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A STUDY OF MICHIGAN COMMUNITY COLLEGE PRESIDENTS' AND  
TRUSTEES' PERCEPTIONS ABOUT THE APPLICATION OF MARKETING  
PRACTICES TO COMMUNITY COLLEGES

Michigan State University

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A STUDY OF MICHIGAN COMMUNITY COLLEGE PRESIDENTS' AND  
TRUSTEES' PERCEPTIONS ABOUT THE APPLICATION OF  
MARKETING PRACTICES TO COMMUNITY COLLEGES

By

Marshall Richard Sha1nk

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1985

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## ABSTRACT

### A STUDY OF MICHIGAN COMMUNITY COLLEGE PRESIDENTS' AND TRUSTEES' PERCEPTIONS ABOUT THE APPLICATION OF MARKETING PRACTICES TO COMMUNITY COLLEGES

By

Marshall Richard Shaink

The purpose of the study was to identify the intensity of perceptions held by Michigan community college presidents and trustees about marketing functions. A one-page questionnaire containing 28 marketing-function statements was developed and distributed to the 29 Michigan community college presidents and the 203 community college trustees. Usable responses were received from 26 presidents and 139 trustees, yielding return rates of 89.1% and 68.5%, respectively.

Four research questions were posed to guide the collection of data. Presidents' data were compared to trustees' data to identify whether differences existed between the two groups. In addition, data collected from the trustees were compared to their colleges' rank order as listed in eight Michigan Department of Education Activity Classification Structure (ACS) tables. The eight ACS tables selected for the study included tuition and fee revenues per full-year equated student (FYES), operational taxes per FYES, state aid per FYES, "other" general fund revenue per FYES, general fund revenue per FYES, state-equalized

Marshall Richard Sha'ink

valuation per FYES, in-district residency percentage, and weighted tuition rate.

The findings indicated that college presidents' and trustees' perceptions about marketing-function statements were very similar and positive. The two groups tended to perceive marketing as promotional in nature. Two statistically generated composite descriptions of trustees and the colleges of which they were a part were identified.

Colleges with lower state equalized valuation per FYES, lower weighted tuition rates, and lower state aid per FYES tended to have trustees who more strongly disagreed that institutional research and selection of classroom sites for credit courses held off campus are marketing functions, but who also agreed that the selection of classroom sites for noncredit programs held on campus is a marketing function.

Colleges with lower operational taxes per FYES, lower state aid per FYES, higher "other" general fund revenues per FYES, and higher general fund reserves per FYES tended to have trustees who more strongly agreed that the design of credit courses, selection of classroom sites for credit courses held on campus, and identification of hours to offer noncredit programs are marketing functions, but who also disagreed that identification of days of the week to hold credit courses is a marketing function.

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## CHAPTER I

### PURPOSE OF THE INQUIRY

#### Introduction

Much has been written about the application of marketing practices to community colleges. Authors vary widely in their opinions concerning the benefits that marketing techniques provide in helping the college achieve its mission. On one side are individuals who assert that increased college enrollments and revenues can be generated by applying a well-planned marketing effort. On the other side are those who recommend that marketing be left to the business sector because using marketing techniques would erode the educational excellence of a college. The majority of the literature, however, advocates that college administrators adopt marketing techniques.

Whether college administrators adopt marketing techniques and the degree to which these practices are applied depend greatly on the perceptions held by community college presidents and trustees about the adoption of marketing practices. Those perceptions are the focus of the present study.

#### Statement of Problem

The marketing work of a college does not begin in the admissions office but in the offices of the president and the board of

trustees. The college's top policymakers must articulate a mission and a purpose for the college that makes sense in light of its history, resources, opportunities, and competition (Kotler, 1976). The board's responsibility is to know what the community wants, to understand the ongoing problems affecting the institution, and to formulate policies accordingly (Pappas & Ritter, 1983). To date, data do not exist that show the relative strength of agreement among presidents and trustees about the application of marketing practices to community colleges. The present study was an attempt to gather such data.

### Background

The concept of higher education adopting business marketing practices to help identify and deliver the product/service that matches students' needs is not new. Frances Wayland, president of Brown University in 1850, wrote:

Our colleges are not filled because we do not furnish the education desired by people--Is it not time to inquire whether we might furnish an article for which the demand will be, at least, somewhat remunerative? (cited in Hofstadter, 1952, p. 25)

Kotler (1983) identified the key business-marketing factor in developing customer loyalties and satisfaction as the necessity to create the products that people need. Schools are formed to serve students, but as they evolve, many schools lose sight of their original mandate and allow the bureaucratic mentality to supersede the original goal. Wolf (1973) pointed out that, to succeed in reaching institutional goals, managers must "identify the best product/service match

with the market need" (p. 2). The institution must be examined in light of its mission. Kotler (1983) noted:

For an organization to remain viable, its management must provide for periodic audits of its objectives, resources, and opportunities. It must re-examine its basic business, target groups, differential advantages, communication channels, and messages in light of current trends and needs. It might re-organize when change is needed and make it before it is too late. (p. 9)

The literature on the marketing of nonprofit organizations appears to have evolved from general to specific from the late 1960s through the late 1970s. During the late 1960s and early 1970s, authors discussed the general role of marketing in higher education. Toward the end of the 1970s, writers applied specific and highly quantitative models to examine the college process (Murphy & McGarrity, 1980).

#### Need for the Study

Colleges have faced diverse conditions in the 1960s, 1970s, and 1980s. In the 1960s, many more young people applied to colleges than could be admitted (Macnow, 1981). Today, however, colleges are struggling with the classic marketing problems of sales decline, slow growth, changing buying patterns, increased competition, and increased sales expenditure. Restating the marketing problems in college vocabulary yields a list that includes declining overall enrollments, increasing operating costs, erosion of the tax base and sources of funds, increasing competition from other colleges and alternatives to higher education, and changing wants and needs of the marketplace (Kotler & Goldgehn, 1981).

In terms of enrollments, the traditional source of college students--high school graduates--is declining. Already, there has been a 22% drop in the number of college-age youths in the United States, and forecasters expect there will be five million fewer teenagers by 1992. In a market of 12.4 million students, the total United States college enrollment in 1982, a loss of five million potential customers obviously will have a major effect (Beckett, 1985).

Compounding the decline in the traditional-age college-student population is the effect the 1979-1982 recession had on Michigan's economy (Task Force, 1984). Perhaps Michigan community colleges, compared to other two-year colleges throughout the United States, were more severely affected as a result of the damage to the state's economic base.

In 1983, Michigan lawmakers called for a re-examination of the state's college system. This review could lead to the closing of some institutions due to declining enrollments and diminishing resources (Macnow, 1983). Forecasters have projected that between 1980 and 2010, Michigan's population will grow older as the number of young people declines, the number of older people grows, and the baby boom generation of the 1950s and 1960s moves first into adulthood and later into middle age. The median age of Michigan residents was 28.8 in 1980 and is expected to reach 31.6 years in 1990, 34.2 years in 2000, and 35.9 years in 2010 (Michigan Department of Management and Budget, 1985).

Further exacerbating Michigan community colleges' plight was an unemployment rate of 17% in 1984. The higher-than-national-average

unemployment rate was attributed to the 1979-1982 recession (Task Force, 1985). What is noteworthy about Michigan's unemployment rate is that since 1978 nearly one-third of the 750,000 people working in automobile manufacturing or related jobs lost their positions. In 1983, forecasters predicted that 150,000 of those workers would never regain their jobs (Lansing State Journal, December 18, 1983). Based on the 1984 total work force of four million people, nearly one million (25%) worked in manufacturing industries. More than 550,000 of them worked for companies supplying the automobile industry (Task Force, 1985).

At a time when Michigan colleges are faced with declining enrollment, due to a decrease in the traditional-age college-student population, many older citizens are losing their jobs and leaving the state ((Michigan Department of Management and Budget, 1985). In May 1985, Michigan was named the state with the highest out-migration rate in the nation. Ten of the 20 counties listed as having the highest negative population growth were in Michigan.

Added to the list of problems facing community colleges is competition from a nontraditional educational source--the business community. As corporations have assumed greater responsibility for educating their employees, they have begun to establish their own colleges and universities. According to industry estimates, about 400 business sites now include a building labeled "college," "university," "institute," or "education center" (Watkins, 1983). Many corporate educational institutions offer the same range of courses available at

traditional colleges. Recently, a few firms have begun to offer traditional graduate programs. They have received approval from state education agencies--and, in some cases, regional accrediting agencies--to offer advanced academic degrees (Watkins, 1983). James Lichtenberg, senior vice-president of a public relations firm, said, "Even though marketing is taught in most colleges, as institutions they don't have any experience in dealing in a competitive market" ("Colleges Must Sell Themselves," 1985, p. A7).

Michigan's community college presidents have been assessing the factors affecting their institution's ability to gain additional revenue from enrollments, state aid, millages, and other sources. One college president wrote:

As a result of significant changes in Michigan's demographics, the changing needs of the industrial and business workforce, and the severe financial recession that has impacted the entire state, it is important that the college refocus its vision of the future. In so doing it will be better able to serve the needs of business, industry, government, and youth and adults seeking education and training for jobs in Michigan. (Gannon, 1984, p. 1)

In these times of decreasing enrollments and increasing fiscal pressures, colleges and universities need to employ the most effective management practices (Mark, 1984). The application of marketing strategies and strategic planning enables colleges to ensure their continued existence by attracting new consumers and identifying potential threats to the college, such as community apathy, reduction in state funding, and competition from other institutions (Scigliano, 1980).

In discussing the education of a board member, Montana (1978) wrote that "although some non-marketing business people do have a knowledge of marketing, most boards of trustees of non-profit organizations are composed of people who do not understand the basic elements of modern marketing" (p. 51). Kotler (1976), a noted author on the subject of marketing in the nonprofit sector, cautioned, "As colleges begin to accept marketing responsibility, many of them plunge into it in an excessive and misguided way, equating marketing with hard selling" (p. 55).

Translating marketing concepts to the nonprofit sector has been hindered by the paucity of conceptual work in this area (Rathmell, 1974). Researchers need to explore the differences between public and private community colleges, between urban and rural community colleges, between developing and well-established community colleges, and between state and locally controlled community colleges, as well as a variety of other characteristics that might alter the effectiveness of marketing strategies and related comprehensive planning techniques. In the absence of such research, broad statements about the benefits of implementing marketing in community colleges are not only naive, but may be dangerous, as well (Richardson & Doucette, 1981).

#### Purpose of the Study

The investigator had four major purposes in conducting this study:



1. to identify the perceptions held by community college presidents and members of boards of trustees about the various marketing techniques that can be applied to a community college.
2. to compare the average perception scores, by marketing-function statement, of community college presidents and members of boards of trustees to determine if statistically significant differences exist between the two groups in terms of their perceptions.
3. to compare the average perception scores, by college and by marketing-function statement, of members of boards of trustees to eight independent variables to see what types of relationships exist.
4. to factor analyze all data collected on the members of the boards of trustees to detect if a pattern of responses emerges.

#### Research Questions

The writer posed four broad research questions to guide the collection of data for this study. The data respondents provided on the questionnaire and information collected from authoritative sources were used to answer these questions:

1. What perceptions do Michigan community college presidents and members of the boards of trustees hold about each of the marketing-function statements, as contained in the study questionnaire?
2. What differences exist between community college presidents' and trustees' perceptions about each of the marketing-function statements?
3. What is the relationship between the average marketing-function-perception scores of members of the board of trustees of each college and their college's numerical rank on eight Michigan community college activity-classification structures?

4. What is the pattern of responses of the members of the boards of trustees, based on all the data collected?

#### Delimitations of the Study

The study was delimited to the 29 presidents of Michigan community colleges (Population I) and to the 203 members of the boards of trustees of Michigan's 29 community colleges (Population II). Individuals in those positions were selected for the study because they represent, respectively, the community colleges' chief operating officers and policy makers. Both groups have considerable influence over the institutions' adoption and application of marketing functions.

Community college presidents' and trustees' perceptions of the application of marketing practices to a college are influenced by diverse and complex variables. Such factors might include, but are not limited to, the members' present and past occupations; educational achievement; and peer-, social-, and professional-group communications. Because other uncontrolled variables exist, as well, the study was delimited to analysis of the two populations' marketing perceptions as related to the following ranking classifications: tuition and fee revenues per full year equated student (FYES), operational taxes per FYES, state aid per FYES, "other" general fund revenue per FYES, general fund revenue per FYES, state-equalized valuation per FYES, in-district residency percentage, and weighted tuition rate.

#### Definition

The term "marketing" is defined here in the context in which it is used in this study. According to Kotler (1975), marketing is:

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

#### Overview of the Dissertation

Chapter I contained an introduction to and a background of the study. The purposes and research questions of the study were stated, and the delimitations of the research were set forth. Chapter II contains a review of literature on marketing relative to community colleges. A description of the design and procedures used in conducting the study may be found in Chapter III. Chapter IV contains the results of the data analysis. Findings and conclusions of the study, as well as recommendations for further research, are included in Chapter V.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The purpose of the literature review is to give a broad overview of the marketing literature relative to community colleges. Included in the review is literature describing marketing efforts as applied to higher education; nonprofit organizations; and junior, community, and technical colleges. The chapter is divided into five sections: marketing advocacy, opposition to marketing, the marketing mix, marketing implementation, and related research efforts.

#### Marketing Advocacy

The basic reason a nonprofit organization should be interested in formal marketing principles is that applying such techniques enables the organization to be more effective in achieving its objectives (Kotler, 1975). "More and more non-profit organizations are coming to the realization that they must begin to apply marketing strategies and techniques to their special field of activity, if they are to succeed in serving the society that is supporting them" (Wagner, 1978, p. 38). As an adopted and often misunderstood process, marketing has generated, quite unexpectedly, a windfall opportunity for community colleges to pause and reaffirm themselves, their missions, and any overlooked

opportunities to serve their communities. The vigorous, brave, and creative college will use this marketing opportunity as a time of renaissance (Keim, 1981). If a systematic marketing plan is administered, it will, by its comprehensive nature, result in a penetrating analysis of the college's mission, programs, and services. By employing a good marketing plan, colleges can be improved (Keim, 1981).

Marketing offers two specific benefits to its practitioners: improved satisfaction of the target market and improved efficiency in marketing activities (Kotler, 1975). Many institutions have altered their educational product to appeal to different segments of the market (Murphy & McGarrity, 1978). Otto (1979) stated that community colleges should adopt the marketing philosophy of private enterprise to discover and meet the unsatisfied needs of nontraditional clients, including individuals who require specific courses to meet immediate occupational needs, older adults who desire to fill educational gaps caused by career or family obligations, and individuals whose work schedules necessitate a very flexible class program.

Through a properly conceived and administered marketing process, the understanding of the college selection process is strengthened, as is the delivery of quality educational services. In fact, effective and efficient marketing involves more than selling an institution's program through elaborate publicity (Laabs, Hotes, & Miller, 1983). The aim of marketing is to make selling unnecessary (Kotler, 1976).

Contemporary marketing literature has extolled the virtues of using a marketing perspective to facilitate delivery of the services of nonprofit organizations to their consuming and donating publics (Davis & Joyce, 1981). Krachenberg (1972) maintained that universities and colleges are engaged in marketing activity, no matter what it is called, who does it, or where in the institution it is being done.

Kotler (1975) emphasized the need for marketing in nonprofit organizations:

Marketing, far from being a management tool of exclusive interest to business establishments, has a great relevance to the problems and challenges facing the non-profit organization. All organizations depend upon exchange relations to attract resources they need, to convert them into useful products and services, and to distribute them efficiently to target markets. Marketing is a supplementary approach to planning and achieving desired exchange relations with other groups. Marketing is concerned with developing, maintaining, and/or regulating exchange relations involving products, services, organizations, persons, places or causes.  
(p. 13)

Marketing higher education is a frequently used strategy to combat dwindling resources and declining enrollments. Particularly in the community college, which by definition is committed to serving community needs, marketing seems an inevitable administrative responsibility (Creamer & Akins, 1981). Marketing invites change (Keim, 1979). Although this may be manifested most obviously in a change in student characteristics, the effect will also resound through changes in instructional programs and services to changes in faculty attitudes and behavior. Marketing will finally result in fundamental changes in the missions of specific institutions and in the very nature of higher education (Creamer & Akins, 1981).

According to Leach (1977-78), the implementation of a marketing orientation in community colleges is expected to provide the following benefits:

- \* Colleges will be much more sensitive to and knowledgeable about community education needs.
- \* Colleges will abandon the attempt to be all things to all people and will seek differentiated niches in the market. Each college servicing a community will focus on providing those services and programs that are most needed and/or that are competitively viable.
- \* Colleges will be quicker to drop services and programs in which they have no competitive advantage or distinctiveness to offer.
- \* Colleges will be more capable in developing and launching successful new services and programs.
- \* Colleges will create more effective systems of distributing and delivering their programs and services.
- \* Colleges will develop more creative approaches to pricing.
- \* Colleges will create more student, faculty, and administrative satisfaction. (pp. 20, 24)

College presidents are beginning to realize that even though their institutions' missions are understood, supported, and applicable to their respective situations, and even though their colleges offer quality academic programs, these features are worthless unless the institutions' availability, academic strength, and career benefits are effectively communicated to the public (Loshier & Miller, 1981). Many academicians perceive marketing as anti-academic. Yet nothing is more supportive of the academic enterprise than is marketing (LeTarte, 1985). At the 1985 American Association of Community and Junior Colleges convention, the marketing conference was the most successful preconvention workshop (Trevisan, 1985). The President's Economic Development and Job Training Network Steering Committee cited the development of a statewide community college marketing and image-building plan as its number-one priority (Elderveld, 1985).

The primary purpose of marketing is to increase the community's awareness of the college through more and better information, with the intention of attracting new students and satisfying current ones (Daly & Bateman, 1979). However, marketing concepts and techniques must be evaluated regularly to ensure that they are beneficial to the college, its students, and the community it serves (Myran & Ralph, 1981).

### Opposition to Marketing

Three criticisms are often leveled at nonprofit organizations that adopt marketing practices: that marketing wastes the public's money, that marketing activity is intrusive, and that marketing is manipulative (Kotler, 1975). The preponderance of articles opposing marketing activity in the nonprofit organization concern the manipulative nature of marketing. Philosophers such as Plato, Aristotle, and Aquinas thought of merchants as unproductive and unexquisite. Merchants were seen as taking advantage of helpless customers by buying "cheap" and selling "dear" (Kotler, 1975). The term "marketing" is a loaded one for many Americans; it evokes visions of hucksters who use loathsome and irresponsible means to sell worthless products (Keim, 1981). Lovelock (1980) observed that most academic administrators' responses to the proposal of integrating business marketing strategies into the halls of academia ranged from "inappropriate" to unnecessary" (p. 31).

Krachenberg (1972) emphasized that marketing is almost always viewed as solely a business activity. Many educational administrators



have also argued that "the university setting is different from the business one and therefore, the techniques used in business by and large are not appropriate for the university" (Berry & George, 1975, p. 8). For years, administrators have kept marketing out of their recruitment efforts because they felt such activity was unethical and immoral (Ivens, 1977).

Portugal (1979) claimed, "Some have . . . gone so far as to label educational marketing academic heresy" (p. 76). A senior vice-president for a public relations firm supported educational marketing but feared that "some schools will go so far that marketing higher education will be no different than IBM marketing a new computer product" (Colleges Must Sell Themselves," 1985, p. A7). The National Association of College Admissions Counselors has opposed the use of unethical marketing practices (NACAC, 1975-76). Marketing critics have warned that the government could intervene through regulating false advertising and product misrepresentation (Gollattscheck, 1981, p. 100).

