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Andrews University  
School of Education

A MODEL FOR MARKETING AGRICULTURE PROGRAMS  
PRIVATE COLLEGES AND UNIVERSITIES

A Dissertation  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

by  
Thomas N. Chittick  
November 1995

**UMI Number: 9613220**

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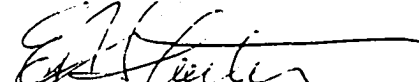
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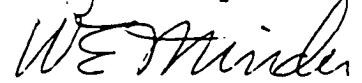
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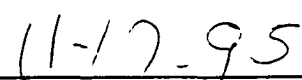
  
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ABSTRACT

A MODEL FOR MARKETING AGRICULTURE PROGRAMS  
IN PRIVATE COLLEGES AND UNIVERSITIES

by

Thomas N. Chittick

Chair: Edward A. Streeter

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

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School of Education

Title: A MODEL FOR MARKETING AGRICULTURE PROGRAMS  
IN PRIVATE COLLEGES AND UNIVERSITIES

Name of researcher: Thomas N. Chittick

Name and degree of faculty chair: Edward A. Streeter, Ed.D.

Date completed: Nov. 1995

Problem

Enrollment in agriculture programs has been declining despite a shortage of qualified graduates to meet the current needs of the agriculture industry. Although the principles of marketing have been applied to higher education, little has been written about the marketing of agriculture programs in a liberal arts institution.

Method

Information about marketing educational programs was reviewed in the literature and knowledge of current marketing practices of liberal arts colleges with agriculture programs was assembled by conducting site visits at seven colleges selected for the study. This information was the

basis for the development of a marketing model. The model was reviewed by two panels of judges and their suggestions were noted in the study. Conclusions and recommendations were then made.

#### Conclusions

The principles of marketing have been applied to institutions of higher learning and have had a positive impact on enrollment. A marketing plan should incorporate institutional research, market research, strategy formation, strategy execution and program review and evaluation. All the elements of a marketing plan are essential if the plan is to be dynamic and meet the specific needs of the institution.

The marketing of agriculture programs utilizes marketing activities that are unique to the field of agriculture.

## CHAPTER I

### INTRODUCTION

#### Background

The United States abounds with both large state and smaller private institutions of higher learning. In 1990 there were over 3,100 baccalaureate-granting institutions in the country (Cerny, 1992). This contrasts with 1860 when "there were over two hundred private and church-related colleges and universities," and "only seventeen publicly supported institutions of higher education across the nation" (Ellis, Cogan, & Howey, 1981, p. 127).

Growth in enrollment has been rapid at times, reflecting the effect of events outside of academia such as changes in government policy. The number of students attending college increased dramatically in the 1900s when the federal government passed the Morrill Acts of 1862 and 1890, which established the land grant colleges. This opened the "doors of public higher education . . . to all qualified high school graduates" (Ellis et al., 1981, p. 127). The 1930s New Deal programs and the GI Bill, passed in 1944 toward the end of the second World War, had a similar effect on enrollment. Over 7,800,000 returning



veterans were provided college or university education according to Gutek (1972). More recently enrollment figures were influenced by the "baby boom" generation with colleges reaching a peak enrollment of 13.5 million in 1979 (Boyer, 1986).

Sandy Boyd, then president of the University of Iowa, predicted in 1980 that the northwest and midwest states faced a probable 40% decline in the number of high school seniors graduating between 1975 and 1990 (Green, 1990). Cerney (1992) cited the College Board Review's 1988 report that whereas in 1979 there was a peak of 4.3 million high school graduates, that number was projected to drop to a low of 3.2 million in the mid-1990s. He said that colleges began to experience a downturn in enrollment by the mid-1980s and that private colleges felt the reduction in enrollment more than state-run institutions. According to Goldgehn (1982) in 1960, 50% of the total American college enrollment was in private schools. That market share was reduced to 20% by 1980.

The prospects of declining enrollments prompted marketing theorists such as Philip Kotler (1975) to promote the adoption of the principles of business marketing as an answer to the dilemma facing higher education. According to Marshall and Delman (1984), in the early 1980s educational administrators were reluctant to adopt market

research as an implement for maintaining or increasing institutional enrollments.

