service Announcements	91
Phone Calls	47
Tabloid or Newspaper Insert	71
Workshop and Seminars for Special Target Audiences	69
Recruitment Package for Special Programs	73
Parents and Teachers Association (PTA) Programs	18
Civic Club Programs	72
Business/Industry Mailings	72
Speaker's Bureau	73
Outdoor Billboards	31

activity was campus tours, with 91 percent of the responding institutions utilizing this marketing tool. The same percentage of institutions (91 percent) reported the use of public service announcements. The next most frequently used activity was mass mailings. Of the 100 responding institutions, 90 percent reported the use of mass mailings. This high percentage was somewhat surprising in that mass mailings constitute a "shotgun" approach as opposed to marketing more specifically aimed at individuals whose interests or needs seem to fit the offerings of the institution. Many experts feel the return response rate from mass mailings (generally 2 to 5 percent) does not warrant the amount of money expended for such efforts.

A more specifically directed marketing effort, ACT mailings, was reported as used by only 21 percent of the institutions. When taking the ACT tests, students generally request that their scores be sent to one or more institutions. Receipt of these scores thus indicates to an institution that a student has some interest in attending the institution. Yet, only 21 percent of the responding institutions reported that they direct correspondence to this specific target audience.

A large percentage of the responding institutions reported the use of paid advertising. Paid newspaper advertisements were used by 87 percent and 71 percent used paid radio advertisements, with a lesser percentage (41 percent) using paid television announcements. The fact that more than 70 percent of the respondents reported the use of paid radio and newspaper advertisements was somewhat unexpected, because many governing boards discourage the use of paid advertisements. The literature, however, supported the need for advertising to communicate an institution's available programs and services to the general public. It should be noted that paid advertising has the capability of reaching both the general public and specifically targeted audiences, depending on the content of the message.

Other activities which appeal to specifically targeted audiences were also reported by a high percentage of the responding institutions. The use of recruitment packages for special programs was reported by 73 percent of the institutions, and the same percentage indicated the use of a speaker's bureau. The use of civic club programs as a marketing tool was reported by 72 percent of the responding institutions. All of these activities require the cooperation of faculty and staff members. The need for faculty and staff to participate in marketing efforts was documented in the review of related literature, and apparently a large percentage of institutions utilize this teamwork approach.

The literature also indicated that one of the largest sources of prospective students was in business and industry. Adults in career transition often need new or upgraded job skills, and community, junior, and technical colleges generally are a convenient, low-cost place to provide the needed skills. The institutions responding to the survey are evidently trying to capitalize on the adult market, because 72 percent reported the use of business/industry mailings. Specific messages sent to business/industry personnel offices or mailed directly to employees based on lists provided by business/industry appear to be a widely used means of communicating the community, junior, or technical college's potential for meeting the needs of the target groups.

Another widely used marketing approach involved the use of a tabloid or newspaper insert. The use of this marketing activity was reported by 71 percent of the responding institutions. Tabloids and newspaper inserts range in content from just a schedule of classes to a miniature newspaper which reports the college's activities, features selected students, and highlights the college's programs and services. The researcher has noted an increasing trend toward the use of the newspaper format, while also noting that an increasing number of institutions are utilizing this means of communicating the college's mission and/or programs and services to the community.

Workshops and seminars for special target audiences were also used by a large percentage of institutions (96 percent). Examples of such workshops would be those designed for displaced homemakers, adults in career transition, or career direction for high school students.

All other activities listed in the survey question were used by less than 50 percent of the respondents. In this group, 47 percent used phone calls to assist in the marketing efforts; 31 percent used outdoor billboards for advertising; and, 18 percent used PTA programs to communicate the college's messages. Since the literature revealed that parents have a major deciding influence on where their children will attend college,a greater use of PTA programs might be worthwhile. In addition, PTA's would also be a place to contact adults who might be seeking additional education.

In addition to reporting the use of specific activities, those institutions reporting the use of segmented marketing plans were asked to provide a breakdown of the percentages of marketing activities directed toward specific target audiences. Of the 58 institutions reporting segmented marketing plans, 47 provided the requested breakdown. Table XV summarizes the responses. All 47 of the institutions reported a portion of their activities as being directed toward traditional high school students, with the range being from 8 percent to 85 percent. The most frequently occurring response was 50 percent. Even with the projected decline in traditional college-age students, institutions are still apparently directing a large portion of their marketing activities at this group. Perhaps these institutions are, as one alternative in the literature suggested, opting to try to increase their share of this target audience rather than adding new target audiences. The mode response for 5 of the remaining categories (Women, Minorities, Adults Aged 25-34, Adults 35-64, and Special Career Groups) was 10, indicating that the most frequently occurring response for institutions with marketing activities directed at these target audiences was 10 percent. The remaining 3 categories (Adults Aged 65+, Handicapped, and Other) had a mode response of 5.

This study also endeavored to obtain information about the percentage of the total budget spent in seven categories (publications--catalogs, brochures, viewbooks--,newspaper advertising, television advertising, radio advertising, tabloid or newspaper insert, mailings--mass and personal--, and other. Table XVI summarizes the data obtained

TABLE XV

RESPONSES OF SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES REGARDING PERCENTAGE OF MARKETING ACTIVITIES DIRECTED AT SPECIFIC TARGET AUDIENCES AS REPORTED IN 1980

Target Audience	*Number of Institutions	Range of Percentages	Mode Percentage
Traditional College Student	47	8-85	50
Women	42	5-30	10
Minorities	41	1-80	10
Adults Aged 25-34	40	1-30	10
Adults Aged 35-64	37	1-30	10
Adults Aged 65+	31	1-20	5
Handicapped	30	1-10	5
Special Career Groups	38	1-50	10
Other	19	2-80	5

*Number of institutions reporting a percentage in this category.