In referring to educational institutions using marketing activities to survive, Shulman (1976) stated, "There may well be misgivings about some of the steps institutions have taken to survive, e.g., colleges accepting students for whom they do not have appropriate educational programs, and program offerings that border on hucksterism" (pp. 37-38). Kotler (1976) gave five examples of colleges that plunged into marketing in an excessive and misguided manner:

One college passed out promotional frisbees to students on spring break in Fort Lauderdale.

A midwestern college sent first-contact letters to high school students--based on alumni recommendations--reading "Congratulations! You've been accepted."

North Kentucky State University planned to release 103 balloons filled with scholarship offers, but canceled the plans because of adverse reaction.

St. Joseph's College in Indiana offered undergraduate students rebates of \$100 for each new student who actually enrolled--up to a limit of the student recruiter's total tuition. They discontinued this . . . practice after much criticism from colleges across the country.

One educational consultant suggested half-jokingly that colleges' future sales techniques may include money-back guarantees for courses and professors not liked and slogans such as "\$59.95 a credit hour--none priced lower." (p. 55)

Marketing is also viewed as intruding into the educational institution. Changes brought about because of marketing may be unsatisfactory to students. Students who had been the primary focus of the institution may resent not only the new students themselves but also the changes in the institution that have occurred because of the new students (Gollattscheck, 1981). If marketing goes awry, the institution changes in ways either unexpected or undesired by the faculty; the results may range from discomfort and erosion of morale to outright rebellion (Gollattscheck, 1981).

Creamer and Akins (1981) described the problems that can arise from marketing. First, there is the "Enroll Them First Then Decide If It Was a Good Idea" syndrome. When information is glamorized or manipulated to appeal to an audience, students are likely to enroll with unrealistic or unfounded expectations of what a college can do for them. The second potential hazard is the Pressure of Cooling in Students. This occurs when faculty and staff go to unusual lengths to keep students enrolled, even at the risk of lowering academic

standards. Third is the Focus on Recruitment of Students. When marketing for enrollment becomes a dominant pressure, student-development professionals may be seen exclusively as a manpower pool standing ready to be formed into an army of recruiters, led by the director of marketing. Fourth is the hazard of Promises, Promises, Promises. Although it is potentially unethical to distribute inaccurate information about a college or to recruit students who cannot benefit from the college offerings, it is possible that even the best-intentioned marketing programs will mislead potential students. A fifth problem is the Displacement of Educational Values. When the traditional values of a faculty-dominated enterprise are nudged aside to be replaced with the values of a manager-dominated enterprise, a fundamental clash is likely to ensue. Sixth is the potential Money Shortage. Money spent on bringing in new students cannot be used to improve the quality of counseling, teaching, and research. The last potential hazard is Resistance to Change. Neither people nor their institutions change easily.

Some critics feel that educational marketing wastes the public's money. State legislators, faced with dwindling treasuries, are beginning to suspect that college marketing activities are costly to the public fund and may not be totally ethical (Keim, 1981). Richardson and Doucette (1981) noted, "Even if marketing techniques can produce all of the advantages claimed by advocates, the result could easily be fewer constant dollars to spread over more students and programs" (p. 20).

There is an absence of objective data demonstrating that marketing in its comprehensive form represents an effective strategy for increasing revenues, renewing institutions in trouble, or preventing a slide toward instability for institutions with precarious enrollments. In all fairness, however, the lack of research may be related to the relatively recent introduction of marketing concepts into higher education (Richardson & Doucette, 1981).

### Marketing Mix

Central to achieving an effective marketing organization is the development of an appropriate marketing mix, which is the best combination of product, price, place, and promotion (the four P's) (McCready, 1982). The marketing mix consists of the range of services offered (product), the delivery mechanism or distribution pattern (place), the pricing strategies and policies (price), and the promotion mix (promotion). The last element, in turn, includes service advertising, personal selling, sales promotion, and public relations (Johnson & Scheuing, 1982). The marketing mix must be integrated. Separate marketing tactics must be balanced and orchestrated for maximum and consistent influence on the target audience--potential students (Kotler, 1976).

### Products/Services

In comparing the business sector to nonprofit organizations, Davis and Joyce (1981) wrote that "the basic function and process of product development is essentially the same in the non-profit sector,

but it is made more difficult because of the elusive nature of the product itself" (p. 25). For the most part, colleges provide services rather than products. Services are more intangible than tangible, are produced and consumed simultaneously, and in many cases are less standardized and uniform than goods (Berry, 1980). Most people agree on the general applicability of marketing concepts to the nonprofit context, but there appears to be considerable doubt about the applicability of specific marketing techniques, developed in the goods sector, to the service sector (the nonprofit organization) (Davis & Joyce, 1981).

Nonprofit organizations have been production oriented in that they have focused on the specific service they provide rather than on the benefits or satisfactions the consuming or donating publics receive in exchange (Davis & Joyce, 1981). To succeed in reaching institutional goals, managers (administrators) must identify the best product/service match with the market's need (Krachenberg, 1972). If higher education's product mix is out of adjustment with its customers, marketing as an adjustment force may restore compatibility and benefit all parties (Gorman, 1974).

As the children of the baby boom have grown to adulthood, the tremendous influence of their numbers has been felt by many institutions, including colleges. Now, as this generation moves further into adulthood, its numbers--combined with the declining birth rate that followed the baby boom--are expected to bring about more dramatic changes in the nature of college life (Beckett, 1985). Older students

demand parking spaces close to their classes; different courses at different times; and the availability of counseling, book stores, and food services when they are on campus. They also demand better child-care services. Older students are also more aware of the maintenance of facilities and the attitudes of faculty and staff than are younger students (Johnsen & Dennise, 1984).

We must get better and better at building degree programs that meet business and industry needs, at providing short-term training options with faster and faster turnaround times, at paying more and more attention to what thousands of successful continuing education initiatives in our colleges teach us about the needs and desires of the market place. In many ways our continuing education professionals are the scouts of our institutions, testing unexplored territory first. (Powell, 1984, p. 38)

To help design and develop college programs (products/services) that will meet the needs of the changing student, Kotler (1976) suggested a four-step process for portfolio planning. First, the college must identify its key business units, those programs around which strategic planning is possible and desirable. The second step calls for developing criteria for evaluating the current and future viability of each program. The third and most difficult step is to determine the strategic status of each current program. The last step in portfolio planning is to search actively for exciting and relevant new programs to enrich the school's operations and attractiveness.

### Place

Organizations must offer their product or service in the most accessible locations and at the most convenient times for their customers (McCready, 1982). In transferring the place function from

the business sector to the educational arena, "the importance lies in making educational services available [to students] at the time and location desired" (Berry & George, 1975). Looking toward the 1980s, Laczniak (1977) foresaw a greater change in the importance of distribution than in any other element of the marketing mix.

In addition to offering the most appropriate combination of educational products at a competitive price, college administrators must facilitate the availability of the educational product. Access in this case includes not only location but also the time at which the product is offered (Kotler & Goldgehn, 1981). A Michigan community college president agreed, stating that "educational institutions will have to develop 'consumer driven schedules' which will conform more closely to the time and location preference of enrollees and less to the personal convenience of staff" (Lorenzo, 1985). A factor in the morning/evening scheduling pattern has been the preference of most regular faculty members for morning classes to accommodate part-time students and adjunct faculty (Atherton & Cohen, 1981). To attract the adult student, colleges will have to add more evening and weekend classes, keep offices and cafeterias open later, and alter curricula and schedules (Beckett, 1985).

The University of Tennessee, Knoxville, learned that adults prefer evening credit classes to begin at five o'clock rather than at six o'clock (Shulman, 1985). Queens College provided a course at the employer's location, a nearby hospital, even though the campus was only ten minutes away. This response was important to hospital employees

because even a ten-minute drive involves parking time and the employees might have felt conspicuous on campus in their white uniforms (Shulman, 1985). Eastern Michigan University President John Porter believes that, by the end of the century, EMU will be holding classes 24 hours a day, seven days a week (Beckett, 1985).

### Price

The educational product is offered to its market for a price-- that is, tuition and fees. Just as in business and industry, a college can offer price incentives. Scholarships, financial aid, loans, grants, and work-study programs are means of providing the product at varying prices to fit students' needs (Kotler & Goldgehn, 1981). All organizations face complex price issues, although not all of them understand good pricing structure (Kotler & Levy, 1969). Very little has been done in the education field to determine the importance of price or its meaning to the prospective market (Kotler, 1975).

One college established an Office of Adult Learning Services to assess the characteristics of the adult learner (Shulman, 1985). The office found that although many adults need more education, need alone rarely gets adults onto the campus. However, when the adults had need, motivation, and money, they demanded more education. The largest group of adult learners possessed all three characteristics. The next largest group was adults who were motivated and had money; the third group comprised those who had motivation and need--somehow they found the money to return to school. Adult learners with motivation alone



ranked fourth, those with money and need ranked fifth, and those with money alone ranked sixth; the least powerful predictor was need alone.

For older students who have motivation and need but lack money, one of the subtle changes a college could undertake is to expand its efforts to locate financial aid (Beckett, 1985). Financial aid is equivalent to discriminatory price discounting for the purpose of influencing the number of acceptances or "sales" (Kotler, 1976). The admissions and financial-aid staffs decide what weight to place on student need versus ability; what level of financial aid, if any should be offered; and what components should constitute the financial-aid package.

State aid is part of the price package. Community colleges across the nation derive more than half of their revenues from state legislatures. Despite the existence of funding formulas that, in theory, guarantee additional revenues on the basis of number of students served, legislative practice has been either (1) to appropriate a fixed dollar amount, which must be distributed among institutions on a prorated basis without regard to the per-student amount specified in the formula; or (2) to cap enrollments and impose penalties for exceeding the specified limit (Richardson & Doucette, 1981). On the average, 15% of the revenue for community colleges comes from local property taxes.

Most educators recognize that tuition is an important criterion in the selection of a college. However, few have more than a

superficial understanding of the concept of price elasticity (Hugstad, 1975). On the subject of tuition, Spies (1973) wrote:

Education considerations are the primary determinants of college applications. In particular, students try to find schools that closely match their own academic abilities. Financial considerations are only secondary. Neither cost nor income has much effect on applications, although both are statistically significant. (p. 37)

### Promotion

The final element in the marketing mix is promotion. All organizations need to describe their products to the target markets (Kotler & Goldgehn, 1981). Promotion comprises service advertising, personal selling, sales promotion, and public relations (Johnson & Scheuing, 1982). Promotion is a vital activity directed toward developing market awareness, understanding, and interest in what the university has to offer (Berry & George, 1975).

Current pressures to provide better information to students have the potential to increase reliance on sound marketing techniques, as opposed to strong sales pitches (Stark, 1979). Advertising should not be developed through armchair brainstorming to find clever appeals; rather, it should be based on an analysis of students' current perceptions, preferences, and decision processes, as well as the role different messages can play in facilitating certain stages in the students' decision process (Kotler, 1976).

Students, potential students, and visitors notice many aspects of the college. The administration sets the tone of the campus. A visitor can tell almost immediately if the college has a caring, warm

environment. Abrupt, aloof, sarcastic personnel reveal their attitudes about themselves and their institutions (Keim, 1981). Colleges are spending time and money on market research, consumer identification, and promotion in the hope that students and the institution's programs can be brought together, ensuring institutional survival (Smith, 1981). Hence all members of the college should help promote the institution. According to Kotler and Levy (1969),

Everything about an organization talks. Customers form impressions of an organization from its physical facilities, employees, offices, stationery, and a hundred other surrogates. Only when this is appreciated do members of the organization recognize that they all are in marketing, whatever else they do. (p. 13)

#### Marketing Implementation

Where does marketing fit into the picture? Marketing can help the organization keep in constant touch with its consumers, detect their needs, develop products that meet those needs, and build a program of communications to express the organization's purpose (Kotler & Levy, 1983).

Montana (1978) asserted that "the fundamental lack of marketing thinking and long-range marketing planning is obvious" (p. 47). Educators have been so concerned with day-to-day operations that they have failed to consider what was happening to their market. Kotler (1975) concurred:

The evidence seems to indicate that many practices of the educational field contribute to its own troubles. The industry grew unresponsive to its markets. There were demands in the marketplace that were not being supplied by the industry; and there were suppliers in the industry who were trying to sell products that were not in demand by the market. (p. 345)

Marketing starts with identifying specific markets that the institution will serve, specific needs that will be served, and the means that will be used to serve those markets. A substantial investment in market research, product development, and product testing is required before any promotion is formulated. Issues of pricing and effective service delivery must also be addressed. Finally, marketing includes the development of an effective communication and packaging program (Kotler & Goldgehn, 1981). Marketing is oriented toward the future, with the dual purposes of reacting to changing demands on the college and anticipating future demands. In the educational setting, the term "marketing" implies a process of adapting to the constantly changing needs of students, professionals, and the community (Creamer & Akins, 1981).

Gollattscheck (1981) pointed out that marketing may be viewed as a change agent, and institutions thinking of embarking on a marketing program should expect change. Marketing should contain no surprises if the college has planned well. If faculty, administration, and, where possible, students have been involved in planning, there should be a minimum of problems relating to faculty and student acceptance of the results.

As an agent of change, marketing can have a very positive effect on the college when used judiciously. It can have an equally negative effect when used carelessly. Colleges contemplating a marketing effort should consider the following:

- \* Marketing activities should be conducted only in connection with a total planning effort.
- \* No marketing strategy should be used that cannot be directly related to a goal or objective of the institution.
- \* Faculty, administration, and trustees should be aware of marketing programs and approve of the objectives.

- \* All possible results of any marketing effort should be considered and contingency plans readied before the effort begins.

College marketing planning is an eight-step process, according to Kotler and Goldgehn (1981). The process involves defining the college's mission, identifying problems and markets, researching the market, segmenting the market, choosing the target market, determining market position, formulating the marketing mix, and implementing and controlling the marketing plan. Evaluation of marketing efforts must be related to the college's total planning efforts. When progress toward a specific goal or objective is evaluated, success or failure of related marketing efforts should also be examined. In this way, marketing can never be uncontrolled or out of step with the college's other efforts (Gollattscheck, 1981).

Managers of nonprofit organizations appear to be concerned with the cost of marketing. However, "non-profit organizations are probably more prone to underspend than overspend on marketing" (Kotler, 1975, p. 11). The choice facing nonprofit organizations is not whether to market or not to market, for no organization can avoid marketing. The choice is whether to market well or poorly, and on this choice the case for organizational marketing basically is founded (Kotler & Levy, 1977).

### Related Research

The section contains a review of related topics in the marketing and educational literature. Writings on these subjects were sought by referring to the Current Index to Journals in Education, the Education

Index, the Business Periodical Index, and Resources in Education.

Furthermore, the investigator conducted a computer search of Education Resource Information Center (ERIC) data by focusing on key words and subjects considered representative of the research topic. In addition, he manually reviewed the dissertation stacks at Michigan State University's main library and the University of Michigan's Higher Education Department. No dissertation was found that suggested any duplication of this study.

Dunikoski (1984) investigated 159 administrators' opinions about using 11 selected marketing-function activities in Illinois public community colleges. He also analyzed opinions concerning the need for marketing-function activities that differed from current practice and future plans. One aspect of the problem was to determine if administrators' opinions about marketing-function activities differed by the administrator's position (president, chief academic officer, or chief institutional advancement officer), as well as by the demographics and finances of a college and its district.

Analysis of the data resulted in the following findings. More than 80% of the administrators felt there was a need for marketing activities at their colleges. More than 50% of the administrators felt that marketing activities were being practiced, whereas more than 75% felt that planning for these activities had priority at their colleges.

Significant differences in the opinions of administrators were noted when comparing the need for marketing activities with current practice and future plans. When examining the differences in opinions

among administrators at the three position levels, the presidents, chief academic officers, and chief institutional advancement officers agreed on the need for marketing activities at their colleges. Although administrators at all three levels generally concurred on the scope of current practice and the extent of future planning activities, they disagreed on the marketing functions of personal selling/personal contact, new-product development, and channels of distribution. Except for the marketing functions of personal selling/personal contact, marketing information systems, pricing, and channels of distribution, administrators did not differ in their perceptions of the need, scope of current practice, and extent of future plans when colleges were considered on the basis of finances and demographics.

Effective marketing methods in independent higher education institutions were the subject of a study conducted by Miklich (1984). The purpose of the study was to identify the marketing methods that were being used in independent institutions of higher education and to assess the effectiveness of these methods. In-depth case studies were conducted at ten institutions in the Los Angeles area. Sixty-four key marketing personnel were interviewed, and questionnaires were administered.

The study findings revealed that the marketing methods that were most effectively and most frequently used by the sample institutions were distribution, personal recruitment, and advertising. Pricing and market research were rated low. None of the institutions

scored "Superior" on marketing effectiveness; the overall rating for all cases was "Fair."

The conclusions of Miklich's investigation were as follows:

1. Most independent institutions of higher education in the study had not adopted the marketing concept, but were engaging increasingly in sales orientation.

2. Of the marketing-mix elements, product and price were seldom used by marketing staff, whereas promotion and place had high usage.

3. The marketing methods that required the most planning and/or research received the lowest priority.

4. The most rapidly growing schools had a clear strategic direction that was communicated throughout the organization.

5. Personal recruiting made a major contribution to recent enrollment growth.

6. Organizations that had invested in new program development had the fastest growing enrollments.

7. The extent to which top management held a competitive view of the marketplace was related to the organization's marketing effectiveness.

8. The level of marketing expenditures as a percentage of revenue was remarkably similar across organizations.

"Marketing in Non-Profit Higher Education" was the topic of a 1982 study conducted by Firoz. He sought to determine the status of marketing higher education in the United States. Questionnaires were



mailed to administrators with public-relations responsibilities at 549 four-year, publicly controlled institutions. These respondents were assumed to be the individuals most likely to be knowledgeable about marketing activities in their institutions. Responses were received from 364 (66.3%) of the officers, who represented 364 institutions from 49 states.

Conclusions of Firoz's study were as follows:

1. In business, the greatest importance was given to consumers (buyers), but in education students (buyers) were not given the greatest importance among institutional publics. Institutions that were facing declining enrollments considered students most important. Subjects with educational backgrounds in marketing considered students their most important public.

2. Officers used television, radio, and newspapers for advertising purposes, sometimes on a daily basis.

3. Major problems were ranked in the following order: scarce financial resources, collection of private donations, competition with other institutions, declining enrollments, and public restrictions on promotional spending.

4. Marketing activities were widely employed by all institutions, but on most campuses comprehensive marketing "systems" did not seem to exist.

5. Large institutions with large budgets were involved in more marketing activities and promotional spending than were smaller ones.

6. Public-relations officers were usually the officials primarily responsible for marketing their campuses.

7. Ninety-five percent of the subjects did not have major marketing educational backgrounds.

8. The majority of institutions had state government restrictions on spending public funds for marketing purposes. For the majority of subjects, however, no legal restrictions existed on the use of marketing in the title of public-relations office.

Mathias (1982) assessed the extent to which private liberal arts colleges had adopted three elements of the marketing concept. He used two instruments to collect data during autumn 1981. A "President's Questionnaire" was used to obtain perceptual and factual data from 109 college presidents regarding acceptance of the marketing concept and implementation of pertinent marketing activities. A "Survey of Marketing Background" completed by 759 staff members in the same colleges provided data on their educational and professional experience related to marketing. In addition, the survey collected staff ratings of the use of marketing and the importance of a marketing background as a credential for hiring.

