

THE DEVELOPMENT OF A HANDBOOK
FOR MARKETING THE COMMUNITY COLLEGE,

by

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Chapter 1

INTRODUCTION

In the late 1950's and during most of the 1960's, there was an unprecedented demand for higher education in this nation. The public sector responded to this demand by expanding the existing colleges and creating new ones. During this period, community colleges began to be developed with the ultimate goal of making a college education available within commuting distance of most of the nation's population. As a result of this period of growth, approximately 500 new community colleges were opened in about a ten-year period of time (Gleazer, 1974).

The demands of the eighties, however, are not the same as those of the fifties and sixties. Enrollment growth in many community colleges has slowed drastically or begun to decline. The 1980 report of the American Association of Community and Junior Colleges on fall, 1979 enrollments indicated that there was a 4.3 percent increase over that of fall, 1978. Enrollment in public colleges experienced a 4.2 percent increase, while the independent colleges had a 6.2 percent increase. Although these increases were certainly welcomed after the 1978 .1 percent decline in enrollments, they are far short of the double-digit growth rates of the early 1970's (Gilbert, 1980, p. 2). Commenting on the 1980 report Edmund Gleazer states that "This does not mean that we can necessarily expect similar increases in the future..." (Gleazer, 1980, p. 1). It appears likely that future

enrollment growth will be more difficult to attain and that it will most likely be obtained only by those who work to make it happen.

Students are no longer faithfully accepting whatever the colleges have to offer them. Sork and Pankowski (1975) note that:

No longer is the student blindly falling into the loving arms of higher education, there to be nourished and cared for for four or so years then ejected into the world of work with little or no assurance that the care and nourishment provided (for a modest fee) is adequate for the survival of the fully functioning being. Rather, prospective students are quizzing admission counselors and academic departments with such questions as: Why should I invest X dollars in your institution? What assurance can you provide that my education at your institution will be adequate? What happens if my education becomes obsolete? (p. 203)

Gleazer writes about these same problems saying, "On the part of the public, a new mood of consumerism is in the air and the quasi-monopoly of academic institutions is being challenged by mounting numbers of people buying services from proprietary educational and training organizations." He notes that there is an increasing level of competition in areas such as developmental education and occupational education as well as "other services considered by the community college to be among their distinctive offerings" (Gleazer, 1974, p. 6).

What alternatives are available to the community colleges for use in dealing with these environmental changes? As Gleazer says, "it is essential that the changed environment be recognized, acknowledged and dealt with The 'new and different period' calls for a response from junior and community colleges different from the first

two periods of junior college evolution" (Gleazer, 1974, p. 7). The response which he proposes draws heavily from marketing theory. Michael Vavrek (1975) says that "this doctor-patient (educator-student) relationship was appropriate during higher education's growth years. Times have changed; the attitude is changing Ironically, hope is in the business aspect . . . marketing" (p. 101).

Yet the concept of marketing education does not appear to be an easy one for educators to accept. Many educators believe that the adoption of marketing techniques will lead to a rash of advertising, along with professional salesmen all attempting to lure students to the college by using half-truths and pressure tactics (See, e.g., Fischer and Staff, Marketing a Community College: A Conceptual Framework). This, however, is not the aim of marketing. "Indeed, selling and marketing are antithetical rather than synonymous or even complementary," says Peter Drucker. "There will always, one can assume, be need for some selling. But the aim of marketing is to make selling superfluous. The aim of marketing is to know and understand the consumer so well that the product or service fits him and sells itself" (Drucker, 1973, p. 64).

Marketing is now being done in the public sector, and the results are noteworthy. Ernest Leach, dean of student affairs at Prince George's Community College, reports the following results of his college's having implemented marketing techniques:

While the fall semester, 1977, enrollment in com-

munity colleges is projected to increase only two percent nationally, and enrollment has grown minimally at adjacent community colleges, Prince George's has experienced an increase of 15 percent in student headcount and 12 percent in credit hours. (Leach, 1977-78, p. 24)

Coast Community College (Real, 1978), Pacific Lutheran University (Leister, Menzel, and Shanaman, 1973-75), and Allegany Community College (Anderson, 1977) are just a few colleges that have reported and supported the use of marketing techniques in the education sector. The list of users and interested administrators appears to be growing very rapidly. Dr. Phillip Kotler (1975) has devoted an entire text to the subject of marketing non-profit organizations, and Peter Tolos has established "The Educational Cooperative" which publishes Educational Marketing and offers seminars, workshops and in-house training to interested colleges and administrators.

Problem

Community college administrators must contend with myriad problems if they are to continue to offer viable educational alternatives to today's society. These problems include:

1. Dealing with declining enrollments and a resultant reduction in the number of high school graduates,
2. Economic fluctuations,
3. Competition for students,
4. Changing societal attitudes about higher education (Gleazer, 1974; Vavrek, 1975).

Today's community college students demand that the college offer timely

and relevant educational opportunities or they will most likely go elsewhere (Sork and Pankowski, 1976).

Although these types of problems are not new for the profit-making sector, they are new to many community college administrators. Consequently a method for dealing with and attempting to solve these problems has become urgently needed.

Purpose

Even with all of this growing interest in marketing the community college, there has not been a complete and concise set of marketing guidelines available to the community college administrators. The purpose of this study, therefore, was to develop a handbook on marketing the community college. This handbook was based on McCarthy's model, shown in Figure I, which provides for emphasizing customer needs and developing the product, price, promotion, and place variables (commonly referred to as the 4 P's of the marketing mix) in relationship to customer needs and institutional resources. Equally important, it provides for the identification of the uncontrollable variables to marketing and gives direction for minimizing, in the long run, the effects of these uncontrollable variables.

A two-step process was used to develop the handbook and test its usefulness. Those steps were:

1. The criteria for the handbook were established after reviewing the literature to a) trace the development of the marketing con-

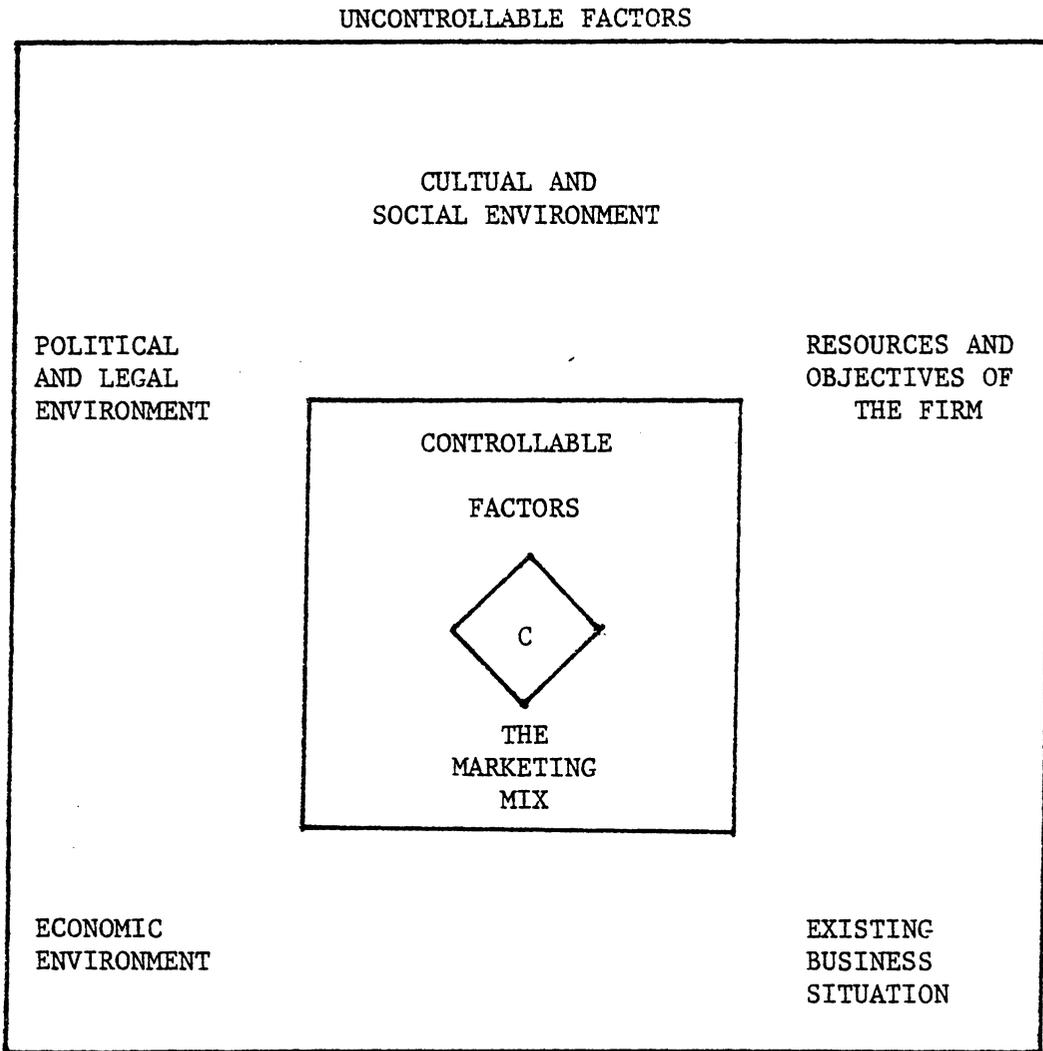


FIGURE I: THE MARKETING MANAGER'S FRAMEWORK

Source: McCarthy, E. Jerome, Basic Marketing, 6th ed.
Homewood, Illinois: Richard D. Irwin, Inc.
1978, p. 94.

Reprinted by permission of Richard D. Irwin, Inc.

cept from its inception to the time community college administrators began to recognize its applicability to the administration of the community college, and b) determine the state of the art in the literature on marketing the community college. The criteria which were established were tested by submitting an outline, preface, and one chapter of the handbook to a jury of six community college presidents. This jury group was referred to as Jury A and is listed in Appendix C.

2. The handbook was then written in accordance with the criteria established by Jury A, using the information which was obtained from a comprehensive literature review, and was reviewed by a second jury (Jury B) to determine its validity and usefulness. The members of Jury B are listed in Appendix D.

The handbook was designed to be an operational tool defining:

1. What is marketing and the marketing concept?
2. What is a marketing mix and how should the community colleges develop their marketing mixes?
3. What are the community colleges' uncontrollable variables?

The handbook was written for the presidents of community colleges who must deal with the colleges' controllable and uncontrollable variables. The handbook's evaluation criteria were designed and carried out as described in Chapter 3 and reported in Chapter 4.

Marketing Theory

The term "marketing," as it is used here, is defined as:

the effective management by an organization of its exchange relations with its various markets and publics. The organization has goals with respect to each significant market or market segment. Marketing is the organization's understanding of analysis, planning, implementation, and control to achieve its exchange objectives with its target market. (Kotler, 1975, preface, p. x)

A marketing oriented administration must, therefore, recognize what the true nature of its business is before it can design its product offerings. The community college must begin by deciding what its purposes are and who it should serve. Answering the questions of who it should serve leads to the identification of its market and publics.

A public, as referred to in Kotler's definition of marketing, is a "distinct group of people and/or organizations that have an actual or a potential interest and/or impact on an organization" (p. 17). The college's public may include the legislature, congress, alumni, local community, general public, mass media, prospective students, current students, parents of students, governor, high school counselors, faculty, board of trustees, competitors, suppliers, business community and government agencies (Kotler, 1975, pp. 17-18). It is the responsibility of the community college administrator to become familiar with and knowledgeable of these segments whose needs the college intends to sense, serve, and satisfy. Those segments of the college's public which are selected to be served by the college are referred to as being a part of the college's market where a market is defined as being a "distinct group of people and/or organizations that have resources which they want to exchange, or might conceivably exchange for distinct benefits" (Kotler, 1975, p. 22.)

Having identified the college's market and publics, the administrator should then begin to communicate with them so that a relationship leading to the exchange of ideas is created and exchange relations are established. It is through these exchange relations that the administrators discover and continuously monitor established needs and design programs and offerings to satisfy those needs.

Once the communication has begun it will be recognized that there exists smaller market groups whose needs are more homogeneous than the needs of the group as a whole. The identification of these homogeneous segments is accomplished through a process referred to as market segmentation. The purpose of market segmentation is to cause the college to identify the homogeneous segments of the public and to develop specific programs for the specific needs of these segments. Such a process is called product differentiation since a different product is created for different groups of product users.

Thus, the college which adopts a marketing model will better understand its objectives, will know who can be served by the college, how they can and should be served, and will carry out the administrative functions of analyzing, planning, implementing, and controlling in such a manner that the needs of the college's identified market segments will be served.

Significance of the Study

Some individual colleges are beginning to adapt the business sector's principles of marketing to the framework of the community college (Leach, 1977-78; Real, 1978). In his book, Marketing for Non-

Profit Organizations, Kotler has recognized the need for bridging the gap between business marketing know-how and marketing for non-profit organizations in general. This includes the educational institutions (Kotler, 1975). These efforts, however, are either very specific in nature, applying to a particular college's needs and abilities, or they are very general, applying to all non-profit organizations. They must be picked apart and analyzed to find ideas and guidelines applicable to a specific type of institution, such as the community college. This study was a step in filling this gap, and was intended to provide information relative to adapting and using the business community's marketing techniques in the administration of the community colleges.

In a recently published article, Ernest Leach, dean of student affairs at Prince George's Community College in Largo, Maryland, described the implementation of the marketing process at his institution. Leach (1977-78) concludes, however, that:

The strategies that were developed for immediate implementation still need careful review by the constituencies, areas, divisions, and departments of the college. It is hoped that these proposals will generate ideas for new strategies that will make the college more responsive to the needs of its present and potential service clientele.
(p. 24)

The inference is, of course, that the state of the art at this college is far from being fully developed. Even if it were fully developed for this one college, it would not be usable by other colleges without modification. Just as market segments differ, so do the needs, skills, goals, and capabilities of the colleges differ.

Dennis Johnson, a pioneer in the use of marketing by the colleges and universities, summarized his call for developing the colleges' marketing skills saying:

Marketing does work at non-profit organizations. The Art Institute of Chicago, the Chicago Symphony, the Goodman Theatre, and the Lyric Opera have all used market research to increase their support, enrollments, and financial backing (Chicago Tribune, July 20, 1977). They learned that they had to understand their consumers. The same is true of the community college, or any other college. The "un-cola" position worked for 7-Up, and the same can be true on a continuing basis with community colleges. The opportunities exist - they just need to be found, served, and satisfied. (1977-78, p. 17)

Limitations of the Study

The handbook which was developed in this study is general in scope. Therefore, the techniques described in it are not aimed at any one community college. The users of the handbook will need to use it as a guide to their own implementation of a marketing administration. This will allow them to make allowances for their colleges' particular needs as well as the local political, social, and economic constraints.

Delimitations of the Study

This study is not a conventional form of research. It did not require the testing of an hypothesis or the answering of research questions. Rather, the study involved organizing and synthesizing existing knowledge about marketing the community college that would provide useful guidance for marketing the community colleges' services.

It is also necessary to note that there is no theory of community college or marketing. For the former there is a body of work describing mission and organization; that is, there is a philosophy about the community college. For marketing there is, however, a set of commonly agreed upon concepts and principles. Because these concepts and principles are generally agreed on, the literature review for the study did not require an extensive development and documentation of a set of conflicting theories.

Another caveat of note is that this study required the use of juries for evaluating the product. Juries are used extensively in the evaluation of products like the one produced by this study. For example, the jury system is used in reviewing proposals by foundations and by government agencies. Juries are commonly used by publishers in the evaluation of books and articles.

Among the limitations in the use of juries are 1) the quality of the jurors and 2) the amount of time that the jurors can and will devote to evaluating a product. In attempting to minimize the effects of the former, an effort was made to obtain the services of the best possible jurors. In overcoming the second constraint several techniques were considered. One such technique is paying the jury members for their time spent. This was rejected in this study because of lack of resources. Furthermore, the major criteria for getting critical and constructive reviews appears to be jury interest. Therefore, the jury members were selected from among people who are interested in marketing and in improving community college

marketing.

A second method for obtaining meaningful jury reviews is to use semi-structured interviews and/or surveys. Both of these methods were used in this study. The writer interviewed two interviewees in person and interviewed the majority of the others by telephone in order to obtain the best possible and most critical review. Moreover, a well known and tested instrument (Appendix B) for obtaining comments from the juries was used. Other methodologies for obtaining jury input were rejected because the benefits in terms of increased validity, documentation and comments did not seem to justify the costs.

Definition of Terms

CUSTOMER--"The immediate customer of the community college's product is the student, though ultimately society is the consumer" (Vaughan, 1977, p. 8).

MARKET--Any group of people who have a present or potential interest in developing a transactional relationship with the college.

MARKET ANALYSIS--"The collection of information on the institution's publics and markets, scrutiny of the societal environment and competition, and the development of responsive programs and services that build on the strengths of a particular college" (A Marketing Approach to Program Development, 1978, p. 10).

MARKETING--Any activities which are intended to satisfy the needs and wants of other people through the process of exchange.

PLACE--"The location of services--on-campus, off-campus, for example, or by TV--corresponds to business decisions about distribution of goods, and the movement and storage of them" (Fram, 1973, p. 57).

PRICE--"Tuition levels which will enable schools to serve the greatest number of students in a financially efficient manner" (Fram, 1973, p. 57). Price also includes income which the college receives from taxes, grants, donations, and local funds, which supplement the revenues collected from the colleges' students and consequently reduce the amount of tuition they would otherwise have to pay.

PRODUCT--"The curriculum or service of an educational institution." A consideration of the educational product would include the determination of what it shall be and to whom it will be offered (Fram, 1973, p. 57).

PROMOTION--"Communication with students, prospective students, alumni, donors, and the general community" for the purpose of informing them about the community college's products (Fram, 1973, p. 57).

UNCONTROLLABLE VARIABLES--Factors within the marketer's environment which, in the long run, he may be able to influence, but in the short run must be taken as "givens." The variables may fall into the general categories of the cultural and social environment, the competitive environment, the political and legal environment, the economic environment, and the resources and objectives of the firm (McCarthy, 1978).

Organization of the Study

Chapter 1 includes an introduction to the study, the problem statement, the purpose of the study, research questions, marketing theory, the significance of the study, limitations of the study, delimitations of the study, definition of terms, and the organization of the study.

In Chapter 2 a review of related literature is presented.

Chapter 3 contains a complete description and discussion of the procedure (methodology) used in collecting the data and criteria for the handbook.

Chapter 4 includes a presentation and analysis of the evaluation of the handbook.

Chapter 5 contains a summary of the study, findings, conclusions, and the recommendations for revising the handbook based upon the respondents' evaluations.

The handbook containing the marketing model is included with the study as Appendix E.

Chapter 2

LITERATURE REVIEW

Introduction

The purposes of this chapter are to 1) trace the development of the marketing concept from its inception by the business sector to the point that community college administrators began to recognize its applicability to the administration of the community college, 2) describe the state of the art on marketing the community college, and 3) summarize the literature that was used in writing the handbook. The handbook itself contains a detailed review of the literature which is pertinent to understanding the techniques of marketing the community college.

The Development of the Marketing Concept

Although products have been sold in the marketplace for centuries, it has not been until recently that the idea of marketing a product has begun to be developed. The most significant reason for this is that in order for the marketing function to exist, there must be a surplus of goods which someone wishes to sell. However, the ability to produce surplus goods in large quantities has only recently been achieved (Hasty and Will, 1975, p. 11). Once producers learned to mass

produce their products, they began to see the need to sell them efficiently. Consequently, during the mid-1800's until sometime in 1930, producers became very conscious of the need to control product production costs. This first era of marketing has been labeled as being "product-oriented" because most decisions were made while paying special attention to the availability of the producer's needed resources rather than their proximity to and availability of their customer markets (Keith, 1976, p.5).

After product production technologies had begun to develop, the manufacturers discovered that they must learn to compete for the consumers' purchases. As a result, producers began expanding their sales departments in order to dispose of their products at a favorable price. The idea that customer needs were important considerations was becoming a realization, but the belief was that the good salesman could convince the customers that his quality product would suit their needs. This was the sales era of marketing, and it controlled the marketing manager's philosophy until the 1960's (Keith, 1976, pp. 5-6).

At the beginning of the 1960's, many companies began to realize that, though they could produce many and various products, they needed some way to discover which products to produce. That is, they needed a set of criteria to help them decide which product ideas to accept and which to reject. From this realization grew the concepts of the third era of marketing called the "market-oriented" era. Very simply stated, the newly conceived philosophy was that products are made and

sold for customers. Therefore, the customer became the focus of and the criteria for marketing decisions. This same philosophy holds true today for the market-oriented company, but a fourth era of marketing is also beginning to unfold. In the fourth era, the company is moving from being one which has a market orientation to being a marketing company. In a marketing company, it is not just the marketing department that makes decisions based upon customer-established criteria, but the entire organization is influenced by the marketing concept. This requires that the marketer know more about the entire operation of the company than just what is needed to market the product. It also means that the managers of the non-marketing functions such as finance, accounting, production, and engineering, become market oriented (Keith, 1976, pp. 6-8).

It is vital to realize that the concepts of marketing began to be developed as a result of increasing competition for customer patronage. These concepts for marketing a product, rather than selling a product, have been in the process of development and testing by the business sector for some time. Consequently, today's student of business and marketing has available to him a large selection of reference works to study in order to learn the techniques of marketing for a profit. Most successful businesses now recognize the need to learn to market their products and services or be doomed to eventual failure brought about by the successful marketer.

Marketing Education

Public and private educational institutions are today finding that they are entering an era of competition similar to what the business sector encountered twenty to thirty years ago. That is, there are numerous schools which have a quality educational offering, but the demand for what they are offering is not what it once was. This is especially true for the community colleges which experienced tremendous growth in the 1950's and 1960's but have recently begun to experience a leveling off or decline in the demand for their services. Edmund Gleazer, though not the first to recognize the need for change in the community colleges' administrative philosophies, was one of the first widely recognized community college experts to publicly call for a review of the existing philosophies. In 1974, while serving as president of the American Association of Community and Junior Colleges, Gleazer described the rise and decline in the demand for the community colleges' services. He cited declining enrollments, increased competition, and students questioning the value of a degree as some areas for administrative concern. He recognized a need for change and suggested a framework for rethinking some of the existing administrative philosophies on community college governance (1974). The framework which he outlined was built on currently accepted practices of sound marketing management.

The Development of Educational Marketing Knowledge

Gleazer was not the first to write about the need for applying

marketing techniques to the administration of educational institutions. As early as 1970, some educators had begun to write about using marketing approaches to promoting student enrollment and pruning programs (Brown, 1970; Gorman, 1970). In 1972 Eugene Fram wrote the first of his articles outlining some guidelines for effectively marketing education while Gildseth discussed the use of market research by educators, and Krachenberg proposed bringing the concepts of marketing to higher education. The authors noted above all described the use of educational marketing techniques primarily with the four-year college in mind. This was also the case in 1973, one year before Gleazer suggested that the community colleges should also study marketing tactics. In 1973 Berry wrote about marketing continuing education programs, Fram discussed the marketing of higher education, Hiraoka showed how the long established idea of the product life cycle could be converted to a curriculum life cycle, and Wolf described the use of modern business techniques in student recruiting.

Marketing the Community College

Gleazer's 1974 article appeared to open the doors to the acceptance of the use of marketing by the community college. Since that time a number of educators have begun to publish their ideas about, as well as their results achieved from, the use of marketing techniques at the community college level. The American Association of Community and Junior Colleges seemed to give

the idea of marketing the community college its final stamp of approval in early 1978 when the December-January edition of the Community and Junior College Journal was dedicated to articles discussing marketing of the community college (Johnson, 1977-78; Lahti, 1977-78; and Leach, 1977-78).

Although much is being written about the marketing of education, there are not any complete texts available which outline the appropriate procedures to be used by an administrator of a community college who wishes to implement the marketing concept at his college. Several authors (Kotler, 1975; Gaedeke, 1977) have had texts published which discuss marketing by non-profit institutions and include, as part of their discussion, the marketing of education in general. Under the direction of Dr. William Shoemaker, the Council for the Advancement of Small Colleges (CASC) has published a manual which describes a market analysis approach to program development (A Marketing Approach to Program Development, 1978). This manual is designed to complement several other manuals which CASC offers to the independent small colleges who subscribe to their services. Its scope, however, is limited to a discussion of market analysis concepts and program development. It does not present a total picture of the marketing concept.

Another pioneer in educational marketing is Peter Tolos. He has founded the "Educational Cooperative" which conducts seminars on the technique of marketing education and publishes a newsletter entitled Educational Marketing.

William Ihlanfeldt, Vice-President for Institutional Relations and Dean of Admissions at Northwestern University, has written a marketing oriented guide for four-year institutions (1980), and the Marketing Management and Research Institute of the University of Mississippi has published a marketing manual for colleges and universities (1980). This latter publication is primarily a "how-to-do-it" guide which supplies forms and the procedures for doing marketing. It is not designed to teach marketing concepts to the users as much as it is to show them how to use the concepts. None of these publications are written specifically for the community college administrator.

While there are other educators and marketers who are interested in developing the idea of marketing education, Dennis Johnson stands out as one of the pioneers of the use of marketing in education. Johnson, who is president and founder of Johnson Associates, Inc., an educational and management consulting firm, has had the results of his efforts reported several times by the administrators of Prince George's Community College, Largo, Maryland (Leach, 1977-78; Marketing Strategies 77-78; Bickford, 1978). The most important of these publications is Marketing Strategies 77-78, a Task Force Report which was presented to the Prince George's Community College faculty to outline for them the colleges's marketing program. The reports being published by the administrators at Prince George's strongly support the use of marketing to help overcome the problems which

Gleazer outlined.

There are three other publications worthy of mention which address some specific marketing problems. A Role for Marketing in College Admissions (1976) is a collection of papers presented at the Colloquim on College Admissions in May, 1976. The authors of these papers discussed the future market for college education, using marketing theory in college admissions, marketing strategies for college admissions in the 1980's and the use of research to analyze student markets. Also important is William Harper's text Community, Junior, and Technical Colleges - A Public Relations Sourcebook (1977). Public relations is one facet of the marketing mix variable of promotion and Harper's book is a complete guide for designing the two-year college's public relations effort. It includes the techniques for setting public relations objectives, planning programs, organizing and staffing, and working with the public. Dr. Harper is the Vice-President for communications at the American Association of Community and Junior Colleges and feels that marketing is, "a very important topic - a hot topic - with room for a good book" (telephone conversation, June 26, 1978).

A third educational marketing publication worthy of note is Marketing Higher Education, a volume in the Jossey-Bass series on New Directions for Higher Education (Barton, 1978). This sourcebook contains seven articles which discuss marketing's role in college administration, identifying student markets and attempting to attract

them, marketing financial aid, and administering admissions. While the coverage of the marketing topics is fairly broad, being an edited collection of articles it does not give the reader a unified approach to implementing the techniques of educational marketing. There are also several topics which are not discussed, such as the techniques of educational promotion, using marketing research, or the importance of the place decisions. The approach taken is somewhat theoretical in nature since the objective of the sourcebook was to "give administrators new to the world of educational marketing some understanding of the process and of the distinction between marketing commercial products and marketing ideas" (Barton, 1978, p. vii). Finally, this sourcebook was not written with just the community college in mind. It was written to provide information to all college marketers, whether they be at two- or four- year colleges.

The Handbook Literature

Most of the concepts of marketing the community college have been derived from ideas which were developed by the private business sector. Therefore, the framework for the handbook, including the selection of the concepts to be discussed and the terms which had to be defined, was decided upon after reviewing the texts of Kotler (1975, 1980), McCarthy (1978), and Cundiff, Still, and Govoni (1973). A review of these texts disclosed that the process of defining and identifying the marketer's customer was the first step that should be taken when describing the total marketing concept. It also disclosed that busi-

ness marketing authors use a concept which McCarthy refers to as a "marketing mix" to outline and describe the process of developing and carrying out a marketing strategy. The importance of using marketing research to support the decisions made when developing the marketing mix strategies was also emphasized by these authors as well as by Johnson (1979) and Campbell (1977). Marketing research for community colleges, consequently, was found to be a vital topic in the implementation of the total marketing concept. A discussion of organizing to carry out the marketing plans and a summarization of the total marketing concept were also found to be integral parts of the existing texts on the principles of marketing. Several other topics, such as "International Marketing" and "Careers in Marketing" were also found in the principles of marketing texts, but were not relevant to the coverage of the handbook written for this study.

The following is a brief summary of the literature findings which were used to write the handbook. A complete discussion of this literature is contained in the handbook itself.

Preface

Although several writers had spoken to the need for developing the techniques of community college marketing (Sork and Pankowski, 1975; Fram, 1972; and Berry, 1973), the idea did not begin to develop until Edmund Gleazer began to urge colleges to learn to market. In his 1974 article "After the Boom: What Now for Community Colleges?" Gleazer, who is president of the American Association of Community and Junior

Colleges, challenged community college administrators to become marketers in order to combat the problems of increasing competition in the field of education.

Chapter 1 - Marketing's Role in the Community College

Gleazer's concern for the necessity of marketing community colleges has been borne out by data which support the need for such an approach. A 1980 study of the Carnegie Council on Policy Studies in Higher Education, which was reported in the Chronicle of Higher Education (Scully, p. 1), summarized the future of college enrollment trends as not being gloomy, but "serious enough to threaten the survival of some colleges and universities and the quality and integrity of others." The results of this study support the conclusions of Gleazer and his appeal for a new approach to administering the community college.

Believing that there was a lack of understanding about the meaning of marketing and its potential for use by community college administrators, several writers (Johnson, 1977-78; Krachenberg, 1972; and Vavrek, 1975) endeavored to define the role of marketing in the educational setting. One concern of the proponents of educational marketing was that it would be labeled as "hucksterism." Peter Drucker (1973), a management expert, answered this concern saying that, "The aim of marketing is to make selling superfluous" (p. 64). This idea was repeated in the Prince George's Community College booklet, Marketing Strategies 77-78 in which it is noted that:

The discipline of marketing provides a perspective for institutional renewal and the development of strategies for creating a climate that is more sensitive to the needs of student consumers. (p. 1)

The writings of the authors reported above and of others, whose works will be reviewed in subsequent paragraphs, support the belief that while marketing is not a panacea for all of the community colleges' problems, it can provide colleges with new directions and help establish new meanings for their existence.

Chapter 2 - Identifying Your College's Customers

In his principles of marketing book, Marketing Management: Analysis, Planning, and Control, Philip Kotler (1972) described a four-step procedure for implementing the marketing concept. This procedure was consumer oriented, beginning with the determination of consumer needs and proceeding with a systematic process to provide goods and services which would satisfy those needs. The four-step procedure made use of the marketing techniques of "market segmentation" and "target marketing." Kotler's procedure brought together the usefulness of the ideas which were expressed by David Trivett (1974) who discussed the techniques of marketing higher education and described some of the educational needs which should be considered when developing educational marketing plans.

Kotler's procedure also emphasized the necessity for conducting marketing research in order to identify and keep abreast of changing consumer needs. Robert Lahti (1977-78) also concluded that educa-

tional institutions need to do market reaearch. Lahti said that;

It would seem that the future path of post-secondary education is clearly marked. We must continue to read and respond to the signs posted for us by those instrumental in determining the direction education will take - our consumers, the students of today and tomorrow. (p. 11)

Some work has already been done to learn about the community college students and their needs (Cross, 1971) and some techniques for conducting market research for analyzing student markets have been developed (Sullivan and Litten, 1976). A procedure for conducting marketing research for nonprofit organizations was outlined by Kotler (1975) while James Hertling (1973) described some of the potential uses of marketing research for community colleges. The actual practice of the conduct of marketing research among colleges was found to range from the use of very simply designed studies (Anderson, 1977) to very complex studies (Leister, Menzel, and Shanaman, 1973-75).

Chapter 3 - The Community College's Product

Authors who have attempted to define the educational product have not reached a consensus opinion on a definition. Some writers feel that it has to do with the competence and commitment of the college's academic counselors, the availability of classes, and the type of enrollees in a given program (Berry and George, 1975). Another author says that it is the design of attractive curricula which help build enrollments (Kotler, 1977), while a third writer sees it as a combination of service, involvement, and openness (Ihlanfeldt, 1975).

Eugene McCarthy says that whatever the product, whether it be a tangible or intangible item, it must always be remembered that what is actually being sold is need satisfaction. Furthermore, he points out that the principle product or service which is being sold is accompanied by other services such as the availability of accessories, delivery, free parking and installation, which create the need for thinking in terms of a "total product" (McCarthy, 1978, pp. 237-238).

Cundiff, Still and Govoni outlined in their text, Fundamentals of Modern Marketing, a technique for thinking about the development of product strategies for the various market conditions. They identified three product strategies that can be combined with three market strategies to create nine possible product-market strategies (pp. 140-158). Each of the nine possible strategies requires that the user design an appropriate set of tactics with which to implement the strategy. Some of the tactics that the authors recommend for use by the business marketer have been discussed by educational marketers. One such tactic is the use of a product warranty. Thomas J. Sork and Mary L. Pankouski (1975) have devised a plan whereby colleges can also design and use a warranty plan. They suggest that a "Buyer Protection Plan" can be administered by the continuing education department using continuing education units (c.e.u.'s) somewhat like trading stamps which the graduate can redeem if he feels that the education he received was not satisfactory.

A tactic for carrying out the product-market strategy of sim-

plifying the number of product offerings by discontinuing some courses was discussed by David G. Brown (1970). Brown developed a set of eight questions whose answers should be known and considered before deciding to eliminate a course offering. On the other hand, Lee and Gilmore have designed a systematic procedure for use when considering the possibility of adding new programs (1977).

A final product concept which is used by the business marketer to help him keep track of the current position of his product in the market is the product life cycle. The product life cycle concept, which describes the status of a product as it passes through the four stages of introduction, growth, maturity, and decline, has been applied to the educational product by Leslie S. Hiraoka (1973). Hiraoka emphasized that each stage of the life cycle requires that a distinct planning process be undertaken, since attitudes about the product differ in each stage.

Chapter 4 - Placing the Product

Deviating from McCarthy's label of the "place" variable, some authors refer to this part of the marketing mix as the "delivery" variable. It was defined in the Prince George's Community College outline of their Marketing Strategies 77-78 as being:

the key to an effective marketing process that is dependent upon repeat business and customer satisfaction. The best promotional efforts will be ineffective unless the college can deliver learning and support services that students want at times and locations that are convenient for them.

(p. 14)

The authors of articles concerning educational marketing have not, at this point, devoted their energies to the development of the place variable. While the business marketers have worked with the techniques of market segmentation and target marketing, only Phillip Kotler has written on the subject of developing a place strategy for nonprofit organizations (1975, pp. 190-199). Kotler suggests that the non-profit marketer must make three decisions regarding his place variable: 1) The level and quality of services that will be delivered, 2) The number and location of branches to be operated, and 3) The possibility of using facilitating marketing intermediaries.

Chapter 5 - Promotion

In defining the marketing mix variable promotion, McCarthy identified four distinct functions which may be performed: personal selling, advertising, sales promotion, and publicity. The first three of these require the expenditure of monies in order to purchase the promotion desired. Publicity, however, is a free form of promotion, except that the salaries of publicity people must be paid. These people "seek to attract attention to the firm and its offerings without having to pay any media costs" (1978, 403-404). Of these four techniques of promotion, publicity is the only one which has received the attention of the writers of educational marketing concepts. Using the term "public relations," rather than publicity, Fred A. Woodress wrote Public Relations for Community/Junior Colleges (1976) and William A. Harper wrote Community, Junior and Technical

Colleges - A Public Relations Sourcebook (1977). These texts give a complete coverage of the techniques for designing and carrying out a public relations program at the community college level. There are no complete sourcebooks available which discuss the other three promotional functions. The reason for this may be that some state legislators do not believe that certain forms of promotion, especially advertising, represent proper expenditures of tax dollars (Bender, 1975; Breyer, 1979). These same authors, and several others (Milander, 1975; Norris, 1975; Reinfeld, 1974) believe that the community colleges must learn to promote themselves, using all of the promotional tools, if they are to compete with other colleges for students. Norris summed up this changing mood toward promotion saying:

If we are to fulfill our promises and our pledges, if we are really to fend the higher and noble purpose of meeting the educational needs of as many of our community as possible, then we are going to have to sell it! (p. 13)

Though he did not recommend abandoning the idea of using paid promotional efforts, Lewis Bender (1975) cited the types of pitfalls that school leaders must be aware of and avoid. These pitfalls include the use of false and unethical advertising, making misleading promises about future jobs for graduates and telling untruths about accreditation, credit transfer, tuition costs and accelerated completion of degrees. He suggests that each administrator should use the Federal Trade Commission guidelines on advertising to help assure that

they do not stray from the ethical boundaries which have been set for the private sector.