TABLE XVI

RESPONSES OF SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES REGARDING PERCENTAGES OF MARKETING BUDGET SPENT IN SPECIFIC AREAS AS REPORTED IN 1980

Budget Area	*Number of Institutions	Range of Percentages	Mode Percentage
Publications (catalogs, brochures, viewbooks)	81	5-90	80
Newspaper Advertising	74	1-85	10
Television Advertising	33	1-80	5
Radio Advertising	55	1-40	5
Tabloid or Newspaper Insert	49	2-80	10
Mailings (Personal and Mass)	73	1-80	10
Other	43	1-50	10

*Number of institutions reporting a percentage of budget in this category.

in response to question 10 of the survey instrument. Clearly, the largest portion of the budget at the responding institutions was spent on publications. Of the 81 institutions reporting a portion of their budget in this category, 56 designated up to 50 percent of their budget in this category. A number of the respondents noted that publications were not in their particular division's budget, and two noted that their publications were budgeted through a central system's office. This accounts for the 19 institutions not reporting any percentage for publications.

The mode percentage of expenditures for four of the remaining categories (newspaper advertising, tabloid or newspaper insert, mailings, and other) was 10 percent, with the mode for the other two categories (television advertising and radio advertising) being 5 percent.

Because the literature suggested that many institutions have implemented a myriad of marketing activities (in an effort to offset projected enrollment declines) without follow-up evaluation to monitor their effectiveness, this study sought to determine if community, junior, and technical colleges conduct research to determine the effectiveness of marketing activities. Question 11 of the survey instrument was responded to by 94 (94 percent) of the institutions. Of the 94 institutions, 45 (representing 47 percent) indicated that they conduct research to determine the effectiveness of marketing activities. Of those institutions conducting research, 30 percent reported that the research showed their marketing was very effective and 70 percent reported that the research showed their marketing was somewhat effective.

Since the researcher expected that only a small percentage of institutions would report the use of research to evaluate marketing activities, the respondents were also asked to indicate their opinion of the effectiveness. Of the 100 institutions responding to the survey instrument, 25 percent reported that they perceived their marketing efforts as very effective; 65 percent as somewhat effective; 1 percent as not effective; and 9 percent did not respond to this question. Table XVII summarizes these data.

Clearly, the majority of the respondents indicated that their perception of the effectiveness of marketing was less than optimal. As stated in Chapter 1, one possible reason for the lack of effectiveness of marketing efforts could be the failure to use a marketing model to integrate all components of the marketing efforts. This study therefore endeavored to ascertain if community, junior, and technical colleges were utilizing marketing models to guide their marketing plans. Of the 100 institutions responding to the survey, 25 indicated that they were either currently using a marketing model or were in the process of developing one. Interestingly, 11 of these 25 institutions indicated a perceived evaluation of "very effective" in regard to their marketing efforts. This represents 44 percent of the total number reporting a perceived evaluation of "very effective." Although this variable was not isolated for analysis with evaluation, it appears that the use of a marketing model might influence the positive evaluation of a marketing plan.

TABLE XVII

RESPONSES OF SELECTED COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES* REGARDING PERCEIVED EVALUATION OF MARKETING ACTIVITIES AS REPORTED IN 1980

Perceived Evaluation	Number of Institutions	Percent
Effective	25	25
Somewhat Effective	65	65
Not Effective	1	1
No Answer	9	9

*N=100 institutions.

V. PREDICTION OF ENROLLMENT CHANGE

This study sought to determine if one of three variables (scope of the marketing plan, segmentation of the marketing plan, or size of the marketing budget) could be identified as the best predictor of enrollment increase or decrease in the past three years. A regression analysis of Variable 1 (Enrollment Change in the Past Three Years) with Variable 6 (Scope of the Marketing Plan), Variable 24 (Segmentation of the Marketing Plan), and Variable 34 (Size of the Marketing Budget) showed Variable 24 to be the best predictor of Variable 1. (Beta value of 6=0.06484; Beta value of 34=0.02222; Beta value of 24=0.145661.)

VI. SUMMARY

Data presented in this study were collected and utilized in response to questions regarding: (a) the relationship between enrollment change and selected marketing variables; (b) the difference in enrollment change related to perceived and researched evaluation of marketing plans; (c) the frequencies of selected marketing activities; and (d) predictions regarding enrollment change.

Crosstabulations indicated no significant relationship existed between enrollment change and the selected marketing variables. Results of one-way analyses of variance indicated no significant difference existed in enrollment change related to evaluation of marketing plans.

A number of observations regarding frequencies were made. Lastly, a regression analysis indicated that, of the selected variables, segmentation of the marketing plan was the best predictor of enrollment change.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND A PROPOSED MARKETING MODEL

I. INTRODUCTION

The purpose of this chapter is to summarize the present study and to report its findings. Major conclusions reached as a result of the findings are drawn and recommendations for future study are made. Additionally, a model is proposed which may be useful (after testing) in providing a base for a systematic marketing process at community, junior, and technical colleges.

II. SUMMARY

The purpose of this study was three-fold: (a) to determine the levels and types of marketing currently utilized in American community, junior,and technical colleges, (b) to analyze the relationship of levels and types of marketing to enrollment fluctuation, and (c) to analyze the perceived or researched evaluation of community, junior, and technical college marketing. As an additional part of this study, and based upon the review of the literature, the survey results of this study, and the author's own experience in marketing at Chattanooga State Technical Community College, a marketing model was developed.

The study sought to answer the following question concerning levels and types of marketing in comparison to enrollment fluctuations: What enrollment change patterns were experienced by community, junior, and technical colleges utilizing varying levels and types of marketing? In addition, this study addressed five more specific questions:

1. Which marketing variables (scope, segmentation, size of budget) seem to affect enrollment change?

2. Does researched or perceived evaluation (as reported) of marketing activities seem to be related to enrollment change?

3. Does the use of segmentation seem to affect researched evaluation (as reported) of marketing activities?

4. Does one variable seem to be more of a predictor of enrollment increase or decrease than the other variables?

5. What observations may be made about frequency of responses regarding:

   a. enrollment change

   b. specific marketing activities

   c. segmentation of marketing activities

   d. percentage of marketing activities directed at specific target audiences

   e. percentage of budget allocated to specific marketing areas?