Wofford and Timmerman (1982) observed that given the decline in population and thus prospects for new students, administrators of universities and colleges should have considered adopting a "true marketing approach" for their institutions. Yet these leaders avoided the use of such obvious corrections. The reluctance on the part of educators to adopt marketing as a legitimate tool to enhance enrollment on college campuses was partially due to their perception of marketing. They perceived marketing as merely selling or promoting and associated it with hucksterism. "Persuading society to buy unsuitable or unneeded products is not marketing. . . . At best, these practices are unethical; at worst, they are fraudulent" (Noble, 1986, p. 320).

Kotler and Fox (1985) defined marketing in the environment within which educational institutions operate as the

analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives. Marketing involves designing the institution's offerings to meet the target markets' needs and desires, and using effective pricing, communication, and distribution to inform, motivate, and service the markets. (p. 7)

According to Miller (1986), "marketing is more than promotion and advertising. It is the systematic planning,

implementing and managing of concerted activities to fulfill specific institutional enrollment goals" (p. 7).

Declining enrollment during the 1980s heightened competition among universities for the enrollment of new high school graduates. Sanders (1990) believed that this trend would continue throughout the 1990s. King, Kobayashi, and Bigher (1986) warned small colleges of the growing competition between institutions. "The present economic situation intensifies the competition between institutions, especially for small private colleges throughout the country" (p. 99). Green (1990) observed that

numbers of institutions, particularly private colleges, still cling to the belief that sometime in the future the good old days will return and classrooms will again echo with the chatter and laughter of legions of traditional students with their familiar needs. (p. 80)

For small colleges to succeed in the 1990s they will need to respond to the crisis of declining enrollments by tightening budgets and/or developing strategic marketing plans designed to meet the needs of the institutions and the constituency they serve.

#### Statement of the Problem

The trend of declining enrollment of traditional college students ages 18-22 is projected to continue possibly into the 21st century. This projection is a threat to the viability of specialized programs such as

agriculture on college campuses. The decline in enrollment in traditional agriculture undergraduate degree programs does not appear to be correlated with job opportunities. There was a need to develop a model for marketing agriculture programs on private college campuses since none were found.

#### Purpose of the Study

The purpose of this study was to develop a model to be used by the department for marketing agriculture programs offered by private colleges and universities.

#### Importance of the Study

Marketing is concerned with the exchange activity between organizations and society, and according to Brooker and Noble (1985), has developed processes for making these exchanges more effective and efficient for both buyer and seller.

All too often institutions embark on a promotions scheme, a plan for selling their product, in the absence of appropriate market research and a well-designed strategy to accomplish their goal.

The decline in enrollment in agricultural education in California was investigated by Thompson, Gwynn, and Kawamura (1989). According to their study, there does not appear to be a correlation between falling enrollments and agricultural job opportunities. In fact all schools

reported that there were many job opportunities, and most reported an increase of job opportunities in recent years.

Marketing strategies in themselves require overall planning prior to implementation. Miller (1986) proposed that "an effective marketing strategy needs to be tailored to an audience peculiar to the given academic degree program so that the program itself and the desired major's availability are clearly identified and promoted" (p. 7). In view of these facts and in the absence of an appropriate marketing strategy, it was important that a study be conducted that addressed the task of developing a model for marketing the programs offered by the agriculture departments in colleges and of modifying the curriculum to meet the peculiar needs of its clientele.

#### Definition of Terms

The following terms used in the study were intended to convey the meanings given below.

1. Advertising is "any form of nonpersonal presentation that might be used to replace personal contact" (Sevier, 1989, p. 396).

2. Consortium of Cooperating Agriculture Programs is a consortium comprised of 11 private, liberal arts colleges offering agriculture programs.

3. Enrollment Management is a process that influences the size, shape, and characteristics of a

student body by directing institutional efforts in marketing, recruitment, and admissions as well as pricing and financial aid. In addition, the process exerts a significant influence on academic advising, institutional research agenda, orientation, retention studies, and student services (Hossler, 1984).

4. Market Research is "the systematic design, collection, analysis and reporting of data relevant to a specific marketing problem . . . and is used to refine the marketing goals and to help develop the overall marketing plan" (Sevier, 1989, p. 395).

5. 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 organizations's offering in terms of target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets (Kotler, 1975).

6. Marketing Action Plans (MAPs) describe the individual marketing activities designed to accomplish specific goals. MAPs describe the target audience to be served, the dates when the marketing activity will begin and end, give a description of how and when the activity will be evaluated, a list of time, budget and staffing

resources, and the name of the staffer responsible for completing the MAP (Sevier, 1989).

7. Marketing Budget reflects the director's appraisal of how much money will be required to provide the service as well as marketing and administration to implement the action plans and achieve the objectives (Kotler & Fox, 1985).