Among the findings of Mathias's research were the following:

1. A "consumer orientation" was only moderately strong in the colleges.

2. "Integrated effort" existed in relatively few of the colleges surveyed.

3. Among six enrollment and budget factors analyzed, no functional equivalents to "profit direction" were identified.

4. A high level of adoption of the marketing concept was discovered in 18.5% of the colleges, a medium level in 76.9%, and a low level in 4.6%.

5. Presidents thought that staff members in their colleges would be moderately to strongly positive about the use of marketing; however, staff members' ratings, although still positive, were significantly lower than presidents anticipated.

6. In most colleges, "orientation" was determined by multiple factors, not just students.

7. Although the concept of using marketing was accepted broadly, respondents were not convinced of the effectiveness of marketing activities.

8. The investigator was not certain that the marketing concept can be adapted successfully for use in nonprofit organizations.

9. Colleges were affected favorably by their efforts to understand and implement the marketing concept. Private liberal arts colleges have used marketing techniques, but they have not adopted the entire marketing concept. Further study of motives, methods, and evaluation standards and techniques should provide greater insight into the reasons for varying levels of adoption of the marketing concept in higher education institutions of all kinds.

In 1981, Hoppe investigated the relationship of marketing to enrollment. The survey population comprised 138 community, junior, and

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

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

Hoppe also explored the levels and types of marketing employed at the selected colleges. Eighty-two percent of the responding institutions reported using a comprehensive marketing plan, but less than half of them reported conducting research to determine the effectiveness of marketing activities. The majority of respondents evaluated marketing as only "somewhat effective."

For the institutions reporting segmented marketing plans, the target audience at which the greatest percentage of marketing effort was aimed was the traditional college-age student. The most frequently used marketing activities were high school visits, mass mailings, campus tours, and public service announcements; more than 90% of the institutions reported using these tactics. Other activities used by more than 70% of the institutions included paid newspaper

advertisements, speakers' bureaus, recruitment packages for special programs, business/industry mailings, civic club programs, and tabloids or newspaper inserts. The largest portion of the marketing budget at the responding institutions was allocated to publications.

Taylor (1981) studied the perceptions of academic deans concerning selected marketing approaches to higher education. He surveyed deans in selected public four-year institutions of higher education in Illinois, Indiana, Michigan, and Ohio. The five research questions addressed in the study and the findings for each question follow.

1. What are the perceptions of selected academic deans toward marketing higher education? The responses indicated that the academic deans supported the concept of marketing higher education.

2. To what extent is marketing a part of the basic philosophy of administration in institutions of higher education? The results indicated that marketing is a valid and acceptable philosophy of higher-education administration.

3. What influence has marketing had on administrative practices in institutions of higher education? The deans felt that the administrative development of marketing higher education has not kept pace with the acceptance of the concept.

4. How has marketing been a benefit to students at institutions of higher education? The findings indicated that marketing has benefited students by improving their access to higher education. However, the respondents felt that marketing has not helped improve the quality of education.

5. What is the relationship between marketing and the issues of student consumerism and resource scarcity in institutions of higher education? The results showed that, even though marketing and student consumerism were perceived as related events, student consumerism was not seen as a reflection of poor marketing. Also, the respondents stated that marketing should be supported even in periods of resource scarcity.

Alexander (1978) conducted a survey of college and university administrators' perceptions of the effect that using marketing strategies can have on enrollment trends. Study findings indicated that neither institution type, size, nor enrollment trend was systematically related to actual marketing practices; only institution type showed a relationship to administrative predisposition to use marketing strategies.

Chapter II contained a review of literature related to marketing community colleges. A description of the design and methodology of the investigation is presented in Chapter III.

## CHAPTER III

### DESIGN AND METHODOLOGY

#### Research Design

A descriptive comparative design was used in this study. The major goal of descriptive research in education is to tell "what is" (Borg, 1965, p. 203). The purpose of such research is to "document processes, relationships and/or outcomes so thoroughly that it will be possible to formulate hypotheses about the phenomena being documented" (Ward, 1984, p. 383). The vital concerns of descriptive research include research questions and their logical background, data sources, modes of data gathering, data-gathering instruments, and reliability and validity of the measures (Ward, 1984). The standard use of a comparative study is to establish the generality of a fact. "By comparing where the facts are similar or different, we can generate properties of categories that increase the categories' generality and explanatory power" (Glaser & Strauss, 1967, p. 24).

#### The Populations

The study was conducted with two populations. Population I comprised the 29 Michigan community college presidents. Population II comprised the 203 members of the boards of trustees of Michigan's community colleges. Names of the community colleges' presidents and

trustees were obtained from the Michigan Community College Association's (MCCA) 1984-85 membership directory ((MCCA, 1984). The MCCA membership includes presidents and board of trustee members of 26 of the 29 Michigan community colleges. Even though three of the 29 community colleges are not official members of the Association, the names of their presidents and trustees were listed in the MCCA directory.

A formal request was made to the Executive Director of the MCCA in the form of a two-page proposal requesting the Association's Executive Committee to sanction using Association members as participants in the study. Attached to the letter of request was a copy of each of the following: Michigan State University Committee on Research Involving Human Subjects (UCRIHS) approval letter, Section I of the dissertation proposal, participant cover and follow-up letters (drafts), test instrument (draft), and respondent anonymity procedure (draft) (see Appendix A). No consideration of any kind was given by the researcher to the MCCA for its support of the research project. Specifically, the MCCA was not allowed to modify the test instrument or to receive a copy of the test instrument key. Although the MCCA's support was not crucial to the success of the research, such approval provided added credibility to the effort and appeared to increase the percentage of response.

### Research Questions

Four research questions were posed to guide the collection of data in this study. Data provided by respondents in Populations I and II and information collected from the Michigan Department of



Education's Higher Education Management Services Unit were used to answer these questions. The questions are as follows:

1. What perceptions do Michigan community college presidents and members of the boards of trustees hold about each of the marketing-function statements, as contained in the study questionnaire?
2. What differences exist between community college presidents' and trustees' perceptions about each of the marketing-function statements?
3. What is the relationship between the average marketing-function-perception scores of members of the board of trustees of each college and their college's numerical rank on eight Michigan community college activity-classification structures?
4. What is the pattern of responses of the members of the boards of trustees, based on all the data collected?

#### Instrumentation

The review of literature revealed no test instrument that could be adapted for use in this study. Therefore, a questionnaire was developed specifically for this research (see Appendix A). First, information was submitted to UCRIHS in the format required. Included in the information was a rough draft of the questionnaire. The research project was deemed exempt from full UCRIHS review, and approval was granted to conduct the investigation (see Appendix A).

Second, the test-instrument packet containing the cover letter, anonymity procedure, and questionnaire was given to two former members of Michigan community college boards of trustees and one past community college president. The three pretest participants represented

different Michigan community colleges. The pretest was an informal, personal interview session.

Third, after the test instrument packet had been re-examined and questions/statements revised, copies were given to four current members of non-Michigan community college boards of trustees and two current presidents of non-Michigan community colleges. The trustees were from Ohio, Colorado, and Virginia; the presidents were from Maryland and Alabama. The test instrument packet was sealed in a 9" x 12" envelope. Participants were instructed to open the envelope as if it had been received in their offices. A personal interview was conducted with these individuals after each had had an opportunity to read and complete the test instrument procedures, without verbal assistance or direction from the researcher. Subsequent revisions of the test instrument packet were made and parts of the pretest process repeated. Questionnaire-construction guidelines were followed, as set forth by Borg (1963) and Payne (1980).

The questionnaire statements were developed, based on Kotler's (1975) definition of marketing. By design, 27 of the 28 questionnaire statements related to one of the four P's of the marketing mix: product/service, place, price, and promotion. The statement dealing with affirmative-action policies was not intended to relate to the marketing mix. This statement was included in the questionnaire to check the instrument's reliability.

Direct-mail promotional strategies were used in the design and layout of the questionnaire, cover letter, and follow-up

correspondence. The researcher limited the number of statements on the questionnaire so they could be printed on one sheet of paper. Likewise, the statement concerning respondent anonymity was placed on a separate page to keep the cover letter to a single page. The researcher assumed that having a one-sheet questionnaire, attractively printed and mailed flat in a 9" x 12" envelope accompanied by a one-page cover letter, would help to increase the return rate and reduce the time required of participants.

A coding system was developed for and implemented in the study. A personal code number that identified the participant was placed in the upper-right-hand corner of the questionnaire. The questionnaire was the last item placed in the test instrument's envelope. The envelopes were randomly selected and the personal code number stamped on the questionnaire and recorded on the code key before being placed in the envelope.

Respondents' anonymity was protected. The researcher was the only person who had the key to the code, and the number from the questionnaire corner was removed upon its return. These respondent-anonymity procedures are in compliance with the guidelines set forth by UCRIHS.

Because the questionnaires were coded, participants were not asked to give identifying information such as name and address. Also, because the independent-variable data were obtained from the Michigan Department of Education, the questionnaire contained only brief directions and content statements.

Two separate versions of the questionnaire were developed, based on the split-ballot technique, by arranging the statements in different orders. The different versions of the test instrument were distributed within each population as follows. Test-instrument packets with the names of Population I and Population II members were randomly selected. Version A of the questionnaire was placed into the first member's envelope. Version B was placed into the second member's envelope. The staggered-distribution system, using the two versions of the instrument, was repeated until the last individual received a copy of one of the test versions. The added cost of printing two versions of the questionnaire and the extra time needed to ensure proper distribution were accepted as necessary to increase the validity of the data collected. A statistical analysis was performed to compare the data from versions A and B, using the student t-distribution test statistic. Findings of this analysis are discussed in Chapter IV.

Responses to the questionnaire statements were recorded using an eight-point Likert-type scale distributed over four alternative classifications: strongly agree, agree considerably, agree somewhat, and strongly disagree. The selection of the eight-point scale and four-classification structure was based on a review of Mangelson's (1977) study on attitudes. The four classifications were skewed toward the agree side; this was intentionally decided by the researcher. Also, an "undecided" category was purposely omitted. A traditional five-point, five-category Likert-type scale was not chosen for the questionnaire because it would have allowed only two choices for

respondents agreeing with the statement. The researcher felt that most respondents would agree that each statement was to some degree a marketing function, and he wanted a scale that reflected that assumption and allowed respondents a choice of response values.

All pretest respondents agreed that the eight-point, four-classification format was most appropriate for the study. One respondent initially proposed using a more traditional five- or seven-point scale, but near the end of the pretest interview he decided in favor of the eight-point, four-classification scale. The Likert scale is ordinal only and can determine that respondents are more or less favorable to a topic but not to what degree. Because the scale is skewed toward the agree side, the researcher was careful not to report that one population strongly agreed with a specific statement. Where possible, comparisons of relative agreement or disagreement have been noted.

#### Data-Gathering Procedures

A test-instrument packet consisting of a cover letter, a statement of respondent anonymity, the questionnaire, and a self-addressed, stamped return envelope was mailed to all population members on the same date. After 15 days, 21 responses had been received from Population I (presidents), yielding a 72.4% return rate, and 96 responses had been received from Population II (trustees), yielding a 47.3% return rate.

Because each instrument was coded, individuals who did not return the questionnaire were sent a reminder postcard on the fifteenth day after the initial mailing. Within the next 15 days, the postcard

generated an additional 20 responses from members of Population II, bringing the return rate from that group to 57.1%. No additional responses were received from members of Population I within that 15-day period. Thirty days after the initial mailing of the test-instrument packet, a follow-up letter with another copy of the original cover letter, anonymity statement, and questionnaire was mailed in a 9" x 12" envelope to the remaining nonresponding members of Populations I and II. Within the next 30 days (60 days from the initial mailing), six additional questionnaires were received from members of Population I, bringing the total number of responses from that group to 27 (a total return rate of 93.1%). During the same period, 28 additional questionnaires were received from members of Population II, bringing the total number of responses from that group to 144 (a total return rate of 70.9%). One member of Population I returned the questionnaire without completing it. Likewise, four members of Population II returned uncompleted questionnaires. The five uncompleted questionnaires were counted in the total return rate but were not included in the statistical analysis. No additional follow-up was conducted.

#### Data-Analysis Procedures

The Statistical Package for the Social Sciences (SPSS) was used to analyze the data. To assist in answering Research Questions 1 and 2, a statistical comparative analysis using a student distribution t-test was made of the average numerical scores between Populations I and II, for each questionnaire statement. Statistically significant

differences that existed between the two populations were recorded. To assist in explaining differences between the two populations, a cross-tabulation was conducted of responses to each questionnaire statement. The cross-tabulation identified the number and percentage of members from each population responding to each of the four alternative classifications, i.e., strongly agree, agree considerably, agree somewhat, and strongly disagree. A chi-square test was administered to the cross-tabulation data. Histograms and frequency-distribution charts were constructed for each population separately, for each questionnaire statement. Finally, a rank-ordered list of grand total questionnaire statement mean scores by population was developed. The questionnaire statement with the highest-ranked score was placed first on the list, whereas the statement with the lowest-ranked score appeared last on the list. The lists for the two populations were then compared.

In addressing Research Question 3, independent variables were introduced into the study; they were compared with Population II's mean scores by questionnaire statement (dependent variables). Eight classification tables (independent variables) out of 62 such tables were selected from the Activity Classification Structure (ACS) data books because they appeared to be most universally applicable to community colleges and least dependent on subjective interpretation by respondents in the government report. The Pearson product-moment correlation coefficient was used in three ways: first, to compare the independent variables (ACS data) with the dependent variables; second,

to compare the independent variables with each other; and finally, to compare the dependent variables with each other. To assist further in answering Question 3, each dependent variable (questionnaire statement data) was broken down by each independent variable (ACS data). The independent variables (ACS rank order of colleges) were divided into three categories: high, medium, and low. This description of subpopulations allowed the researcher to identify trends between the independent and dependent variables by questionnaire statement. Another description of the subpopulations consisted in breaking down each independent variable by individual college data.

In addressing Research Question 4, a multivariate analysis of variance (MANOVA) was conducted on all data gathered in the study. Several MANOVA tests of significance were applied to the whole design, including: Pillais, Hotellings, Wilks, and Roys. In addition, a canonical correlation was used because this statistical model was designed to compare multiple independent variables to multiple dependent variables. The traditional factor-analysis model was not used because it was designed to compare one independent variable to multiple dependent variables and vice versa.

A description of the design and procedures used in conducting this study was given in Chapter III. The results of the data analysis are presented in Chapter IV.



## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

Chapter IV provides the results of the analysis of all research data pertinent to the study. After a discussion of the population data, the descriptive data are presented in response to the four research questions that guided the study. Dependent-variable data were obtained from respondents in Populations I and II who returned completed questionnaires. Additional data concerning the independent variables were collected from the Michigan Department of Education's Higher Education Management Service. The Statistical Package for the Social Sciences (SPSS) was used to provide all statistical analyses for the study. The SPSS was administered by the Michigan State University Computer Service--Applications Programming Department.

#### Purpose of the Study

The investigator had four major purposes in conducting this study:

1. to identify the perceptions held by community college presidents and members of boards of trustees about the various marketing techniques that can be applied to a community college.

2. to compare the average perception scores, by marketing-function statement, of community college presidents and members of boards of trustees to determine if statistically significant differences exist between the two groups in terms of their perceptions.

3. to compare the average perception scores, by college and by marketing-function statement, of members of boards of trustees to eight independent variables to see what types of relationships exist.

4. to factor analyze all data collected on the members of the boards of trustees to detect if a pattern of responses emerges.

#### Population Data

Population I comprised 29 community college presidents. Twenty-seven of these individuals returned questionnaires. One person returned the questionnaire but left it blank. The remaining 26 partially or totally completed questionnaires represented a return rate of 89.1% for Population I.

Population II (trustees) had 203 members, of whom 144 returned questionnaires. Five individuals returned the questionnaire but left it blank. The remaining 139 partially or totally completed questionnaires represented a return rate of 68.5% for Population II.

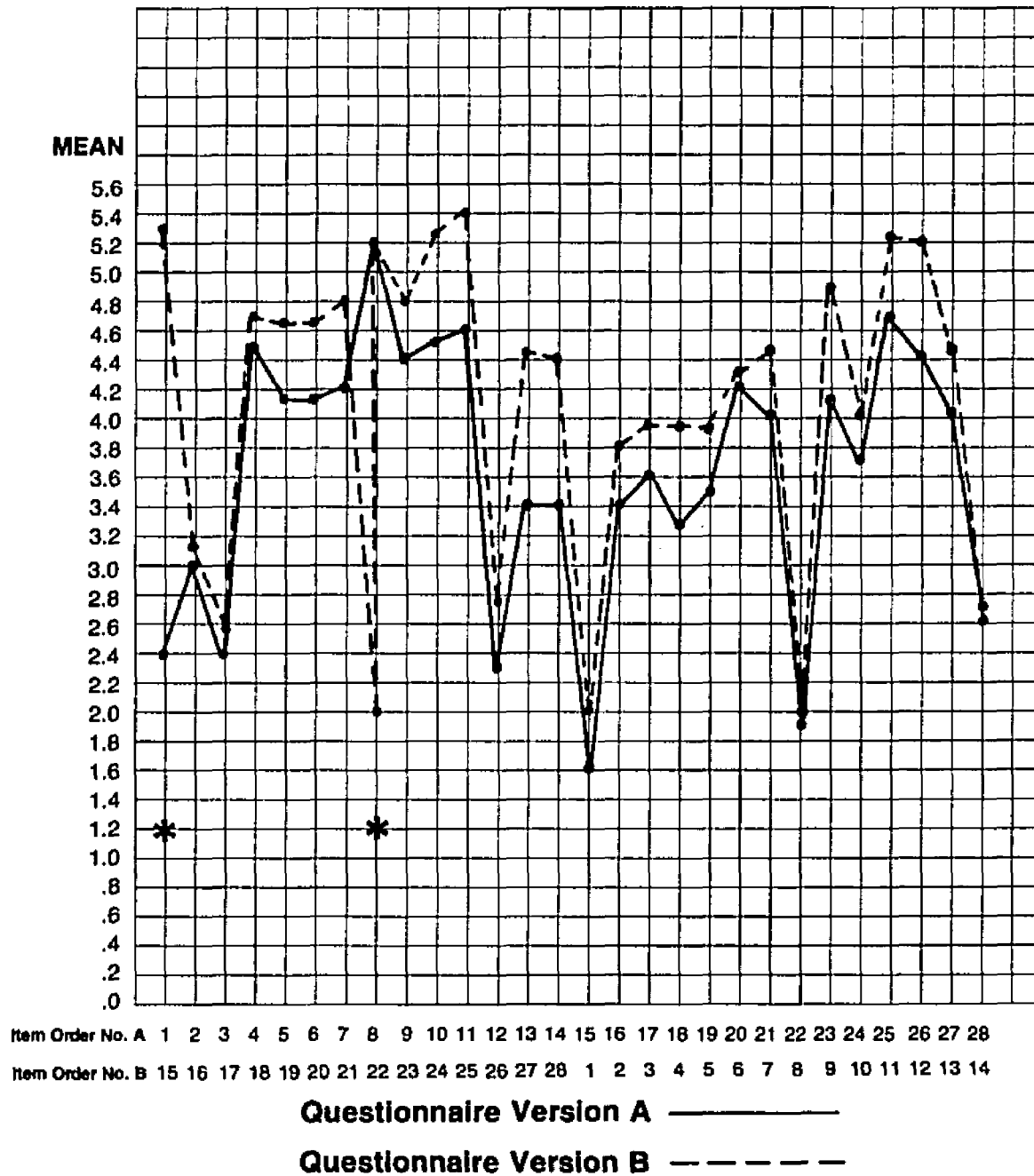
The questionnaires were divided into two versions, A and B, and were equally distributed to the 232 members of Populations I and II. Of the 26 questionnaires returned by members of Population I, 13 were Version A and 13 were Version B. Of the 139 questionnaires received from members of Population II, 70 were Version A and 69 were Version B. All data are reported using Version A statement order. Version B

statement data have been rearranged to correspond to the statement order in Version A. A statistical analysis was conducted to make references about the mean scores of each version, by statement. With the exception of two statements, no difference existed between the responses for Version A and Version B. Figure 1 illustrates the pattern of responses to the Likert scale by same-content questionnaire statement for Versions A and B. Statement 1 and Statement 8 (the only statement not grounded in marketing theory) had a statistically significant difference at the .05 level and a difference between Version A and Version B respondents' rank-order placements.

