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**Marketing acceptance and its relationship to selected  
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**Narkawicz, Melanie Goodson, Ed.D.**

**East Tennessee State University, 1994**

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MARKETING ACCEPTANCE AND ITS RELATIONSHIP TO  
SELECTED INSTITUTIONAL CHARACTERISTICS IN  
HIGHER EDUCATION INSTITUTIONS

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A Dissertation  
Presented to the Faculty of the  
Department of Educational Leadership and  
Policy Analysis  
East Tennessee State University

---

In Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

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by  
Melanie Goodson Narkawicz  
May 1994

APPROVAL

This is to certify that the Graduate Committee of  
Melanie Goodson Narkawicz  
met on the

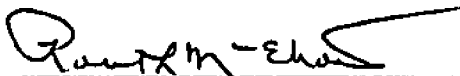
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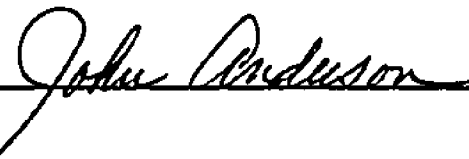
The committee read and examined her dissertation,  
supervised her defense of it in an oral examination, and  
decided to recommend that her study be submitted to the  
Graduate Council, Associate Vice-President for Research and  
Dean, School of Graduate Studies, in partial fulfillment of  
the requirements for the degree of Doctor of Education in  
Educational Leadership and Policy Analysis.

  
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Associate Vice-President of  
Research and Dean, School for  
Graduate Studies

Signed on behalf of  
the Graduate Council

## ABSTRACT

### MARKETING ACCEPTANCE AND ITS RELATIONSHIP TO SELECTED INSTITUTIONAL CHARACTERISTICS IN HIGHER EDUCATION INSTITUTIONS

by

Melanie Goodson Narkawicz

This study examined the level of acceptance of marketing by colleges and universities in the United States. It was based upon the "Four Stage Model Reflecting the Acceptance of Marketing in Higher Education Institutions" developed by Simmons and Laczniak (1992). The primary purposes of this study were to validate the model and to identify the operational level of marketing acceptance at colleges and universities. Secondary purposes were to determine if the level of acceptance differed according to source of control/affiliation (public v. private), highest level of degree awarded (associate, baccalaureate, master's, doctors), regional location, urban location, and institutional size.

Variables were measured through a survey instrument developed by the researcher. A pilot test was conducted for reliability and validity testing of the instrument. It was then sent to a random sample of institutions which was chosen from the population of all nonproprietary colleges and universities in the United States. Responses from 243 institutions were used for data analysis.

Major findings include: 1) stage completion was associated with the source of control (public v. private), a greater percentage of private institutions have completed each stage; 2) source of control/affiliation should be controlled for when comparing marketing of institutions; 3) most colleges have completed Stage One (marketing as promotion), with fewer than half completing Stage Two (marketing as market research), and about a quarter completing Stages Three (marketing as enrollment management), and Four (strategic marketing management); 4) there were no differences in stage scores based on the highest level of degree awarded, regional location, urban location, and institutional size when controlling for the source of control/affiliation; 5) the Four Stage Model has some validity, but more research is needed, particularly regarding the latter stages.

Several recommendations were made. They primarily focus on the model, sampling and measurement, and future research needed on marketing acceptance.

INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project Marketing Acceptance and Its Relationship to Selected Institutional Characteristics in Higher Education Institutions

Principal Investigator Melanie Goodson Narkawicz

Department Educational Leadership and Policy Analysis

Date Submitted January 12, 1994

Institutional Review Board, Chairman Anthony G. DeBacco

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## Contents

	Page
APPROVAL . . . . .	ii
ABSTRACT . . . . .	iii
INSTITUTIONAL REVIEW BOARD APPROVAL . . . . .	iv
ACKNOWLEDGEMENT . . . . .	v
LIST OF TABLES . . . . .	ix
LIST OF FIGURES . . . . .	xi
Chapter	
1. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	5
Purpose of the Study . . . . .	6
Significance of the Problem . . . . .	7
Definition of Terms . . . . .	8
Research Questions . . . . .	12
Assumptions . . . . .	13
Limitations . . . . .	14
Overview . . . . .	14
2. REVIEW OF RELATED LITERATURE . . . . .	15
History of Events in Higher Education Leading to Widespread Employment of Marketing Techniques . . . . .	15
Current Practices in the Marketing of Higher Education . . . . .	21
Four Stage Model Reflecting the Acceptance of Marketing in Higher Education Institutions . . . . .	25
Stage One . . . . .	29
Stage Two . . . . .	29
Stage Three . . . . .	30

Stage Four . . . . .	31
Measuring Marketing Acceptance and Marketing Orientations of Higher Education Institutions .	36
Institutional Characteristics Related to Marketing Acceptance . . . . .	39
Summary . . . . .	41
Research Question and Hypotheses . . . . .	44
Justification for This Study . . . . .	45
3. METHODS . . . . .	47
Research Design . . . . .	47
Procedures . . . . .	47
Population and Sample . . . . .	49
Population . . . . .	49
Sample . . . . .	50
Sampling Method . . . . .	50
Measurement of Variables . . . . .	51
Instrument Development . . . . .	51
Scoring . . . . .	53
Instrument Validity . . . . .	54
Pilot Testing . . . . .	56
Reliability . . . . .	58
Data Collection . . . . .	60
Data Analysis . . . . .	61
Summary . . . . .	62
4. RESULTS . . . . .	63
Respondents . . . . .	63
Checks for Bias in the Response Pool . . . . .	64

Checks for Survey Completer Bias . . . . .	69
Response Pool . . . . .	70
Measurement of Variables . . . . .	72
Research Questions and Hypothesis Testing . . . . .	73
Research Question . . . . .	74
Hypothesis Testing . . . . .	80
Summary . . . . .	91
5. CONCLUSIONS AND RECOMMENDATIONS . . . . .	93
Synopsis . . . . .	93
Conclusions . . . . .	93
Response Sample . . . . .	94
Measurement . . . . .	94
The Four Stage Model . . . . .	96
Level of Acceptance of Marketing Among Colleges and Universities . . . . .	97
Marketing Acceptance and Selected Institutional Characteristics . . . . .	99
Recommendations . . . . .	101
Summary . . . . .	102
REFERENCES . . . . .	105
APPENDIX A . . . . .	111
APPENDIX B . . . . .	115
APPENDIX C . . . . .	117
APPENDIX D . . . . .	124
APPENDIX E . . . . .	131
VITA . . . . .	133

LIST OF TABLES

1.	PILOT TEST RELIABILITY ANALYSIS (CRONBACH ALPHA) BY SUBSETS OF STATEMENTS . . . . .	59
2.	PILOT TEST MEAN STAGE SCORES BY STATEMENT SUBSETS	59
3.	SURVEY RESPONSE RATES . . . . .	64
4.	SAMPLE POOL AND RESPONSE POOL DISTRIBUTIONS FOR SOURCE OF CONTROL . . . . .	66
5.	SAMPLE POOL AND RESPONSE POOL DISTRIBUTIONS FOR HIGHEST DEGREE AWARDED . . . . .	67
6.	SAMPLE POOL AND RESPONSE POOL DISTRIBUTIONS FOR REGIONAL LOCATION . . . . .	68
7.	RESPONSE POOL DISTRIBUTIONS BY URBANICITY . . . . .	71
8.	RESPONSE POOL DISTRIBUTIONS BY ENROLLMENT SIZE . . . . .	72
9.	PILOT TEST, FINAL SURVEY, AND FINAL SURVEY MINUS STATEMENTS 10 AND 29 RELIABILITY ANALYSIS . . . . .	73
10.	NUMBER OF INSTITUTIONS COMPLETING THE FOUR STAGES	75
11.	SUMMARY OF CHI-SQUARE TEST OF INDEPENDENCE FOR STAGE COMPLETERS BASED ON SOURCE OF CONTROL/AFFILIATION . . . . .	79
12.	DIFFERENCES IN STAGE SCORES BETWEEN PUBLIC AND PRIVATE INSTITUTIONS . . . . .	81
13.	LEVELS OF DEGREES AWARDED BY SOURCE OF CONTROL/AFFILIATION . . . . .	82
14.	KRUSKAL-WALLIS ANOVA RESULTS FOR DIFFERENCES IN STAGE SCORES BASED ON HIGHEST LEVEL OF DEGREE AWARDED FOR PUBLIC AND PRIVATE INSTITUTIONS . . . . .	83
15.	ENROLLMENT SIZES BY SOURCE OF CONTROL/AFFILIATION	85
16.	KRUSKAL-WALLIS ANOVA RESULTS FOR DIFFERENCES IN STAGE SCORES BASED ON ENROLLMENT SIZES FOR PUBLIC AND PRIVATE INSTITUTIONS . . . . .	86
17.	REGIONAL LOCATIONS BY SOURCE OF CONTROL/AFFILIATION . . . . .	88

18.	KRUSKAL-WALLIS ANOVA RESULTS FOR DIFFERENCES IN STAGE SCORES BASED ON REGIONAL LOCATION FOR PUBLIC AND PRIVATE INSTITUTIONS . . . . .	89
19.	URBAN LOCATIONS BY SOURCE OF CONTROL/AFFILIATION .	90
20.	KRUSKAL-WALLIS ANOVA RESULTS FOR DIFFERENCES IN STAGE SCORES BASED ON URBAN LOCATIONS FOR PUBLIC AND PRIVATE INSTITUTIONS . . . . .	91

LIST OF FIGURES

Figure	Page
1. A STAGE MODEL REFLECTING THE ACCEPTANCE OF MARKETING IN HIGHER EDUCATION . . . . .	28
2. PERCENTAGE OF STAGE COMPLETERS FOR PUBLIC V. PRIVATE INSTITUTIONS . . . . .	76

## CHAPTER 1

### Introduction

Throughout its more than 300 year history, the American system of higher education has existed on a continuum of change. New and developing challenges have fueled an expanding role that continues to respond to the diverse expectations of an evolving clientele. Demographic redistribution, shifting curricular foci, the movement toward more ethnic and gender equality, and political radicalism are all reshaping the form of higher education in America (Rudolf, 1962; Kotler & Fox, 1985). One of the greatest challenges facing higher education in recent years has been the forecasted shrinkage in the number of high school graduates (the traditional market for college freshmen) (Hardy, 1987). These projections for a dwindling college applicant pool indicated a shortfall for the late 1970s and this shortfall was forecasted to continue until the 1990s (Krachenberg, 1972; U.S. Department of Education, 1993).

Because of this forecasted drop in the number of students in the traditional applicant pool, many administrators began to believe that enrollment and institutional viability would be threatened unless immediate solutions were developed and implemented (Pelletier & McNamara, 1985). It was generally thought that such solutions should be aimed at forestalling the effects of a

smaller applicant pool. Thus most early reactions embraced the promotional elements of marketing. Such efforts worked to some extent and today it is clear that despite the smaller high school graduation classes of the 1970s and 1980s, college enrollments did not plummet and except for a moderate slowing in the mid-80s, most of higher education has grown since the 1970s in both enrollment and revenues (U.S. Department of Education, 1993). In the late 1970s, however, administrators were faced with an uncertain future and they began searching for solutions to the threatening enrollment problems.

Among the earliest responses to the anticipated shortages was an increase in the implementation of basic marketing techniques. Although a few institutions had previously performed some minimal marketing which ranged from local promotional speeches by the president to limited recruitment, there was considerable resistance to the wider use of marketing techniques (Krachenberg, 1972). Even today many institutions are still wrestling with very basic marketing concepts and are only sparingly employing such proven techniques as recruitment and advertising. This hesitancy is not shared by all institutions. In fact, many institutions have established marketing departments and allocated funds to administer these departments, occasionally elevating the unit to the level of a vice presidency. Such institutions have often found themselves growing and prospering despite the economic hardships



frequently found in education (Pelletier & McNamara, 1985).

Even a cursory investigation leads to the observation that colleges and universities place a widely varying emphasis on marketing and that they exhibit different implementation propensities that range from basic promotional activities to sophisticated strategic marketing management (Simmons & Laczniak, 1992). This coincides with Williford's (1987) supposition that the marketing orientation of an institution proceeds through a sequence which culminates with the integration of marketing and the strategic planning process providing the optimum environment for achieving the goals of the institution. This optimum condition is termed *strategic marketing management*. Simmons and Laczniak (1992), in formalizing Williford's work, proposed that institutions progress through what they call a 'Four Stage Model Reflecting the Acceptance of Marketing in Higher Education Institutions'. This model defined the following stages:

- Stage One:*        Marketing as Promotion
- Stage Two:*        Marketing as Market Research
- Stage Three:*     Marketing as Enrollment Management
- Stage Four:*      Strategic Marketing Management

Simmons and Laczniak described these four stages as "a kind of life cycle progression, with each phase representing a greater commitment to marketing as a central force in

university administration" (1992, p. 264). The four stages noted above are a key element in this research and were the basis for a survey instrument that measured the marketing acceptance of the colleges and universities in this study.

Many believe that Stage Four, *strategic marketing management*, is the key to the successful management of higher education institutions (Hardy, 1987; Keller, 1985; Kotler & Fox, 1985; Pelletier & McNamara, 1985; Qureshi, 1989; Stewart, 1991; Strozier, 1989; Williford, 1987). Yet, in spite of this reputation as a high quality management tool, there is some evidence to suggest that strategic marketing management is largely ignored by many college administrators (Kotler & Fox, 1985; Trachtenberg, 1988; Williford, 1987).

Preliminary observation reveals that the receptivity of an institution to the use and implementation of marketing may be related to certain institutional characteristics such as the source of control or affiliation (public or private), the institutional degree granting classification (associate, baccalaureate, master's, or doctorate degree granting), the size of the institution, the United States regional location (southern, north central, etc.), and the urbanicity of an institution (rural/small town, urban fringe/large town, or central city)(Hardy, 1987; Hayes, 1991; Kotler & Fox, 1985; Krachenberg, 1972; Larocco, 1991; Losher, 1981; Pelletier & McNamara, 1985; Qureshi, 1989; Strozier, 1989; Wassil,

1990). In light of these findings, this study was designed to address the problem stated below.

#### Statement of the Problem

The primary problem which this study addressed pertains to the four stage model reflecting the acceptance of marketing in higher education (Simmons & Laczniak, 1992). Although the theoretical model exists, empirical data to verify the model have been lacking. The results of this study provide such data. In addition to providing verification of the model, this study also addressed the following three issues:

1. The literature is incomplete regarding the acceptance of marketing by colleges and universities. The results of this study added to the body of literature.
2. No database describing the level of acceptance of marketing among colleges and universities was found and none is believed to exist. The results of this study formed such a database.
3. The literature provides mixed information regarding institutional characteristics which are related to the level of marketing done by institutions. Through this study the researcher gathered and statistically tested data in order to clarify the relationship between marketing acceptance and institutional characteristics.

Although today's colleges and universities are facing increasingly tight fiscal resources, there is evidence to suggest that strategic marketing management can assist administrators in ameliorating the problems which financial constraints can impose. Astute administrators can do much to assist their institutions in remaining viable in difficult (economic) times, but many administrators are not knowledgeable regarding their institution's progression toward strategic marketing or the status of marketing within higher education (Taylor & Darling, 1991). Furthermore Simmons and Laczniak (1992) proposed that the level of acceptance of marketing by colleges and universities could be classified according to a four stage model. There is mixed information, however, indicating what institutional characteristics might be related to the marketing development stage in which an institution is found. In order to address these problems, the researcher gathered information with which to classify colleges and universities according to their level of acceptance of marketing and to isolate some of the institutional characteristics which were related to the acceptance level.

#### Purpose of the Study

The major purpose of this research was to describe the extent to which colleges and universities in the United States have accepted marketing. The marketing acceptance of each institution was determined by calculating the degree to

which the institution had fulfilled the different elements of each of the four formal stages of marketing acceptance which were put forth by Simmons and Laczniak (1992). A secondary purpose was to identify whether the level of acceptance of marketing was related to certain institutional characteristics.

#### Significance of the Problem

The practical significance of this project lies in the opportunity to provide institutional administrators with the ability to evaluate and rank their own efforts relative to their peers in terms of their implementation of marketing techniques. It is hoped that this research will provide for a better informed institutional base that is more disposed toward a proactive marketing effort. By developing such a predisposition it is further hoped that administrators will eventually become better equipped to assist their institutions in the progression toward a profitable strategic marketing management program.

