

CHARACTERISTICS OF AN EFFECTIVE
TWO-YEAR COLLEGE MARKETING
PROGRAM

By

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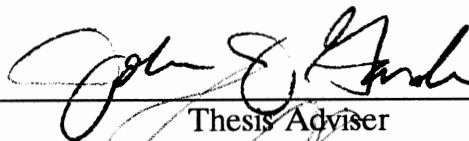
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CHAPTER I

THE RESEARCH PROBLEM

Introduction

In 1979 for the first time, community, junior and technical colleges in the United States experienced an enrollment decline. Prior to that time enrollments had been stable or increasing giving little cause for alarm to college administrators and trustees. The prospect of declining enrollments, however, led college administrators to seriously consider methods of stabilizing their enrollment base. As a result of this change in perspective, marketing as an administrative function became increasingly more visible within institutional organizational structures.

While applying marketing principles to higher education was met with some skepticism initially, acceptance of marketing's positive effect on enrollments quieted the fears of most critics and moved the field of educational marketing onto a higher plateau within many institutions across the nation.

Since 1979, colleges and universities have begun to formalize the role of marketing within the organizational structure. Many institutions established new administrative positions to direct marketing activities, while others added these responsibilities to existing staff positions. Regardless of the approach taken, educational marketing as an administrative function had evolved from

conceptual framework to practical application.

Background of the Study

Over the last decade a great deal of attention has been focused on the application of marketing principles to the management practices of higher education institutions. Enrollment management became the trend of the late 1980's with all of its implications for assessment of institutional vitality. College and university administrators have accepted the premise that an organized and well implemented system of marketing will ultimately result in stable or increasing enrollments.

The development of marketing as an educational administrative function has transformed from a scholarly concept of the 1970's to a practical management imperative for the 1980's and beyond. Indeed, much of the literature of the late 1970's and early 1980's addressed educational marketing as a philosophical issue. The great majority of the research studies published then focused on the question of whether or not institutions should actively participate in marketing activities. In contrast, the bulk of the literature published since 1985 highlighted specific marketing techniques designed to serve as practical aids for the educational marketing executive.

A number of factors contributed to this shift in emphasis. Perhaps the most significant of those factors was a change in enrollment mix in community, junior and technical colleges across the nation. The emergence of the adult learner, typically enrolled for six credit hours or less, and the increased competition for these students forced many institutions to design and implement specific strategies

to attract and retain the older population. Moreover, many of these institutions found themselves in circumstances where their funding base was in jeopardy due to declining enrollments, thereby accentuating the need for rather immediate action to stabilize enrollment.

For the above reasons, marketing programs began to emerge and flourish as institutional responses to enrollment changes. The marketing programs developed were as varied as the institutions that implemented them. Since most were new to the marketing concept, numerous approaches were taken by institutions to implement these programs. White (1980), in a doctoral dissertation, noted that marketing activities were not always consistent with the marketing goals of the institution. In a study conducted by Murphy and McGarrity (1978), it was revealed that in a survey of 200 private colleges, nearly 90 percent of those surveyed equated marketing with promotion. Promotion, however, is only a single and narrow aspect of the overall marketing mix.

In many instances the lack of expertise in developing a comprehensive marketing program generated problems for institutions attempting to increase or stabilize enrollments. Creamer and Akins (1981) noted that many institutions had encountered difficulties primarily due to the misunderstanding of the marketing concept and the establishment of unrealistic expectations for the marketing program.

This apparent lack of understanding contributed to the diversity of the marketing programs implemented within educational institutions across the country. While some marketing programs had little or no effect on enrollment, many institutions experienced positive gains in enrollment that were attributed to

the marketing activities that had been initiated. It was increasingly apparent that institutions with effective marketing programs might possess characteristics that could be emulated by other institutions in the development of an institutional marketing program.

Statement of the Problem

The purpose of the study was to identify the characteristics of an effective two-year college marketing program. The study was designed to provide answers to the following research questions:

1. What are the most important characteristics of an effective two-year college marketing program?
2. What are the major obstacles to an effective two-year college marketing program?
3. What are the best strategies for an administration in establishing and conducting an effective two-year college marketing program?
4. What are the key roles of the people involved in conducting an effective two-year college marketing program?

Significance of the Study

Since institutional marketing has become a management imperative, it was believed that information derived from the study would make a useful contribution toward the understanding of effective two-year college marketing programs. Moreover, it was believed that the information derived would serve as a practical application tool for those involved in the two-year college marketing endeavor.

That is to say, institutions seeking to plan and implement educational marketing programs might use the results of the study to significantly increase the probability of program success.

Definition of Terms

For the purpose of this study, the following definitions were used:

Marketing was defined as follows:

Marketing is the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate and service the markets. (Kotler, 1975)

The marketing concept was defined as:

A management orientation that holds that the key to achieving organizational goals consists of the organization's determining the needs and wants of target markets and adapting itself to delivering the desired satisfactions more effectively and efficiently than its competitors. (Kotler,1980)

The marketing process was defined as:

The managerial process of identifying, analyzing, choosing, and exploiting marketing opportunities to fulfill the company's mission and objectives. More specifically, it consists of identifying and analyzing marketing opportunities, segmenting and selecting target markets, developing a competitive marketing mix strategy, and designing supporting marketing management systems for planning and control, information, and marketing personnel. (Kotler, 1980)

Marketing activities were defined as the tools that an institution uses to achieve its marketing objectives and may be classified into product, pricing, promotion, and distribution types.

The target market was defined as:

A well-defined set of customers whose needs the company plans to satisfy. (Kotler, 1980)

The marketing mix was defined as:

The particular blend of controllable marketing variables that the firm uses to achieve its objective in the target market. (Kotler, 1980)

Marketing strategy was defined as:

The fundamental marketing logic by which the business unit intends to achieve its marketing objectives. Marketing strategy consists of a coordinated set of decisions on (1) target markets, (2) marketing mix, and (3) marketing expenditure level. (Kotler, 1980)

Enrollment, for the purpose of this study, was defined as the headcount of full-time and part-time students enrolled in courses for credit. Continuing education enrollments were not considered.

Competition was defined as the perceived degree of competition experienced by an institution as indicated by a designated official of that institution.

Age of program was defined as the number of years a given marketing activity or marketing system had been utilized by an institution as indicated by a designated official.

Age of institution was defined as the number of years that had transpired since the year classes began at a given institution as reported by a designated official of the institution.

Assumptions and Limitations

It was assumed in this study that while community, junior and technical

colleges in the United States may seek to increase, maintain, or even decrease enrollments, these institutions seek stable enrollments. The term stable enrollments, in this instance, refers to enrollments that do not fluctuate greatly from year to year.

A limitation of this study was its concern with only one segment of American higher education-public community, junior and technical colleges. The mission of these institutions may differ from the missions of other institutions in the American higher education system.

It is important to note that the marketing perspective for institutions of higher education in general may vary from the perspective of private, profit-motivated entities who engage in marketing activities.

While it was the researcher's intent to determine the major characteristics of an effective two-year college marketing program, it was not expected that all of the characteristics of an effective program would be identified. The study was limited to the scope of inquiry of the research questions outlined in the statement of the problem.

The methodology utilized in the study was not the only valid research method to discover the characteristics of an effective two-year marketing program. Other methods may be equally effective in identifying additional characteristics. The study was additionally limited by the potential error that could be made by the members of the Board of Directors of the National Council for Marketing and Public Relations in their identification of the twenty-five (25) expert marketers selected for the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The review of the literature consisted of a summary of the previous research and publications addressing the marketing of higher education, marketing in community colleges and the characteristics of effective educational marketing programs in two-year colleges.

The marketing of higher education is by no means a concept original to the 1990's. The concept received much attention in the first half of the 1980's when the reality of a steady decline in the number of eighteen-year-olds began to impact campuses across the nation. As early as 1978 college administrators recognized the advantages of marketing activities and strategies.

Alexander (1978) conducted a study to determine the level of acceptance of marketing in the management of higher education institutions. After some 1,800 administrators at 600 institutions across the country were surveyed, Alexander concluded that there was overall acceptance of the marketing philosophy. The study reported that 71.6% of the chief executives responding indicated that specific marketing activities were being utilized within their institutions.

Somewhat contrary to Alexander's findings, White (1980) noted that there were substantial differences among college administrators in the perception of marketing and in the practical implementation of marketing activities. White reported that although most administrators possessed a keen interest in marketing, they did not know how to actively and aggressively pursue the marketing goals of their organization.

Consistent with White's perspective, Cotoia (1988) noted that many college administrators considered marketing as a "cure all" for shrinking enrollments. Cotoia reported that there was a general misconception of the goal of a marketing effort within an institution. Specifically, Cotoia stated that marketing cannot be expected to produce results when poor quality exists in academic programs or when an area is oversupplied with college campuses. Cotoia concluded that a number of benefits resulted from the effective implementation of marketing.

Some of the expected outcomes from a properly run marketing operation are that it: (a) enables a college to arrive at intelligent decisions about the type of courses, programs or services that students will need as well as support; (b) assists college personnel in understanding these needs to facilitate reasonable modification of existing programs; (c) facilitates the refining of the missions, goals and objectives of the college over the short and long term; (d) attracts new students that the college can best serve with existing resources; (e) retains current students and satisfies their needs; and (f) develops a well-informed community and student body regarding existing programs, services and resources (p. 20).

Fischer (1978) reported that marketing should not be viewed as a process which is intended to meet institutional needs, but rather as a process to meet the needs of those the institution intends to serve. Fischer added that meeting

enrollment projections is a by-product of meeting the needs of the population in the service area.