Some work has also been done in the areas of student recruiting and retention (Gorman, 1970; Ihlanfeldt, 1980; Kotler, 1976; Leister and MacLachlan, 1976; A Role for Marketing in College Admissions, 1976; Wolf, 1973). One of the focal points of this work has been to discover how the potential student decides to attend one college rather than another. These efforts are similar to those of a business which conducts studies to examine buyer behavior. The findings are intended to be used to help college admissions personnel become more effective when describing their college's offerings to interested prospective students. The objective should be to discover the students' educational needs, then decide if the college is capable of meeting those needs. As Wolf says, "The most important thing is to appraise honestly the character and quality of the service offering one can put together and then decide the best competitive strategy to mount and execute. Admissions people can play a relatively important role in communicating to the marketplace the components of the institution's service offerings" (p. 3). In this sense, the admissions staff may be considered to be a part of the community college's sales force.

Chapter 6 - The Price of Attending The Community College

The topic of pricing the community college's educational offerings has not been addressed by any writers. Thornton, in his book The

Community Junior College (1972), summarized the community college's pricing policies saying:

Nearly all of the states levy tuition charges for attendance at the c.c.'s, even though their legislative enactments and public pronouncements emphasize that the colleges should provide low-cost education to all people.... Most of the writers on the subject of community colleges ... have recommended free enrollment or low tuition charges. Their argument is that even a low tuition cost, when added to foregone earnings and the cost of books and equipment in classes, can operate to exclude some low-income students who could benefit from further education. (p. 95)

Thornton's statements can be summarized to suggest three thoughts about the price of attending the community college: 1) tuition charges should be minimized; 2) methods of computing charges vary among the states; and 3) the tuition charge is not the only ingredient of the community college's price.

These charges, which Thornton says should be minimized, are also discussed by Phillip Kotler, who says that:

The major difference between the price objective of profit and nonprofit organizations is that the profit organization tries to find the price that maximizes profit while the nonprofit organization tries to set a "fair price." (1975, p. 198)

While the topics of financial aid, costs of books and supplies, and the psychological implications of varying levels of tuition are seemingly related to the context of the community colleges' price, as outlined by Thornton, nothing has been written that discusses these

topics in this context.

Chapter 7 - The Constraints to Using Marketing in the Community College

Eugene McCarthy has stated that, "A marketing manager's strategy planning does not take place in a vacuum. Instead, the manager works with controllable variables within a framework involving many uncontrollable variables which must be considered even though the manager cannot control them" (1978, p. 36). He grouped these uncontrollable variables into five categories: 1) The Cultural and Social Environment, 2) The Economic Environment, 3) Resources and Objectives of the Firm, 4) The Political and Legal Environment, and 5) The Competitive Environment. The community colleges' uncontrollable variables appear to fit into these same five categories.

The cultural and social category contains several concerns regarding community college marketing. One of these concerns is the right of the community college to market itself. While such writers as Kotler (1977) and Fram (1973) discuss the merits of marketing education, Luck (1969) takes the stance that marketing education means that the quality of the colleges' programs will be sacrificed in order to increase enrollments.

A second cultural and social concern is for educational relevance and accountability. As college enrollments began to level off in the late sixties, educators came to realize that a new value system was developing among a small but growing segment of the nation's youth. This new value system was causing some potential college students to

view a college education as an irrelevant part of their lives (Kotler, 1975, pp. 60-61). This consideration is directly related to the colleges' public image, making it important for each college to assess its public image, and to act accordingly (Fram, 1973, p. 64).

The community college's economic environment relates to how effectively it obtains and uses revenues, many of which are tax dollars. Lawrence Fedewa (1978) maintains that over the long run, the academic community has done a better job of reacting to shifts in the economy than has the private sector.

Competition for the community colleges may take any of three forms: generic competition, product-form competition, or enterprise competition (Kotler, 1975, p.59). Generic competition is that which in a broad sense might satisfy the same student needs as the community college, such as a study-tour or an industrial training program. Product-form competition refers to other versions of the educational product, such as newspaper and TV courses, and at-home correspondence courses. Enterprise competition is that competition which is produced by other organizations producing the same products or services. Robert Lahti (1977-78) concludes, however, that competition and change can be positive factors for community colleges, and consequently be beneficial to educational consumers.

In their book Governance for the Two-Year College, Richardson, Blocker, and Bender devoted three chapters to describing the nature of the community colleges' political and legal environment. In these

chapters they discuss this environment as a three-part structure composed of 1) national and regional influences, 2) state influences, and 3) local influences and the Board of control. The salient points of each of these groups are identified and discussed in these writings (1972, pp. 6-40).

Chapter 8 - Organizing to Implement A Marketing Oriented Administration

Authors of management texts point out that the organizational structure chosen by any one organization should depend upon such factors as the prevailing business situation, the requirements of the jobs to be done, plus the capabilities of the firm's employees. Shifts in organizational structure are sometimes recommended, especially when a re-evaluation of the existing structure uncovers weaknesses, such as failures of some workers to properly perform their assigned functions (Sisk, 1977, pp. 189-190; Miner, 1978, pp. 292-293). It may be concluded that no one organizational form can be universally recommended since each organization's situations, job requirements, and employees will differ. In discussing the nonprofit organization's structure for marketing, Kotler says that the marketer must decide whether or not to have a formal marketing department. Kotler outlines three alternatives for organizing to market the nonprofit organization: 1) use the existing administrative structure to carry out the marketing effort as part of their present duties; 2) create a Marketing Services Department; and 3) establish a high-level marketing administrator (1975, pp. 228-229). A fourth approach which has been adopted by

several community colleges is the creation of a marketing task force (Marketing Strategies 77-78; Eckert, 1979).

Chapter 9 - The Total Marketing Program

In their text, Fundamentals of Modern Marketing, Cundiff, Still, and Govoni present a discussion of "Planning and Operating Under the Marketing Concept" (1973, pp. 33-35). They recommend that research and analysis be conducted in order to :

- 1) Identify the needs of the consumer,
- 2) Help clarify the organization's goals, and
- 3) Provide relevant information about consumer needs and organizational goals for use in decision-making.

As a result of this research and analysis, a decision-making process can be established, and an overall operating plan for the college can be developed.

Summary

Since the early 1970's, educators have begun to recognize marketing's applicability to the administration of colleges and universities. There has been a slow but steady movement afoot to learn how to take the techniques developed for market for profit and use them in the non-profit sector. The development of this educational marketing knowledge has been reported in bits and pieces for the last eight years, but no effort has been made to pull together what is now known about marketing education and to present this information

in one complete volume. Considering the scope of the publications reported above and comparing it to the scope of the field of marketing, it appears that a set of educational marketing information now exists which needs to be gathered, analyzed, and reported in one complete and concise volume. The student of educational marketing will be able to refer to this volume, just as the student of business marketing can refer to the publications of Kotler (1980), McCarthy (1978), Cundiff, Still, and Govoni (1973), and others to assure himself that he is managing his organization according to the proven and accepted principles of marketing.

Chapter 3

RESEARCH METHODOLOGY

Introduction

The purpose of this study was to develop a handbook for marketing the community college. The handbook was to be consistent with the needs and constraints of its users; and as a general guideline, it was to set forth useful principles of marketing as well as contain some suggestions for their applications. It did not, however, attempt to prescribe specific procedures for a specific college since the appropriate applications of a principle will vary as a function of local conditions. These conditions will fluctuate with the various political, legal, social, economic, resource, competitive, and organizational circumstances surrounding each college.

This study did not follow a standard research design. No attempt was made to test an hypothesis or to answer any research questions. The study was designed to synthesize a body of knowledge pertaining to the techniques of marketing the community college and to organize it in a useful handbook. This was accomplished through the use of a thorough review of the literature pertaining to community college marketing, interviews with persons who are interested in and knowledgeable of the techniques of marketing the community college, and by using juries of experts to review manuscripts of the handbook describing the techniques of marketing the community college.

The constraints involved with the use of juries of experts include: 1) The quality of the jurors selected, and 2) The time that the jurors are asked to spend participating in the study. In an attempt to minimize these constraints an attempt was made to obtain the input of what was perceived to be highly qualified jury members who had expressed an interest in marketing the community college and in the study. Semi-structured interviews were combined with a reviewer's guide (Appendix B) to obtain as much useful and constructive information as possible.

Design of the Study

The need for a handbook on marketing the community college and the criteria for its acceptance were determined by surveying a selected group of community college presidents, referred to as Jury A. In order to test the need for a handbook and to begin determining its criteria for acceptance, a preliminary outline of the contents of the handbook was drafted by the researcher, along with a semi-structured interview guide (Appendix A) which was used to interview two community college presidents. The outline was designed by the researcher based upon his experience in teaching marketing in the community college and on the outlines which are normally found in principles of marketing texts for the private sector. The two community college presidents who were interviewed were also members of Jury A. The results of the interview were used to refine the outline and guide the writing of a preface and one chapter of the handbook. An outline, preface, and one handbook chapter were then submitted to the six Jury A presidents who

were asked to:

1. Identify the constraints to the use of marketing techniques by community college administrators
2. Determine the needs of community college administrators regarding the guidelines required by them to begin implementing a marketing oriented administration
3. Identify the criteria for the acceptance of a marketing handbook that would be used by community college presidents who wish to use marketing techniques in the administration of their colleges
4. Discuss what should be contained in the marketing handbook

Based upon the finding that the Jury A members felt that there was a need for a handbook on marketing the community college, and on the criteria which they established for the acceptance of such a handbook, a comprehensive review of the literature was conducted in order to write a complete handbook for marketing the community college. The selection of topics and techniques to be included in the handbook was guided by the criteria established for its acceptance by Jury A. The techniques for using the private sector's marketing techniques which were not addressed by the literature were developed by the researcher based upon the accepted principles of marketing by the profit sector, the criteria established by Jury A, and the researcher's knowledge of marketing and the community college.

A draft of the completed handbook was reviewed by a second jury of experts, referred to as Jury B. This jury group was asked to read the handbook to determine its validity and usefulness to commu-

ity college administrators. The results of both of the jury group reviews were reported in Chapter 4 and conclusions and recommendations based upon the findings were stated in Chapter 5.

Population

The population that was considered when developing the handbook was one which contained those administrators who should be involved in marketing the community college. The portion of the community college population which received particular attention in the development of the model was that of community college presidents. It was felt that if the use of marketing techniques in the community college was to be successful, it must have the strong support of the college president. This hypothesis was borne out by a top marketing executive at the International Minerals and Chemical Corporation who warned:

But a company cannot be customer conscious by edict. Since all organizations tend to emulate their leader, it is most important that the head of the business be thoroughly customer conscious. There can only be one marketing head in any business and that must be the president. He can develop a mood, an atmosphere, and an esprit de corps reflecting the preeminence of the customer that permeates every nook and corner of the company.
(Cascino, 1967, p. 346)

This does not mean, however, that the president's commitment alone can lead to a successful marketing orientation. As Eugene McCarthy points out:

Top management is responsible for developing and running a total system of action, which is de-

signed to meet the needs of target customers. Ideally, the whole company becomes customer-oriented, and all departments pull together to reach its objectives. (1978, p. 47)

For this reason, other members of the community college's administrative staff and faculty were also considered to be part of the population of this study. They were identified by surveying Jury A, which was made up of community college presidents, and included the following positions:

1. Dean of Instruction/Provost/Vice-President of the College
2. Dean of Student Affairs
3. Director of Continuing Education
4. Director of Public Relations
5. Department/Division Chairperson
6. Faculty member

The handbook was tested by using a selected sample of community college people holding these positions as well as by community college presidents. This population represented what was felt to be potential users of the handbook. The persons who were selected from this population were selected either because of their experience in marketing the community college, or because of their lack of experience but interest in marketing the community college.

The concerns of this population were represented in the study by two jury groups whose members were selected from representatives of each subgroup. The juries were designed as described below.

Jury A was composed of six community college presidents. They

were selected using the following criteria:

1. Have been the president of an accredited community college, junior or technical college, with at least three years experience in the president's position

2. Had a record of having established a pattern of growth in enrollments and programs in the face of competition for students and facilities, or

3. Had been placed in a position of having to contend with leveling or declining enrollments or shrinking external support, or both

4. Had an interest in and some knowledge of the generally recognized concepts of marketing

5. Were willing to cooperate wholeheartedly and with constructive criticism in the development of the handbook

On the basis of these criteria, six presidents were selected to compose Jury A (See Appendix C).

The second jury group, Jury B, consisted of twenty-one members of the community, junior and technical college population. Its membership included five of the presidents who had served on Jury A plus sixteen other administrators and faculty members who had expressed an interest in the use of marketing in two-year colleges.

The members of Jury B were selected using a set of criteria that was established in order to assure the selection of jury members who had varying backgrounds and different levels of experience in using marketing techniques in the two-year college. The members of

Jury B were identified by the researcher, the research committee, members of Jury A, as well as some of the Jury B members. As with Jury A, once the members were identified they were contacted and asked to participate in the study. Because of the nature of the study and the time-consuming task which the Jury B members were asked to perform, a random selection of the members of the jury was not feasible.

The criteria for designing Jury B was that the jury should be made up of persons representing a cross-section of the administrative staff and faculty of the nation's two-year colleges. In so doing, persons serving in the following positions were sought to comprise this jury: 1) President; 2) Dean of Instruction/Provost/Vice-President of the College; 3) Dean of Student Affairs; 4) Director of Continuing Education; 5) Director of Public Relations; 6) Department/Division Chairperson; and 7) Faculty member. The Jury A presidents had identified these positions as those held by persons most actively involved in marketing the college, and whose knowledge and input would be most vital to a successful community college marketing effort. Although most of the Jury B members were selected because of their expertise in one or more areas of educational marketing, some were chosen because of their lack of experience. It was felt that the proposals contained in the handbook must be acceptable to both experienced and inexperienced college marketers, since the population which this jury represented contained people who had diverse levels of marketing expertise. The members of Jury B are presented in Appendix D.

Data Gathering

The criteria for the acceptance of the handbook as a useful compilation of information pertaining to the techniques of marketing the community college were established by Jury A. An initial set of criteria was obtained by interviewing two of the Jury A presidents, using the semi-structured interview technique. This approach combines the best features of the structured and unstructured interview techniques and offers four advantages over more restrictive interview methods:

1. opportunity to probe issues that were raised in the course of the interview
2. opportunity to expand or modify the questionnaire as the research progressed
3. opportunity to identify or refine the interview population as the study progressed and
4. opportunity for feedback or re-examination in those instances where contradictory information was obtained (Howard, 1978, p. 55)

The usefulness of the semi-structured interview technique where the opportunity to probe a respondent's replies has been documented in several successful and significant studies. Frederick Herzberg (1959) used the semi-structured interview in the course of his research for Motivation to Work in which he sought to determine the major sources of worker satisfaction and dissatisfaction.

Similarly, Zuckerman used the semi-structured interview when

studying Nobel Prize winners. In explaining her choice of this technique, she said:

During the first interview, it became obvious that the standard pattern of interviewing was inappropriate . . . Since the interviews were used not as sources of data for quantitative analysis but rather as qualitative sources . . . the attempt to make the interviews strictly comparable by the use of fixed questions was abandoned. (Zuckerman, 1977, p. 267)

As with any form of interviewing, in order for the interview to be productive and meet the objectives of the interview, the interviewer must be trained in the use of proper interviewing techniques. "The approach of course, is quite dependent on the skill and knowledge of the investigator as an interviewer . . ." (Andrew and Friedman, 1976, pp. 1-7). Preparation for using the semi-structured interview included conducting practice interviews with members of the graduate committee and colleagues at the interviewer's home institution, plus studying documented interview techniques recorded in the literature (Breen, 1977; Boyd and Westfall, 1971; Interviewer's Manual: Survey Research Center Institute for Social Research, 1976; Zuckerman, 1977).

Respondents were not provided advance copies of the interview questions; however, appointments were made for the interview and the interviews were conducted in private. An interviewer's guide (Appendix A) was established and the respondents were encouraged to reply to the prepared questions, adding their personal comments as they wished. Each interview was tape recorded. The use of a tape recorder allowed the interviewer to concentrate on the conversation without being

concerned about taking notes and possibly slowing down the respondent's thought processes in order to meet the needs of the notetaker.

Using the information gathered in these two interviews, a first draft of the Outline, Preface and Chapter 1 of the handbook was written. This draft was then sent to the six presidents of Jury A for their review. As part of this review the presidents were asked to respond to the following questions:

1. Does the outline cover all of the topics you feel are important? Do you have any suggestions for additions, deletions or changes in the order of presentation?

2. Do you find these materials to be written in a style that will be interesting to you and to other community college administrators?

3. Does the Preface and Chapter 1 successfully answer the questions of what the purpose of the handbook will be and what the role of marketing is in the community college? Do they "whet the appetite" to continue reading the handbook?

4. What do you consider the main strengths of this manuscript? What are its weaknesses?

5. To what extent do you feel most community college presidents understand and use marketing techniques at their colleges?

6. Please feel free to add any other comments that come to mind.

The presidents' responses to these questions and their annotated manuscript comments were used to finalize the acceptance criteria for

the handbook and to develop the remainder of the manuscript.

The final review of the manuscript for the handbook was performed by Jury B. These jury members were sent a copy of the manuscript and a "reviewer's guide." A copy of the reviewer's guide which contained a letter outlining the review technique, an open-ended questionnaire, and chapter review summary sheets can be found in Appendix B. A self-addressed, stamped envelope was provided to each Jury B member. The Jury B reviewers were asked to complete their reviews in approximately three weeks, and to return both the review sheets and the manuscript. A clean copy of the manuscript was provided to each member of Jury A and Jury B at the conclusion of the study.

The responses of Jury A and Jury B were summarized and reported in Chapter 4. Chapter 5 contains recommended changes to be made in the handbook.

Chapter 4

RESULTS

The primary purpose of this chapter is to report the findings gained from interviews with two Jury A members, the results of the review of the preliminary draft of the handbook, and manuscript reviews of Juries A and B. Jury A was used to establish the criteria for the handbook which would contain the model for marketing the community college. Jury B. was used to test the validity and value of the handbook. The criteria for the selection of the members of these two Juries was reported in Chapter 3. The report of findings is presented in three parts: 1) The interview findings; 2) A summary of the reviews of the preliminary draft; and 3) A summary of the reviews of the final draft.

The Interview Findings

After the six-person panel of two-year college presidents, referred to as Jury A, was selected, two of the presidents were interviewed using a semi-structured interview guide (Appendix A). The purpose of these interviews was to establish the criteria for writing a preliminary draft of the Outline, Preface, and first chapter of a handbook for marketing the community college. The presidents who were selected to participate in the interviews were selected because of their accessibility to the researcher, and because they held presidential positions in states whose degree of central control over the local

colleges differs greatly.

The interviewees gave the following responses to the questions which are contained in Appendix A:

There is a need and a place for the adoption of the established techniques of marketing in the administration of the community college. It is possible that the use of the term "marketing" in reference to educational administration will be threatening to some administrators, but this is not a major concern and those who would be threatened by its use would most likely avoid any new approaches to administering the community college.

The president of the college must be marketing oriented, and must assume the role of the marketing director. Through his leadership and commitment to the use of marketing techniques at the college, any misgivings on the part of the college's faculty, staff, administration, board, or publics about the use of marketing techniques will be minimized.

The community college's market consists of every individual in the community who has an educational need, whether the need be of a vocational or avocational nature.

The preliminary outline for the handbook was considered to be comprehensive in its coverage and sequentially ordered in such a manner that the topics are presented in a meaningful and logical order.

While the president must be the person who is responsible for the marketing program on a day-to-day basis, every employee of the college, down to and including the custodial staff, should participate in the marketing effort. The college's administrative staff should provide the leadership roles as they carry out their duties. While it is not possible or practical to hire a director of marketing, some colleges do have directors of public relations. This person is, however, responsible for only one part of the total marketing effort and must not be confused with the marketing manager.

Information which is needed to run the marketing program is gathered and distributed to several people: the director of

institutional research would normally conduct any surveys that are needed; division chairpersons will also provide information, primarily regarding their students and the information gained from their advisory committees; the admissions office will accumulate information primarily of a demographic nature regarding the schools' students, as well as information about the reasons for student drop-outs; some state systems have a statewide Management Information System (MIS) which can be used to gain demographic information about students. There is no single source of information which is provided to the marketing oriented president.

The uncontrollable variables restricting the marketing effort of the community college are the same as those restricting the profit sector. Specifically, the community college's uncontrollable variables are: 1) the social environment, 2) the legal environment, 3) the political environment, 4) the economic environment, 5) the competitive environment, and 6) the resources of the college.

The question as to a precise definition of what is meant by the community college's product is not one whose answer can easily be agreed upon. It has been defined as the courses themselves, the trained students, the college's ability to meet the training needs (both vocational and avocational) of its students (customers).

Students can be involved in some of the decision making at the college in areas which either directly or indirectly affect them. Some of the committees and areas on and in which student participation may be appropriate are: the academic calendar, registration procedures, the graduation committee, advisory committees, public relations committees and efforts, the community college board.

There are numerous ways of promoting the community college, many of which are very good and recommended. The most successful method of promotion is word-of-mouth, especially when the message is conveyed by a satisfied student. Other successful and needed means of promotion include the radio, newspaper, television, direct mailings and on-campus activities.

Though the need for providing some type of product warranty is not denied, the question of how to administer and fund it makes its practicality somewhat questionable.

The provision of budget guidelines for the college marketing activities is desired by some administrators and not deemed

feasible by others. The suggestion that a management by objectives approach be adopted seems to provide the most flexibility to the administrator. By using this technique the administrator can allocate his funds to the areas which are most needy.

Reviews of the Preliminary Draft

Using these findings a preliminary draft of the handbook's Outline, Preface and Chapter 1 was written and sent to the six presidents of Jury A. The presidents were asked to review these materials and to consider five sets of questions about the contents of the drafts. They were allowed to respond using whatever method was most convenient for them, including writing freehand responses on the cover letter and the manuscript, using the telephone, or writing a letter. A summary of their responses is reported below, following each set of questions. Because of the variety of techniques used to report their reviews, it was not possible to categorize and tabulate their responses.

1. Does the outline cover all of the topics you feel are important? Do you have any suggestions for additions, deletions or changes in order?

The reviewers felt that the outline had the potential to cover all pertinent topics. One jury member stated that it was difficult to tell from the outline what the depth of coverage would be, but that "within the topics you have listed, one could cover almost everything that a person would need to know about marketing the community college program" (Gollastscheck, 1979).

The reviewers felt that no changes were necessary in the order

of presentation of the topics, and that no addition or deletion of topics was necessary.

2. Do you find these materials to be written in a style that will be interesting to you and to the other community college administrators?

None of the jury members criticized the informal style of writing which had been selected for the handbook. Two reviewers did issue warnings about using an informal writing style. One reviewer did not feel that an attempt at writing in a casual style should be done at the expense of good grammar. A second reviewer warned that the informal writing style can become superficial and that it is difficult to cover material in depth using this style. Others referred to the style as being "good" and "fluent."

3. Does the Preface and Chapter 1 successfully answer the questions of what the purpose of the handbook will be and what the role of marketing is in the community college? Do they "whet the appetite" to continue reading the handbook?

The consensus answers to these two questions were "yes." No comments were made except to express positive responses to these questions.

4. What do you consider the main strengths of this manuscript? What are its weaknesses?

The strengths of the manuscript were reported as being:

- a. Its subject matter
- b. The stated realization that in order to have a successful marketing plan the college must first concentrate on recognizing its own strengths and weaknesses and then tailor its programs to the

needs of students

c. Its ability to grasp the reader's attention and its promise to present usable techniques throughout the handbook

No glaring weaknesses were reported, though one reviewer was bothered by the use of the marketing term "product" and also felt that it was naive to state that decisions should be made for the convenience of the students and not the college's faculty and staff.

5. To what extent do you feel most community college presidents understand and use marketing techniques at their colleges?

All of the reviewers indicated that they believe more and more community college presidents are becoming aware of the need to learn to market education. They also stated that they think there is still very little understanding of how to effectively use marketing techniques in the administration of the community college. Their responses either stated or implied that there is a need among community college presidents to have some guidelines for implementing a marketing plan.

The criteria and comments that were obtained from the two information gathering techniques reported above were combined with the information gathered from the literature review to be used in the writing of a final draft of the handbook. The final draft was sent to twenty-one two-year college administrators and faculty members for a final review. These twenty-one reviewers, called Jury B, were given a reviewer's guide (Appendix B) to aid in their critique of the manuscript. The reviewers were encouraged to annotate the pages of

the manuscript and were provided additional pages with chapter numbers and titles on which they could explain or elaborate upon each chapter's annotated comments. Finally, each reviewer was asked to respond to ten summary questions pertaining to the handbook (Appendix B). Even though a definite system for making the reviews was provided, some reviewers chose not to follow all of the steps outlined. Although this did not detract from the quality of the reviews, it did influence the selection of the format used to report the reviewer's comments.

Reviews of the Final Draft

The Jury B reviews of the final draft of the handbook are reported in two parts. The first part is a chapter by chapter summary of the reviewers' comments. The second part is a summary of the reviewers' responses to the summary questions.

PREFACE

The Preface was perceived as being a good overview of the handbook. Two suggestions were made regarding its improvement:

1. If the manuscript is accepted for publication the Preface would be strengthened if it was written by a noted community college president or educator.

2. There is a statement in the Preface which informs the reader that the handbook was reviewed by community college presidents who are successful marketers, but these presidents are not named. The reviewers should be identified in the published edition of the handbook.

CHAPTER 1: MARKETING'S ROLE IN THE COMMUNITY COLLEGE

Some reviewers considered this to be one of the strongest chapters. One reviewer suggested shortening the presentation and thus making it more "hard hitting." A caution was given about using the terms "wants" and "needs" interchangeably. Needs are physiologically determined, while "wants" are psychologically determined. There are a few instances where the use of these terms may be confusing to the reader. Where that is the case the proper term should be substituted or the term used must be defined.

CHAPTER 2: IDENTIFYING YOUR COLLEGE'S CUSTOMERS

This chapter was also cited as being one of the strong chapters. A consensus of the recommendations for its improvement is found in the following statements:

1. Clarify the four-step process for implementing the marketing concept, giving more emphasis to the discussion of market segmentation
2. Explain the illustration which was reproduced from Sales and Marketing Management Magazine to show the "Survey of Buying Power Index"

One reviewer was concerned that by describing the complex analyses which Pacific Lutheran University used when conducting their marketing research some would-be community college marketers may be overwhelmed. While this is a valid concern, the Pacific Lutheran University case was purposely chosen to contrast with the less complicated approach illustrated in the Allegany Community College case.

CHAPTER 3: THE COMMUNITY COLLEGE'S PRODUCT

It was important that this chapter be well received for two reasons:

1. It offers a definition of the community college product

2. The proper development of the product strategy is paramount to the development of the place, promotion, and price strategies. The review of the community college marketing literature uncovered several definitions of what the educational product is. The definition which is given in this chapter is a combination of these ideas. Agreement on this definition is important if this chapter and the remainder of the handbook are to be acceptable to community college administrators. The consensus opinion of the reviewers was that the community college product is correctly defined in this chapter. Furthermore, the entire chapter received positive comments from the reviewers.

Two suggestions were made for strengthening the chapter:

1. Three approaches are suggested for increasing the amount of money available for administering the college. They are: (a) Increase the student enrollment, (b) Reduce costs, and (c) Raise tuition. The reviewers suggested adding (d) Increase the number of grants to the college, and (e) Form an outside foundation to gather money.

2. A chart summarizing the eight Product-Market Strategies and their impacts would be helpful.

CHAPTER 4: PLACING THE PRODUCT

Although this chapter was selected by only a few reviewers as being one of the strong chapters in the handbook, it received no criticism and very few comments. This is probably because very little is now known about the development of the community college's place strategy. Finding off-campus classrooms and adjunct faculty members, scheduling courses twenty-four hours a day, and rising prices of gasoline are some of the recent trends which are causing the community college administrators to recognize the importance of learning more about the community college place strategy. As the tactics for carrying out the strategies of this chapter become more fully developed the chapter can be strengthened.

CHAPTER 5: PROMOTION

The reviewers expressed very little criticism of the techniques outlined in this chapter. The main concern was with who should direct the college's promotion efforts. Some reviewers felt that the faculty must get involved, while others felt that they would not participate. One reviewer suggested removing the article "One Professor Cared," while several others expressed agreement with the ideas it expresses. Some reviewers felt that the director of admissions, not counselors, was the leader of community college promotion efforts. Another reviewer noted that the director of continuing education was not mentioned in this chapter. Most of these types of comments were expressions of concern stemming from the reviewers' professional experi-

ences. All of their comments are considered to be valid within the framework of the reviewers' backgrounds. The director of the college's promotion strategy and the involvement of other college employees will, in most cases, be decided by the resources of the individual college.

One reviewer suggested strengthening the section on recruiting and retention and considering making this a separate chapter. This idea deserves some consideration, though it must be realized that the subject of recruiting and retention is so complex that a complete discussion of its strategies and tactics would require a separate handbook. This is an excellent topic for future research.

CHAPTER 6: THE PRICE OF ATTENDING THE COMMUNITY COLLEGE

The reviews of this chapter were very similar to those of Chapter 5. There were few critical or positive comments. Only one reviewer suggested adding to the coverage. He said that cafeterias and dormitories could also be discussed in this chapter. A suggestion for improving the chapter was to explain the relationship between the use of financial aid and recruiting. The consensus opinion was that the chapter is satisfactory as it is now written.

CHAPTER 7: THE CONSTRAINTS OF USING MARKETING IN THE COMMUNITY COLLEGE

This chapter is intended to serve three purposes:

1. To give the reader an overview of the external constraints to using marketing in the community college
2. To describe how these constraints affect the marketing

strategy

3. To assure the reader that the author is aware of the fact that there are restrictions on the community college administrator's marketing alternatives

Although the reviewers were not asked if these objectives were accomplished, their comments indicated that these purposes were achieved. One reviewer saw the chapter as containing excellent pragmatic advice about external influences, and another said that it contains facts which need to be brought to every administrator's attention. No changes were recommended.

CHAPTER 8: ORGANIZING TO IMPLEMENT A MARKETING ORIENTED ADMINISTRATION

Four organizational structures for marketing the community college are presented in this chapter. One reviewer felt that the author reveals a definite prejudice for one of these structures. Although only one reviewer expressed this criticism, it points to a need for further study of the chapter. It is possible that the reviewer was concerned that the author does not support the task force technique of carrying out a marketing plan. The reviewer being discussed is from a college which has used and endorses the task force approach. No other criticisms of the chapter were received. The point was made that the Public Information Officer (PIO) usually reports directly to the President and not to the Dean of Student Services, as shown in Figure I. More information needs to be obtained to determine if this statement is valid and will require a change to the organization illustrated

in this figure.

CHAPTER 9: THE TOTAL MARKETING PROGRAM

Chapter 9 was called a good summary chapter by most of the reviewers. They especially liked the outline at the end of the chapter. No criticisms or suggestions for changing the chapter were given.

APPENDICES

Although no comments were requested regarding the appendices, one reviewer stated that the "Principles in Admissions and Recruitment" (Appendix A) were purposely not advocated by the National Council on Student Development speaking for community college student personnel workers in 1978-79. He stated that these principles have the senior college admissions "at heart" and suggests they be deleted. Even though only one reviewer felt that this material should be omitted from the handbook, his background and expertise in this particular area are sufficient grounds for studying the advisability of deleting this appendix.

The second requirement of Jury B's review was to respond to ten questions. These questions and what appears to be a consensus of the reviewers' answers is reported below.

1. Is the organization of the manuscript logical and consistent with the objectives stated in the Preface?
If not, please comment.

Consensus response: yes

Comments: none

2. Are the objectives achieved in such a way that this handbook would be useful to you as a community college administrator? If not, please explain.

Consensus response: yes

Comments:

- The handbook presents practical rather than theoretical approaches.
 - It is also usable for classes on community college administration.
 - The handbook is useful even though the reader may not agree with some of the ideas that are discussed.
3. Is the writing style clear, concise, and appropriate for the audience? If not, please comment.

Consensus response: yes

Comments:

- Unfamiliar language was avoided and new terminology was explained.
- The reader's attention is retained by the clear, concise and interesting flow of information.
- The outline of some chapters needs to be made clearer to the reader.
- Several awkward and confusing sentences were pointed out by the reviewers.

The manuscript which was sent to Jury B has been carefully reviewed for the purpose of correcting errors in grammar and punctuation and to assure that a consistent style and format is maintained throughout the manuscript.

4. Are there any obvious omissions of coverage essential to this topic? If so, what are they?

Consensus response: none

Comments:

- The sections on retention and market research need to be strengthened.
- The marketing role of the Director of Continuing Education needs to receive more attention.

As was stated earlier, it is difficult to write an introduction to topics such as recruiting, retention, and market research. A full discussion of these topics would require a separate handbook.

The marketing role of the president was selected for the focus of the handbook. The responsibilities of other administrators are mentioned, primarily in Chapter 8, but no attempt was made to fully develop any marketing responsibilities other than those of the president. The second comment will, however, be explored further if the handbook is submitted for publication.

5. Does any material appear to be overemphasized? Under emphasized? If so, please explain.

Consensus response: no

Comments:

- Some of the theories need to have more examples to explain their implementation. The use of cases was recommended as one technique for presenting these examples.

6. Is the material sufficiently illustrated with appropriate and clarifying examples? Is the material up-to-date? If not, please explain.

Consensus response: yes

Comments:

- The comments for the fifth question also apply to this question. No additional comments were received.

7. What do you see as the major strengths of this

manuscript? What are the best chapters? Are there any major weaknesses or chapters?

Major strengths:

- The variety of information presented in a practical manner in one volume
- Clear and functional style
- Very timely topic
- Specific suggestions with well developed rationale

Best Chapters:

- The chapters that were most frequently mentioned as being the best chapters were: 1,3, and 5. Chapters 2 and 4 were rated as being good.

Weakest Chapters:

- Chapter 7 was the only one which received a negative review. This was not, however, a consensus opinion.

8. Based upon your reactions to this manuscript, do you think there would be a market for it if it were published? If not, please explain.

Consensus response: yes

Comments:

- It would be usable to administrators and it would also be useful in courses on community college administration.
- The time is right considering the growing concern about the declining number of high school graduates.
- It would be very useful to college administrators who have not yet begun to market their colleges.

9. Who do you believe this book will be most useful to:
(Select as many as are appropriate)

- | | |
|------------------------|----------------------|
| A. President | E. Division Chairman |
| B. Vice-President | F. Department Heads |
| C. Dean of Instruction | G. Others: _____ |
| D. Dean of Students | _____ |

Why did you select these people?

The consensus opinion was that all of these people should be knowledgeable of their college's marketing efforts. Others mentioned for inclusion were the Director of Continuing Education, the Public Relations Officer, and faculty. The reviewers felt that everyone at the college should be involved in the marketing effort.

10. Please use this space and the back of this sheet to write any other comments that you have about this manuscript.

All of the additional comments which were made about the manuscript have been reported above.

Summary of Findings

The manuscript reviews which are reported in this chapter support the need for a handbook on marketing the community college. They also support the handbook which was written for this study (Appendix E). No major changes in the appended manuscript were suggested by the reviewers. The consensus opinion of Jury B was that the handbook would have a market if it is published, and that only minor changes need to be made to the present manuscript before attempting to have it published.

Since the reviewers agreed that the handbook produced for this study is publishable, it has been typed in a manuscript format which is recommended by a major publisher (Prentice-Hall Author's Guide). This will expedite the preparation of the manuscript for a publisher's review as well as conform with some of the format changes which were

requested by the Jury B reviewers.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a summary of the study, a discussion of the conclusions drawn from its completion, and recommendations for further research.

Problem

Community college administrators must contend with myriad problems if they are to continue to offer viable educational alternatives to today's society. These problems include:

1. Dealing with declining enrollments and a resultant reduction in the number of high school graduates,
2. Economic fluctuations,
3. Competition for students,
4. Changing societal attitudes about higher education (Gleazer, 1974; Vavrek, 1975).

Today's community college students demand that the college offer timely and relevant educational opportunities or they will most likely go elsewhere (Sork and Pankowski, 1976).

Although these types of problems are not new for the profit-making sector, they are new to many community college administrators. Consequently a method for dealing with and attempting to solve these problems has become urgently needed. The purpose of this study was to

develop a handbook describing a marketing approach for administering community colleges.