In order to gather data needed to achieve the purpose of the study, a questionnaire was developed to be sent to the survey population. The researcher determined that the survey population would be defined as those community, junior, and technical colleges listed in the 1980 Community, Junior and Technical College Directory with enrollments of 4,000 to 7,000.

In September, 1980, the chief administrative officer of each institution received the questionnaire. Usable responses were received from 100 institutions, constituting an adjusted return rate of 72 percent. The data from the usable questionnaires were analyzed through utilization of the Statistical Package for the Social Sciences.

Crosstabulations were used to determine if there was a significant relationship between enrollment change and the following marketing variables: scope of the marketing plan, segmentation of target audiences, size of the marketing budget. A crosstabulation was also performed to determine if there was a significant relationship between segmentation of marketing activities and researched effectiveness of marketing activities. The .05 level was utilized for the level of confidence.

Data were also analyzed in the following ways: one-way analyses of variance were used to determine if there was a significant difference in enrollment change related to researched or perceived evaluation of marketing plans. Frequency tables were analyzed for observations regarding selected marketing variables. Lastly, a regression formula was utilized to determine if one variable could be selected as the best predictor of enrollment change in the past three years.

III. FINDINGS

1. No significant relationship was found between enrollment change and the scope of the marketing plan.

2. No significant relationship was found between enrollment change and segmentation of target audiences.

3. No significant relationship was found between enrollment change and size of marketing budgets.

4. There was no significant difference in enrollment change related to researched or perceived evaluation of marketing plans.

5. No significant relationship was found between segmentation of marketing activities and researched effectiveness of marketing activities.

6. Observations made from frequency tables included the following:

a. An overwhelming majority of the responding institutions (91 percent) reported enrollment increases in the past 3 years, with a smaller majority (72 percent) expecting enrollment increases in the next 3 years.

b. Eighty-two percent of the responding institutions reported a comprehensive marketing plan as opposed to a limited one.

c. The most frequently used marketing activities were high school visits, mass mailings, campus tours, and public service announcements, with more than 90 percent of the institutions reporting usage. Other activities utilized by more than 70 percent of the respondents included paid newspaper advertisements, speaker's bureaus, recruitment packages for special programs, business/industry mailings, civic club programs and tabloids or newspaper inserts.

d. Of the institutions reporting segmented marketing plans, the target audience at which the greatest percentage of marketing effort was targeted was the traditional college-age student.

e. The largest portion of the marketing budget at the responding institutions was allocated to publications.

f. Less than one-half of the responding institutions reported the use of research to determine the effectiveness of marketing activities.

g. The majority of the respondents indicated that their perceived evaluation of marketing was only somewhat effective as opposed to very effective.

7. Segmentation of marketing plans was determined to be the best predictor of enrollment change.

IV. CONCLUSIONS AND MARKETING RECOMMENDATIONS

1. In spite of the fact that predictions of enrollment declines have permeated the educational environment for the past few years, many community, junior, and technical colleges have experienced enrollment increases in the three years immediately preceding this study. Further, a majority of the institutions surveyed expect to continue to experience enrollment increases in the next three years. As noted in Chapter II, expected enrollment declines may not be as heavy in two-year institutions

as may be the case in four-year universities and colleges. In addition, declines will not be evenly dispersed across the nation. Thus, community, junior, and technical colleges should closely monitor their service areas through the use of needs assessment studies in order to accurately plan for enrollment change.

2. Because of the complexity of uncontrolled variables operating in the marketing environment of higher education, it was difficult to isolate the relationship of specific marketing variables to enrollment change. Marketing, if it attains the goal of communicating the college's messages to the public, undoubtedly affects enrollment in immeasurable ways. Community, junior, and technical colleges should continue to use marketing activities as one means of positively affecting enrollments.

3. Community, junior, and technical colleges utilized educational applications of business marketing techniques, including segmentation of marketing activities and various promotional activities. A major concern is that the promotional activities remain ethical and do not develop into "hucksterism." Community, junior, and technical colleges should continue to use applicable business marketing techniques, but they should develop ethical and professional standards for use as guidelines in monitoring marketing activities.

4. There was a great variance in the reported amount of money budgeted to marketing. This could be caused by a lack of centralization of marketing activities and thus budget allocations. In many institutions, for example, publications are handled by an office

separate from other marketing activities. Colleges should consolidate their total marketing budgets for analysis of cost effectiveness.

5. Many institutions did not use research to evaluate their marketing activities. The lack of research leaves institutions without any real basis for determining which marketing activities are effective and which are not effective. Institutions utilizing marketing should make provisions for evaluation as part of the comprehensive marketing plan.

6. Perceived evaluation of marketing was reported at a level indicating that most institutions feel that their marketing efforts could be more effective. To ascertain how marketing could be more effective, those institutions will need to conduct needs assessment surveys as well as performance evaluations of marketing activities. A marketing model would also aid in providing parameters for marketing efforts.

V. A PROPOSED MARKETING MODEL

The marketing model in Figure 6 is proposed for use (after testing) in providing a base for a systematic marketing process at community, junior, and technical colleges. The proposed marketing model was designed to integrate all components of the marketing mix and provide for evaluation of marketing activities.