Krachenberg (1972) reviewed marketing approaches in numerous higher educational institutions and reported that most institutions are involved in some type of marketing activity. He noted that while educators have not explored all of the marketing tools available to them, they have embraced many of the aspects of pricing and product design. Krachenberg concluded that many marketing dimensions remained unexplored in higher education and that considerable opportunities were open to administrators to implement the marketing concept on their campuses.

Marketing of Higher Education

Prior to 1980 the abundance of literature relating to the marketing of higher education institutions was published in the domain of non-profit organizations. Kotler (1975), recognized at that time to be the leading authority on the marketing of non-profit organizations, noted that the principles of marketing in the public sector were substantially different than those utilized in the private sector. Explaining that the introduction of marketing principles in the nonprofit organization presented unique problems, Kotler concluded:

The concepts of product, price, promotion and distribution, which are employed by profit-sector marketers, have to be redefined for maximum relevance to all organizations. The concept of profit maximization must be translated into cost-benefit maximization so that marketing models can be applied fruitfully in the nonprofit sector (p. x).

Subsequent to his investigation of marketing of nonprofit organizations in general, Kotler (1976) developed specific proposals for the application of marketing theory to the college admissions process. Kotler outlined seven integrated processes operating within the college marketing process beginning with institutional positioning, followed by portfolio planning and applicant development. Applicant evaluation and recruitment effort evaluation were also identified by Kotler as distinct processes as were college improvement planning and alumni loyalty development. All of these functions, operating as equal and parallel processes, were seen by Kotler as the basis of the college marketing model.

Wilson (1985) noted that marketing demands the integration of all units of the organization to adequately formulate the product, place, price and promotion of higher education. Wilson stated that higher education is a loosely coupled system lacking the adhesiveness of clear goals, faculty loyalty and coordination. Additionally, Wilson reported that higher education organizations have little knowledge of customer needs and in most cases would not be flexible enough to respond even if customer needs were known. Wilson concluded that in order for institutions to respond to the marketing climate, fundamental changes in the organization were necessary, including organizational restructuring, active coordination and participation and a shared vision among administrators, faculty and staff.

The idea of a total marketing concept was perpetuated by Lucas (1979) who noted that if colleges were to be successful in adapting to a rapidly changing environment, they must fully comprehend the total marketing process and include it as an integral part of the institution's long range plan. Lucas declared that a

marketing plan that addresses all of the elements of the total marketing process must be developed and entrenched into the institutional environment.

Brannick (1987) noted that adherence to the principles of marketing can enable an institution to forecast and respond to impending changes in the needs of educational consumers. The first step in adopting the marketing philosophy according to Brannick was to view education as a consumer product and to be committed to the process of adapting to the marketing environment. This commitment, added Brannick, necessitates management of the marketing mix commonly referred to as "the four p's": product, place, price and promotion. The balancing of these components reported Brannick should be the focal point of the organization's strategic plan, combining institutional mission, goals and objectives into a meaningful document.

Tsai (1985) developed a series of eight decision guidelines for college administrators to consider as they develop a marketing program. Tsai described marketing as a decision-making process in the pursuit of the institution's mission. The decision guidelines developed by Tsai included eight steps to enable administrators to organize their institutions for effective marketing. The decision guidelines were: 1) institutional restructuring and preparation, 2) the establishment of a marketing information system, 3) marketing segmentation, 4) marketing research, 5) marketing positioning, 6) marketing strategy formulation, 7) marketing mix determination and 8) evaluation.

Ihlanfeldt (1965) identified three components of marketing in the higher education domain: research, strategy and communications. Information for decision making was gathered through the component of research, strategies were

developed through the analysis of marketing mix, and both internal and external communications were critical to the success of the marketing program.

In a later study Kotler and Levy (1969) concluded that colleges were poorly organized for marketing activities due to the fact that many marketing responsibilities were scattered throughout the institution with little coordination of activities.

To address the coordination issue, Kotler (1975) proposed the utilization of a marketing audit to identify the major practices, obstacles and opportunities facing the institution. The marketing audit proposed by Kotler was comprised of three phases. The first phase evaluated the marketing environment as it related to its customers, markets and competitors. Phase two of Kotler's audit called for the evaluation of the organization's programs, goals, objectives and organizational structure. The final phase of the audit focused primarily on the evaluation of the marketing activities ongoing within the institution.

Lucas (1979) proposed a well-researched study of the organization's current image and the development of a plan to build upon that image. Additionally, Lucas identified the necessity of a mechanism for the constant feedback of marketing effectiveness and concluded that nonprofit organizations generally had been neither aggressive nor effective in monitoring and collecting such vital feedback.

Leach (1977) identified four distinct stages in the institutional marketing process. The service stage was characterized by the identification of services and programs and the publics to whom these services were delivered. In the promotion stage, attention was focused on the dissemination of information for

consumer decisions, while the delivery stage concentrated on the delivery of services and programs at times and locations that were convenient to the student consumer. The final stage, evaluation, was directed toward assessing the effectiveness of services and to identify the changing needs of market segments.

The identification of educational consumer needs and the ability of the higher education community to respond to those needs in changing market conditions was assessed by Loyd (1981) in five studies. Loyd found that age, level of education and marital status were the most accurate predictors of interest in attending college. The study revealed that those community colleges that felt they had aggressive marketing programs were in fact focused on promotional and recruitment efforts. Loyd reported that none of the colleges studied had a written marketing plan incorporated in the organizational structure.

The importance of marketing research and assessment was also supported by Howard (1979) in his study of the development of community-based marketing programs. Howard defines community-based marketing as:

...the effective management of the involvement of community constituencies in maintaining or regulating exchange relationships between the college and its public, enabling the products, services and resources to emerge out of an assessment of needs and resources derived from the local community (p. 74)

Howard noted that the assessment of community needs was a focal point for the effective implementation of a marketing program. Reporting that advisory committees can serve as a method of assessing needs, Howard stressed the significance of receiving accurate feedback from community members on college programs and services. Howard concluded that in order for higher education to be successful in the marketing and development process, it must be willing to

adapt and establish dynamic and differing relationships to the communities it serves. As the community increases its ownership in the planning process, it follows that the college's role as an agent of change and a vehicle to solve community problems will become more evident.

Struggs (1981) reported that the needs assessment and its continual monitoring and evaluation provided the foundation for an eclectic approach to educational marketing. The community impact study, added Struggs, is the principal tool available to an institution for examining community needs. Struggs noted that many of the earlier attempts at measuring community impact focused exclusively on economic factors rather than the aggregate impact of the institution. Struggs determined that the total impact on the community must be measured by evaluation of the following areas: 1) education (new skills and competencies learned), 2) social services (recreational and interpersonal), 3) cultural activities (the performing arts and athletics), 4) economic factors (income, expenditures, employment and retail/industrial development), and 5) technical development.

The use of enrollment research in making marketing decisions was identified as an integral part of the marketing process by Rankin (1986). Advocating the use of specific enrollment data for each academic program, Rankin identified six categories for cross correlation of enrollment data and comparison with the previous year's information. This analysis of enrollment data was used to develop new marketing plans and to modify existing plans as needed.

Litten (1980) summarized the goal of educational marketing research as a frame of mind in which questions are asked about the optimum relationship

between an organization and its environment, or parts of its environment and actions are taken in response to the answers to those questions.

Piland (1984) noted that the success of the marketing effort rests with the establishment of a marketing strategy predicated upon sound research, specifically the analysis of the community's educational needs. Piland summarized marketing research as the systematic analysis, model building and fact finding for the purposes of improved decision making. Piland outlined the following as essential components of a market research program:

1. Problem Definition - a precise definition of the problem.
2. Research Design - development of a clear set of research objectives, choice of data collection methods, research instruments and sampling.
3. Field Work - actual implementation of the research design.
4. Data Analysis - extraction of pertinent information from the data collected.
5. Report Preparation - preparation of a managerially oriented report presenting major findings and recommendations (p. 99).

The need to assess the marketing potential of new programs was identified by Kotler and Fox (1985) as an important institutional research function. The marketing process is dependent upon the institution's ability to assess market potential for its programs and services. Kotler and Fox proposed the use of a nine cell matrix to place present and future programs along two dimensions, markets (existing, geographical and new) and programs (existing, modified and

new). From the matrix several terms were developed to describe market potentials. The terms and their respective definitions developed by Kotler and Fox were:

1. Existing Program Developments - consists of deeper market penetration of existing programs or geographic expansion.
2. Program Modification - occurs when institutions modify programs to reach either existing or new markets in mind.
3. New Program Development - describes the process of designing and creating new programs for existing, modified or totally new markets (p. 76).

As a follow-up to the Kotler and Fox study, Voorhees (1987) stressed the need for institutional research personnel to focus on instructional programming to strengthen the marketing process. Voorhees proposed the utilization of several commercially available surveys to assess the potential of new programs and their effect on the institution's marketing effort.

In a study conducted at the College of DuPage, Goodnow (1981) reported that the marketing process could be greatly enhanced through the utilization of benefit segmentation techniques. In a study of 487 randomly selected students, Goodnow identified five distinct benefit segments which influenced the enrollment decision. Goodnow concluded that through the use of this method researchers may predict the motivation for participation of individual students and design programs, services and promotional strategies for these segments.