A review of pertinent literature revealed that the use of marketing techniques by community college administrators offers a range of potential methods of dealing with these problems. Although the marketing concept was originally designed and developed by profit-making business organizations, it was found that applications of marketing theory are being developed by some college administrators. Administrators of both four-year and two-year colleges have reported successes in the use of marketing techniques at their colleges (Leach, 1977-78; Real, 1978; Welch, 1980). Others have conceptualized their ideas for the use of marketing by college administrators (Fram, 1972; Gorman, 1970; Ihlanfeldt, 1975; Johnson, 1977-78). There are two books available to aid the two-year college in developing a public relations program (Harper, 1977; Woodress, 1976), the Council for the Advancement of Small Colleges has prepared a manual which describes a market analysis approach to program development (A Marketing Approach to Program Development, 1978), William Ihlanfeldt has written a marketing guide for four-year institutions (1980), and the Marketing Management and Research Institute of the University of Mississippi has published a marketing manual for colleges and universities (1980). Phillip Kotler (1975) and Ralph Gaedeke (1977) have had texts published which discuss the concepts of marketing for all non-profit organizations. The literature search revealed, however, that there was no single source of information which explains the total marketing concept that is

required for marketing the community college. Since a noted community college expert (Gleazer, 1974) and several successful community college administrators (Bickford, 1978; Lahti, 1977-78; Leach, 1977-78; Vaughan, 1978) have recommended the use of marketing by all community college administrators, and since there was no complete reference book available to guide the community college administrator in developing a marketing plan for his college, it was decided that a handbook for marketing the community college would be written.

Methodology

The handbook which was written for this study was designed to satisfy the criteria which community college presidents would require for it to be a useful publication. These criteria were determined by interviewing and surveying six purposefully selected community, junior, and technical college presidents. This group of six presidents was known as Jury A. Two of the presidents were personally interviewed by the researcher. After these interviews were completed an outline for the handbook was written along with a Preface and the first chapter. These drafts were then sent to each jury member for review. Their reviews established the criteria for and style of the handbook.

Once a complete copy of the manuscript for the handbook was written, a second jury, Jury B, was selected. Jury B members were asked to review and critique the manuscript. Its membership included five of the six presidents of Jury A, administrators in two-year colleges who held positions which had been determined to be vital to the

success of a college marketing effort, and two faculty members, for a total of twenty-one reviewers. The results of these reviews were summarized for use in recommending changes to the manuscript found in Appendix E.

Findings

Based upon the results of the literature review, the interviews, and the manuscript reviews done by the members of Juries A and B, the following facts were found to be true:

1. There is a set of principles for marketing the community college which has been reported in the literature in a piecemeal manner. There are two handbooks for guiding the community college' public relations effort, two books which outline the techniques for marketing non-profit organizations in general, a manual for guiding a college's program development, and two marketing manuals written for the administrators of four-year colleges and universities. It was found, however, that there was no single reference source available to the community college administrator who wished to market the community college.

2. A jury of community college presidents agreed that there was a need for a handbook on marketing the community college which would address the following questions:

- a. What is marketing and the marketing concept?
- b. What is a marketing mix and how should the community

colleges develop their marketing mixes?

- c. What are the community college's uncontrollable variables?

3. A second jury of community college presidents and other community college administrators and faculty agreed that the handbook found in Appendix E of this research report satisfactorily answers the questions stated above, with the following limitations:

- a. The discussion of the process for implementing the marketing concept and using market segmentation needs to be further clarified.
- b. Some of the descriptions of the strategies and tactics for implementing the marketing concept need more illustrations and examples. Specifically, the procedures for developing and carrying out a recruiting and retention program may need more emphasis,

Conclusions

Based upon the literature review and the findings of this research study, the following conclusions have been established:

1. Though it was found that there is a growing interest in using the marketing techniques in the community college, it appears that many community college administrators do not know the proper procedures to use in order to accomplish their marketing goals.

2. Based on the review of the literature, the interviews and responses of the two juries, it seems that there is a need for a

complete handbook for the community college administrator to use when implementing the marketing concept. This need has not been addressed by any one manual, book, or handbook on the topic of educational marketing.

3. The responses of Jury B seem to indicate that the handbook in Appendix E addresses the questions and concerns that community college administrators and faculty have regarding marketing the community college. This handbook overcomes the limitations of other writings about educational marketing from the community college administrator's perspective. That is, this handbook focuses specifically upon the needs of the community college marketer.

4. Based upon the findings that community college marketing is in its infancy, that some community college administrators do not understand the methods of applying marketing techniques to the community college, and that there is an interest in learning more about how to market the community college, the changes that were recommended by Jury B should be incorporated into the handbook and a publisher should be sought for the revised handbook.

Recommendations

The following recommendations are presented based on the findings and conclusions of this study. These recommendations are offered for community college administrators who are interested in marketing the community college, and for students of community college administration who are interested in further developing the base of knowledge

pertaining to community college marketing.

1. The research has shown that there is a growing interest in marketing the community college, but that limited information has been available to those with this interest. The handbook which was written for this study contains general information about the strategies and tactics for implementing a complete marketing program in the community college. This handbook does not attempt to focus upon any single aspect of the marketing effort. Therefore, it is recommended that future research be done upon the specialized areas of marketing. Specifically, more research needs to be done in regards to:

- A. Market research for community colleges
- B. Product strategy development for community colleges
- C. Price strategy development for community colleges
- D. Promotion strategy development for community colleges
- E. Place strategy development for community colleges

2. Although the field of community college marketing is young, the findings of this study indicate that there is an interest in the concept and that this interest will continue to grow. The handbook which was written for this study, it was concluded, provides the general guidelines for marketing the community college. Nonetheless, many of the specifics for developing a particular community college's marketing plans will have to be devised by the college's administrators. There are however, ideas, strategies, and tactics which are usable by one institution and adaptable by others. It is recommended

that the colleges which develop successful marketing programs share this knowledge with other interested colleges. This can be accomplished by publishing articles in the appropriate educational journals, attending or sponsoring workshops and seminars on community college marketing, and making campus visitations part of the marketing program. This sharing of marketing knowledge will help fill the immediate need for more handbooks and manuals on community college marketing. The administrators of institutions that are interested in learning more about community college marketing should support and encourage attendance at these seminars and workshops, as well as help plan and conduct visits to community colleges having successful marketing programs. Such an exchange of ideas and knowledge would expedite the development of a useful set of theory for community college marketers.

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APPENDIX A
SEMI-STRUCTURED
INTERVIEW GUIDE

SEMI-STRUCTURED INTERVIEW GUIDE

1. The objective of this research is to produce a marketing handbook for community college administrators.
 - A. How do you feel about using marketing techniques in the administration of the community college?
 - B. How do you think your administrators, faculty, and staff would react to the use of the term "marketing" when referring to techniques of community college administration?
 - C. What is involved in changing the current mode of community college administration to make it marketing oriented?
2. What do you identify as the community college's market?
3. Please refer to the suggested topical outline for the handbook.
 - A. Which of these topics would be most useful to you?
 - B. Which would not be of interest to you?
 - C. Is there any topic not included here which should be contained in this handbook?
4. What group or groups of college members are most likely to be reluctant to accept the concept of the marketing of education?
 - A. What causes this reluctance?
 - B. What can be done to deal with it?
5. In a marketing oriented community college, what administrator should, on a day-to-day basis, oversee the carrying out of the college's marketing program?
 - A. Why would you select this person or position?
 - B. Why did you not include other administrative positions?
 - C. What other administrators are involved in carrying out the marketing program?
 - D. What is their area of responsibility?
6. What type of information is needed by the administration to admin-

ister a community college marketing program? Who should be responsible for gathering it? Analyzing it? Distributing it to users?

7. The business sector has categorized the uncontrollable variables constraining the marketing effort as being part of either the:

Social Environment

Legal Environment

Political Environment

Economic Environment

Competitive Environment

Resources of the Firm

- A. Are these categories applicable to the community college's uncontrollable variables?
- B. What are the major constraints to marketing a community college's offerings that would be contained in each of these categories?
8. What is (are) the product(s) of the community college?
9. What college committees, standing or ad hoc, should contain student members with a voting right of equal weight to that of other committee members?
10. What input should be used in the design of:
- A. curriculum content?
- B. course content?
- C. academic calendar?
- D. registration procedures?
- E. graduation exercises?
- F. class schedules?
- G. faculty office hours?
11. What is (are) the best method(s) of promoting the community col-

leges' services to the public?

- A. Radio
 - B. Television
 - C. Newspaper
 - D. Direct Mail
 - E. Visiting Area High Schools
 - F. Speakers Bureau
 - G. Campus Tours and Open Houses
 - H. Advisory Committees
 - I. Special On-campus Events for:
 - (1) high school teachers
 - (2) high school counselors
 - (3) area business men
 - (4) advisory committee members
 - J. Others
12. Should the community colleges devise some type of warranty plan for their students to guarantee them that they will receive the training necessary to be gainfully employed in their chosen occupational field?
13. Would you attempt to propose in the handbook some type of budget guidelines (e. g., percent of maintenance and operation monies) for
- A. curriculum development
 - B. promotion
 - C. planning
 - D. market research
 - E. staff development

APPENDIX B
REVIEWER'S GUIDE

1009 Bonner Avenue
Danville, VA 24541

Dear

Thank you for agreeing to review this manuscript for me. The purpose of the review is to provide me with guidance on revising the manuscript into a final draft. As you read the material, please annotate pages indicating what you like, what needs further explanation or examples, what topics need to be reworded or added or deleted. Please make your comments as extensive as possible. In addition, I have provided sheets of paper with the chapter numbers and titles. You may wish to number your comments on the manuscript and use these sheets to elaborate on them. Also on these sheets, please summarize your feelings, criticisms, and suggestions for the chapter. The purpose of the chapter summaries is to provide me with an overview of the strengths and weaknesses of each chapter. Finally, after you have read the manuscript, please answer the ten "Summary Questions" and make any other comments that you wish to make regarding the manuscript. An addressed, stamped envelope is provided for your convenience in returning the manuscript and your review.

While I know that this review will be time consuming, I believe that you will find the manuscript timely and informative. I am sure that the end product will be beneficial to all of us in the community colleges. I will keep you informed of the final conclusions of the study and send you a clean copy of the manuscript as soon as it is available. I am hoping to have the manuscript published, and I will send you a complimentary copy of the published text, if you desire.

In order for me to revise the manuscript, if at all possible, I would like to have your review no later than April 7. I am hoping to complete this study during the spring quarter and will need some time to make final revisions based upon your comments. I will telephone you in the next few days to see if this deadline will be suitable to you.

My sincerest thanks to you for your interest in and assistance with this study. If I can be of any assistance to you and your college, please do not hesitate to call upon me.

Sincerely,

Ed White

6. Is the material sufficiently illustrated with appropriate and clarifying examples? Is the material up-to-date? If not, please explain?
7. What do you see as the major strengths of this manuscript? What are the best chapters? Are there any major weaknesses or chapters?
8. Based upon your reactions to this manuscript, do you think there would be a market for it if it were published? If not, please explain?
9. Who do you believe this book will be most useful to: (Select as many as are appropriate)
- | | |
|------------------------|----------------------|
| A. President | E. Division Chairmen |
| B. Vice-President | F. Department Heads |
| C. Dean of Instruction | G. Others: _____ |
| D. Dean of Students | _____ |
- Why did you select these people?
10. Please use this space and the back of this sheet to write any other comments that you have about this manuscript.

Please use these sheets to summarize your comments about each chapter. You may wish to reference your comments to a particular portion of the manuscript by numbering the comments and placing a corresponding number in the appropriate section of the manuscript. If more space is needed use the backs of these sheets or another sheet of paper.

PREFACE

Comment #

Chapter 1: MARKETING'S ROLE IN THE COMMUNITY COLLEGE

Comment #

Chapter 2: IDENTIFYING YOUR COLLEGE'S CUSTOMERS

Comment #

Chapter 3: THE COMMUNITY COLLEGE'S PRODUCT

Comment #

Chapter 4: PLACING THE PRODUCT

Comment #

Chapter 5: PROMOTION

Comment #

Chapter 6: THE PRICE OF ATTENDING THE COMMUNITY COLLEGE

Comment #

Chapter 7: THE CONSTRAINTS TO USING MARKETING
IN THE COMMUNITY COLLEGE

Comment #

Chapter 8: ORGANIZING TO IMPLEMENT A MARKETING
ORIENTED ADMINISTRATION

Comment #

Chapter 9: THE TOTAL MARKETING PROGRAM

Comment #

APPENDIX C

JURY A MEMBERS

1. Dr. Thomas Barton, president of Greenville Technical College, Greenville, South Carolina
2. Dr. Walter S. DeLany, president of Danville Community College, Danville, Virginia
3. Dr. James Gollattscheck, president of Valenica Community College, Orlando, Florida
4. Dr. Donald Puyear, president of Central Virginia Community College, Lynchburg, Virginia
5. Dr. George Vaughan, president of Piedmont Virginia Community College, Charlottesville, Virginia
6. Dr. Benjamin Wygal, president of Florida Junior College, Jacksonville, Florida

Dr. Thomas Barton has been president of Greenville Technical College since 1962. He has been the college's first and only president. During his administration the college has grown from a headcount enrollment of 800 students in three divisions of study to more than 21,000 headcount enrollment in seven divisions. Greenville Technical College is located in a large metropolitan area and competes for students with two nearby technical colleges and two universities. Dr. Barton has been an outspoken proponent of the use of marketing techniques by community college administrators (Barton, 1977).

Dr. Walter DeLany became president of Danville Community College in 1978 after serving for four years as president of Williamsburg Technical College, Williamsburg, South Carolina. While president of Williamsburg Technical College the total headcount enrollment increased

from 836 to 1843. At Danville Community College Dr. DeLany has assumed the role of leading a community college whose enrollment has shown signs of leveling off or declining. By serving in both the South Carolina and Virginia college systems Dr. DeLany has had the experience of working for a locally controlled college in South Carolina and a centrally controlled college in Virginia. He supports the use of marketing by community college presidents and has formed a marketing committee at Danville Community College to aid in carrying out the college's marketing efforts.

Dr. James Gollattscheck has lead an enrollment growth at Valencia Community College that has almost doubled the total headcount enrollment since 1972. He has done a significant amount of work in developing and reporting on college marketing techniques. He is co-author of College Leadership for Community Renewal (Gollattscheck, Harlacher, Roberts, and Wygal, 1976), and has worked with the National Center for Higher Education Management Systems in developing the techniques for conducting community college impact studies.

Dr. Donald Puyear was the organizer and first president of Dabney Lancaster Community College in Clifton Forge, Virginia; was president of Virginia Highlands Community College, Abingdon, Virginia from 1969 to 1973; and is currently president of Central Virginia Community College, Lynchburg, Virginia. When he left Virginia Highlands Community College he had directed a total headcount enrollment growth from 232 students in 1969 to 1027 students in 1974. Although

Central Virginia Community College has experienced increases in enrollment during most of Dr. Puyear's tenure as president, the college suffered a set-back during the 1977-78 academic year. At that time Dr. Puyear commissioned a marketing type of task force whose efforts brought about a 7% growth in enrollment after only one year.

Dr. George Vaughan became president of Piedmont Virginia Community College in 1979, after serving as president of Mountain Empire Community College in Big Stone Gap, Virginia. He serves on the Board of Directors of the American Association of Community and Junior Colleges and is also on the Advisory Board of CHOICE (Center for Helping Organizations Improve Choice in Education). Dr. Vaughan has expressed his views on marketing the community college in several Community and Junior College Journal articles (1977 ; 1978)

Dr. Benjamin Wygal is president of the multi-campus Florida Junior College. Until 1977 the enrollment at Florida Junior College had grown at a rate of approximately 1000 new students for five consecutive years. From 1977 to 1978 the college's enrollment declined slightly, placing Dr. Wygal and his staff in the position of having to search for some new techniques for revitalizing the college's growth trends. Dr. Wygal is a co-author of College Leadership for Community Renewal, a text which advocates many of the same administrative strategies as the handbook which resulted from this study (Gollattscheck, et. al., 1976).

APPENDIX D

JURY B MEMBERS

1. Dr. Thomas Barton, president of Greenville Technical College, Greenville, South Carolina. Dr. Barton also served on Jury A

2. Mr. Gary Bumgardner, instructor of business at Mountain Empire Community College, Big Stone Gap, Virginia. Mr. Bumgardner is conducting a doctoral study of educational delivery systems for small business courses

3. Dr. Walter DeLany, president of Danville Community College, Danville, Virginia. Dr. DeLany also served on Jury A

4. Dr. Miles A. Eckert, dean of student development at Odessa College, Odessa, Texas. Odessa College presented an overview of their marketing efforts at the 1979 convention of the American Association of Community and Junior Colleges

5. Dr. James Gollattscheck, president of Valenica Community College, Orlando, Florida. Dr. Gollattscheck also served on Jury A

6. Mr. Ken Haines, director of the public information office at Virginia Polytechnic Institute and State University, Blacksburg, Virginia

7. Mr. Thomas Hilton, instructor of economics and a member of the recruiting and retention committee at Tidewater Community College, Virginia Beach, Virginia

8. Dr. Oppie Jeanes, vice-president for student affairs, Mt. Olive College, Mt. Olive, North Carolina. Dr. Jeanes' college is exploring the potential uses of marketing techniques

9. Mr. John Kraft, public relations director at Delta College University Center, Michigan. Mr. Kraft has done work in college market

segmentation for Delta College

10. Dr. Michael LaBouve, provost of Tidewater Community College, Virginia Beach, Virginia

11. Dr. Ernest Leach, dean of student services at Prince George's Community College, Largo, Maryland. Dr. Leach is a consultant for Johnson Associates, Inc., an educational marketing consulting firm, and a leader of Prince George's Community College's marketing program

12. Dr. Bernard J. Luskin, president of Coastline Community College, Fountain Valley, California. Dr. Luskin has directed a monumental growth at Coastline Community College, and his college district claims to have the highest per capita use of any educational program in the world (Real, p. 24)

13. Dr. Dan Moriarty, vice-president for student affairs, Triton College, River Grove, Illinois. Dr. Moriarty has worked with Dr. Leach and Johnson Associates, Inc. to develop a marketing plan for Triton College

14. Dr. Alfred C. O'Connell, president of Harford Community College, Bel Air, Maryland. Dr. O'Connell has directed the development of a marketing plan for Harford Community College

15. Dr. Donald Puyear, president of Central Virginia Community College, Lynchburg, Virginia. Dr. Puyear also served on Jury A

16. Ms. Peggy Rusek, business division chairman at Mountain Empire Community College, Big Stone Gap, Virginia. Ms. Rusek is interested in learning to use marketing techniques at her college

17. Dr. Jim Sears, dean of student affairs, Tidewater Com-

munity College, Virginia Beach, Virginia

18. Mr. Mac Tredway, director of continuing education, Northern Virginia Community College, Manassas, Virginia

19. Dr. Frank Welch, president and academic dean of Lincoln Memorial University, Harrogate, Tennessee. Dr. Welch has lead a small private college with an enrollment of approximately 400 students to an enrollment of around 1100 students by using marketing techniques (The MacNeil/Lehrer Report, 1980, p. 4)

20. Dr. Norv Wellsfry, dean of business at Sacramento Community College, Sacramento, California

21. Dr. Benjamin Wygal, president of Florida Junior College at Jacksonville, Jacksonville, Florida. Dr. Wygal also served on Jury A

APPENDIX E

A HANDBOOK FOR MARKETING THE
COMMUNITY COLLEGE

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PREFACE

In 1974 Edmund Gleazer, president of the American Association of Community and Junior Colleges, challenged community college administrators to become marketers in order to combat the problems of increasing competition in the field of education.¹ Since that time and Gleazer's statement that "it is essential that the changed environment be recognized, acknowledged and dealt with" using "a response from junior and community colleges different from the first two periods of junior college evolution,"² a change in attitudes and procedures has begun to be noted in some community college administrators. Using a combination of experience, judgment, and knowledge gained from the private business sector, some community college administrators have begun to develop a framework for adopting business marketing techniques to community college administration. Though many of these evolving efforts and techniques are only being reported in a piecemeal manner, a growing interest in developing and refining educational marketing is now very evident. Perhaps the most important testimony to this interest is the 1979 AACJC Conference where community college marketing was a prominent topic for discussion.

As is true in many areas of administration, many questions about the "how to's" of marketing the community colleges' offerings remain unanswered. Nonetheless, a good base of knowledge is now available which can be shared with the community college administrator who is interested in properly using the marketing approach to lead his college's

future growth and development. This handbook has been written to give that administrator the help which is needed to assure himself that the correct application of accepted marketing techniques is being employed by his college. Every effort has been made to present hard, usable facts to the reader, rather than a collection of abstract theory. In many instances examples of applications of the ideas discussed are presented, along with summary reports of successful uses of some of the ideas. The book was written after conducting a thorough search of the educational marketing techniques now being used and reported. Finally, the principles presented here have been reviewed by the community college presidents who are successful marketers of community college education at their own institutions.

The handbook has been designed to present the marketing concepts and techniques in a logical sequence. Chapter 1 begins by defining marketing and the marketing concept. It explains what a marketing mix is and what role the president has in developing and controlling it. Chapter 2 begins the discussion of how to become marketing oriented and how to adopt the marketing concept. It discusses the college's customers in terms of who they are and how to identify them and their needs. The chapter concludes with a discussion of some "do-it-yourself" market research and community analysis ideas. Chapter 3 through 6 give in-depth attention to the marketing mix. The marketing mix, which is referred to as the 4 P's of marketing, provide the decision-making areas within which the administrator devises his marketing strategies. Chapter 3 is a discussion of the product and includes an analysis of

what the community college's product really is. There is also an outline of how to analyze a community college product's life cycle, when and how to add or delete a product, and the possibility of using a product warranty. Using the discussion of the product as a building block, the next three chapters present the reader with guidelines and thoughts for promoting, placing, and pricing the product. In Chapter 7 some do's and don'ts for organizing in order to carry out the marketing concept are discussed; then Chapter 8 identifies some of the constraints with which the marketer must deal. The final chapter ties together, in summary form, the ideas behind and pay off involved with the total marketing program.

It is sometimes difficult to understand the relationships between the 4 P's of the marketing mix, especially when studying them individually, or for the first time. For that reason, it is strongly suggested that the reader study the first six chapters before beginning to organize his marketing efforts. Once the relationships between the 4 P's are understood, decisions can be more confidently made about the individual parts of the marketing mix. Having a good understanding of the 4 P's will make the organizing and the research functions much more purposeful and meaningful.

CHAPTER 1: MARKETING'S ROLE IN THE COMMUNITY COLLEGE

There exists today an air of uncertainty about the future trends for higher education. The Chronicle of Higher Education recently reported a study of the Carnegie Council on Policy Studies in Higher Education in which the Carnegie Council predicts a future undergraduate decline in enrollment of from 5 to 15 percent. The council concludes that, though the future is not gloomy, it is "serious enough to threaten the survival of some colleges and universities and the quality and integrity of others."¹ They point out that there is a declining number of high school graduates, an increasing college enrollment of women and minority groups, and a return to the classroom of the 25 year old and older students. Because of these shifts in the student population, they conclude that enrollment will remain relatively constant until fall 1983. A decline is projected through 1988 when they will level off again until 1991. Colleges are warned that they have a little less than three years to prepare for the first enrollment decline. If there is a bright spot in the council's report for community colleges, it lies in the fact that the community college, by its very nature is capable of responding quickly to the changing educational needs of its community.² The fact which must be faced, however, is that the one time doctor-patient relationship between the educator and the student is being replaced. The new relationship is not prescriptive, it's reactive, and at the heart of its development is a set of theory that has been labeled by the business sector as "marketing." Marketing

know and understand the customer so well that the product or service fits him and sells itself.⁸

Michael Vavrek has translated Drucker's remarks into education marketing terminology by saying that

The aim of marketing is to know and understand the customer (student) so well that the...service (education) fits him and sells itself.⁹

This means that no decision should be made until you understand the customer and know what his or her needs are. It means that the customer is the purpose of our community colleges' existence and that when decisions are made about course hours, course content, registration procedures, fees, snack bars, and the numerous other community college activities, each and every one of them should be made only after considering the needs of the customers for those services. Again, Kotler has stated this philosophy succinctly, saying that

The marketing concept is a management orientation that holds that the key task of the organization is to determine the needs, wants, and values of a target market and to adapt the organization to delivering the desired satisfactions more effectively and efficiently than its competitors.¹⁰

Just the opposite of selling, adopting the marketing concept means

involvement of all people concerned, the less the likelihood of having to overcome a great deal of resistance.¹³ Table 1 describes some of the problems that should be anticipated when applying the marketing concept in education.

-- Insert Table 1 --

WHO ARE THE COMMUNITY COLLEGE'S CUSTOMERS?

The seemingly obvious answer to this question is its students. There is another segment of people, however, who are very much involved with the success and failure of the college. These people, though not themselves currently students at the college, are referred to as the college's "publics." By definition, a public is:

a distinct group of people and/or
organizations that have an actual or
a potential interest and/or impact on
an organization.¹⁴

A community college's public is made up of such groups as the parents of its students, the employers who hire the educated student, or society as a whole, which benefits from having an educated population. These societal groups also help finance the institution with their tax dollars. Needless to say, overlooking the needs and concerns of the college's publics when making many of the college's marketing decisions would be a severe oversight. In order to recognize the importance of considering all affected groups when making marketing decisions, the term "customer" will be used in this handbook to denote the college's students and

TABLE 1

PRINCIPLES OF THE MARKETING CONCEPT

PROBLEMS IN APPLYING IN EDUCATION

- | | |
|--|---|
| 1. The market defines design of the product. | 1. Product curriculum usually determined by internal capabilities-like faculty or physical plant. |
| 2. The marketplace is monitored constantly--customers, competition, and product acceptance. | 2. Insufficient detail available on student wants, needs, satisfaction, also on progress of direct competition. |
| 3. Change is inevitable but manageable. | 3. Considerable resistance to change, often due to faculty, administration or sponsors' traditions or interests. |
| 4. Long-term growth is key objective. | 4. Trends frequently unnoticed largely due to lack of current information and recognition of variables in forecasting |
| 5. Profit not just long-term growth. | 5. Budgets normally are tightly tied to income and seldom, if even, include spending for research and development. |
| 6. Implementation for marketing concept requires orientation and commitment of all department functions. | 6. Most marketing activities considered as "sale" and confined to recruiting fund-raising. |

Source: J. D. Sparks, "A Marketing Plan That Works," AGB REPORTS, (January/February, 1976), p. 30.

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publics. There are, of course, many marketing decision areas that are made strictly with the needs of the college's present or future student in mind. It must be remembered that ultimately it is the student who accepts or rejects the college's offerings. Since the needs of the student may be in conflict with the needs of the publics, the marketing decision makers must be constantly attuned to the wishes of each group and to the level of importance which they assign to the fulfillment of those wishes.

WHAT IS A MARKETING MIX?

Once the college has accepted the philosophy of the marketing concept and has begun to gather the information necessary to assure a consumer orientation, there must be a strategy for unifying its marketing efforts. It is important that the college's customers be presented with a package of education services that is not only need satisfying but consistent throughout the college. Just as the cook has a recipe for combining the correct amounts of the prescribed recipe ingredients, the marketing administrator has a recipe for providing the customer with an attractive education offering. The ingredients of this recipe, called the marketing mix, are the college's product, its place, price and promotion. These four items have been labeled the 4 P's of the marketing mix.¹⁵ Since an in-depth discussion of each of the parts of the marketing mix will be found in later chapters, only a brief description of each part will be given at this time.

The term "product" actually encompasses many items, not just one. It can, in marketing terms, mean a tangible good or an intangible ser-

vice. When someone refers to a community college's product, he is actually speaking of all the tangible and intangible goods and services which the college offers to its customers. The combination of all goods and services offered by the college is referred to as the "total product" or "product mix." For example, if you were shopping for a new color television set, what questions would you ask when deciding where you will purchase the set? Considerations may include: Are delivery and installation available? If you need an antenna, which dealer sells and installs antennas? Can you buy on credit? Is ample free parking available at his store? Are the salespeople friendly, knowledgeable, and helpful? Is there a wide selection of sizes and styles from which to choose? The point is, there's more to the product selection decision than just the product itself. Though customers normally purchase the product that they feel offers them the most value for their money, all other things being equal, they will buy from the dealer who has the best total product.

When describing the community college's product, you should think about everything you can or do offer the student in exchange for his tuition dollars. The curriculum offerings are certainly a part of the total product.¹⁶ The students themselves are both consumers and products. On the one hand, they are purchasing what the college offers, yet in another sense, they are to their employers a trained product of the college.¹⁷ Along the same lines as the television dealer, the comprehensive community college offers the students a wide choice of

educational experiences. It provides them with parking, air conditioned classrooms, used book sellers and buyers, active student government organizations, recreational facilities, and snack bars or cafeterias. These are just a few of the goods and services which the students purchase when they pay their tuition, but they are all part of the product portion of the college's marketing mix.

Place actually means both time and place. It refers to the distribution of the product and includes not only the buildings and grounds of the college proper, but also off-campus locations. Radio, television, and newspaper courses sponsored by the college are also part of the place strategy. Class schedules should consider the needs of shift workers, 8:00 to 5:00 workers, and parents who must get children to and from school. Since many daytime community college students must work to pay for their education, place means making it convenient for them to both work and go to school.¹⁸

Determining the price is more than just a tuition decision. Since some community colleges cannot set their tuition rates, they must find other ways to attempt to be in control of their prices. This may be done by hiring a financial aid officer to search out and administer grants and student loans. These monies can help students offset the costs of going to college. Having a veteran's representative available may also be a valuable student service, plus a way to help the student pay for his education. Finally, the price of attending the community college can be affected by the prices charged in the school's bookstore, the cost of the books and materials selected by instructors, and the

students' ability to sell books and supplies that are no longer needed.

Promotion means communications. It is an effort to inform customers about the product, place, and price which the college is offering. There are numerous ways to promote the community college without incurring a great deal of expense and without being distasteful and insulting to the listener. It is vital that the community college promote its offerings. Some ways of doing this will be discussed in Chapter 5.

The marketing mix is considered to be the portion of the marketing effort which the administrator can control. That is, the 4 P's are called the controllable variables. They can be designed and changed, within certain boundaries, at the will of the college's administration. It is important for the community college administrator to take control of his college's marketing mix and to change and update it as often as necessary. The successful marketer knows that each part of the marketing mix is important, and that a shortcoming in one element cannot be overcome by building up the other three elements. If a cake recipe calls for a cup of flour and a cup of sugar, the cook cannot add a second cup of flour if he has no sugar. Likewise, if a college's product is perceived to be of no value by its consumers, no amount of promotion, price cuts, or new buildings will change the consumers' minds. For this reason, it is said that a good marketing mix means having the right product, in the right place, at the right price, with the right kind of promotion. All marketing problems can be traced to a deficiency in one or more of these four elements.

WHAT DOES MARKETING HAVE TO OFFER THE COMMUNITY COLLEGE ADMINISTRATOR?

In the foreward to the Prince George's Community College booklet entitled Marketing Strategies 77-78, it is noted that

Although relatively little attention has been given to "marketing management" within higher education, the discipline of marketing provides a perspective for institutional renewal and the development of strategies for creating a climate that is more sensitive to the needs of student consumers.¹⁹

If the changes in student attitudes toward education persist, and the number of high school graduates continues to decline without a significant drop in the number of colleges to serve them, then educators have only seen the tip of the iceberg that is headed toward the community college. It should not be assumed, however, that the only community colleges who need to market are those which have low or declining enrollments.²⁰ On the contrary, the successful marketer needs to know why he is successful and whether the reasons causing the success will persist.

So, what does marketing offer the community college administrator? While marketing is not a panacea, it can give the college new directions and establish new meanings for its existence.²¹ It provides a logical and systematic framework for making decisions. Furthermore, the decisions that are made will be made to meet the needs of the college's customers. By making its customers the focus of its efforts rather than the brunt of its decisions, the college will ensure that its graduates

will leave with a sense of satisfaction. Satisfied students will be more prone to either recommend the college to their families and friends, return at some future date for more training or both. And the best source of promotion for the college is such word-of-mouth promotion. A satisfied student will give more favorable testimony for the college than will a dissatisfied student. Finally, more students means more income for the college, and more income means that the college can continue to grow and expand its services to the community. The marketing oriented community college presidents respond, when asked if they believe in marketing education, "Is there any other way?" Marketing offers the college administrator the chance to help his college be all that it is capable of being.

CHAPTER 2: IDENTIFYING YOUR COLLEGE'S CUSTOMERS

In Chapter 1 the marketing concept was discussed, along with the advantages that the adoption of its philosophies would offer to community college marketers. No attempt was made, however, to explain the process whereby the college can begin to use the marketing concept and become truly consumer oriented. At this time, let's look at a four-step procedure that will serve as a guide for understanding how to initiate the use of the marketing concept philosophy. These four steps, though simple enough to understand, are quite complex in their totality and will provide the framework for future discussions about the development of the community college's marketing strategies.

4 STEPS FOR IMPLEMENTING THE MARKETING CONCEPT*

1. Determine the basic level(s) of community educational needs for which the college will develop training, courses, programs, and curricula to attempt to satisfy. (See Figure I) Further, the college must continuously monitor these needs closely in order to be aware of any changes

*Adopted from Philip Kotler, Marketing Management: Analysis, Planning and Control, 2nd ed. (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972), pp. 18-20

See also: J. R. Clark, "The Special Client," New Directions for Community Colleges, (14) (Summer, 1978), pp. 61-65; and A. R. Krachenberg, "Bringing the Concept of Marketing to Higher Education," Journal of Higher Education, 43 (5) (May, 1972) pp. 369-380.

which will cause a need for changing the college's educational offerings.

-- Insert Figure I --

2. From this (these) educational need level(s) which the college has selected, all homogeneous segments of that (those) need level(s) should be identified. This process is commonly referred to as "market segmentation." (See Figure II)

-- Insert Figure II --

For example, suppose the community college has decided to serve the educational need level of "degree program for young workers who are career oriented." Within this need level there are numerous homogeneous segments for which educational offerings can be provided. In this need level, the college may identify such educational need segments as heating and refrigeration, auto mechanics, auto body repair, machine shop, printing, drafting and design, police science, and business management, to name just a few areas. Each of these segments requires educational training of a career oriented nature, which the community college may decide to provide.

3. After all of the homogeneous segments have been identified in the selected educational need level category, the college must decide which of these groups it will choose to serve with its educational programs. These selected groups will be called the college's "target markets." The target markets will be the college's focus of attention, for whom the total educational program will be designed.

FIGURE I

SOME EDUCATIONAL LEVELS WORTH CONSIDERING*

*Minority Groups	*Degree program for young workers who are career oriented
*Housewives	*Credential programs for skilled workers
*Veterans	*Motivational and remedial programs for underachieving high school students
*Blue Collar Workers	*Physical fitness programs for the community
*The Elderly and Retired (Senior Citizens)	*Weekend courses
*College and High School Dropouts	*Better services for transfer students
*Degree programs for women without degrees who had once attended college	

*Source: Trivett, David A., "Marketing Higher Education to New Students," ERIC Higher Education Research Currents, November, 1974.

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FIGURE II

DEFINING YOUR PRODUCT'S MARKET THROUGH SEGMENTATION

The people who buy your product are different from those who don't. This simple fact is the basis for the theory of market segmentation, a concept which you can use to classify people on the basis of characteristics affecting the purchase of your product or service.

Dividing the market

By dividing your potential market into segments, you can design your advertising, distribution, promotion, price, and even the product itself to appeal to those people who actually buy or are likely to buy your product. If you know the composition of your market, you will better understand how your customers decide whether or not to buy your product and how you can influence that purchase decision.

The concept of segmentation is widely used. If you think of almost any consumer product, such as toiletries, automobiles, cigarettes, beer, liquor, or soap, you can probably figure out what segment the manufacturer is aiming at and how the advertising, promotion, and product itself have been designed to reach that segment.

The shampoo market, for instance, has been divided by many factors including sex; condition of hair; presence or absence of dandruff; long versus short hair; and natural versus color-treated hair.

Using segmentation

You can use your knowledge of the market in two ways: (1) to sell your product more effectively and (2) to develop a product to reach a particular market.

Having a target for your advertising is a key reason to segment your market. Direct mail advertising, for example, enables you to focus on very particular segments. You can choose from mailing lists that highlight almost any factor you wish--from geographic area to income, education, sex, and buying behavior.

Through segmentation, you can identify an overlooked market and aim a product to exploit that market rather than compete in another, more competitive segment.

Factors for segmentation

The following list of factors for segmentation is not exhaustive,

FIGURE II (continued)

for the number of ways in which you can divide a market is almost limitless. You should be able to add more factors that reflect the special characteristics of your own product.