The model depicts institutional goals as both the beginning and end of the process. Needs assessment stems from institutional goals and feeds back into goals to make certain that they are consonant

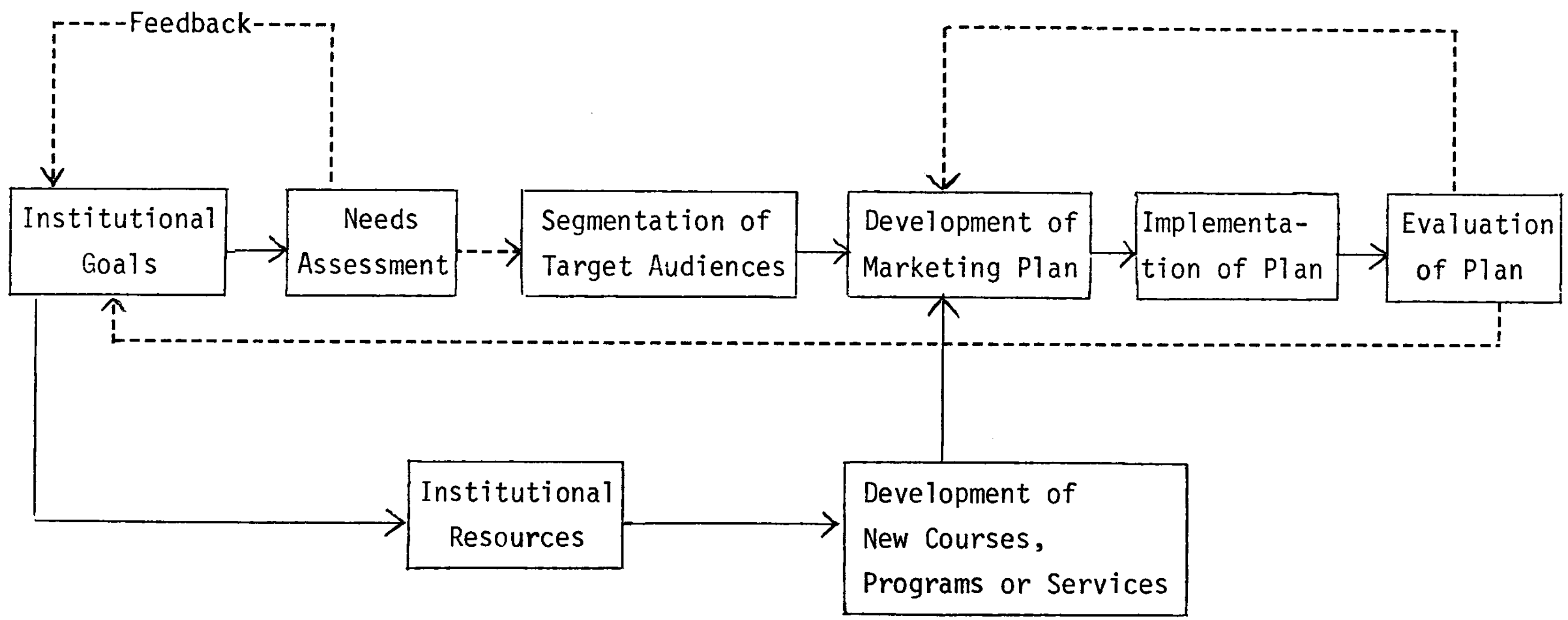

Figure 6. Proposed Marketing Model.

with community needs. (The order of these two components would be reversed for a new community college in the development stage.) After determining needs based on the assessments, institutional resources are reviewed for capability of meeting those needs and new programs are developed as needed. In addition, institutional resources are reviewed to determine the level of funding available for marketing.

Also based on needs assessment, target audiences are segmented. The marketing plan is then developed, with the aim of promoting programs to specific target audiences or to the general population. After implementation of the plan, evaluation of marketing occurs through performance measures determined prior to implementation. The evaluation is used to revise and/or supplement the marketing plan and also to feed back into the institutional goals.

VI. RECOMMENDATIONS FOR FUTURE STUDY

1. This study did not provide for consideration of uncontrolled marketing variables. Additional research examining the effect of uncontrolled variables (such as administrative style, economic environment, competitive factors, and social situations) is desirable.

2. This study did not attempt to determine the nature of research activities used to measure the effectiveness of marketing plans. It would be beneficial to examine the types and specific results of research activities.

3. The role of marketing models was not thoroughly examined. An extensive examination of marketing models currently utilized in higher education is needed.

4. This study did not look at personnel resources allocated to marketing. A further study in this area would provide valuable information regarding the extent of marketing efforts.

5. Additional study would be desirable to ascertain marketing activities directed at specific target audiences.

6. Similar studies should be conducted in community, junior, and technical colleges of other enrollment ranges, perhaps using FTE's rather than headcount as a basis for enrollment change.

7. The proposed marketing model should be tested.

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APPENDIXES

APPENDIX A

A SYSTEMATIC MARKETING AUDIT

A SYSTEMATIC MARKETING AUDIT

Part I: The Marketing Environment Review

A. Markets

1. Who are Eastern Campus's major markets and publics?

2. What are the major market segments in each market?

3. What are the present and expected future size and the characteristics of each market or market segment?

B. Customers

4. How do the potential students (customers) and the general public feel toward and perceive the Eastern Campus?

5. How do the applicants decide to enroll at Eastern Campus?

6. What is the present and expected future state of customer (student) needs and satisfaction?

C. Competitors

7. Who are Eastern Campus's major competitors?

8. What trends can be foreseen in competition?

D. Macroenvironment

9. What are the main relevant developments with respect to demography, economy, technology, government, and culture that will affect Eastern's situation?

Part II: The Marketing System Review

A. Objectives

10. What are the Eastern Campus's long-run and short-run overall objectives and marketing objectives?

11. Are the objectives stated in a clear hierarchial order and in a form that permits planning and measurement of achievement?

12. Are the marketing objectives reasonable for the Eastern Campus given its competitive position, resources, and opportunities?

B. Program

13. What is the Eastern Campus's core strategy for achieving its objectives, and is it likely to succeed?

14. Is the Eastern Campus allocating enough resources (or too many) to accomplish the marketing tasks?

15. Are the marketing resources allocated optimally to the various markets, territories, and products of the Eastern Campus?

16. Are the marketing resources allocated optimally to the major elements of the marketing mix; i.e., product quality, personal contact, promotion, and distribution?

C. Implementation

17. Does the Eastern Campus develop an annual marketing plan? Is the planning procedure effective?

18. Does the Eastern Campus implement control procedure (monthly, quarterly, etc.) to insure that its annual plan objectives are being achieved?