8. Marketing Mix is the "particular blend of controllable marketing variables, product, price, place, and promotion that the institution uses to achieve its objective in the target market" (Kotler & Fox, 1985, p. 153).

9. Marketing Plan "summarizes the information and analysis underlying a proposed strategy and spells out the details of how the strategy will be carried out. A marketing plan should contain the following major sections: executive summary, situation analysis, goals and objectives, marketing strategy, action programs, budgets, and controls" (Kotler & Fox, 1985, p. 79).

10. Positioning involves the act of placing a product (a college or a particular major) in the mind of a buyer (such as a prospective student). Positioning determines how a product will be presented and perceived (Sevier, 1989).

11. Retention Marketing is an attempt to make the customer come back for more through newsletters and flyers sharing information about other classes that are available.

12. Segmentation is the "dividing of the overall audience pool into specific demographic, geographic or psychographic subgroups with like characteristics" (Sevier, 1989, p. 395).

13. Student Recruitment is a process whereby the enrollment director identifies enrollment problems, defines enrollment goals and objective, conducts research to segment the potential student market, determines the marketing strategy, plans and implements action programs and evaluates the results of the recruitment effort (Kotler & Fox, 1985).

14. Target Marketing "involves choosing a specific audience segment and tailoring unique market offers and mixes to meet the needs of that particular target market" (Sevier, 1989, p. 397).

#### Delimitations of the Study

This study was delimited to the description of marketing methods employed by selected colleges within the Consortium of Cooperating Agriculture Programs.

#### Overview of the Literature

It was not until the 1970s that educators began to recognize the need to apply modern business marketing



principles to educational institutions. Notable among the literature of that decade was a book by Philip Kotler, Marketing for Nonprofit Organizations. The title of Kotler's book suggests that at that time even he did not realize the extent to which the concept of marketing would impact the future of institutions of higher learning. In his book, Kotler considered universities and schools, along with a broad array of other organizations including churches, police departments, political parties, hospitals, and museums, just to mention a few.

In the 1960s and early 1970s, colleges had their pick of students as the ranks of students were swelled by the "baby boom" generation. The number of high school graduates per year reached a peak of 4.3 million in 1979. The predicted decline in enrollment of 18- to 24-year-old students in colleges had dropped to 2.8 million in 1983. (Kotler & Fox, 1985)

The concern for the projected decline in enrollment and the interest in marketing as a solution to the problem were demonstrated by the large number of documents listed in Educational Resources Information Center (ERIC), an information database center operated by the Office of Educational Research and Improvement, U.S. Department of Education.

There were 1,220 references to marketing higher education and improving enrollment figures in ERIC between

1966 and 1992. Of this figure 218 articles were deemed to be worthy of review. A review of dissertation abstracts revealed that 49 studies on various aspects of marketing and enrollment management were conducted over the past 30 years. The majority of those studies were done during the 1980s.

The application of the principles of marketing concepts to post-secondary admissions was first discussed in the September 1969 issue of College Management according to Blackburn (1980). The literature of the 70s was primarily concerned with the definition of marketing terminology and the role that marketing might play in enrollment management and marketing as a response to declining enrollments. The value of market research as a tool to ascertain the nature of the potential student pools was recognized as the next most popular topic.

The use of marketing to bolster declining enrollment figures was not without its critics. The third most popular topic in the literature of the 70s was the defense of the hallowed halls of education from the "unethical" practices of applying business marketing principles to recruit students.

Preparing proper marketing plans and the value derived from proper planning was the topic that appeared most frequently in the 1980s. Other areas most often discussed were the nature of marketing publications,

student ambassadors, market research, and non-traditional market pools.

The professional journal published by the National Association of Colleges and Teachers of Agriculture (NACTA) provided an additional source of articles and research reports not listed in ERIC.

Philip Kotler and Karen Fox (1985) co-authored Strategic Marketing for Educational Institutions, a book written as a marketing guide for college and university presidents, deans, school principals, trustees, admissions officers, alumni directors, communication specialists, and development officers. It explains how educational institutions can benefit from employing principles of marketing as a means of being more effective in recruiting students.

Robert G. Simerly (1989), Dean of Continuing Studies and professor of Adult Education at the University of Nebraska, authored along with a host of other contributors a Handbook of Marketing for Continuing Education. Such topics as effective personal sales, public relations, direct mailing, and strategies for ongoing success in marketing were covered in this book.