Avoiding oversegmentation

With such a multitude of different factors, you can divide a market into unprofitably small segments. Any segment you select should be measurable and large enough to make it worthwhile to focus on. The segment must also be accessible so that you can reach the particular segment efficiently.

If the segment is not responsive to your efforts, a marketing effort keyed to it is worthless. And sometimes it pays not to segment a market at all. One company looked at the highly segmented shampoo market and successfully advertised its baby shampoo as a shampoo not for a particular segment (babies) but for the whole family.

Conclusion

Defining your market through the concept of segmentation is a basic way of learning more about your customers. Knowledge of customers and their desires was the foundation of marketing success before marketing experts had coined the word "segmentation." Thinking in terms of segmentation can help you obtain that knowledge of your customers and achieve that success.

Factors for Segmentation

Marketing Conditions:

Channels of distribution

Amount of competition

Effectiveness of advertising

Importance of service

Information needs

Buyer Behavior:

Amount of product consumed

Previous use of product

Loyalty to product

Motives for purchase

Satisfaction with product

Sensitivity to price

Demographic:

Age	Occupations of household heads
Sex	Education of household heads
Marital status	Family income
Family composition	Home ownership
Family size	

Psychological Patterns:

Intelligence level	Political attitudes
Personality characteristics	Attitudes such as compulsive-
Hobbies	ness, sociability, and
	individuality

Geographic:

Location
Population density
Climate

Source: Business Monthly, May, 1978, p. 7.

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4. Having selected its target markets, the college can develop a unique educational offering for each of these markets. This means that each homogeneous group of students should have educational offerings that satisfy their specific needs. These offerings should be made at a time and place which are suitable to this group. They should be promoted to the target markets using their "language." The offerings should justify the tuition costs associated with them, plus make available any special grants or other financial aid to which the target market is entitled. In marketing terms, the fourth step is to create a "differentiated" marketing mix (product, place, promotion, price) for each and every target market. By doing so, the special needs of each homogeneous group of students are recognized and given special attention. Needless to say, some of the homogeneous groups will have needs in common, and it will be possible to combine the training efforts in these instances. Care should be taken when doing this, however. It is not likely, for example, that a principles of accounting course being taught to students of retail management should be combined with the same course being taught to accounting majors. If financial considerations dictate such a combination, the course instructor should attempt to incorporate individualized instruction techniques so that the needs of both student groups are satisfactorily met.

At the same time each of these four steps is being taken in order to implement the marketing concept, there will be a constant need for research (market research) to be conducted. It should have been noted that the satisfactory completion of each step will require the marketing

decision-maker to have different pieces of information available to him. The gathering of this information is referred to as conducting marketing research. Some suggestions for accomplishing this task will be presented in the latter part of this chapter.

There is one very important observation which should be made about this 4-step process: The actual development of the community college's course offerings (products) was not discussed until the fourth step. As is required by a correct interpretation of the marketing concept philosophy, the first concern is for needs. The process began by our saying that there is a macrocosim of educational need levels, such as adult education, remedial education, special education, continuing education, continued education for high school graduates, education for senior citizens, and education for pre-school children, to name some of the more commonly recognized educational need levels. No mention was made at this point about A.A.S., A.S., certificate, diploma, or non-credit programs. In steps one through three, there are only two main concerns: (1) identifying existing needs for educational offerings, and (2) deciding which of these needs your community college can satisfactorily serve. Steps two and three involve a process of zeroing in on specific groups and their educational needs and deciding what your community college's position should be in the college's educational community; that is, beginning to look at a selected microcosm. As was pointed out in an earlier discussion, this does not mean attempting to be all things to all people. Step four, the last step, is reached when products (course offerings, programs, etc.) are designed with specific

groups and their needs in mind. At this point, the administrator can decide: what and how many courses to offer, what is to be the content of the courses, and if they require a one day, one week, one month, one quarter/semester, one year, two year, or some other time frame in which to be taught. The decision will be based on the needs being served. It should be pointed out also that this decision, though certainly consumer oriented, is not necessarily made by the consumer. That is, a consumer orientation, such as the marketing concept provides, does not mean that the customer will dictate what will be offered. It simply means that the educator must identify and interpret existing educational needs and then use his own knowledge to develop an appropriate response to the satisfaction of those needs.

Let's now turn to the information gathering process which was referred to earlier as marketing research.

MARKETING RESEARCH FOR THE COMMUNITY COLLEGE

It would seem that the future path of post-secondary education is clearly marked. We must continue to read and respond to the signs posted for us by those instrumental in determining the direction education will take - our consumers, the students of today and tomorrow.¹

The message contained in Dr. Lakti's statement should be clear - we must know and continue to understand our community college's students.

Patricia Cross' works must only be the beginning, not the end, of researching the community college student.² Unfortunately, however, there is a natural tendency to think that market research is a complex procedure which is carried out by highly trained specialists using sophisticated analytical techniques and charging high fees. Although it can be just that, market research need not be either technical nor expensive in order to be useful.³ If, after determining the purposes of the research which will be conducted, (See Figure III) a quantitative analysis of the data is required, this will present an excellent opportunity to include some of the college's faculty members in the marketing effort. Consider involving some members of the mathematics department, data processing department, and marketing department. Working either independently, as a team, or under the direction of the institutional researcher, the college should be able to carry out just about any type of research design it feels will be beneficial.

-- Insert Figure III --

Research Step I: Define the Problem

The first step in conducting marketing research is to carefully define the problem being researched.⁴ Beginning with an indepth understanding of what problem you are researching, you will be able to determine what kinds of information will be needed to begin solving the problem. Some of the questions about the community college's markets which may present themselves for answers are as follows: What is the size of the markets previously identified? What are the interests and

FIGURE III

SOME USES OF MARKETING RESEARCH FOR COMMUNITY COLLEGES*

- Establishing long- and short-range objectives
- Setting program priorities
- Recruiting and selecting faculty
- Working with budget requests
- Determining the feasibility of opening regional centers
- Determining the length of programs, plus the time of day or year to offer them
- Maximizing publicity impact
- Setting the fee structure
- Testing hypotheses about program ideas
- Risk reduction
- The research itself is a form of advertising

*Source: James E. Hertling, "Marketing Research: A Guide to Adult and Continuing Education Program Planning," Adult Leadership, (January, 1973), p. 218.

needs of each market segment? How are they changing? What products and services can we supply them? When do they want them? Where, how, and for what purposes do they want them?⁵ The problem statement should be lead directly to the establishment of your research objectives. Once these objectives are known, the method or methods of gathering the information can be explored and settled upon.

Research Step II: Design the Research

There are numerous methods of gathering marketing information. Basically, the data being collected can be placed in one of two categories: (1) secondary data and (2) primary data. The secondary data are simply that data which need only be extracted from existing documents and records. For example, the age ranges of the college's students, the distances they must commute, their sex, marital status, and race are some of the demographic types of information that should be available from the admissions officer. Knowing these facts will help paint a picture of the college's current student population. If the same information is gathered and studied on an annual basis, it will point out changes and trends in the college's population. Community profiles can be similarly developed by studying census data, chamber of commerce publications, state department reports on taxable sales in the community, and Sales and Marketing Management Magazine's annual "Survey of Buying Power." (See Figure IV) These reports will yield such data as the community's economic resources, population trends, ethnic structure, age grouping and the predominant forms of local employment. While the findings gained from researching primary data sources

may not provide answers to many of the college's research questions, they may give some clues as to what questions to ask and how to go about uncovering the answers.

-- Insert Figure IV --

Primary data are data which cannot be located in existing publications. They must be obtained by the researchers themselves. The research may take any one of three forms: (1) Observation, (2) Experimentation, or (3) Surveys. Observation research may be useful in judging the students' reactions to such things as the registration procedure, while experimentation involves carefully manipulating the students' environment to determine if there is a resultant change in their actions. Marketers have often used this technique when researching the effect of varying prices and promotions. The most common research technique, however, is that which makes use of the survey by using interviews, questionnaires, or both.

The use of the survey technique presents two problems which the research must deal with very carefully. First, the survey instrument, which contains the questions to be asked, must be carefully worded to minimize the chances of causing the respondents to misunderstand a question or interject bias in their answers. Second, the method of reaching the survey group must be decided upon. The three most common approaches are by using personal interviews, telephone interviews, and mail questionnaires. While the personal interview, when done by an experienced interviewer, can be the most effective technique, it will

FIGURE IV
SALES AND MARKETING MANAGEMENT MAGAZINE

IND. (cont.) BASE ESTIMATES		POPULATION—12/31/78							RETAIL SALES BY STORE GROUP 1978							
METRO AREA County City	Total Population (Thou- sands)	% Of U.S.	Mean Age of Pop.	% of Population by Age Group					House- holds (Thou- sands)	Total Retail Sales (\$'000)	Food (\$'000)	Eating & Drinking Places (\$'000)	General Merch. (\$'000)	Furniture/ Appliance (\$'000)	Auto- mobile (\$'000)	Drug (\$'000)
				18-24 Years	25-34 Years	35-49 Years	50 & Over									
KOKOMO	105.4	.0478	29.0	12.0	17.8	16.7	22.5	23.6	487,799	73,988	52,020	100,256	23,094	120,706	12,730	
Howard	89.6	.0407	28.7	12.1	18.0	17.2	21.4	31.0	453,102	65,125	49,039	99,524	22,529	109,118	11,570	
* Kokomo	51.3	.0233	29.9	13.1	17.0	14.9	24.4	18.9	229,738	31,673	46,404	98,497	19,405	107,559	10,423	
Tipton	15.8	.0071	31.1	10.9	16.2	15.5	28.2	5.6	34,697	3,863	2,981	1,512	565	11,588	1,130	
SUBURBAN TOTAL	34.1	.0245	28.2	10.9	18.4	18.7	18.8	17.7	53,061	12,315	5,414	1,539	3,489	13,147	2,020	
LAFAYETTE - WEST LAFAYETTE	114.7	.0522	24.4	27.9	15.5	12.8	18.4	37.0	434,876	76,174	47,188	83,307	22,202	93,638	19,026	
Tippacawee	114.7	.0522	24.4	27.9	15.5	12.8	18.4	37.0	434,876	76,174	47,188	83,307	22,202	93,638	19,026	
* Lafayette	47.7	.0217	29.1	14.5	17.1	15.2	24.7	17.3	328,667	60,388	31,863	61,504	16,065	66,020	10,141	
* West Lafayette	20.3	.0092	23.5	40.4	17.0	10.8	13.4	4.8	79,592	13,679	11,727	21,289	1,375	1,983	8,825	
SUBURBAN TOTAL	46.7	.0213	25.3	35.7	15.7	11.3	14.1	12.9	26,616	2,107	3,598	214	4,462	5,635		
Δ MARIION	85.0	.0387	29.2	13.4	18.9	16.8	24.0	28.4	278,214	52,304	25,923	45,229	10,300	74,025	8,452	
Grant	85.0	.0387	29.2	13.4	18.9	16.8	24.0	28.4	278,214	52,304	25,923	45,229	10,300	74,025	8,452	
* Mariion	40.9	.0184	31.0	12.4	15.0	14.9	27.0	14.0	228,710	33,103	20,974	43,989	5,767	65,437	6,687	
SUBURBAN TOTAL	44.1	.0201	27.8	14.4	16.7	16.7	21.3	14.4	49,504	17,203	4,947	1,040	1,933	10,588	1,765	
Δ ARCHBANG CITY - LA PORTE	105.9	.0481	30.5	11.6	15.6	17.3	25.7	34.9	408,946	87,172	36,178	74,386	11,331	87,091	12,958	
La Porte	105.9	.0481	30.5	11.6	15.6	17.3	25.7	34.9	408,946	87,172	36,178	74,386	11,331	87,091	12,958	
* La Porte	21.6	.0098	32.3	11.5	13.8	16.5	29.7	8.0	133,192	35,889	8,356	13,359	5,573	31,652	4,881	
* Michigan City	39.6	.0180	30.4	11.9	16.0	17.4	25.0	12.8	241,583	45,470	22,482	50,795	5,365	42,652	8,004	
SUBURBAN TOTAL	44.7	.0203	29.9	11.4	16.2	17.5	24.2	14.1	54,171	5,813	3,236	22	593	6,787	70	
MUNCIE	126.8	.0577	27.3	9.3	14.8	15.4	23.2	42.8	448,619	80,131	33,294	65,902	22,886	115,847	12,012	
Delaware	126.8	.0577	27.3	9.3	14.8	15.4	23.2	42.8	448,619	80,131	33,294	65,902	22,886	115,847	12,012	
* Muncie	84.2	.0383	25.7	25.9	13.8	13.1	24.1	25.6	398,542	76,125	33,544	65,290	20,803	100,730	11,035	
SUBURBAN TOTAL	42.6	.0194	29.3	6.4	20.5	19.7	18.6	13.7	50,077	4,006	2,728	512	2,083	15,117	974	
SOUTH BEND	276.3	.1257	30.3	14.8	14.1	16.3	26.8	23.1	1,044,384	204,467	79,802	145,882	55,258	269,009	27,734	
Marshall	37.8	.0172	30.8	10.7	14.5	15.7	28.2	13.7	123,759	22,994	9,822	12,168	5,569	32,111	3,019	
St. Joseph	228.5	.1065	30.2	14.6	13.8	16.7	26.6	26.1	920,625	174,473	89,980	133,514	51,689	236,898	24,705	
* South Bend	117.3	.0534	32.2	12.8	12.9	16.8	29.4	41.9	591,049	114,329	58,234	95,695	33,475	141,403	17,727	
SUBURBAN TOTAL	159.0	.0723	29.0	14.9	14.8	16.4	24.8	31.2	453,315	88,138	41,566	49,984	21,783	127,606	10,450	
TERRE HAUTE	171.6	.0781	31.9	15.4	13.5	14.7	31.1	42.2	833,659	139,877	70,862	124,876	30,278	150,292	24,841	
Clay	23.8	.0109	34.8	10.6	13.3	15.5	34.3	9.1	79,902	19,147	6,778	2,581	1,351	25,047	2,580	
Sullivan	19.9	.0090	36.3	9.9	12.9	14.6	36.7	7.8	35,351	9,522	4,195	2,651	776	5,793	1,507	
Yvesillon	17.1	.0078	34.9	10.4	14.2	14.8	35.0	6.5	55,602	18,872	5,939	2,150	654	14,269	868	
Vigo	110.8	.0504	30.0	18.3	13.4	14.5	29.3	38.8	662,804	92,336	54,000	117,494	27,497	105,545	19,913	
* Terre Haute	41.8	.0281	30.2	20.9	11.2	13.5	31.0	22.6	369,215	81,513	44,073	112,543	21,541	77,286	18,293	
SUBURBAN TOTAL	109.8	.0500	32.6	12.4	14.6	15.3	31.2	39.6	264,444	58,344	24,789	11,933	8,737	73,006	1,575	
OTHER COUNTIES																
Bethelwood	62.0	.0282	28.5	11.6	19.0	16.9	20.8	20.8	269,476	47,118	15,105	30,141	15,936	56,633	4,274	
Benton	10.8	.0049	31.9	9.8	13.5	15.3	30.6	3.7	22,799	5,093	1,957	323	406	4,611	426	
Bluffton	15.9	.0072	30.8	11.4	16.2	15.9	27.3	5.6	42,732	12,370	3,539	2,680	1,504	9,238	1,397	
Brown	10.2	.0046	30.9	10.9	14.8	16.1	27.9	3.5	19,006	4,190	3,926		787	2,628	952	

SOURCE: SALES AND MARKETING MANAGEMENT MAGAZINE, JULY 23, 1979,
P. C-74.

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likely be the most costly as well. It may be possible to reduce the costs of reaching the desired respondents while maintaining the desired two-way channel of communication by using the telephone interview technique (See Case I, p. ___). Possibly the major drawback of telephone interviewing is that the respondent is required to have a telephone. This may or may not cause the community college researcher a problem. The decision must be based upon whether or not a telephone survey will eliminate a segment of the market intended to be reached. It is possible, of course, that the telephone survey could be supplemented by responses from a mail questionnaire or personal interview taken among the group that does not have access to a telephone.

The mail questionnaire, though missing the two-way communications that is provided by telephone and personal interview, is not without its advantages. It is almost surely less expensive to conduct per interview than the personal interview and possibly the telephone interview as well. There are some respondents who will not give personal interviews but who will answer a mailed questionnaire. However, since the surveyor will not be available to interpret questions for the respondent, it is extremely important that the questions and responses contained on the questionnaire be well worded. The surveyor who chooses to use the mail questionnaire would be well advised to field-test the questionnaire before mailing it to his chosen sample. Finally, since the surveyor should pay the return postage for the respondent's questionnaire, the mail questionnaire may or may not be less expensive than the telephone interview. If the surveyor can combine the mailing of the questionnaire

with another college mailing, such as grade reports or registration information, this may help control the expenses of the survey, provided these mailings reach the intended group.

Some final decisions which must be made in conjunction with the selection of the survey technique include the following: who is to be surveyed? how many of them will be contacted? and how will they be chosen? A thorough discussion of the answers to these questions is best left to the authors of texts dealing specifically with these problems, though a few suggestions may be made at this time. The selection of the group to be surveyed (population) is not always an obvious one. For example, the decision to survey the current student population may be okay if the objective is to determine why they selected your college. On the other hand, suppose the true decision-maker in this case were someone other than the student, such as a parent or guardian? Also, there are two schools of thought regarding the sample size. Some researchers prefer large samples while others choose to use a much smaller sample group. Marketers generally seem to prefer a well selected, small sample group to a very large group. While being less cumbersome, the small sample is also less expensive. The selection of the group to be surveyed may be done as a random sample or as a non-random sample. There are advantages and disadvantages to both techniques, and the researcher will have to weigh the benefits and drawbacks of both approaches regarding his research and decide accordingly.

Research Step 3: Analyzing and Reporting the Data

Before the research is conducted, the researcher should determine

how the findings will be analyzed. Some of the typical steps of analyzing data are calculating relevant averages and measures of dispersion, making cross-tabulations, measuring correlation coefficients and making "goodness-of-fit" tests, and possibly attempting to use multivariate analysis. Once the data is analyzed, a written report can be prepared stating the problem that was researched, the major findings, and recommendations based upon the research findings.⁵

No attempt has been made here to write a complete description of the procedures involved in conducting a marketing research project. The idea has simply been to give the researcher a starting point to begin designing his own research. In-depth guidelines can be gained from any one of a number of marketing research texts which are readily available to the researchers. (See Appendix A) Rather than being overly descriptive of the marketing research techniques, two cases illustrating the use of marketing research are reported to illustrate to the reader some of the possible research methods available for his use.

Case I: Allegany Community College

Believing that too much of what community college administrator's base their decisions on are "gut reactions" and informal channels of communications, the administration of Allegany Community College, located in Cumberland, Maryland, endorsed a marketing research study by the college's Office of Institutional Research. The stated purposes of the research were:

To assist the college in evaluating the effect of its promotional

efforts within the community; to try to determine the community awareness of the college.

To determine an overall opinion concerning the effectiveness of the college in serving the community.

To determine why the community would continue their education at the college and how the college would rate in their education.

To assist the college in program planning based on potential community demand for programs and extension centers.

A telephone survey was decided upon in order to keep the costs of the research as low as possible, while still reaching a significant number of respondents. The callers were selected from among the college's work-study students and trained by the institutional researcher. Using the college's outside telephone lines, the callers placed their calls between 7:00 p.m. to 9:00 p.m. Monday through Friday for an entire month. Though a random sample of 1,158 numbers (representing 4% of the population) with 130 randomly selected backup numbers were drawn, only 990 calls (3.4% of the population) were successfully placed. Nonetheless, the data gathered from the survey proved to be most useful. Ways were found to cut the cost of advertising while increasing the audience share, hence giving the community more and better information about the college's programs, activities, and news. Furthermore, administrative decision making was enhanced with such information as where the best location for an extension center would be, along with a breakdown by sex of the respondents from a given location. This additional information would be useful when planning courses for the community. Finally, some

areas of community misconceptions and misinformation about the college were also uncovered and assigned to the Public Relations Office to be rectified.⁷

Case II: Pacific Lutheran University

Pacific Lutheran University, using grants from the Northwest Area Foundation, conducted a two-fold market research project, encompassing a two-year time frame. Though Pacific Lutheran University is not a community college, their research is of interest to all college marketing researchers. Believing that "educational planners should place increasing emphasis on the needs and wants of potential markets and less on products developed on the basis of what certain administrators or faculty think will sell or be worthwhile in the marketplace," the PLU researchers set out to conduct a feasibility study of potential new markets for the university. The general goals of the research were:

To increase physical plant and institutional efficiency and utilization; and

To investigate the possibilities of broadening the base of students appeal through such innovative programs as a weekend college.

The project involved the administration and faculty of PLU, with the theoretician/researchers being a PLU assistant professor of marketing, a student assistant and a marketing professor from another university. The interesting and noteworthy aspect of this research is the use of "attitude or image research." Believing that the traditional marketing research methodologies based on demographic studies are of

limited value to the college market researchers, the PLU researchers employed the relatively recent techniques of multidimensional scaling (MDS) and multidimensional unfolding (MDU), both of which require sophisticated computer technology. It was felt, however, that the additional effort was warranted by the belief that the perceptions that potential students have of colleges are more reliable indicators of their educational choices than are such demographic characteristics as age, sex, and socioeconomic status. Using questionnaires that required the respondents to compare PLU with eleven neighboring colleges according to the respondents' perceptions of the colleges, then ranking such characteristics as school size, academic quality, and the tuition cost according to their level of importance in creating these perceptions, the researchers were able to develop an understanding of PLU's position relative to its competitors' and what caused the positioning. Consequently, the MDS and MDU techniques served as a first step in program development for PLU. Once MDS and MDU had been used, it was possible to research the market segments which were favorable to Pacific Lutheran University, exploring the educational options which had been uncovered.⁸

These cases provide two illustrations of the types of marketing research which the community college marketer may conduct. In one case, the research methods were quite basic and fairly simple, yet effective. In the second case, the techniques were much more complex, yet the findings were extremely valuable and likewise proved useful to the administrators who commissioned the study. Whatever the research design that is chosen, if it is to be a useful and beneficial study,

it should begin with a definition of the problem to be researched, have a systematic method of gathering the needed data, and present a method of analyzing the data which is gathered.

WHAT IS A STUDENT?

A STUDENT IS THE MOST IMPORTANT PERSON IN A COMMUNITY COLLEGE.

A STUDENT IS NOT DEPENDENT ON US -- WE ARE DEPENDENT ON HIM.

A STUDENT IS NOT AN INTERRUPTION OF OUR WORK. HE'S THE PURPOSE OF IT.

A STUDENT DOES US A FAVOR WHEN HE CALLS. WE ARE NOT DOING HIM A FAVOR BY SERVING HIM.

A STUDENT IS A PART OF OUR COLLEGE, NOT AN OUTSIDER.

A STUDENT IS NOT A COLD STATISTIC. HE IS A FLESH-AND-BLOOD HUMAN BEING WITH FEELINGS AND EMOTIONS LIKE OUR OWN.

A STUDENT IS NOT SOMEONE TO ARGUE OR MATCH WITS WITH.

A STUDENT IS DESERVING OF THE MOST COURTEOUS AND ATTENTIVE TREATMENT WE CAN GIVE HIM.

A STUDENT IS THE LIFEblood OF THIS AND EVERY OTHER BUSINESS.

Source: Anonymous

CHAPTER 3: THE COMMUNITY COLLEGE'S PRODUCT

After the community college administrator has gone through the first three steps of implementing the marketing concept, as discussed in Chapter 2, he is ready to begin designing the college's marketing mix. The purpose of this chapter is to discuss the development of the community college's product strategy. Subsequent chapters will be devoted to an analysis of the place, promotion, and price strategies. It is important to remember as we begin looking at the creation of a marketing mix that each individual part of the mix has an important relationship with the other three parts. It is not possible to devise your college's product strategy without thinking about the implications it will have for the place, promotion, and price strategies. Since the product strategy is the most important of the four (4) P's, and the foundation upon which the rest of the marketing mix will be built, it is only logical that it be discussed first.

WHAT IS THE COMMUNITY COLLEGE'S PRODUCT?

Before attempting to answer the question of what the community college's product is, let's first take a look at a general meaning of the term "product." When we speak of a product we may be referring to either a good or a service. Therefore, a product may be either a tangible or intangible item. Whether the product is tangible or intangible, however, does not really help us to understand the concept of a product. A product, by the marketer's definition, is something which has the

capacity to provide the user with satisfaction. Not everyone will derive a sense of satisfaction from every product, just as the same product may not give the same satisfaction to each user. The important concept is that a product is a bundle of potential customer satisfaction and benefits. Why do people buy products? They buy them hoping to receive satisfaction of their felt needs, whatever those many and various needs may be. Why do people buy the education product? The answers are numerous. Perhaps it's for knowledge to be gained or the satisfaction of having a degree bestowed upon them. Perhaps it's a challenge or a chance to show the world that they do have the ability to get a college degree. Then there's the obvious response that the education product is bought to receive job training which will provide years of future income. The point is that whatever the product, whether it be a tangible or intangible item, it must always be remembered that what is actually being sold is need satisfaction.¹

To speak of a product as a single item which is purchased, exclusive of other items, is a mistake which the community college marketer should not make. When we go to our favorite store to make a purchase, we are actually purchasing more than just the tangible or intangible good or service. We may also receive accessories, installation, instructions on the use of the product, the package, possibly the brand name, a warranty, and the knowledgeable service of a sales person. The combination of the principle good or service itself and the "fringe" items which go with it create what is known as the "total product."² The concept of the total product is an important one since a consumer

who perceives that two seller's products are virtually identical will most likely look at the competing seller's total product to make his purchase decision. What constitutes the college's total product? However one defines the community college's product, its total product will include such things as its physical plant, its admissions and registration procedures, its student activities, recreation and eating facilities, handling of the sales of books and supplies, and methods of making tuition payments. As will be discussed later, there is some feeling that the community college can, and should, also offer a buyer protection warranty as part of its total product.

The answer to the question of what constitutes the community college's product has still not been addressed. While much has been said recently about how to apply the techniques of business marketing to educational marketing, there is little agreement as to exactly what the educational product is. Some writers feel that it has to do with the competence and commitment of the college's academic counselors, the availability of classes, and the type of enrollees in a given program.³ Another author says that it is the design of attractive curricula which will help build enrollments,⁴ while a third marketer sees it as a combination of service, involvement, and openness.⁵ In attempting to settle upon an answer to the question as to what the community college's product is, we would do well to ask ourselves, "What business is the community college in?" The answer to that question seems to be that it is in the business of providing students (customers) with an education by disseminating relevant information to them. So in a nutshell, the

community college's product is relevant information which is packaged in courses, curriculums, and programs and sold to the students for whatever personal uses they may have for it. Therefore, the faculty, books, and classes are not the product of the community college but the vehicles on which the product (information) is distributed. We may see that by stating the community college's purpose and product in such broad terms, we can subsequently expand our interpretation of what information should be disseminated so that unlimited opportunities are created to satisfy potential student needs or information.

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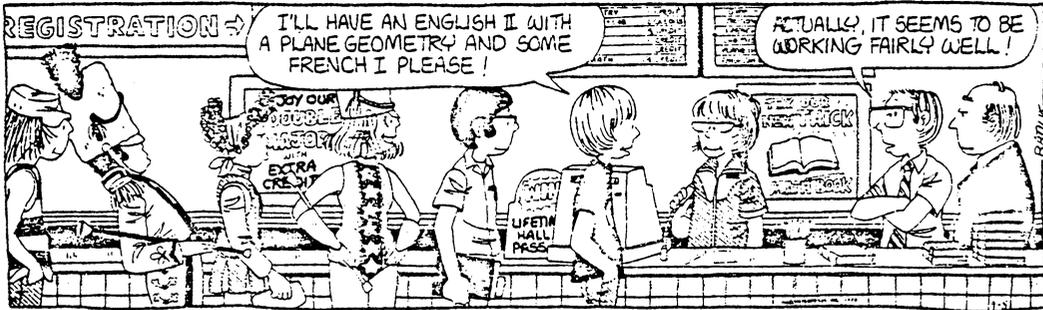
THE PRODUCT LINE

The variety of course offerings, or information, which is available from the community college, is referred to as the college's "product line." The product line can be described as being either broad or narrow and shallow or deep. A broad community college product line would be illustrated by a college which offered many different types of courses spanning as many different fields of knowledge. If there are a number of courses in each field, then that product offering would be described as being deep; whereas, offering one specialized course in a subject, such as "Principles of Astronomy," would add to the breadth of the college's product line but would create a shallow offering in that particular field of knowledge. The importance of the college's product line will become evident when the product-market strategies are discussed.

MARKETING COMES TO REGISTRATION

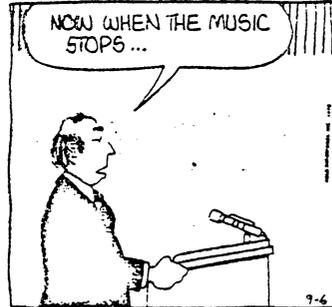
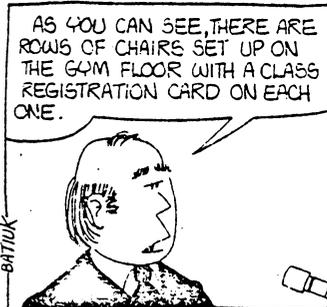
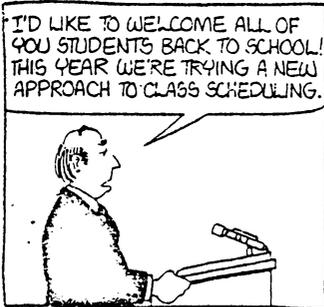
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PRODUCT-MARKET STRATEGIES*

Product decisions should be made with special regard to the market(s) which are being served. The key to successfully marketing a product lies in achieving a good "fit" between the desires of the markets being served and the products being offered. The development of the proper relationships between the college's products and its markets can be referred to as the college's product-market strategies.

A private-sector business will set its product-market strategies with the ultimate objective of maximizing its profits. While the community college is not faced with the task of profit maximization, it must be cost efficient. That is, it is the desire of the community college administrator to maximize the school's income, and to get the most out of its expenditures. In order to increase the amount of money which is available to be used in administering the college, there are three approaches which may be taken:

1. Increase the student enrollment
2. Reduce costs
3. Raise tuition

The implementation of the first two approaches will be a part of the college's product-market strategies (raising the tuition is a pricing strategy consideration). What follows is a discussion of how

*Adapted from Edward W. Cundiff, Richard R. Still, and Norman A. P. Govoni, Fundamentals of Modern Marketing, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973), pp. 140-158.

the college can vary its product-market strategies to either increase student enrollments or to reduce costs while continuing to operate with the students' best interests in mind. There are three product strategies (no product change, product change, new product) which can be combined with three market strategies (no market change, market change, new market) to give eight possible product-market combinations. One potential combination (product change-new market) is not deemed feasible as a community college product-market strategy. The reason for its omission is that the main form of this strategy is trading the customers up to a higher priced product or trading them down to a lower priced product. These tactics may not be considered to be in the best interests of the students and are not alternatives which are available to the educational marketer.

PRODUCT-MARKET STRATEGIES

- | | |
|----------------------|---------------------|
| 1. NO PRODUCT CHANGE | 1. NO MARKET CHANGE |
| 2. PRODUCT CHANGE | 2. IMPROVED MARKET |
| 3. NEW PRODUCT | 3. NEW MARKET |

No Product Change - No Market Change

The basic idea of this strategy is to reduce the costs involved in offering certain courses of study by simplifying the product. This will not mean changing the nature of the product, but making it more streamlined and less costly to produce. A basic tenet of this strategy is finding someone or something to do the same job that has been done but

doing it at a lower cost. An example of this may be arranging to use community facilities to train students in some knowledge fields which would otherwise require the purchase of expensive equipment. The use of internships is an illustration of the implementation of this strategy, as is a coordination with the community hospital to teach nursing courses while giving hands-on experience to the students. Substituting audio-visual aids for costly pieces of equipment or conducting field trips is another possibility. It should be understood that while a cost reduction is the desired outcome of this strategy, there should not be a resultant reduction in the quality of the educational product. On the contrary, there may just as likely be a strengthening of the product's quality.

No Product Change - Improved Market

This strategy is aimed at increasing the amount of the college's product sales to its current students, that is, motivating the part-time students to take more courses than they have in the past, plus retaining more of the college's currently enrolled students. There are several steps which may be taken to implement this strategy. The first is to insist upon an established level of quality in the college's educational offerings, and to make the quality predictable and consistent throughout the product line. Consistency and predictability in the college's educational standards will mean that more students who attend the college will be satisfied and consequently will be more likely to continue to increase their enrollment. The second step is to examine the college's total product, looking to see if there are some related

services that should be part of the total product but which are not currently available. Since there is an evident trend in community colleges to broadening the evening course offerings to attract the working student, care should be taken to provide them with a feeling that they are receiving as much for their tuition dollars as the daytime students. For example, guidance and counseling should be available during the evening hours; the library and bookstore should be open for their use; an evening college newsletter or section in the school newspaper devoted to the evening school students may help give them a feeling of belonging. While it is likely that there are some services which are offered in the daytime which will not appeal to the evening students, there are certainly other services which will and do interest them.

A third tactic for implementing this strategy involves an evaluation of the content of each curriculum. This is the equivalent to the retailer's evaluation of his product's package, where the ultimate goal is to make the product more salable. This step requires the college administration to ask such questions as: What should be taught in each curriculum and what is currently being taught? Are the educational objectives in line with what the students' future employers expect of their employees? Are the courses and curricula accurately described in the college's catalog or other promotional materials? Should the curriculum be expanded to include more training or can it be streamlined and completed in a shorter period of time? This last question is one of product size. The retail marketer often implements this

strategy by selling packages called "economy size." The community college has an excellent opportunity to create its own version of "economy size" offerings since most tuition scales are established such that all courses taken past a certain credit minimum do not require an additional tuition charge. This truly provides the student an opportunity to get "more for his money." While courses and curricula certainly should not be expanded simply to cause the students to remain at the college for a longer period of time, they should also not be "watered down" for the opposite reason. If educational quality and consistency are used as guidelines, the appropriate decision about the time required to complete the training will almost certainly be made.

A final step in using this strategy is to examine course titles. Course titles should be equated to product brand names, and as such, they should accurately reflect what concepts will be taught in the course. The author knows of an instance when a community college course offered under the title of "Genealogy" was almost completely shunned by a community that had expressed an interest in the subject. When the course was retitled "Knowing Your Family Roots," the class enrollment increased significantly. Phi Beta Lambda, a national fraternity for business students, is the college division of what is known in the high schools as FBLA (Future Business Leaders of America). However, by changing its name at the college level and using the Greek symbols, it successfully disassociated and differentiated itself from the high school division - an important point for college students. Consequently, Phi Beta Lambda has been quite successful on the national com-

1. Along with his diploma and charge [from the commencement speaker], the graduating student receives an allotment of continuing education units.
2. The allotted ceu's could be used at the graduate's discretion for continuing education activities offered by his alma mater.
3. The C.E.U. allotment would allow for waiver of registration fees associated with any and all non-degree programs for which ceu's were offered and which the graduate felt would help him replace "worn out" parts or install new "standard equipment" which was considered optional when he graduated.⁶

They point out that there are several positive features of offering the student such a program:

1. An increased awareness by the graduates of the institution's responsiveness to the needs of the people,
2. An opportunity to promote development of continuing education programs at the college,
3. Improved instruction for degree-seeking students,
4. It will promote engagement of individuals in the process of adult continuing education,

munity college level in attracting community college students. On the other hand, DECA (Distributive Education Clubs of America) has attempted to distinguish its divisions simply as high school DECA, junior-collegiate DECA, senior-collegiate DECA, and the alumni division of DECA. While high school DECA flourishes, and the senior-collegiate DECA program is well supported by future distributive education teachers, the future of junior-collegiate DECA is quite uncertain. One reason which is repeatedly mentioned by community college students is that they associate DECA with the high school D.E. program of which they do not wish to be a part. It is somewhat ironic that a marketing club would not do a better job of marketing itself. In the state of Virginia, where junior-collegiate DECA has recently been placed in an inactive status, several colleges are trying to revitalize interest in the club under the new name of Delta Epsilon Gamma. A brand name, course title, or a change in name is not a panacea for ailing enrollments, but an inappropriate title can certainly create an unnecessary stumbling block.