19. Does the Eastern Campus carry out periodic studies to determine the contribution and effectiveness of various marketing activities?

D. Organization

20. Does the Eastern Campus have a high-level Marketing officer to analyze, plan, and implement the marketing work of the Eastern Campus?

21. Are the other persons directly involved in marketing activity able people? Is there a need for more training, incentives, supervision, or evaluation?

Source: Gary L. Tartaglia. "Surveys of Former Students (Summer), Program Completers, Entering Students, Expansion Classroom Students, Former Students (Fall/Winter), and Role of Marketing Techniqies." Cuyahoga Community College, Ohio, September 1977. (Mimeographed.)

APPENDIX B

HIGHER EDUCATION MARKET SEGMENTATION VARIABLES

HIGHER EDUCATION MARKET SEGMENTATION VARIABLES

A. Demographic Data
   1. Geographic data
      a. zip code
      b. census tracts
      c. enrollment records
      d. Standard Metropolitan Statistical Area
      e. region
      f. city-state-county
   2. Family
      a. size
      b. life style
      c. composition
   3. Occupation
   4. Income
      a. individual
      b. parent(s)
      c. household total
      d. head of household
   5. Education
   6. Race/ethnic origin
   7. House type/ownership
   8. Age
   9. Sex
   10. Religion
   11. Marital status
   12. Social class

B. Utilization Patterns
   1. Service used
      a. undergraduate
      b. postgraduate
      c. continuing education
      d. certificate
      e. research
   2. Student status
      a. full-time
      b. part-time
      c. on-campus
      d. off-campus/commuter
   3. Awareness level about college or university
      a. vistor
      b. student
      c. faculty/employee
      e. alumni
      f. community member
      g. vendor

C. Selected Characteristics
   1. Academic status
   2. Avocational interests
   3. Life style (adventurer, swinger, career-oriented)
   4. Benefits/attributes
   5. Personality (compulsive, domineering, conservative)
   6. User status (aware, unaware, informed, ready, loyal, committed)
   7. Club/service orientation (Kiwanis, PTA, Rotary)

D. Service/Area/Market Conditions
   1. Level of provider competition
   2. Ease of access

Source: Richard C. Ireland. "The Marketing Mix Concept and Higher Education." The Snowmass Advisory, (December 1979).

APPENDIX C

LIST OF MARKETING PLANS REVIEWED

LIST OF MARKETING PLANS REVIEWED

Columbus Technical Institute--A Market Plan, 1979

Delaware County Community College--Marketing Strategy Document for Recruitment and Retention, 1980

Harford Community College--A Market Plan, 1978

IVTC--Southwest--Recruitment Plan, 1977

Kalamazoo Valley Community College--College Marketing Program, 1980

Kellogg Community College--Marketing Plan, 1980

Penn Valley Community College--Public Affairs and Marketing Plan, 1979

South Oklahoma City Junior College--Marketing SOCJC, 1980

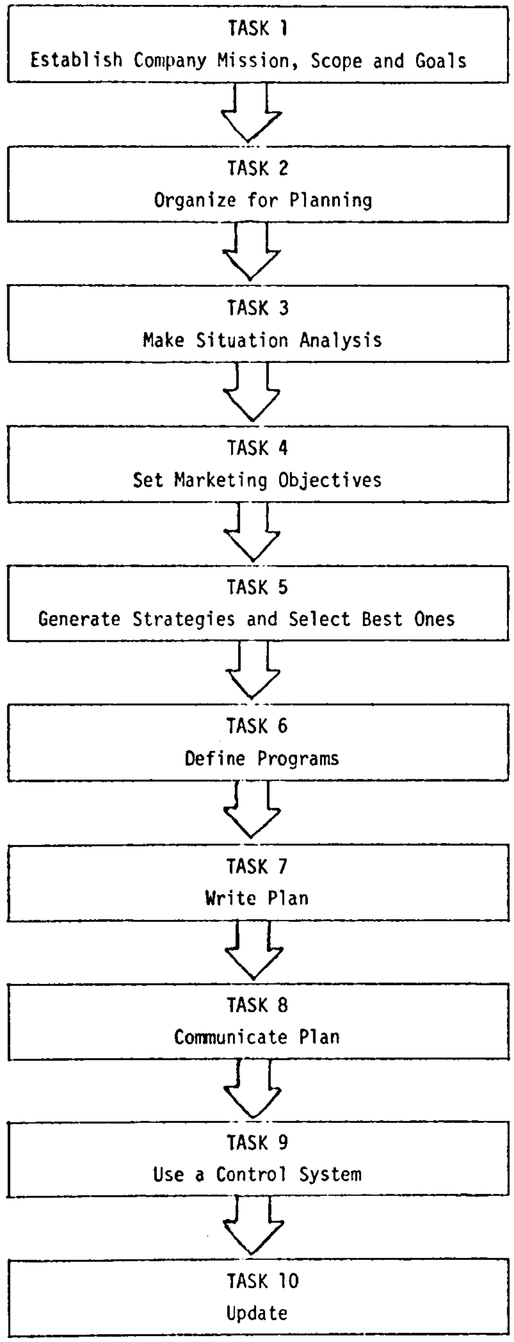
Waukesha County Technical Institute--Admissions Marketing Plan, 1980