The theoretical significance of this study lies in the planned effort to provide baseline data whereby future researchers will be able to track an institution in its acceptance of marketing and subsequent development of a marketing strategy in order to determine if a dedication to that strategy can impact targeted areas of concern such as enrollment, funding, student/faculty ratios, quality and quantity of faculty, etc. Some initial research has

indicated that certain marketing strategies can significantly impact these areas (Jantzen, 1991; Qureshi, 1989; Taylor & Darling, 1991).

If individual colleges and universities are to remain viable, it is crucial that their administrators become proactive toward the development of strategies for dealing with the demands of changing environments (Kotler & Fox, 1985). A knowledge of whether American higher education is in its marketing infancy or has progressed to a more mature marketing level should provide administrators with comparative tools to not only assess their own marketing efforts but also to view the utility of an institution based marketing program. It was therefore deemed important to provide baseline data for use by institutional administrators in evaluating their own marketing programs against those of their peer institutions. Their peers were partially defined by the common institutional characteristics which were identified in this study. Those who provide the direction for colleges and universities, such as state legislatures, board members, regents, and line administrators, also need to be aware of the marketing orientations of their key institutions so that marketing emphasis can be added where it is needed.

#### Definition of Terms

The following operational definitions applied for the purposes of this research study.

Colleges and universities were those institutions providing college-level instruction through programs which allowed them to be included in the Hep 1992 Higher Education Directory (Higher Education Publications, 1991). Those institutions within the directory which were described as proprietary and those which were not accredited by one of the six regional accrediting bodies (see Appendix A), however, were eliminated from the sampling frame. The specific criteria for listing in the Hep 1992 Higher Education Directory (Higher Education Publications, 1991) is provided in Appendix A.

Source of control or affiliation of each institution was indicated as either public or private by each respondent and was checked against the affiliation or control recorded for institutions in the Hep 1992 Higher Education Directory (Higher Education Publications, 1991).

Degree granting classifications were those provided by the respondent and were checked against the Hep 1992 Higher Education Directory (Higher Education Publications, 1991), however, only those institutions with the highest attainable degrees in the following categories were included: 1) two-year associate degree, 2) four or five year baccalaureate, 3) master's degree, and 4) doctorate degree.

Institutional size was the full-time-equivalent enrollment reported by the respondents for fall 1993. Institutions were divided into these size categories:

- Category 1 - enrollment of 1,000 or less
- Category 2 - enrollment of 1,001 to 5,000
- Category 3 - enrollment of 5,001 to 15,000
- Category 4 - enrollment over 15,000 (Huntington & Clagett, 1991; Thrift & Toppe, 1983).

Marketing acceptance is the "degree to which a university accepts a marketing 'frame of mind'" (Simmons & Laczniak, 1992, p. 264).

Marketing as promotion (Stage One) is when "marketing is primarily a function of admissions - basically a tool to attract prospective college freshmen to a particular institution" (Simmons & Laczniak, 1992, p. 264).

Marketing as market research (Stage Two) occurs when the college or "university recognizes that market research is necessary to provide information about students and the institution to better match students to current and future academic programs" (Simmons & Laczniak, 1992, p. 264).

Marketing as enrollment management (Stage Three) is when within colleges and universities "via enrollment management, marketing thinking is applied to the provision of financial aid, academic and career



counseling, student retention programs, student extracurricular activities, and alumni relations activities" (Simmons & Laczniak, 1992, p. 264).

Marketing as strategic marketing management (Stage Four) is

marketing in its broadest and most effective form. The idea here is that a marketing orientation drives the university's strategic planning process. In Williford's words, strategic planning 'begins with environmental or situation analysis and marketing research' and includes 'institutional strategy formulation to meet established educational goals' which are the product of careful market research evaluation of student populations the university hopes to serve (Simmons & Laczniak, 1992, p. 264).

Regional location was reported by the respondents and classified by which of the six regional accrediting agencies was responsible for regional accreditation. This information was checked against the Hep 1992 Higher Education Directory (Higher Education Publications, 1991). Thus regional classification was within these six regions: New England, Middle States, North Central, Northwest, Southern, or Western. A list of states by region is provided in Appendix A. Urbanicity of an institution was reported by each

respondent who was asked to indicate whether the institution was located within the following locations as defined by the U.S. Department of Education (1993): 1) rural/small town - outside a metropolitan statistical area (MSA), 2) urban fringe/large town - in an area surrounding a central city or within a county constituting an MSA, or 3) central city, located within a central city of an MSA.

#### Research Questions

A review of the literature indicated that the marketing acceptance of a given institution may be related to certain institutional characteristics (Kotler & Fox, 1985; Larocco, 1991; Losher, 1981; Pelletier & McNamara, 1985; Qureshi, 1989; Strozier, 1989; Wassil, 1990). Among these characteristics were the source of control or affiliation (public or private) (Hayes, 1991; Larocco, 1991; Krachenberg, 1972); the institutional degree granting classification (associate, baccalaureate, master's, or doctorate degree)(Hayes, 1991; Losher, 1981; Wassil, 1990); the size of the institution (LaFleur, 1990; Pelletier & McNamara, 1985); the regional location of an institution (Pelletier & McNamara, 1985; Wassil, 1990); and the urbanicity of an institution (rural/small town, urban fringe/large town, or central city)(Hayes, 1991; Larocco, 1991). In consideration of these factors, this research was designed to seek answers to the following questions:

1. At what stage in the Simmons and Laczniak (1992) four stage model are most institutions found?
2. Does the marketing acceptance differ based on the source of control or affiliation, whether it is private or public?
3. Does the marketing acceptance differ based on the institutional degree granting classification (associate, baccalaureate, master's, or doctorate degree)?
4. Does the marketing acceptance differ based on the size of the institution?
5. Does the marketing acceptance differ based on the U.S. regional location of the institution?
6. Does the marketing acceptance differ based on whether the institution is in a rural/small town, urban fringe/large town, or central city urban location?

#### Assumptions

The following assumptions guided this study:

1. The model developed by Simmons and Laczniak (1992) is valid for classifying the marketing acceptance of institutions.
2. It is possible to identify the marketing acceptance of an institution through the use of the survey developed for this study.

### Limitations

The following limitations are recognized:

1. The sampling frame was limited to those colleges and universities listed in Hep 1992 Higher Education Directory (Higher Education Publications, 1991) and will generalize to the total U.S. population of colleges and universities only insofar as the responses of the sample population reflect the characteristics of the larger total population.
2. The accuracy of the responses was limited to the knowledge of the respondent, who was the person judged by the president of the institution as the person most qualified to complete the survey.

### Overview

This was a descriptive study of colleges and universities in the U.S. The results indicate the level of acceptance of marketing according to the four stages identified by Simmons and Laczniak (1992). A secondary outcome of this study indicates whether or not the marketing acceptance of colleges is related to certain institutional characteristics. These characteristics as well as the four stage model are covered in more detail in chapter two. Chapter three includes the methodology, with results provided in chapter four. Conclusions and recommendations are covered in chapter five.

## CHAPTER 2

### Review of Related Literature

The aim of the literature review was to identify what is known about the degree of acceptance and implementation of marketing techniques by higher education institutions and to identify the institutional characteristics related to the marketing acceptance of institutions. The first section of the review contains an examination of the history of higher education which led to the widespread implementation of marketing techniques. The second section provides a look at current practices in marketing of higher education. The third section gives an overview of the *four stage model* which provides a method by which current institutional marketing acceptance can be classified. The fourth section looks at measuring the current marketing acceptance of institutions, and the fifth section is aimed at the relationship of institutional characteristics to marketing acceptance. This is followed by a section which summarizes the literature. The hypotheses to be tested are provided at the end of the literature summary followed by a justification for the study.

#### History of Events in Higher Education Leading to Widespread Employment of Marketing Techniques

As early as the seventeenth century American colleges engaged in limited use of some marketing techniques. Such early efforts consisted primarily of promotional speeches to

local communities by the college president and personal recruitment via alumni. During the latter part of the eighteenth century a great amount of promotional activity occurred within the sectarian institutions. Given the fact that over 700 institutions failed before the Civil War (Rudolf, 1962), it is somewhat surprising that attention was not paid to this aspect of collegial administration earlier.

Although American colleges have long been subject to some of the same market forces that influence customer demand in private business, the widespread use of marketing techniques by colleges and universities was not realized until the 1960s and 1970s when forecasted declines in enrollment led to a strengthened focus on marketing (Krachenberg, 1972; Pelletier & McNamara, 1985). The threat of decline in the numbers of available education consumers was not easily reconciled by administrators who were accustomed to the seller's market which had developed in the wake of the G.I. Bill after World War II. The period of time that followed enactment of the G.I. Bill is often referred to as *the golden age of higher education* (Jantzen, 1991).

The demand for higher education continued through the 1960s and was fed by the "baby boom" with its seemingly ever increasing supply of high school graduates. To accommodate this increased market for higher education the number of colleges rose dramatically during the post World War II era.

In the late 1970s, however, the "baby bust" replaced the "baby boom" (Edmondson, 1987). The number of high school graduates (the traditional applicant pool) dropped from 3.2 million in 1977 to 2.8 million in 1983 (Kotler & Fox, 1985). For the first time in many administrators' memories, colleges began to confront a shortage in the traditional market population.

In response to this threat many administrators began to turn to marketing methods for help. This led to a marked increase in the use of marketing in higher education after 1970. Pelletier and McNamara attributed this new attitude toward marketing to a

...dramatic change in society: The U.S. experienced a serious recession; government funding evaporated; demographers started projecting declines in the birth rate and began tracking massive shifts in population from the Northeast and Midwest to the Sunbelt. In sum, many of the outside forces that affect higher education had changed significantly in just a few years (1985, p. 54).

Since they had little experience and background with which to manage the new buyer's market, most administrators focused on increased recruiting in an effort to stem the tide of declining enrollment. While the increased recruiting was producing results, it brought with it a degree of culture shock. Admissions officers who had been

gate-keepers since the Second World War, insuring that only the most qualified applicants entered their institutions, suddenly found themselves supervising a recruiting staff (Strozier, 1989). An industry which had enjoyed a true seller's market for years found itself to be in a buyer's market (Merante, 1982).

With the expanded focus on recruiting, the number of applicants increased (Kotler & Fox, 1985). Perhaps in response to an overreaction to their fears of declining enrollment or the momentum caused by their early recruiting successes, many institutions subsequently found themselves enrolling students who previously would not have met admissions standards. Attrition rates increased. Stewart (1991) reminded administrators that increasing enrollment was not the answer to their problems if the admissions were of low quality and led to high attrition. Thus a dilemma; whether to accept non-qualified applicants or to suffer the effects of declining enrollment. For many it was back to the drawing board. Institutions emerged with multiple new directions: developing remedial programs aimed at raising the academic level of the students who were performing poorly; focusing on enrollment management; performing market research to identify new applicant pools; and even looking at the applicability of the four p's (product, price, place, promotion) of the marketing mix to education. For example, an administrator might address the attrition problems by



reviewing the product, such as educational programs. Or the administrator might focus on the place of offering, or even the pricing of a program. In this way many administrators developed focused product offerings and during the late 1970s and early 1980s many rigorous and well conceived marketing concepts began to appear on college campuses. (Caren, 1987; East & McKelvey, 1980; Jantzen, 1991; Ziegler, 1991)

Around this same time (mid-1980s) the concept of marketing began to appear more frequently in the literature and in March 1985, the Consortium for the Advancement of Private Higher Education held its first seminar in marketing (Louis, 1986). The concept of marketing for higher education began to expand. There were naysayers, and some administrators contended that marketing would lead to lowered standards and the development of "diploma mills". Even as late as 1989, Historian Bledstein argued that "the marketing mentality has fostered a decline in the quality of universities" (cited in Strozier, 1989, p. 34).

As recently as the mid-1980s Kotler and Fox identified three groups of educational administrators (relative to marketing):

- 1) those doing little or nothing, who tend to believe that marketing methods are unprofessional and would lower the stature and quality of higher education,
- 2) those who increase the college's "sales department"

by beefing up admissions, printing more elaborate catalogs, and doing some limited media advertising, and 3) a small, but growing, number who have taken a genuine marketing response (1985, p. 9).

During this time (mid-1980s) literature began to appear suggesting the application of business marketing strategies to education. Philip Kotler, the C. S. Johnson & Son Distinguished Professor of International Marketing at Northwestern University's J. L. Kellogg Graduate School of Management, authored Marketing for Nonprofit Organizations which was one of the premiere attempts at expanding marketing beyond profit making ventures (Strozier, 1989). Shortly thereafter, in response to the perceived need in education, he published, with Karen Fox, Strategic Marketing for Educational Institutions (Kotler & Fox, 1985).

Meanwhile, several researchers examined the four elements of the marketing mix (product, price, place, promotion) and found that the four p's could and did apply to higher education (Jantzen, 1991; Stewart, 1991; Wassil, 1990). Stewart (1991) maintained that customer needs and wants should be considered when designing the educational product, in pricing the offering, in determining how the service was delivered, and in promoting the institution and its offerings. Ziegler (1991) examined the use of market research in promotion and retention. Jantzen (1991) looked at enrollment management as an element of strategic

marketing. Wassil (1990) studied the perceived value of various marketing strategies used by New England colleges and universities. He found that among the most useful strategies were those involving recruitment and selling and those strategies paying attention to the marketing mix.

Although research concerning the development and implementation of marketing in American higher education has been occurring since the early 1980s, a cohesive body of evidence regarding the level of marketing implementation is still not available and marketing models developed specifically for education are still slow in appearing. Only in the last few years has a field of marketing and research, specifically targeting education, developed.

#### Current Practices in the Marketing of Higher Education

A review of the literature on current practices in the marketing of higher education was somewhat perplexing; for the most part, marketing models are not being used by higher education and only limited techniques are being applied with most of them having been developed within the last few years (Hayes, 1991; Williford, 1987). A wide body of literature was not found.

Although the available literature indicates that there is currently very limited use of strategic marketing, there does appear to be a trend developing toward an overall greater acceptance and use of marketing techniques by higher education. It could be that eventually the administrative

strategies of colleges and universities could evolve into strategic marketing management.

To illustrate the trend toward the increased use of marketing, one could look at the once fairly widespread reluctance by many colleges to use common advertising media such as radio, television, and newspaper. Now, however, even colleges that previously did not actively recruit students are routinely using advertising and other promotional activities to market themselves and their programs (Pelletier & McNamara, 1985).

Although the use of marketing is arguably a developing trend, Williford, who conducted an analysis of the uses of marketing in higher education, stated "Marketing of higher education is neither implemented widely nor understood properly" (1987, p. 50). Furthermore, as recent as 1990, the Marketing Education Association during the National Directions Conference addressed the need for a model marketing plan for marketing educational programs (Price, 1992). Somewhat contrary to this theme is the premise put forth by Hayes (1991) that the concept of marketing is acceptable, as long as it is not called marketing. He maintains that the concept of marketing is often hidden under the more palatable terms *institutional advancement* or *university advancement*.

The slowness of higher education to embrace marketing techniques appears to be due in part to two conditions. The

first is a reluctance on the part of administrators to accept the concepts and the second is a lack of appropriate skills in the business and marketing disciplines (Hossler & Kemerer, 1986; Trachtenberg, 1988). According to Trachtenberg "the term marketing is repugnant to college administrators" (1988, p.63). This is somewhat supportive of Hayes' (1991) premise that it is the term "marketing" more so than the concept which is objectionable. There is also a shortage in higher education of administrators with marketing and management skills (Hossler & Kemerer, 1986). In fact, there is a general lack of understanding of what marketing entails. This can be seen in the findings of Kotler and Fox regarding the level of understanding of marketing among college administrators:

When 300 educational administrators whose colleges were facing declining enrollment were asked "What is marketing?", 61% indicated marketing was a combination of selling, advertising, and public relations and 28% indicated it was one of those three items. Only a few knew that marketing had something to do with needs assessment, marketing research, product development, pricing, and distribution (1985, p. 6).

For those administrators who are aware of marketing in higher education, the tendency is for them to view it as selling and promotion and to ignore and avoid marketing techniques until they encounter resource problems.

Marketing methods, therefore, are often seen as a source for help in troubled times (Stewart, 1991).

Some limited empirical investigation into marketing in higher education has occurred. During the late 1980s, Qureshi (1989) investigated the marketing orientations of 24 universities. He found that during the five year period of study there had been a noticeable increase in the acceptance of marketing. He further identified five dimensions of successful marketing orientations among universities. These were 1) a customer philosophy, 2) an integrated marketing organization, 3) adequate marketing information, 4) a strategic orientation, and 5) operational efficiency. These are in line with the same five elements first identified by Kotler (1977) among businesses that are effective marketers. Variations of these same elements recur in the literature. For example, Kotler and Fox (1985) gave an example of a college whose customer philosophy and marketing orientation were apparent in the following philosophy it developed to guide its workers. It stated that students were

- The most important people on the campus; without them there would be no need for the institution
- Not cold enrollment statistics, but flesh-and-blood human beings with feelings and emotions like our own
- Not dependent on us, rather we are dependent on them
- Not an interruption of our work, but the purpose of

it; we are not doing them a favor by serving them - they are doing us a favor by giving us the opportunity to do so (Kotler & Fox, 1985, p. 30)

Although several researchers (Kotler & Fox, 1985; Larocco, 1991; Lohmann, 1988; Qureshi, 1989; Wassil, 1990) have focused on identifying marketing orientations, they stopped short of developing related models.