For the profit-oriented marketer there is one other tactic which may be used to implement this strategy - "product warranties" and "buyer protection plans." While these tactics may not be currently usable by some colleges due to external constraints, a plan has been proposed whereby a "Buyer Protection Plan" could be established for consumers of the educational product. Thomas Sork and Mary Pankowski have suggested that the continuing education department can administer "warranty work" with the aid of continuing education units (ceu's). Their proposal is as follows:

5. Generate new alumni and foundation support for the institutions which are addressing the needs of their graduates,
6. Transform the alumni into lifelong students, and
7. Aid admissions counselors in their recruiting efforts.⁷

While such a proposal is not without its drawbacks, it is a step in developing marketing ideas for the community college and may provide the framework for some original thinking by marketing-minded college administrators. The immediate question which such a proposal would raise would be one of cost. Though several funding ideas may be explored, it would be well to consider that if the use of the free ceu's created a lifelong student, the original cost of the plan could more than pay for itself over the years in both money and a satisfied public.

No Product Change - New Market

As in the previous strategy, the tactic being applied in this approach is to increase enrollment by attracting a new market segment. This strategy may be particularly useful for obtaining students in programs which have begun to peak in their level of student enrollment. When searching for new markets for courses or curricula which have reached the saturation level in their present market, the administrator should consider both (1) the possibility of attracting new product users, and (2) the idea of creating new product uses. Neither approach calls for a change in the existing product, however.

One idea for seeking new product users is to study the present market with the idea of discovering what groups are not currently enrolling in the course of study. If there is a career opportunity or other potential benefit offered by the program to non-represented student groups, an effort can be made to inform them of the potential benefits of the program. For instance, drafting and design and auto mechanics have both been curricula which typically attract male students. However, with the current stress on equal employment opportunities for both sexes, there is a growing occupational market for female graduates of both of these courses of study.

Finding and developing new uses for courses is another good way to extend the life of a course or curriculum. The ever expanding field of data processing and computer utilization is an excellent example of the use of this tactic. Computer techniques are being developed for accountants and incorporated into their training, along with the training of engineers, secretaries, and printers, to name just a few of the fields finding new uses for data processing techniques.

Product Change - No Market Change

This product-market strategy, which is aimed at better serving the college's existing target market, can be employed using one of two tactics:

- A. Product line simplification and course
discontinuance
- B. New courses and curriculums

Product Line Simplification and Course Discontinuance

Product line simplification means that the community college administrator may consider reducing the college's operating costs by eliminating high cost - low student enrollment programs. Obviously, the use of this tactic should not be taken lightly since it is almost certain to upset some of the college's employees and a portion of its students and publics. Nonetheless, it must be considered when the demand for certain courses declines, the cost of teaching those courses escalates, or both. David Brown offers the following guidelines for evaluating programs with the idea of possible elimination:

1. All programs must be evaluated on their contributions toward achieving the college's objectives. As a part of this evaluation, a review should be made both of the dollars being spent on the program plus the units of effort being expended.
2. Consider the relative worth of the program. That is, ask if there is some other place these program dollars and units of effort could be spent more productively.
3. Ask: "Are we going to devote sufficient resources to the program so that it can be done properly?" This is the old "if it's worth doing it at all, it's worth doing right" concept. This holds for both old and new

programs.

4. Does it complement other program offerings?
If it does, it may be a necessary part of the college's total product, even if it is not cost efficient. For example, it may be quite expensive to train an auto mechanics student to use a dynamometer; but eliminating this training may cause a serious void in the total training program for auto mechanics students.
5. Ask: Can the same thing be accomplished equally well through another program which is already funded? And what would be substituted if this program were discontinued? Once a substitute is found, a cost analysis and comparison between the two program alternatives can be made. If there are similar courses that may be substituted, the probability that a given program should be eliminated is high.
6. Recognize the strengths and weaknesses of your college as well as those of your competitors and make the appropriate "blend."
7. Consider the use of a computer analysis to find the cost of various operations and to aid in looking at the desirability of keeping high-cost programs which do not have high benefits. In

making their program-cost analysis, Central Virginia Community College in Lynchburg, Virginia first established cost centers for the various activities on campus such as the motor pool, duplication facilities, supplies, library and audio-visuals. Users of these activities establish a budget allocating a certain amount of money to be spent at each cost center. Records are kept, using the computer, to record each user's expenditures at each cost center. Using this type of financial control base and such other records as salary costs, equipment costs, and the costs of using the college's physical facilities, they have been able to establish a fairly accurate picture of the costs involved in running each of their programs.

8. Look at the program's demand, both present and future. A steadily declining demand that appears to be irreversible or which may be changed only with a great deal of effort is the first sign that a future program discontinuance should be considered.⁸

Brown suggests that if the decision to prune is made, it should involve as many people as possible. Use broad decision-making

techniques and prepare the deans, directors, and department heads for the possibility of the elimination. It may, under some circumstances, be necessary to use consultants to help facilitate the change.

New Courses and Curriculums

The tactic of introducing new programs that are outgrowths of existing programs is an attempt to stimulate student response and consequently increase enrollment and tuition income. The hope in developing a "new model" of the course or program is that it will come closer to meeting the needs of students than does the old offering. This same approach is seen repeatedly in the private sector where new models of old products are constantly being created to avoid consumer stagnation and to create a sense of newness and excitement. A similar approach to educational programs and courses will not only be in the best interests of the students but of the faculty as well, since they too will be challenged to keep abreast of the significant changes in their respective fields.

Product Change - Improved Market

The two main tactics of this strategy are (1) product customization and (2) product systems. The intent of both tactics is to improve the college's financial resources by increasing the number of courses being taken.

Product Customization

Product customization means using the concept of product

differentiation to tailor-making courses for students who do not otherwise enroll at the college. This can be done by offering existing courses to homogeneous groups of students and designing the course content around the needs of this special group. For example, a Principles of Management course can be specifically designed for hospital administrators and taught differently than it would be taught to a heterogeneous group of management majors.

Product Systems

By developing product systems, the college administrator attempts to increase the utility of courses to the students, thus stimulating enrollment. This may be done by arranging currently offered courses in a new sequence or manner to better suit the needs of a group of students. Suppose, for instance, that a community college is presently offering a number of real estate courses as part of the business division's offerings but has no formal program of study in real estate. If the real estate student wished to earn a degree, he would have to take the real estate courses as electives in a management or marketing program. Using the tactic of developing a new product system, a specially designed study in real estate could be created by putting together the existing real estate courses and other existing courses specially selected for students interested in a career in real estate sales.

The last three product-market strategies which will be discussed involve the creation of a new product (new program) as part of their

implementation. This is the most risky task of all those mentioned and requires some very careful thought and planning by the community college administrators. Therefore, before entering into a discussion of the strategies involving the creation of new products, it may be useful to look at a procedure for studying and planning the steps of developing and implementing a new program.

Wayne A. Lee and Joseph E. Gilmore, in outlining a procedure for the development of new programs in postsecondary education, warned that:

Developing new programs will involve considerable risk. The program development procedures of recent years, launching new programs without reference to market demand, projection of past enrollment growth, and the community needs survey, will not be adequate for the development of new programs in the uncertain decades ahead. More sophisticated methods will be required.⁹

In their paper, they outline an eight-step procedure for carrying out a new program development, the framework of which is presented here in Tables 1 and 2. Table 1 illustrates in flowchart form a "go - no go" sequence for generating new program ideas and studying their feasibility. By using the ranking scale shown in Table 2 as each of the eight steps shown in Table 1 is taken, the ratings can be combined into an overall program score. A maximum score would be 108, while a score of 0 in any of the eight stages would automatically cause a zero rating for the idea

under consideration and consequently kill the program idea.

-- Insert Tables 1 & 2 --

Let's now look at three product-market strategies which call for the creation of new programs as part of their implementation tactics.

New Product - No Market Change

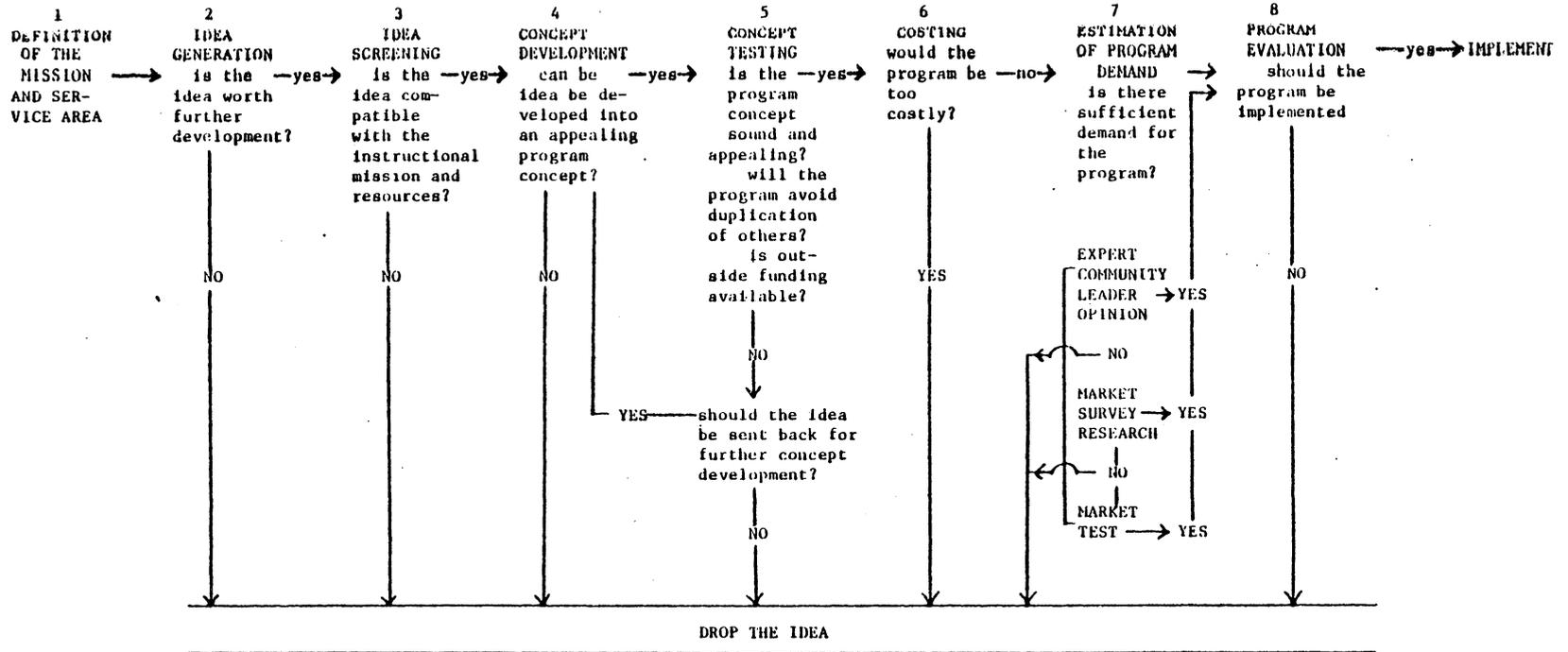
This strategy seeks to maintain student enrollment by offering a new course or program to the same student market. The new product will simply replace an older one while serving the same general purpose. This strategy is one designed to maintain the status quo more than to increase significantly the student enrollment. It is particularly useful when a competitor has begun to attempt to attract a college's students by offering them a new product which is in competition with your old product. It is also useful when there is a product in danger of having reached a maturity stage in its growth and may begin experiencing a decline in student enrollment.

New Product - Improved Market

This strategy attempts to increase student enrollment by creating new products for the same student-market segment. The new products may represent an extension of an existing product line or a diversification into related product lines. For example, a community college may decide to add additional courses to a certificate program in stenography in order to make it an AAS program. It would continue to offer

TABLE 1

THE ACADEMIC PROGRAM DEVELOPMENT PROCEDURE*



Source: Wayne A. Lee and Joseph E. Gilmore, Jr., "A Procedure for the Development of New Programs in Postsecondary Education," Journal of Higher Education, XLIII (May-June, 1977), p. 312. Reprinted by permission of Ohio State University Press, Columbus, Ohio.

TABLE 2

PROGRAM IMPLEMENTATION CRITERIA

<u>CRITERIA</u>	<u>QUESTIONS</u>	<u>ANSWER CATEGORIES</u>	<u>NUMERICAL RATINGS</u>
MISSION COMPATIBILITY	HOW DOES THE PROPOSED PROGRAM FIT WITH THE MISSION AND RESOURCES OF THE INSTITUTION?	DOES NOT FIT.	0
		IS APPROPRIATE TO MISSION AND RESOURCES	1
		IS ESSENTIAL IF INSTITUTION IS TO CONTINUE TO FULFILL ITS MISSION	2
DEMAND	WHAT IS THE DEMAND FOR THE PROGRAM IN TERMS OF ENROLLMENTS AND DEMAND FOR ITS GRADUATES? HOW LONG CAN THE DEMAND BE EXPECTED TO LAST?	NO DEMAND	0
		ENROLLMENT DEMAND	1
		ENROLLMENT DEMAND AND DEMAND FOR GRADUATES	2
		1-3 YEARS	1
		3-6 YEARS	2
		OVER 6 YEARS	3
COST	HOW MUCH CAN THE PROGRAM BE EXPECTED TO COST?	EXPENSE GREATER THAN INCOME; IN EXCESS OF WHAT INSTITUTION CAN AFFORD	0
		EXPENSE GREATER THAN INCOME	1
		EXPENSE EQUAL TO INCOME	2
		EXPENSE LESS THAN INCOME	3
OUTSIDE FUNDING	IS OUTSIDE FUNDING AVAILABLE?	NO OUTSIDE FUNDING	1
		SHORT-TERM FUNDING	2
		LONG-TERM FUNDING	3
UNNECESSARY DUPLICATION	WILL THE PROGRAM UNNECESSARILY DUPLICATE PROGRAMS AT OTHER INSTITUTIONS?	WILL UNNECESSARILY DUPLICATE	0
		WILL NOT UNNECESSARILY DUPLICATE	1

Source: Wayne A. Lee and Joseph E. Gilmore, Jr., "A Procedure for the Development of New Programs in Postsecondary Education," Journal of Higher Education, XLIII (May-June, 1977), p. 312.

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the certificate, however, thus expanding the stenography product line offering both a certificate and AAS program. If the college administrators decided to add to their stenography product offerings such additional programs as a legal secretary offering or a medical secretary curriculum, they would be employing a tactic of product diversification.

New Product - New Market

This strategy, which seeks to gain new students with new products, is by far the most risky of all product-market strategies. It involves a product-mix diversification where an entirely new program is designed for a new student-market segment. As Cundiff, Still and Govoni advise:

Both the product and the market are totally new to the company [community college], so proposals for unrelated product diversification merit the most careful investigation. Generally, a company is well advised first to "fill out" its present line, then diversify into related lines sold to the same [student] markets, and finally (after other profit-increasing [enrollment-increasing] possibilities are exhausted) to diversify into new markets with new products.¹⁰

With the growing concern for maintaining or increasing student enrollments, this strategy may incorrectly be thought of as the first and most profitable means of combating a negative enrollment trend. Although it should certainly be considered as an alternative, the

logistics of successfully accomplishing such a strategy should not be taken lightly. A guideline, such as that presented earlier, will be an invaluable tool to successfully carrying out this strategy.

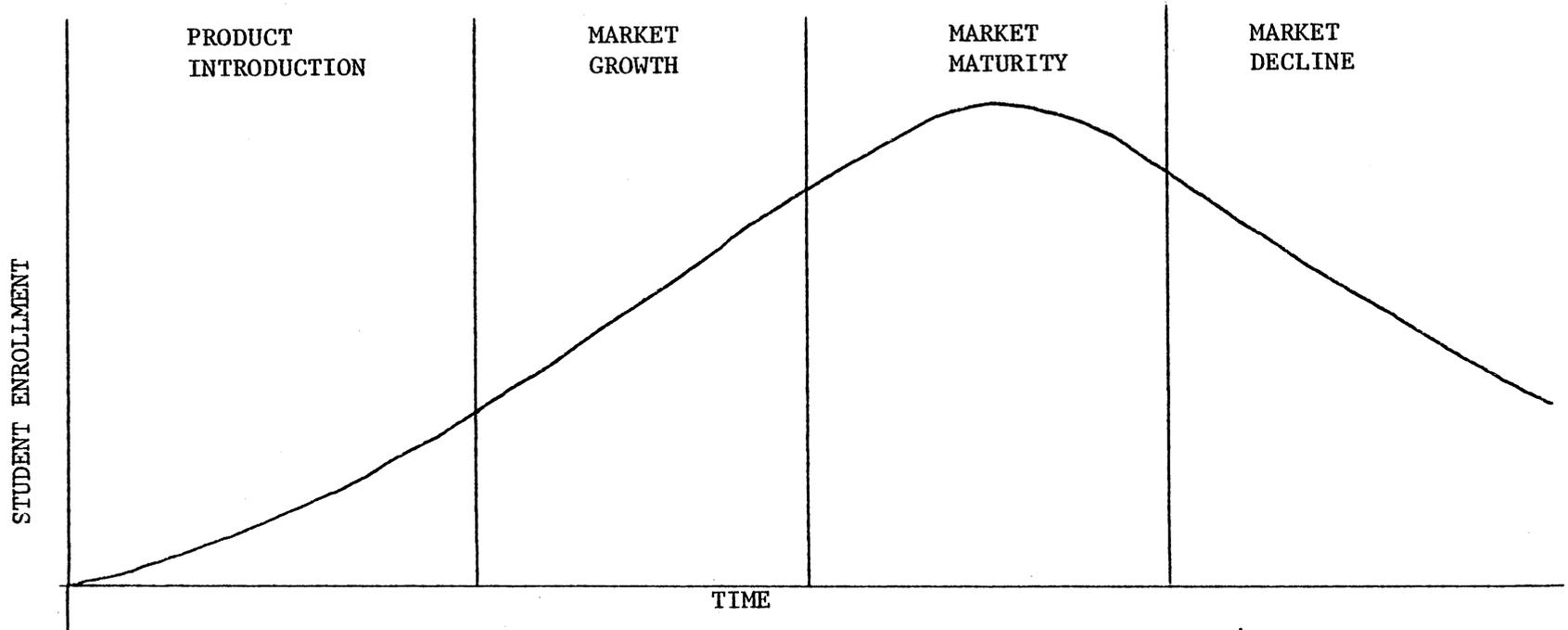
THE PRODUCT LIFE CYCLE

In today's ever changing world, the consumers' demands for goods and services are rarely static. This is true of the demand for the educational product, just as it is true for other products. Changes in technical knowledge, methods of instruction, and student interests cause new products to be developed and existing products to be modified or dropped from the product line. In an effort to monitor each product's development and level of consumer acceptance, marketers have devised the concept of the "Product Life Cycle." (See Figure I)

-- Insert Figure I --

The product life cycle concept describes the product as it passes through four distinct and successive stages which have been labeled the Product Introduction, Market Growth, Market Maturity, and Market Decline stages. The product's life cycle is depicted by a bell-shaped curve which is drawn on an x and y axis where the x-axis represents the degree of market acceptance and the y-axis represents time. For the profit-making sector, the product's degree of acceptance is measured in dollars. The educational product's degree of acceptance may be measured in terms of student enrollment.¹¹ The importance of this marketing concept is that it gives the product manager a method by which

FIGURE I
THE PRODUCT LIFE CYCLE



each of the products in his product line can be analyzed in order to predict its future level of acceptance. If the product's future level of acceptance does not appear bright, the administrator must plan to use one or more of the eight product-market strategies, which were discussed earlier, in order to attempt to curtail or plan for the upcoming negative growth trends. If, on the other hand, the product's future looks good, positive steps should be taken to encourage the product's growth and development. A partial answer to knowing what to do will be found by knowing which stage of the life cycle the product is currently passing through.

In order to understand the product life cycle, it is useful to think of the product in terms of the human life cycle. The product is first conceived as an idea, developed, and introduced into the market. Its early development requires a certain amount of nurturing to assure its strong and steady growth. At one point in its life it grows rapidly, then slows down and matures. Eventually it begins to decline until finally its life ends, and it is replaced by a new product which will go through the same process. Each life stage through which the product passes will cause a need for changing the entire marketing mix for that particular product. There are four factors which are causing these needed changes in the marketing mix:

1. Customer attitudes about the product change,
2. Different target markets may be appealed to
in the different stages,
3. As the product proves its usefulness and

becomes successful, the level of competition will increase,

4. The level of product acceptance changes.¹²

In order to better understand the product life cycle concept, let's begin by describing the nature of the four life cycle stages:

1. Product Introduction: When the product is first introduced, it has a low level of consumer awareness and acceptance. If it is to become successful it must be promoted. The objective of this promotion is to inform the consumers of the product's availability and to educate them about its nature and usage. Normally, there is very little competition at this point, but the product innovator must often pay the price of pioneering the product's development. This high initial investment cost may lead to a high price for this particular product, if its development costs can be assigned to the price of the product. This may not be possible for the community college administrator to do since many colleges must charge the same amount of tuition for every course, regardless of the costs associated with teaching it.

2. Market Growth: If the product is one which the consumers are aware of and want, are willing to pay for, and can obtain fairly easily, its growth will soon begin to take place. The growth stage is characterized by a rapidly expanding demand for the product, as evidenced by large student enrollments; the entrance of competitors into the marketplace bringing a variety of similar products to offer the consumer; and a high student/faculty ratio with the possibility of selective admissions. In the early phases of the growth stage, the promotional objectives will

remain informative and educational. In the latter part of this stage, however, the promotion becomes competitive in nature, with the objective of distinguishing the promoter's product from that of the competition.

When a college decides to enter the market and compete with a competitor's established product, it is likely that the college's product will spend little time in the introduction stage and move rapidly into the growth stage. While there are advantages to being a product innovator, there is also an attraction to being a follower. One of the major advantages to following someone else's lead is that the high initial costs and unavoidable errors in product development may be somewhat avoided. In other words, there is something to be said for learning from someone else's failures and successes.

3. Market Maturity: In the market maturity stage the product's growth slows, peaks, and begins to level off, then declines. There is a great deal of competition. This may be reflected in the college's aggressive promotions, attempts to lower or maintain low tuition fees, and a growing effort to extend the boundaries of the campus to alternate sites more convenient to students who must otherwise commute long distances to the main campus. At this stage of the product's life, the number of qualified faculty members meets or exceeds the student's demands and student/faculty ratios peak. Tenured faculty members and dwindling course enrollments begin to cause considerable financial concerns. A product which has entered the market maturity stage generally causes a demand picture which may be labeled as a "buyer's market" by the student and a severe headache by the community college

administrator. The need for having recognized and planned for this inevitable period within the product's life cycle becomes painfully obvious to those who had simply hoped this time would never come. Once a community college administrator has had to deal with and make decisions regarding courses in the maturity stage, the need for tracing the life cycles of the college's other products becomes all too clear.

The demand for some community college products may never totally disappear, but it may become too small to justify offering the product. Such a condition may actually be caused by too many colleges attempting to continue to provide the same amount of product even at the reduced level of demand. This is not an uncommon condition in today's college market, and the inevitable result is a decline in the number of colleges offering the product, and, in some cases, the closing of some colleges. The latter condition is usually caused by the college's having experienced a shirking demand for too many of the products in its product line. Survival of the fittest is as applicable to colleges as it is to the private, for-profit sector. If, however, the product's demand in the maturity stage has leveled off, those who survive may manage to continue to offer the product successfully after the number of competitors has declined to the point that the students' demands are more in line with the number of colleges willing to offer the product. Since it is unlikely many new competitors will enter the market in the future, this condition could continue to exist indefinitely, provided there is no further significant growth or decline in student demand for the product.

Many community colleges and their products are now feeling the

pressures associated with being in the maturity stage. The keys to the survival of these colleges are market segmentation and product differentiation. When the college identifies its target markets, using market segmentation techniques, it then designs products which are specially made for their target markets. The students must be able to perceive that the products of your college are different from those of everyone else. They must be better suited to filling student needs. When this type of atmosphere is established, your college's products are, in the minds of the students, not in competition with those of other colleges. Market segmentation and product differentiation keep your college's products out of the heavy competition associated with the maturity stage and keep them in the less competitive atmosphere of the growth stage. Our nation's prestigious universities did not get where they are today by accident. They succeeded by deciding what student group they were going to serve, then serving them better than anyone else.

PLANNING WITH THE PRODUCT LIFE CYCLE

For planning and administrative purposes, Stages 1 and 3 are of crucial importance. In the Introduction Stage, administrative and faculty commitments must be made to the untested curriculum While short-term resources must be allocated in Stage 1, the Maturity Stage for any curriculum calls for long-term planning. It is

imperative that planning be triggered during this stage before enrollment begins to decline.¹³

The Product Life Cycle offers no magical answers to product questions. It simply helps the marketer to organize his thoughts and plan more effectively. It is suggested that the life cycle of each course be analyzed. Once this is done, entire curriculums can be similarly analyzed, then departmental offerings. Such an analysis will help uncover strengths and weaknesses in the college's product line. When some action is required, the eight product-market strategies should be consulted. Which strategy (or strategies) to employ will depend upon the perceived problem and your objectives.

Analyzing products is not a once-a-year exercise. It is an on-going process. It requires a constant vigilance of all courses offered as well as those that are not now but could be offered. Trends must be noted and their implications discerned. The ultimate objective should be to prevent being surprised by sudden up and down shifts in product demand. To the extent that this can be done, the administrator can better control his product offerings. Otherwise, he will be controlled by what to him is the unknown. This leads to crisis management which will be more reactive than directive in nature.

CHAPTER 4: PLACING THE PRODUCT

Delivery [place] is the key to an effective marketing process that is dependent upon repeat business and customer satisfaction. The best promotional efforts will be ineffective unless the college can deliver learning and support services that students want at times and locations that are convenient for them.¹

With the ever increasing costs of public and private transportation, the development of the community college's place variable may be the most crucial challenge facing the college's marketing administrators. Even if most other educational costs could be stabilized, which is unlikely, the cost of getting to and from the college may soon make even a low cost community college education unaffordable to many would be students. The community college, whose initial founding was a tremendous step toward making a college education more accessible to the general public, must once again lead the way in reaching out to the community with readily accessible course offerings.

WHAT IS THE PLACE VARIABLE?

In general terms the place variable is concerned with the "when" and "where" decisions involved with efficiently delivering the college's products to its customers. This delivery system is known in the private

marketing sector as the "channel of distribution." Kotler suggests that there are three decisions which the college must make regarding its channel of distribution:

DECISION #1: The level and quality of services
they will deliver

DECISION #2: The number and location of its
branch campuses

DECISION #3: The use of facilitating marketing
intermediaries²

Decision #1 requires the college to decide upon the degree of place penetration that will be attempted. Take, for example, a community college, such as the one illustrated in Figure 1. Granite Falls

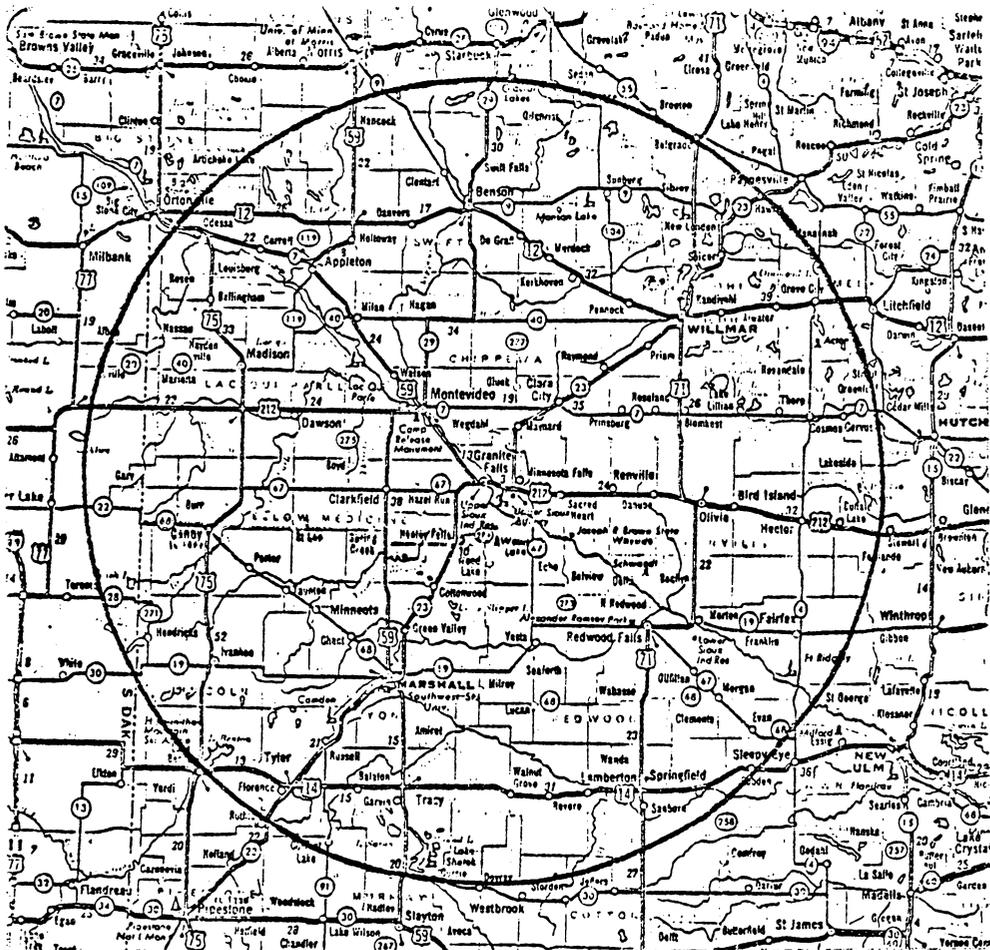
-- Insert Figure I --

Community College has determined that the majority of its students live within a 50 mile radius of the college. This 50 mile boundary establishes the college's trading area, outside of which most students will go to a comparable, more accessible college. In order to make Granite Falls Community College's courses more accessible to the people who live some distance from the college, a decision may be made to offer some off-campus courses. The first step in doing so is to decide upon the level of penetration that will be made. Some possibilities are:

- a) Offer individualized, in-home courses using private tutors.
- b) Open neighborhood centers in each identified

FIGURE I

GRANITE FALLS COMMUNITY COLLEGE'S TRADING AREA



Map Source: Rand McNally Road Atlas - supplement to the 111th Edition of the Rand McNally Commercial Atlas and Marketing Guide, New York, N. Y., 1980, p. 51.

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neighborhood.

- c) Divide the trading area into two or more segments according to population, geographic boundaries or some other criteria. Create an extension in each segment.

Needless to say, alternatives a and b are not likely to be feasible choices considering their expense. The point is that the planning process for establishing the place strategy begins with a decision regarding the level and quality of service that will be distributed both within and outside of the boundaries of the parent community college.

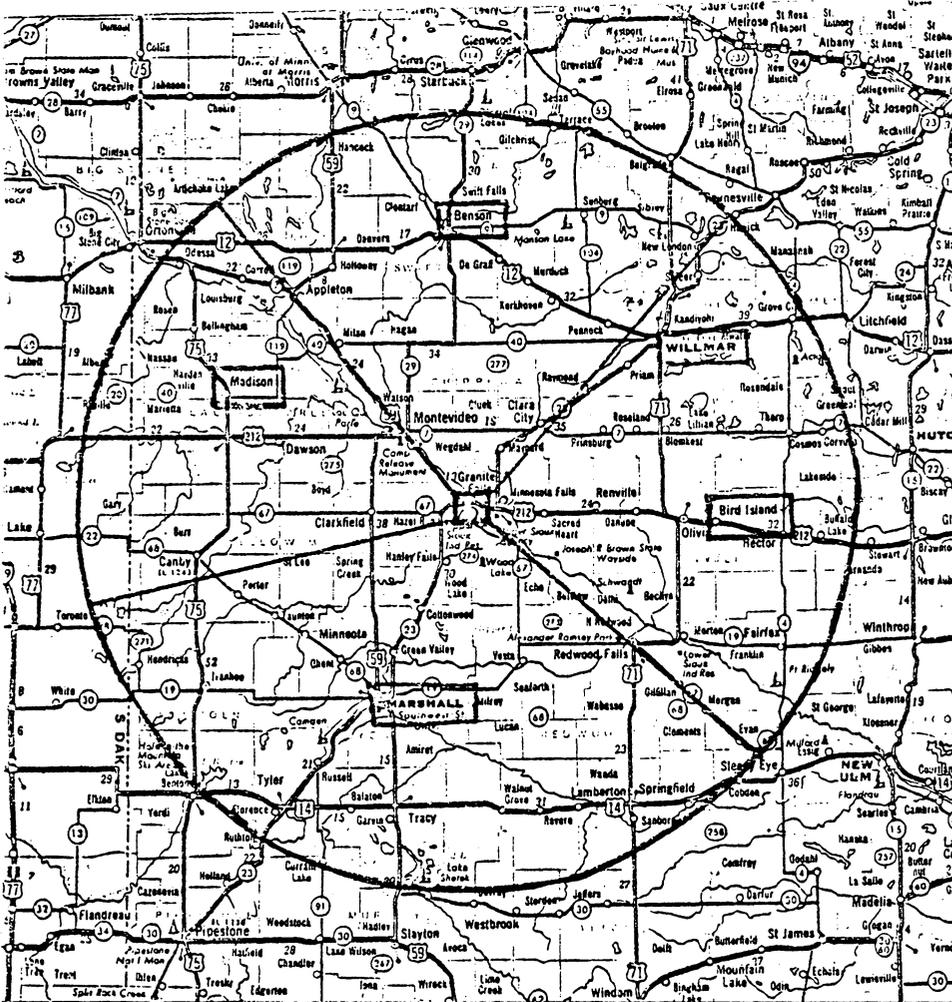
Decision #1 is followed by the consideration of the number and location of the branches. Let us assume that Granite Falls Community College selected alternative c and divided its trading area as shown in Figure II. The decision now to be made is how many off-campus

-- Insert Figure II --

locations will be established and where. A simple solution would be to begin developing one branch center in each of the four segments. Once this decision is made, suitable teaching facilities must be located. Some possibilities include making arrangements to use a public school building or a training room of an industry. Either of these arrangements will probably be less expensive and less binding than renting or building a facility. When deciding upon a location you should remember that the accessibility and appearance of the facility are very important. Parking must be accessible, and ideally parking lots should be lighted

FIGURE II

A GEOGRAPHIC DIVISION OF
GRANITE FALLS COMMUNITY COLLEGE'S TRADING AREA



Map Source: Rand McNally Road Atlas - supplement to the 111th Edition of the Rand McNally Commercial Atlas and Marketing Guide, New York, N. Y., 1980, p. 51.

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for evening students. If a public school is to be used, make sure the chairs are adult size. The physical appearance of the facility is also important. Even though an old, vacant building may be inexpensive, it may also be psychologically depressing, causing potential students to stay away.

Site selection has received a great deal of study by today's retailers. It is quite likely that some of their findings can be useful in aiding the community college administrator in selecting appealing off-campus or branch locations. Table 1 is an adaptation of a rating sheet on sites which the Small Business Administration provides to retailers. Many other similar sources of information are also available.

The third decision area, using facilitating marketing intermediaries, refers to deciding whether to hire outside help in completing the distribution channels or to provide all services internally. A facilitating intermediary may be a newspaper through which a course is taught, or a television station that broadcasts educational programs. Correspondence courses are also considered facilitating intermediaries. Some other possibilities are buses, trains and planes where passengers can become students as they go to and from their job sites. As Kotler says, "Non-profit organizations should be alert to new ways to use facilitating intermediaries to get their products to final buyers."³

-- Insert Table 1 --

THE ON-CAMPUS PLACE STRATEGY

Thus far the discussion of the place strategy has been confined to considering and selecting off-campus locations. It is just as important

TABLE 1

RATING SHEET ON SITES

Grade each factor: "A" for excellent, "B" for good, "C" for fair, and "D" for poor.

Factor	Grade
1. Centrally located to reach students
2. Teaching materials available readily
3. Quantity of available students
4. Transportation availability and rates
5. Availability of adjunct faculty
6. Local educational climate
7. Provision for future expansion
8. Quality of police and fire protection
9. Environmental factors (community atmosphere)
10. Estimate of quality of this site in 10 years
11. Estimate of this site in relation to my major competitor

Source: Fred Weber, Locating or Relocating Your Business, Management Aids #201, (Washington, D.C.: Small Business Administration, 1979), p. 7.

to review your on-campus place strategy. Recall that place refers to both the when and where of the college's course offerings. This means that attention must be given to such decision areas as course starting times and the length of the class periods. If we are to be prepared for housewives returning to school, it must be recognized that they can hardly be expected to get their children to school and be in their own classes by 8:00 a.m. Nor can they be expected to attend classes after their children come home. In an industrial area the shift change schedule should also be considered. Some third shift workers, who get off at 8:00 a.m., may prefer to go to school from work. Others may wish to be able to leave their evening classes and go to work. It is imperative, if the community college is going to adopt the marketing concept, that class schedules be made after considering student needs. It is quite possible that if this is done some rethinking of course times and lengths may be in order.