Four research questions were posed to guide the collection of data in this study. Data from both partially and totally completed questionnaires were included in the computer analysis for Research Questions 1, 2, and 3. The computer program rejected partially completed questionnaires for the statistical analysis of Research Question 4. Thirty of the 139 completed questionnaires returned by members of Population II were identified as partially completed and thus were eliminated from the program.

#### Analysis of Research Question 1

Research Question 1 asked: What perceptions do Michigan community college presidents and members of the boards of trustees hold about each of the marketing-function statements, as contained in the study questionnaire? Many statistical and visual analyses were applied to the data pertaining to this research question. Results of the



\*Significant difference occurred at  $p \leq .05$  level.

Figure 1.--Pattern of responses to Likert scale between questionnaire Versions A and B.

analysis related to Population I (presidents) are presented first, followed by the results of an identical analysis for Population II (trustees).

Table 1 shows the rank ordering of the marketing-function statements from strongest agreement (lowest mean score) to strongest disagreement (highest mean score) for both Population I (presidents) and Population II (trustees). (See Appendix A for the wording of each statement as it appeared in the questionnaire.) A low mean score indicates that respondents tended to more strongly agree that the subject content of the statement was a marketing function. Conversely, a high mean score indicates that respondents tended to more strongly disagree that the subject content of the statement was a marketing function.

Table 2 depicts the rank ordering of marketing-function statements from greatest consensus (lowest standard deviation score) to least consensus (highest standard deviation score) for both Population I (presidents) and Population II (trustees). A low standard deviation score indicates that the respondents' individual answers were close to the mean for a given statement. In other words, respondents tended to give the same answer to a statement. Conversely, a high standard deviation score indicates that the respondents' individual answers were further from the mean for a given statement. Respondents tended to give different answers to a statement and therefore consensus did not exist.

Table 1.--Rank ordering of marketing-function statements from strongest agreement (lowest mean score) to strongest disagreement (highest mean score): presidents and trustees.

Presidents						Trustees					
Rank	Item No.	Statement	Mean <sup>a</sup>	S.D. <sup>b</sup>	S.E. <sup>c</sup>	Rank	Item No.	Statement	Mean <sup>a</sup>	S.D. <sup>b</sup>	S.E. <sup>c</sup>
1	15	Selection of advertising media	1.62	.752	.148	1	15	Selection of advertising media	1.80	1.099	.094
2	22	Writing of college advertising	1.76	.970	.194	2	22	Writing of college advertising	1.91	1.258	.107
3	3	Student recruitment	2.19	1.327	.260	3	3	Student recruitment	2.51	1.599	.136
4	12	Writing of college catalog	2.38	1.388	.272	4	12	Writing of college catalog	2.52	1.563	.134
5	28	Publicizing financial aid	2.46	1.555	.305	5	28	Publicizing financial aid	2.69	1.588	.135
6	18	Days of noncredit courses	2.46	1.655	.325	6	2	Private development	3.09	1.839	.157
7	16	Hours of noncredit courses	2.54	1.655	.325	7	18	Days of noncredit courses	3.73	1.833	.155
8	17	Hours of credit courses	2.58	1.701	.334	8	16	Hours of noncredit courses	3.79	1.920	.163
9	19	Days of credit courses	2.58	1.770	.347	9	19	Days of credit courses	3.80	1.971	.167
10	8	Affirmative action policies	2.85	2.344	.460	10	8	Affirmative action policies	3.80	2.496	.212
11	2	Private development	3.00	1.833	.359	11	17	Hours of credit courses	3.88	2.048	.174
12	9	Institutional research	3.08	2.040	.408	12	1	Public relations	3.95	2.458	.210
13	24	Student placement	3.08	1.706	.341	13	24	Student placement	4.00	2.214	.191
14	1	Public relations	3.27	2.308	.453	14	14	Sites of credit off-campus	4.04	2.043	.173
15	13	Sites of noncredit off-campus	3.35	1.999	.392	15	13	Sites of noncredit off-campus	4.09	1.989	.169
16	27	Visual inspection of buildings	3.38	1.920	.377	16	21	Tuition credit	4.38	2.356	.201
17	20	Fees of noncredit courses	3.46	2.213	.434	17	27	Visual inspection of buildings	4.39	2.174	.186
18	14	Sites of credit off-campus	3.50	1.985	.389	18	20	Fees of noncredit courses	4.40	2.122	.180
19	21	Tuition credit	3.50	2.387	.468	19	6	Design of noncredit courses	4.49	2.033	.174
20	6	Design of noncredit courses	3.81	2.333	.457	20	5	Evaluation of credit courses	4.52	2.012	.171
21	10	Sites of noncredit on-campus	3.85	2.257	.443	21	7	Design of credit courses	4.56	2.335	.202
22	5	Evaluation of credit courses	3.92	2.096	.411	22	23	Grant writing	4.66	1.970	.170
23	4	Evaluation of noncredit courses	4.00	1.855	.364	23	4	Evaluation of noncredit courses	4.78	1.758	.150
24	25	Entrance assessments	4.08	2.235	.447	24	9	Institutional research	4.90	2.105	.180
25	23	Grant writing	4.20	1.708	.342	25	26	Facility new construction	4.99	2.178	.185
26	11	Sites of credit on-campus	4.20	2.363	.473	26	10	Sites of noncredit on-campus	5.14	1.971	.168
27	26	Facility new construction	4.31	2.413	.473	27	11	Sites of credit on-campus	5.16	2.139	.183
28	7	Design of credit courses	4.35	2.497	.490	28	25	Entrance assessments	5.17	2.158	.184

<sup>a</sup>A mean score of 1 and 2 = strongest agreement, 3 and 4 = considerable agreement, 5 and 6 = somewhat agreement, 7 and 8 = strongest disagreement.

<sup>b</sup>S.D. = standard deviation.

<sup>c</sup>S.E. = standard error.

Table 2.--Rank ordering of marketing-function statements from greatest consensus (lowest standard deviation score) to least consensus (highest standard deviation score): presidents and trustees.

Presidents						Trustees					
Rank	Item No.	Statement	S.D. <sup>a</sup>	S.E. <sup>b</sup>	Mean	Rank	Item No.	Statement	S.D. <sup>a</sup>	S.E. <sup>b</sup>	Mean
1	15	Selection of advertising media	.75	.148	1.615	1	15	Selection of advertising media	1.10	.094	1.796
2	22	Writing of college advertising	.97	.194	1.760	2	22	Writing of college advertising	1.26	.107	1.913
3	3	Student recruitment	1.33	.260	2.192	3	7	Design of credit courses	1.34	.202	4.560
4	12	Writing of college catalog	1.39	.272	2.385	4	13	Sites of noncredit off-campus	1.56	.169	4.094
5	28	Publicizing financial aid	1.56	.305	2.462	5	12	Writing of college catalog	1.56	.134	2.518
6	16	Hours of noncredit courses	1.66	.325	2.539	6	28	Publicizing financial aid	1.59	.135	2.688
7	18	Days of noncredit courses	1.66	.325	2.462	7	3	Student recruitment	1.60	.136	2.507
8	17	Hours of credit courses	1.70	.334	2.577	8	4	Evaluation of noncredit courses	1.76	.150	4.783
9	24	Student placement	1.71	.341	3.080	9	18	Days of noncredit courses	1.83	.155	3.727
10	23	Grant writing	1.71	.342	4.200	10	2	Private development	1.84	.157	3.095
11	19	Days of credit courses	1.77	.347	2.577	11	16	Hours of noncredit courses	1.92	.163	3.791
12	2	Private development	1.83	.359	3.000	12	23	Grant writing	1.97	.170	4.657
13	4	Evaluation of noncredit courses	1.86	.364	4.000	13	19	Days of credit courses	1.97	.167	3.799
14	27	Visual inspection of buildings	1.92	.377	3.385	14	10	Sites of noncredit on-campus	1.97	.168	5.138
15	14	Sites of credit off-campus	1.99	.389	3.500	15	5	Evaluation of credit courses	2.01	.171	4.522
16	13	Sites of noncredit off-campus	2.00	.392	3.346	16	6	Design of noncredit courses	2.03	.174	4.493
17	9	Institutional research	2.04	.408	3.080	17	14	Sites of credit off-campus	2.04	.173	4.043
18	5	Evaluation of credit courses	2.10	.411	3.923	18	17	Hours of credit courses	2.05	.174	3.878
19	20	Fees of noncredit courses	2.21	.434	3.462	19	9	Instructional research	2.11	.180	4.898
20	25	Entrance assessments	2.24	.447	4.080	20	20	Fees of noncredit courses	2.12	.180	4.403
21	10	Sites of noncredit on-campus	2.26	.443	3.846	21	11	Sites of credit on-campus	2.14	.183	5.161
22	1	Public relations	2.31	.453	3.269	22	25	Entrance assessments	2.16	.184	5.174
23	6	Design of noncredit courses	2.33	.457	3.808	23	27	Visual inspection of buildings	2.17	.186	4.394
24	8	Affirmative action policies	2.34	.460	2.846	24	26	Facility new construction	2.18	.185	4.986
25	11	Sites of credit on-campus	2.36	.473	4.200	25	24	Student placement	2.21	.191	4.000
26	21	Tuition credit	2.39	.468	3.500	26	21	Tuition credit	2.36	.201	4.384
27	26	Facility new construction	2.41	.473	4.308	27	1	Public relations	2.46	.210	3.956
28	7	Design of credit courses	2.50	.490	4.346	28	8	Affirmative action policies	2.50	.212	3.080

<sup>a</sup>S.D. = standard deviation. Lowest standard deviation score = greatest consensus; highest standard deviation score = least consensus.

<sup>b</sup>S.E. = standard error.

### Presidents' Perceptions About Marketing-Function Statements

Table 3 shows the rank ordering of marketing-function statements from strongest agreement (lowest mean score) and greatest consensus (lowest standard deviation score) to strongest disagreement (highest mean score) and least consensus (highest standard deviation score) for Population I (presidents). The seven statements having the strongest agreement, in rank order, were: selection of advertising media; writing of college advertising; student recruitment; writing of the college catalog; publicizing financial aid loans, grants; identification of the days of the week to hold noncredit programs; and identification of hours to offer noncredit programs. The seven statements with the greatest consensus, in rank order, were: selection of advertising media; writing of college advertising; student recruitment; writing of the college catalog; publicizing financial aid loans, grants; identification of hours to offer noncredit programs; and identification of days of the week to hold noncredit programs.

The seven statements with the strongest agreement and those with the greatest consensus were identical, with the exception of the reverse ordering of the sixth and seventh items.

### Trustees' Perceptions About Marketing-Function Statements

Table 4 shows the rank ordering of marketing-function statements from strongest agreement (lowest mean score) and greatest



Table 3.--Rank ordering of marketing-function statements from strongest agreement (lowest mean score) and greatest consensus (lowest standard deviation score) to strongest disagreement (highest mean score) and least consensus (highest standard deviation score): presidents.

Rank	Item No.	Statement	Mean	S.D.	S.E.	Rank	Item No.	Statement	S.D.	S.E.	Mean
1	15	Selection of advertising media	1.62	.752	.148	1	15	Selection of advertising media	.75	.148	1.615
2	22	Writing of college advertising	1.76	.970	.194	2	22	Writing of college advertising	.97	.194	1.760
3	3	Student recruitment	2.19	1.327	.260	3	3	Student recruitment	1.33	.260	2.192
4	12	Writing of college catalog	2.38	1.388	.272	4	12	Writing of college catalog	1.39	.272	2.385
5	28	Publicizing financial aid	2.46	1.555	.305	5	28	Publicizing financial aid	1.56	.305	2.462
6	18	Days of noncredit courses	2.46	1.655	.325	6	16	Hours of noncredit courses	1.66	.325	2.539
7	16	Hours of noncredit courses	2.54	1.655	.325	7	18	Days of noncredit courses	1.66	.325	2.462
8	17	Hours of credit courses	2.58	1.701	.334	8	17	Hours of credit courses	1.70	.334	2.577
9	19	Days of credit courses	2.58	1.770	.347	9	24	Student placement	1.71	.341	3.080
10	8	Affirmative action policies	2.85	2.344	.460	10	23	Grant writing	1.71	.342	4.200
11	2	Private development	3.00	1.833	.359	11	19	Days of credit courses	1.77	.347	2.577
12	9	Institutional research	3.08	2.040	.408	12	2	Private development	1.83	.359	3.000
13	24	Student placement	3.08	1.706	.341	13	4	Evaluation of noncredit courses	1.86	.364	4.000
14	1	Public relations	3.27	2.308	.453	14	27	Visual inspection of buildings	1.92	.377	3.385
15	13	Sites of noncredit off-campus	3.35	1.999	.392	15	14	Sites of credit off-campus	1.99	.389	3.500
16	27	Visual inspection of buildings	3.38	1.920	.377	16	13	Sites of noncredit off-campus	2.00	.392	3.346
17	20	Fees of noncredit courses	3.46	2.213	.434	17	9	Institutional research	2.04	.408	3.080
18	14	Sites of credit off-campus	3.50	1.985	.389	18	5	Evaluation of credit courses	2.10	.411	3.923
19	21	Tuition credit	3.50	2.387	.468	19	20	Fees of noncredit courses	2.21	.434	3.462
20	6	Design of noncredit courses	3.81	2.333	.457	20	25	Entrance assessments	2.24	.447	4.080
21	10	Sites of noncredit on-campus	3.85	2.257	.443	21	10	Sites of noncredit on-campus	2.26	.443	3.846
22	5	Evaluation of credit courses	3.92	2.096	.411	22	1	Public relations	2.31	.453	3.269
23	4	Evaluation of noncredit courses	4.00	1.855	.364	23	6	Design of noncredit courses	2.33	.457	3.808
24	25	Entrance assessments	4.08	2.235	.447	24	8	Affirmative action policies	2.34	.460	2.846
25	23	Grant writing	4.20	1.708	.342	25	11	Sites of credit on-campus	2.36	.473	4.200
26	11	Sites of credit on-campus	4.20	2.363	.473	26	21	Tuition credit	2.39	.468	3.500
27	26	Facility new construction	4.31	2.413	.473	27	26	Facility new construction	2.41	.473	4.308
28	7	Design of credit courses	4.35	2.497	.490	28	7	Design of credit courses	2.50	.490	4.346

Table 4.--Rank ordering of marketing-function statements from strongest agreement (lowest mean score) and greatest consensus (lowest standard deviation score) to strongest disagreement (highest mean score) and least consensus (highest standard deviation score): trustees.

Rank	Item No.	Statement	Mean	S.D.	S.E.	Rank	Item No.	Statement	S.D.	S.E.	Mean
1	15	Selection of advertising media	1.80	1.099	.094	1	15	Selection of advertising media	1.10	.094	1.796
2	22	Writing of college advertising	1.91	1.258	.107	2	22	Writing of college advertising	1.26	.107	1.913
3	3	Student recruitment	2.51	1.599	.136	3	7	Design of credit courses	1.34	.202	4.560
4	12	Writing of college catalog	2.52	1.561	.134	4	13	Sites of noncredit off-campus	1.56	.169	4.094
5	28	Publicizing financial aid	2.69	1.588	.135	5	12	Writing of college catalog	1.56	.134	2.518
6	2	Private development	3.09	1.839	.157	6	28	Publicizing financial aid	1.59	.135	2.688
7	18	Days of noncredit courses	3.73	1.833	.155	7	3	Student recruitment	1.60	.136	2.507
8	16	Hours of noncredit courses	3.79	1.920	.163	8	4	Evaluation of noncredit courses	1.76	.150	4.783
9	19	Days of credit courses	3.80	1.971	.167	9	18	Days of noncredit courses	1.83	.155	3.727
10	8	Affirmative action policies	3.80	2.496	.212	10	2	Private development	1.84	.157	3.095
11	17	Hours of credit courses	3.88	2.048	.174	11	16	Hours of noncredit courses	1.92	.163	3.791
12	1	Public relations	3.95	2.458	.210	12	23	Grant writing	1.97	.170	4.657
13	24	Student placement	4.00	2.214	.191	13	19	Days of credit courses	1.97	.167	3.799
14	14	Sites of credit off-campus	4.04	2.043	.173	14	10	Sites of noncredit on-campus	1.97	.168	5.138
15	13	Sites of noncredit off-campus	4.09	1.989	.169	15	5	Evaluation of credit courses	2.01	.171	4.522
16	21	Tuition credit	4.38	2.356	.201	16	6	Design of noncredit courses	2.03	.174	4.493
17	27	Visual inspection of buildings	4.39	2.174	.186	17	14	Sites of credit off-campus	2.04	.173	4.043
18	20	Fees of noncredit courses	4.40	2.122	.180	18	17	Hours of credit courses	2.05	.174	3.878
19	6	Design of noncredit courses	4.49	2.033	.174	19	9	Instructional research	2.11	.180	4.898
20	5	Evaluation of credit courses	4.52	2.012	.171	20	20	Fees of noncredit courses	2.12	.180	4.403
21	7	Design of credit courses	4.56	2.335	.202	21	11	Sites of credit on-campus	2.14	.183	5.161
22	23	Grant writing	4.66	1.970	.170	22	25	Entrance assessments	2.16	.184	5.174
23	4	Evaluation of noncredit courses	4.78	1.758	.150	23	27	Visual inspection of buildings	2.17	.186	4.394
24	9	Institutional research	4.90	2.105	.180	24	26	Facility new construction	2.18	.185	4.986
25	26	Facility new construction	4.99	2.178	.185	25	24	Student placement	2.21	.191	4.000
26	10	Sites of noncredit on-campus	5.14	1.971	.168	26	21	Tuition credit	2.36	.201	4.384
27	11	Sites of credit on-campus	5.16	2.139	.183	27	1	Public relations	2.46	.210	3.956
28	25	Entrance assessments	5.17	2.158	.184	28	8	Affirmative action policies	2.50	.212	3.080

consensus (lowest standard deviation score) to strongest disagreement (highest mean score) and least consensus (highest standard deviation score) for Population II (trustees). The seven statements with the strongest agreement, in rank order, were: selection of advertising media; writing of college advertising; student recruitment; writing of the college catalog; publicizing financial aid loans, grants; private development; and identification of days of the week to hold noncredit programs. The seven statements with the greatest consensus, in rank order, were: selection of advertising media; writing of college advertising; design of credit courses; selection of classroom sites off campus; writing of the college catalog; publicizing financial aid loans, grants; and student recruitment.

In comparing the seven statements with the strongest agreement and those with the greatest consensus five marketing-function statements were common to both lists. These were selection of advertising media, writing of college advertising, student recruitment, writing of college catalog, and publicizing financial aid.