Initial steps toward the formation of a marketing model specific to higher education began with ideas put forth by Williford (1987). The concepts detailed by Williford concerning the four levels of acceptance of marketing in educational institutions were used by Simmons and Laczniak as "a springboard to propose a four stage model describing the evolution of marketing in colleges and universities" (1992, p. 263). Although this was not a marketing model per se, it did detail the marketing elements present in most institutions. There is widespread support for the belief that the final stage, *strategic marketing management*, represents the *best* approach to marketing in higher education institutions (Cooper & Gackenbach, 1983; Kotler & Fox, 1985; Morris, 1988; Schmidt, 1991; Simmons & Laczniak, 1992; Williford, 1987).

#### Four Stage Model Reflecting the Acceptance of Marketing in Higher Education Institutions

When Simmons and Laczniak (1992) proposed that institutions evolve through different levels of marketing

acceptance, they classified them into four stages, with each stage identifiable by the central focus of marketing efforts. These stages were

*Stage One* - Marketing as Promotion

*Stage Two* - Marketing as Market Research

*Stage Three* - Marketing as Enrollment Management

*Stage Four* - Strategic Marketing Management

Simmons and Laczniak described these four stages as "a kind of life cycle progression, with each phase representing a greater commitment to marketing as a central force in university administration" (1992, p. 264). As with most multiple stage models, this one was hierarchial and colleges and universities moved to the next stage once the properties of earlier stages had been fulfilled. Although institutions generally progressed from stage to stage, it was possible that stages could be skipped or that a university could stay in one stage for an extended period of time. The model did not operate in isolation, but rather interacted with many factors germane to a given educational institution (i.e., a change in mission decreed by legislation or the development of a new program brought on by pressure from industry).

The key issue applicable to marketing is the extent to which a university accepts a marketing "frame of mind". According to Simmons and Laczniak (1992), the broader the questions of a university about its environment, the more complex was that institution's marketing approach. Further,



it is important for organizations to be cognizant of the stage in which they are operating in order that they may judge their own level of acceptance of the marketing concept. Simmons and Laczniak indicated that this model was not a predictive theory; it could not be used to predict when a college might move from one stage to the next. Rather it was "a logical way to think about how marketing evolves in higher education" (1992, p. 265).

Figure 1 provides an overview of this multiple stage model illustrating how foci change at each stage. Simmons and Laczniak (1992) contended that a review of this model can provide administrators and researchers with a logical method with which to classify their organizations.

**Figure 1 - A Stage Model Reflecting the Acceptance of Marketing in Higher Education**

(Simmons & Laczniak, 1992, p.266)

	<b>STAGE 1 MARKETING AS PROMOTION BY THE ADMISSIONS DEPT.</b>	<b>STAGE 2 MARKETING AS MARKETING RESEARCH</b>	<b>STAGE 3 MARKETING AS ENROLLMENT MANAGEMENT</b>	<b>STAGE 4 STRATEGIC MARKETING MANAGEMENT</b>
<b>Primary focus of research</b>	Prospective students	Prospective, current, and future students and institutional characteristics	Stage 2 elements, plus comprehensive data for all current and past students	Stage 3 elements, plus relevant research concerning all university objectives
<b>Administrative coordinator</b>	Admissions Director	Director of Institutional Research or Marketing Coordinator	Vice President - Enrollment Management	Vice President - Marketing
<b>Scope of the research system</b>	Ad hoc	Marketing Information System (MIS)	Decision Support System (DSS)	Institutional wide research for strategic planning and control
<b>Key marketing activities often included</b>	Advertising, Personal selling, Public relations	Stage 1 elements and systematic marketing research	Stage 2 elements and research on pricing and program (i.e., product) modification	Stage 3 elements and new program development and innovative distribution of programs
<b>Relative cost to the institution</b>	Low	Medium	High	Very high

Although the cost is high in Stage Four, Trachtenberg (1988) maintained that costs are offset because colleges cannot afford the shoddy administration and lack of planning that the Stage Four investment is designed to eliminate.

### Stage One - Marketing as Promotion

Institutions in Stage One operate on the premise that marketing is primarily a function of admissions - basically a tool to attract prospective college freshmen to the institution. Promotional and recruitment activities are fundamental to this stage. In essence, the college admissions office functions as the sales department. Advertising is done in the form of catalogs, brochures, posters, and schedules. Unfortunately, as noted by Kotler and Fox (1985), many administrators and faculty perceived of this as marketing.

Inherent in this stage is the requirement that admissions officers learn about target markets and market segmentation. These officials find themselves in an intelligence gathering mode as the fulfillment of their duties expands beyond recruiting and they find they must begin to gather data with which to identify and target markets. At this stage most institutions move beyond simple recruiting and into conducting market research (Simmons & Laczniak, 1992; Williford, 1987).

### Stage Two - Marketing as Marketing Research

As the admissions process expands, it becomes apparent that information pertinent to the institution and the populations it serves would prove beneficial in the recruiting process. At this point admissions officers may find themselves repeatedly seeking information from the

administration. It becomes apparent that more than ad hoc information gathering is required, and when resources permit the college or university may hire a Director of Institutional Research or Marketing Coordinator. Once a personnel and budget commitment is made, the institution is firmly rooted in Stage Two. Information gathering and evaluation become ongoing organized efforts. Information is gathered concerning the internal and external images that the university projects and an overall assessment of student satisfaction is made. In Stage Two the focus shifts more from gathering information to the evaluation of information. Marketing information systems (MIS) are employed to gather and evaluate data. The essence of this stage is the evaluation of all that exists within the university's domain. At some point research begins to expand beyond what currently exists and extends into the past (alumni) and future. At this point the institution is entering Stage Three (Simmons & Laczniak, 1992; Williford, 1987).

### Stage Three - Marketing as Enrollment Management

Once the institution begins to concentrate beyond the incoming and existing students it typically begins to look at what has happened to its students via alumni satisfaction surveys, career placement studies, and retention studies. Enrollment management becomes integral to the college. Enrollment management is a process that influences the size, shape, and characteristics of a student body by directing

institutional efforts in marketing, recruiting, and admissions, as well as in pricing and financial aid (Simmons & Laczniak, 1992). According to Jantzen (1991), it was the student body, its size and quality, that was managed.

This stage requires high level centralized leadership, typically management by a vice president of enrollment management. Often enrollment management committees or coordinators are also used. In this stage the institution becomes more responsive to the needs of its customers (students). Large amounts of data are required and decision support systems (DSS) are used to evaluate data relative to "the big picture" and to manipulate "What if?" scenarios (Markovich & Malling, 1983). Students are tracked from the first inquiry through to alumni status (Hossler & Kemerer, 1986). As the organization becomes more accustomed to being customer oriented (even driven) it begins to reevaluate its mission in light of the available data. When this occurs, the institution is entering the arena of strategic marketing management, Stage Four (Simmons & Laczniak, 1992). Cooper and Gackenbach (1983) saw institutional research offices, because of their positioning in the hierarchy of an institution, as being a key element in the transition to strategic marketing.

#### Stage Four - Strategic Marketing Management

This stage encompasses all the previous stages and their activities but is driven by and coordinated with the

strategic planning process of the institution. Morris defined marketing strategy as "the science and art of deploying all the resources of the organization to achieve established goals and objectives in the face of competition" (1988, p. xi). In this stage the university develops and maintains a strategic fit between the organization and its changing marketing opportunities. It is here that a college recognizes that "marketing is a 'window to the world'" (Morris, 1988, p. xi). The institution develops academic programs that "fit" with the environment and selects market segments that offer the best potential for its limited resources. What occurs in every element of the institution is an articulation of what the institution wants to be and what markets it can best serve (Simmons & Laczniak, 1992). Morris (1988) contended that such marketing is a fundamental framework for management decisions and a state of mind that permeates the entire organization. Williford (1987) contended that ongoing evaluation relative to institutional goals is a key element of Stage Four.

Because marketing at this point is an integral part of the overall management of the university, the motivating leadership rests close to the top, generally with a vice president of marketing. Kotler and Fox identified five steps which administrators could take to further a strategic marketing approach:

- 1) provide top administrative support, 2) have effective

organizational design (marketing management), 3) provide internal marketing training, 4) establish marketing oriented hiring practices, and, 5) reward marketing oriented employees (1985, p. 33-34).

Responsiveness to the consumer is endemic to this process and Kotler and Fox saw institutions as being either non-responsive, casually responsive, or highly responsive. The characteristics of these responsiveness levels are demonstrated as follows:

Three Levels of Consumer-Responsive Institutions

	<u>UNRESPONSIVE</u>	<u>CASUALLY RESPONSIVE</u>	<u>HIGHLY RESPONSIVE</u>
Complaint system	NO	Yes	Yes
Surveys of satisfaction	NO	Yes	Yes
Surveys of needs and preferences	NO	NO	Yes
Customer-oriented personnel	NO	NO	Yes

(Kotler & Fox, 1985, p. 29)

Kotler and Fox (1985) provided a step-by-step guideline for educational institutions to implement strategic marketing. In essence, the process begins with the formulation of a marketing plan followed by an analysis of

the internal and external environments of the university. Institutional goals are set based on available and potential resources while keeping a watchful and coordinating eye on the entire university environment. A marketing strategy is developed taking into account current offerings and potential opportunities. Key to the market strategies are defining markets, measuring current market demand, and forecasting future market demand. Competition is analyzed and the institution positions itself in the market. Market segmentation and target marketing strategies are developed and implemented. Institutions then turn to the marketing mix and educational programs are subsequently modified or developed. Pricing objectives and strategies are formed with the environment, competition, resources, opportunities, and products in mind. Attention then turns to delivery of the programs and finally to promotion. Within the scope of promotion is the attraction of financial support from constituent groups, e.g. alumni and legislatures. In the final phases the university evaluates or audits its marketing strategy and readjusts the strategy as required.

The Simmons and Laczniak (1992) four stage model provides an intuitive method of looking at the marketing stance of institutions. Relevant validation of several elements of the model can be found. Hayes (1991), Jantzen (1991), Lohmann (1988), and LaFleur (1990) provided some insight into the *administrative coordinator* element of the



stage model in terms of where the marketing coordination can occur. In line with the model, marketing coordination can vary from the admissions office to a vice presidential level. LaFleur (1990) found that the higher the individual marketing responsibility level in the administrative hierarchy, the more effective was the marketing of the college. Lohmann (1988) found that a lack of commitment from the top resulted in lower marketing orientation. Both of these findings are directly supportive of the Simmons and Laczniaak (1992) perception of the importance of the *administrative coordinator*.

Both the *focus of* and *scope of the research system* were addressed by LaFleur (1990), Schmidt (1991), and Ziegler (1991). As in the model, the focus of research can be limited to single elements such as the existing student body, or it can evolve into a more sophisticated marketing research program. As the focus and scope become more extensive, the marketing orientation and effectiveness increase.

The element of the model pertaining to *key marketing activities* was addressed by LaFleur (1990), Stewart (1991), Jantzen (1991), and Ziegler (1991). Activities range from promotion and selling to addressing the marketing mix. As an institution progresses toward strategic marketing, the activities reach into those areas described in Stage Four of the model.

The relative cost of marketing to the institution was covered by, among others, Lohmann (1988), Jantzen (1991) and Pelletier and McNamara (1985). In agreement with the model, it was found that as more marketing occurs, the cost to the institution rises.

Simmons and Laczniak (1992) have provided an intuitive model with which to view institutions according to their marketing acceptance. This model provides a way to classify institutions as they progress in their acceptance of marketing. Simmons and Laczniak (1992), however, did not provide an instrument for measuring which stage characteristics are present in a given institution.

#### Measuring Marketing Acceptance and Marketing Orientations of Higher Education Institutions

Measurement of *marketing orientations* in education is a relatively new field. Whereas in profit making ventures it is sometimes possible to use quantitative measures such as the size of the marketing staff or budget to measure an organization's commitment to marketing, such mechanisms are not appropriate for education since administrators frequently do not even recognize that their institutions contain a marketing element (Kotler & Fox, 1985; Pelletier & McNamara, 1985). Kotler (1977) further indicated that even within profit making ventures measurement of marketing effectiveness is difficult. He did, however, develop an instrument for doing so. His instrument is in the form of a

questionnaire, which he refers to as an audit. The audit is for use by an organization in assessing the effectiveness of marketing by the different elements of the organization. It consists of a set of questions, each of which has three answers provided. For each question, the respondent indicates which of the three answers best describes the traits of the organization. Points on a three point scale are assigned and a total score computed by summing the responses to the questions. The higher the total score, the more effective the organization is in marketing.

The Kotler instrument was developed specifically for profit-making organizations, but Scigliano (1983) used the audit developed by Kotler (1977) to create the Marketing Index for Higher Education (MIHE). The MIHE measures the institution's marketing philosophy, planning, and programs. Veltri (1983) expanded the MIHE to a five point scale. Both Scigliano and Veltri indicated high internal reliability for the MIHE. LaFleur (1990) used the MIHE in conjunction with another scale in assessing strategic marketing of four year colleges which had membership in the American Assembly of Collegiate Schools of Business (AACSB). He confirmed the internal reliability of the MIHE, however, he mentioned that the scale, although valid and reliable, might yield upward response bias depending upon who the respondent was and that further refinement of the scale may be needed.

A review of the MIHE indicated that it focuses

specifically on marketing, and if administrators are not comfortable with the concepts and terms related to marketing or are unaware of the many facets of marketing, it may not be as valid for colleges and universities as some researchers claim. In addition, LaFleur (1990) found that most institutions clustered in the middle, which may be a discrimination weakness on the part of the instrument.

Qureshi (1989) adapted parts of the original Kotler (1977) audit for use in his study of changes in college and university marketing stance. Lohmann (1988) developed a scale to measure marketing orientations of continuing education programs. The scale requires the respondent to indicate how often certain behaviors (which are characteristics of marketing) occur at the institution. Several other researchers have developed scales related to marketing in higher education (Larocco, 1991; Losher, 1981; Wassil, 1990). Most of the scales focus on attitudes toward marketing or on specific strategies used. There were no instruments discovered which would specifically address the identification of institutions within the four stage model.

Identification of the shortcomings of existing methods of measurement led to the need for an appropriate way to measure the marketing acceptance of colleges and universities so that they could be classified according to the four stage model. It was therefore decided that the four stage model of Simmons and Laczniak would serve as a

foundation for the development of a survey which would be used to ascertain the marketing acceptance of institutions. The instrument question and scoring formats developed by Kotler (1987) for measuring marketing effectiveness in business and by Lohmann (1988) for measuring marketing orientations of continuing education programs were used as guidelines with the content for specific items adapted from the Simmons and Laczniak four stage model. This is similar to the audit methods developed by Scigliano (1983), Veltri (1983), and Qureshi (1989). A section on institutional characteristics was used to categorize respondents for further analysis on marketing acceptance.

#### Institutional Characteristics Related to Marketing Acceptance

Although several researchers have focused on the marketing orientations taken by colleges and universities and on the strategies used, only a few have directly addressed institutional characteristics related to the marketing stance. Lorocco (1991) studied the marketing strategies used by colleges and universities offering master's programs in business. He found that differences existed between public and private institutions and between urban, suburban, and rural institutions in the marketing strategies used. LaFleur (1990), however, found no difference in the marketing orientations of institutions based on the source of control (public or private).

Alexander (1978) found that administrators at two-year public and four-year private institutions were more in favor of the use of marketing strategies as a part of institutional management.

Hayes (1991) indicated that in addition to private colleges and rural institutions, community colleges seem to have been the first to move toward the use of marketing. Pelletier contends that small independent colleges pioneered marketing in higher education (Pelletier & McNamara, 1985). He asserts that small institutions were creative in adopting marketing because their size allowed them to be more innovative. LaFleur (1990) found that the marketing effectiveness of an institution was inversely related to size, that is the larger the institution, the less effective was their marketing. He also found that "setting", the equivalent of urbanicity, was not related to marketing.