Yavapai College--Marketing Plan (Draft), 1980

APPENDIX D

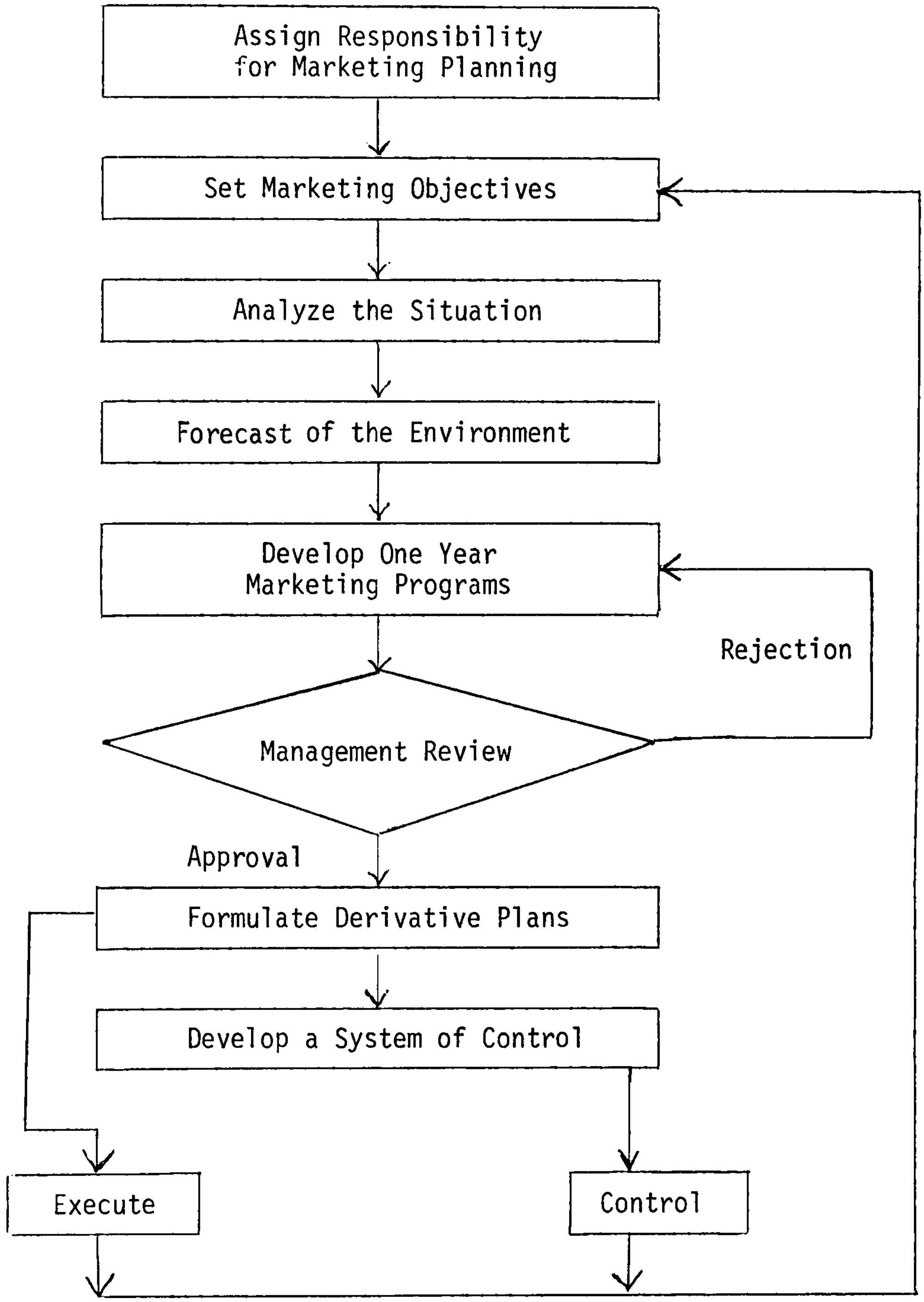
FLOW CHART MODELS FOR MARKETING PLANNING

FLOWCHART FOR MARKETING PLANNING



Source: Cochrane Chase and Kenneth L. Barasch. Marketing Problem Solver. Radnor, Pennsylvania: Chilton Book Company, 1977, 72.

FLOW MODEL OF A MARKETING PLANNING PROCEDURE

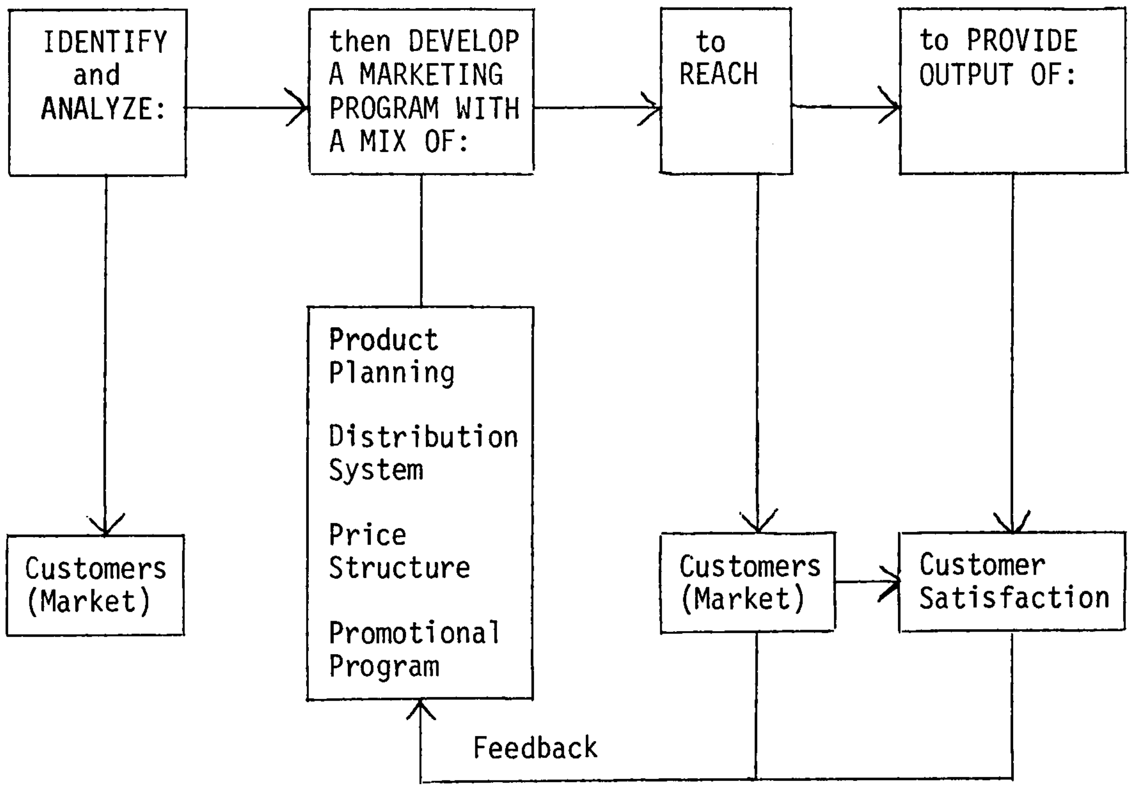


Source: Leon Winer. "Are You Really Planning Your Marketing?," Fundamentals of Marketing: Additional Dimensions, Jack L. Taylor and James E. Robb. New York: McGraw-Hill Book Company, 1971.