In further comparing the combined common statement list from Population I with the combined common statement list from Population II, five out of seven statements were common to both populations. They were selection of advertising media, writing of college advertising, student recruitment, writing of college catalog, and publicizing financial aid.

### Analysis of Research Question 2

Research Question 2 asked: What differences exist between community college presidents' and trustees' perceptions about each of the marketing-function statements? Three methods were used to analyze this research question. The mean rank-ordered positions of each statement between Populations I and II were compared to see if differences existed. Second, a chi-square test was performed to identify whether statistically significant differences (at the .05 level) existed between the two groups' rank-orderings of the statements. Finally, a student distribution t-test was administered to the Likert-scale values of the presidents' and trustees' perceptions about marketing-function statements. The results of this last comparison are shown in Table 5.

Table 1 showed the mean-score distribution for Population I (presidents) and Population II (trustees), in which the ranking was from lowest mean score (strongest agreement) to the highest mean score (strongest disagreement). The Population I and Population II data were compared to determine the relative rankings of statements and the degree of difference that existed between the rank-ordered statement positions of the two populations.

On 11 statements, no differences existed in the rank-ordering of statements by Populations I and II. Thirteen statements had a rank-order position difference ranging from 1 to 4. Four statements had a rank-order position difference ranging from 5 to 12. The latter are discussed in the following paragraphs.

Table 5.--Results of student distribution t-test comparison between Likert-scale values of presidents' and trustees' perceptions about marketing-function statements.

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	Separate Variance Estimate 2-Tail Probab.
1 PUBLIC RELATIONS					
Pop. I	26	3.2692	2.308	.453	.177
Pop. II	137	3.9562	2.458	.210	
2 PRIVATE DEVELOPMENT					
Pop. I	26	3.0000	1.833	.359	.810
Pop. II	137	3.0949	1.839	.157	
3 STUDENT RECRUITMENT					
Pop. II	26	2.1923	1.327	.260	.290
Pop. II	138	2.5072	1.599	.136	
4 STUDENT EVALUATION OF NONCREDIT PROGRAMS					
Pop. I	26	4.0000	1.855	.364	.055
Pop. II	138	4.7826	1.758	.150	
5 STUDENT EVALUATION OF CREDIT COURSES					
Pop. I	26	3.9231	2.096	.411	.188
Pop. II	138	4.5217	2.012	.171	
6 DESIGN OF NONCREDIT PROGRAMS					
Pop. I	26	3.8077	2.333	.457	.171
Pop. II	136	4.4926	2.033	.174	
7 DESIGN OF CREDIT COURSES					
Pop. I	26	4.3462	2.497	.490	.689
Pop. II	134	4.5597	2.335	.202	
8 SELECTION OF AFFIRMATIVE ACTION POLICIES					
Pop. I	26	2.8462	2.344	.460	.066
Pop. II	138	3.8043	2.496	.212	
9 INSTITUTIONAL RESEARCH					
Pop. I	25	3.0800	2.040	.408	.000
Pop. II	137	4.8978	2.105	.180	
10 CLASSROOM SITES NONCREDIT COURSES ON CAMPUS					
Pop. I	26	3.8462	2.257	.443	.010

Table 5.--Continued.

Variable		Number of Cases	Mean	Standard Deviation	Standard Error	Separate Variance Estimate 2-Tail Probab.
11	CLASSROOM SITES CREDIT COURSES ON CAMPUS					
	Pop. I	25	4.2000	2.363	.473	.067
	Pop. II	137	5.1606	2.139	.183	
12	COLLEGE CATALOG					
	Pop. I	26	2.3846	1.388	.272	.662
	Pop. II	137	2.5182	1.563	.134	
13	CLASSROOM SITES NONCREDIT COURSES OFF CAMPUS					
	Pop. I	26	3.3462	1.999	.392	.089
	Pop. II	138	4.0942	1.989	.169	
14	CLASSROOM SITES CREDIT COURSES OFF CAMPUS					
	Pop. I	26	3.5000	1.985	.389	.211
	Pop. II	139	4.0432	2.043	.173	
15	ADVERTISING MEDIA					
	Pop. I	26	1.6154	.752	.148	.308
	Pop. II	137	1.7956	1.099	.094	
16	IDENTIFICATION OF HOURS NONCREDIT COURSES					
	Pop. I	26	2.5385	1.655	.325	.001
	Pop. II	139	3.7914	1.920	.163	
17	IDENTIFICATION OF HOURS CREDIT COURSES					
	Pop. I	26	2.5769	1.701	.334	.001
	Pop. II	139	3.8777	2.048	.174	
18	IDENTIFICATION OF DAYS NONCREDIT COURSES					
	Pop. I	26	2.4615	1.655	.325	.001
	Pop. II	139	3.7266	1.833	.155	
19	IDENTIFICATION OF DAYS CREDIT COURSES					
	Pop. I	26	2.5769	1.770	.347	.003
	Pop. II	139	3.7986	1.971	.167	
20	IDENTIFICATION OF FEES NONCREDIT COURSES					
	Pop. I	26	3.4615	2.213	.434	.053
	Pop. II	139	4.4029	2.122	.180	

Table 5.--Continued.

Variable		Number of Cases	Mean	Standard Deviation	Standard Error	Separate Variance Estimate 2-Tail Probab.
21	IDENTIFICATION OF TUITION CREDIT COURSES					
	Pop. I	26	3.5000	2.387	.468	.091
	Pop. II	138	4.3841	2.356	.201	
22	COLLEGE ADVERTISING					
	Pop. I	25	1.7600	.970	.194	.494
	Pop. II	138	1.9130	1.258	.107	
23	GRANT WRITING					
	Pop. I	25	4.2000	1.708	.342	.239
	Pop. II	134	4.6567	1.970	.170	
24	STUDENT JOB PLACEMENT					
	Pop. I	25	3.0800	1.706	.341	.024
	Pop. II	134	4.0000	2.214	.191	
25	STUDENT ENTRANCE ASSESSMENT					
	Pop. I	25	4.0800	2.235	.447	.030
	Pop. II	138	5.1739	2.158	.184	
26	COLLEGE FACILITY NEW CONSTRUCTION					
	Pop. I	26	4.3077	2.413	.473	.191
	Pop. II	138	4.9855	2.178	.185	
27	VISUAL INSPECTION OF COLLEGE BUILDING					
	Pop. I	26	3.3846	1.920	.377	.021
	Pop. II	137	4.3942	2.174	.186	
28	PUBLICIZING FINANCIAL AID LOANS					
	Pop. I	26	2.4615	1.555	.305	.501
	Pop. II	138	2.6884	1.588	.135	

Statement 2. Based on mean scores, presidents ranked Statement 2 (writing of college advertising) eleventh; trustees ranked it sixth.

Statement 7. Based on mean scores, presidents ranked Statement 7 (design of credit courses) twenty-eighth; trustees ranked it twenty-first.

Statement 9. Based on mean scores, presidents ranked Statement 9 (institutional research) twelfth, whereas trustees ranked it twenty-fourth.

Statement 10. Based on mean scores, presidents ranked Statement 10 (sites of noncredit on-campus courses) twenty-first; trustees ranked it twenty-sixth.

A chi-square test with three degrees of freedom was used to identify whether significant differences (at the .05 level) existed between Population I and Population II in terms of their perceptions of the marketing-function statements. Table 6 shows the cross-tabulation of responses for Populations I and II, divided into four categories: strongly agree, agree considerably, agree somewhat, and strongly disagree. Each category includes two Likert-scale numbers, ranging from 1 and 2 (strongly agree) to 7 and 8 (strongly disagree). Statistically significant differences (at the .05 level) existed between the two populations in terms of their perceptions of six statements: 9, 10, 16, 17, 18, and 19.

A student distribution t-test was applied to presidents' and trustees' Likert-scale mean scores to determine if statistically significant differences (at the .05 level) existed between the groups



Table 6.--Cross-tabulation of responses, by quadrant and by statement: presidents and trustees.

Statement Number	Presidents				Trustees			
	Strongly Agree (%)	Agree Consid. (%)	Agree Somewhat (%)	Strongly Disagree (%)	Strongly Agree (%)	Agree Consid. (%)	Agree Somewhat (%)	Strongly Disagree (%)
1	46.2	26.9	15.4	11.5	38.7	16.8	22.6	21.9
2	46.2	26.9	23.1	3.8	45.3	29.2	20.4	5.1
3*+	65.4	26.9	7.7	0.0	56.5	31.2	10.1	2.2
4	23.1	30.8	42.3	3.8	8.7	36.2	36.2	18.8
5	30.8	26.9	30.8	11.5	18.8	31.9	29.0	20.3
6	38.5	23.1	23.1	15.4	19.1	33.1	27.2	20.6
7	30.8	23.1	23.1	23.1	26.9	21.6	24.6	26.9
8	61.5	15.4	11.5	11.5	41.3	18.8	16.7	23.2
9*+	44.0	32.0	16.0	8.0	15.3	24.8	34.3	25.5
10*+	38.5	19.2	23.1	19.2	10.1	29.0	29.0	31.9
11	36.0	12.0	28.0	24.0	15.3	19.0	32.1	33.6
12	61.5	26.9	11.5	0.0	61.3	26.3	9.5	2.9
13	42.3	26.9	23.1	7.7	23.9	37.7	23.9	14.5
14	34.6	30.8	26.9	7.7	28.1	31.7	25.9	14.4
15	84.6	15.4	0.0	0.0	82.5	12.4	5.1	0.0
16*+	50.0	42.3	0.0	7.7	24.5	41.0	25.2	9.4
17*+	57.7	30.8	3.8	7.7	28.1	33.1	26.6	12.2
18*+	57.7	34.6	0.0	7.7	27.3	37.4	28.8	6.5
19*+	57.7	26.9	7.7	7.7	27.3	34.5	28.1	10.1
20	42.3	23.1	19.2	15.4	22.3	29.5	28.1	20.1
21	50.0	23.1	3.8	23.1	26.8	25.4	21.7	26.1
22	80.0	20.0	0.0	0.0	77.5	17.4	2.9	1.8
23	20.0	28.0	44.0	8.0	17.2	24.6	35.8	22.4
24+	44.0	40.0	12.0	4.0	32.1	25.4	24.6	17.9
25+	32.0	24.0	20.0	24.0	13.8	21.0	29.0	36.2
26	26.9	26.9	19.2	26.9	13.8	27.5	29.7	29.0
27+	42.3	26.9	23.1	7.7	20.4	34.3	25.5	19.7
28	61.5	30.8	3.8	3.8	57.2	27.5	11.6	3.6

\*Significant difference existed at the  $p \leq .05$  level (chi-square test).

+Significant difference existed at the  $p \leq .05$  level (student t-distribution test).

on any of the marketing-function statements. Presidents and trustees differed significantly in their perceptions of nine statements: 9, 10, 16, 17, 18, 19, 24, 25, and 27.

A notation system was used, in which a + was assigned to the population-category cell having the higher percentage as compared to the same category cell of the other population. Likewise, a - symbol was used to identify the population cell with the lower percentage. The order of notation was from strongly agree to strongly disagree. The notation system was used to help visualize the pattern of responses.

Nine statements were identified as ones on which presidents and trustees' perceptions differed significantly at the .05 level. They are discussed in numerical order in the following paragraphs.

Statement 9 (institutional research). The order of responses for presidents was + - - - and for the trustees it was - + + +. The skewness value for the presidents was 1.315, and for trustees it was -.257. By mean score, presidents rank-ordered this statement twelfth; trustees ranked it twenty-fourth.

Statement 10 (sites of noncredit courses on campus). The order of responses for presidents was + - - - and for trustees it was - + + +. The skewness value for presidents was .162, and for trustees it was -.224. By mean score, presidents rank-ordered this statement twenty-first; trustees ranked it twenty-sixth.

Statement 16 (hours of noncredit courses). The order of responses for presidents was + + - - and for trustees it was - - + +.

The skewness value for presidents was 1.447, and for trustees it was .414. By mean score, presidents rank-ordered this statement seventh, whereas trustees ranked it eighth.

Statement 17 (hours of credit courses). The order of responses for presidents was + - - - and for trustees it was - + + +. The skewness value for presidents was 1.415, and for trustees it was .275. By mean score, presidents rank-ordered this statement eighth; trustees ranked it eleventh.

Statement 18 (days of noncredit courses). The order of responses for presidents was + - - + and for trustees it was - + + -. The skewness value for presidents was 1.594, and for trustees it was .362. By mean score, presidents rank-ordered this statement sixth; trustees ranked it seventh.

Statement 19 (days of credit courses). The order of responses for presidents was + - - - and for trustees it was - + + +. The skewness value for presidents was 1.315, and for trustees it was .343. By mean score, presidents rank-ordered this statement ninth; trustees also ranked it ninth.

Statement 24 (student placement). The order of responses for presidents was + + - - and for trustees it was - - + +. The skewness value for presidents was .413, and for trustees it was .160. By mean score, presidents rank-ordered this statement thirteenth, and trustees also ranked it thirteenth.

Statement 25 (entrance assessment). The order of responses for presidents was + + - - and for trustees it was - - + +. The skewness

value for presidents was .037, and for trustees it was -.423. By mean score, presidents rank-ordered this statement twenty-fourth, whereas trustees ranked it twenty-eighth.

Statement 27 (visual inspection of buildings). The order of responses for presidents was + - - - and for trustees it was - + + +. The skewness value for presidents was .393, and for trustees it was .157. By mean score, presidents rank-ordered this statement sixteenth, and trustees ranked it seventeenth.

### Analysis of Research Question 3

Research Question 3 asked: What is the relationship between the average marketing-function-perception scores of members of the board of trustees of each college and their college's numerical rank on eight Michigan community college activity-classification structures? Two analyses were undertaken to answer this question. One was statistical and the other mathematical.

The product-moment coefficient of correlation, the Pearson  $r$ , was the statistical-correlation index used to measure the degree of relationship between individual Population II respondents' Likert-scale values by questionnaire statement (dependent variable) and raw data from eight Michigan community college fiscal year 1983-84 Activity Classification Structure (ACS) tables (independent variable). The ACS tables contain data, ranked by college, concerning tuition and fee revenues per full year equated student (FYES) (ACS 1), operational taxes per FYES (ACS 2), state aid per FYES (ACS 3), "other" general fund revenue per FYES (ACS 4), general fund revenue per FYES (ACS 5),

state-equalized valuation per FYES (ACS 6), in-district residency percentages (ACS 7), and weighted tuition rate (ACS 8). (See Appendix B for ACS tables.) The tables contain the rankings of the state averages, which were not included in the tabulation for the study. The raw data from each ACS table were used in the tabulation, rather than the rank-order position numbers.

The mathematical analysis was conducted to help explain the nature of the relationship described by the Pearson product-moment correlation. First, each ACS table was divided into three groups as follows. The top nine colleges with the highest third raw data in each ACS table were placed in the top group (High), the middle eight colleges were placed in the middle group (Medium), and the bottom nine colleges with the lowest third raw data were placed in the bottom group (Low). Next, a group average mean score was calculated from the individual Likert-scale scores of trustees of colleges included in each group. The three average group mean scores (High, Medium, and Low) were arranged by questionnaire statement for each ACS table. These data are presented in Table 7.

The results of both the statistical and the mathematical analyses are reported below, in the order of the ACS table. Table 8 is a list of Michigan community colleges with their numerical rank in each of the eight ACS table categories.

Fourteen pairs of variables were significantly correlated at  $p \leq .05$ . An additional pair of variables was correlated at  $p = .053$

Table 7.--Comparison of ACS ranked groups by questionnaire statement: trustees.

ACS Table	Statement Number <sup>a</sup>	Type of Relationship	Group Mean <sup>b</sup>			ACS Group Mean
			High	Medium	Low	
1	6	Positive	4.91	4.60	3.95	4.49
2	22	Negative	1.76	1.84	2.15	1.91
3	No significant pairs					
4	6	U	4.35	4.06	4.94	4.49
4	7	U	4.23	4.16	5.16	4.56
4	9	U	4.81	4.51	5.25	4.90
4	14	Negative	3.78	3.95	4.36	4.04
4	25	Negative		Missing		
4	26	U	4.71	4.44	5.60	4.99
4	27	U	4.12	3.92	4.98	4.39
4	28	Positive	3.16	2.25	2.55	2.69
5	No significant pairs					
6	15	U	1.71	1.64	2.02	1.80
7	2	Positive	3.19	3.51	2.65	3.09
7	3	Positive	2.84	2.54	2.15	2.51
7	5	Positive	5.00	4.41	4.13	4.52
7	26	Positive	5.29	5.02	4.65	4.99
8	No significant pairs					

<sup>a</sup>Only pairs of variables significantly correlated at  $p \leq .05$  were included in Table 5.

<sup>b</sup>High group membership includes colleges with the highest top third raw data contained in the specified ACS table. Low group membership includes colleges with the lowest bottom third raw data contained in the specified ACS table.

Table 8.--ACS numerical rank standing of Michigan community colleges, by ACS group.

College Number	College Name	ACS 1 Tuition & Fees	ACS 2 Oper. Taxes	ACS 3 State Aid	ACS 4 Other Gen. Fund Revenue	ACS 5 General Fund Revenue	ACS 6 SEV	ACS 7 In- District Schools	ACS 8 Weighted Tuition
1	Alpena	13	26	8	23	23	24	22	23
2	Bay de Noc	16	17	16	22	24	25	20	18
3	C. Mott	8	11	22	12	11	12	4	5
4	Delta	7	6	28	29	17	8	2	6
5	Glen Oaks	24	5	18	5	6	7	11	14
6	Gogebic	22	25	4	11	20	28	24	19
7	Grand Rapids	1	23	19	24	19	27	26	1
8	Henry Ford	2	22	15	18	15	26	28	2
9	Highland Park	4	29	3	6	18	29	29	7
10	Jackson	20	24	2	2	12	21	13	9
11	Kalamazoo	26	13	25	16	26	14	9	27
12	Kellogg	11	15	12	26	16	19	15	22
13	Kirkland	27	14	6	10	10	6	19	28
14	Lake Michigan	23	7	21	8	9	1	6	26
15	Lansing	14	18	20	20	25	23	18	13
16	Macomb	6	20	23	21	27	15	7	4
17	Midland	18	19	10	19	21	17	21	15
18	Monroe	29	1	27	15	1	4	3	29
19	Montcalm	28	4	1	1	3	9	17	16
20	Muskegon	19	9	5	14	5	16	14	17
21	North Cent. Mich.	25	16	9	3	13	18	25	20
22	Northwestern	3	21	11	7	8	20	23	3
23	Oakland	21	12	29	25	29	5	8	25
24	St. Clair	5	10	14	27	7	10	10	11
25	Schoolcraft	9	8	24	28	14	13	16	10
26	Southwestern	10	27	17	17	28	22	27	12
27	Washtenaw	12	3	26	9	4	11	12	8
28	Wayne	15	28	7	13	22	2	1	21
29	West Shore	17	2	13	4	2	3	5	24

and was included in the report, bringing the total number of paired variables to 15.

A positive relationship indicates that the group mean scores increase in numerical value (most strongly disagree) from the Low group to the Medium group to the High group. A positive relationship indicates that the mean score for the High group is greater than the mean score for the Medium group, and that the Medium group's mean score is greater than that for the Low group. Statement 6 for ACS Table 1 represents a positive relationship. The High group has a mean score of 4.91, which is greater in numerical value than the Medium group's mean score of 4.60, which in turn is greater than the Low group's mean score of 3.95.