Finally, many of the same principles that are discussed in regard to selecting off-campus locations apply to the main campus. Physical attractiveness, convenient parking, and adequate and appropriate classroom facilities are high on this list. It would be a shame to lose a student because he or she finally tired of having to always search to find a parking place, or because a lecture class was taught in a lab room with no comfortable chairs or a desk on which to write. Today's consumer is becoming less and less tolerant of shopping inconveniences. There is reason to believe that the same attitude can and will spill over into the educational community.

CHAPTER 5: PROMOTION

Everyone is familiar with the word association exercise. I say a word and you tell me the first thought that comes to your mind. When many educators and educational administrators hear the word "marketing" their first reaction is "advertising" or "selling." You now know that marketing and advertising or selling are not synonymous terms. But what do you think of when you see or hear the term "PROMOTION"? When you read the title of this chapter, what subject did you expect it to focus upon? My guess is that the term "PROMOTION" would elicit a response of "ADVERTISING" from most people. That's not, however, a completely correct response; at least it's not correct from the marketing point of view. Why is that so? Recall that in the first chapter the marketing mix is discussed. This mix contains four controllable variables, which are referred to as the 4 P's or the ingredients of the marketing mix. The idea stated was that a sound marketing strategy will be developed by controlling the blending of these four controllable variables. Promotion, the subject of this chapter, is one of those four ingredients.

THE PROMOTION MIX

Promotion can take various forms. These collective forms are often labeled the "Promotion Mix." Just as the 4 P's of the marketing mix are not independent of one another, neither are the elements of the promotion mix.

If promotion isn't advertising, then what is it? Promotion, in

in marketing terms, is defined as being a form of communication whose purpose is to inform, persuade, and influence the receiver of the message. The tools or ingredients of the promotion mix which can be used to accomplish promotional goals are:

1. Advertising
2. Recruiting and Retention
3. Sales Promotion
4. Publicity
5. Public Relations

The marketer's problem is to select the promotional tools which will best accomplish his promotional goals. By so doing he creates a promotion mix for his college. The focus of this chapter will be on understanding and developing the five promotional tools and creating a rationale for the appropriate selection and use of each one.

IS PROMOTION DECEPTIVE?

Before going on with the discussion of promotion, there is a very sensitive issue regarding promotion which should first be aired. That issue is, does promotion inform, persuade, influence or all three? There is some feeling among educators, politicians, and taxpayers that public institutions should not enter the Madison Avenue world of advertising. So long as the promotional message simply informs the receiver about something the college is doing, that's okay. A college should not, they say, use tax dollars to buy promotional messages that are designed to persuade or influence the receiver. The rationale for this

position is that it is possible to persuade a person to buy something which he does not need or truly want. They fear, and with good cause, that promotional tax dollars may be used to mislead the potential student in an effort to get him to enroll at _____ Community College. There is no doubt that this can and will happen.* Let us simply say that the cornerstone of any promotional effort is truthfulness. The distinction between being informative, persuasive, and influential is often a matter of interpretation. Any promotional effort, regardless of its nature, may be more than just informative. If you have worked to develop a superior product, price, and place, you are indirectly being persuasive and influential when you inform the public about them. The question is not whether to promote informatively, persuasively, and influentially, but how to do it tastefully and truthfully. If your state system or locality restricts or prohibits the use of tax money for promotional efforts, perhaps you should begin a (promotional) campaign to educate them about the value of good promotion.

THE PROMOTIONAL PROGRAM - A 4-Step Approach

A prerequisite to beginning the college's promotional efforts is to develop a positive attitude about what is being done. Promotion must be viewed as an investment, not as an expense. The investment will be in terms of both money and time. This idea is very difficult for

*(See Louis W. Bender, "It Pays to Advertise ... Truthfully," Community College Review, (September, 1975), pp. 32-39.)

some managers to grasp because the payoff is difficult to accurately measure. If, for instance, money is appropriated for equipment and supplies, the payoff is tangible. You can see, touch, and use what was purchased. If a new duplicator is being considered because it produces better copies more quickly than the old one, you can actually see and evaluate the duplicator's output. But how do you know that a college's increased enrollment is partly a result of its promotional efforts? Which promotion attracted which students? The answers to these and other questions about promotion are, quite frankly, that you may never know precisely what your promotional effort is responsible for. That does not mean that evaluation of promotional programs is impossible or needless. It just means that the evaluation may not be as precise as you would like it to be. Nonetheless, there can be no doubt that promotion is important and can be beneficial. It must, however, be preceded by a positive attitude about its worth. It must be considered an investment in the college's future, not an expense item which must be paid for monthly.

The promotional effort should follow four progressive steps in order to be effective. These steps, in the proper sequence of occurrence, are:

1. Know what you want to accomplish with your promotion.
2. Plan for the accomplishment of the promotional goals.
3. Implement the plan.

4. Evaluate the results.

Step 1: Know What You Want to Accomplish with Your Promotion

In one of my small business management classes I wanted to demonstrate to my students that most small businessmen do not have well conceived promotion plans. I asked the students to interview some local sole proprietors and find out about their promotion plans. The reported context of most of the interviews went something like this:

STUDENT: "How do you plan your promotion?"

MANAGER: "I don't. I just don't have time.
I'd like to though."

STUDENT: "Then how do you decide when to promote?"

MANAGER: "When I feel like I need more business,
or when things are slow. I just promote
when I need to."

STUDENT: "How do you establish your promotion
budget?"

MANAGER: "I don't have one. I just spend what I
think I can afford. I don't have much to
spend on promotion anyway."

My objective is not to condemn the small businessman. The idea is to illustrate the type of attitude which is demonstrated by those who do not understand the proper techniques of promoting a business. One local businessman once told me, "Yea, I listened to a fellow once who told me I should do some advertising. So I tried it for a week or

two and nothin' changed. So I stopped it. I told him it was a waste of money anyway." The truth is, if you take this attitude and approach toward your promotion, it will be both a waste of time and money. Promotion must be objective oriented. Further, and this is important, each promotional message should attempt to accomplish only one objective.

Some of the best starting places for planning your promotion are in the offices of institutional research and admissions, or wherever you can get information about your college, its students, and its publics. Promotion makes direct use of the findings of your college's marketing research, which was discussed in Chapter 2. Using the research findings you can begin to see what the community knows about and thinks of the college. From the admissions office you can determine what market segments are being served and which ones need attention. Look at both your weaknesses and strengths. The more you know about your college and its community image, the more effective your promotion can become.

Some of your promotion may be aimed at overcoming or reversing some misconceptions about your college. Other promotions may have as their objective to remind the community of the college's strong points. Think of it this way. Depending upon the objective(s) to be achieved, promotion may be:

1. Pioneer Promotion
2. Competitive Promotion
3. Reminder Promotion

Pioneer Promotion is "Daniel Boone" in nature. Its purpose is to educate. It "blazes trails" where none previously existed. It implants

ideas and concepts. This approach is often used when a new course or curriculum is being offered. It may also be used to announce a change or improvement in some area of the college. For instance, an improved registration procedure may be worthy of Pioneer Promotion. This is especially true if the old procedure was found to be annoying to students and considered a possible deterrent to enrollment.

Competitive Promotion attempts to answer the claims of your college's competition. It may simply say that, "We have low tuition rates and financial aid too." Or it may claim exclusivity for your college. For example: "_____ Community College has the most up-to-date automotive diagnostic equipment available." A word of warning about competitive advertising. The "name calling" nature of this promotional approach, with its "mine is better than yours" tone makes it sometimes unbecoming to the public. Furthermore, the more competitive it becomes, the more the temptation to stretch the truth. False, deceptive, or simply misleading (even though true) advertising is prohibited by the Federal Trade Commission. Louis Bender suggests that, "The FTC guides would be a good reference for the public information officer at every college."¹

Reminder Promotion is possibly the most used form of community college promotion. Its purpose is simply to remind the student or community about some college happenings. This includes registration dates and deadlines, as well as course offerings, class times and locations, and phone numbers to call for information. Though reminder advertising is important, it is rather blase in nature, and not usually

exciting and progressive. In the business world, it is most often associated with products in the maturity and decline stages of the life cycle.

The preceding discussion of the types of promotion was not intended to cloud the previously stated purpose of step one. This is not a chicken or egg concept. The thing that comes first is the objective. Once the objective is known the resultant promotion may be labeled pioneer, competitive or reminder. These three labels are nothing more than terms assigned to promotional forms which have definite and distinctive objectives.

Step 2: Plan for the Accomplishment of the Promotional Goals

Planning the promotion involves two decision phases:

1. Deciding upon a promotional budget, and
2. Deciding what promotional tools to use

The order in which these two steps are listed is not necessarily the order of occurrence. There is some disagreement as to whether the budget should be established first and the tools be decided upon based on the budget; or, if the tools of promotion should be decided upon and a budget established to support this decision. From a purely managerial point of view, the ideal sequence is to (1) set the promotional objectives, (2) plan the promotional mix to accomplish the objectives, and (3) budget enough money to carry out the plan. This is called the objective-task approach. It is a pure application of a MBO (management by objectives) approach to promotion. Since, however,

money resources or other constraints sometimes do not allow the flexibility required by the objective-task approach, another planning sequence may be used. It is to (1) set the promotional objectives, (2) establish a promotional budget, and (3) plan to accomplish the objectives by designing a promotional mix which can be paid for with budget funds. Though not as ideal as the first technique, this may be a more realistic approach. Some of the MBO philosophy is sacrificed, since the plan is constrained by a budget, but objectives are still established and used as targets.

Setting The Budget

If the objective-task approach is used, the budget is set by funding the pre-established plan. Budgeting the second approach, where the budget precedes the plan, requires the use of some other techniques. It is not possible to say what is best for a given situation. Some different techniques for establishing a promotion budget are discussed below. Each marketer must decide what is best for his institution.

a) Budget as a % of some other variable budget item.

This is a popular technique in the private sector. The promotion budget is computed as a percent of sales. The percentage amount can be established by researching what is normal for other businesses in the same field. These figures are published and readily available to private businesses, though a complete set of guidelines does not currently exist for the community college. Carol Breyer

found in a ten state survey that the figure is generally no more than 1% of the colleges' annual operating expense. This is, by commercial standards, quite low.² Each college will need to establish its own guidelines. For example, the promotion budget could be set as a certain percent of M & O monies. If this technique is chosen let me suggest one refinement. Use the dollar amount of the projected variable item, not last year's figure. That is, if in 1979 you are setting the promotion budget for 1980, make the computation as a percent of 1980's projected M & O monies. By doing this you will be progressive in your budgeting, rather than regressive.

b) Budget as much as you can afford. This is self-explanatory. It allows for spending as little or as much as good judgement allows.

c) Budget in accordance with what the competition spends. Although this technique is better than no budget, it suggests two derogatory things about you: (1) you are content to follow rather than lead and (2) your competition knows more than you do. Certainly a study of the competition's promotion is advisable. But what's good for them is not always what's good for you.

d) Budget based on reach, frequency, and costs. This approach requires making several decisions and gathering some information. First, decide who and how

many people you wish to reach with your message. Then determine what media will most effectively reach these people. Third, decide how often you want your message delivered to them. And finally, determine the cost of using each media, with the desired frequency, for the desired reach. If, for example, you are considering using direct mail promotions, the calculation would be:

$$\text{Number of pieces X cost/piece X frequency} \\ \text{of mailing}$$

If there are 5000 persons to whom you mail a 35¢ (total cost) brochure four times a year, you would budget \$7000 for direct mail expenses (5000 X .35 X 4). On the other hand, if you use a media such as radio or newspaper, the computation is somewhat different. Suppose you want to use ½ pages ads in a local newspaper to reach 25,000 people. If the newspaper's *cost per thousand is \$10, and 12 such ads were planned, the budgeted figure would be

$$25,000 \times 12 = 300,000 \text{ exposures}$$

$$\frac{300,000}{1000} \times \$10 = \$3,000$$

By making similar computations for each media desired and totalling them, an overall promotional budget can be established.³

*cost per thousand is computed $\frac{\text{cost of the ad}}{\text{circulation of the media}} \times 1,000$.

When using this approach it should be understood that the costs calculated are simply estimates. By planning for promotions it is often possible to get discounts from the media based on the quantity and frequency of usage.

Just as with businesses, some colleges have more money to spend on promotion than others. If your college's promotion budget is restricted do not despair. There are methods of obtaining significant amounts of promotion for little or no cost. You should also realize that the promoter does not need to have promotional talents to use the media. Each media has a staff to provide these services for you, often at no cost. Furthermore, the college's marketing staff and students are a prime source of ideas and help. The main concern is to know what needs to be communicated to whom. The promotional effort can then be evaluated to see if it says what should be communicated to these groups.

Deciding What Promotional Tool To Use

Another aspect of the planning step (Step 2) is selecting the promotional tools; that is, designing the promotion mix. The five ingredients of the promotional mix, which were listed earlier, are the five categories into which all promotional tools can be classified. To help assure the proper selection of promotional ingredients, a definition of each and an explanation of how they may be used are given below.

ADVERTISING

The term advertising has become a catchall for any type of pro-

motion. In truth, advertising is a very distinct form of promotion. It is always paid for by an identified sponsor and uses the mass media for transmission. The mass media includes the audio, visual, and audio-visual forms of transmission. Therefore, promotion which is bought and distributed via such media as radio, T.V., magazines, billboards, mass transit, and direct mail, is considered advertising. One other distinguishing feature is its ability to be efficient. That is, it can reach a large number of people very quickly. The criteria for selecting the advertising media is simply this: which one reaches more of the audience you wish to reach at the lowest cost? When attempting to answer that question remember these points:

1. Everyone who receives an advertising message is not a potential customer. Select the media that reaches more of the target group(s).

2. The cost of using a media is best computed as

$$\text{cost of the ad} \div$$

$$\# \text{ of customers in the target group}$$

who may receive the ad via the selected media.

Suppose you advertise a seminar for women managers in the newspaper. Although the paper's total circulation figure may be 30,000, many of those readers will not be interested in the seminar.

3. Print media has pass-along circulation. The same newspaper, with printed circulation of 30,000 copies, may actually be read by 60,000+

people. Most homes receiving the paper have more than one reader. Also, many papers and magazines go to barber shops, doctors' offices, and the like, and attract numerous readers.

4. Newspapers have a short life - $\frac{1}{2}$ of one day. Magazines tend to lie around for weeks. Newspaper magazines and weekly T.V. schedules will have a longer life than a daily newspaper.
5. Radio and T.V. have fleeting messages, but make large impacts.
6. All media have different sections or programs for different target groups. Select the times and places for each message accordingly.
7. Direct mail, though expensive, can be designed to zero in only on specific target groups.
8. Ask the media ad staff for help. Your success is in their best interest.

RECRUITING AND RETENTION

Whether or not educators want to admit it, they do and have been using sales people for years. The very fact that there is a hesitancy

to admit as much may explain why what is done is so often done poorly. The private sector's sales staff is its link to the customer. The company's products are presented by the salesperson in a personalized manner on a one-to-one basis. The purpose of the contact is to present the company's product(s) with the objective of having the customer make a purchase. Admissions officers, college counselors, and other members of the staff have very similar contacts with the potential student. The conduct of these meetings, between college representatives and potential students, is critical. Again, high pressure sales tactics are not being endorsed. They are in fact condemned. What is being endorsed is a clear, logical presentation of relevant and meaningful information. With this information the potential student can make a purchase decision. That simply means choosing the college that best suits his educational needs.

A great deal is known about the best methods to use when conducting sales presentations. Numerous courses and books are available on the subject, and the majority of them never allude to using misleading or deceptive tactics - what is commonly called "hardsell." In the next few pages a brief outline of a college recruiting strategy will be discussed. No attempt is made to present tactics for implementation. To do so would be beyond the scope of this chapter or this handbook.

Who?

The first question to be addressed is who is the college's sales force or recruiters? At one time or another, almost every employee has a chance to present the college's product (see "One Professor Cared").

But who, on a continuous basis, is most often charged with this responsibility? The most likely answer is the counselors, and most likely that's correct. Students seeking career guidance are referred to the counselors. Visits to the high schools, college days, field days, and the like are most often made by the counselors. One could hardly go astray by beginning to develop the college's recruitment program with the counselors. Other people who may also have frequent contact with potential students are the switchboard operator and some secretaries. Eventually, the role of recruiter will be assigned to more and more college employees as efforts to recruit students expand. For that reason, it may be worthwhile to plan in-service training programs in recruitment for all college employees. However, on a continuous basis, only a few people will actually be recruiting for the college. These people, whoever they may be, are in essence the college's sales force.

-- Insert "One Professor Cared" --

What?

There must be a plan for the recruiting effort. It begins with the questions of who is to spearhead it. It continues by answering such questions as: What are our goals? Where will we recruit? What will we say? and How will we say it? Good product presentation is preceded by three basic factors:

1. Knowledge of yourself (the recruiter)
2. Knowledge of the student and his/her
educational needs

One Professor Cared

During her senior year in high school, Jane wrote to Eucalyptus University as part of the routine of applying to colleges. After two weeks, she received a mimeographed letter outlining the personal nature of a Eucalyptus U. education. The accompanying application forms were more complex than an income tax form and, of course, asked for \$20.

Several days later, Jane telephoned Eucalyptus U. After 17 rings, an operator answered and placed her on "hold" for four minutes. When the operator returned to the phone, she asked, "Are you through?" And when Jane finally reached the admissions office, a secretary told her "the director is not taking any calls and the rest of the staff is out. Could you call back tomorrow?"

Jane was persistent and scheduled a visit to Eucalyptus. There were no directional signs when she drove onto the campus, so she found a parking space near what looked like an administration building. It wasn't. She met two professors and a student - and none of them knew where the admissions office was.

Twenty minutes later, success. The admissions office was busy and loud, but finally a receptionist confronted Jane: "Do you have an appointment?" Jane said she did, but the receptionist informed her that the director was not available and that she would have to see a student assistant (who turned out to be transferring from Eucalyptus and was less than enthusiastic about the university).

In spite of her experiences, Jane enrolled that fall. Registration was like a lottery; she was enrolled in two classes, via computer, that were completely out of her field. She was interested in pre-law, and her assigned counselor was from the chemistry department. There was a major error in her tuition bill. Her dorm room had not been cleaned, and her roommate was taking drugs. It took two weeks to get her room changed, and she fell behind on her homework.

One of Jane's professors made her buy two textbooks - both of which he had written. Another was late every day and missed several classes altogether. Another just read his notes - and didn't even do that very well.

But one professor cared, counseled, and gave Jane the attention that made the difference. Jane is still attending Eucalyptus U. because one person understood that colleges exist to serve their students.

Young, sensitive minds need support, not confrontation - and this does not apply to the classroom. Telephone operators, secretaries,

groundkeepers, business-office personnel, and other staff members are part of the lifeblood of a college. They often lack degrees and professional training, but their roles are important. They greet students, bill them, comfort them, delay them, frustrate them, inform them.

Administrative personnel in student-affairs offices have a special function. They provide the "home-away-from-home" counsel that makes a student comfortable. Theirs should not be a job but a labor of love. They ought to ask themselves questions of this sort:

Are the forms, guidelines, rules and regulations necessary?
Or are they part of a system that just evolved?

Can students understand the regulations that are important?
Or are they written in "educationese"?

Within reason, is the office door open, or just slightly ajar?

Are students involved in the planning and implementation of policies that affect them?

The Role of Faculty Members

The role of the faculty member is even more basic: to be the teacher he or she always wanted to be. A caring professor sees a student as both a consumer and a product. While the student is learning and paying a price in time and money, a product is developing. The result can be positive or negative, and those who influence the result have a grave responsibility. The most positive words a college can hear about itself are, "The professors really care." If faculty members approach each class, each term, each year with enthusiasm, the college is alive and well.

Source: The Chronicle of Higher Education, Vol. XII, #8, April 19, 1976, p. 17.

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3. Knowledge of the college's products

The recruiter should not begin to attempt to present the college's products until he knows his own strengths and weaknesses as a recruiter. No two people present their products exactly alike. Some have a gift of speech. Others do better with prepared presentations. Some speak well to groups while others work better in a one-to-one setting. The recruiter must know his strengths and use them, while working to overcome his weaknesses.

Second, the changing needs of the changing student must always be of top concern. Educational needs are certainly important things to know. Likewise, it is important for the recruiter to recognize that some students are shy and need reassurance. An older student may feel that he/she will be the only adult at the college. Returning to school after years away from formal schooling will create a need for reassurance along with advise for easing back into the academic mold and studying.

Third, the recruiter must know as much as is humanly possible about the college's total product. A recruiter is not someone who hands out catalogs and explains the procedure for applying for admission. This type of person is no more than an order taker or clerk. A recruiter is someone who learns from the potential student what his needs are, and has the knowledge of the courses and curriculum that will meet those needs. Having this type of knowledge requires an open and frequent channel of communication between the recruiter and the rest of the college -- especially the faculty. Classroom visits, studying course syllabi, perusing the table of contents of assigned texts, and visits

to faculty and student lounge areas are a must. Good product knowledge is critical. So is knowing when and how to use it.

Figure I illustrates the 8-step process whereby a person goes from being a student to becoming a graduate. Step 1 is one of deciding

-- Insert Figure I --

whether or not to go to college or to work. If no true value is seen in spending the time, money and effort required to go to college, the decision will be to go to work. The key concept at this point is the perception of the true value of the investment. Once the decision to attend college is made, a set of criteria for evaluating various colleges is established. While the prospective student may establish the criteria and their individual level of importance only in his mind, Figure II shows how this mental exercise may be conceptualized. Part of the recruiter's task of understanding the student will be to dis-

-- Insert Figure II --

cover what his decision-making criteria are, and what value they hold. The same information will, by the way, be invaluable to the conduct of the entire promotional effort.

Once established, the criteria are rated for each college being considered - Step 2. This will require gathering information from the colleges. When this occurs the college begins a process which Kotler refers to as "applicant development."⁴ This is a vital point for the recruitment effort. Steps 3 - 5 hinge upon what happens as a result

FIGURE I

The Student - Graduate Process

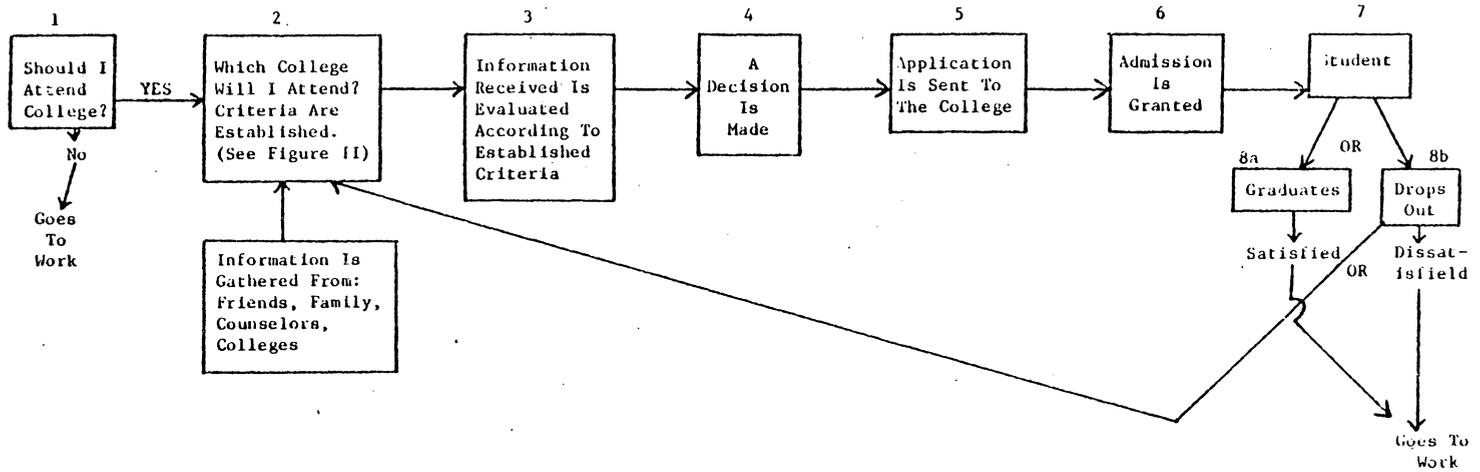


FIGURE II

The Potential Student's College Evaluation Procedure

	Total Cost	Financial Aid Available	Social Life	What Will Friends/Family Think Of The Choice?	Location	Quality Of Education	Total Score
College A							
College B							
College C							

10 = excellent
 8 = good
 6 = fair
 4 = ok
 2 = poor
 0 = not available or inadequate

of the information gathered. Too often the community college's recruiters have failed to recognize the existence of steps 2 - 4. The entire college, with its product, price, place and promotion are on trial in the potential student's mind during steps 2 and 3. The college must be prepared to effectively present its story at this point.

An often used guide for presentations is the AIDA approach:

A - Gain Attention

I - Create Interest

D - Develop Desire

A - Call for Action

In order to communicate an idea, the attention of the listener must be gained. This is best done by presenting contrasts to the norm. When everyone else is yelling, speak softly. If everyone else uses black on white print, use color or white on black. If theirs is square, make yours round. If theirs is stationary, make yours move. The techniques are endless, but they all boil down to being different. Once the attention is gained it must be held. This is done by having a message that is of interest to the listener. If the listener is interested and the message is of value, a desire to purchase (attend the college) will probably result. This results in a decision being made - Step 4. When the recruiter perceives that the decision has been made, he calls for action. That is, he helps the student complete an application (Step 5) to the college. For most students Step 6 (admission) is quickly granted, and Step 7 (student) is a reality. (See Appendix B for a "Statement of Principles in Admissions and Recruitment")

What happens after Step 7 is the second vital point in the diagram. If the student remains satisfied with his decision, barring other unforeseen circumstances, he will progress to Step 8a (graduates). Unfortunately, some students do not move to Step 8a, but go to Step 8b and drop out. Naturally, there are many reasons why this may occur. Some will be unavoidable and beyond the college's control. Others, however, are avoidable and controllable. To control the dropout rate the college recruiter must develop a plan for retention to accompany the plan for recruiting. It has been said that for each student who drops out the college must recruit one and a half students. One to replace the one lost and a half to repay the cost of recruiting a replacement.

The retention effort will require the gathering of data on

1. How many students dropped out
2. Where did they go
3. Why did they drop out

Some colleges don't know what their retention/dropout rate is. Though this lack of information is not hard to understand, it is not a situation to be tolerated. Students who formally withdraw from the college should be interviewed to determine if a problem exists that can be corrected. Embarrassing indepth interviews are certainly not in order; nonetheless, probing may be needed to determine the true cause of the withdrawal. Persons keeping the student records for each curriculum should be capable of identifying the non-returning students at the end of each registration period. These students can be contacted, preferably by telephone, to determine why they did not return. Faculty members should be included

in this survey, and should be encouraged to contact students as soon as they begin to miss a number of class meetings.

A flow-chart of student movement, such as that shown in Figure III, can be developed and maintained for all curricular students.

-- Insert Figure III --

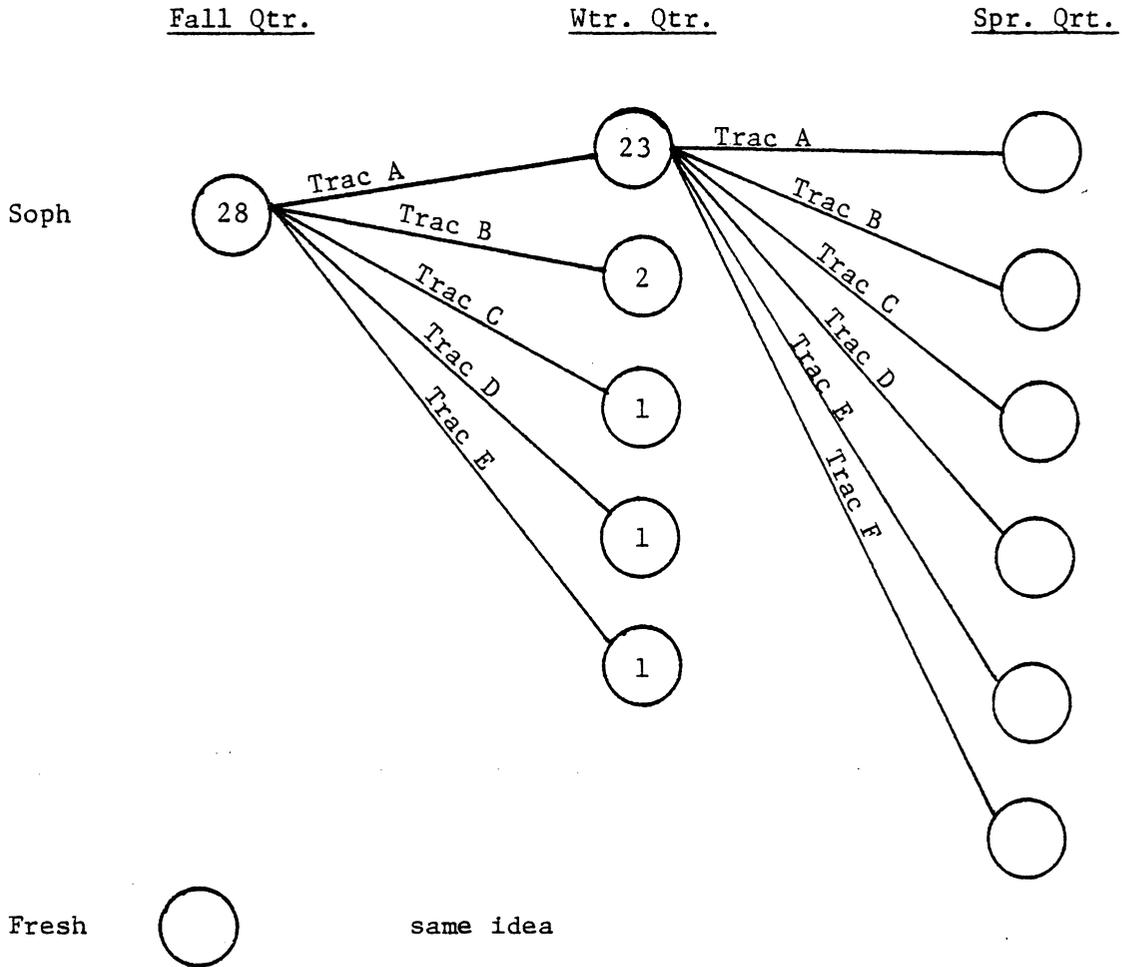
SALES PROMOTION

The best way to define sales promotion is, if it isn't one of the other forms of promotion, it's sales promotion. A business term which is more descriptive is point-of-purchase. Promotions that take place in and around the college, and which are not personal in nature, are sales promotions. Other than displays and bulletin boards, little use is made of this promotional tool by educators. Some other forms include contests, sweepstakes, and coupons. Suppose a local business were solicited to sponsor a scholarship for secretaries. If the scholarship were awarded to the person who scored highest on a secretarial skills test you would be employing the use of a contest. Contests are won with skill, not by chance. Sponsoring a daily or weekly quiz question through a local media is also sales promotion. The prize may be a gift certificate from the college bookstore. The winner will be attracted to the campus to receive the prize, and that's a good first start. In fact, the school's bookstore can be used in many ways to attract local citizens to the college. Although using sweepstakes and coupons to promote the college itself may be unbecoming, the bookstore is a natural place to use these promotional tools. Placing an information booth in

FIGURE III

STUDENT MOVEMENT FLOW-CHART

Business Management Curriculum



- Trac A - Returned
- Trac B - Changed curriculums
- Trac C - Went to work in educationally related field
- Trac D - Went to work in non-educationally related field
- Trac E - Unemployed or unaccounted for
- Trac F - Graduated or completed course requirements

or around a bookstore that is attractive to the community may also be an effective way to distribute college literature. If there is a concern that the local bookstore owners will be offended by your promoting the college's bookstore, try combining your promotional efforts with some of theirs.

PUBLICITY

Publicity is not bought. It is influenced. Publicity may be good or bad. Your public relations effort, our next topic, will help to decide that. Publicity is often word-of-mouth, and is the communicator's description of what he thinks or knows to be true about the college. A satisfied student will deliver good publicity, whereas a disgruntled student will bear you ill will. The news media is also a carrier of publicity. It's up to you to have a strong PR effort that will provide the media with favorable and verifiable news items.

PUBLIC RELATIONS

The International Public Relations Association defines public relations as

a management function, of a continuing and planned character, through which public and private organizations and institutions seek to win and retain the understanding, sympathy, and support of those with whom they are or may be concerned - by evaluating public opinion

about themselves, in order to correlate, as far as possible, their own policies and procedures, to achieve by planned and wide-spread information more productive and more efficient fulfillment of their common interests.⁴

Fred Woodress simplified this definition by saying, "PR is relating to the public."⁵

Using the titles "Office of Public Relations," "Public Relations Officer" (PIO), and similar nomenclature, some community colleges are beginning to delve into the area of community college promotion. They have a long way to go however. William Harper, vice president for communications of the AACJC stated that

Public relations in community colleges are now at a point where they were in state colleges and universities twenty to thirty years ago: Drum beaters were not to be tolerated; there was something suspicious about the function.⁶

If the term public relations is more acceptable to the community college's publics than advertising, sales promotion, publicity, and recruiting, and it may well be, then it may eventually be used to encompass the activities of these other four promotional techniques as well. From a purely promotional point of view, however, public relations is different from the other four promotional forms. It is also the most

developed form of community college promotion. Two references worth studying are William A. Harper's book Community, Junior and Technical College - A Public Relations Sourcebook, and Public Relations for Community/Junior Colleges by Fred A. Woodress. While Woodress' book is brief, it provides many ideas and insights into public relations. Harper, on the other hand, provides a more indepth coverage of the subject with how-to-do-it guidelines. A community college promoter will find them both useful guides to carrying out P.R. functions.

It was stated earlier that PR activities differ from those of other promotional forms. How is that so? Harper provides the following list of functions associated with the public relations effort. As will be noticed, the public relations effort encompasses all segments of the college in its implementation, and it is less commerically oriented than the other promotional forms. The public relations functions are:

1. Management, including policy making, policy interpretation and implementation.
2. Providing public relations counseling to college personnel.
3. Disseminating public information to the media.
(note: Public information, as used here, refers mostly to public service types of announcements which are reported free of charge by the media, i.e. lists of graduates, honors recepients, new faculty members, etc.)
4. Aiding with college publications, such as

catalogs, annual reports, and community newsletters.

5. Coordinating public speeches given by college personnel.
6. Establishing a speaker's bureau.
7. Scheduling, timing and formating special events, such as dedications, commencements, ground breakings and inaugurals.
8. Providing the facilities, place and attractions for cultural and entertainment spectacles for college supporters.
9. Assuring an alumni relations effort.
10. Dealing with employee relations.
11. Fund raising for college development.⁷

Since the public relations effort can be carried out at less expense than some other promotional efforts and since its messages may be deemed informative in nature and appropriate for use by tax supported institutions, it offers all community college marketers an acceptable mode of promoting the college. Its implementation, however, should still follow the 4-step procedure being discussed in this chapter.

Step 3: Implement the Plan

At this point the objectives of the promotional effort are known. The amount of money to be expended has been set and the promotional tools have been selected. The plan is set and ready to be implemented.

Implementation is principally a task of scheduling. Not only must the months and days for the promotion be established, but in some cases the times of the day must be selected. The logical starting point is, of course, with a calendar covering the months being planned. Important dates should be recorded and used to aid in the scheduling. Scheduling the newspaper promotions requires deciding on which edition(s), (morning or evening or both) to use; determining which section(s) your target market is (are) most likely to read; and selecting the day or days you want your ads to run. Scheduling the radio and TV ads is even more precise. They too have different sections, just as the newspaper has, which they call programs. The key to scheduling their usage is to select the times of the day and programs that are most likely to be seen or heard by your target audiences. A representative of each of the media can help in making these decisions.

The majority of the college's promotional dollars and efforts will most likely be expended just before and during each registration period. The main message of these promotions will be to inform the public of the college's upcoming offerings and to remind them of deadlines and procedures for enrolling. Consideration should also be given to scheduling some promotions at other times as well. The purpose of doing this is to keep the name of the college in the minds of the public and to continue to develop a good public image. Potential students do not make Step 1, 2, 3, and 4 types of decisions (Figure 1) just during the college's registration periods. The ultimate goals of a college's promotional effort is to become so much a part of the public's mind that

when they think about college, the name of _____ Community College is the first thought they have. A shotgun approach to scheduling promotions will not likely implant that kind of response in the public's mind. That is why a well thought out schedule for having a continuous promotional effort is a must.