The fact that the development of marketing efforts was more important for certain regions of the U.S. was reported by Pelletier and McNamara (1985) who indicated that population shifts to the sunbelt led to the development of a greater need for marketing in the frostbelt. Hayes (1991), however, contended that more marketing occurs in the northeast because most private colleges (55%) are located there, but LaFleur (1990) and Lohmann (1988) found that region was not related to the marketing orientations of institutions.

In the literature several institutional characteristics appear which might be related to the degree of acceptance and implementation of marketing by colleges and universities. Again, these characteristics are the source of control or affiliation (public or private) (Hayes, 1991; Larocco, 1991; Krachenberg, 1972), the institutional degree granting classification (associate, baccalaureate, master's, or doctorate degree)(Hayes, 1991; Losher, 1981; Wassil, 1990), the size of the institution (LaFleur, 1990; Pelletier & McNamara, 1985), the regional location of an institution (Pelletier & McNamara, 1985; Wassil, 1990) and the urbanicity of an institution (rural/small town, urban fringe/large town, or central city)(Hayes, 1991; Larocco, 1991).

#### Summary

The first section of the literature review dealt with the history of American higher education relative to marketing. In essence, there has long been a need for marketing, but it only became widespread following projections in the late 1960s of a shrinking pool of high school graduates. These projections forecasted shortages to occur from the 1970s through the 1990s. College administrators turned to marketing to ensure institutional survival. Their initial attempts focused on recruiting, but in some institutions later broadened to encompass marketing research, enrollment management, and eventually strategic

marketing management.

The literature review next focused on the current practices in marketing of higher education. There has been slow progress in the acceptance and use of marketing in higher education, but there is an identifiable trend toward even greater acceptance. This can be seen in the widespread use of promotional activities and institutional and marketing research, but is less evident in the use of enrollment management and strategic marketing management. A body of literature regarding marketing of colleges and universities is still developing, but models specific to higher education are uncommon, and in fact only one model specific to the acceptance of marketing in higher education was discovered in the literature. This is the Simmons and Laczniak (1992) four stage model reflecting the acceptance of marketing in higher education.

The third section of the literature review provided an overview of the Simmons and Laczniak (1992) four stage model as well as some evidence of support for the elements of the separate stages. In essence, as institutions progress in their use of marketing, they move from marketing as promotion (Stage One), into marketing as market research (Stage Two), to marketing as enrollment management (Stage Three), and hopefully, ultimately end up in strategic marketing management (Stage Four). It is in this stage that administrators can best lead colleges toward successful



fulfillment of the institutional mission.

The development of the four stage model provides an intuitively sound way to look at the progression of institutions in their use of marketing. When the model was developed, empirical validation of the marketing acceptance of individual colleges and universities was needed. In order to determine this, of course, it was necessary to systematically assess where institutions were relative to the four stages of marketing acceptance. No appropriate method for doing so was found; thus, it was decided that a survey based on the four stage model should be developed. The survey was designed to assess which stage an institution was in and was based on question/answer formats developed by Kotler (1977) and Lohmann (1988).

When examining the marketing acceptance of colleges and universities, the literature indicated that certain institutional characteristics might be related to the marketing stance taken by an institution. Thus, in addition to determining the operational stage of marketing for an organization, it was also necessary to identify some of the institutional characteristics which might be related to the institution's level of marketing acceptance.

Since the literature indicated that colleges and universities differed in their levels of marketing, and that certain institutional characteristics were related to the marketing stance taken, this study focused on providing an

answer to the six research questions posed in chapter one. Those research questions were answered as shown below.

### Research Question and Hypotheses

This study provided the answer to the following question:

What stage in the Simmons and Laczniak (1992) four stage model are most institutions in?

The following null hypotheses were tested within this study ( $\alpha = .05$ ):

1. There will be no difference in the marketing acceptance of private and public institutions.
2. There will be no difference in the marketing acceptance of associate, baccalaureate, master's or doctorate degree granting institutions.
3. There will be no difference in the marketing acceptance of institutions within different size classifications.
4. There will be no difference in the marketing acceptance of institutions from the six different U.S. regional locations.
5. There will be no difference in the marketing acceptance of institutions by urbanicity of the institution (rural/small town, urban fringe/large town, or central city location).

### Justification for This Study

Unless colleges and universities implement strategic marketing management, they will continuously operate in a reactive mode. Successful educational leaders are proactive and position themselves so that they can achieve well defined goals. Experts in the field of higher education administration have long held that all activity should descend from the mission statement and that those steps required to accomplish the mission comprise the strategy for the institution (Keller, 1983; Kotler & Fox, 1985). This requires that all individuals working within an institution be knowledgeable about the mission. They should be able to quote the essential text of the mission, understand the mission, and explain their role in its implementation. Mission understanding must permeate to all levels of the staff. This holds true for all individuals whether they are charged with taking care of the buildings or taking care of minds. In line with this is the need to integrate the marketing process with the strategic planning process so that strategic marketing management occurs to assist institutions toward viable goal achievement. (Kotler & Fox, 1985)

As institutions move into the twenty-first century strategic marketing management will become increasingly important. An early step for institutions is to become cognizant of their marketing acceptance and of the

acceptance of marketing by others. By so doing they can enhance their positions relative to mission fulfillment. Toward this end, it was first essential that the current status of marketing in higher education be identified to provide insight into its directions. Second, it was important to identify institutional characteristics which are related to the marketing stance developed by such institutions. The results of this study provided information relative to these issues.

## CHAPTER 3

### Methods

This chapter details the methodology used in this study. It includes the research design, procedures, population and sample (population, sample, and sampling method), measurement of the variables (instrument development and pilot testing, reliability and validity, and scoring), data collection, and data analysis procedures (hypothesis testing).

#### Research Design

This study was a descriptive study although some hypothesis testing was done. The results of this study are intended to describe the current level of the acceptance of marketing among higher education institutions in the United States. The data were analyzed to determine if the marketing acceptance was related to certain institutional characteristics.

#### Procedures

This study included the following steps.

1. The four stages of marketing acceptance developed by Williford (1987) and refined by Simmons and Laczniaik (1992) were used to develop a survey based on the formats used by Kotler (1977) and Lohmann (1988).
2. The survey was reviewed by a panel of experts in marketing and higher education (the panel included the

developers of the model). Revisions were made based on panel member recommendations. This review is discussed in more detail under the validity section of this chapter.

3. A system of scoring the instrument to determine the level of marketing acceptance was developed based on the scoring systems developed by Kotler (1977) and Lohmann (1988) and the pilot study results.

4. A pilot test was conducted via a random selection of 36 institutions chosen from the Hep 1992 Higher Education Directory (Higher Education Publications, 1991). Scores from the pilot sample were used to determine internal reliability.

5. In addition to the 36 institutions randomly chosen for the pilot study, four additional institutions with which the researcher made personal contact were included in the pilot study. These four institutions were not only sent the standard survey package, but personal interviews were conducted at the institutions to allow the researcher to better assess the validity of the instrument. This is further discussed under the validity section.

5. Revisions were made to the instrument based on the panel reviews, the pilot study analysis, and the interview data. A revised instrument was then sent to a larger random sample of colleges and universities in

the United States.

6. An additional survey was sent to nonrespondents three weeks after the initial mailout. An analysis was made to ensure that response bias did not occur by comparing the characteristics of the responding sample against some known characteristics of the selected sample (to see if significant differences existed).

7. The survey responses were analyzed, conclusions were drawn, and recommendations were made based upon the results.

#### Population and Sample

This section describes the population to which these results can be generalized. The sample and the method used to select the sample are also described.

#### Population

The population from which the sample was chosen is all non-proprietary colleges and universities in the United States which award their highest degree as a two year associate degree, a four or five year baccalaureate degree, a master's degree, or a doctorate degree. The population was further limited to only those institutions holding regional accreditation from one of the six regional accreditation bodies (See Appendix A). This population was selected from a sampling frame of institutions listed in the Hep 1992 Higher Education Directory (Higher Education

Publications, 1991). There were 2,270 colleges and universities in the population.

### Sample

The sample size was determined using the formula for sample size provided by Schaeffer, Mendenhall, and Ott (1986) for estimating a population proportion. A copy of the formula is provided in Appendix B. The formula indicates that to have a  $\pm 5\%$  degree of accuracy at a confidence level of 95%, with a population of 2,270 (the population size after eliminating institutions which were proprietary, non-accredited, etc.), the sample size should be 340. Thus 490 surveys were sent out, based on the assumption of a 70% return rate (which was the pilot test response rate).

### Sampling Method

The colleges and universities listed in the index in the Hep 1992 Higher Education Directory (Higher Education Publications, 1991) were numbered and a list of random numbers was generated. The colleges and universities corresponding to the 490 random numbers on the list were sent surveys. The surveys were addressed to the institutional president or chief executive officer with instructions that it be given to the individual most knowledgeable in promotional, research, enrollment management, and strategic planning activities, for



completion. A question on the instrument ascertained the position of the individual completing the survey. Appendix C contains a copy of the cover letter.

### Measurement of Variables

This section covers measurement information. It includes the development of the survey instrument and scoring procedures, instrument review and validation, pilot testing of the instrument, and validity and reliability findings.

### Instrument Development

The instrument was developed using the elements of the four stages of marketing acceptance which were first identified by Williford (1987) and later refined by Simmons and Laczniak (1992). Each of the four stages contain five separate identifiable elements (focus of research, administrative coordinator, scope of the research system, key marketing activities, and relative cost to the institution). Three statements which summarized the characteristics of the first four elements of each of the four stages were provided to the review panel members (48 statements). These 48 statements represented the researcher's prototype instrument (survey). A decision was made by the researcher that the fifth element, relative cost to the institution, would not be included in the survey instrument since respondents would be likely to have

different responsibilities within each institution and judgements regarding cost could be expected to vary widely. Additionally, it was felt that the cost factor would be subsumed by the other four elements, i.e., the presence or absence of the other elements would provide a key to the relative cost to the institution. After reviewing the prototype instrument, several members of the review panel suggested expanding some statements into two separate statements and the rewording of other statements. Following the review a total of 57 statements were included in the revised instrument. The 57 statements were grouped into three sets of 19 statements with all three sets roughly equivalent in terms of meaning. Each set of 19 statements was intended to solicit an equivalent response. It was felt that this design would serve as a measure of internal reliability. A copy of the pilot test form with the cover letter is provided in Appendix C.

Directions were provided which instructed respondents that for each of the statements they should indicate whether they agreed or disagreed (on a four point Likert scale: strongly agree, agree, disagree, strongly disagree) that the statement described their institution. The descriptive statements for each stage were randomly ordered so that Stage One elements were not always first nor Stage Four elements last.

A separate section assessed institutional characteristics such as the source of control or affiliation

(public or private), the institutional degree granting classification (associate, baccalaureate, master's, or doctorate degree granting), the size of the institution, the U. S. regional location (southern, northwest, etc.), the urbanicity of the institution (rural/small town, urban fringe/large town, or central city), and the administrative position of the individual completing the survey.

The final survey question asked the respondents to indicate the current marketing emphasis at their institution (marketing as promotion, marketing as market research, marketing as enrollment management, marketing as strategic marketing management). A review of responses from the pilot test indicated that these self ratings (current marketing emphasis) were not consistent with responses to individual questions for each stage. In the final survey form this question was deleted.

Based on the pilot study results, the survey was pared to 38 statements and an additional section on institutional characteristics. The survey was sent with a cover letter addressed to the institutional president and a second cover letter addressed to the respondent who completed the survey for the institution. Copies of the cover letters and survey are provided in Appendix D.

### Scoring

In responding to the statements for each of the four elements, each respondent received a score ranging from one

(strongly disagree) to four (strongly agree) for each statement. A total score for each stage was calculated by summing the scores of all pertinent statements and dividing by the number of statements. The breakdown of statements by stages is provided in Appendix E. Thus each institution received a mean stage score ranging from 1 to 4, with a higher score indicating a greater degree of stage completion.

#### Instrument Validity

Instrument validity was judged in two ways. First, the instrument was review by a panel of experts in the fields of marketing, measurement, and college administration. The panel members included the developers of the four stage model (Simmons and Lacznia, 1992), a university professor of marketing, a university administrator with overall marketing responsibility in a large public institution, and a professor whose expertise includes instrumentation and data analysis. This review was done in order to assess the validity of the measurement instrument in providing accurate data regarding the construct "marketing acceptance".

Each panel member was given a copy of the stage model, several descriptive paragraphs about the model, and the survey. They were asked to indicate whether, in their opinion, the survey was adequate for determining if an institution had fulfilled each of the stage elements. In

addition to the panel of experts, several members of graduate level courses who are also college administrators were asked to review the instrument for readability and clarity. Revisions were made based on panel member recommendations and the peer review.

The second step in establishing validity involved the interviews which were conducted at the four institutions included in the pilot study. The purpose of the interviews was to determine what was actually occurring in the area of marketing at those institutions. The knowledge garnered from the interviews was used by the researcher to assign each institution a score from 1.0 to 4.0 (in increments of .25) for each stage. The interview generated scores were then compared to the mean scores for each stage which were calculated from the instruments returned as part of the pilot study mail-out. In each case the interview generated score was within  $\pm .33$  of the institution's self reported score. The interviewer scores were predominantly higher than the self reported scores except on Stage Two. In this stage (marketing as market research) the interview scores were lower than the self report scores. Since the researcher has a background in institutional research it is possible that personal bias led to these lower ratings by the researcher. In general the self report scores appeared to be consistent with the interview data indicating that the instrument does provide a valid measure of stage

fulfillment.

### Pilot Testing

Once the survey was developed and the expert panel review completed, the survey was sent to the East Tennessee State University Institutional Review Board for approval for pilot testing. Once approval was gained, the pilot test instrument was sent to administrators at 36 institutions randomly selected from the Hep 1992 Higher Education Director (Higher Education Publications, 1991). Instruments were also sent to administrators at the four other institutions where the researcher conducted personal interviews and evaluations.

Each institution received a copy of two cover letters (president's and respondent's), the survey, a pre-addressed stamped postcard (for the president to indicate to whom the survey was given) and a pre-addressed stamped envelope (for returning the survey). The post card was an attempt to assist in obtaining responses from non-respondents, however, in no case did an institution return a card without a survey and in most cases the card was returned inside the envelope with the survey. Therefore the postcard was not used in the actual study.

Of the 40 total instruments sent out for the pilot study, 29 were returned, however, one was unusable. The total return rate was 72.5%, for usable returns it was 70%. Of those returns, 58% were from public institutions and 42%

from private institutions. This was quite similar to the sample mail-out proportions of 56% public and 44% private. Internal reliability was calculated using the pilot test sample data. The results are discussed under the reliability section. Validity was judged for the four interview sites based on the results of the mail-out responses at those sites. Those results are provided under the validity section.

A review of the comments and responses on the pilot test data indicated a lack of consistency between the self categorization question and the responses to the 57 statements. In the self categorization question the respondent was asked to apportion 100 points between the four stages of marketing emphasis at their institution. Inconsistencies became apparent with a visual review of the survey forms, for example, one institution agreed with almost all 57 statements, yet indicated that the institution was at Stage One. Further analysis of this phenomenon was carried out by calculating correlations between the proportion score the respondent indicated for each stage and the stage score calculated from the responses to the 57 statements. This yielded low and non-significant coefficients for Stages One through Three ( $r = -.14$ ,  $r = .14$ ,  $r = -.08$ , respectively), but a high significant correlation on Stage Four ( $r = .68$ ,  $p < .0005$ ). With such inconsistency the decision was made to drop the question.

### Reliability

Once the instruments were received from the pilot study institutions, it was intended that the data would be analyzed for internal reliability using a Cronbach alpha coefficient. A review of the responses indicated that many respondents commented on the repetitiveness of the statements. It was then determined that using fewer statements would be desirable. Since there were three sets of 19 statements, all roughly equivalent, statements were tested as groups of 19. In order to determine which statements to use in the final study the reliability analyses were run using all 57 statements, statements 1-38, statements 20 - 57, statements 1 - 19 and 39 - 57, and statements 1-19. Results of the reliability analysis for each of these sets are provided in Table 1.



Table 1

Pilot Test Reliability Analysis (Cronbach alpha) by Subsets  
of Statements

SUBSCALE	Cronbach alpha by Statement Subsets				
	1-57	1-38	20-57	1-19 and 39-57	1-19
Stage 1	.8649	.7919	.8275	.7889	.5181
Stage 2	.8522	.7793	.7896	.7696	.5047
Stage 3	.8589	.7720	.7917	.8019	.5336
Stage 4	.9083	.8595	.8797	.8256	.6276

To further help in deciding which statements to use in the final survey form, mean scores were also calculated for each subset of statements. These are provided in Table 2.