Marketing of Community Colleges

Much of the literature relating to the marketing of community colleges focused on individual efforts to implement marketing activities and programs at specific institutions or institutions within a single state. Shaink (1986) studied and reported the application of marketing practices in the Michigan community college system, while Morris (1988) pursued the same goal in the Colorado system. In a much broader approach, Vancko (1988) studied 267 community colleges in a twelve state region to develop a profile of marketing practices. Vancko concluded that a significant relationship existed between the marketing orientation of institutions and enrollment changes. Additionally, Vancko reported a significant relationship between marketing orientation and budget for new programs. These findings clearly indicated the impact of the marketing perspective on community colleges.

In a study of marketing orientations and their impact upon enrollments, Dollar (1983) noted that community colleges seemed to display the greatest sophistication in the development of the marketing process. Dollar concluded that marketing orientation did in fact have an intervening effect on enrollment and that the chief executives of "high" orientation institutions tended to perceive higher enrollment goal attainment than chief executives with "low" marketing orientation. Additionally, Dollar developed a five-stage marketing topology as a comparative guide to provide quicker insight into the marketing process in individual community colleges. The five topologies and their respective characteristics described by Dollar were:

Stage One: The Traditional College - No formal marketing organization exists and marketing information and planning are nonexistent as well. Marketing activities are limited to traditional recruiting activities.

Stage Two: The Selling Oriented College - Marketing organization and planning is extremely limited and promotional activities usually center around the use of advertising. In stage two colleges retention is not yet recognized as a mechanism for affecting enrollments.

Stage Three: The Marketing-Oriented College - The most visible change within the organization is the appointment of a marketing director with a role limited to promotion and recruitment. The college may also begin to develop a crude marketing plan.

Stage Four: The Total Marketing College - The demand for marketing information increases to the point where the institution is required to initiate specific studies of problems and opportunities. A marketing vice president emerges with total responsibility of recruiting, retention, and development activities.

Stage Five: The Integrated Marketing College - Ultimate state-of-the-art marketing techniques are utilized and marketing audits are conducted to gauge the environment for new programs and services. The institution recognizes its obligation to society's interests over consumer demands (pp. 104-111).

In an effort to determine the extent to which formal marketing programs were present in community colleges, Willingham (1981) surveyed the chief executive officers of 315 institutions. Over one-third of the 155 respondents indicated they were implementing formal marketing program activities. In addition, Willingham noted that the majority of institutions with formal marketing activities reported adequate operating budgets for the implementing of the activities. Only seven of the respondents with a formal marketing program listed a marketing program director to perform marketing activities, while six reported the utilization of an outside professional marketing consultant.

In a study of the relationship between marketing and enrollment in 138 two-year institutions, Hoppe (1981) concluded that no significant relationship

could be demonstrated between enrollment changes and selected marketing variables. Hoppe analyzed the specific marketing variables of: 1) scope of the marketing plan, 2) segmentation of target audiences and 3) overall size of the marketing budget. While a statistically significant relationship could not be established, segmentation of markets was reported to be the most consistent predictor of enrollment change.

Hoppe's (1981) findings paralleled those of an earlier study by Scigliano (1979). A nationwide survey of 210 community colleges was conducted to test the hypothesis that administrative adherence to sound marketing practices would result in higher enrollments. Scigliano concluded that no significant relationship existed between the two variables, and discovered that while the great majority of colleges recognized the value of the student consumer, they were less effective in implementing strategic marketing efforts.

Dann (1982) initiated a study of the 48 institutional members of the League of Innovation in the Community College to assess the scope and structure of existing marketing activities. Responses from 75% of those surveyed revealed that 33% of the institutions possessed well-developed marketing functions and 22% had administrators with the word "marketing" included in their job title. Dann reported that the marketing activities most frequently undertaken were promotion, needs assessment studies, and the development of a marketing plan.

Dunbar (1987) conducted a survey of 296 community college faculty and administrators to investigate the relationship between selected institutional factors and the attitudes of community college faculty toward marketing. Dunbar concluded that: 1) faculty in small institutions are more receptive to marketing

than faculty in large institutions, 2) an incentive structure invites and rewards faculty participation, 3) female faculty are more willing than male faculty to engage in activities that demonstrate caring and nurturing attitudes, and 4) faculty members may be opposed to the term marketing rather than to the activities that comprise marketing.

Kotler and Goldgehn (1981) described marketing within the community college as a multi-step process to include such activities as defining the mission and markets of the institution, researching the marketplace and designing and implementing marketing plans. The effectiveness of a marketing program depends upon the acceptance of the marketing mission at all levels within the institution. Kotler and Goldgehn reported that the adoption of the marketing philosophy is not merely a change in activity or orientation, but rather it represents a change in the college's culture. The end result of the marketing process for community colleges concluded Kotler and Goldgehn was the pursuit of specific and targeted niches in the marketplace and the abandonment of the erroneous premise that the college can be all things to all people. Through this process community colleges will be able to drop services and programs in which they have no competitive advantage and to identify and develop new programs and services where market potential exists.

Johnson (1979) reported that the identification of the real and perceived opposition to change is an important first step in the development of the marketing plan. Johnson proposed the use of a marketing task force to minimize acceptance problems and eliminate misconceptions. The marketing task force,

according to Johnson, was a viable means of acquiring faculty involvement and support.

McClenney (1989) proposed the formation of a planning council to evaluate the external realities and convert them to marketing opportunities. McClenney noted that the planning council should identify strategic issues and develop a set of strategic choices to aid in the decision-making and priority-setting processes.

Johnson (1980) studied four community colleges that employed a comprehensive marketing program. Johnson labeled this comprehensive approach the total marketing concept or TMC. Johnson reported that the TMC was a mechanism for affecting positive change in community colleges. Johnson concluded that administrators should provide a support base for the development of the total marketing concept by involving faculty and staff in the marketing process, setting reasonable expectations and establishing a success model on campus.

Keim (1979) noted that community colleges should devote considerable more effort and resources to fully comprehending the marketplace and the products to meet the needs of educational consumers. Keim added that the development of a comprehensive marketing program would change the focus of the institution and would present a new set of problems and opportunities for the future.

Gollattscheck (1981) elaborated on some of the problems that a marketing program brings to the institution. Marketing, according to Gollattscheck, serves as a change agent within the institution, and colleges embarking upon a marketing

program should expect change. Gollattscheck identified the issues of faculty resistance and community misconceptions as being the greatest obstacles to the marketing effort, concluding that the appropriate method of avoiding these obstacles was strategic planning prior to program implementation.

The potential hazards of educational marketing were also addressed by Creamer and Akins (1981). The authors identified several outcomes of an educational marketing program that could possibly have an adverse effect on the vitality and quality of the institution as a whole. Creamer and Akins stated that when information is glamorized in order to appeal to an audience, students are likely to enroll with unrealistic expectations, causing the institution to either assist students to adjust their goals to the college's offerings or run the risk of losing the student. Additionally, the study revealed that an intense pressure on marketing may tempt faculty to lower academic standards to lessen the risk of attrition, ultimately lowering the academic quality of the institution. Creamer and Akins also reported the hazard of marketing expenditures depleting the resources of the institution such that an impact on academic quality may result. Creamer and Akins concluded that the solutions to these potential obstacles are optimally addressed through the development of a strategic marketing plan that is communicated throughout the institution and based upon realistic and mutually agreed upon goals.

Donsky (1986) identified the need for community colleges, particularly those with limited resources, to develop low cost marketing intervention strategies as part of the planning process. A specific intervention strategy outlined by Donsky was the analysis of market segmentation. Kotler (1975) described market

segmentation as the process of "dividing the market into fairly homogeneous parts where any part may conceivably be selected as a target market to be reached with a distinctive marketing mix" (p. 217).

Johnson (1982) stressed the need for community college faculty to utilize the principles of nonprofit marketing in the development of the academic department. Johnson proposed the adoption of a "zero-based curriculum" in which every course in the department is audited as part of a total marketing audit. The zero-based curriculum audit proposed by Johnson sought answers to the following questions:

- 1) Does the course have new or extended use?
- 2) Can the curriculum become better known through promotional efforts and market segmentation?
- 3) Can perceived disadvantages of the curriculum be turned into advantages?
- 4) Can pricing for low and high demand courses be adjusted?
- 5) Can the location of courses be improved and optional times be made available (p. 30)?

Allen (1987) stressed the importance of "residual marketing" or the process of community involvement. By becoming increasingly involved in the community, employees of the college greatly enhanced the image of the institution. This involvement, added Allen, had residual effects in that it may have taken longer to reap the benefits of the effort extended. Allen concluded that institutions should

not expect immediate results from community involvement, but should "aim for service, not success and success will follow" (p. 9).

Characteristics of Effective Marketing Programs in Two-Year Colleges

While the characteristics of effective marketing programs in community colleges received little attention in the literature, a study was conducted by McNamara (1988) to discern the common characteristics of effective private fundraising programs in community colleges.

Bogart (1984) studied the marketing structures of several community colleges with marketing programs perceived to be effective by other community colleges and identified four separate and unique structures. The four types of marketing structures identified were: 1) the central administration dominated structure, 2) the marketing committee dominated structure, 3) the marketing division dominated structure, and 4) the student services dominated structure.

The central administration dominated structure described by Bogart utilized the chief administrative officials of the college as its marketing group with the college president as the marketing leader. The major advantage of this structure was that it created broad administrative support for the marketing effort. The primary disadvantage was that each member of the structure had other pressing responsibilities placing equal demands on the administrator's time.

The committee dominated structure in contrast placed the responsibility for the development and implementation of the marketing program at the individual college level. Bogart noted that the broad representation on a committee

assumed widespread commitment to marketing activities. The weakness of this approach lay in the fact committee members had other roles to fulfill within the institution which conflicted with the focus of the committee. Bogart concluded that the effectiveness of the marketing program under this structure was determined by the make-up of the committee and the knowledge and skills represented on the committee.