A negative relationship indicates that the group mean scores increase in numerical value, starting from the High group to the Medium group to the Low group. Statement 22 of ACS Table 2 represents a negative relationship. The High group has a mean score of 1.76, which is lower in numerical value than the Medium group's mean score of 1.84, which in turn is lower than the Low group's mean score of 2.15. A negative relationship also indicates an inverse relationship.

A U-shaped relationship indicates that the mean score for the Medium group is higher in numerical value than that of the High group and the Low group or is lower in numerical value than the mean scores of the High and Low groups. Statement 6 of ACS Table 4 demonstrates a U-shaped relationship. The High group has a mean score of 4.35, which is greater than the Medium group's mean score of 4.06. The Low group



also has a mean score of 4.94, which is greater than the Medium group's mean score of 4.06.

ACS 1 (Tuition and Fee Revenues Per FYES)

Statement 6 (design of noncredit courses). A positive relationship existed between Statement 6 and ACS 1;  $p = .022$ ,  $r = .1732$ . The average mean scores were 4.91 for the High group, 4.60 for the Medium group, and 3.95 for the Low group. The grand mean was 4.49, with  $n = 136$ .

ACS 2 (Operational Taxes Per FYES)

Statement 22 (writing of college advertising). A negative relationship existed between Statement 22 and ACS 2;  $p = .27$ ,  $r = -.1639$ . The average mean scores were 1.76 for the High group, 1.84 for the Medium group, and 2.15 for the Low group. The grand mean was 1.91, with  $n = 138$ .

ACS 3 (State Aid Per FYES)

No relationship between independent and dependent variables was identified at the .05 significance level.

ACS 4 ("Other" General Fund Revenue Per FYES)

Statement 6 (design of noncredit courses). A negative relationship was found between Statement 6 and ACS 4;  $p = .008$ ,  $r = -.2055$ . The average mean scores were 4.35 for the High group, 4.06 for

the Medium group, and 4.94 for the Low group. The grand mean was 4.49, with  $n = 136$ .

Statement 7 (design of credit courses). A negative relationship was identified between Statement 7 and ACS 4;  $p = .003$ ,  $r = -.2385$ . The average mean scores were 4.23 for the High group, 4.16 for the Medium group, and 5.16 for the Low group. The grand mean was 4.56, with  $n = 137$ .

Statement 9 (institutional research). A negative relationship existed between Statement 9 and ACS 4;  $p = .027$ ,  $r = -.1645$ . The average mean scores were 4.81 for the High group, 4.51 for the Medium group, and 5.25 for the Low group. The grand mean was 4.90, with  $n = 137$ .

Statement 14 (sites of credit courses off campus). A negative relationship was found to exist between Statement 14 and ACS 4;  $p = .053$ ,  $r = -.1375$ . The average mean scores were 3.78 for the High group, 3.95 for the Medium group, and 4.36 for the Low group. The grand mean was 4.04, with  $n = 139$ .

Statement 25 (entrance assessments). A negative relationship was identified between Statement 25 and ACS 4;  $p = .035$ ,  $r = -.1552$ . The data obtained from the mathematical analysis are missing from the computer printout and cannot be retrieved.

Statement 26 (facility new construction). A negative relationship was found between Statement 26 and ACS 4;  $p = .019$ ,  $r = -.1765$ . The average mean scores were 4.71 for the High group, 4.44 for

the Medium group, and 5.60 for the Low group. The grand mean was 4.99, with  $n = 138$ .

Statement 27 (visual inspection of buildings). A negative relationship existed between Statement 27 and ACS 4;  $p = .037$ ,  $r = -.1529$ . The average mean scores were 4.12 for the High group, 3.92 for the Medium group, and 4.98 for the Low group. The grand mean was 4.39, with  $n = 137$ .

Statement 28 (publicizing financial aid). A positive relationship was identified between Statement 28 and ACS 4;  $p = .032$ ,  $r = .1581$ . The average mean scores were 3.16 for the High group, 3.25 for the Medium group, and 2.55 for the Low group. The grand mean was 2.69, with  $n = 138$ .

#### ACS 5 (General Fund Revenue)

No relationship between independent and dependent variables was identified at the .05 significance level.

#### ACS 6 (State-Equalized Valuation Per FYES)

Statement 15 (selection of advertising media). A negative relationship was found between Statement 15 and ACS 6;  $p = .033$ ,  $r = -.1579$ . The average mean scores were 1.71 for the High group, 1.64 for the Medium group, and 2.02 for the Low group. The grand mean was 1.80, with  $n = 137$ .

ACS 7 (In-District Residency Percentages)

Statement 2 (private development). A positive relationship existed between Statement 2 and ACS 7;  $p = .026$ ,  $r = .1658$ . The average mean scores were 3.19 for the High group, 3.51 for the medium group, and 2.65 for the Low group. The grand average was 3.09, with  $n = 137$ .

Statement 3 (student recruitment). A positive relationship was identified between Statement 3 and ACS 7;  $p = .018$ ,  $r = .1795$ . The average mean scores were 2.84 for the High group, 2.54 for the Medium group, and 2.15 for the Low group. The grand mean was 2.51, with  $n = 138$ .

Statement 5 (evaluation of credit courses). A positive relationship existed between Statement 5 and ACS 7;  $p = .022$ ,  $r = .1721$ . The average mean scores were 5.00 for the High group, 4.41 for the Medium group, and 4.13 for the Low group. The grand mean was 4.52, with  $n = 138$ .

Statement 26 (facility new construction). A positive relationship was found between Statement 26 and ACS 7;  $p = .040$ ,  $r = .1494$ . The average mean scores were 5.29 for the High group, 5.02 for the medium group, and 4.65 for the Low group. The grand mean was 4.99, with  $n = 138$ .

ACS 8 (Weighted Tuition Rate)

No relationship between independent and dependent variables was identified at the .05 significance level.

#### Research Question 4

Research Question 4 asked, What is the pattern of responses of the members of the boards of trustees, based on all the data collected? The canonical analysis of variance technique was used to make inferences about Population II data (independent variables) and the ACS data (dependent variables). The canonical technique allows for the comparison of multiple independent variables to multiple dependent variables. Individual trustees' Likert-scale scores were used in the analysis, along with the raw numerical values of all colleges listed in the ACS tables for each specific category studied. Only findings that were statistically significant at the .05 level are reported.

#### Multivariate Test of Significance

The multivariate test of significance is an analysis of the whole design that incorporated all of the Population II data and the ACS data. Four separate tests were applied, of which three had statistically significant F-values less than .05. The Pillai's test was significant at .02112, the Hotellings test was significant at .03098, and the Wilks test was significant at .02470.

#### Dimension-Reduction Analysis

The dimension reduction analysis was used to compare the ACS groups to each other. One pair of dependent variables was found to have a significant positive relationship at the .05 level. ACS 1 was correlated with ACS 8; the F-value was .02470, and the canonical correlation coefficient value was .69332.

#### Univariate F-Test With 8,000 Degrees of Freedom

The univariate F-test was used to compare individual trustees' Likert-scale scores, by questionnaire statement, to all ACS data. Two questionnaire statements were found to have a significant positive relationship (at the .05 level) with all ACS data. One statement had an alpha = .05385 significance level and was included in the report. Thus, three statements were analyzed. Statement 3 (student recruitment) had an F-value of .03972 and an  $r^2$  value of .14555. Statement 7 (design of credit courses) had an F-value of .03187 and an  $r^2$  value of .15148. Statement 11 (sites of credit courses on campus) had an F-value of .05385 and an  $r^2$  value of .13798.

#### Standardized Canonical Variable Coefficients for Dependent Variables

This test was employed to compare all questionnaire statement data, by statement, and to search for the best linear-regression relationship. Once the first linear-regression relationship is identified, the test program disregards all data on which that relationship was based and searches the remaining data for the next best linear-regression relationship. The program repeats itself, generating two separate categories of canonical variables.

Category 1 contained three questionnaire statements with canonical-variable coefficients of .60 or above. Statement 9 (institutional research) had a positive relationship, with a coefficient of .83707. Statement 10 (sites of noncredit courses on campus) had a

negative relationship, with a coefficient of .66935. Statement 14 (sites of credit courses off campus) had a positive relationship, with a coefficient of 1.21091.

Category 2 contained four statements with canonical coefficients of .60 or above. Statement 7 (design of credit courses) had a negative relationship, with a coefficient of .68287. Statement 11 (sites of credit courses on campus) also had a negative relationship, with a coefficient of 1.0079. Statement 16 (hours of noncredit courses) had a negative relationship, with a coefficient of .84771. Statement 18 (days of noncredit courses) had a positive relationship, with a coefficient of .81209.

#### Standardized Canonical Variable Coefficients for Covariates

This test was used to compare all ACS raw data, by ACS group, with the canonical group and with the canonical process described above for the standardized canonical variable coefficients for dependent variables test.

Category 1 contained three ACS groups with canonical-variable coefficients of .60 or above. ACS 3 had a negative relationship, with a coefficient of .60857. ACS 6 had a negative relationship, with a coefficient of .74280. ACS 8 had a negative relationship, with a coefficient of 1.16113.

Category 2 contained four ACS groups with canonical-variable coefficients of .60 or above. ACS 2 had a negative relationship, with a coefficient of 1.64718. ACS 3 had a negative relationship, with a

coefficient of 1.40780. ACS 4 had a positive relationship, with a coefficient of 1.10495. ACS 5 had a positive relationship, with a coefficient of .72289.

Regression Coefficients for Within  
Cells Error Term--Individual  
Univariate .95 Confidence Interval

This test was used to compare ACS data by separate groups to the trustees' scores for each questionnaire statement. Findings significant at the .05 level and having a critical T-value greater than or equal to 2.3 were identified and are discussed below by statement number.

Statement 3. Statement 3 (student recruitment) had three ACS groups with a statistically significant relationship: ACS 1 had a negative relationship;  $p = .01845$ ,  $T\text{-value} = 2.39559$ . ACS 4 had a negative relationship;  $p = .00907$ ,  $T\text{-value} = 2.66141$ . ACS 8 had a positive relationship;  $p = .00344$ ,  $T\text{-value} = 2.99665$ .

Statement 11. Statement 11 (sites of credit courses on campus) had two ACS groups with a statistically significant relationship. ACS 2 had a positive relationship;  $p = .0154$ ,  $T\text{-value} = 2.45432$ . ACS 6 had a negative relationship;  $p = .01335$ ,  $T\text{-value} = 2.51921$ .



## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V contains a summary of the study, the findings regarding the research questions posed in the study, and conclusions based on those findings. Recommendations for further research are also made.

#### Summary

The primary purpose of the study was to identify the intensity of perceptions held by Michigan community college presidents and trustees about marketing functions. A test instrument was designed, pretested, and distributed to the 29 members of Population I (presidents) and the 203 members of Population II (trustees). Usable responses were received from 26 presidents and 139 trustees, yielding return rates of 89.1% for Population I and 68.5% for Population II. The data were mathematically and statistically analyzed using the Statistical Package for the Social Sciences (SPSS). Various statistical techniques were applied to the data, and the findings of these analyses were reported in Chapter IV.

### Findings

Discussed in this section are the major findings regarding the four research questions posed in Chapter I. These findings concern presidents' and trustees' perceptions about the marketing-function statements, differences between presidents' and trustees' perceptions, relationships between trustees' perception scores and their colleges' ACS rankings, and the pattern of trustees' responses.

#### Presidents' and Trustees' Perceptions About Marketing-Function Statements

The first research question asked, What perceptions do Michigan community college presidents and members of the boards of trustees hold about each of the marketing-function statements, as contained in the study questionnaire?

Presidents strongly agreed that seven statements denoted marketing functions at a community college. These statements had both the lowest mean scores and the lowest standard deviations of all statements. The seven marketing-function statements were:

- Selection of advertising media
- Writing of college advertising
- Student recruitment
- Writing of the college catalog
- Publicizing financial aid, loans, grants, etc.
- Identification of hours to offer noncredit programs
- Identification of days of the week to hold noncredit programs

Trustees strongly agreed that five statements described marketing functions at a community college. These statements had both the lowest mean scores and the lowest standard deviations of all statements. The five marketing-function statements were:

Selection of advertising media  
Writing of college advertising  
Student recruitment  
Writing of the college catalog  
Publicizing financial aid, loans, grants, etc.

Differences Between Presidents'  
and Trustees' Perceptions About  
Marketing-Function Statements

The second research question asked, What differences exist between community college presidents' and trustees' perceptions about each of the marketing-function statements? Relatively little difference existed between community college presidents' and trustees' perceptions of each of the marketing-function statements. Relative homogeneity existed in the rank-order placement of statements by mean scores for both respondent groups. Nine statements were identified by the chi-square or student distribution t-test as having statistically significant differences between the mean scores of the two populations. The data analysis supported the claim that a statistically significant difference existed on Statement 9. However, the data analysis did not support the claim that a significant difference existed on Statements 10, 16, 17, 18, 19, 24, 25, and 27.

Relationship Between Trustees'  
Perception Scores and ACS Rankings

The third research question asked, What is the relationship between the average marketing-function-perception scores of members of the board of trustees of each college and their college's numerical rank on eight Michigan community activity-classification structures?

The findings regarding this research question are presented by ACS group.

ACS 1: Tuition and fees.

Statement 6: Trustees who more strongly disagreed that the design of noncredit programs is a marketing function tended to be from colleges with higher tuition rates and fees per FYES. The analysis of data supported the claim that Statement 6 was significantly related to ACS 1 at the .05 level. The analysis indicated that 17% of the variation between Statement 1 and ACS 1 was accounted for by the independent variable.

ACS 2: Operational taxes per year/FYES.

Statement 22: Trustees who more strongly agreed that the writing of college advertising is a marketing function tended to be from colleges with higher operational taxes per FYES. The analysis of data supported the claim that Statement 22 was significantly related to ACS 2 at the .05 level. The analysis indicated that 16% of the variation between Statement 22 and ACS 2 was accounted for by the independent variable.

ACS 4:--"Other" general fund revenue.

Statement 6: Trustees who more strongly agreed that the design of noncredit programs is a marketing function tended to be from colleges with higher "other" general fund revenues per FYES. The analysis of data did not support the claim that Statement 6 was related negatively to ACS 4. The average mean score for the High group was

greater than that for the Medium group. The mean scores for the three groups were U-shaped.

Statement 7: Trustees who more strongly agreed that the design of credit courses is a marketing function tended to be from colleges with higher "other" general fund revenues per FYES. The analysis of data did not support the claim that Statement 7 was negatively related to ACS 4. The average mean score for the High group was greater than that of the Medium group. The mean scores for the three groups were U-shaped.

Statement 9: Trustees who more strongly agreed that institutional research is a marketing function tended to be from colleges with higher "other" general fund revenues per FYES. The analysis of data did not support the claim that Statement 9 was related negatively to ACS 4. The average mean score for the High group was greater than that for the Medium group. The mean scores for the three groups were U-shaped.

Statement 14: Trustees who more strongly agreed that the selection of classroom sites for credit courses held off campus is a marketing function tended to be from colleges with higher "other" general fund revenues per FYES. The analysis of data supported the claim that Statement 14 was significantly related to ACS 4 at the .05 level. The analysis indicated that 13.8% of the variation between Statement 14 and ACS 4 was accounted for by the independent variable.

Statement 25: Trustees who more strongly agreed that student entrance assessment is a marketing function tended to be from colleges

with higher "other" general fund revenues per FYES. The analysis of data supported the claim that Statement 25 was significantly related to ACS 4 at the .05 level. The analysis indicated that 15.5% of the variation between Statement 25 and ACS 4 was accounted for by the independent variable.

Statement 26: Trustees who more strongly agreed that the review of college facility new construction and renovation plans is a marketing function tended to be from colleges with higher "other" general fund revenues per FYES. The data analysis did not support the claim that Statement 26 was related negatively to ACS 4. The average mean score for the High group was greater than that for the Medium group. The mean scores for the three groups were U-shaped.

Statement 27: Trustees who more strongly agreed that visual inspection of college buildings and grounds appearance is a marketing function tended to be from colleges with higher "other" general fund revenues per FYES. The analysis of data did not support the claim that Statement 27 was negatively related to ACS 4. The average mean score for the High group was greater than that for the Medium group. The mean scores for the three groups were U-shaped.

Statement 28: Trustees who more strongly disagreed that publicizing financial aid loans, grants, etc., is a marketing function tended to be from colleges with higher "other" general fund revenues per FYES. The data analysis supported the claim that Statement 28 was significantly related to ACS 4 at the .05 level. The analysis

indicated that 15.8% of the variation between Statement 8 and ACS 4 was accounted for by the independent variable.

ACS 6: SEV per FYES.

Statement 15: Trustees who more strongly agreed that the selection of advertising media is a marketing function tended to be from colleges with a higher SEV per FYES. The analysis of data did not support the claim that Statement 15 was negatively related to ACS 6. The average mean score for the High group was greater than that for the Medium group. The mean scores for the three groups were U-shaped.

ACS 7: In-district residency percentages.

Statement 2: Trustees who more strongly disagreed that private development fund raising is a marketing function tended to be from colleges with higher percentages of in-district student credit hours. The data analysis supported the claim that Statement 2 was significantly related to ACS 7 at the .05 level. The analysis indicated that 16.6% of the variation between Statement 2 and ACS 7 was accounted for by the independent variable.

Statement 3: Trustees who more strongly disagreed that student recruitment is a marketing function tended to be from colleges with higher percentages of in-district student credit hours. The analysis of data supported the claim that Statement 3 was significantly related to ACS 7 at the .05 level. The analysis indicated that 18% of the variation between Statement 3 and ACS 7 was accounted for by the independent variable.

Statement 26: Trustees who more strongly disagreed that review of college facility new construction and renovation plans is a marketing function tended to be from colleges with higher percentages of in-district student credit hours. The data analysis supported the claim that Statement 26 was significantly related to ACS 7 at the .05 level. The analysis indicated that 17.2% of the variation between Statement 26 and ACS 7 was accounted for by the independent variable.

#### Pattern of Trustees' Responses

The fourth research question asked, What is the pattern of responses of the members of the boards of trustees, based on all data collected? The answers to this question were derived by applying a canonical analysis of variance technique.

ACS 1 and ACS 8. Trustees from colleges with higher tuition and fee revenues per FYES tended also to belong to colleges with higher weighted tuition rates. The analysis of data supported the claim that a positive relationship existed between the ACS 1 and ACS 8 groups. The analysis indicated that 69.3% of the variation between ACS 1 and ACS 8 was accounted for by the independent variable.

#### All ACS groups.

Statement 3: Trustees who more strongly disagreed that student recruitment is a marketing function tended to be from colleges that were high in all of the ACS groups. The analysis of data supported the claim that there was a significant positive relationship between Statement 3 and all ACS groups. The analysis indicated that 14.6% of



the variation between Statement 3 and all ACS groups was accounted for by the independent variable.

Statement 7: Trustees who more strongly disagreed that the design of credit courses is a marketing function tended to be from colleges that were high in all the ACS groups. The analysis of data supported the claim that there was a significant positive relationship between Statement 7 and all ACS groups. The analysis indicated that 15.2% of the variation between Statement 7 and all ACS groups was accounted for by the independent variable.

Statement 11: Trustees who more strongly disagreed that selecting classroom sites for credit courses is a marketing function tended to be from colleges that were high in all ACS groups. No support was given to the claim that a significant relationship existed between Statement 11 and all ACS groups. The combination of  $p > .05$  and a low correlation coefficient of .13798 led to no support. A positive relationship did appear to exist.