Table 2

Pilot Test Mean Stage Scores by Statement Subsets

Stage	Mean Scores by Statement Subsets				
	1-57	1-38	20-57	1-19 and 39-57	1-19
1	3.12	3.07	3.15	3.14	3.21
2	2.89	2.86	2.86	2.91	2.96
3	2.80	2.77	2.80	2.82	2.85
4	2.79	2.77	2.78	2.81	2.85

The first two hypotheses (differences in stage scores based on source of control and differences based on degree granting classification) were tested using the same breakdown of statement subsets. Data were analyzed as ordinal level using a Mann-Whitney test for difference in mean ranks and as interval level using a t-test for differences in independent means. In each case hypothesis rejection or retainment was the same using either test. For each case the subset used did not change the hypothesis rejection except for the subset which used only statements 1 through 19. This coupled with the fact that the reliability was low using only one set of statements led to the decision that two sets should be used. Based on the Cronbach alpha results and the mean score results it was decided that the subset with statements 20-57 most closely approximated the entire set (1-57), therefore the survey was revised to include only statements 20-57 from the pilot survey.

#### Data Collection

After the survey was revised, approval of the East Tennessee State University Institutional Review Board was gained for the actual study. The revised surveys were then sent to the identified nationwide random sample of 490 institutions. Each institution received a copy of a cover letter to the president and the survey with a cover letter to the respondent. The survey was pre-stamped and pre-

addressed for return. Each institution was offered the opportunity of receiving an individualized institutional profile in exchange for participating in the study. A copy of the cover letters and survey are provided in Appendix D. Follow-up with nonrespondents was made after three weeks. At that time a second survey and a different cover letter were sent. The follow-up cover letter is also provided in Appendix D.

Checks were made to assure that response bias had not occurred by checking key characteristics of the responding sample against known characteristics of the selected sample (to see if differences exist). The differences were tested using a chi-square test. Results are provided in chapter four.

#### Data Analysis

As discussed under scoring, each institution had a mean stage score ranging from 1 to 4 for each of the four stages, with a score of 3.0 or higher indicating that the institution had fulfilled the elements of that stage. The highest stage with a score of 3.0 or higher was the highest acceptance stage which the institution completed. If the institution had completed a stage, it was therefore by definition currently operating in the next higher stage. This provided the answer to the research question regarding what stage of marketing acceptance most institutions were in.

For the hypotheses testing, data were treated as ordinal level. Differences in the mean ranks between demographic groups were tested using a Mann-Whitney U-test when only two groups were compared (source of control) and a Kruskal-Wallis analysis of variance (ANOVA) when more than two groups were compared (highest degree awarded, regional location, urban location, and enrollment size). This was done to indicate if stage completion differed among the different demographic groups.

#### Summary

This chapter has presented the methodology used in this study. The study was a descriptive study utilizing a randomly selected sample of all non-proprietary colleges and universities in the U.S. The sample size chosen was 490. Data were gathered in order to answer one research question and test five hypotheses. The next chapter will present the results from the survey. The final chapter offers the conclusions and recommendations which are based on the survey results.

## CHAPTER 4

### Results

This chapter presents the findings of the study. First the responding sample is discussed and its descriptive statistics presented. Checks for response bias and survey completer bias are then covered. The research questions and hypothesis testing results are then reported and finally, the data results are summarized. The following chapter (five) presents conclusions and recommendations based upon the results presented in this chapter.

#### Respondents

There were 490 surveys mailed out. One hundred and eighty-eight (188) were returned from the first mailing (38.4%). A second mailing generated another 62 (12.7%). This brought the total number of responses received to 250 or 51.1% of those mailed out. Of this, 243 (49.6%) were usable. This left 49% in the non-response pool. Results are presented in Table 3. The factors that were evaluated to ensure that the response pool did not contain bias are discussed below.

Table 3

Survey Response Rates

Mail-out dates	Sent	Returns	
		n	%
January 20, 1994	490	188	38.4
February 10, 1994	349	62	12.7
Total	N/A	250	50.1

Checks for Bias in the Response Pool

There were 490 surveys mailed out and 250 surveys received back, leaving 49% non-response. Since there were such a large number of non-respondents, checks were made to assess response bias. This was done by comparing observed characteristics of the response pool to expected characteristics. The expected characteristics of the response pool were calculated from known characteristics of the sample pool. Three areas were checked: source of control, highest level of degree awarded, and regional accreditation. Since the proportions for each of these areas was known for the sample pool, it was possible to check the response pool to see if the proportions were similar. For each of the three areas the observed frequencies were compared to the expected frequencies (calculated from the known proportions) of the sample pool using a chi-square test of significance.

For source of control the sample pool distribution was 59.18% public and 40.82% private. The response pool distribution was 65.4% public and 34.6% private. Private institutions were less likely to respond to the survey. The question arose as to whether this was a chance difference in responses or the result of bias. Therefore the differences in distribution of the observed frequencies of the response pool were compared to the expected frequencies using a chi-square test. They were not significantly different ( $\chi^2 = 3.83, p > .05$ ). Although the difference was not statistically significant, private institutions did respond less frequently, however, six of the seven unused responses were from private institutions. When these are taken into account there was less difference than when considering only the usable responses. Taking this fact into consideration along with the chi-square results, it is believed that the response pool was free of bias regarding source of control. Results are presented in Table 4.

Table 4

Sample Pool and Response Pool Distributions for  
Source of Control

Source of Control	Sample Pool		Response Pool	
	n	%	n	%
Public	290	59.2	159	65.4
Private	200	40.8	84	34.6
Totals	490	100.0	243	100.0

$$\chi^2 = 3.83, p > .05$$

The sample pool distribution for highest level of degree awarded was as follows: 1) associate degree granting institutions, 40.8%, 2) baccalaureate degree, 19.8%, 3) master's degree, 26.7%, and, 4) doctoral degree, 12.7%. The response pool distribution was 1) associate degree, 41.2%, 2) baccalaureate, 17.7%, 3) master's degree, 28.8%, and, 4) doctoral degree granting, 12.3%. Although the percentages were relatively close, the observed frequencies of the response pool were compared to the expected frequencies using a chi-square test. They were not significantly different ( $\chi^2 = 0.94, p > .05$ ). The response pool was judged to be free from bias on the highest level of degree awarded. Results are presented in Table 5.



Table 5

Sample Pool and Response Pool Distributions for  
Highest Degree Awarded

Highest Degree Awarded	Sample Pool		Response Pool	
	n	%	n	%
Associate degree	200	40.8	100	41.2
Baccalaureate	97	19.8	43	17.7
Master's	131	26.7	70	28.8
Doctorate	62	12.7	30	12.3
Totals	490	100.0	243	100.0

$$\chi^2 = 0.94, p > .05$$

For regional accreditation, the sample distribution was 9.6% in the New England region, 32.5% in the North Central region, 15.1% in the Middle States region, 29.8% in the Southern region, 6.1% in the Northwestern region, and 6.9% in the Western region. The respondent pool distribution was 8.2% in the New England region, 32.1% in the North Central region, 15.2% in the Middle States region, 30.9% in the Southern region, 6.2% in the Northwestern region, and 7.4% in the Western region. The distributions by region were very similar between the sample pool and response pool. The differences in distribution of the observed frequencies of the response pool were compared to

the expected frequencies using a chi-square test and were not found to be significantly different ( $\chi^2 = 0.575, p > .05$ ). The sample was judged to not contain a response bias regarding regional location. These results are presented in Table 6.

Table 6

Sample Pool and Response Pool Distributions for Regional Location

Regional Location	Sample Pool		Response Pool	
	n	%	n	%
New England	47	9.6	20	8.2
North Central	159	32.5	78	32.1
Middle States	74	15.1	37	15.2
Southern	146	29.8	75	30.9
Northwestern	30	6.1	15	6.2
Western	34	6.9	18	7.4
Totals	490	100.0	243	100.0

$$\chi^2 = 0.575, p > .05$$

In general, the response pool was very similar to the sample pool. Public institutions were slightly over represented as were those institutions that granted a master's degree as their highest degree. Since the

differences were not statistically significant on each of these three areas it is assumed that response bias was not a problem.

#### Checks for Survey Completer Bias

Since the individual who completed the survey was determined by the president or other top administrator at the institution it was possible that an individual's position could influence their reporting. As a check for this type of bias the mean stage score ranks were compared to see if significant differences existed based on either the administrative position of the survey completer, or the administrative area in which the survey completer worked.

There were ten different survey completer positions reported, however, five of them contained only a few respondents ( $n < 15$  or 10%). Those were grouped into an "other" category. This left five categories: 1) president or chief executive officer ( $n=39$ , 17%), 2) vice president ( $n=45$ , 19%), 3) dean ( $n=22$ , 10%), 4) director ( $n=88$ , 38%), and, 5) other ( $n=38$ , 16%). A Kruskal-Wallis oneway analysis of variance was calculated to see if the mean ranks of the stage scores were significantly different for these five groups. There were no significant differences.

Respondents reported working in 11 different administrative areas. Several of the categories contained only a few responses ( $n < 15$ ) and were grouped into an "other" category. This left five areas 1) general, (such as

the president of the college), (n=63, 27%), 2) public information/affairs (n=36, 16%), 3) institutional research (n=43, 19%), 4) institutional planning/development, (n=25, 11%), and, 5) other (n=66, 28%). A Kruskal-Wallis analysis of variance was calculated to see if the mean ranks of the stage scores were significantly different for these five groups. There were no significant differences.

Due to similarity in the scores of the respondents representing the different administrative positions and areas within the colleges and universities it does not appear that the position/area of the respondents affected the reported information. Survey completer bias was not believed to have occurred.

#### Response Pool

The response pool distributions for source of control, highest level of degree awarded, and regional location were discussed above and presented in Tables 4 through 6. Two additional sets of demographic data were obtained from respondents. These were urbanicity and enrollment size.

Most institutions (n=109) indicated that they were located in a rural location. The second largest group (n=85) were located in an urban fringe/large town area and only 49 indicated a central city as their location. These data are presented in Table 7.

Table 7

Response Pool Distributions by Urbanicity

Urban Location	Response Pool	
	n	%
Rural/small town	109	45
Urban fringe/large town	85	35
Central City	49	20
Totals	243	100

Enrollment size was determined by the respondent's answer to the question "What was this institution's Fall 1993, full-time-equivalent enrollment?" Responses ranged from 71 to 50,000. Responses were grouped into four size categories:

Category 1 - enrollment of 1,000 or less

Category 2 - enrollment of 1,001 to 5,000

Category 3 - enrollment of 5,001 to 15,000

Category 4 - enrollment over 15,000 (Huntington & Clagett, 1991; Thrift & Toppe, 1983).

Most institutions were in Category 2 (56%). The fewest institutions were in Category 4 (6%), with Categories 1 and 3 in the middle (17% and 22%, respectively). These data are presented in Table 8.

Table 8

Response Pool Distributions by Enrollment Size

Enrollment Category	Response Pool	
	n	%
1 - 1,000 or less	41	16.9
2 - 1,001 to 5,000	135	55.6
3 - 5,001 to 15,000	53	21.8
4 - over 15,000	14	5.8
Totals	243	100.0

Measurement of Variables

Since the instrument was new and relatively untested (except through the pilot testing), the reliability tests were repeated using the responses of the final survey. Although each stage's subscale reliability coefficient was relatively high, the Cronbach alpha coefficient for Stage One was slightly lower than found in the pilot test. Two items in particular were troublesome and had no relationship to the Stage One subscale score. These were statements 10 "Informal methods are used to conduct research pertaining to students or institutional characteristics at this institution" and 29 "The research system at this institution pertaining to students or institutional characteristics consists of informal information gathering." These two

items were, therefore, dropped from the subscale for the final analyses. It is believed that removal of the two statements eliminated an element of error and all results reported were calculated without the two statements. Table 9 provides comparisons of the reliability coefficients for the pilot test data, the complete data of the final survey, and the complete data minus the two statements. Internal reliability was judged to be adequate with the two statements removed.

Table 9

Pilot Test, Final Survey, and Final Survey Minus Statements 10 and 29 Reliability Analysis

Sub-scale	Cronbach alpha		
	Pilot Test	Final Survey	Final Survey (less 10 & 29)
Stage 1	.8275	.6299	.7109
Stage 2	.7896	.8478	.8478
Stage 3	.7917	.8203	.8203
Stage 4	.8797	.9031	.9031

Research Questions and Hypothesis Testing

This section will provide the answers to the research question and the results of the hypothesis testing. One

research question was answered and five hypotheses tested.

### Research Question

A major purpose of this study was to determine the answer to the following research question:

What stage in the Simmons and Laczniak (1992) four stage model are most institutions in?

This study sought to identify the specific marketing acceptance stage of colleges and universities in the United States. This question was answered through analysis of the frequency distributions of the mean scores of all institutions on the four stages. Mean scores of 3.0 and above were used to determine if the institution had completed the elements of that stage. Institutions with mean scores of 3.0 (or above) on a particular stage are referred to as stage "completers". The distribution of institutions that are completers, by stage were as follows Stage One (n=129, 58%), Stage Two (n=73, 34%), Stage Three (n=49, 24%), and, Stage Four (n=47, 25%). A majority of institutions have completed Stage One. Fewer than half have completed the other stages. These data are presented in Table 10.



Table 10

Number of Institutions Completing the Four Stages

Stage	n	%*
Stage 1	129	58.1
Stage 2	73	34.3
Stage 3	49	23.6
Stage 4	47	24.9

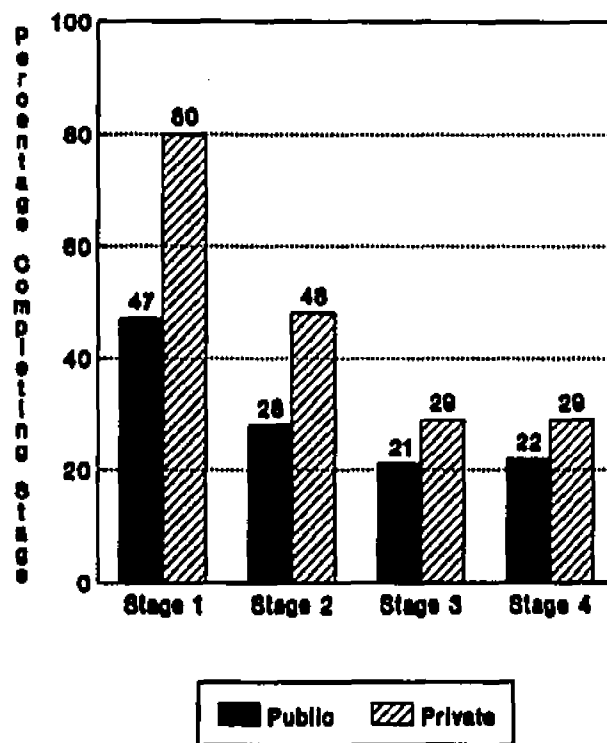
\* The percentages vary due to different sample sizes within each Stage (more cases may have missing data for each Stage), however, the frequency counts drop from stage to stage.

The percentages of completers were examined separately for public versus private institutions since the literature indicated that the source of control may be an overriding factor in the use of marketing strategies and techniques (Hayes, 1991; Lorocco, 1991; Pelletier & McNamara, 1985). In all four stages the privately controlled institutions had a greater percentage of completers. The frequencies with percentages of completers for public versus private, respectively, were Stage One (n=69=47% v. n=60=80%), Stage Two (n=40=28% v. n=33=48%), Stage Three (n=29=21% v. n=20=29%), and Stage Four (n=29=23% v. n=18=29%). These data indicate that well over three-fourths of the private institutions have completed Stage One, with less than half of the public institutions completing it. Roughly half of

the private institutions have completed Stage Two compared to less than a third of the public institutions. The gap narrowed between public and private institutions for both Stages Three and Four with about a quarter of the institutions completing these stages. These relationships are depicted in Figure 2.

Figure 2

Percentage of Stage\* Completers for Public v. Private Institutions



- \* Stage 1 - Marketing as Promotions
- Stage 2 - Marketing as Market Research
- Stage 3 - Marketing as Enrollment Management
- Stage 4 - Strategic Marketing Management

The percentages of completers for Stages Three and Four were similar for all institutions. This was somewhat contrary to expectation. It is thought that institutions evolve from one stage to the next. If so, it is logical to expect that the percentage of completers would progressively decrease from Stage One to Stage Four. This was true up to Stage Three, however, there was no drop from Stage Three to Four. There was, in fact, a slight increase for public institutions when only the percentages are viewed, but the frequencies were the same ( $n=29$ ). The percentages differed due to different numbers of respondents for Stages Three and Four (due to missing data). A review by case indicated that those institutions that were included as completers of Stage Three were the same institutions that were included as Stage Four completers. Several explanations for this phenomenon are offered. First, it may be that there is a hurdle to overcome between Stage Two and Three, and once the hurdle is surpassed Stage Three and Four completion occur simultaneously. Along the same line is the thought that perhaps Stage Three and Four may be too similar for differentiation. In other words, the operational distinctions between Stages Three and Four may be less distinctive than between Stages One and Two or between Stages Two and Three. A second explanation for this occurrence is that the instrument may not be sensitive enough to pick up the differences between Stage Three and

Four completers. More statements were left blank in the latter stages, contributing to greater numbers of missing cases. Some of the wording may have contributed to this (such as "decision support system" or "marketing vice president"). Regardless, only about a quarter of all institutions, both public and private, are reported to have completed Stages Three and Four.