Bogart described the marketing division dominated structure as the devotion of an entire division of the institution with a staff of trained professionals. The primary strength of this approach was the concentration of expertise in implementing the marketing plan. The most obvious disadvantage was that a change in the key staff can adversely disrupt the marketing effort.

The student services dominated structure was centered around a dean for student services responsible for the campus-wide implementation of the marketing program. Bogart reported that the combination of other student service activities such as recruiting, retention and institutional research into a well-rounded student services division was the major advantage of this structure.

Bogart concluded that the effectiveness of a marketing program depended on two conditions: 1) the ability of institutional leadership to modify its existing organizational structure to take full advantage of the marketing strengths of current staff while adding the necessary marketing expertise and 2) its ability to gain broad support and commitment from the internal publics of the institution, ranging from trustees to students to faculty.

Harris (1989) noted that the development of the marketing plan was by far the most critical step in ensuring an effective marketing program. Harris identified ten steps in the marketing planning process:

- 1) Form a marketing task force.
- 2) Review the college mission.
- 3) Review available research.
- 4) Set enrollment goals.
- 5) Identify target markets.
- 6) Develop specific marketing activities.
- 7) Designate an evaluation measure for each activity.
- 8) Develop a budget for each activity.
- 9) Implement the plan.
- 10) Evaluate the plan (pp. 67-72).

Effective marketing programs are often associated with effective institutional research programs. Trammell (1989) reported that in order for the community college institutional research office to be effective, it must meet the following criteria:

- 1) The research office must be strategically placed within the organization so that it can affect policy decisions in the most direct way.
- 2) The office must be empowered to access data and information from a variety of sources.
- 3) The office must be staffed by individuals whose professional integrity and ethics are above reproach.

- 4) The office must maintain as the number one priority services that assist in the development of positive learning experiences for students.
- 5) The office must develop effective interoffice relationships for the purpose of sharing ideas and information.
- 6) The office must be given the responsibility as the only unit that can release information about institutional characteristics to outside sources (pp. 53-54).

Daly and Bateman (1979) presented a six step program for the implementation of an effective marketing program. The specific steps included in the study were: 1) developing a supportive attitude among college personnel, 2) conducting an audit of current marketing functions, 3) assessing the community's educational needs, 4) using the resultant information for marketing segmentation and college image development, 5) developing strategies to increase enrollment based on the college's objectives, image, and the target market, and 6) evaluating the marketing efforts of the institution.

Edmondson (1981) identified several strategies to involve the entire college in an effective marketing program. The most notable were:

1. Gain a commitment from the entire staff including the chief executive officer.
2. Allocate personnel and resources to the marketing effort.
3. Be realistic in setting marketing goals and objectives.
4. Establish a communications system to keep those involved in the marketing effort informed.
5. Keep the clientele and the service area of the institution foremost when setting priorities.

6. Build a sense of trust among those involved in the marketing effort (p. 38).

Myran and Ralph (1981) proposed an evaluation method to determine the effectiveness and success of the marketing effort of a community college. Myran and Ralph reported that in the past the mission of community colleges had been misconstrued by both the college and the community. The need to be all things to all people led community colleges to dilute resources when in fact they should focus on specific target markets. Myran and Ralph concluded that the effectiveness of the marketing effort is dependent upon affirmative answers to the following questions.

1. Does the governing board of the college review policy implications of the marketing program and are they kept informed of marketing activities?
2. Does a high-level administrator have the responsibility for leadership in planning, implementing and evaluating the college's marketing activities?
3. Is there a written, college-wide marketing plan that provides for coordination and guidance of specific marketing techniques?
4. Is the mission of the college regularly reviewed and revised to reflect changing community needs?
5. Is there an ongoing process of updating the long range goals of the college based upon current data relating to needs and trends?
6. Are enrollment trends and demographics analyzed for appropriate action?
7. Is there an ongoing effort to assess the quality of college programs and services?
8. Are irrelevant, ineffective or outdated programs and services eliminated?

9. Are the trustees, administration and faculty willing to change programs and services in order to respond to the needs of the community (pp. 112-113)?

Richardson and Doucette (1981) noted that the commitment to the marketing concept tended to increase with the distance from the point of service delivery. For this reason, most of the leadership for marketing has been provided by chief executives and governing boards. Similarly, Johnson (1980) reported that faculty have resisted participating in marketing, even in institutions whose marketing efforts are perceived by others with extreme optimism.

Johnson (1978) concluded that an effective marketing program is based upon a supportive chief executive and governing board. In addition, one person should become the catalyst for the marketing effort, for example, the vice president for marketing or the vice president for institutional planning. Finally, Johnson added that the faculty and support personnel must understand that they are critical to an effective marketing program. The served and satisfied student is the end result of a successful marketing program, and faculty cannot separate themselves from this causal relationship with students.

In later study Johnson (1986) reported that the president of the institution plays a vital role in the development of a successful marketing program. Marketing leadership, described by Johnson, is reflected by presidential knowledge, style and a willingness to stay close to internal and external markets. Johnson added that the president, as marketing leader, should consider the following roles as important to the success of the marketing program.

- 1) The president must be a symbolic leader. By learning, teaching and encouraging others to become part of marketing, the president symbolizes the importance of marketing.
- 2) The president must be a financial leader. Dollars and time are reflections of real commitment.
- 3) The president must be an organizational leader. By working through the administrative council or executive committee, marketing knowledge and management expectations must be transmitted enthusiastically throughout the college.
- 4) The president must be a political leader. Community colleges are internally political organizations and understanding the real and subtle politics of the institution is the marketing leader's challenge (pp. 29-30).

Summary

This review of the literature revealed selected items from the growing body of literature concerning marketing in higher education, specifically marketing in community and junior colleges. The review revealed that the bulk of the literature published in the first half of the 1980's focused on the need to address the steady decline in the number of eighteen-year-olds across the nation. During this era, some of the authors reported that administrators tended to view marketing as a cure all for shrinking enrollments, noting that marketing cannot be expected to produce results when poor quality exists in academic programs.

The review also illuminated the importance of the research component of the marketing effort. Numerous authors emphasized the significance of the community needs assessment in the design and implementation of the marketing

program, concluding that well focused institutional research can serve as an effective tool for the improvement of academic programming.

The bulk of the literature published after 1985 was directed at the identification of marketing topologies and the implementation of strategic planning in the marketing process. The emphasis on enrollment production as the goal of the marketing effort was lessened in the literature published in the latter half of the 1980's. Instead, enrollment production was characterized as a by-product rather than a goal of the marketing effort.

Lacking in the existing literature was an emphasis on the characteristics of an effective two-year college marketing program. While some of the literature described specific activities that had been successful at individual institutions, it was clear that a study had not been conducted to bring together a consensus of opinions of recognized experts in the field of two-year college marketing.

CHAPTER III

METHODOLOGY

Introduction

The study was designed to identify the characteristics of an effective two-year college marketing program. The method utilized in gathering the data was the Delphi technique, designed by Olaf Helmer and his associates at the Rand Corporation during the 1950's (Pfeiffer, 1968). A description of the sample and questionnaire construction will be presented within this chapter. In addition, the Delphi procedure itself will be described in detail.

Sample

The sample for the study was comprised of twenty-five (25) expert two-year college marketing administrators nominated by members of the Board of Directors of the National Council for Marketing and Public Relations (NCMPR), an organized subdivision of the American Association of Community and Junior Colleges. The membership of the NCMPR is comprised of chief executive officers, senior marketing administrators and marketing program directors within community and junior colleges across the nation who have an identifiable and active marketing program. To be included in the sample these twenty-five (25)

marketing administrators had been identified by individual board members of the NCMPR as being effective in comparison to their peers and had met the following criteria:

1. Conducted highly effective institutional marketing programs for a minimum of three years in a two-year community or junior college.
2. Had been responsible for the overall management of planning and implementation of an institutional marketing program for a minimum of three years in a two-year community or junior college.
3. Had been directly responsible for the specific identification, development and coordination of an institutional marketing program for a minimum of three years in a two-year community or junior college.

The rationale for the selected sample was based on the assumption that the Board of Directors of the NCMPR has the professional experience, knowledge, data, information, and national perspective to identify the twenty-five (25) individuals who had effectively conducted an institutional marketing program and who had met the stated criteria for selection. Fifteen (15) of the individuals selected for the sample represented institutions with full-time equivalent enrollments above three thousand (3,000), while ten (10) represented institutions with full-time equivalent enrollments below three thousand (3,000) and above fifteen hundred (1,500).

Design and Procedure

The Delphi study technique was selected to ensure the best possible responses from the sample of experts in the field of two-year college marketing.

According to Pfeiffer (1968), the Delphi technique provides an opportunity to solicit a consensus from experts through their participation in completing a series of questionnaires.

As noted by Linstone, Turoff, and Weaver, the Delphi technique is an intuitive methodology for the purpose of eliciting expert opinion in a systematic manner for useful results. It is built upon the strength of informed intuitive judgment and obtains expert opinion without bringing the experts together. The Delphi is based upon iterative questionnaires administered to individual experts in a manner designed to protect the anonymity of the responses. Feedback of results accompanies each iteration of the questionnaire, which continues until convergence of opinion is achieved. The end result of this method is the consensus of experts, including their commentary, on each of the questionnaire items.