Step 4: Evaluate the Results

I stated earlier that a principal cause for the manager's hesitancy to promote is the inability to accurately measure the benefits received from the dollars expended. That does not mean that an evaluation of the promotional program should be omitted. It is simply a truth about promotion which must be realized. It is, in fact, possible to perform some types of promotional evaluations.

Evaluations may take place before and after the promotional effort. "Before evaluations" involve copy testing. The objective here is to obtain a response to a planned promotional effort before it is begun. The most common method of doing this involves the use of panels who are asked to respond to the promotional messages. They may be asked which of several promotions are most appealing and informative and why. The idea is to reject or debug any messages that may not be well received.

"After evaluations" are concerned with determining which promotions were most effective and why. This type of information can be gathered by asking, as part of the new student questionnaire, "How did you learn about _____ Community College?" If an ad is run which contains a

coupon or other reply type of device, the number of responses can be tabulated and compared with the desired response rate. Several ads can be tested by coding the coupon and varying the ads. The best drawing ad can then be identified.

Jerome McCarthy, noted marketing expert and author of Basic Marketing: A Managerial Approach, summarized the necessity for measuring advertising effectiveness saying:

It would be convenient if we could measure the results of advertising by a simple analysis of sales. Unfortunately this is not possible, although the advertising literature is filled with success stories that "prove" advertising has increased sales. The total marketing mix, not just promotion generally, or advertising specifically, is responsible for the sales result. The one exception to this rule is direct-mail advertising. If it doesn't produce immediate results, it is considered a failure. Until more effective advertising research tools are developed, moreover, the present method of carefully defining specific advertising objectives, choosing media and messages to accomplish these objectives, testing plans, and then evaluating the

results of actual advertising, would seem
most productive.⁸

PROMOTION SOURCES AND IDEAS

- . college catalogs
- . high school teacher functions
- . high school counselor functions
- . public school student visitations and campus tours
- . promotional brochures for each curriculum
- . provide restaurants with placemats or napkins that have your course offerings printed on them
- . loan college facilities to local groups
- . have marketing students display merchant's windows then put a small sign in the window "display created by students of _____"
- . allow community groups to use your showcases and bulletin boards
- . use the library to display art works created by students, faculty, staff and local citizens
- . offer scholarships - find local merchants to sponsor them
- . loan equipment, when possible, to community groups
- . publish an impressive annual report
- . sponsor lectures, concerts, rallies and political campaign debates
- . print yearly calendars that also contain your college's calendar
- . develop mailing lists for special interest groups
- . publish a newsletter or campus paper and distribute in the community, as well as to students. Solicite alumni subscribers
- . keep the switchboard operator up-to-date and informed on campus activities

PROMOTION SOURCES AND IDEAS (continued)

- . call radio stations to give them "beeper news releases" or,
- . have radio stations call different admin officers for brief up-dates on that office's activities - live broadcasts of the interview are encouraged
- . call in to talk shows
- . send "filler notes" to local disc jockeys
- . let students create some ads (radio, newspaper, etc.) and run them with a postscript "This ad created by students of _____"
- . use a speaker's bureau
- . develop a media presentation (film, slide, tape, etc.) to tell your college's story
- . place information booths at fairs, field days, movie theatres, craft shows, in shopping centers and anywhere else people are gathering. If they are manned, be selective who is chosen and what they distribute. Catalogs do not normally promote the college - and they're dull reading
- . plan staged events, such as
 - . Christmas pageants
 - . concerts
 - . sings
 - . retirement parties
 - . pep rallies
 - . receptions for new faculty, staff and students
 - . half-time programs at athletic events

PROMOTION SOURCES AND IDEAS (continued)

- . fairs
- . carnivals
- . ground breakings
- . dedications
- . cornerstone laying
- . mortgage burnings

- . plant a tree on arbor day and dedicate it
- . plan charter trips for students, alumni, faculty and staff
- . hold reunions
- . sponsor a radio or tv quiz show or contest or run a quiz in the newspaper
- . design the bookstore to serve the community and promote it
- . promote the library
- . send news of outstanding students to their hometown newspaper
- . set up a clearinghouse for topics of vital interest, such as methods of saving energy
- . encourage faculty to conduct forums on vital topics
- . sponsor athletic events for students and the community (ie. tennis tournaments, ping-pong tournaments, chess tournaments, etc.)
- . post the schedule or other information on the back of your restroom stall doors
- . use restaurant, theatre, motel and other marques to announce special college happenings (ie. registration, dates, special courses, concerts, lectures, debates, forums, etc.)

CHAPTER 6: THE PRICE OF ATTENDING THE COMMUNITY COLLEGE

Nearly all of the states levy tuition charges for attendance at the C.C.'s, even though their legislative enactments and public pronouncements emphasize that the colleges should provide low-cost education to all people.... Most of the writers on the subject of community colleges - Eells, Proctor, Koos, Seashore, Medsker, and the President's Commission on Higher Education - have recommended free enrollment or low tuition charges. Their argument is that even a low tuition cost, when added to foregone earnings and the cost of books and equipment in classes, can operate to exclude some low-income students who could benefit from further education.¹

Thornton's statement on the monetary price a student must pay to attend the community college brings out several noteworthy points: (1) tuition charges should be minimized; (2) methods of computing charges vary among the states; and (3) the tuition charge is not the only ingredient of the community college's price. These first two points are self-explanatory. The last one may need some explanation.

WHAT DOES THE COMMUNITY COLLEGE'S PRICE INCLUDE?

When considering the community college's price to its students, it is best to attempt to account for all costs the student will encounter. Tuition fees are, of course, a part of these costs. So are textbooks, supplies and equipment needed, and transportation. Meals and lodging may or may not be included, but for most students they are probably not an additional cost.

In Chapter I the price was labeled as being a controllable marketing variable. Since some community colleges do not have local control over their tuition charges, this statement may have seemed to be untrue in some instances. Yet, if we look at an expanded definition of the community college's price, it becomes evident that some price ingredients are controllable. And even tuition fees, if not controllable, are capable of being minimized by providing students with a sound financial aids program. This chapter will look at ways the community college administrator can control his college's price while striving to achieve his overall marketing goals.

PRICING OBJECTIVES/PRICING STRATEGIES

Up to this point the process of marketing the community college has very closely followed techniques developed by the profit sector. One of the objectives involved with pricing the community college's services, however, significantly differs from the profit sector's major pricing objective. That is, a profit seeking business will attempt to maximize its profits. As Phillip Kotler says:

The major difference between the price objective of profit and nonprofit organizations is that the profit organization tries to find the price that maximizes profit while the nonprofit organization tries to set a "fair price."²

However, a comparison of the community college's pricing objectives with those of other nonprofit organizations will also yield dissimilarities. This is caused, of course, by the fact that the community college's revenues are tax subsidized and the tuition collected does not cover the costs incurred, much less provide a profit.

There are, however, some pricing objectives, other than those mandated by the states, which the college should attempt to achieve. In order to simplify this discussion, let's begin by assuming that the local college's control over tuition rates is not a pricing consideration. Furthermore, there will not be a separate set of objectives and procedures for credit and noncredit offerings. The concern is for the overall pricing effort. Objectives and strategies for specific programs can then be devised in accordance with the college's broad objectives.

Objective #1: Keep all costs as low as possible.

Strategy: There are several areas that will need to be controlled if this objective is to be achieved. One of the fastest rising costs to students is books. The college, through its bookstore, the student government organization, or student groups should encourage and support used book sales. The college bookstore can often buy used books from

companies dealing in this market. Faculty members should be made conscious of the costs of books they adopt and encouraged not to change books unnecessarily. The best time to change books is when the currently required text is being replaced with a new edition. Student groups can raise money for their organization by organizing used book exchanges. The college will simply need to provide a selling location and storage space while the exchange is in operation.

Costs of supplies and equipment required, especially in the technical areas, should be watched closely. Costs and quality should be carefully considered. Where possible, find a local supplier who will sell supplies to the students at a discount, based on the volume of sales that will be referred to him.

Finally, every effort should be made to help the student stabilize or reduce his transportation costs. Check the bus schedule for your college's location, then schedule class starting times accordingly. If there is no bus service currently available, see if it can be obtained - then let students know about it. The student services office can provide a car-pooling service to students who wish to car pool. Counselors and faculty should be encouraged to help students arrange a class schedule that will allow them to car pool. Counseling, registration and tuition payment schedules should also be arranged so the student can accomplish all of these requirements with one trip to the college. Out-of-town students may be able to accomplish these requirements by using the telephone to contact their advisor and mailing their tuition payments to the registrar.

While the community college cannot solve the energy crisis or influence the cost of gasoline, each college must make every effort to eliminate unnecessary travel by its students. The ultimate effect of today's energy crisis on the community college's commuter students is still unknown. As long as the costs and advantages of living at home and commuting to college are less than the costs of attending other colleges which provide room and board, the community college should be capable of providing its students with an attractive educational alternative.

Objective #2: Provide financial aid to eligible students.

Strategy: The responsibility for meeting this objective falls directly on the shoulders of the college's financial aids officer. Nonetheless, the entire faculty and staff should be aware of the financial assistance that is available. Since a student may be unaware of the availability of such help, part of the responsibility of disseminating such information must be assumed by the college's faculty and staff.

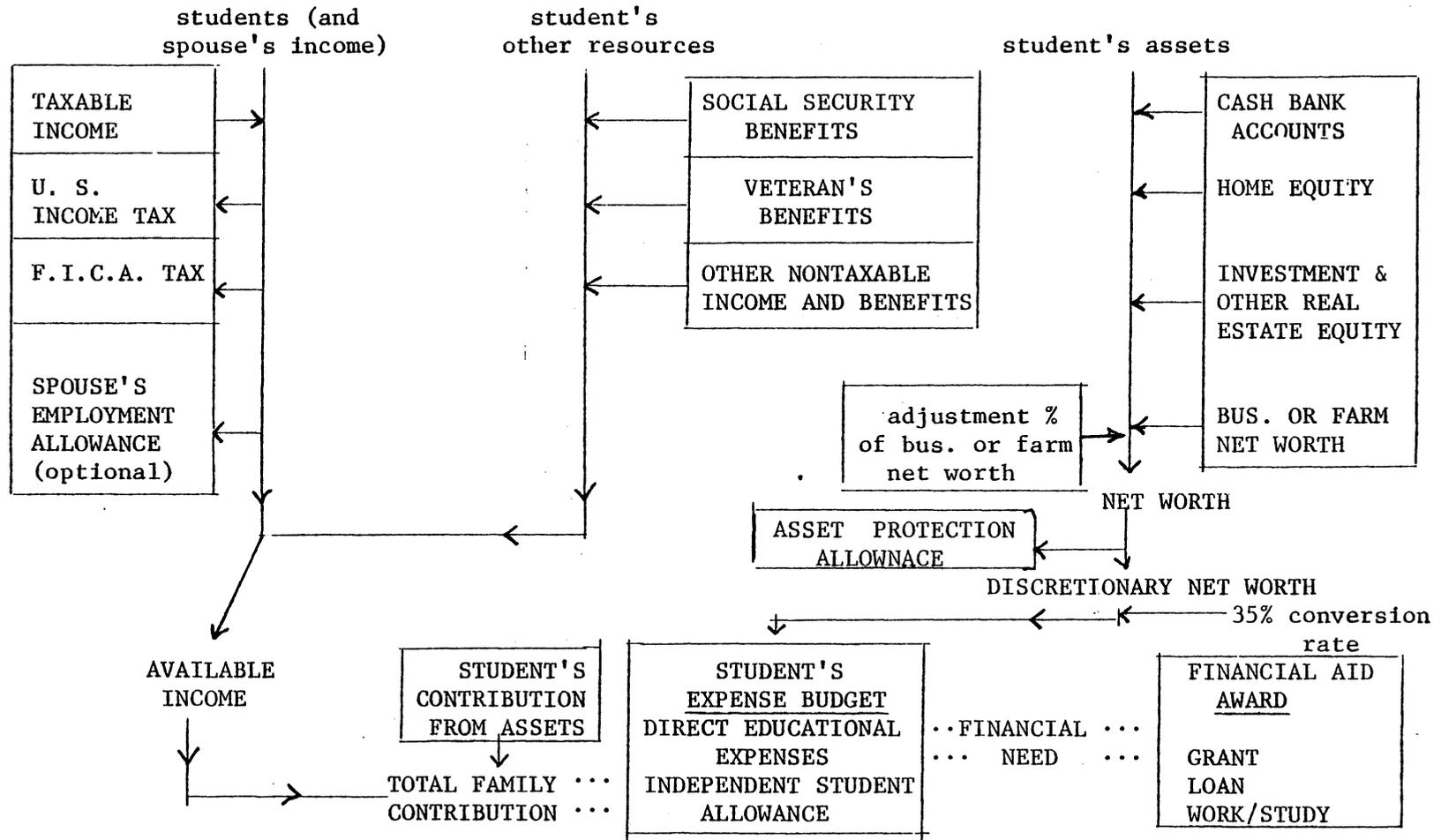
The College Scholarship Service flow chart (Figure I) shows the need analysis system for self-supporting students. The bottom-line of

-- Insert Figure I --

this flow chart is that there are three forms of financial aid available to qualified students: grants, loans, and work/study. Table 1 gives

-- Insert Table 1 --

FIGURE I
THE CSS NEED ANALYSIS SYSTEM / SELF-SUPPORTING STUDENTS: UNIFORM METHODOLOGY FOR 1980-81



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TABLE 1

KINDS OF FINANCIAL AID

- BEOG: Basic Education Opportunity Grant - should be applied for first; a federal program providing grants to eligible students; grant money does not have to be paid back.
- NDSL: National Direct Student Loan - loans of a maximum of \$2500 for two years and \$5000 for four years of undergraduate studies; criteria for this loan are financial need and academic potential; repayment begins nine months after graduation or withdrawal from college; interest does not accumulate while enrolled in school.
- FISL-GSL: Federal Insured Student Loan - Guaranteed Student Loan - student loans are made through lending agencies institutions such as banks, credit unions and savings and loans; students who are recommended by the college for loans will have their interest paid by the Federal Government while they are attending school.
- CWS: College Work-Study - a federal program which provides the student an opportunity to work while attending college; students work for the college or non-profit agencies in the region.
- SEOG: Supplemental Educational Opportunity Grants - applicants for this grant must show academic potential and have an exceptional financial need; the grant amount is matched by an equal amount of other federal financial aid.

Special Programs for Qualified Applicants

- | | |
|-------------------------------|---------------------|
| *State War Orphans Act | *Upward Bound |
| *Vocational Rehabilitation | *Special Services |
| *Manpower Assistance Training | *Veteran's Benefits |
| *Indian Affairs | *Social Security |

Source: A Practical Guide to Financial Aid for Parents and Students,
The College of Education of Virginia Polytechnic Institute
and State University, Blacksburg, Virginia, 1976.

a brief description of the specific kinds of aid that are normally available. In addition to these sources, it is often possible to find local businesses and individuals that will sponsor scholarships for students who are studying for a career in a particular field of work.

Although it is not considered a form of financial aid, cooperative education programs also provide students an opportunity to earn money while they are in school. There are also some tax advantages to employers who participate in these programs. Federal grants are available to colleges wishing to study the feasibility of opening an office of cooperative education. The salary of the co-op director may also be fully or partially funded with the grant during the start-up period.

The Psychological Impact of Prices

The community college's price is, no doubt, the most difficult variable to control. Increasing inflationary pressures cause many of the college's costs to go up uncontrollably. This makes it even more important for the community college to develop a strong cost cutting/cost control program in the areas which they can control. At the same time, there is a need for maintaining a quality program of educational services. Marketers have learned and proven that the public is willing to pay almost any price for high quality goods and services. Price can, and often does, reflect quality. It is ironic that some students may be turned away from the community college because of its lower than average prices. This is certainly not to say that prices should

be increased to overcome a low quality image. The point is made simply to illustrate the fact that there are both psychological and monetary factors to consider when setting a pricing strategy. Therefore, it is important for the community college marketer to have an idea of the product image which his price is creating. If the low tuition fees are indeed interpreted by some as reflecting poor product quality, one of the promotional goals should be to attempt to correct that perception.

In summary, the task of controlling the community college's price variable is difficult, though not impossible. All of the ingredients that make up the college's price to the student must be identified. Those ingredients which can be controlled should be singled out and given special attention. If tuition cannot be controlled, the student may be eligible for financial aid which will help offset his financial burden. Since all students are not aware of the availability of this financial aid, it should be promoted to them. Faculty and staff should also be aware of what types of aid are available. Finally, the psychological implications of a price should be investigated. This can be incorporated into the college's market research effort (see Chapter 2). Any adverse findings may become a focus for a promotional program aimed at changing the college's image.

CHAPTER 7: THE CONSTRAINTS TO USING MARKETING
IN THE COMMUNITY COLLEGE

In Chapter 1 we began a discussion of the marketing mix for community colleges. It was said that the four components of the marketing mix are designed, implemented, and changed at the direction of the college president or his representatives. That is, the marketing mix is composed of four variables which are controlled by the college's administrators. It would certainly be incorrect, however, to say that changes can, or should, be freely made in the college's marketing efforts. The reason for this is the influences or constraints which are a part of the environment in which the community college exists. The college's environment is made up of factors over which its administrators have no control, at least in the short-run, but which must be recognized and dealt with when making marketing management decisions. Since these environmental factors are out of the administrator's control, they are labeled uncontrollable variables, even though it may be possible to influence some of the variables over a long period of time.

In describing these uncontrollable variables as they affect the private business sector, Eugene McCarthy has grouped them into five homogeneous groups:

1. The Cultural and Social Environment
2. The Economic Environment
3. The Competitive Environment
4. The Political and Legal Environment

5. The Resources and Objectives of the Firm¹

This same grouping will be useful when identifying and discussing the implications of the uncontrollable variables' influences upon the community college's marketing mix.

THE CULTURAL AND SOCIAL ENVIRONMENT

What makes the consumer "tick"? What turns him on, and what turns him off? What is considered to be within the community college's code of ethical conduct and what is not? And what causes the answers to these and many other such questions to be what they are? It is because we are a product of our environment, and as such, we have all established a set of values and expectations to which we believe the people and institutions in our environment should conform. Consequently, since the community college is an educational institution within each community's cultural and social environment, there is placed upon it a set of values and expectations to which it is expected to conform. The perplexing part of attempting to adhere to the constraints of this variable is that some of its components are not readily obvious and they are constantly changing; some change more rapidly than others. Also adding to the difficulty involved in dealing with this variable is the fact that America is a "melting pot" of nationalities bringing together many and various traditions and religious beliefs. The failure to recognize these influences as they relate to the community college may result in a violation of a cultural or social law for which the ultimate penalty can be much more severe than the

penalty for the violating of a civil or criminal law.

One concern that is within the realm of this variable is the right of the community college to market itself. There are many who believe that marketing means high pressure selling, and that to market education means that the quality of the college's programs will be sacrificed to increase the size of its student body. It may be interesting to note that not only is the educator's right to market being questioned by today's society, but so are the marketing rights of many other professionals.² As the various segments of our nation's business community, whether they be profit or non-profit, begin to study the potential value of adopting some of the established techniques of marketing, there will need to be an expanded effort to explain the meaning of the marketing concept.* It is noteworthy that even though some states are now sanctioning promotional efforts by such professional groups as doctors, lawyers, and pharmacies, these professionals have been very slow to exercise this right. Even though the intent of the lawmakers in granting this right to the professionals was to increase consumer awareness of price variables within these professions and to thus stimulate price competition, our society will be slow to accept (as being in "good taste") advertising by some of these professionals. The same type of concern must be addressed by the professionals of the educational community. When Phillip Kotler, a marketing

*[See Phillip Kotler and Sidney J. Levy, "Broadening the Concept of Marketing," Journal of Marketing, XXXIII (January, 1969), pp. 10-15.]

expert and advocate of educational marketing, was asked about the potential dangers involved when a college makes known its intentions to use marketing techniques, he admitted that there is some room for concern and concluded that, "If the term - marketing - is a handicap in college circles, we don't have to use it. The point can be made in other ways."³ As a final note to the discussion of this particular social issue, it should also be pointed out that some social expectations are protected by our lawmakers. For example, since the public often expresses the opinion that advertising increases the price of a product, the use of tax monies to promote the community colleges is very restricted in some states. This constraint was discussed when we explored the development of the community college's promotional mix.

Another facet of the community college's cultural and social environment is the state of its community's cultural development and the direction in which it is moving. Evidence of the educator's concern about the changes taking place in our cultural environment can be traced back to their concern for educational "relevance" and "accountability." As college enrollments began to level off in the late sixties, educators came to realize that a new value system was developing among a small but growing segment of our nation's youth. This new value system was causing some potential college students to view a college education as an irrelevant part of their lives.⁴ It is incumbent upon the college administrator to recognize the emergence of such trends, to find out what is causing them, and to attempt to

influence the directions which they will take. If your community college is found to be associated with this perceived decline in educational relevance, the road to recovery is a long and arduous journey. Changing your image in the public's eyes is very difficult and time-consuming. This can, however, be a positive human characteristic, because if your college's image in your community is in good standing, it will be almost as difficult to cause its demise. The important thing is that the college assess its community image, and then act accordingly.⁵ Some techniques for making this image assessment were presented in Chapter 2 in the discussion of the conduct of marketing research.

A final consideration that must be made when analyzing the cultural and social environment is that concerning the community college's responsibility to the community which it serves. If a public school attempts to teach a course which a segment of the community disapproves of, it is most likely that the feelings of those offended will be made known. This writer knows of an instance when a course in witchcraft was cancelled because of the outrage expressed by the religious leaders in a very conservative town. There are other times, however, when a community college may attempt to respond to the needs of its students yet actually do a disservice to both itself and its consumers in so doing.

Let us assume that the administrators of your college have discovered that there is a community need to train computer keypunch operators. The skills required to successfully perform the tasks

associated with this job are more secretarial oriented than they are of a computer nature. Certainly, the knowledge required to be a computer keypunch operator is not as great as that required to be a computer programmer. Let us also assume that your college already has a data processing curriculum in which the students learn not only the skills of keypunching but also some of the basic skills of programming. How would you go about adding this new keypunch program to your existing data processing offerings? The answer to such a question is very important. It is important because it must assure that no existing data processing courses be "watered down" to accommodate the needs of the less academically oriented students who will enroll in the new program. Its goals must not be confused with those of the existing program, and there must be no confusion among any of the data processing students or their potential future employers as to the capabilities of the graduates of the two programs. Misleading the student and/or the employer is not an objective of the marketing concept. On the contrary, it is imperative that the name of a course of study, its stated occupational objectives for its graduates, and the course content be realistic and precise. To do otherwise will cause long-standing problems within the cultural and social environment of the community college. Ask yourself, in all honesty, are your business management graduates becoming business managers? Are your electronic technicians really electronic technicians? Since most community colleges have been formed in the image of the four-year colleges, care must be taken to ensure that terms that were borrowed from other sources have not had their

meanings changed by making a change in course content or its degree of difficulty.

THE ECONOMIC ENVIRONMENT

The community college's economic environment is a combination of the college's local and state economic system, plus the national economic system. The current state of the college's economic environment, then, can be assessed only by having an awareness of the status of each of the three components of its environment. This is not to say that a marketing oriented community college administrator must be an expert in the fields of micro- and macro-economics. A layman's understanding of economics is all that is needed since the individual college's ability to react to changes in its economic environment is usually limited. The important thing for the administrator will be that he (1) know what economic factors directly affect his college, (2) be able to anticipate what effect a change in these factors will have on the college, and (3) remain abreast of any changes or possible changes in the economy affecting the college. Keep in mind that, in the short run, all the community college can do is react to changes in its economic environment. In the long run, it may be possible to influence the direction of some of these changes.

What are some of the economic changes which affect the community college, and what effect might these changes have on the college? A complete answer to these questions is impossible to outline here. Different shifts in the economy will have different effects for the

various community colleges. Certainly one of the most devastating blows that a commuter community college could receive would be a shortage of gasoline. A contingency plan which would help students form car pools and use mass transit systems should be developed and updated annually. It is likely that many community colleges did this during the oil embargo of 1973, but have these plans been revised annually or stored away?

Other economic signs which must be watched are such things as the community, state, and national level of unemployment; whether there is a recession, depression, or inflation; the comings and goings of local retailers and industries; local labor negotiations and strikes; and state and federal laws which make available or take away grant and aid monies which are available to both students and the college itself. One must also wonder what effect the declining number of veterans eligible for VA benefits will have upon the community college's enrollment. It should be noted that what may at first appear to be a negative change in the economy may actually help the community college's enrollment. For example, the rapidly rising costs of education, coupled with a continued level of consumer uncertainty about the economy, should make the more economical offerings of the community college more and more attractive as parents and students look for ways to offset these trends. A rising level of unemployment sometimes stimulates lawmakers to create job training programs with state and federal tuition grant monies available to participants. Consequently, the unemployed may turn to the community colleges as a source of

training in a new field which they hope will be less susceptible to economic fluctuations; or they may see this period of unemployment as an opportunity to obtain the education they previously did not have time to get. The recession of the early 70's spurred many veterans to supplement their incomes with VA monies which more than paid for their educational expenses.

A beer distributor once remarked that beer is not affected by the ups and downs of our economy. When the economy is strong, people can afford to drink more beer, and when the economy is depressed, many people can't afford to drink anything but beer. There may be some similarities between the community college's relationship to its economic environment and that of the beer industry to its economic environment. The important thing is that the relationships be identified, as best possible, and contingency plans be established. Lawrence Fedewa, when speaking of the academic community's responses to economic problems compared to that of the private sector, pointed out that college management has never been so loose as to require drastic changes in the face of economic fluctuations. Regarding the private sector's actions, he says:

The only time frugality becomes a real virtue is when revenues are down. Then management flip-flops and sharpens its blue pencils. This change can result in spectacular dislocations - thousands of layoffs, hundreds of terminations, tens of

thousands of pay cuts. These decisions are not taken lightly, but they are accepted with approval within the business community.

However, such is not the case in the academic community. As Fedewa says:

Nothing like that ever happened in Academe . . . Academic managers rarely let expenses get so far ahead of revenues that drastic adjustments must be made. Reduction of payroll by 10 percent over three years would be "drastic" by academic standards.⁶

A concerted effort and continued watchful eye on the economic environment will go a long way in assuring that drastic reactions do not become commonplace in the community college. Future economic changes and continued Proposition 13 types of action, however, do nothing to assure the community college administrator that there is nothing to fear from the environment.

THE COMPETITIVE ENVIRONMENT

As with the economic environment, the competitive environment also has three component parts. They are sometimes referred to as the (1) generic competition, (2) product-form competition, and (3) enterprise competition.⁷ Generic competition is that competition which, in a broad sense, might satisfy the same student needs as the community

colleges. If, for example, the student is seeking an opportunity to broaden his field of knowledge, a well-planned trip abroad or in the United States may accomplish the same goal. Job training may be attained by going to work for an employer who has a well-designed training program of his own, and libraries or book clubs may offer the opportunity to discover what the student wishes to know without paying a tuition fee.

Product-form competition, on the other hand, refers to other versions of the educational product which may be available to the student. These may include newspaper courses, TV courses, and at-home correspondence courses. Finally, the third form of competition, labeled enterprise competition, is that competition which is produced by other organizations producing the same products or services. These may include other neighboring community colleges, four-year colleges and universities, area adult education centers (usually found in the high schools), and other course-sponsoring institutions such as the YMCA, YWCA, and the city recreation department.

It should be obvious that the community college's competition may take various forms and come from numerous sources. This should not, however, be a perceived source of anguish for the community college administrator, but rather as an opportunity. There are those who believe that the comprehensive community college concept requires that the community college strive to be all things to all people. Strictly speaking, this is interpreted to mean that a comprehensive community college is one which offers training to people of almost any age,

beginning with the infants and extending to the senior citizens. Furthermore, this interpretation means that there should be educational training programs for people of all educational backgrounds, be they grade-school dropouts or graduate school scholars. We will not endeavor to refute nor substantiate this position. From the marketing manager's point-of-view, the college administrator should identify the various components of his competitive environment, analyze their strengths and weaknesses, then decide to:

1. compete with them head on, or
2. complement them

If an analysis of a competitor reveals weaknesses where you have strengths you may wisely decide to compete head on for students desiring those educational services. On the other hand, if your competitor has a decided upper hand with his abilities to serve other student needs, it may be unwise to attempt to compete for students having that particular educational goal. The educational needs of the community college's market are many and diverse. The astute marketing-minded administrator will identify those needs and decide to serve those which he can adequately satisfy. This idea of identifying educational needs of the community and selecting those need categories to be served was developed at length during the discussion of market segmentation and target marketing. Now, it can simply be concluded that the competitive environment is one which intrigues the dynamic community college administrator because it "keeps him on his toes," but is a true source of frustration to the administrator who longs for

peace, tranquility, and a status quo educational environment. Just as competition and change can be a real plus for the consumers in the private sector, so too can it be of benefit to the consumers of the educational market.⁸

THE POLITICAL AND LEGAL ENVIRONMENT

In their book Governance for the Two-Year College, Richardson, Blocker, and Bender have devoted three chapters to describing the nature of the community colleges' political and legal environment. What follows here is a summary of their findings. A more detailed discussion of this extremely important constraint to marketing the community college can be obtained by studying the reference text itself.⁹

In a 1977 speech which he delivered to the participants in the "New Horizons Conference" at Virginia Polytechnic Institute and State University, Dr. Tom Barton, president of Greenville Technical Institute, faulted community college administrators for not doing a good job in their state's political arena. Dr. Barton stated that:

We have failed to cultivate the political support at the grass roots, and in many cases, we find ourselves in a zero growth environment. I hate to put it to you this way, but we have been very naive in politics in the community college. We have done a lousy job in the political arena,

maybe because we did not know how . . .
. . . Somewhere we have got to learn that
the only things that happen in this
country happen through politics. If you
are dealing with public funds, there is
not but one way, and if you do not control
the politics, you are not going to get
anything.¹⁰

It is hoped that Dr. Barton's remarks will provide an incentive to learn more about our community colleges' political and legal environment and to begin to become a part of it.

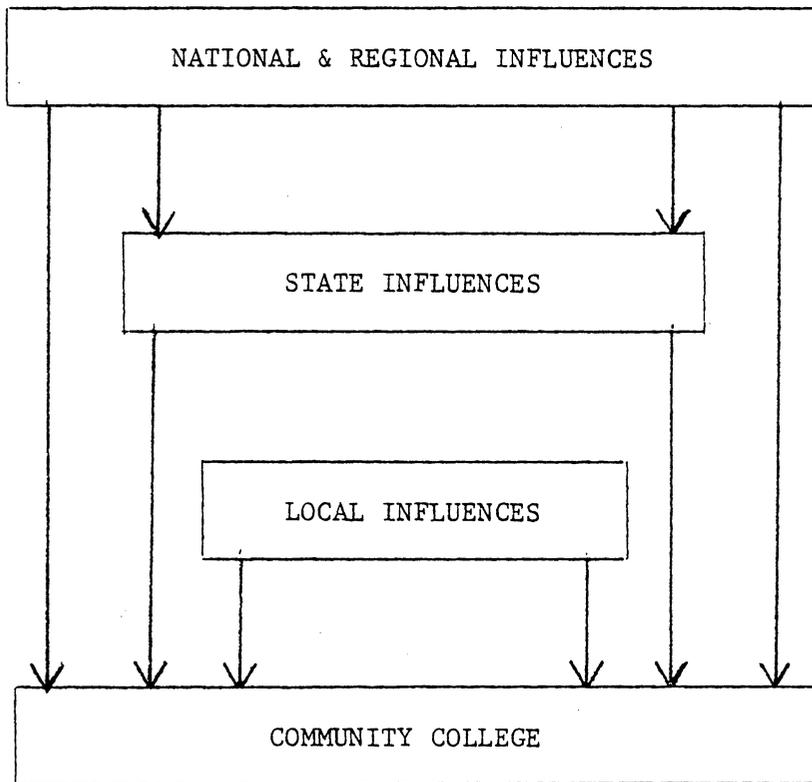
The political and legal environment is a three-part structure composed of 1) national and regional influences, 2) state influences, and 3) local influences and the board of control. As is indicated by

-- Insert Figure I --

Figure I, the policies and decisions at the national and regional levels affect those at the other two levels, and the actions of the state also affect the local levels. All three levels impose constraints upon the community college. At the national level, there are three events which complicate the administrator's ability to predict and deal with the pertinent policies and laws: (1) confusion about national goals and clearly defined expectations for higher education, (2) constant and rapid changes in national leaderships, and (3) the fact that the community college is a late arrival on the national priority

FIGURE I

Sources of Influence Upon the Community College



scene. The result has been the passage of piecemeal and erratic legislation for higher education. Furthermore, a reliable and consistent program of funding has not been developed, causing federal monies to become labeled "soft money" and a dangerous source upon which to build long-range program commitments.¹¹

NATIONAL AND REGIONAL INFLUENCES

The national and regional sector is composed of numerous agencies, including the federal government, which play a role in influencing the community college. (See Figure II) The U. S. Office of Education is the college's most direct link with the federal government. Other influencing agencies in this sector are the Commerce Department and the departments of Defense, Agriculture, and Labor. National profes-

-- Insert Figure II --

sional organizations which are of importance to the community college marketer include the American Association of Community and Junior Colleges, the American Council on Education, and the American Association for Higher Education. National spokesmen for professionals in higher education are the American Association of University Professors, the National Education Association, and the American Federation of Teachers. Accreditation agencies, philanthropic organizations, and such groups as the Education Commission of the States, the Southern Regional Education Board, the Western Interstate Compact for Higher Education, and the New England Board of Higher Education round out a

FIGURE II

National and Regional Influences

NATIONAL AND REGIONAL INFLUENCES

UNITED STATES OFFICE OF EDUCATION

COMMERCE DEPARTMENT / DEPARTMENT OF DEFENSE

DEPARTMENT OF AGRICULTURE / DEPARTMENT OF LABOR

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

AMERICAN COUNCIL ON EDUCATION

NATIONAL EDUCATION ASSOCIATION

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

AMERICAN FEDERATION OF TEACHERS

ACCREDITATION AGENCIES / PHILANTHROPIC ORGANIZATIONS

EDUCATION COMMISSION OF THE STATES

SOUTHERN REGIONAL EDUCATION BOARD

WESTERN INTERSTATE COMPACT FOR HIGHER EDUCATION

NEW ENGLAND BOARD OF HIGHER EDUCATION

partial listing of the national and regional influences with which the community college must contend.

STATE INFLUENCES

State level influences vary greatly among the states which have a community college system. (See Figure III) Not only are there several different types of state-level organizations which govern the

-- Insert Figure III --

state's community colleges, there are also varying degrees of control which these state organizations exert upon the colleges. It has been recognized, however, that there is a rapidly growing tendency for states to centralize the control of their community colleges, taking away more and more of the autonomy of the individual schools.

Richardson, Blocker, and Bender segmented the state agencies according to those which have "directional influences" or "operational influences." The directional influences result from the efforts of long-range planning, enabling legislation, the determination of priorities and other similar efforts. The decision-makers in these areas are the legislature; the executive branch; statewide coordinating agencies; the judiciary; such state agencies as the state vocational education agency and licensing boards; and some non-governmental groups like the state chamber of commerce, manufacturer's associations, state labor unions, and statewide service organizations. Operational influences, which influence the day-to-day activities of the college

FIGURE III

State Influences

STATE INFLUENCES
<p style="text-align: center;"><u>DIRECTIONAL INFLUENCES</u></p> <p>STATE LEGISLATURE / THE EXECUTIVE BRANCH</p> <p>THE JUDICIARY / STATEWIDE COORDINATION AGENCIES</p> <p>THE STATE VOCATIONAL EDUCATIONAL AGENCY</p> <p>LICENSING BOARDS / THE STATE CHAMBER OF COMMERCE</p> <p>MANUFACTURER'S ASSOCIATIONS / STATE LABOR UNIONS</p> <p>STATEWIDE SERVICE ORGANIZATIONS</p>
<p style="text-align: center;"><u>OPERATIONAL INFLUENCES</u></p> <p>STATE LEGISLATURE / THE EXECUTIVE BRANCH</p> <p>COORDINATING BOARD AGENCIES</p> <p>THE STATE'S TWO-YEAR COLLEGE AGENCY</p>

by prescribing procedures and establishing parameters for operation, include the legislature, executive branch, coordinating board agency, and the two-year college agency. While this list may not be all inclusive, it does contain many of the state level agencies which constrain and influence the community college and should serve the purpose of showing how numerous these agencies are.