Robert A Sevier is the director of the research and marketing division of Stamats Communications, Inc. He coordinates Stamats's seminar on Developing Effective Marketing and Student Recruitment Strategies and is the

editor of Applications, a newsletter on marketing higher education.

This literature search and review revealed that the adoption of the principles of marketing in the educational arena evolved from the concept of consumerism in the early 70s through enrollment management in the 80s to strategic market planning in the 90s.

#### Overview of Procedure and Methodology

To develop a model for marketing programs of agriculture, a review of the literature related to marketing education on the college and university campus was conducted. This literature review revealed trends in marketing techniques employed in institutions of higher learning vying for prospective students in a shrinking student pool.

Information was gathered about marketing methods currently employed by six specific colleges in the Consortium of Cooperating Agriculture Programs and Brigham Young University. This information was collected during campus visitation and personal interviews with as many of the following college officials as possible:

1. executive director of enrollment management
2. dean of the college
3. agriculture department chairperson
4. agriculture faculty

Although the interview was conducted in an informal manner, a question guide was used to help direct the discussion. If additional information was deemed necessary after the campus visits were completed, it was gathered through follow-up telephone contacts or interviews.

A descriptive report summarizing marketing methods used to attract prospective students was included for each participating college.

An analysis and evaluation of the literature review and information collected on the marketing methods employed by participating colleges formed the basis for developing a model for marketing agricultural programs in private college campuses. The model includes the marketing methods and identifies the annual schedule of events for maximum effectiveness.

The model was appraised and validated by two panels of judges. The first panel was comprised of the Executive Director for Enrollment Management for Andrews University, the Associate Dean of the College of Technology, and departmental chairs from the College of Technology. The second panel of judges was comprised of the department heads and admissions directors of 6 of the 11 charter members of the Consortium of Cooperating Agriculture Programs and Brigham Young University.

Outline of the Study

This study was an educational marketing study designed to develop a model for marketing programs of study offered through the agriculture departments of private colleges who are members of the Consortium of Cooperating Agriculture Programs.

Chapter 1 contains the introduction and a statement of the problem, the purpose and importance of the study, definitions of terms, delimitations, overview of the literature, procedures and methodology, and the outline of the study.

Chapter 2 contains the methodology and procedure.

Chapter 3 contains a review of the literature.

Chapter 4 contains a review of the marketing methods employed by six members of the Consortium of Cooperating Agriculture Programs and Brigham Young University, which have experienced a degree of success in marketing their programs.

Chapter 5 presents the model for marketing agriculture programs in a private college.

Chapter 6 contains the summary, conclusion, and the recommendations for further research.

## CHAPTER II

### METHODOLOGY

#### Introduction

The purpose of this study was to develop a model for marketing agriculture programs offered at private colleges and universities. This is a descriptive study involving a review of literature and a description of current marketing practices utilized on private college campuses offering programs in agriculture.

Through a review of literature and an analysis of marketing practices used by private colleges, a model was developed for marketing agriculture programs at private colleges. The model was further refined and modified to reflect the expressed values of two panels of judges.

This chapter describes the procedures that were used to develop the model. Specific activities to be described are:

1. Gathering of the necessary information
2. The organization of the model
3. The validation of the model.

### Gathering of the Information

Information was gathered from a review of literature and personal interviews with admissions directors, deans of colleges, and department chairs of selected colleges. The colleges were selected from the members of a consortium of private, liberal arts colleges offering programs in agriculture and Brigham Young University. The choice of 6 colleges out of a group of 11 was based on their level of marketing success as evaluated by the coordinator of the consortium.

The interview procedure involved a site visit of each of the institutions selected for the study and a personal interview with at least two representatives of the college. The site visit included a tour of facilities, including farm research areas. The personal interviews formed the basis for describing marketing activities employed by the colleges. A list of topics for discussion was used to guide the interview. All interviews were tape recorded and later transcribed into the descriptive review of selected, private liberal arts colleges with agriculture programs in chapter 4.

### Organization of the Model

The model was organized according to a plan for marketing educational programs, factors affecting college choice and student retention, and the elements of the marketing mix presented in the literature. The model also



was influenced by activities utilized by seven private liberal arts colleges in marketing agriculture programs.

The elements of a marketing plan included institutional research, market research, strategy formation, strategy execution, and program review and evaluation. The literature on college choice revealed that whereas researchers were not in agreement as to the most influential factors affecting college choice, campus visits and academic reputation were important factors. Parents appeared to be the most important persons influencing college choice decisions.