The research instrument utilized in the study was patterned after one which had been successfully employed in a study conducted by McNamara (1988) in the identification of characteristics, obstacles and strategies of private fund-raising programs. The instrument consisted of three questionnaires mailed to each of the twenty-five (25) institutional marketing experts identified as the sample. The names and addresses of the members of the sample were obtained from the NCMPR. The first questionnaire included the following format:

Questions Included in Questionnaire Number One

1. Please list a minimum of six characteristics of an effective two-year college marketing program.

- A.
- B.
- C.
- D.
- E.
- F.

2. What do you see as the three major obstacles to an effective two-year college marketing program?

- A.
- B.
- C.

3. What three most important ideas/strategies would you suggest to a chief executive in conducting an effective two-year college marketing program?

- A.
- B.
- C.

4. What are the significant roles of the people involved in conducting an effective marketing program?

- A.
- B.

- C.
- D.
- E.

On January 2, 1991, the first questionnaire was mailed with an individually typed cover letter to each of the twenty-five (25) participants. Telephone calls were made and hand written follow-up notes were written to five participants who had not responded. A response was then received from each of these participants.

The second mailing (Questionnaire Number Two) consisted of the proposed criteria identified by the participants in Questionnaire Number One and an individually typed cover letter. The mailing was sent on January 21, 1991. The participants were asked to evaluate, analyze, add to or delete from the proposed criteria derived from the responses to the four questions in Questionnaire Number One. Telephone calls were made and hand written follow-up notes were sent to three participants who had not responded, eliciting a response from each.

The third mailing (Questionnaire Number Three) was sent on February 21, 1991. It consisted of the tabulation of the experts' responses to round two questionnaires and asked each participant to examine the list of criteria gathered in response to each question and respond only if he or she felt that any of the criteria listed should be left out or replaced with one not listed. The participants were notified that if no further changes were recommended participation in the study was complete.

Data Analysis

The following research questions were utilized in analyzing both the review of literature and the data collected via the questionnaires.

1. What are the most important characteristics of an effective two-year college marketing program?
2. What are the major obstacles to an effective two-year college marketing program?
3. What are the most important ideas and/or strategies to an administration in conducting an effective two-year college marketing program?
4. What are the significant roles of the people involved in conducting an effective two-year college marketing program?

The data were gathered and analyzed following the return of each one of the three questionnaires.

Summary

A review of the literature and the analysis of responses from the twenty-five (25) expert two-year college marketing administrators led to initial answers to the four research questions. The second and third questionnaires called for the participants to evaluate and respond to the respective responses received, thereby producing a consensus of expert opinion on the characteristics, obstacles and strategies of an effective two-year college marketing program.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the characteristics of an effective marketing program in two-year community and junior colleges. The primary components of the study were a review of the existing literature related to marketing in higher education and in two-year community and junior colleges and the employment of the Delphi research study technique.

This section of the research study presents the findings of data gathered from the responses and evaluations given by the twenty-five (25) marketing experts who participated in the Delphi study addressing the four research questions.

The presentation of the research results was organized according to the chronological sequence of the mailings used to gather the data. The first mailing presented the questionnaire of the Delphi study to the twenty-five (25) expert respondents and sought to elicit responses to four questions. The second mailing of the study sought to elicit from the respondents an evaluation and analysis of the compilation of the responses of the first mailing of the questionnaire. The third mailing listed the tabulation of the responses gathered from the second mailing

and granted respondents an opportunity to make final recommendations for deletions, inclusions or substitutions.

Analysis of Data

First Mailing

Research Question One

What are the most important characteristics of an effective two-year college marketing program?

For the purposes of this study, only those responses which were listed by a minimum of three respondents were established as having met the criterion for inclusion. All like statements were combined.

All twenty-five (25) of the participants in the study responded to question number one. Ten (10) of the respondents listed adequate funding as a characteristic of an effective two-year college marketing program. Edmondson (1981) reported that the allocation of adequate resources was critical to the success of the marketing effort.

Ten (10) of the respondents identified a broad base of involvement and commitment to the marketing philosophy by all levels of staff as an important characteristic. Daly and Bateman (1979) proposed that the first step of a six step plan for the effective implementation of a marketing plan was to develop a supportive attitude among institutional personnel.

A marketing administrator with proven abilities was listed by seven (7) respondents as an important characteristic of an effective two-year college

marketing program. Johnson (1978) concluded that a vice president for marketing should become the catalyst for the marketing effort. Myran and Ralph (1981) also reported that a high level administrator with the responsibility for planning, implementing and evaluating marketing was a factor in a successful marketing effort.

Also listed by seven (7) participants in the study was the support and commitment of the chief executive officer. Edmondson (1981) noted that commitment from the chief executive was instrumental to the success of marketing activities. Bogart (1984) described this commitment as the "central administration dominated structure", reporting that this structure possessed the advantage of great support and attention within the institution. Johnson (1978) also concluded that the support of the chief executive was central to marketing success. Richardson and Doucette (1981) noted that the commitment to the marketing concept tended to increase with the distance from the point of service delivery, concluding that in the past most of the leadership for marketing programs had come from chief executives.

Basing institutional planning on solid research was listed by five (5) respondents as an important characteristic of an effective two-year college marketing program. Harris (1989) noted that reviewing market research was an integral part of the development of the marketing plan. Trammel (1989) reported that the institutional research function was critical to institutional vitality. Likewise, Piland (1984) concluded that the success of the marketing effort rests with the establishment of a marketing strategy predicated upon sound research.

Also listed by five (5) participants as an important characteristic was the concept of a marketing program specifically tailored to meet the unique needs of the community. Keim (1979) suggested that community colleges should devote considerable more effort to fully comprehending the marketplace. Kotler and Goldgehn (1981) reported that the community should identify and pursue specific and targeted niches in the marketplace and abandon the erroneous philosophy that the community college can be all things to all people. Struggs (1981) proposed the use of a community impact study as the principal tool for examining community needs. Howard (1979) also noted that the assessment of community needs was a focal point for the successful implementation of a marketing program.

Maintaining the consumer or customer orientation was listed by four (4) participants in the study. Brannick (1987) noted that the most important step in adopting the marketing philosophy was to view education as a consumer product. Wilson (1985) concluded that in general higher education institutions have little knowledge of customer needs and that in order for institutions to effectively respond to customer needs, fundamental changes in organizational structures were necessary.

Identifies realistic goals with measurable results and consistent evaluation with appropriate program modifications were both listed by three (3) respondents in the study. Harris (1989) noted that the establishment of realistic goals was an integral part of the marketing plan. Daly and Bateman (1979) reported that the evaluation of marketing efforts was the last of a six step program for successful marketing implementation.

All of the responses meeting the criterion for inclusion were fully supported by the literature. Table I outlines the responses that were listed by a minimum of three (3) of the twenty-five (25) respondents in the study.

TABLE I
RESPONSES TO QUESTIONNAIRE: QUESTION ONE

Question One: Please list a minimum of six characteristics of an effective two-year college marketing program.

Responses Received	No. Times Listed
Adequate funding and budget resources	10
Broad base of involvement and commitment to the marketing philosophy by all levels of staff	10
Marketing administrator with proven abilities	7
Support and commitment of the chief executive officer	7
Basing institutional planning on solid research	5
Specifically tailored to meet the unique needs of the community	5
Maintaining the consumer/customer orientation	4
Identifies realistic goals with measurable results	3
Consistent evaluation with appropriate program modifications	3

Note: A total of nine (9) responses met the criteria for inclusion.

Research Question Two

What are the major obstacles to the implementation of an effective two-year college marketing program?

All twenty-five (25) participants in the study responded to question number two. Only those responses which were listed by a minimum of three (3) respondents were identified as having met the criterion for inclusion.

Fifteen (15) of the participants listed inadequate funding as a major obstacle to the implementation of an effective two-year college marketing program. This was consistent with the literature, specifically with Edmondson (1981) who reported that the allocation of financial resources was critical to the success of the marketing effort.

Eight (8) participants listed lack of administrative support as a major obstacle to an effective marketing program. Johnson (1986) reported that the president of the institution plays a vital role in the development of a successful marketing program. Myran and Ralph (1981) concluded that the support and interest of the governing board was also a contributing factor to the overall success of marketing efforts.

Five (5) participants listed the lack of involvement and commitment from institutional faculty and staff as an obstacle to the effective marketing program. Gollattscheck (1981) noted that faculty resistance can significantly deter marketing success. Daly and Bateman (1981) echoed this reporting that the first step in the development of a successful marketing program was to develop a supportive attitude among college personnel. Bogart (1984) concluded that the success of a marketing program was dependent upon the institution's ability to gain broad

support and commitment from its internal publics, ranging from trustees to students to faculty.

Three (3) of the respondents identified non-marketing leadership conducting the marketing program as a major obstacle to an effective marketing program. Myron and Ralph (1981) noted that a high-level administrator with marketing skills was a critical factor for marketing program success. Bogart (1984) described the organization with a marketing administrator as a "marketing division dominated structure". Bogart noted that the advantage of such a structure was the concentration of expertise in implementing the marketing plan. Johnson (1978) concluded that a marketing vice president should become the catalyst for the marketing effort.

Also listed by three (3) participants as a major obstacle to the effective marketing program was the fact that marketing was not fully understood by institutions. White (1980) noted that there were substantial differences among college administrators in the perception of marketing and the practical implementation of marketing activities. Brannick (1987) reported the importance of the entire institution viewing education as a consumer product and adopting the marketing philosophy. Murphy and McGarrity (1978) surveyed 200 private colleges and reported that 90 percent of those surveyed equated marketing with merely promotion.

All of the before mentioned responses meeting the criterion for inclusion were fully supported by the literature. Table II presents the frequency of individual responses received to question number two.