Local Influences and the Board of Control

A distinguishing characteristic of the community college is its intimate relationship with the community it serves. It is dependent upon the forces at work within the community while at the same time contributing to the process of change . . . Whether the community college is a large multi-institution system serving a great city or a small locally controlled institution, likenesses exist in the need for understanding the community, its groups, its people, their organization, and their institutions.¹²

In laying the foundation for understanding and working within the power structure of the community (See Figure IV), there are five conclusions which have been drawn relevant to the community college's relationship with its community:

1. Individuals in the community form committees, usually of an ad hoc nature, to achieve common goals. These committees may disband and reorganize from time to time.
2. The influential community leaders are not necessarily the elected officials or publicly known policy makers who are in public view. This "invisible leadership" group may or may not affect the community college. However, their existence should be recognized and their potential in a given issue determined by the college.
3. The president of the college may find that the authority of his office is not necessarily powerful in all decision making activities. The president should recognize his limitations and know what groups or individuals can support his efforts on specific issues.
4. There is a unique power structure which exists in each community. The college's board of trustees should be used to identify and work with it.
5. Including a broad base of supports in the college's efforts to favorably influence formulation of local policies can be very useful.

This means getting involvement from the faculty, trustees, as well as students. Simply letting the college's interests and needs be known to the community may gain the needed support of the college's students, graduates, and interested citizens and bring forth the influence necessary to gain a favorable decision from the power structure.¹³

Political interaction with the community may take place at five levels:

1. Educational Agencies: area high schools, other private institutions, and proprietary institutions.
2. Business, Industrial, and Professional Organizations: the chamber of commerce, labor organizations, and the numerous other organizations for doctors, nurses, secretaries, lawyers, realtors and other professional groups who hire or help place community college graduates.
3. Public Media
4. Advisory Committees and Boards: including the local board of trustees, program or curriculum advisory committees, community relations advisory board, and ad hoc committees dealing with specific needs.
5. College Foundations: while not widely used now,

the formation of college foundations may provide the college with much needed funds using a systematic effort to solicit and disburse them.¹⁴

-- Insert Figure IV --

The local community is possibly the most vulnerable segment of the community college's environment when it comes to being influenced. A well-thought-out plan for its involvement in the affairs of the community will greatly aid the college when it attempts to gain favorable, local recognition and decisions. The use of well selected, interested, and active advisory committees and a strong and influential board of trustees are a must if the college is to have a community impact and a voice in local politics. Furthermore, the community college president should stress community involvement on the part of his faculty and staff. At the very minimum, college counselors should have a working relationship with the counselors of other area schools; community college faculty should know and work with area teachers at the secondary schools and four-year colleges, if there are any; and the college's administrators should take every opportunity to get to know local leaders, politicians, and businessmen. There must be a constant and consistent effort to prevent the college from becoming alienated from the community it was created to serve.

FIGURE IV

Local Influences

LOCAL INFLUENCES
COMMUNITY GOVERNING AGENCIES
INDIVIDUALS IN THE LOCAL COMMUNITY
LOCAL AD HOC COMMITTEES / COLLEGE BOARD OF TRUSTEES
OTHER LOCAL EDUCATIONAL AGENCIES
PUBLIC MEDIA / LOCAL BUSINESS
INDUSTRIAL AND PROFESSIONAL ORGANIZATIONS
ADVISORY COMMITTEES AND BOARDS
COLLEGE FOUNDATIONS

A smart marketing planner recognizes that a firm has some resources, and hopefully some unique resources, which will help it develop a good or even a unique strategy. As a result of the firm's own history, experience, and personnel, it should have strengths and weaknesses that distinguish it from other firms. So attractive opportunities should make some use of these strong points, while avoiding direct competition with firms having similar strengths.¹⁵

While these words of advice were intended for the marketer of a private enterprise, the message is just as applicable to marketers of the community college. The resources, or areas of strength, which the community college possesses should be capitalized upon, and weak areas should be avoided. Some resources which may be considered when seeking attractive opportunities are financial advantages, such as low-cost tuition; the physical plant, which can be used for and by many community activities and groups; public acceptance; and skilled personnel who collectively have expertise in a very wide range of fields of knowledge. A lack of some resources is certainly a constraint to the community college's ability to satisfactorily offer educational services in some areas, but it should not be a crippling constraint. Since many of the resources of the college come because of actions taken by groups that are members of the political and legal environment,

there is little need of discussing again what must be known about this constraint. Again, the college's resources may, in the short-run, be fairly fixed; but with a proper analysis of the potential uses of what is available, the imaginative marketer can more than compensate for any shortcomings.

CHAPTER 8: ORGANIZING TO IMPLEMENT A
MARKETING ORIENTED ADMINISTRATION

Once the decision has been made to implement the marketing concept into the administrative framework of the community college the decision as to how to implement it must be made. Specifically, it must be decided how to organize to best carry out the marketing concept. Needless to say, all college employees must be involved in the actual carrying out of the marketing program. The question that is now being addressed is in regard to who will provide the leadership and what will be the chain of command.

The answer to the question of organization will vary from college to college. The framework which is finally adopted will depend upon three variables:

1. The existing organizational structure
2. The current marketing expertise of the college's personnel
3. The level of commitment which the college wishes to make to the marketing effort.

By considering these three variables the college's administrators can begin to formulate some questions and ideas which need to be discussed and answered in regard to the organizational framework. Specifically, such questions as the following will be addressed:

1. Who will be the chief marketing administrator?
2. Will a new position need to be created, or will

- an existing one be upgraded or redefined?
3. What offices, staff members and/or departments will report to that person?
 4. What overall authority will this person have?
 5. Can and should the task force approach be used? If so, how?

There will certainly be other questions to be answered before a final decision is made, but these are of immediate concern and provide a good beginning point for the organization discussion. Looking at questions 1 and 2, let's begin by asking who will be responsible for the marketing effort. To aid in this discussion a typical community college organization chart is provided in Figure I.

-- Insert Figure I --

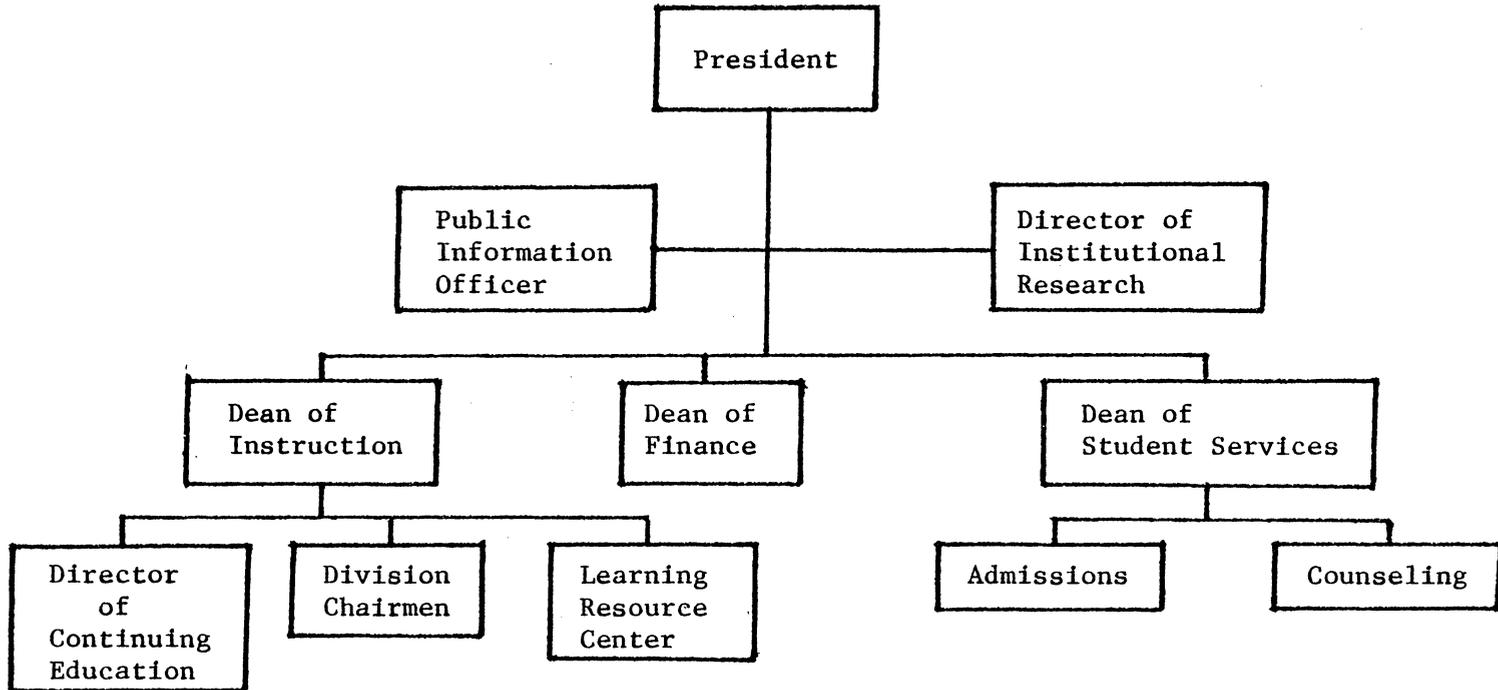
WHO IS RESPONSIBLE FOR THE MARKETING PROGRAM?

Phillip Kotler, in discussing the answer to the question, "Do Nonprofit Organizations need formal marketing personnel?" looks at three possible answers:

1. No. The present administrators, being sensitive to the current marketing issues and the college's requirements can carry out the program as part of their present duties.
2. A Marketing Services Department can be created. This department would consist of a marketing director, a marketing researcher, an advertising

FIGURE I

A TYPICAL COMMUNITY COLLEGE ORGANIZATION



manager, and a customer service manager.

3. Yes. The college would benefit from having a high-level marketing administrator. This person would a) provide the other administrators with relevant marketing information; b) help establish the college's goals, objectives and plans; c) serve as the college's marketing conscience and d) coordinate the college's marketing services (i.e. promotions, customer relations, marketing research, etc.)¹

A fourth approach which has been adopted by several community colleges is the creation of a marketing task force. This idea is a spin-off of number 2 above, but avoids the additional costs associated with creating a new department.

METHODS OF ORGANIZING TO CARRY OUT THE MARKETING STRATEGY

Let's look at the implications and interpretation of each of these approaches to see exactly how each may work.

1. No Formal Marketing Personnel

The idea behind this approach is to incorporate the carrying out of the marketing effort into the existing organizational framework. To do this you may wish to study some organizational structures of marketing-oriented private sector organizations. Figure II depicts one such organization. The goal of this approach will be to assign the duties of the personnel in Figure II to the personnel in Figure I.

Table 1 gives a brief description of the duties of the Figure II personnel while Table 2 suggests a possible blending of the public and private sector organizations. The president of the college would be the chief marketing administrator and the college's marketing conscience. This approach and the fourth approach, which calls for a marketing task force, are the two least expensive techniques and possibly the easiest ways to begin implementing the marketing concept.

-- Insert Figure II --

---Insert Table 1 --

-- Insert Table 2 --

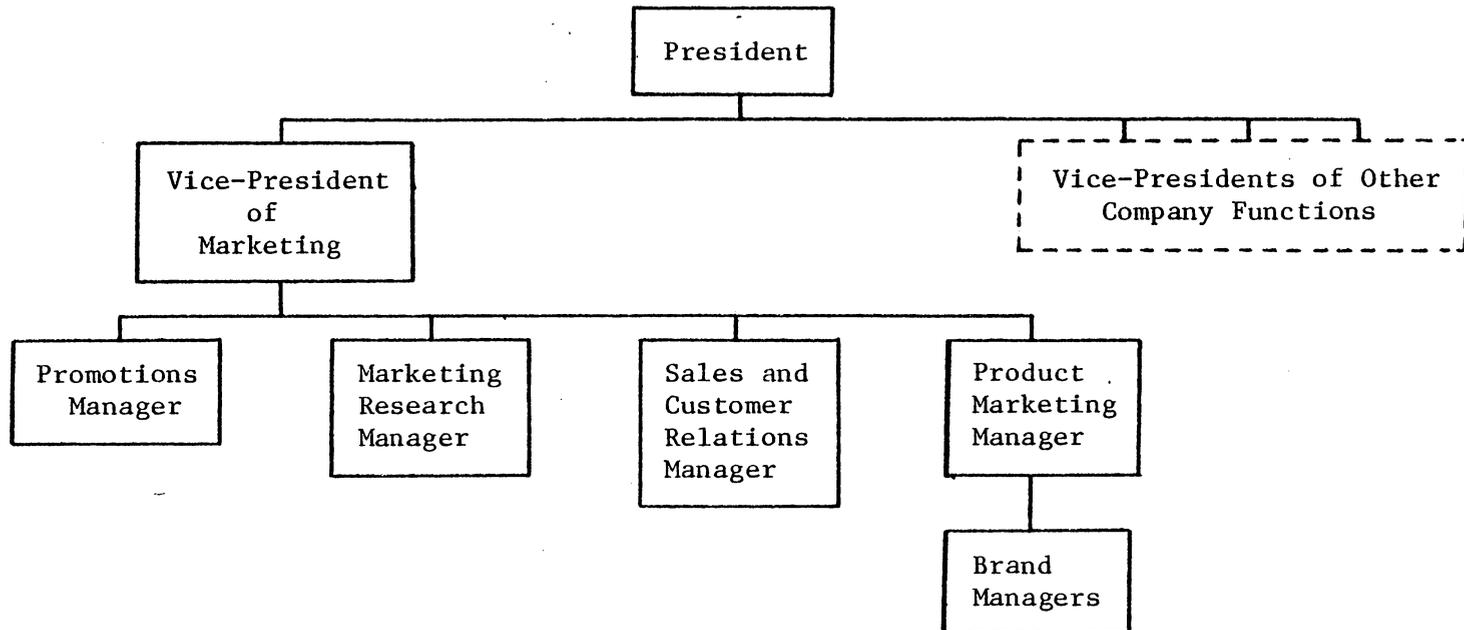
2. Marketing Services Department .

A marketing services department could be created by reassigning some of the existing college departments and hiring a marketing director or redefining the duties of an existing director. The functions performed by this new department must first be considered and the reassignment should then be made accordingly. Figure 3 illustrates an organization where the Dean of Student Services becomes the director of the Marketing Services Department. Since this person was already directing all of these functions except Institutional Research (see Figure 1), the organizational changes required were minimal.

The decision to take the approach of making an existing dean the marketing director versus hiring a person for this position will, of course, depend upon the expertise and existing work load of the dean. Another possibility for using this approach is offered to the commu-

FIGURE II

A TYPICAL MARKETING ORGANIZATION



Source: Phillip Kotler, Marketing Management: Analysis, Planning, and Control, 3rd ed., (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976), p. 408. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

TABLE 1

Marketing Vice-President: A member of top management, this person is responsible for instilling the marketing concept in top administration; guiding the marketing planning function; staffing, directing, and controlling all marketing activities; and helping to identify new products and services to meeting changing customer needs.

Promotions Manager: An expert in communications, he/she provides expertise and direction in the design and creation of the company's promotional messages and the selection of the appropriate media.

Marketing Research Manager: As the title implies, this person has primary responsibility for developing and supervising research efforts designed to provide the organization with information regarding the company's markets, customers, and the effectiveness of various marketing techniques.

Sales and Customer Relations Manager: In supervising the company's sales efforts, this person must recruit, train, assign, direct, motivate, compensate and evaluate the members of the company's sales force. In so doing, he or she must carefully coordinate the sales efforts with all other marketing activities. The customer relations duties require the management of client services and handling customer complaints.

Product Marketing Manager: The immediate supervisor of the brand managers, the product marketing manager helps establish product goals and objectives, create product strategies and implementation plans, review the results of product decisions and take appropriate corrective action for the company's entire product line.

Brand Managers: The brand managers perform much the same duties as the Product Marketing Manager, except for a limited or specific group of products.

Source: Phillip Kotler, Marketing for Non-Profit Organizations, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975), pp. 233-234.

Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

TABLE 2

<u>Private Sector Marketing Manager</u>	<u>Community College Equivalent</u>
Marketing Vice-President	Assistant to the President, Dean of Student Services, Dean of the College or Director of Continuing Edu- cation
Promotions Manager	Many community colleges have no exact equivalent. Some of the functions may be being performed by the public rela- tions officer.
Marketing Research Manager	Director of Institutional Research
Sales and Customer Relations Manager	Dean of Student Services and/ or Director of Admissions
Product Marketing Manager	Dean of Instruction
Brand Managers	Division Chairman Director of Continuing Educa- tion, and Director of the Learning Resource Center

nity colleges which have combined the offices of Dean of Instruction and Dean of Student Services under a Dean of the College. This person would be in a particularly good position to guide the marketing effort, or to have an assistant to direct the marketing effort. Recall that the marketing mix and its development includes promotion, price, place and product decisions. The organization plan shown in Figure III gives the dean or director immediate control over all but one of the 4 P's. The product decisions would remain under the Dean of Instruction. Though this is not a severe problem, it does remove some of the marketing director's authority to control the entire marketing mix. Where there is a dean of the college, however, all of the 4 P's would be under this person's direction.

3. A Marketing Administrator

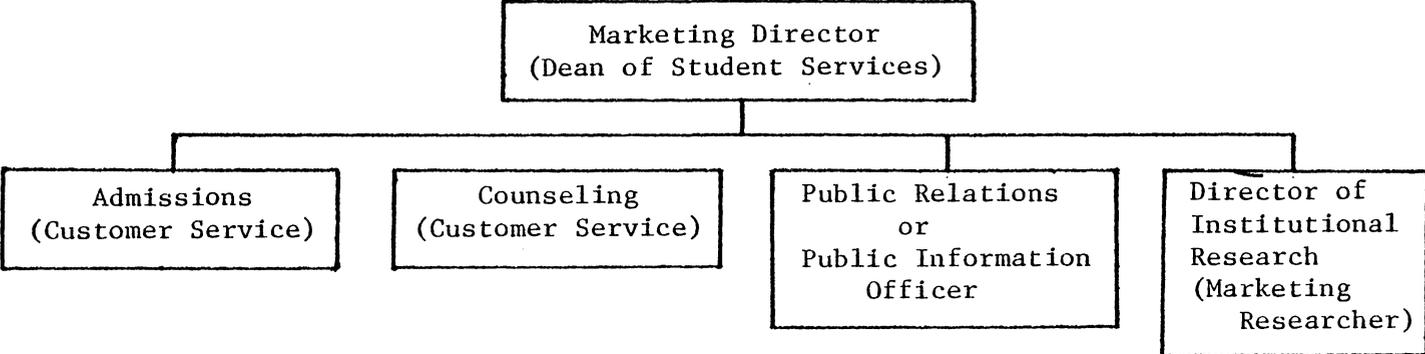
The duties of this person were discussed earlier. The important question at this point is where in the organization such a position could be included. Since this person must have the authority to direct the efforts of several different departments, a possibility would be to place this position directly under the college president. Some colleges already have such a position titled "Assistant to the President." In this case, however, the person filling the position must be a marketing expert as well as a college administrator.

4. The Marketing Task Force

While similar in scope to the second approach, the marketing task force approach utilizes the skills of carefully selected college personnel who are members of an ad hoc task force. The primary function

FIGURE III

A COMMUNITY COLLEGE MARKETING SERVICES DEPARTMENT



of this group is to make recommendations to the president and his or her staff. Once approved the president may charge the task force to carry out some of its recommendations. For example, a president may form a marketing task force to study the college's present marketing efforts and make recommendations for its improvement. The task force, in turn, may suggest that a community survey or community impact study be conducted. If the recommendation is approved, the survey or study may be assigned to the task force for its completion.

At least two community colleges, Prince George's Community College in Largo, Maryland and Odessa College, Odessa, Texas, have reported success in using this technique. The problem with this approach, as it is viewed from the perspective of the goals of this handbook, is that it tends to de-emphasize the importance of having the entire administration become the marketing leaders. This is not to say that task forces should not and cannot be used. The idea of assigning the marketing effort to an ad hoc committee does, however, open up the distinct possibility that the task will become something other than a first level priority. The approach to marketing the community college which is being endorsed here is one which requires a daily effort, not a once a month or once a week committee or task force meeting type of effort. It is recommended that if the task force approach is used, that it be combined with one of the other three approaches.

CHAPTER 9: THE TOTAL MARKETING PROGRAM

The adoption of the marketing concept will require most community colleges to make many changes of a varying nature. That fact should be evident to the reader who has reached this point in the handbook. Exactly how many, what, and how severe those changes are will vary with each college. Therefore, no attempt will be made to address those topics. However, a concern that will be shared by all adopters of the marketing concept that can be meaningfully discussed is that of procedure - what should be done first, second, third and so on. Even if the college has already completed one or more of the steps of implementation, these efforts can be placed in the proper sequence, if that sequence is known. Therefore, the remainder of this chapter will deal with outlining the steps for incorporating the marketing concept into the community college framework.

PLANNING AND OPERATING USING THE MARKETING CONCEPT

In their text, Fundamentals of Modern Marketing, 2nd ed., Cundiff, Still and Govoni present a very short, yet concise discussion of "Planning and Operating Under the Marketing Concept."¹ Figure I is an application of their guidelines to the community college marketing program. As the flow-diagram illustrates, research and analysis is needed to

1. identify the educational needs of the community,
2. help clarify the college's goals and

3. provide relevant information about the educational needs and college goals for use in decision-making.

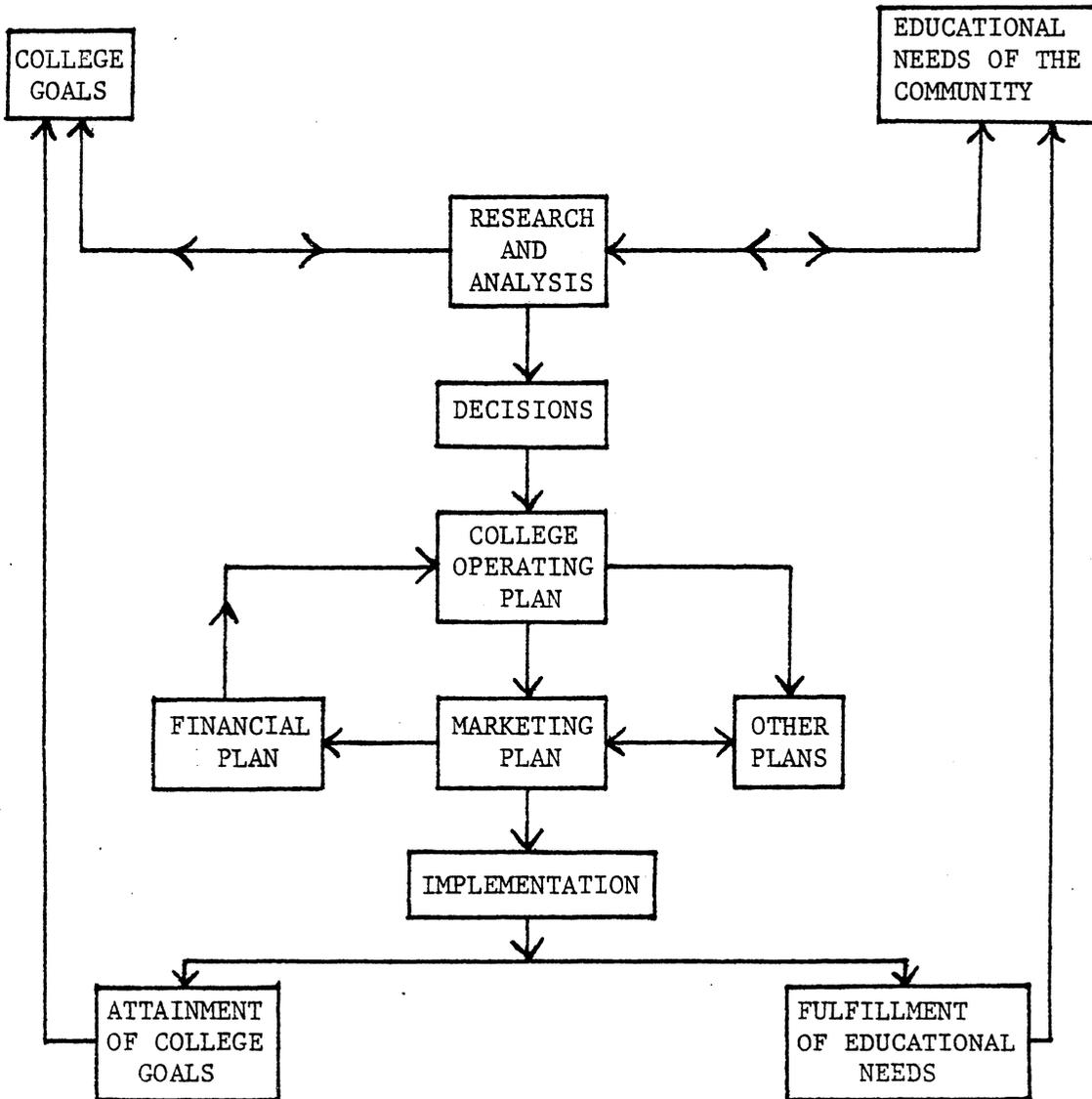
-- Insert Figure I --

As a result of this decision-making process, an overall operating plan for the college can be developed. The marketing plan will then be integrated into this overall plan so that the goals, activities, and resources of the various administrative areas will be coordinated. More will be said about the contents of the marketing plan in the next paragraphs. As a result of the implementation of these plans it is hoped that the educational needs of the community will be fulfilled and the college's goals will be attained. If this is not the case, however, the process will recycle and begin anew.

Thus it can be seen that the implementation of the marketing concept requires

1. The adoption of a market orientation in which the central focus is on customer wants and desires and a continuous effort is made to answer the following five questions:
 - a. What business are we really in?
 - b. Who are our customers?
 - c. What do they want and desire?
 - d. How can we best distribute our services to them?

FIGURE I



Adapted from Edward W. Cundiff, Richard R. Still, and Norman A. P. Govoni, Fundamentals of Modern Marketing, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976), p. 33.

Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

- e. How can we most effectively communicate with them?
2. The formation of company goals based upon departmental goals aimed at achieving unity of purpose: and
3. An effort to unify the college's operations by effectively serving the previously chosen market segments.

It is not without reason that an emphasis is placed upon unifying the college's goals. It is recognized that this is no small task and one with which the business sector must also wrestle. The guidelines for this unification effort must have as their goal optimization in all areas rather than maximization. What is financially the best course of action is seldom suitable to the marketer and visa versa. If a sincere concern for the student's welfare is maintained as the number one guidepost, then the task will become less complex and the college's goals and decisions will reflect the adoption of the marketing concept.

The outline which follows is offered as a step-by-step procedure for implementing the marketing concept. The chapter references included in the outline refer to the pertinent handbook chapters. Though some variations in the procedures are conceivable, the outline presents a sound method of becoming marketing oriented and reflects the methods used and recommended by today's marketers as they have been presented in this handbook. A brief explanation of the outline

is also presented to provide clarity. Any effort to provide a framework for a marketing procedure must be general in nature, leaving the specifics of its use up to the college administrator.

THE 4-STEP PROCEDURE FOR APPLYING THE MARKETING STRATEGY

Step 1. Know your college (Chapter 2)

- A. What business are you in?
- B. What are your college's strengths/weaknesses?
- C. What can you offer to your community?
- D. What are the demographic characteristics of your student population?
- E. What expertise does the college's faculty and staff possess?

Step 2. Know your community (Chapter 2)

- A. What educational needs do they have?
- B. Which educational needs are now being served?
By whom? How satisfactory is the job that is being done?
- C. What educational needs are not being met? Why not? Are you capable of meeting them? Which ones? (The answers to these questions will lead to the identification of the college's target market - Chapter 2)
- D. How can the target market be contacted?

- Step 3. Design a Marketing Mix to suit the educational needs of the college's target markets (Chapters 1, 3, 4, 5, 6)
- A. Someone must direct the marketing effort. Who will it be? What are the lines of authority?/ Responsibility? (Chapter 8)
 - B. Who else will be directly involved with developing the marketing mix and maintaining it? What is their position? Authority? Responsibility? (Chapter 8)
 - C. Set the objectives for the college and the marketing program. (Chapter 9)
 - D. Design the product strategy first. Base it on the results of Step 2. (Chapter 3)
 - E. Develop the place strategy. (Chapter 4)
 - F. Develop the price strategy. (Chapter 6)
 - G. Develop the promotion strategy. (Chapter 5)
- Step 4. Measure the accomplishment of the college and marketing objectives. Make changes and modifications as needed. Go back to Step 1.

Explanatory Notes

Step 1: Several methods of research and inquiry may be used to gather answers to these and other questions whose answers may be deemed pertinent. Where possible, the research required in Step 1 should be combined with that needed in Step 2. The central focus of

this step should be to develop a self awareness about the college. This is done by comparing the community's image of the college with the perceived image of the college and the potential image of the college.

A self-study such as those required for accreditation can be most useful at this point - provided it is current. The admissions office should be capable of supplying demographic data. A very useful procedure for conducting a community impact study can be obtained from the National Center for Higher Education Management Systems (NCHEMS).

Step 2: Though the process of carrying out Step 2 may be combined with Step 1, the objectives of the two steps are different. Step 2 is an attempt to uncover community educational needs. Keep in mind, however, that the findings of both Step 1 and Step 2 must be periodically updated. The updates can be made to coincide with Step 4 which is an effort to measure the program's success. Therefore, ~~plans for conducting~~ follow up studies ^{will} could be included in this step.

Step 3: Based upon the findings and analysis of the data gathered in the first two steps, the marketing plan is devised. The leaders are identified and the marketing mix is developed. As the follow up research studies become available, these plans should be reviewed and revised where needed.

Step 4: Follow-up based upon feedback provides the control mechanism for the marketing program. This step is also an ongoing process that depends upon current and relevant information. It is accomplished by way of a management information system (MIS) created

specifically for the college. Needless to say, this step can be greatly enhanced by the use of automatic data processing equipment.

APPENDIX A

The Community College Marketer's Library

Though more and more information is becoming available about the marketing of educational services, the reference materials chosen for this section have been found by the author to be most useful in preparing this handbook. The items selected include books, pamphlets and magazine articles. They have been categorized for ready reference as the community college administrators go about developing a marketing program for their college.

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APPENDIX B

STATEMENT OF PRINCIPLES IN ADMISSIONS AND RECRUITMENT

Following is the text of the "Joint Statement on Principles of Good Practice in College Admissions and Recruitment" developed by the American Association of Collegiate Registrars and Admissions Officers, the College Board, the National Association of College Admissions Counselors, and the National Association of Secondary School Principals.

1

Admissions Promotion and Recruitment

1.1-Principles relating to colleges and universities

- A. Admissions counselors are professional members of their institution's staff. As professionals, they receive remuneration on a fixed salary, rather than commission or bonus based on the number of students recruited.
- B. When admissions counselors are responsible for the development of publications used for their institution's promotional and recruitment activities designed to elicit the interests of prospective students, these publications should:

- State clearly and precisely requirements for secondary

school preparation, admissions tests, and transfer-student admissions requirements;

-Include a current and accurate admissions calendar;

-Give precise information about opportunities and requirements for financial aid;

-Describe in detail any special programs such as overseas study, early decision, early admission, credit-by-examination, or advanced placement;

-Contain descriptions of the campus and community that are current and realistic.

C. Colleges and universities are responsible for all people whom they involve in admissions, promotional, and recruitment activities (including their alumni, coaches, students, faculty) and for educating them about the principles outlined in this statement.

Colleges and universities that engage the services of admissions management firms or consulting firms are responsible for assuring that such firms adhere to the principles stated herein.

D. Admissions counselors are forthright and accurate and give comprehensive information in presenting their institution to high-school personnel, prospective students, and their parents. They:

-State clearly the admissions and other requirements of their institutions;

-Make clear all dates concerning application, notification, and candidates' reply requirements, for both admissions and financial aid;

- Furnish data descriptive of currently enrolled classes;
- Avoid unfavorable comparisons with other institutions.

E. Admissions counselors avoid unprofessional promotional tactics, such as:

- Contracting with high-school personnel for remuneration for referred students;
- Contracting with placement services that require a fee from the institution for each student enrolled;
- Encouraging students to transfer if they have shown no interest in doing so.

F. Admissions counselors do not recruit students enrolled and registered at other colleges or universities unless the students initiate inquiries themselves, or unless cooperation is sought from institutions that provide transfer programs.

1.2-Principles relating to schools

Schools will:

- A. Provide a program of counseling that is accurate and comprehensive with respect to the college opportunities sought by students and available to them.
- B. Encourage students and their parents to take the initiative in learning about colleges and universities.

- C. Invite college and university representatives to assist in counseling candidates about college opportunities.
- D. Avoid unfavorable comparisons with other institutions.
- E. Refuse unethical or unprofessional requests (e.g., for lists of top students, lists of athletes, etc.) from college or university representatives (e.g., alumni, coaches, etc.).
- F. Refuse any reward or remuneration from a college, university, or private counseling service for placement of their school's students.

1.4

College fairs, clearinghouses, and matching services that provide liaison between colleges and universities and students shall be considered a positive part of the admissions process if they effectively supplement other high-school guidance activities and adhere to the principles of good practice stated herein.

2

Application Procedures

2.1

Colleges and universities will:

- A. Accept full responsibility for admissions decisions and for proper notification of those decisions to candidates and, when possible,

to secondary schools.

- B. Receive information about candidates in confidence and respect completely, within the confines of federal and/or state laws, the confidential nature of such data.
- C. Not apply newly revised requirements to the disadvantage of a candidate whose secondary school course has been established in accordance with earlier requirements.
- D. Notify candidates as soon as possible if they are clearly inadmissible.
- E. Not deny admission to a candidate on the grounds that their institution does not have aid funds to meet the candidate's apparent financial need, except for foreign students.
- F. Not require candidates or their schools to indicate the order of candidates' college or university preferences, except under early decision plans.
- G. Permit candidates to choose without penalty among offers of admission until they have heard from all colleges to which they have applied, or until the date established under the Candidates Reply Date Agreement.
- H. Maintain a waiting list of reasonable length and only for a reasonable period of time.
- I. State clearly the application procedures for transfer students by informing candidates of deadlines, documents required, courses accepted, and course equivalency.

Footnotes for Handbook

PREFACE

¹Edmund J. Gleazer, "After the Boom...What Now for the Community Colleges?" Community and Junior College Journal, XLV (1) (August, 1974), p. 6.

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CHAPTER 1

¹M. G. Scully, Chronicle of Higher Education, XIX (19), (Washington, D. C.), January 2, 1980, p. 1.

²M. G. Scully, Chronicle of Higher Education, XIX (19), pp. 1 and 11.

³Eugene H. Fram, "Marketing Higher Education," in The Future in the Making, ed. Dyckman Vermilye (San Francisco, Calif.: Jossey-Bass Publishers, 1973), p. 58.

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¹¹Dennis Johnson, "The Researcher and Nonprofit Marketing: Is Anyone Listening?," New Directions For Institutional Research, XXI (1979), p. 2.

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¹⁷A. S. West et.al., "Selling: A Threat to Postsecondary Education," College and University, XLIX (Summer, 1974), p. 346.

¹⁸Journal of Higher Education, XLIII (5), p. 376.

- ¹⁹Marketing Strategies 77-78 (Prince George's Community College, Largo, Maryland, 1977), p. 1.
- ²⁰Phillip Kotler, "Why We Need Marketing," Case Currents (May, 1977), p. 1.
- ²¹Community and Junior College Journal, XLVIII (4) (December-January, 1977-78), p. 17.

CHAPTER 2

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THE DEVELOPMENT OF A HANDBOOK
FOR MARKETING THE COMMUNITY COLLEGE

by

Edward T. White

(ABSTRACT)

1. Purpose of the Study: The purpose of this study was to develop a conceptual model for a marketing approach for administering community colleges. This model was based on Eugene McCarthy's marketing model which provides for emphasizing customer needs and developing the product, price, promotion, and place variables in relationship to customer needs and institutional resources. The concept of the model was developed as an operational tool in the form of a handbook for marketing the community college.

2. Methods and Procedures: The literature and "juries of experts" were used to develop the criteria for and content of the handbook. After the literature review two community college presidents were interviewed to determine the criteria for the handbook. Using the literature and the interview findings an outline, Preface, and one chapter were written and sent to six community college presidents for review and comments. The entire handbook was then written, using the literature, the jury members' criteria for acceptance and the researcher's knowledge of marketing. A draft of the handbook was sent to twenty-one

college administrators and faculty, along with a ten-question, open-ended questionnaire. The reviews of this jury were summarized for the purpose of revising the handbook.

3. Conclusions: Although there is a growing interest in the use of marketing techniques by community college administrators, most of them do not know the proper procedures to use in order to accomplish their marketing goals. There was not a handbook, book, or manual available that addressed the entire procedure for marketing the community college. The handbook which was developed during this study was judged by the reviewers to be of value to the community college administrator who is interested in using marketing techniques.