APPENDIX E

MARKETING INFORMATION SYSTEM MODEL

MARKETING INFORMATION SYSTEM MODEL



Source: William J. Stanton, <u>Fundamentals of Marketing</u>. New York: McGraw-Hill Book Company, 1978.

APPENDIX F

LIST OF BUSINESS/INDUSTRIAL MARKETING MODELS

AND PLANS REVIEWED

LIST OF BUSINESS/INDUSTRIAL MARKETING MODELS AND PLANS REVIEWED

Chrysler Corporation--K Car Marketing Plan

Coca Cola Company--Mello Yello Marketing Plan

General Electric--Marketing Planning Process (Model)

Modern Maid Company--Marketing Plan for Gas Cartridge Cooktops

APPENDIX G

COVER LETTER AND QUESTIONNAIRE

CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE

4501 AMNICOLA HIGHWAY
CHATTANOOGA, TENNESSEE 37406
PHONE (615) 622-6262

In July 1978 Chattanooga State designed and implemented its first comprehensive, college-wide marketing plan. Subsequent enrollment increases (14 percent in Fall 1978 and 11 percent in Fall 1979) have been largely attributed to the success of the marketing plan, although no scientific evaluation has been conducted.

Tightening state appropriations combined with nationwide predictions of declining enrollments now point to the need for reevaluating our marketing efforts. Mrs. Sherry Hoppe, the person with administrative responsibility for marketing at Chattanooga State, is currently conducting a survey of public community colleges to determine the scope and effectiveness of their marketing efforts. An analysis of survey results will be used as a basis for the development of a marketing model for Chattanooga State as well as for Mrs. Hoppe's dissertation requirements.

We would appreciate your help in this important study. Please forward the enclosed questionnaire to the person who has administrative responsibility for marketing at your college. As indicated on the last page of the questionnaire, Mrs. Hoppe will be glad to send you a copy of the survey results if you wish.

Thank you for your cooperation.

Sincerely,

Dr. Charles W. Branch
President

slh

CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE

4501 AMNICOLA HIGHWAY
CHATTANOOGA, TENNESSEE 37406
PHONE (615) 622-6262

COMMUNITY COLLEGE MARKETING

This is a study of public community colleges with enrollments ranging from 4000-7000. Marketing as defined for this study includes those activities, materials, and strategies aimed at communicating the college's message to its publics and at increasing student enrollment.

PART I - ENROLLMENT INFORMATION

(NOTE: Please indicate your response to questions 1 and 2 by placing a checkmark (✓) on the scale at the point which best expresses your reaction to the question.)

1. *In the past three years, how has the number of students enrolled at your institution changed?*

0	1	2	3	4	5
0, 2, 4, 6, 8	0, 2, 4, 6, 8	0, 2, 4, 6, 8	0, 2, 4, 6, 8	C, 2, 4, 6, 8	
Decreased Greatly	Decreased Somewhat	Remained Stable	Increased Somewhat	Increased Greatly	

2. *In the next three years, how does your institution expect the number of students applying for admission to change?*

0	1	2	3	4	5
0, 2, 4, 6, 8	0, 2, 4, 6, 8	0, 2, 4, 6, 8	0, 2, 4, 6, 8	0, 2, 4, 6, 8	
Decreased Greatly	Decreased Somewhat	Remained Stable	Increased Somewhat	Increased Greatly	

3. *By what percentage did the enrollment at your institution change from Fall 1978 to Fall 1979?*

Increase _____%
Decrease _____%
No Change _____%

4. *What was the fall 1979 enrollment (head-count for credit students) at your institution?*

4000-4999 ( )
5000-5999 ( )
6000-6999 ( )
7000 or greater ( )

PART II - SCOPE OF MARKETING PLAN

5. *How would you describe the scope of your marketing plan?*

Limited --including only traditional recruitment efforts such as high school visits, ACT mailings, etc. ( )

Comprehensive --including both traditional and non-traditional methods, including paid advertising, mass mailings, etc. ( )

6. *Place a check by any marketing activity currently used by your institution.*

(Check as many as apply)

High school visits..( )
Mass mailings...( )
ACT mailings..( )
Campus tours..( )
Newspaper advertisements (paid)...........................( )
Television advertisements (paid)..........................( )
Radio advertisements (paid)...............................( )
Public Service announcements (Radio)......................( )
Phone calls...( )
Tabloid or Newspaper Insert...............................( )
Workshop and seminars for special target audiences........( )
Recruitment packages for special programs.................( )
PTA programs..( )
Civic club programs.......................................( )
Business/Industry mailings................................( )
Speaker's Bureau..( )
Outdoor Billboards..( )

PART III - TARGET AUDIENCES

7. *Are your marketing activities segmented by specific target audiences?*

YES ( )
NO ( ) Skip to Part IV

8. *What percentage of your marketing activities are directed toward the following target audiences:* (NOTE: Percentages should total 100)

Traditional college-age students	( )
Women	( )
Minorities	( )
Adults Aged 25-34	( )
Adults Aged 35-64	( )
Adults Aged 65+	( )
Handicapped	( )
Special career groups	( )
Other	( )