#### Composite description of trustees.

Category 1: Based on the standardized canonical variable coefficients for dependent variables and covariates tests, a composite description of the trustees was derived from findings identified in Category 1 as having a canonical coefficient value equal to or greater than .60.

The trustees in this category more strongly disagreed that institutional research is a marketing function. They more strongly agreed that selection of classroom sites for noncredit programs held on

campus is a marketing function and were also inclined to more strongly disagree that selection of classroom sites for credit courses held off campus is a marketing function. Trustees who held these perceptions tended to be from colleges with lower state equalized valuation per FYES, lower weighted tuition rates, and lower state aid per FYES.

Category 2: Based on the standardized canonical variable coefficients for dependent variables and covariates tests, a composite description of trustees was derived from findings identified in Category 2 as having a canonical coefficient value equal to or greater than 0.60.

The trustees in this category more strongly agreed that the design of credit courses and selection of classroom sites for credit courses held on campus are marketing functions. They were inclined to more strongly agree that identification of hours to offer noncredit programs is a marketing function and to more strongly disagree that identification of days of the week to hold credit courses is a marketing function. Trustees who held these perceptions tended to be from colleges with lower operational taxes per FYES, lower state aid per FYES, higher "other" general fund revenues per FYES, and higher general fund revenues per FYES.

Statements having significant relationships with ACS groups.

The data analysis supported the statements listed below as having strong significant positive/negative relationships (at the .05 level) with an ACS group; critical T-values were equal to or greater than 2.3.

Statement 3/ACS 1: Trustees who more strongly agreed that recruitment is a marketing function tended to be from colleges with higher tuition and fee revenues per FYES.

Statement 3/ACS 4: Trustees who more strongly agreed that student recruitment is a marketing function tended to be from colleges with higher "other" general fund revenues.

Statement 3/ACS 8: Trustees who more strongly disagreed that student recruitment is a marketing function tended to be from colleges with higher weighted tuition rates.

Statement 11/ACS 2: Trustees who more strongly disagreed that selection of classroom sites for credit courses held on campus is a marketing function tended to be from colleges with higher operational taxes per FYES.

Statement 11/ACS 6: Trustees who more strongly agreed that selection of classroom sites for credit courses held on campus is a marketing function tended to be from colleges with higher state equalized valuation per FYES.

### Conclusions

In general, the Michigan community college presidents and trustees surveyed in this research had a positive perception about the application of marketing functions to community colleges. The grand mean score for presidents was 3.21, and for trustees it was 3.97. (A score of 1.0 represented strong agreement, and a score of 8.0 represented strong disagreement with a particular statement.)

The presidents' and trustees' perceptions about the marketing-function statements were very similar, as evidenced by their agreement on the top five statements. The priority of the five statements, however, indicated that the two groups still tended to perceive marketing as promotional in nature because the top five statements were promotional statements. The other three "P's" of the marketing mix (product/service, place/time, and price) tended to be placed at the bottom of both the presidents' and the trustees' mean score list.

Based on the marketing literature, all statements included in the instrument (with the exception of the affirmative-action statement) represented marketing functions that are equal in importance in the marketing mix. Therefore, for a respondent to have displayed a comprehensive understanding of the application of marketing to a community college, each statement would have been scored 1.0 to 2.0.

The researcher was impressed with the response from the presidents and trustees. The high response rate indicated that the presidents and trustees saw marketing as an important tool in helping the college survive and meet the needs of its constituency during a period of demographic and technological change. This opinion was supported by the comments received from respondents. The overwhelming number of comments about the study were positive, extolling the need for marketing in community colleges. A few individuals, however, wrote very negative notes. One person said, "If you [the researcher] think marketing has anything to do with running a college--you're nuts!"

After completing the study, the researcher concluded that marketing is a respectable discipline, one that college presidents and trustees should take seriously. When properly administered, marketing enhances the educational excellence of a college by providing the framework in which to examine its programs and services in light of the needs and resources of the students and institution. Marketing helps to establish better relationships with students, constituents, faculty, and staff through a systematic approach to needs assessment. Marketing enables a college to become more fiscally secure by providing a quantifiable plan to increase and/or stabilize enrollments and revenues. Finally, marketing affords the college an opportunity to reaffirm the philosophy that all services and programs will be delivered in a caring manner.

### Recommendations

Based on the review of literature, research findings, and the investigator's educational background and professional experience, the following recommendations are made.

#### For Community College Presidents

Attend marketing seminars and workshops to better understand the marketing concept and how to apply it to a community college.

If one person at the college does not have responsibility for the marketing effort, establish such a position and hire an individual who is knowledgeable about marketing.

Develop a set of values about marketing the college's programs and services. Make these values known to all faculty, staff, and trustees.

Encourage the offering of marketing seminars and workshops as staff development to all college personnel, including trustees, administrators, faculty, technicians, and clerical and support-service employees.

For Community College Trustees

Attend marketing in-service seminars and workshops to learn more about the application of marketing practices to community colleges.

Reexamine the board policies that affect the marketing mix and, in light of local and state restrictions, rewrite the policies to allow for more flexible administrative action. Statements of standards could be established that would help guide administrators in making marketing decisions without being too restrictive.

Support the president in his/her effort to apply marketing to the college. Marketing represents a change to faculty and staff. Your support to the administration or faculty and staff during this period will be appreciated and needed.

For Community College Faculty  
and Staff

Attend marketing seminars and workshops to learn how marketing can be infused within the college without detracting from educational excellence.

Support the efforts of all other college personnel in working toward applying marketing practices in community colleges.

For State Regulatory Agencies

Continue to be prudent in the regulatory and auditing procedures, but at the same time encourage and support entrepreneurial efforts by community colleges in developing alternative approaches to curriculum development and fee structures. Be sure that department rules and regulations do not stifle advances in educational excellence in meeting community needs.

Attend marketing seminars and workshops to better understand the application of marketing practices in the educational environment.

For University and College Personnel

Design and offer a series of marketing courses that are applicable to college personnel. Infuse such course offerings into educational degree programs.

For Other Researchers

Review this study carefully and undertake additional research efforts using, in whole or in part, the findings of this investigation.

For All Individuals

Seek books and other materials on marketing the community college. Be wary, however, of authors who claim that more or fewer

than the four P's (product, place, price, and promotion) are included in the marketing mix. Such authors are either taking journalistic liberties or do not understand marketing.



## APPENDICES

**APPENDIX A**

**CORRESPONDENCE AND QUESTIONNAIRE**

11 March 1985

Mr. Thomas Bernthal  
Executive Director  
Michigan Community College Association  
750 Michigan National Tower  
Lansing, MI 48933

Dear Mr. Bernthal:

This is a request to enlist support from the Michigan Community College Association for the distribution of a questionnaire to the MCCA membership. The questionnaire is the basis for a dissertation I am writing entitled, A Study of Michigan Community College Trustees' and Presidents' Perceptions About the Application of Marketing Practices to Community Colleges.

The type of support solicited could be limited to a statement that would be included in the body of a cover letter accompanying the questionnaire. Such a statement might read: "The Michigan Community College Association has given support for this research project."

Please be advised that I have received approval to conduct this research on human subjects from the University Committee on Research Involving Human Subjects (UCRIHS) at Michigan State University. To receive UCRIHS approval detailed documentation was requested and submitted including: a copy of the dissertation proposal, a copy of the dissertation proposal approval form signed by all guidance committee members, a copy of the minutes of the guidance committee meeting, a draft of the cover letter that will accompany the questionnaire and subsequent follow-up letter, a copy of the questionnaire—subject to pre-test revisions and validation, and narrative and verbal explanation of research data gathering procedures.

Mr. Thomas Bernthal  
Page 2


My Guidance Committee Chairman is Dr. Richard E. Gardner, Associate Professor, Administration and Curriculum, 409 Erickson Hall, Michigan State University, East Lansing, MI 48824. Dr. Gardner's phone number is 355-1833.

For your consideration I am submitting the following:

- A copy of the research project approval letter written by Henry B. Bredeck, Chairman, UCRIHS, MSU
- A copy of Section I of the Dissertation Proposal
- A draft copy of the cover letter that will accompany the questionnaire and subsequent follow-up letter
- A copy of the questionnaire to be sent to the population outlined in the dissertation proposal — subject to pre-test revisions and validation.

Should you require additional information, please contact me. My address is: 895 Chickasaw Drive, Mason, MI 48854. My phone number is (517) 676-1979 (Residence) or (517) 787-0800, Ext. 317 (Office).

Sincerely,

  
M. Richard Shaink  
Doctoral Candidate  
Michigan State University

MRS:ss  
Enclosures

cc: Richard E. Gardner, Ed.D.  
Clyde E. LeTarte, Ed.D.  
George E. Potter, J.D.

May 5, 1985

Dear Ms.

The application of marketing techniques to community colleges is a current topic for research and discussion. Enclosed is a questionnaire that asks you to give your opinion about 28 statements that may relate to marketing in a community college. The Michigan Community College Association has given support for this research project.

The average time for a pretest group to complete the questionnaire and place it into a self-addressed, stamped return envelope is ten (10) minutes.

You need only to circle one number for each statement. No further information is required of you because a personal code number that identifies you has been placed in the right-hand corner of the questionnaire. PLEASE NOTE: YOUR NAME WILL NEVER BE IDENTIFIED OR PUBLISHED WITH YOUR RESPONSE. The researcher is the only person who has a key to the personal code. (Please see attached Anonymity Procedure.)

The researcher is a doctoral candidate at Michigan State University and a full-time administrator at a Michigan community college. This questionnaire is the basis of the doctoral thesis. A summary of the results will be mailed to you at the completion of the study.

Your immediate response is most appreciated.

Sincerely,



M. Richard Shaink  
Doctoral Candidate  
Michigan State University

MRS:clf

P.S. This questionnaire has been mailed to all Michigan community college boards of trustees and presidents. A high return rate will help to ensure a valid and reliable study. Please fill out the questionnaire now and place it into the self-addressed, stamped return envelope. Your opinion is important and needed. In the event the return envelope is misplaced, please mail your response to:

M. Richard Shaink  
895 Chickasaw Drive  
Mason, Michigan 48854

### RESPONDENT ANONYMITY PROCEDURE

A personal code number that identifies you has been placed in the right-hand corner of the questionnaire. PLEASE NOTE: YOUR NAME WILL NEVER BE IDENTIFIED OR PUBLISHED WITH YOUR RESPONSE. The researcher is the only person who has the key to the code and will cut the code number from the corner upon return. To maintain individual anonymity, only the average score for each college board of trustees group by question statement will be compared to existing Department of Education Activity Classification Structure (ACS) tables. Likewise, all presidents' average scores by question statement will be compared to the average score of all the Michigan board of trustees by question statement. To further ensure confidentiality, the researcher has personally processed the envelope containing this cover letter and questionnaire.

## MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING  
HUMAN SUBJECTS (UCRIHS)  
208 ADMINISTRATION BUILDING  
(517) 355-2106

EAST LANSING, MICHIGAN 48824

February 27, 1985

Mr. M. Richard Shaink  
895 Chickasaw Drive  
Mason, Michigan 48854

Dear Mr. Shaink:

Subject: Proposal Entitled, "A Study of Michigan Community College  
Trustees' and Presidents' Perceptions about the Application  
of Marketing Practices to Community Colleges"

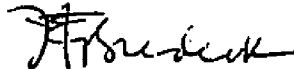
I am pleased to advise that I concur with your evaluation that this project is exempt from full UCRIHS review, and approval is herewith granted for conduct of the project.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval prior to February 27, 1986.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to my attention. If I can be of any future help, please do not hesitate to let me know.

Sincerely,



Henry E. Bredeck  
Chairman, UCRIHS

HEB/jms

cc: Dr. Richard Gardner

**THIS IS A FRIENDLY REMINDER.....**

asking you to complete & return a questionnaire sent to you recently on the topic of marketing the community college. Your response is important and needed.

In the event the self-addressed, stamped return envelope has been misplaced, please mail your response to:

**M. Richard Shaink  
895 Chickasaw Drive  
Mason, Michigan 48854**

P.S. Please disregard this reminder if you have already completed the questionnaire. Thank you for your cooperation.



June 5, 1985

Dear Ms.

This is a friendly reminder asking you to complete and return a questionnaire sent to you recently on the topic of marketing in the community college. Your response is important and needed.

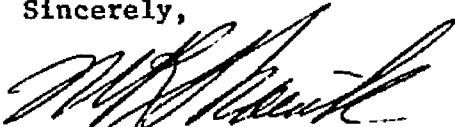
Enclosed is a copy of the cover letter and questionnaire originally mailed to you. If you have already responded to the questionnaire please disregard this letter and accept my appreciation for your participation.

Should you decide not to respond and do not want to receive an additional follow-up contact, please check here \_\_\_\_\_ and mail within 5 days to:

M. Richard Shaink  
P. O. Box 1543  
Jackson, Michigan 49204

Thank you for your consideration of the research project.

Sincerely,



M. Richard Shaink  
Doctoral Candidate  
Michigan State University

Enclosures

clf

P. S. The average time for a pretest group to complete the questionnaire and place it into a self-addressed, stamped return envelope is 10 minutes.

# QUESTIONNAIRE

A

**DIRECTIONS:** There are eight possible responses for each statement. Record your answers by circling the number corresponding to the most appropriate response.

This is an opinion survey.

DO indicate how strongly you agree or disagree with each statement.

DO NOT respond to the statement based on whether or not the subject of the statement is occurring at your college or what individual performs the function.

Please feel free to write comments on the back of this questionnaire.

Statement	Strongly Agree		Agree Considerably		Agree Somewhat		Strongly Disagree	
	1	2	3	4	5	6	7	8
1. Public relations is a marketing function.	1	2	3	4	5	6	7	8
2. Private development fund raising is a marketing function.	1	2	3	4	5	6	7	8
3. Student recruitment is a marketing function.	1	2	3	4	5	6	7	8
4. Student evaluation of noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
5. Student evaluation of credit courses is a marketing function.	1	2	3	4	5	6	7	8
6. The design of noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
7. The design of credit courses is a marketing function.	1	2	3	4	5	6	7	8
8. Selection of affirmative-action policies is a marketing function.	1	2	3	4	5	6	7	8
9. Institutional research is a marketing function.	1	2	3	4	5	6	7	8
10. Selection of classroom sites for noncredit programs held on campus is a marketing function.	1	2	3	4	5	6	7	8
11. Selection of classroom sites for credit courses held on campus is a marketing function.	1	2	3	4	5	6	7	8
12. Writing of the college catalog is a marketing function.	1	2	3	4	5	6	7	8
13. Selection of classroom sites for noncredit programs held off campus is a marketing function.	1	2	3	4	5	6	7	8
14. Selection of classroom sites for credit courses held off campus is a marketing function.	1	2	3	4	5	6	7	8
15. Selection of advertising media is a marketing function.	1	2	3	4	5	6	7	8
16. Identification of hours to offer noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
17. Identification of hours to offer credit courses is a marketing function.	1	2	3	4	5	6	7	8
18. Identification of days of the week to hold noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
19. Identification of days of the week to hold credit courses is a marketing function.	1	2	3	4	5	6	7	8
20. Identification of fees to charge for noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
21. Identification of tuition to charge for credit courses is a marketing function.	1	2	3	4	5	6	7	8
22. Writing of college advertising is a marketing function.	1	2	3	4	5	6	7	8
23. Grant writing is a marketing function.	1	2	3	4	5	6	7	8
24. Student job placement is a marketing function.	1	2	3	4	5	6	7	8
25. Student entrance assessment is a marketing function.	1	2	3	4	5	6	7	8
26. Review of college facility new construction and renovation plans is a marketing function.	1	2	3	4	5	6	7	8
27. Visual inspection of college building and grounds appearance is a marketing function.	1	2	3	4	5	6	7	8
28. Publicizing financial aid loans, grants, etc. is a marketing function.	1	2	3	4	5	6	7	8

# QUESTIONNAIRE

B

**DIRECTIONS:** There are eight possible responses for each statement. Record your answers by circling the number corresponding to the most appropriate response.

This is an opinion survey.

DO indicate how strongly you agree or disagree with each statement.

DO NOT respond to the statement based on whether or not the subject of the statement is occurring at your college or what individual performs the function.

Please feel free to write comments on the back of this questionnaire.

	Strongly Agree		Agree Considerably		Agree Somewhat		Strongly Disagree	
Statement	1	2	3	4	5	6	7	8
1. Writing of college advertising is a marketing function.	1	2	3	4	5	6	7	8
2. Identification of hours to offer noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
3. Identification of hours to offer credit courses is a marketing function.	1	2	3	4	5	6	7	8
4. Identification of days of the week to hold noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
5. Identification of days of the week to hold credit courses is a marketing function.	1	2	3	4	5	6	7	8
6. Identification of fees to charge for noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
7. Identification of tuition to charge for credit courses is a marketing function.	1	2	3	4	5	6	7	8
8. Selection of advertising media is a marketing function.	1	2	3	4	5	6	7	8
9. Grant writing is a marketing function.	1	2	3	4	5	6	7	8
10. Student job placement is a marketing function.	1	2	3	4	5	6	7	8
11. Student entrance assessment is a marketing function.	1	2	3	4	5	6	7	8
12. Review of college facility new construction and renovation plans is a marketing function.	1	2	3	4	5	6	7	8
13. Visual inspection of college building and grounds appearance is a marketing function.	1	2	3	4	5	6	7	8
14. Publicizing financial aid loans, grants, etc. is a marketing function.	1	2	3	4	5	6	7	8
15. Public relations is a marketing function.	1	2	3	4	5	6	7	8
16. Private development fund raising is a marketing function.	1	2	3	4	5	6	7	8
17. Student recruitment is a marketing function.	1	2	3	4	5	6	7	8
18. Student evaluation of noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
19. Student evaluation of credit courses is a marketing function.	1	2	3	4	5	6	7	8
20. The design of noncredit programs is a marketing function.	1	2	3	4	5	6	7	8
21. The design of credit courses is a marketing function.	1	2	3	4	5	6	7	8
22. Selection of affirmative-action policies is a marketing function.	1	2	3	4	5	6	7	8
23. Institutional research is a marketing function.	1	2	3	4	5	6	7	8
24. Selection of classroom sites for noncredit programs held on campus is a marketing function.	1	2	3	4	5	6	7	8
25. Selection of classroom sites for credit courses held on campus is a marketing function.	1	2	3	4	5	6	7	8
26. Writing of the college catalog is a marketing function.	1	2	3	4	5	6	7	8
27. Selection of classroom sites for noncredit programs held off campus is a marketing function.	1	2	3	4	5	6	7	8
28. Selection of classroom sites for credit courses held off campus is a marketing function.	1	2	3	4	5	6	7	8

## APPENDIX B

### ACTIVITY CLASSIFICATION STRUCTURE (ACS) DATA

## RANK TWO-YEAR1 BV55

ACS 1

Table 22a. Fiscal year 1983-84 tuition and fee revenues per fiscal-year equated student (FYES), ranked by college.

	TUITION PER FYES
TWO-YEAR1	
1 GRAND RAPIDS	\$ 1,355
2 HENRY FORD	1,300
3 NORTHWESTERN	1,297
4 HIGHLAND PARK	1,200
5 ST. CLAIR	1,097
6 MACOMB	1,049
7 DELTA	1,048
8 C.S. MOTT	1,048
9 SCHOOLCRAFT	1,013
10 STATE-AVERAGE	987
11 SOUTHWESTERN	940
12 KELLOGG	937
13 WASHTENAW	932
14 ALPENA	929
15 LANSING	923
16 WAYNE	922
17 BAY DE NOC	858
18 WEST SHORE	858
19 MID MICHIGAN	849
20 MUSKEGON	845
21 JACKSON	842
22 OAKLAND	838
23 GOGEBIC	830
24 LAKE MICHIGAN	828
25 GLEN OAKS	812
26 NORTH CENTRAL	791
27 KALAMAZOO	788
28 KIRTLAND	770
29 MONTCALM	687
30 MONROE	664

## RANK TWO-YEAR1 BV56

ACS 2

Table 22b. Fiscal year 1983-84 operational taxes per fiscal-year equated student (FYES), ranked by college.