The differences in the number of completers between public and private institutions for each stage were compared using a chi-square test of independence. If stage completion were independent of source of control one would expect equal proportions of stage completers in public and private institutions. In Stages One and Two the observed frequencies of completers were significantly different from the expected for public versus private institutions. Results are presented in Table 11.

Table 11

Summary of Chi-square Test of Independence for Stage Completers Based on Source of Control/Affiliation

Source of Control/ Affiliation	Expected (ef) and Observed (of) Frequencies			
	Stage One	Stage Two	Stage Three	Stage Four
Public	ef=85.4 of=69	ef=49.4 of=40	ef=33.0 of=29	ef=31.6 of=29
Private	ef=43.6 of=60	ef=23.6 of=33	ef=16.0 of=20	ef=15.4 of=18
Chi-Square Results:	$\chi^2 = 22.3,$ $p = .000$	$\chi^2 = 8.3,$ $p = .004$	$\chi^2 = 1.9,$ $p = .166$	$\chi^2 = 0.9,$ $p = .355$

The distribution of public and private institutions among the other four variables being investigated (highest level of degree awarded, regional location, urbanicity, and enrollment size) were then tested using a chi-square test. In all but the urbanicity category percentages of public and private institutions differed significantly on each of the four variables (degree  $\chi^2 = 79.5$ ,  $p = .000$ ; region  $\chi^2 = 11.1$ ,  $p = .050$ ; urbanicity  $\chi^2 = 4.42$ ,  $p = .109$ ; enrollment  $\chi^2 = 36.2$ ,  $p = .000$ ). This led to recognition of the need to control for source of control or affiliation in the hypothesis testing. For all subsequent hypotheses testing public and private institutions were separated.

### Hypothesis Testing

Hypothesis one stated:

There will be no difference in the marketing acceptance of private and public institutions.

This hypothesis was rejected. As discussed, private institutions had a greater percentage of completers in each stage than did public institutions. The differences in percentages were statistically significant in Stages One and Two. This means that stage scores were not independent of the source of control. Besides conducting the chi-square test, the mean ranks of the stage scores for public institutions were compared to the mean ranks of the stage scores of private institutions using a Mann-Whitney U-test. This was done because accuracy was sacrificed in converting the stage scores into nominal data (completer/non-completer). Mann-Whitney test results primarily confirmed the chi-square results, but found a significant difference for Stage Three as well as Stages One and Two between the mean rank scores of private and public institutions. The results of the Mann-Whitney U-test are presented in Table 12.

Table 12

Differences in Stage Scores Between Public and Private  
Institutions

Subscale	Mean Ranks		U	Prob.
	Public	Private		
Stage 1	96.5	140.2	3359.5	.000
Stage 2	98.0	125.8	3673.0	.002
Stage 3	96.5	120.9	3646.0	.006
Stage 4	90.5	104.3	3362.0	.103

Hypothesis two stated:

There will be no difference in the marketing acceptance of associate, baccalaureate, master's, or doctorate degree granting institutions.

This hypothesis was retained. It was particularly important to control for public or private control/affiliation for testing this hypothesis since there was wide disparity in the highest degree awarded based on source of control. For example, the public institutions were ten times more likely to award the associates degree as the highest degree than were private institutions (60% v. 6%). For the baccalaureate degree level, public institutions were less likely to have it as the highest degree awarded than were private institutions (8% v. 37%).

The public institutions had a much smaller percentage that awarded master's degrees as the highest degree than did the private institutions (20% v. 46%). At the doctorate level the percentages were 13% public compared to 11% private. The differences in these categories could lead to erroneous conclusions regarding differences based on the highest level of degree awarded. When the source of control/affiliation was used as a control, however, no significant differences were found (using analysis of variance) based on the highest level of degree awarded. The levels of degrees awarded by source of control/affiliation are provided in Table 13. Table 14 contains the mean ranks of the stage scores for public and private institutions by different levels of degrees awarded and the results of the Kruskal-Wallis analysis of variance test.

Table 13

Levels of Degrees Awarded by Source of Control/Affiliation

Highest Degree Awarded	<u>Public</u>		<u>Private</u>	
	n	%	n	%
Associates degree	95	59.7	5	6.0
Baccalaureate degree	12	7.5	31	36.9
Master's degree	31	19.5	39	46.4
Doctorate degree	21	13.2	9	10.7
<b>Totals</b>	<b>159</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>

$$\chi^2 = 79.5, p = .000$$



Table 14

Kruskal-Wallis Anova Results for Differences in Stage Scores  
Based on Highest Level of Degree Awarded for Public and  
Private Institutions

Subscale/ Control	Mean Rank Stage Scores by Highest Level of Degree				$\chi^2$	Prob.
	Asso.	Bacc.	Mast.	Doc.		
Public:						
Stage 1	67.3	84.8	90.9	70.5	7.72	.052
Stage 2	68.5	75.0	83.6	71.6	2.89	.407
Stage 3	66.9	75.5	79.3	69.7	2.16	.540
Stage 4	63.2	68.8	66.7	59.8	0.59	.897
Private:						
Stage 1	39.8	40.0	36.2	36.7	0.56	.904
Stage 2	24.9	37.5	33.9	36.9	1.85	.604
Stage 3	27.3	37.1	33.7	31.0	1.39	.709
Stage 4	26.4	35.9	30.2	17.6	4.37	.224

Hypothesis three stated:

There will be no difference in the marketing acceptance of institutions within different size classifications.

This hypothesis was retained. It was again necessary

to control for public or private control/affiliation for testing this hypothesis since there was wide disparity in the enrollment sizes based on source of control. For example, a third of private institutions were in Category 1 (less than 1,000) while less than a tenth of public institutions were in Category 1. There were no private institutions in Category 4 (over 15,000 students) while almost a tenth of public institutions were in Category 4. The over representation of private institutions in the smallest category and public ones in the largest category could lead to erroneous conclusions regarding differences based on enrollment size. When the source of control/affiliation was used as a control, however, no significant differences were found based on enrollment size. The enrollment sizes by source of control/affiliation are provided in Table 15. Table 16 contains the mean ranks of the stage scores for public and private institutions of different enrollment sizes and the results of the analysis of variance test.

Table 15

Enrollment Sizes by Source of Control/Affiliation

Enrollment Category	<u>Public</u>		<u>Private</u>	
	n	%	n	%
1 - 1,000 or less	14	8.8	27	32.1
2 - 1,001 to 5,000	85	53.5	50	59.5
3 - 5,001 to 15,000	46	28.9	7	8.3
4 - over 15,000	14	8.8	0	0.0
<b>Totals</b>	<b>159</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>

$\chi^2 = 36.2, p = .000$

Table 16

Kruskal-Wallis Anova Results for Differences in Stage Scores  
Based on Enrollment Sizes for Public and Private  
Institutions

Subscale/ Control	Mean Ranks by Enrollment Categories				$\chi^2$	Prob.
	1	2	3	4		
<b>Public:</b>						
Stage 1	83.8	76.0	69.1	66.5	1.87	.599
Stage 2	71.3	67.7	83.1	68.6	3.77	.287
Stage 3	69.3	66.3	80.3	68.3	3.04	.385
Stage 4	63.3	60.9	72.3	61.0	2.20	.531
<b>Private:</b>						
Stage 1	38.0	39.3	30.4	-	1.02	.599
Stage 2	30.7	38.9	28.6	-	3.26	.196
Stage 3	29.5	39.0	27.5	-	4.35	.114
Stage 4	29.9	34.6	19.2	-	4.00	.134

Hypothesis four stated:

There will be no difference in the marketing acceptance of institutions from the six different U.S. regional locations.

This hypothesis was retained. It was again necessary

to control for public or private control/affiliation for testing this hypothesis since certain regions have a predominance of public institutions while other regions have predominantly private ones. For example, for public institutions, the majority are in the Southern region, while for private institutions the majority are in the North Central region. The disparity in public and private institutions in these regions could lead to inaccurate conclusions regarding differences based on regional location. When the source of control/affiliation was used as a control, however, no significant differences were found based on regional location. A breakdown of public and private institutions within each region are provided in Table 17. The results of the analysis of variance of the mean ranks of the stage scores by region for public and private institutions are provided in Table 18.

Table 17

Regional Locations by Source of Control/Affiliation

Region	<u>Public</u>		<u>Private</u>	
	n	%	n	%
New England	8	5.0	12	14.3
North Central	50	31.4	28	33.3
Middle States	21	13.2	16	19.0
Southern	54	34.0	21	25.0
Northwestern	12	7.5	3	3.6
Western	14	8.8	4	4.8
Totals	159	100.0	84	100.0

$\chi^2 = 11.1, p = .050$

Table 18

Kruskal-Wallis Anova Results for Differences in Stage Scores  
Based on Regional Location for Public and Private  
Institutions

Subscale /Control	Mean Ranks by Region						$\chi^2$	Prob
	1	2	3	4	5	6		
<b>Public:</b>								
Stage1	89.6	82.2	75.7	71.3	72.7	44.2	9.48	.091
Stage2	73.2	71.4	88.3	76.2	59.5	47.4	8.79	.117
Stage3	73.1	69.9	80.2	74.9	58.9	48.3	6.12	.295
Stage4	66.4	59.5	70.1	71.6	50.7	50.4	5.44	.365
<b>Private:</b>								
Stage1	31.4	38.6	33.7	47.4	26.2	23.2	7.53	.184
Stage2	33.9	33.5	28.9	42.2	34.5	31.2	3.61	.607
Stage3	32.4	34.5	25.9	38.8	46.8	32.7	4.21	.519
Stage4	26.2	33.2	19.7	35.3	45.7	32.8	7.35	.196

Hypothesis five stated:

There will be no difference in the marketing acceptance of institutions by urbanicity of the institution (rural/small town, urban fringe/large town, or central city location).

This hypothesis was retained. It was again necessary

to control for public or private control/affiliation for testing this hypothesis since there were differences in urban locations by source of control. For example, about a third of private colleges and universities were located in central cities compared to half that percentage for public institutions. The over representation of private institutions in central cities could lead to faulty conclusions regarding differences based on urbanicity. When the source of control/affiliation was used as a control, however, no significant differences were found based on urban location. A breakdown of public and private institutions within each urbanicity category are provided in Table 19. The results of the analysis of variance of the mean rank stage scores by urban location for public and private institutions are provided in Table 20.

Table 19

Urban Locations by Source of Control/Affiliation

Urbanicity Category	<u>Public</u>		<u>Private</u>	
	n	%	n	%
Rural/small town	73	45.9	36	42.9
Urban fringe/large town	60	37.7	25	29.8
Central city	26	16.4	23	27.4
Totals	159	100.0	84	100.0

$$\chi^2 = 4.42, p = .109$$



Table 20

Kruskal-Wallis Anova Results for Differences in Stage Scores  
Based on Urban Locations for Public and Private Institutions

Subscale/ Control	Mean Ranks by Urbanicity Categories			$\chi^2$	Prob.
	Rural	Urban Fringe	Central City		
<b>Public:</b>					
Stage 1	79.7	64.8	77.6	3.93	.140
Stage 2	68.9	75.2	76.8	0.98	.612
Stage 3	66.4	72.2	78.2	1.59	.451
Stage 4	60.5	65.9	70.7	1.34	.511
<b>Private:</b>					
Stage 1	40.9	34.1	37.8	1.35	.509
Stage 2	36.8	31.3	35.8	0.94	.626
Stage 3	36.3	29.7	36.2	1.45	.484
Stage 4	32.3	26.5	35.7	2.19	.225

Summary

Chapter four has presented the findings from the study. Data were summarized with frequency counts and descriptive statistics. The primary research question regarding which marketing stage most institutions were in was answered using

descriptive statistics, namely percentages of stage completers. The hypothesis comparing the acceptance stages of public and private institutions was tested with a Mann-Whitney  $U$ -test and a chi-square test. The hypotheses regarding differences based upon the other institutional characteristics were tested with a Kruskal-Wallis analysis of variance using the source of control/affiliation as a control.

The results of the analyses indicate that the majority of colleges and universities in the U.S. have completed Stage One (marketing as promotion), with less than half completing Stage Two (marketing as market research), and about a quarter completing Stage Three (marketing as enrollment management) and Stage Four (strategic marketing management). Significant differences were found between public and private institutions (source of control/affiliation). When the source of control/affiliation was controlled for, no differences were found based on the highest level of degree awarded, enrollment size, regional location, or urbanicity.

## CHAPTER 5

### Conclusions and Recommendations

#### Synopsis

This study was designed to provide empirical data regarding the level of acceptance of marketing among colleges and universities in the United States. The level of acceptance was categorized into four stages based on a model developed by Simmons and Laczniak (1992). The four stage model advanced the concept that institutions progress from marketing as promotion (Stage One) to marketing as market research (Stage Two) through marketing as enrollment management (Stage Three) and into strategic marketing management (Stage Four). A primary purpose of this research was to assess the validity of the model and to determine the level of marketing acceptance among colleges and universities according to the model. A secondary purpose of the research was to determine if the acceptance of marketing was related to selected institutional characteristics. Based on the data gathered several conclusions were drawn and are detailed below.

#### Conclusions

This section focuses on the outcomes of the study. Specifically, what one can conclude from the findings is covered. Information regarding the research methods used in this study, particularly the sampling and measurement

procedures, is also included.

### Response Sample

The response sample from the study was both rewarding and disappointing. When the pilot test generated a 70% response rate on the first mailing it was thought that the actual survey would yield a high response rate. Receiving just over half of the surveys back after two mailings was disappointing. This return rate was, however, considerably higher than the return rate reported in similar studies. In much of the literature, return rates were less than 25%, and when instruments were sent to institutional presidents, the rates tended to be even lower.

The disappointing return rate was tempered somewhat by the lack of significant differences between the response pool and the sample pool. The sample size attained ( $n=243$ ) allows for only  $\pm 6\%$  degree of accuracy compared to the  $\pm 5\%$  which was sought ( $n=340$ ), but as a practical matter this difference seems acceptable.

The use of a nationwide sample helps considerably in the external validity aspect of this study. Thus generalizability is seen as a strength of this research.

### Measurement

The survey developed for this study has promise as both a reliable and valid measurement instrument. Internal reliability was high and fairly consistent from the pilot

test to the actual study. Validation of the instrument needs further investigation since the validation performed for this study was primarily facial.

The instrument appears to differentiate better than the Marketing Index for Higher Education (MIHE) developed by Scigliano (1983) and refined by Veltri (1983). In research using the MIHE most institutions tended to group in the center. It is possible that the MIHE does not adequately differentiate and upward response bias might occur depending on the administrative position of the respondent.

With the current survey, one improvement might be to measure activity rather than characterization. In other words focus directly on behavior (number of times an activity occurs) rather than on descriptive statements characterizing the institution (agreeing or disagreeing that the institution is involved in an activity). Such a change would most likely lessen measurement error.

The number of missing responses in the latter stages is a cause for concern. Elimination of a neutral or not applicable category was intentional and was intended to force a choice. This resulted in unmarked answers. This was possibly due to unfamiliarity of the respondents with some of the concepts covered (such as "decision support system"). Future use of the survey should include the addition of a *do not know* category or other neutral response.

### The Four Stage Model

The model does appear to have some validity, particularly in the first two stages. A question was raised, however, regarding Stages Three and Four. If the model held true one would expect progressively fewer institutions in each of the stages since colleges should be evolving in their acceptance of marketing. The progression was logical until the third and fourth stages. The number of institutions that had completed Stages Three and Four was almost identical. Furthermore almost all the institutions that had completed Stage Three had completed Stage Four. This was somewhat contrary to expectation. Several explanations for this occurrence are proposed. First, it may be that there is some initial resistance to marketing as suggested in the literature (Hossler & Kemerer, 1986; Krachenberg, 1972; Kotler & Fox, 1985; Trachtenberg, 1988), but once it is overcome and results become evident, acceptance speeds up and the final levels of acceptance occur simultaneously. Another possibility may be that institutions rated themselves higher on those statements in Stage Four which pertain to strategic planning. In many cases institutional strategic planning is mandated, particularly among public institutions. It is possible that mandated strategic planning could be forcing entry into Stage Four. Other possibilities are that either Stage Three and Stage Four are too similar to be effectively or

practically differentiated between or the instrument is not sensitive enough to pick up the differences. In the first case, the model may need to be revised. In the second, the instrument would need to be. Without further research it is not possible to determine which alternative to pursue.