The elements of the marketing mix--product, price, place, and promotion, along with personalization and relationship marketing--interact with the elements of the marketing plan and activities in the formulation of marketing action plans. Activities were related specifically to the marketing of agricultural programs and largely carried out by the agriculture departments. The involvement of agriculture faculty and students in the marketing of agriculture programs results in the development of personal relationships with prospective students and more effective recruiting.

#### Validation of the Model

The model was validated by the approval of two panels of judges. The judges were provided with a copy of the model, and their reaction to the model was solicited

through a questionnaire. Comments and recommendations of panel members are recorded in chapter 5.

The first panel of judges was comprised of the Director for Enrollment Management for Andrews University, the Associate Dean of the College of Technology, and departmental chairs from the College of Technology. The second panel of judges was comprised of the admissions directors and department heads of the 6 charter members of the Consortium of Cooperating Agriculture Programs. Although Brigham Young University was included in the study, they decided later on not to join the consortium. The comments and recommendations of the panels of judges were incorporated into the model.

#### Summary

This chapter outlines the procedure and methodology employed in gathering data and information relative to the development of a model for marketing agriculture programs in a private liberal arts college or university. Specific activities described are:

1. Gathering of the information--Information was gathered through a review of the literature and personal interviews with administrative personnel at selected colleges offering programs in agriculture. The interview process included a site visit and a tour of facilities including research facilities.

2. Organization of the model--The model was organized by integrating the five steps of a marketing plan with six elements of the marketing mix and marketing activities appropriate to the discipline of agriculture. Marketing action plans were formulated to increase or maintain student enrollment.

3. Validation of the model--The model was validated by two panels of judges. The suggestions and recommendations of the judges were incorporated into the model.

## CHAPTER III

### REVIEW OF LITERATURE

#### Introduction

The need for marketing higher education is a relatively new phenomenon for educational institutions in the 1990s. Colleges and universities enjoyed a period of rapid growth and development during the post-World War II years. This growth and expansion was supported by an expanding economy and increasing numbers of high school graduates. According to Kotler and Fox (1985), during the 1960s, educational institutions of higher learning were enjoying "a sellers' market . . . and were oblivious to marketing" (p. 8). It was not until the 1970s that educational institutions began to respond to projections that the numbers of high school graduates would decline by the end of that decade.

Kotler and Fox (1985) stated that the annual number of high school graduates peaked at 4.3 million in 1979 and Cerney (1992) cited the College Board Review's 1988 report predicting that the number of high school graduates would drop to 3.2 million by the mid-1990s. Green (1990) reported that in 1980, Sandy Boyd, then president of the

University of Iowa, predicted that between 1975 and 1990 the number of high school graduates in the northwest and midwest states would decline by 40%. Colleges began to experience a downturn in enrollment by the mid-1980s (Cerny, 1992), and private colleges suffered more than state-run institutions. In 1982 Goldgehn indicated that private colleges had experienced a decline in market share before 1980 of from 50%-20% in the total numbers of students enrolled.

Kreps (1991) presented another aspect of the enrollment problem for agriculture programs. "The impressions from the media about the farm crises of recent years do not encourage prospective students to consider careers in agriculture" (p. 30). Students interested in agriculture were actually discouraged from enrolling in these programs in spite of the fact that

there is a shortage of graduates to fill the number of positions available for employment. The U.S. Department of Agriculture Study (1985) is predicting a shortfall of 13% per year of graduates to fill existing positions now and through the year 2000. ATI [Agricultural Technical Institute-an academic unit within the College of Agriculture of the Ohio State University] has 4 to 5 career opportunities for each graduate in horticulture . . . and animal production technologies. (p. 30)

Philip Kotler (1975) promoted the adoption of the principles of business marketing by colleges and universities as a solution to the problem of declining enrollments. Wofford and Timmerman (1982) observed that a "true marketing approach" should have been considered by

administrators of colleges and universities to counteract the impact of the decline of college-age students, but Marshall and Delman (1984) noted that educational administrators in the early 1980s were reluctant to adopt market research as a method for maintaining or increasing institutional enrollments.

Noble (1986) attributed the reluctance on the part of educational administrators to embrace marketing practices to their perception of marketing. Marketing was perceived as selling or promoting, and was associated with hucksterism.