	TAXES PER FYES
TWO-YEAR1	
1 MONROE	\$ 2,648
2 WEST SHORE	1,751
3 WASHTENAW	1,661
4 MONTCALM	1,323
5 GLEN OAKS	1,305
6 DELTA	1,227
7 LAKE MICHIGAN	1,221
8 SCHOOLCRAFT	1,138
9 MUSKEGON	1,128
10 ST. CLAIR	1,088
11 C.S. MOTT	998
12 OAKLAND	872
13 KALAMAZOO	871
14 KIRTLAND	833
15 KELLOGG	823
16 NORTH CENTRAL	804
17 STATE-AVERAGE	776
18 BAY DE NOC	641
19 LANSING	630
20 MID MICHIGAN	579
21 MACOMB	535
22 NORTHWESTERN	521
23 HENRY FORD	513
24 GRAND RAPIDS	466
25 JACKSON	451
26 GOGEBIC	426
27 ALPENA	421
28 SOUTHWESTERN	384
29 WAYNE	298
30 HIGHLAND PARK	62

## RANK TWO-YEAR1 BV57

ACS 3

Table 22c.

Fiscal year 1983-84 state  
aid per fiscal-year equated  
student (FYES), ranked by  
college.

STATE AID  
PER FYES

## TWO-YEAR1

1 MONTCALM	\$ 1,691
2 JACKSON	1,662
3 HIGHLAND PARK	1,626
4 GOGEBIC	1,624
5 MUSKEGON	1,536
6 KIRTLAND	1,509
7 WAYNE	1,508
8 ALPENA	1,426
9 NORTH CENTRAL	1,368
10 MID MICHIGAN	1,367
11 NORTHWESTERN	1,350
12 KELLOGG	1,326
13 WEST SHORE	1,308
14 ST. CLAIR	1,292
15 HENRY FORD	1,249
16 BAY DE NOC	1,243
17 SOUTHWESTERN	1,195
18 GLEN OAKS	1,183
19 GRAND RAPIDS	1,180
20 LANSING	1,145
21 STATE-AVERAGE	1,124
22 LAKE MICHIGAN	1,119
23 C.S. MOTT	1,086
24 MACOMB	1,022
25 SCHOOLCRAFT	1,012
26 KALAMAZOO	942
27 WASHTENAW	927
28 MONROE	830
29 DELTA	819
30 OAKLAND	629

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## RANK TWO-YEAR1 BV58

ACS 4

Table 22d.

Fiscal year 1983-84 "other"  
GENERAL FUND revenues per  
fiscal-year equated student  
(FYES), ranked by college.

OTHER REV.  
PER FYES

## TWO-YEAR1

1 MONTCALM	\$ 437
2 JACKSON	357
3 NORTH CENTRAL	327
4 WEST SHORE	314
5 GLEN OAKS	291
6 HIGHLAND PARK	288
7 NORTHWESTERN	235
8 LAKE MICHIGAN	233
9 WASHTENAW	231
10 KIRTLAND	228
11 GOGEBIC	210
12 C.S. MOTT	199
13 WAYNE	198
14 MUSKEGON	182
15 MONROE	172
16 KALAMAZOO	165
17 STATE-AVERAGE	157
18 SOUTHWESTERN	149
19 HENRY FORD	142
20 MID MICHIGAN	135
21 LANSING	134
22 MACOMB	129
23 BAY DE NOC	117
24 ALPENA	116
25 GRAND RAPIDS	104
26 OAKLAND	102
27 KELLOGG	100
28 ST. CLAIR	97
29 SCHOOLCRAFT	87
30 DELTA	86

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Table 22e. Fiscal year 1983-84 total GENERAL FUND revenue per fiscal-year equated student (FYES), ranked by college.

TWO-YEAR1	TOTAL REV. PER FYES
1 MONROE	\$ 4,313
2 WEST SHORE	4,231
3 MONTCALM	4,138
4 WASHTENAW	3,752
5 MUSKEGON	3,691
6 GLEN OAKS	3,591
7 ST. CLAIR	3,575
8 NORTHWESTERN	3,403
9 LAKE MICHIGAN	3,401
10 KIRTLAND	3,339
11 C.S. MOTT	3,331
12 JACKSON	3,312
13 NORTH CENTRAL	2,289
14 SCHOOLCRAFT	3,250
15 HENRY FORD	3,203
16 KELLOGG	3,186
17 DELTA	3,181
18 HIGHLAND PARK	3,175
19 GRAND RAPIDS	3,104
20 GOGEBIC	3,091
21 STATE-AVERAGE	3,043
22 MID MICHIGAN	2,931
23 WAYNE	2,925
24 ALPENA	2,892
25 BAY DE NOC	2,859
26 LANSING	2,833
27 KALAMAZOO	2,766
28 MACOMB	2,735
29 SOUTHWESTERN	2,668
30 OAKLAND	2,439

Table 23. Fiscal year 1983-84 comparative rank order of college revenues and expenditures per fiscal-year equated student (FYES).

<u>TWO-YEAR</u>	<u>TOTAL EXPEND. PER FYES</u>	<u>TOTAL REVENUE PER FYES</u>	<u>TAXES PER FYES</u>	<u>STATE AID PER FYES</u>	<u>TUITION PER FYES</u>
WEST SHORE	1	2	2	13	17
MONTCALM	2	3	4	1	28
WASHTENAW	3	4	3	26	12
MONROE	4	1	1	27	29
MUSKEGON	5	5	9	5	19
NORTHWESTERN	6	8	21	11	3
GLEN OAKS	7	6	5	18	24
C. S. MOTT	8	11	11	22	8
ST. CLAIR	9	7	10	14	5
LAKE MICHIGAN	10	9	7	21	23
HIGHLAND PARK	11	18	29	3	4
DELTA	12	17	6	28	7
NORTH CENTRAL	13	13	16	9	25
HENRY FORD	14	15	22	15	2
KIRTLAND	15	10	14	6	27
KELLOGG	16	16	15	12	11
JACKSON	17	12	24	2	20
SCHOOLCRAFT	18	14	8	24	9
GOGEBIC	19	20	25	4	22
MID MICHIGAN	20	21	19	10	18
WAYNE	21	22	28	7	15
GRAND RAPIDS	22	19	23	19	1
ALPENA	23	23	26	8	13
HACOMB	24	27	20	23	6
LANSING	25	25	18	20	14
DAY DE NOC	26	24	17	16	16
KALAMAZOO	27	26	13	25	26
OAKLAND	28	29	12	29	21
SOUTHWESTERN	29	28	27	17	10



PRINT TWO-YEAR: BZ137,BZ138,BZ139,BZ140,BZ141,BZ142,BZ196,BZ197

Table 26. Six-year history of state-equalized valuations (SEV's), by college.

	1979-80 SEV (000'S)	1980-81 SEV (000'S)	1981-82 SEV (000'S)	1982-83 SEV (000'S)	1983-84 SEV (000'S)	1984-85 SEV (000'S)	5-YEAR % CHANGE	1-YEAR % CHANGE
TWO-YEAR:								
ALPENA	\$ 301,432	\$ 344,897	\$ 376,431	\$ 389,933	\$ 398,541	\$ 398,504	32.2	- 0.0
BAY DE NOC	267,500	293,600	319,000	317,200	349,500	350,900	31.2	0.4
C.S. MOTT	3,413,786	3,875,108	4,228,125	4,440,211	4,442,881	4,463,367	30.7	0.5
DELTA	3,906,200	4,405,400	4,845,500	5,167,259	5,263,046	5,315,190	36.1	1.0
GLEW OAKS	445,018	505,715	570,523	601,829	621,235	634,038	42.5	2.1
GOGEBIC	113,000	127,000	137,000	154,265	158,869	164,025	43.2	3.2
GRAND RAPIDS	975,105	1,106,000	1,271,200	1,390,186	1,448,703	1,483,564	52.1	2.4
HENRY FORD	1,540,000	1,715,037	1,953,025	2,043,749	2,000,373	2,001,719	30.0	0.1
HIGHLAND PARK	146,000	147,000	147,000	144,869	144,815	140,000	- 4.1	- 3.3
JACKSON	983,916	1,103,040	1,195,127	1,245,257	1,225,732	1,249,207	27.0	1.9
KALAMAZOO	1,626,598	1,811,802	2,020,473	2,209,395	2,306,661	2,373,553	45.9	2.9
KELLOGG	925,047	1,018,040	1,096,012	1,172,926	1,167,287	1,172,926	26.8	0.5
KIRTLAND	620,600	688,700	745,600	821,571	836,206	870,877	40.3	4.1
LAKE MICHIGAN	1,609,572	1,761,196	1,946,660	2,001,234	2,035,929	2,076,939	29.0	2.0
LANSING	2,313,000	2,572,000	2,950,000	3,307,527	3,392,800	3,450,000	49.0	1.7
MACOMB	5,640,753	6,594,568	7,317,131	7,832,769	7,704,323	7,838,741	38.5	1.7
MID MICHIGAN	394,622	443,160	465,040	530,531	546,457	565,416	43.3	3.5
MOHIOE	1,411,241	1,596,553	1,771,413	1,900,329	1,987,976	2,092,507	48.3	5.3
MONTCALM	377,245	455,447	511,838	557,895	586,064	614,994	63.0	4.9
MUSKEGON	940,297	1,053,812	1,193,056	1,278,668	1,286,158	1,310,096	39.3	1.9
NORTH CENTRAL	294,341	331,881	361,231	383,057	406,707	426,759	45.0	4.9
NORTHWESTERN	561,628	664,218	727,829	781,997	861,022	877,677	56.3	1.9
OAKLAND	9,742,000	11,532,000	13,111,000	14,033,330	13,822,132	14,400,000	47.8	4.2
ST. CLAIR	1,237,520	1,456,254	1,594,117	1,729,618	1,795,000	1,795,000	45.0	0.0
SCHOOLCRAFT	2,326,351	2,821,870	3,244,477	3,243,582	3,268,181	3,294,009	41.6	0.8
SOUTHWESTERN	400,476	462,707	525,587	563,991	578,810	583,513	45.7	0.8
WASHTENAW	2,412,931	2,796,473	3,170,578	3,312,782	3,258,310	3,307,757	37.1	1.5
WAYNE	11,096,000	12,089,785	12,992,000	13,356,920	12,858,426	12,844,768	15.8	- 0.1
WEST SHORE	630,190	696,009	799,542	853,172	885,618	903,908	43.4	2.1
STATE-TOTAL	56,674,369	64,536,272	71,567,515	75,786,052	75,638,162	76,999,954	35.9	1.8

Table 27. Fiscal year 1983-84 state-equalized valuation (SEV) per fiscal-year equated student (FYES) and millage rates, ranked by college SEV per FYES.

	83-84 SEV PER FYES	OPERATING MILLAGE	BLDG. & SITE MILLAGE	DEBT. RETIRE. MILLAGE	TOTAL MILLAGE	TOTAL VOTED MILLAGE
<b>TWO-YEAR</b>						
1 LAKE MICHIGAN	\$ 1,212	1.0000	0.0000	0.3000	1.3000	1.0000
2 WAYNE	1,178	*0.2500	0.0000	0.5500	*0.8000	*0.0000
3 WEST SHORE	1,165	1.5000	0.0000	0.3200	1.8200	1.5000
4 MONROE	1,154	2.2500	0.0000	0.2600	2.5100	2.2500
5 OAKLAND	873	1.0000	0.0000	0.5000	1.5000	1.0000
6 KIRTLAND	833	1.0000	0.0000	0.4000	1.4000	1.0000
7 GLEN OAKS	825	1.5000	0.0000	0.1410	1.6410	1.5000
8 DELTA	769	1.0006	0.0000	*0.0000	1.0006	1.0006
9 MONTCALM	747	1.7500	0.0000	0.3655	1.7330	1.7500
10 ST. CLAIR	721	1.5000	0.0000	0.5500	2.0500	1.5000
11 WASHTENAW	711	2.2500	0.0000	0.3900	2.6400	1.0000
12 C.S. MOTT	693	1.4000	0.0000	0.5000	1.9000	1.4000
13 SCHOOLCRAFT	634	1.7700	0.0000	0.1500	1.9200	1.7700
14 STATE-AVERAGE	609	1.5206	0.0828	0.2535	1.7714	1.5244
15 KALAMAZOO	581	1.5000	0.0000	0.1800	1.6800	1.5000
16 MACOMB	527	1.0000	0.0000	0.4500	1.4500	1.0000
17 MUSKEGON	469	**2.4000	0.0000	*0.0000	2.4000	2.4000
18 MID MICHIGAN	463	1.2500	0.2500	0.2450	1.7450	1.5000
19 NORTH CENTRAL	460	1.7500	0.0000	0.1300	1.8900	1.7500
20 KELLOGG	422	1.9500	0.0000	*0.0000	1.9500	1.9500
21 NORTHWESTERN	346	1.5000	0.5000	*0.0000	2.0000	2.0000
22 JACKSON	333	1.3300	0.0000	**0.9100	2.2400	1.3300
23 SOUTHWESTERN	318	1.2000	0.0000	0.3000	1.5000	1.5000
24 LANSING	315	2.0000	0.0000	0.0005	2.0005	2.0000
25 ALPENA	281	1.5000	0.0000	0.0000	1.5000	1.5000
26 BAY DE NOC	277	1.9400	0.1500	0.4100	2.5000	2.5000
27 HENRY FORD	251	2.0400	0.0000	0.0000	2.0000	2.0400
28 GRAND RAPIDS	225	2.0670	0.0000	*0.0000	2.0670	2.0670
29 GOGEBIC	135	1.5000	**1.5000	0.3000	**3.3000	**3.0000
30 HIGHLAND PARK	66	1.0000	0.0000	*0.0000	1.0000	1.0000

Note: State average millage rates shown are a simple average of the 29 colleges.

RANK TWO-YEAR: BV135, BV131, BV132, BV130

Table 30. Fiscal year 1984-85 weighted tuition rate, ranked by college.

	(A) WEIGHTED TUITION	(B) 1984-85 I-D TUITION	(C) 1984-85 O-D TUITION	(D) % SCH'S IN-DISTRICT
TWO-YEAR:				
1 GRAND RAPIDS	41.37	31.00	50.00	45.4
2 HENRY FORD	39.11	30.00	42.00	24.0
3 NORTHWESTERN	38.41	30.00	49.50	56.9
4 MACOMB	33.58	31.50	50.00	88.7
5 C.S. MOTT	33.19	**32.00	44.50	90.5
6 DELTA	33.14	31.00	**55.00	91.1
7 HIGHLAND PARK	32.94	25.00	35.00	*20.6
8 WASHTENAW	32.12	29.00	46.00	81.7
9 JACKSON	31.67	30.00	39.00	81.4
10 SCHOOLCRAFT	31.37	28.75	39.50	75.6
11 ST. CLAIR	30.39	28.00	46.00	86.7
12 SOUTHWESTERN	29.55	26.00	32.00	40.8
13 STATE-AVERAGE/TOTAL	29.00	25.94	38.64	75.9
14 LANSING	28.85	25.50	37.50	72.1
15 GLEN OAKS	28.32	26.00	40.00	83.5
16 MID MICHIGAN	28.29	24.00	34.00	57.1
17 MONTCALM	28.27	25.00	37.50	73.8
18 MUSKEGON	27.92	26.00	36.00	80.8
19 BAY DE NOC	27.71	25.00	34.00	69.8
20 GOGEBIC	27.25	22.00	34.00	56.2
21 NORTH CENTRAL	27.09	24.00	30.00	48.5
22 WAYNE	26.53	26.00	37.00	**95.2
23 KELLOGG	26.38	23.00	38.50	78.2
24 ALPENA	26.29	22.00	32.00	57.1
25 WEST SHORE	26.26	25.00	38.00	90.3
26 OAKLAND	25.55	24.00	37.00	88.0
27 LAKE MICHIGAN	23.79	23.00	31.00	90.1
28 KALAMAZOO	23.76	21.00	42.00	86.9
29 KIRTLAND	21.75	20.00	*26.00	70.8
30 MONROE	19.31	*18.50	27.50	91.0

(A)  $A = (D/100 \times B) + [(100 - D)/100 \times C]$ 

(B) 1984-85 in-district tuition rate per student credit hour

(C) 1984-85 out-of-district tuition rate per student credit hour

(D) % of in-district student credit hours (excludes prisoners)

## RANK INSTRUCTION F39,C13,C14,C15,F40

Table 30a. Fiscal year 1983-84 number of in-district, out-of-district, prisoner and total student credit hours (SCH), ranked by college percentage of in-district SCH's.

	Z SCH'S IN-DIST	IN-DIST. SCH'S	OUT-DIST. SCH'S	PRISON SCH'S	TOTAL SCH'S
INSTRUCTION					
1 WYN-SUBT INST	95.2	322,070	16,379	0	338,449
2 DEL-SUBT INST	91.1	193,173	18,894	0	212,067
3 MON-SUBT INST	91.0	48,611	4,814	0	53,425
4 CSM-SUBT INST	90.5	179,845	18,970	0	198,815
5 WS-SUBT INST	90.3	21,279	2,288	0	23,567
6 LM-SUBT INST	90.1	46,920	5,171	0	52,091
7 MAC-SUBT INST	88.7	401,811	50,999	0	452,810
8 OAK-SUBT INST	88.0	432,095	58,678	3	490,773
9 KAL-SUBT INST	86.9	106,961	16,169	0	123,130
10 STC-SUBT INST	86.7	66,906	10,246	0	77,152
11 GLN-SUBT INST	83.5	19,499	3,864	0	23,363
12 WSH-SUBT INST	81.7	115,228	25,889	910	141,117
13 JAC-SUBT INST	81.4	71,729	16,397	25,849	88,126
14 MUS-SUBT INST	80.8	67,008	15,948	2,031	82,956
15 KEL-SUBT INST	78.2	67,047	18,664	0	85,711
16 STATE-AVERAGE/TOTAL	75.9	2,885,055	916,563	51,383	3,801,618
17 SCH-SUBT INST	75.6	119,807	38,633	1,390	158,440
18 MNT-SUBT INST	73.8	12,995	4,608	6,744	17,603
19 LAN-SUBT INST	72.1	240,656	93,065	0	333,721
20 KIR-SUBT INST	70.8	19,515	8,059	3,570	27,574
21 BAY-SUBT INST	69.8	27,322	11,800	0	39,122
22 MM-SUBT INST	57.1	20,903	15,687	0	36,590
23 ALP-SUBT INST	57.1	25,113	18,878	0	43,991
24 NW-SUBT INST	56.9	43,886	33,280	0	77,166
25 GOG-SUBT INST	56.2	14,439	11,244	10,885	25,683
26 NC-SUBT INST	48.5	13,300	14,146	0	27,446
27 GR-SUBT INST	45.4	90,508	108,787	0	199,295
28 SW-SUBT INST	40.8	23,031	33,368	0	56,399
29 HF-SUBT INST	24.0	59,332	187,392	0	246,724
30 HP-SUBT INST	20.6	14,059	54,239	0	68,298

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