TABLE II
RESPONSES TO QUESTIONNAIRE: QUESTION TWO

Question Two: What do you see as the three major obstacles in the development and implementation of an effective two-year college marketing program?

Responses Received	No. Times Listed
Inadequate funding	15
Lack of administrative support	8
Lack of involvement and commitment from institutional faculty and staff	5
Non-marketing leadership conducting the marketing program	3
Marketing not fully understood by institutions	3

Note: A total of five (5) responses met the criteria for inclusion.

Research Question Three

What three (3) most important ideas or strategies would you suggest to an administration in conducting an effective two-year college marketing program?

All twenty-five (25) participants in the study responded to question number three. Only those responses which were listed by a minimum of three (3) respondents were identified as having met the criterion for inclusion.

Seven (7) of the respondents listed the development of a strategic marketing plan tailored to meet the specific needs of the institution's service area as an important strategy for an administration in conducting an effective two-year college marketing program. Loyd (1981) reported that the identification of educational consumer needs and the ability of the higher education community to

respond to those needs was critical for marketing program success. Goodnow (1981) noted that the marketing process could be greatly enhanced through the utilization of benefit segmentation techniques. McClenney (1989) stressed the importance of evaluating external realities and converting them to marketing opportunities. Keim (1979) concluded that the design of products to meet specific student consumer needs was an integral part of a comprehensive marketing program. In addition, Harris (1989) noted that the development of the strategic marketing plan was by far the most crucial step in ensuring a successful marketing program. Finally, Edmondson (1981) reported that the needs of the institution's clientele should be considered foremost when setting marketing priorities.

Six (6) of the participants listed employing a marketing professional with proven capabilities and granting the person authority to make meaningful institutional changes as an important strategy. Myran and Ralph (1981) concluded that a high-level administrator with ability, responsibility and authority were essential for marketing program success. In addition, Johnson (1978) reported that a marketing vice president should provide the leadership for the marketing effort.

Six (6) of the respondents identified the development of support and commitment for marketing efforts from the faculty and staff as an important strategy for an incoming administration. Gollattscheck (1981) noted that faculty and staff resistance could significantly deter marketing program success. Daly and Beterman (1981) stressed the importance of gaining support for marketing efforts from college personnel. Likewise, Bogart (1984) concluded that the success of the

marketing program was dependent upon the broad support and commitment from the internal publics of the institution.

Establishing a consistent financial support base for the marketing program was listed as an important strategy by four (4) participants. Edmondson (1981) concluded that the allocation of adequate resources was critical to the success of the marketing effort. Harris (1989) noted that adequate budgeting for marketing activities was an important step in the marketing planning process.

Three (3) participants listed the development of a consumer or customer orientation among college personnel as an important strategy to an administration. Brannick (1987) concluded that the most important step in adopting the marketing philosophy was to view education as a consumer product.

As noted, all of the responses meeting the criterion for inclusion were fully supported by the literature. Table III lists the frequency of individual responses received to question number three.

TABLE III
RESPONSES TO QUESTIONNAIRE: QUESTION THREE

Question Three: What three most important ideas or strategies would you suggest to an administration in conducting an effective two-year college marketing program?

Responses Received	No. Times Listed
Development of a strategic marketing plan tailored to meet the specific needs of the institution's service area	7

TABLE III (Continued)

Question Three: What three most important ideas or strategies would you suggest to an administration in conducting an effective two-year college marketing program?

Responses Received	No. Times Listed
Employing a marketing professional with proven capabilities and granting the person authority to make meaningful institutional changes	6
Development of support and commitment for marketing efforts from the faculty and staff	6
Establishing a consistent financial support base for the marketing program	4
Development of a consumer or customer orientation among college personnel	3

Note: A total of five (5) responses met the criterion for inclusion.

Research Question Four

What are the significant roles of the people involved in conducting an effective two-year college marketing program?

All twenty-five (25) participants in the study responded to question number four. Only those responses which were listed by a minimum of three (3) respondents were identified as having met the criterion for inclusion.

Twelve (12) participants identified the vice president for marketing as critical in developing the overall marketing program, establishing an evaluation process, coordinating and facilitating program directors and making relevant

adjustments in products and services. Myran and Ralph (1981) concluded that a high level administrator with marketing skills was critical to an effective marketing program. Johnson (1978) concluded that a marketing vice president should be the catalyst for the marketing effort.

Eight (8) participants identified the role of the marketing vice president as the communicator of the marketing philosophy and consensus builder among the college's internal publics. Gollattscheck (1981) and Daly and Bateman (1981) stressed the importance of gaining support for marketing efforts from the faculty and staff of the institution. Bogart (1984) reported that marketing program success was dependent upon broad support and commitment from the internal publics of the institution.

Six (6) respondents listed the role of the chief executive officer as a support mechanism for the marketing effort and as a provider of adequate institutional resources for marketing activities. Edmondson (1981) and Johnson (1978) both concluded that the chief executive officer was a critical factor for determining the success of the marketing effort.

Five (5) participants listed the role of the institutional researcher as being important in identifying marketing needs. Piland (1984) noted that the effectiveness of the marketing program rests with the design of a marketing strategy predicated upon sound research. Harris (1979) reported that market research was an integral part of the planning process for an effective marketing program.

Five (5) participants listed the role of program directors as carrying out designated marketing activities with vigor and remaining sensitive to marketing

opportunities. Richardson and Doucette (1981) noted that the commitment to the marketing philosophy tended to increase with the distance from the point of service delivery. This tendency must be reversed in order for an effective marketing program to be achieved.

TABLE IV
RESPONSES TO QUESTIONNAIRE: QUESTION FOUR

Question Four: What are the significant roles of the people involved in conducting an effective two-year college marketing program?

Responses Received	No. Times Listed
Vice President for Marketing critical to developing overall marketing program, establishing an evaluation process, coordinating and facilitating program directors and making relevant adjustments in products and service	12
Vice President for Marketing as the communicator of the marketing philosophy and consensus builder among the college's internal publics	8
Chief Executive Officer as a support mechanism for the marketing effort and a provider of adequate institutional resources for marketing activities	6
Institutional researcher important in identifying market needs	5
Program Directors carrying out marketing activities with vigor and remaining sensitive to marketing opportunities	5

Note: A total of five (5) responses met the criterion for inclusion.

Second Mailing

The second mailing of the Delphi study sought to elicit from the twenty-five (25) expert participants evaluation and analyses of the responses received from the first mailing of the questionnaire. For the purposes of this study like responses were combined and only responses listed a minimum of three (3) times were identified as having met the criteria for inclusion.

All twenty-five (25) participants evaluated question one in the second mailing. From responses received for question one in the first mailing, participants were asked to check six (6) characteristics of an effective two-year college marketing program.

The six (6) characteristics that were checked by the participants as being most important to an effective two-year college marketing program were consistent with the literature's emphasis on adequate funding and budget resources, a broad base of involvement and commitment by all levels of college personnel and a marketing administrator with proven abilities. The findings also indicated that the support of the chief executive officer, institutional planning based on solid research and a marketing program specifically tailored to meet the needs of the community were critical to the effectiveness of the marketing endeavor.

TABLE V
EVALUATION AND ANALYSIS OF RESPONSES
QUESTION ONE

Question One: Please list a minimum of six characteristics of an effective two-year college marketing program.

Responses Received	No. Times Listed
Adequate funding and budget resources	19
Broad base of involvement and commitment to the marketing philosophy by all levels of staff	18
Marketing administrator with proven abilities	17
Support and commitment of the chief executive officer	17
Basing institutional planning on solid research	16
Specifically tailored to meet the unique needs of the community	16

Note: From responses received for question one, participants were asked to check six (6) characteristics of an effective two-year college marketing program.

All twenty-five (25) participants evaluated question two in the second mailing. From responses received to question two in the first mailing, participants were asked to check three (3) major obstacles in the development and implementation of an effective two-year college marketing program.

The three major obstacles checked by the participants were: 1) inadequate funding, 2) lack of administrative support, and 3) lack of involvement and commitment from institutional faculty and staff. It is important to note that these findings parallel the findings of question one in that the antithesis of these major

obstacles were found to be characteristics of an effective marketing program. That is to say, these characteristics were desirable for an effective marketing program, while their absence was viewed as a major obstacle to the development and implementation of an effective program.

Table VI presents the frequency of responses for the evaluation of question two in the second mailing.

TABLE VI
EVALUATION AND ANALYSIS OF RESPONSES
QUESTION TWO

Question Two: What do you see as the three major obstacles in the development and implementation of an effective two-year college marketing program?

Responses Received	No. Times Listed
Inadequate funding	22
Lack of administrative support	18
Lack of involvement and commitment from institutional faculty and staff	18

Note: From responses received for question two, participants were asked to check the three (3) major obstacles in the development and implementation of an effective two-year college marketing program.

All twenty-five (25) participants in the study evaluated question three in the second mailing. From responses received to question three in the first mailing, participants were asked to check the three (3) most important ideas or strategies

suggested to an administration in conducting an effective two-year college marketing program.

The three (3) most important ideas or strategies checked by participants were: 1) to establish a consistent financial support base for the marketing program, 2) to develop support and commitment for marketing efforts from the faculty and staff, and 3) to employ a marketing professional with proven capabilities and grant that person the authority to make meaningful institutional changes.

It is significant to note that the strategies suggested in question three (3) corresponded to solutions to the obstacles listed in question two. This congruence substantiated the importance of these factors in an effective two-year college marketing program. In addition, the ideas or strategies evaluated by participants in the study are congruent with the characteristics of effective marketing programs reported in responses to question one.

Table VII presents the frequency of responses for the evaluation of question three in the second mailing.