There is also the possibility that there are other stages. These stages could come either before Stage One, after Stage Four, or possibly between the four stages identified in the model. Institutions in those other stages may engage in practices or have characteristics not identified in this study. Discovery of such characteristics or practices may require qualitative methodologies to unearth them (such as open-ended questions, in-depth interviews, or case studies).

#### Level of Acceptance of Marketing Among Colleges and Universities

Aside from gathering data to empirically verify the model, this research was directed toward determining the level of marketing acceptance among colleges and universities. Stage completion was determined by averaging the scores of the statements which comprised each stage and stipulating that a mean score of 3.0 or above indicated stage completion. A majority of institutions have completed Stage One (58%), about a third (34%) Stage Two, and only a quarter (24%) Stages Three and Four. The majority of institutions, therefore, have progressed from Stage One and

into Stage Two. This means that most institutions are at the Stage Two level. Those institutions that have progressed past the second stage have generally completed both Stages Three and Four.

Some limited observation tends to verify this information. Most institutions do seem to have conquered the promotional elements of marketing and are now trying to gather data with which to make decisions. When respondents were asked about assessing institutional image or student satisfaction (as part of the pilot test interviews) comments such as "we're just beginning to do that" and "until recently, we haven't had someone responsible for that" were made. The level of the administrator responsible for marketing provides further evidence; past research has indicated that anything relevant to marketing would automatically be sent to the admissions office, however, in this study only a small percentage of the responses were from the admissions area. Most were from institutional research. This is seen as further evidence that most colleges and universities are currently in Stage Two, marketing as market research.

Since significant differences were found based on the source of control/affiliation, stage completion was examined for public versus private institutions. In all four stages the private colleges and universities had a higher percentage of completers. Over three fourths of private



institutions have completed Stage One with only a half of private institutions doing so. Roughly half the private institutions have completed Stage Two compared to less than a third of the public institutions. On the remaining two stages, the percentage completions were very similar for public and private colleges and universities with about a quarter of both completing each stage. In all, public institutions are lagging behind private ones in their acceptance of marketing.

#### Marketing Acceptance and Selected Institutional Characteristics

The literature revealed several institutional characteristics thought to be related to an institution's level of marketing. Primary among these characteristics was the source of control/affiliation. Several researchers have found that private institutions were more engaged in and accepting of marketing (Hayes, 1991; Lorocco, 1991; Pelletier & McNamara, 1985). For that reason, the differences in stage completion between public and private institutions were examined first. Differences were found for all four stages with private institutions scoring higher on each stage. The differences were only statistically significant, however, for Stages One and Two, when stage completion percentages were tested using chi-square and for Stages One, Two, and Three when differences in mean ranks were tested with Mann-Whitney. This served as the basis for

rejection of the hypothesis that public and private institutions would not differ in their level of acceptance of marketing. This also led to the decision to use source of control/affiliation as a control in the remaining hypothesis tests since the distribution on all four variables being examined (highest level of degree awarded, regional location, urban location, and enrollment size) differed for public and private institutions.

Using source of control/affiliation as a control was accomplished by testing public and private institutions separately. When this was done none of the hypotheses regarding other institutional characteristics were rejected. Within private institutions no significant differences in the mean ranks of the stage scores were found for the other characteristics examined (highest level of degree awarded, enrollment size, regional location, and urbanicity). This was also true for public institutions. This is somewhat contrary to Pelletier's (Pelletier & McNamara, 1985) assertion that more marketing developed in the frostbelt because of population shifts to the sunbelt. Through controlling for source of control/affiliation support was provided for Hayes' (1991) contention that more marketing occurs in the northeast only because more private institutions are located there. It was not always clear whether other researchers controlled for source of control/affiliation. If not, future researchers should

consider using such controls.

It should be remembered that this study excluded proprietary schools, which likely use marketing even more than private non-proprietary institutions. If those institutions had not been excluded the differences between private and public institutions would probably have been even greater.

#### Recommendations

A review of the conclusions from this study prompts the following recommendations:

1. Further research is needed on the Four Stage Model. Specifically the latter stages, Three and Four need to be examined to determine if there is an operational overlap between the stages. The plausibility of other stages should be addressed. Their existence could conceivably be determined through qualitative methodologies.
2. Measurement of marketing acceptance could be improved by further testing and refinement of the instrument. More interviews to validate the results would help as would sending the survey to several individuals within each institution and correlating the results. If the problem with Stages Three and Four is not found within the model, then more specificity needs to be incorporated into the survey, perhaps by focusing on quantification of behaviors in institutions.

Specific terms used in the survey may need to be explained to respondents. A neutral category on the response choices might improve the scale.

3. Sampling (as well as measurement) could be improved by sending the survey to several individuals on a campus and averaging the results. This was suggested by Simmons and Laczniak, but unfortunately the suggestion was not received until after the sample was drawn for the current study. In future studies it would be a good idea to use such an approach.

4. Future research on marketing needs to control for source of control/affiliation.

5. A follow up study should be conducted in 3-5 years to measure the progression of the sample institutions in their acceptance of marketing. It is expected that the level of acceptance will increase over the next several years.

6. Other variables need to be examined to see if marketing acceptance has any practical outcomes. Variables that should be examined for their relationship to marketing acceptance include institutional growth and viability as well as goal attainment.

#### Summary

This study examined the level of acceptance of marketing by colleges and universities in the United States.

It was based upon the "Four Stage Model Reflecting the Acceptance of Marketing in Higher Education Institutions" developed by Simmons and Laczniak (1992). The primary purposes of this study were to validate the model and to identify the operational level of marketing acceptance at colleges and universities. Secondary purposes were to determine if the level of acceptance differed according to source of control/affiliation (public v. private), highest level of degree awarded (associate, baccalaureate, master's, doctors), regional location, urban location, and institutional size.

Variables were measured through a survey instrument developed by the researcher. A pilot test was conducted for reliability and validity testing of the instrument. It was then sent to a random sample of institutions which was chosen from the population of all nonproprietary colleges and universities in the United States. Responses from 243 institutions were used for data analysis.

Major findings include: 1) stage completion was associated with the source of control (public v. private); a greater percentage of private institutions have completed each stage; 2) source of control/affiliation should be controlled for when comparing marketing of institutions; 3) most colleges have completed Stage One (marketing as promotion), with fewer than half completing Stage Two (marketing as market research), and about a quarter

completing Stages Three (marketing as enrollment management), and Four (strategic marketing management); 4) there were no differences in stage scores based on the highest level of degree awarded, regional location, urban location, and institutional size when controlling for the source of control/affiliation; 5) the Four Stage Model has some validity, but more research is needed, particularly regarding the latter stages.

Several recommendations were made. They primarily focus on the model, sampling and measurement, and future research needed on marketing acceptance of colleges and universities.

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**APPENDIX A**

The Hep 1992 Higher Education Directory gives the following information under the foreword section entitled **Criteria for Listing in this Directory:**

"To be listed in this Directory, the publisher has followed the general guidelines used in the U.S. Department of Education Directories that<sup>1</sup>:

- (1) They are legally authorized to offer and are offering at least a one-year program of college-level studies leading to a degree<sup>2</sup>,
- (2) They have submitted the information for listing, and
- (3) They meet one of the following criteria for listing:
  - A. The institution is accredited at the college level by an agency that has been listed as nationally recognized by the Secretary of Education;
  - B. The institution holds preaccredited status at the college level with a nationally recognized accrediting agency
  - C. If the institution is public or nonprofit, it has qualified under the "three-institution-certification method"<sup>3</sup> established by Section 120(a) (5) (B) of the Higher Education Act of 1965. By this method, the Secretary of Education verifies that not fewer than three accredited college-level institutions have accepted and do accept an unaccredited institution's credits, upon transfer, as though coming from an institution accredited by a nationally recognized accrediting agency.

'College level means a postsecondary associate, baccalaureate, post-baccalaureate, or rabbinical education program'." (Higher Education Publications, 1991, p. v).

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<sup>1</sup> U.S. Department of Education, *Education Directory, Colleges and Universities*, 1982-83, p. vii.

<sup>2</sup> The Hep Higher Education Directory lists degree-granting institutions approved by the regional, national, professional or specialized accrediting agencies.

<sup>3</sup> *Federal Register*, Rules and Regulations (Washington, D.C.: Government Printing Office) April 5, 1988, vol. 53, no. 65, pp. 11214-22. The term "three-institution-method" (31C) changed to "transfer of credit alternative to accreditation" (TCAA).

In addition to the previous information the *Acknowledgments* section of the Hep 1992 Higher Education Directory indicates that the response rate for updating the file was over 99% for the ninth consecutive year (Higher Education Publications, 1991).

### **States by Regional Accrediting Body**

The states which are covered by each regional accrediting body are as follows (U.S. Department of Education, cited in Higher Education Publications, 1991).

**Middle States Association of Colleges and Schools:**  
Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

**New England Association of Schools and Colleges:**  
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

**North Central Association of Colleges and Schools:**  
Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming

**Northwest Association of Schools and Colleges:**  
Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington

**Southern Association of Colleges and Schools:**  
Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia

**Western Association of Schools and Colleges:**  
California, Hawaii



**APPENDIX B**

**Formula for Determining Sample Size**

The formula for determining the sample size for estimating a population proportion as provided by Schaeffer et al (1986, p. 59) is:

$$n = \frac{Npq}{(N-1) D + pq}$$

$$\text{where } q = 1 - p \text{ and } D = \frac{B^2}{4}$$

To have a  $\pm 5\%$  degree of accuracy at a confidence level of 95%, with a population of 2,270 (the population size after eliminating proprietary, non-accredited, etc.), the sample size should be 340. Thus 486 surveys were sent out, based on the assumption of a 70% return rate (judged from the pilot test response rate).

**APPENDIX C**

**Melanie Narkawicz**

---

1751 Morrison Road  
Chuckey, TN 37641  
Tel: 615-639-2691

December 9, 1993

Dear Institutional Executive:

I am a doctoral student at East Tennessee State University working on a nationwide research project to gather information on institutional practices in regard to marketing and promotion. I have worked in higher education for many years and I know that you are very busy, but this project will help fill an important gap in the literature of higher education and it should only take a few minutes to complete the survey.

The purpose of my research is to characterize the U.S. higher education system as well as individual institutions in terms of certain operational practices regarding marketing and promotion. I have developed a survey form to assess these characteristics, but I need your help to validate the form. Once the form is adequately validated I will be sending it to a nationwide sample of colleges and universities. As a way to thank you for your help, I would be happy to send you a copy of a statistically validated profile that compares your institution to other similar institutions in the study. To receive the individualized comparison, simply check the space on the pre-addressed, stamped postcard.

Would you kindly have the enclosed survey completed by an individual whom you think could accurately assess your institution's current operational characteristics? This person should have a knowledge of promotional, research, enrollment management, and strategic planning activities. Would you also indicate (on the stamped, pre-addressed postcard) the name of the individual to whom the survey was given and then return the postcard by mail. The purpose of the postcard is to allow me to contact the respondent should the survey not be returned. The postcard will also let me know if you would like to receive a profile of your institution.

Please remove this letter before you forward it to the individual whom you designate should complete it. The second cover letter is addressed to that individual. Thank you for your help and support of research in higher education.

Sincerely,

Melanie G. Narkawicz

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**Melanie Narkawicz**

---

1751 Morrison Road  
Chuckey, TN 37641  
Home: 615-639-2691  
Work: 615-929-4430

December 9, 1993

Dear Fellow Administrator,

Your institutional president has forwarded this survey to you in support of a research project that is designed to fill an important gap in the literature of higher education. Since you have been designated as the most knowledgeable respondent we are depending on your expertise and follow-through to make this project a success.

The survey should only take about ten minutes to complete. To ensure that your institution will be included in the study it would be very helpful if you could return the survey within ten days. Responses will, of course, remain anonymous, however, there is a code on each form which will be used for tracking purposes.

Thank you for taking the time to respond and for your support of research in higher education. If you have questions please call either myself at 615-929-4430 or Dr. Anthony DeLucia, Chairperson, Institutional Review Board, East Tennessee State University, 615-929-6134.

Sincerely,

Melanie Narkawicz

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L20

## SURVEY OF CURRENT INSTITUTIONAL PRACTICES

Please respond to the following statements. You should indicate the extent to which you agree or disagree with the descriptive statements as they pertain to your institution.

**KEY: SA = STRONGLY AGREE**  
**A = AGREE**  
**D = DISAGREE**  
**SD = STRONGLY DISAGREE**

- |  |    |   |   |    |
|--|----|---|---|----|
| 1. Institutional research regarding prospective students is conducted at least on an annual basis. ....  | SA | A | D | SD |
| 2. There is an organized system in place to gather and evaluate data regarding student satisfaction. ....  | SA | A | D | SD |
| 3. There is an organized system in place to gather and evaluate data regarding institutional characteristics such as the external and internal image of the university/college. ....                                       | SA | A | D | SD |
| 4. Tracking of current and past students is conducted through such activities as retention studies, alumni satisfaction surveys, and career placement studies. ....  | SA | A | D | SD |
| 5. We have in place a research system to determine whether or not college/university objectives are being met. ....  | SA | A | D | SD |
| 6. We employ an admissions director who is in charge of promotional and recruitment efforts. ....  | SA | A | D | SD |
| 7. This institution employs a director of institutional research or a marketing coordinator who is charged with conducting institutional research. ....  | SA | A | D | SD |
| 8. This institution employs a high level (vice president) enrollment management administrator who directs institutional efforts in the areas of promotion, recruitment, research, program pricing, and financial aid. .... | SA | A | D | SD |
| 9. This institution employs a vice presidential level administrator who is responsible for integrating promotion, research, and enrollment management with the strategic planning process of the institution. ....         | SA | A | D | SD |
| 10. This institution uses an informal or "ad hoc" research system to collect data on prospective, current, and future students. ....   | SA | A | D | SD |
| 11. A computerized marketing information system is used to gather and evaluate research data. ....   | SA | A | D | SD |
| 12. A decision support system is used to evaluate data relative to the "big picture" or to manipulate "what if" scenarios. ....  | SA | A | D | SD |
| 13. Institution wide research is conducted for the purposes of strategic planning and control. ....  | SA | A | D | SD |
| 14. This institution uses promotional efforts that include advertising, personal selling, or public relations to attract students. ....  | SA | A | D | SD |
| 15. Systematic marketing research is conducted to gather and evaluate data about target markets (student segments, curricula, etc.). ....  | SA | A | D | SD |
| 16. Comprehensive research is conducted regarding program pricing. ....  | SA | A | D | SD |

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KEY: SA = STRONGLY AGREE  
 A = AGREE  
 D = DISAGREE  
 SD = STRONGLY DISAGREE

17. Comprehensive research is conducted regarding program modification. ....	SA	A	D	SD
18. New program development decisions are based on data collection and analysis. .	SA	A	D	SD
19. Selection of new distribution systems for programs is based on data collection and analysis. ....	SA	A	D	SD
20. Research data are collected on a regular basis (at least annually) from students who are considering applying to this institution. ....	SA	A	D	SD
21. We assess student satisfaction through a systematic research effort. ....	SA	A	D	SD
22. We assess institutional characteristics such as the internal and external images of the university/college through a systematic research effort. ....	SA	A	D	SD
23. Accessible and usable data in the form of alumni satisfaction surveys, career placement studies, and retention studies are available for tracking current and past students. ....	SA	A	D	SD
24. Whether or not college/university objectives are being attained is determined through systematic research. ....	SA	A	D	SD
25. An admissions director oversees the promotional and recruitment efforts at this institution. ....	SA	A	D	SD
26. A director of institutional research or marketing coordinator is in charge of our research efforts. ....	SA	A	D	SD
27. The areas of promotion, recruitment, research, program pricing, and financial aid are directed by an enrollment management officer who is a high level administrator. ....	SA	A	D	SD
28. The strategic planning process of this institution is integrated with promotions, research, and enrollment management under the direction of a top officer (vice presidential level) at this institution. ....	SA	A	D	SD
29. Informal methods are used to conduct research pertaining to students or institutional characteristics at this institution. ....	SA	A	D	SD
30. We have a computerized marketing information system which is used to gather and evaluate research data. ....	SA	A	D	SD
31. Data are evaluated relative to the "big picture" and "what if" scenarios are manipulated through a decision support system. ....	SA	A	D	SD
32. Research is conducted institution wide to provide information for strategic planning and control. ....	SA	A	D	SD
33. Promotional efforts (to attract students) which are conducted at this institution include advertising, personal selling, or public relations. ....	SA	A	D	SD
34. Target markets (student segments, curricula, etc.) are identified and evaluated through systematic marketing research efforts. ....	SA	A	D	SD
35. Program pricing is the focus of research efforts. ....	SA	A	D	SD
36. Program modification is the focus of research efforts. ....	SA	A	D	SD
37. Starting a new program is decided upon after collection and analysis of research data. ....	SA	A	D	SD