PART IV - MARKETING BUDGET

9. *What is your total annual marketing budget?*

Less than $5000	( )
5000-9999	( )
10,000-14,999	( )
15,000-19,999	( )
20,000-24,999	( )
25,000-29,999	( )
30,000-34,999	( )
35,000-39,999	( )
40,000-44,999	( )
45,000-49,999	( )
50,000-54,999	( )
55,000+	( )

10. *Approximately what percentage of your total marketing budget in the following areas?* (NOTE: Percentages should total 100)

Publications (Catalogs, brochures, viewbooks	( )%
Newspaper advertising	( )%
Television advertising	( )%
Radio advertising	( )%
Tabloid or newspaper insert	( )%
Mailings (mass and personal)	( )%
Other	( )%

PART V - EVALUATION OF MARKETING PLAN

11. *Does your institution conduct research to determine the effectiveness of marketing activities?*

YES ( )
NO ( )Skip to question 13

12. *Has this research shown that your marketing activities are*

Very effective ( )
Somewhat effective ( )
Not effective ( )

13. *What is your opinion of the effectiveness of your marketing plan?*

Very effective ( )
Somewhat effective ( )
Not effective ( )

14. *Has your institution developed a marketing model?*

YES ( )
NO ( )

Name of Person Completing Questionnaire____________________
Title____________________
College____________________
Address____________________

Check here if you would like a copy of the results of this survey. ( )
Please return the completed questionnaire along with a copy of your marketing plan and/or marketing model (if available) in the enclosed, self-addressed stamped envelope.

APPENDIX H

LIST OF INSTITUTIONS IN SURVEY POPULATION

LIST OF INSTITUTIONS IN SURVEY POPULATION

Community, Junior or Technical College	State
Alfred Campus--Suny Agricultural and Technical College	NY
Amarillo College	PA
Arapahoe Community College	CA
Brookhaven College	TX
Broome Community College	NY
Bunker Hill Community College	MA
Burlington County College	NJ
Central Technical Community College	NE
Central Virginia Community College	VA
Clackamas Community College	OR
College of Marin	CA
College of the Desert	CA
Columbus Technical Institute	OH
Compton Community College	CA
Cosumnes River College	CA
Del Mar College	TX
Delaware County Community College	PA
Des Moines Community College	IO
Dutchess Community College	NY
Edison Community College	FL
Edmonds Community College	WA
El Centro College	TX
Elgin Community College	IL
Evergreen Valley College	CA
Fox Valley Technical College	WI
Florida Junior College at Jacksonville--Fred H. Kent Campus	FL
Frederick Campus--Tidewater Community College	VA
Green River Community College	WA
Greenville Technical College	SC
Harrisburg Area Community College	PA
Hawaii Community College	HA
Hinds Junior College	MS
Holyoke Community College	MA
Honolulu Community College	HA
Jefferson Community College	KY
Jefferson State Junior College	AL
John C. Calhoun State College	AL
Johnson County Community College	KA
Kalamazoo Valley Community College	MI
Kellogg Community College	MI
Lee College	TX

Community, Junior or Technical College (Continued)	State
Leeward Community College	FL
Lewis and Clark Community College	IL
Linn Benton Community College	OR
Lorain County Community College	OH
Los Medanos College	CA
Malcolm X College	IL
Manatee Junior College	FL
Manchester Community College	CT
Massachusetts Bay Community College	MA
Massasoit Community College	MA
Metropolitan Technical Community College	NE
Midlands Technical College	SC
Mira Costa College	CA
Muskegon Community College	MI
Napa College	CA
Nashville State Technical Institute	TN
North Hennepin Community College	MN
Normandale Community College	MN
North Campus--Community College of Denver	CO
North Shore Community College	MA
Northern Essex Community College	MA
Oakland Community College	MI
Ocean County College	NJ
Onondaga Community College	NY
Oxnard College	CA
Parkland College	IL
Penn Valley Community College	MO
Pikes Peak Community College	CO
Platte Technical Community	NE
Prairie State College	IL
Quinsigamond Community College	MA
Red Rocks Campus--Community College of Denver	CO
Richard J. Daley College	IL
Rock Valley College	IL
S. Oklahoma City Junior College	OK
Scottsdale Community College	AR
Seminole Community College	FL
Shelby State Community College	TN
Somerset County College	NJ
St. Louis Community College at Forest Park	MO
State Technical Institute at Memphis	TN
Texas Southmost College	TX
Trident Technical College	SC
Truckee Meadows Community College	NV
Truman College	IL
Tyler Junior College	TX
Union College	NJ

Community, Junior or Technical College (Continued)	State
Utah Technical College at Provo	UT
Valle Verde Campus--El Paso Community College	TX
Vincennes University	IL
Vista College	CA
Waco Campus--Texas State Technical Institute	TX
Walla Walla Community College	WA
Waubonsee Community College	IL
Waukesha County Technical Institute	WI
Wilbur Wright College	IL
Yakima Valley College	WA
Yavapai College	AR
Youngstown State	OH

VITA

Sherry Lee Hoppe was born on July 23, 1947, in Walker County, Georgia, where she attended public schools and was graduated as valedictorian from Chattanooga Valley High in 1965. In the fall of that year, she enrolled part-time at the University of Chattanooga while working full-time in the University's Office of Financial Aid. She graduated magna cum laude with a Bachelor of Science degree in secondary education in August 1969, from the University, which had become The University of Tennessee, Chattanooga, in July of that year.

From August 1969, to June 1973, she served as an English teacher at Chattanooga Valley High. In the summer of that year, she became a graduate student at The University of Tennessee, Chattanooga, from which she received a Master of Science degree in secondary school counseling in June 1974. She served as a guidance counselor at Chattanooga Valley High from August, 1973 to June, 1977.

In July 1977, she was appointed as the Coordinator of Veterans Affairs at Chattanooga State Technical Community College, where she later served as Registrar and Director of Admissions. She is currently the Associate Dean of Admissions at Chattanooga State.

In the winter of 1978, she enrolled in the doctoral program in the Department of Educational Administration and Supervision at The University of Tennessee, Knoxville, from which she graduated in March 1981.