TABLE VII
EVALUATION AND ANALYSIS OF RESPONSES
QUESTION THREE

Question Three: What three most important ideas or strategies would you suggest to an administration in conducting an effective two-year college marketing program?

TABLE VII (Continued)

Question Three: What three most important ideas or strategies would you suggest to an administration in conducting an effective two-year college marketing program?

Responses Received	No. Times Listed
Establish a consistent financial support base for the marketing program	20
Develop support and commitment for marketing efforts from the faculty and staff	20
Employ a marketing professional with proven capabilities and grant that person the authority to make meaningful institutional changes	17

Note: From the responses received for question three, participants were asked to check the three (3) most important ideas or strategies for an administration in conducting an effective and successful two-year college marketing program.

All twenty-five (25) participants in the study evaluated question four in the second mailing. From responses received to question four in the first mailing, participants were asked to check the significant roles of the people involved in conducting an effective two-year college marketing program.

The roles checked by the participants were consistent both with the previously mentioned literature and the responses to previous questions relating to important characteristics and major obstacles. That is to say, the roles identified by participants in question four matched consistently with the characteristics of an effective marketing program in question one. In addition, the roles identified

were in many cases the antithesis of the major obstacles identified in question two. The congruence, coupled with the consistency in the literature, substantiated the validity of the findings.

Table VIII lists the frequency of responses for the evaluation of question four.

TABLE VIII
EVALUATION AND ANALYSIS OF RESPONSES
QUESTION FOUR

Question Four: What are the significant roles of the people involved in conducting an effective two-year college marketing program?

Responses Received	No. Times Listed
Chief Executive Officer as a support mechanism for the marketing effort and a provider of adequate institutional resources for marketing activities	22
Vice President for Marketing as the communicator of the marketing philosophy and consensus builder among the college's internal publics	20
Vice President for Marketing critical in developing overall marketing program, establishing an evaluation process, coordinating and facilitating program directors and making relevant adjustments in product and services	20
Institutional Researcher important in identifying market needs	19
Program directors carrying out marketing activities with vigor and remaining sensitive to marketing opportunities	17

Note: From responses received for question four, participants were asked to check the significant roles of the people involved in conducting an effective two-year college marketing program.

Third Mailing

The third mailing of the Delphi study listed the results of the evaluation tabulations of the responses to the four questions gathered from the second mailing. The participants were asked to review the results critically to determine if any of the items listed should have been left out or replaced and to respond with their recommended modifications. If the participants recommended no modifications, they were notified that their participation in the study was complete. None of the twenty-five (25) participants recommended any alterations or modifications.

Summary

The findings presented in this chapter included data collected from the Delphi research method focusing on twenty-five (25) expert two-year college marketing officers. The significance of the research questions was substantiated by the high level of continuing participation in the study by the twenty-five (25) experts in the field.

The findings indicated a near unanimity among the participants, evidenced by the fact that the characteristics of an effective two-year college marketing program receiving the most responses were the antithesis of the major obstacles to an effective marketing program listed by study participants. In addition, the most important ideas or strategies in conducting an effective marketing program that

received the most responses were identifiable as administrative solutions to the major obstacles to an effective program. The significant roles of staff involved in the marketing process were the antithesis of the identified major obstacles to an effective two-year college marketing program. The roles also corresponded consistently with the characteristics of an effective program as identified by study participants. These findings indicated a strong internal validity of the research instruments and methodology.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Introduction

This study was conducted for the purpose of identifying the characteristics of an effective two-year college marketing program. An extensive review of the literature was conducted focusing on marketing in higher education, marketing in community and junior colleges and characteristics of effective marketing programs in community and junior colleges. The Delphi study technique was utilized as the method for gathering data. Three questionnaires were sent to twenty-five (25) two-year college marketing experts throughout the United States to elicit their responses.

Summary

Analyses of the data and information gathered from the review of the literature and the Delphi study technique revealed that the most important characteristics of an effective two-year college marketing program are: 1) adequate funding, 2) a broad base of involvement and commitment to the marketing philosophy by college staff, 3) a marketing administrator with proven abilities, 4) the support and commitment of the chief executive officer, 5)

institutional planning based on solid research, and 6) a marketing program specifically tailored to meet the unique needs of the community.

The literature and the survey substantiated the critical nature of resource allocation for marketing efforts. In order for the marketing program to be effective it must have a stable and consistent resource base on which to operate from year to year.

Also, of great importance to the effectiveness of the marketing effort is the level of commitment to and involvement in the marketing process by all levels of college staff. Marketing programs which address all aspects of the marketing mix (product, place price and promotion) must have a broad base of support to be effective. Since it is evident that each of the aspects of the marketing mix may be controlled or influenced by diverse groups, it is critical that as many internal publics as possible have input into the planning and implementation of the marketing program.

Both the literature and the survey confirmed the importance of the presence of a marketing administrator with proven abilities. Marketing programs, like all people intensive efforts, have a need for leadership. Given the fact that the effective marketing effort requires involvement from a multiplicity of individuals and groups from across the entire campus, a facilitator or coordinator for these groups is crucial for the effectiveness of the program and its goals.

Johnson (1986) adequately described the president as the fifth "P" in the marketing mix. The president can bring life to product, place, price and promotion like no other individual on campus. The president is the driving force behind resource allocation, staff involvement and administrative support for the

marketing program.

In addition, the literature and the results of the survey indicated the significance of institutional planning based on solid research. Marketing programs must be based on comprehensive market research to be effective. All of the aspects of the marketing mix are affected by the results of exhaustive institutional research. The effective marketing plan is a by-product of the intensive marketing research effort, saving time and resources for the institution. The needs assessment and market research process enables the institution to clearly identify the needs and desires of the educational consumer. Both the literature and the survey identified the importance of designing the marketing program to address the individual and unique needs of the community.

The responses to the survey revealed the following obstacles to the development and implementation of an effective two-year college marketing program: 1) inadequate funding, 2) lack of administrative support, and 3) lack of involvement and commitment from institutional faculty and staff.

These findings revealed a consensus of opinion from the experts and substantiated the characteristics identified as being most important to an effective two-year college marketing program. It is important to note that the three obstacles identified as being of the greatest concern were the antithesis of the characteristics of an effective two-year college marketing program.

Additionally, the responses from the survey identified the following as the three most important ideas or strategies to be suggested to an administration in conducting an effective two-year college marketing program: 1) establish a

consistent financial support base for the marketing program, 2) develop support and commitment for marketing efforts from the faculty and staff, and 3) employ a marketing professional with proven capabilities and grant that person the authority to make meaningful institutional changes.

These findings further substantiated previous findings by the fact that the before mentioned ideas or strategies are congruent with the characteristics most important to an effective two-year college marketing program. Further, these responses are the antipode of the identified major obstacles to an effective marketing program.

Finally, the survey revealed the significant roles of the people involved in conducting an effective two-year college marketing program to be: 1) a chief executive officer as a support mechanism for the marketing effort and as a provider of adequate institutional resources for marketing activities, 2) a vice president for marketing as the communicator of the marketing philosophy and consensus builder among the college's internal publics, 3) a vice president for marketing as being critical in developing the overall marketing program, establishing an evaluation process and coordinating and facilitating program directors, 4) an institutional researcher as being important in identifying market needs, and 5) program directors carrying out marketing activities with vigor and remaining sensitive to marketing opportunities.

These roles further validated the findings in that they were consistent with the characteristics of effective programs and the literature. Moreover, the roles identified represented the antilogy of the major obstacles to an effective two-year

college marketing program.

Conclusions

The following conclusions were drawn from this study:

1. Adequate funding is a central issue to the effectiveness of a two-year college marketing program. The consistent and continuing resource base provides the stability that a multi-faceted marketing program requires. The lack of adequate funding threatens stability and is an obstacle to effective program implementation.
2. Effective marketing program implementation in the two-year college is greatly enhanced by the presence of a senior level administrator charged with the responsibility of developing and implementing the marketing program. This administrator is the key figure in developing the overall program, establishing a program evaluation process, coordinating and facilitating program directors and making relative adjustments in products and services.
3. The support and commitment of the chief executive officer is vital to marketing program effectiveness. The chief executive officer must be willing to allocate financial resources to the marketing endeavor and establish the marketing agenda as an institutional priority to enable all levels of college staff to comprehend the importance of the marketing philosophy.
4. Institutional research serves as the platform upon which effective

marketing plans are built. Tailoring products and services to the needs of the community is critical to an effective marketing plan and requires an aggressive and ongoing commitment to market research. Institutional research is the key element in producing the information that drives the marketing mix.

5. The commitment and involvement of the college staff is crucial to the effectiveness of the marketing program. Effective marketing programs are built on a multiplicity of support bases and group efforts, not individual performances. The goal of the marketing program must be to become so intertwined with departments and divisions that the organizational lines of demarcation become blurred or invisible.

Recommendations

The following recommendations were formulated and presented as a result of this study.

In the development of institutional policy, chief executive officers and governing boards should consider the appropriateness for their institution the appointment of a Vice President for Marketing as a senior level position in the administrative structure. The importance of this position in the development of an effective two-year college marketing program was evidenced by the results of the study and should be viewed as an opportunity to place emphasis on the marketing philosophy.

In addition, chief executives and governing boards should evaluate the level of funding for marketing efforts within the institution to determine if that level provides the stability and consistency necessary for an effective program.

Chief executives and marketing administrators should identify and create a process for developing the broad base of internal support needed for the effective implementation of the marketing program. This process should focus on incentives and reward structures for faculty and staff who actively participate in the planning and implementation of the marketing effort.