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KEY: SA = STRONGLY AGREE  
 A = AGREE  
 D = DISAGREE  
 SD = STRONGLY DISAGREE

38. The decision to start a new distribution system for a program is made after collection and analysis of research data. ....	SA	A	D	SD
39. Prospective students are the subject of annual research efforts. ....	SA	A	D	SD
40. Information gathering and evaluation regarding student satisfaction are ongoing organized efforts. ....	SA	A	D	SD
41. Information gathering and evaluation regarding institutional characteristics such as the internal and external image of the university/college are ongoing organized efforts. ....	SA	A	D	SD
42. A system is in place for tracking current and past students through research such as alumni satisfaction surveys, career placement studies, and retention studies. ....	SA	A	D	SD
43. Research data are gathered to determine if institutional objectives are being met. ....	SA	A	D	SD
44. Promotion and recruitment is coordinated by an admissions director. ....	SA	A	D	SD
45. Overseeing the research efforts at this institution is a marketing coordinator or director of institutional research. ....	SA	A	D	SD
46. Directing the institutional efforts in promotion, recruitment, research, pricing, and financial aid is an individual with a high level position in enrollment management. ....	SA	A	D	SD
47. An officer at the vice presidential level is responsible for integrating institutional efforts in promotions, research, and enrollment management with the strategic planning process. ....	SA	A	D	SD
48. The research system at this institution pertaining to students or institutional characteristics consists of informal information gathering. ....	SA	A	D	SD
49. This institution uses a computerized marketing information system to gather and evaluate research data. ....	SA	A	D	SD
50. This institution has a decision support system which is used to evaluate data relative to the "big picture" and to manipulate "what if" scenarios. ....	SA	A	D	SD
51. Strategic planning and control are based on institution wide research efforts. ..	SA	A	D	SD
52. Advertising, personal selling, or public relations are part of our promotional efforts used to attract students. ....	SA	A	D	SD
53. Data is gathered and evaluated relative to target markets (such as student segments, curricula, etc.) through systematic research efforts. ....	SA	A	D	SD
54. Research extends into the area of program modification. ....	SA	A	D	SD
55. Research extends into the area of program pricing. ....	SA	A	D	SD
56. Systematic data collection and analysis are used to decide on new programs. ...	SA	A	D	SD
57. Systematic data collection and analysis are used to decide on new ways to deliver programs. ....	SA	A	D	SD

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Please divide 100 points between each of the four statements by assigning the most points to the statement which best describes the marketing emphasis at this institution, and fewer points to the statements that less adequately describe the emphasis at this institution.

- The emphasis is on marketing as promotion (promotion and recruitment are the central focus of the marketing effort)
- The emphasis is on marketing as market research (where institutional research is the central focus of the marketing effort)
- The emphasis is on marketing as enrollment management (where managing the student body size and characteristics is the central focus of the marketing effort)
- The emphasis is on marketing as strategic marketing management (where strategic planning is integrated with the marketing effort)

.....

### Institutional Characteristics

What is the source of control or affiliation for this institution?

- Public
- Private

What is the highest degree awarded at this institution?

- Two-year associate
- Baccalaureate
- Master's
- Doctoral

By which of the following regional accrediting bodies is this institution accredited?

- New England
- North Central
- Middle States
- Southern
- Northwest
- Western

Which is the best description of the urbanicity of this institution?

- rural/small town (outside a metropolitan statistical area (MSA))
- urban fringe/large town (in an area surrounding a central city or within a county constituting an MSA)
- central city (located within a central city of an MSA)

What is your position at this institution? \_\_\_\_\_

What was this institution's Fall 1993, full-time-equivalent enrollment? \_\_\_\_\_

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**APPENDIX D**

**Melanie Narkawicz**

---

1751 Morrison Road  
Chuckey, TN 37641  
Home: 615-639-2691  
Work: 615-929-4430

January 18, 1994

Dear Institutional Executive:

I am a doctoral student at East Tennessee State University working on a nationwide research project to gather information on institutional practices in regard to marketing and promotion. I have worked in higher education for many years and I know that you are very busy, but this project will help fill an important gap in the literature of higher education and it should only take a few minutes to complete the survey.

The purpose of my research is to characterize the U.S. higher education system as well as individual institutions in terms of certain operational practices regarding marketing and promotion. I have developed a survey form to assess these characteristics and I am sending it to a nationwide sample of colleges and universities. As a way to thank you for your help, I would be happy to send you a copy of a statistically validated profile that compares your institution to other similar institutions in the study. To receive the individualized comparison, simply check the space on the bottom of the first page of the survey (below the return address).

To participate in the study, kindly have the enclosed survey completed by an individual whom you think could accurately assess your institution's current operational characteristics. This person should have a knowledge of promotional, research, enrollment management, and strategic planning activities.

Please remove this letter before you forward the survey to the individual whom you designate to complete it. The survey is addressed to that individual. Thank you for your help and support of research in higher education.

Sincerely,

Melanie G. Narkawicz

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**Melanie Narkawicz**1751 Morrison Road  
Chuckey, TN 37641  
Home: 615-639-2691

January 18, 1994

Dear Fellow Administrator,

Your institutional president has forwarded this survey to you in support of a research project that is designed to fill an important gap in the literature of higher education. Since you have been designated as the most knowledgeable respondent we are depending on your expertise and follow-through to make this project a success.

The survey should only take about ten minutes to complete. To ensure that your institution will be included in the study it would be very helpful if you could return the survey within ten days. Individual responses will remain anonymous and only aggregate data will be published. The tracking code on each form is for administrative use only.

Thank you for taking the time to respond and for your support of research in higher education. When you have completed the survey, please fold it on the dotted line, staple where indicated, and mail it. If you have questions please call either myself at 615-929-4430 or Dr. Anthony DeLucia, Chairperson, Institutional Review Board, East Tennessee State University, at 615-929-6134.

Sincerely,

Melanie Narkawicz

-----  
**Melanie Narkawicz**1751 Morrison Road  
Chuckey, TN 37641

**Melanie Goodson Narkawicz**  
1751 Morrison Road  
Chuckey, TN 37641

Please check here if you would like to receive an institutional profile.

▼ STAPLE ▼

▼ STAPLE ▼

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## SURVEY OF CURRENT INSTITUTIONAL PRACTICES

Please respond to the following statements. You should indicate the extent to which you agree or disagree with the descriptive statements as they pertain to your institution.

**KEY: SA = STRONGLY AGREE**  
**A = AGREE**  
**D = DISAGREE**  
**SD = STRONGLY DISAGREE**

- |   |    |   |   |    |
|---|----|---|---|----|
| 1. Research data are collected on a regular basis (at least annually) from students who are considering applying to this institution. ....  | SA | A | D | SD |
| 2. We assess student satisfaction through a systematic research effort. ....  | SA | A | D | SD |
| 3. We assess institutional characteristics such as the internal and external images of the university/college through a systematic research effort. ....  | SA | A | D | SD |
| 4. Accessible and usable data in the form of alumni satisfaction surveys, career placement studies, and retention studies are available for tracking current and past students. ....                              | SA | A | D | SD |
| 5. Whether or not college/university objectives are being attained is determined through systematic research. ....  | SA | A | D | SD |
| 6. An admissions director oversees the promotional and recruitment efforts at this institution. ....  | SA | A | D | SD |
| 7. A director of institutional research or marketing coordinator is in charge of our research efforts. ....   | SA | A | D | SD |
| 8. The areas of promotion, recruitment, research, program pricing, and financial aid are directed by an enrollment management officer who is a high level administrator. ....                                     | SA | A | D | SD |
| 9. The strategic planning process of this institution is integrated with promotions, research, and enrollment management under the direction of a top officer (vice presidential level) at this institution. .... | SA | A | D | SD |
| 10. Informal methods are used to conduct research pertaining to students or institutional characteristics at this institution. ....   | SA | A | D | SD |
| 11. We have a computerized marketing information system which is used to gather and evaluate research data. ....  | SA | A | D | SD |
| 12. Data are evaluated relative to the "big picture" and "what if" scenarios are manipulated through a decision support system. ....  | SA | A | D | SD |
| 13. Research is conducted institution wide to provide information for strategic planning and control. ....  | SA | A | D | SD |
| 14. Promotional efforts (to attract students) which are conducted at this institution include advertising, personal selling, or public relations. ....  | SA | A | D | SD |
| 15. Target markets (student segments, curricula, etc.) are identified and evaluated through systematic marketing research efforts. ....   | SA | A | D | SD |
| 16. Program pricing is the focus of research efforts. ....  | SA | A | D | SD |
| 17. Program modification is the focus of research efforts. ....   | SA | A | D | SD |

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18. Starting a new program is decided upon after collection and analysis of research data. ....	SA	A	D	SD
19. The decision to start a new distribution system for a program is made after collection and analysis of research data. ....	SA	A	D	SD
20. Prospective students are the subject of annual research efforts. ....	SA	A	D	SD
21. Information gathering and evaluation regarding student satisfaction are ongoing organized efforts. ....	SA	A	D	SD
22. Information gathering and evaluation regarding institutional characteristics such as the internal and external image of the university/college are ongoing organized efforts. ....	SA	A	D	SD
23. A system is in place for tracking current and past students through research such as alumni satisfaction surveys, career placement studies, and retention studies. ....	SA	A	D	SD
24. Research data are gathered to determine if institutional objectives are being met. ....	SA	A	D	SD
25. Promotion and recruitment is coordinated by an admissions director. ....	SA	A	D	SD
26. Overseeing the research efforts at this institution is a marketing coordinator or director of institutional research. ....	SA	A	D	SD
27. Directing the institutional efforts in promotion, recruitment, research, pricing, and financial aid is an individual with a high level position in enrollment management. ....	SA	A	D	SD
28. An officer at the vice presidential level is responsible for integrating institutional efforts in promotions, research, and enrollment management with the strategic planning process. ....	SA	A	D	SD
29. The research system at this institution pertaining to students or institutional characteristics consists of informal information gathering. ....	SA	A	D	SD
30. This institution uses a computerized marketing information system to gather and evaluate research data. ....	SA	A	D	SD
31. This institution has a decision support system which is used to evaluate data relative to the "big picture" and to manipulate "what if" scenarios. ....	SA	A	D	SD
32. Strategic planning and control are based on institution wide research efforts. ..	SA	A	D	SD
33. Advertising, personal selling, or public relations are part of our promotional efforts used to attract students. ....	SA	A	D	SD
34. Data is gathered and evaluated relative to target markets (such as student segments, curricula, etc.) through systematic research efforts. ....	SA	A	D	SD
35. Research extends into the area of program modification. ....	SA	A	D	SD
36. Research extends into the area of program pricing. ....	SA	A	D	SD
37. Systematic data collection and analysis are used to decide on new programs. ...	SA	A	D	SD
38. Systematic data collection and analysis are used to decide on new ways to deliver programs. ....	SA	A	D	SD

**Please turn the page to answer some questions  
regarding institutional characteristics.**

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### Institutional Characteristics

What is the source of control or affiliation for this institution?

- Public  
 Private

What is the highest degree awarded at this institution?

- Two-year associate  
 Baccalaureate  
 Master's  
 Doctoral

By which of the following regional accrediting bodies is this institution accredited?

- New England  
 North Central  
 Middle States  
 Southern  
 Northwest  
 Western

Which is the best description of the urban location of this institution?

- rural/small town (outside a metropolitan statistical area (MSA))  
 urban fringe/large town (in an area surrounding a central city or within a county constituting an MSA)  
 central city (located within a central city of an MSA)

What is your position at this institution? \_\_\_\_\_

What was this institution's Fall 1993, full-time-equivalent enrollment? \_\_\_\_\_

**Thank you for taking the time to complete this survey.  
 Your assistance is appreciated!**

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**Melanie Narkawicz**

1751 Morrison Road  
Chuckey, TN 37641  
Home: 615-639-2691  
Work: 615-929-4430

February 7, 1994

Dear Institutional Executive:

Three weeks ago I sent your office a survey regarding college marketing and promotions. The survey was developed to gather data for a research project to characterize the U.S. higher education system in terms of certain operational practices pertaining to marketing and promotion. It was sent to a nationwide sample of colleges and universities. I have received most of the surveys back, but yours was not among them. Your response is critical since your institution was part of a select group chosen to participate in the study. I fear the form may have been lost in route, thus I have enclosed another copy so that your institution will not unintentionally be omitted.

Could you please have the survey completed by an individual whom you think could accurately assess your institution's current operational characteristics? This person should have a knowledge of promotional, research, enrollment management, and strategic planning activities. As a way to thank you for your help, I would be happy to send you a copy of a statistically validated profile that compares your institution to other similar institutions in the study. To receive the individualized comparison, simply check the space on the bottom of the first page of the survey (below the return address).

Please remove this letter before you forward the survey to the individual whom you designate to complete it. The survey is addressed to that individual.

If you have questions please call either myself at 615-929-4430 or Dr. Anthony DeLucia, Chairperson, Institutional Review Board, East Tennessee State University, at 615-929-6134. Thank you for your help and support of research in higher education.

Sincerely,

Melanie G. Narkawicz

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**APPENDIX E**

For the data analysis and hypothesis testing, the following statements were used to calculate the subscale scores:

- STAGE 1, Statements: 1, 6, 10, 14, 20, 25, 29, and 33  
(10 and 29 dropped for analysis)
- STAGE 2, Statements: 2, 3, 7, 11, 15, 21, 22, 26, 30, and  
34
- STAGE 3, Statements: 4, 8, 12, 16, 17, 23, 27, 31, 35, and  
36
- STAGE 4, Statements: 5, 9, 13, 18, 19, 24, 28, 32, 37, and  
38

VITA

MELANIE GOODSON NARKAWICZ

Personal data:           Date of Birth:    October, 6, 1955  
                          Place of Birth:  Gainesville, Florida  
                          Marital Status: Married

Education:            Public Schools, Brooksville, Florida and  
                          Lakeland, Florida  
                          Santa Fe Catholic High School, Lakeland,  
                          Florida  
                          Florida Southern College, Lakeland, Florida,  
                          humanities, B.A., 1976  
                          Chattahoochee Valley Community College,  
                          Phenix City, Alabama, 1979-1980  
                          Hillsborough Community College, Brandon,  
                          Florida, 1984  
                          East Tennessee State University, Johnson  
                          City, Tennessee; educational leadership  
                          and policy analysis, Ed.D., 1994

Professional Experience:   First Lieutenant, U.S. Army, Fort Benning,  
                          Georgia, 1976-1979  
                          Technical Correspondent, Underwriters  
                          Laboratories, Inc., Tampa, Florida,  
                          1981-1984  
                          Upward Bound Instructor, Tusculum College,  
                          Greeneville, Tennessee, 1986  
                          Planning and Development Coordinator,  
                          Northeast State Technical and Community  
                          College, Blountville, Tennessee, 1987-1989  
                          Doctoral Fellow, East Tennessee State  
                          University, Johnson City, Tennessee,  
                          1989-1994  
                          Associate Faculty, Tusculum College  
                          Professional Studies, Greeneville,  
                          Tennessee, 1994

Publications:        Co-author: "TRADOC/DARCOM Review of  
                          Field/Organizational Clothing and Personal  
                          Equipment Items Used by Army Women Service  
                          Members" (SM)

MELANIE GOODSON NARKAWICZ

Publications: Author: "UL's Testing of Exposure/Immersion  
(continued) Suits" in the Tradewinds publication, for the  
National Safe Boating Council Education  
Seminar

Author: "UL Testing of Marine Navigation  
Lights" in the Tradewinds publication, for  
the International Marine Trades Exhibit and  
Conference

Co-presenter: "Quality First and Its  
Development Implications" during the  
Institutional Advancement Conference  
cosponsored by the National Council for  
Resource Development, Region III, the  
Virginia Community College Association  
Institutional Advancement Commission, and the  
Virginia Organization for Resource  
Development

Presenter: "Quality First and Its Development  
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Co-author: "Proposal for the Development of  
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