It is recommended that additional research be conducted to determine what staff development programs might be initiated to further educate the college staff on the importance of the marketing philosophy in the two-year college. Additionally, it is suggested that further research be conducted to determine what organizational structures within two-year colleges best facilitate the team concept in designing and implementing effective marketing programs.

It is further recommended that research be completed to determine if the findings of this study would be applicable to larger four-year institutions and research universities.

Finally, it is suggested that post-baccalaureate higher education degree programs include a course in educational marketing to prepare future higher education administrators in the effective supervision of marketing programs and marketing staff members.

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APPENDIXES

APPENDIX A

FIRST MAILING

January 2, 1991

Dear

You have been nominated by your colleagues in the National Council for marketing and Public Relations as one of 25 marketing executives who are most highly skilled and informed in the area of educational marketing. Because of your recognized expertise, I am asking for your help.

As part of my doctoral study in Higher Education Administration at Oklahoma State University, I am conducting research into marketing programs at two-year institutions. The purpose of the study specifically is to identify the most important and prevalent characteristics of an effective two-year college marketing program. Your participation is vital to the success of this research project.

As a participant, you will be asked to:

- (1) respond to the enclosed questionnaire
- (2) evaluate the information gathered from all 25 participants in a single instrument on two separate occasions

All information will be treated confidentially. You will be the first to receive the study as soon as it is completed. Thank you very much for your cooperation.

Sincerely,

James Hess
Vice President for Marketing and Operations

Enclosure

DELPHI QUESTIONNAIRE
Step One

1. Please list a minimum of six characteristics of an effective two-year college marketing program.
 - A.
 - B.
 - C.
 - D.
 - E.
 - F.Other:

2. What do you see as the three major obstacles to an effective two-year college marketing program?
 - A.
 - B.
 - C.

3. What three most important ideas/strategies would you suggest to an incoming administration in conducting an effective two-year college marketing program?
 - A.
 - B.
 - C.

4. What are the significant roles of the people involved in conducting an effective two-year college marketing program?
 - A.
 - B.
 - C.
 - D.
 - E.

APPENDIX B

SECOND MAILING

January 25, 1991

Dear

Thank you so very much for taking the time to respond to the first step of the research project concerning marketing at two-year colleges. Participant response was outstanding!

In order to identify the characteristics of an effective two-year college marketing program, I am asking you to evaluate the responses I received to the four questions in step one. I have listed for your review all the responses which appeared three times or more on the returned questionnaires. All like responses have been combined.

I am asking you to select criteria you feel are most important from the listed responses. By this method, I hope to determine a consensus of opinion among marketing experts regarding specific characteristics for effective two-year college marketing programs.

Please complete the enclosed form and return it in the self-addressed, stamped envelope provided as soon as possible. Once again, I greatly appreciate your participation in this study. If I can answer any questions in regard to the project, please call me at (918) 341-7510, Ext. 326.

Sincerely,

James D. Hess
Vice President for Marketing and Operations

Enclosure

James Hess
Delphi Study
Step Two

Listed below are the responses to the original four questions in step one of the Delphi study.

Like statements have been combined and all statements receiving at least three responses are listed below.

Question one: Please list a minimum of six characteristics of an effective two-year college marketing program.

Instructions: From the following responses please check the six characteristics that are the most important in establishing an effective two-year college marketing program.

Responses: (Not listed in order of priority)

- 1. Basing institutional planning on solid research.
- 2. Identifies realistic goals with measurable results.
- 3. Adequate funding and budget resources.
- 4. Maintaining the consumer/customer orientation.
- 5. Broad base of involvement and commitment to the marketing philosophy by all levels of staff.
- 6. Marketing administrator with proven abilities.
- 7. Support and commitment of the chief executive officer.
- 8. Specifically tailored to meet the unique needs of the community.
- 9. Consistent evaluation with appropriate program modifications.

Question Two: What do you see as the three major obstacles in the development and implementation of an effective two-year college marketing program?

Instructions: From the following responses, please check the three major obstacles to an effective two-year college marketing program.

Responses: (Not listed in any specific order of priority)

- 1. Marketing not fully understood by institutions.
- 2. Inadequate funding.
- 3. Non-marketing leadership conducting the marketing program.
- 4. Lack of involvement and commitment from institutional faculty and staff.
- 5. Lack of administrative support.

Question Three: What three most important ideas or strategies would you suggest to an administration in conducting an effective two-year college marketing program?

Instructions: From the following responses, please check the three most important ideas or strategies to an administration in conducting an effective two-year college marketing program.

Responses: (Not listed in order of priority)

- 1. Development of a strategic marketing plan tailored to meet the specific need of the institution's service area.
- 2. Development of a consumer or customer orientation among college personnel.
- 3. Employing a marketing professional with proven capabilities and granting that person authority to make meaningful institutional changes.
- 4. Development of support and commitment for marketing efforts from the faculty and staff.
- 5. Establishing a consistent financial support base for the marketing program.

Question Four: What are the significant roles of the people involved in conducting an effective two-year college marketing program?

Instructions: From the following responses, please mark those responses that you feel are important in conducting an effective two-year college marketing program.

Responses: (Not listed in order of priority)

- 1. Program Directors carrying out marketing activities with vigor and remaining sensitive to marketing opportunities.
- 2. Vice President for Marketing as the communicator of the marketing philosophy and consensus builder among the college's internal publics.
- 3. Chief Executive Officer as a support mechanism for the marketing effort and a provider of adequate resources for marketing activities.
- 4. Vice President for Marketing critical in developing overall marketing program, establishing an evaluation process, coordinating and facilitating program directors and making relevant adjustments in products and services.
- 5. Institutional researcher important in identifying market needs.

Any additional comments or suggestions:

APPENDIX C

THIRD MAILING

February 21, 1991

Dear

Thank you very much for your participation in step two of the research project regarding effective two-year college marketing programs. Responses have been excellent.

In this third step of the study, I have listed the tabulation of the responses received to the original four questions in step two of the study. The instructions for review and participation are attached.

Once again, thank you for your time and expertise.

Sincerely,

James Hess
Vice President for Marketing and Operations

Enclosure

James Hess
Delphi Study
Step Three

Listed below are the results of the tabulations of the responses to the original four questions in step two of the Delphi study.

Please review this report critically. If you feel that any one or more of the criteria should be left out or replaced with one not listed, please so indicate and mail your recommendation to me before March 5, 1991. If you have no recommended changes, your participation in this study is complete.

Question one: Please list a minimum of six characteristics of an effective two-year college marketing program.

Tabulation of Responses: (Not listed in order of priority)

1. Basing institutional planning on solid research.
2. Adequate funding and budget resources.
3. Broad base of involvement and commitment to the marketing philosophy by all levels of staff.
4. Marketing administrator with proven abilities.
5. Support and commitment of the chief executive officer.
6. Specifically tailored to meet the unique needs of the community.

Question Two: What do you see as the three major obstacles in the development and implementation of an effective two-year college marketing program?

Tabulation of Responses: (Not listed in any specific order of priority)

- ___ 1. Inadequate funding.
- ___ 2. Lack of involvement and commitment from institutional faculty and staff.
- ___ 3. Lack of administrative support.

Question Three: What three most important ideas or strategies would you suggest to an administration in conducting an effective two-year college marketing program?

Responses: (Not listed in order of priority)

- ___ 1. Employing a marketing professional with proven capabilities and granting that person authority to make meaningful institutional changes.
- ___ 2. Development of support and commitment for marketing efforts from the faculty and staff.
- ___ 3. Establishing a consistent financial support base for the marketing program.

Question Four: What are the significant roles of the people involved in conducting an effective two-year college marketing program?

Tabulation of Responses: (Not listed in order of priority)

- ___ 1. Program Directors carrying out marketing activities with vigor and remaining sensitive to marketing opportunities.
- ___ 2. Vice President for Marketing as the communicator of the marketing philosophy and consensus builder among the college's internal publics.
- ___ 3. Chief Executive Officer as a support mechanism for the marketing effort and a provider of adequate resources for marketing activities.
- ___ 4. Vice President for Marketing critical in developing overall marketing program, establishing an evaluation process, coordinating and facilitating program directors and making relevant adjustments in products and services.
- ___ 5. Institutional researcher important in identifying market needs.

Any additional comments or suggestions:

VITA

James D. Hess

Candidate for the Degree of

Doctor of Education

Thesis: CHARACTERISTICS OF AN EFFECTIVE TWO-YEAR COLLEGE MARKETING PROGRAM

Major Field: Higher Education

Biographical:

Personal Data: Born in Holdenville, Oklahoma, April 15, 1957, the son of William E. and Roberta J. Hess.

Education: Graduated from Henryetta High School, Henryetta, Oklahoma in May, 1975; received Bachelor of Science degree in Criminal Justice from Northeastern Oklahoma State University in 1979; received Master of Science degree at Northeastern Oklahoma State University in 1981; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1991.

Professional Experience: Served as an assistant store manager for Wal-Mart Stores, Inc. from 1979-1980, Rental Housing Finance Officer, Department of Housing and Urban Development-Housing Authority of the Cherokee Nation, Tahlequah, Oklahoma, 1980-1981; Director of Institutional Research, Claremore Junior College (now Rogers State College), Claremore, Oklahoma 1981-1982; Operations Manager, Rogers State College, Claremore, Oklahoma, 1982-1985; Vice President for Marketing and Operations, Rogers State College, Claremore, Oklahoma, 1986-present.

Professional Organizations: National Council for Marketing and Public Relations; National Association of College and University Business Officers; Oklahoma Association of College and University Business Officers, Phi Delta Kappa.