Blackburn (1980) surveyed admissions officers to determine the congruency between their institutions' use of each of 16 marketing techniques and its contribution toward meeting their institutional enrollment goals. He discovered that the use of a marketing plan, advertising research pretesting, and paid marketing was not closely correlated to the mean levels of perceived effectiveness of the marketing techniques. "Examples of broad institutional usage of marketing were in 1979 still rather isolated and incomplete. The message so often communicated in the literature of admissions has been either unread, ignored, or rejected by many practicing admissions officers" (p. 21). That this reluctance to use marketing principles was still common by the end of the decade is evident in Sevier's (1989) comment:

Some faculty may reject the notion that marketing is necessary, feeling that it will 'commercialize' their mission; that administrators are concerned for sacred cows--programs that may be threatened by marketing and that alumni may perceive marketing as adversely affecting the charm of 'old ivy'. (p. 393)

A review of student recruitment activities conducted by Murphy and McGarrity (1978) revealed that although college administrators had a good grasp of the full range of marketing variables, they failed to develop an overall marketing strategy. Many administrators during the 70s associated marketing with selling, and according to Stuhr (1974), perceived it to be a function of the admissions director alone. Stuhr drew attention to the role of the admissions director by referring to a quotation of a former American statesman: "General Eisenhower once said, 'War is too important to be left to the generals'; admissions is too important to be left to admissions officers alone" (p. 31).

#### Definitions of Educational Marketing

Kotler and Fox (1985) defined marketing as it is applied in an educational environment as the

analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives. Marketing involves designing the institution's offerings to meet the target markets' needs and desires, and using effective pricing, communication, and distribution to inform, motivate, and service the markets. (p. 7)

Miller (1986) viewed marketing as being more than promotion and advertising. He stated that "it is the systematic planning, implementing and managing of concerted activities to fulfill specific institutional enrollment goals" (p. 7). According to him, marketing becomes a set of initiatives that focus on, invite, and enhance change. Marketing includes market positioning to identify and serve prospective student needs.

Simerly et al. (1989) defined marketing as it relates to continuing education as embodying the study, analysis, and decision-making about how best to serve consumers.

We emphasize consumer needs and attitudes and the values of the sponsoring organization. Marketing is based on the principle of exchange: The continuing education organization exchanges its programs and services for its customers' money and time. Thus, both parties receive something they value. The customer receives educational programs and services; the continuing education organization receives money and public support through program registrations. (p. xix)

#### Developing a Marketing Plan

Creating a marketing plan (Sevier, 1989) has value because it: (1) forces an educational institution to gain an overall view of itself and to recognize that it is composed of many parts that often function independently of each other and frequently without sharing information; (2) "helps to differentiate what is true from what appears to be true and/or from what they simply want to believe;"



(3) becomes in the resulting detailed document a guide to action indicating "what will be done, by whom and when;" and finally (4) forces an institution to "explore whether these tasks achieve a legitimate purpose or whether more important needs remain unmet" (p. 394).

Evergreen State College showed that marketing plans can work. The college initiated its first marketing plan in 1979 in order to overcome problems the college faced with image and enrollment. "The plan contained 6 major goals, 13 measurable objectives, and 212 specific strategies" (Fowler, 1983, p. 22). As a result of the marketing plan, enrollment increased 18% between 1979-1982.

A master marketing plan can be difficult to develop because of the autonomy enjoyed by colleges. Administration in institutions of higher learning is organized vertically, and a master plan for marketing would need to cut across these traditional boundaries (Topor, 1985).

Establishing overall objectives or broad goals is the first step in the development of a marketing plan (McNutt, 1983). Objectives provide direction and purpose for the marketing campaign and the means to measure or evaluate the success of one's efforts. A market analysis would be the second step in determining the strengths and weaknesses of the programs being offered in light of the competition.

Sevier (1989, p. 396) outlines the following five key elements of a marketing plan: (1) "institutional analysis", (2) "market research", (3) "strategy formation", (4) "strategy execution", and (5) "program review and evaluation"

An institutional analysis involves a review of the immediate issues and problems facing the institution, an evaluation of the institution's competition, an overview of the environmental context in which the institution exists, a communication audit, a review of budget and staff resources, and an examination of all existing market research data. (p. 396)

Market research involves the development of research questions using information from the institutional analysis, such as: (1) "How effective are our recruitment publications? Are they attracting the students we need?" and (2) "What position does the institution hold in the mind of our key publics (prospective students, parents)" (Sevier, 1989, p. 398)

A marketing strategy or marketing action plan (MAP) must then be developed to describe how each objective in the marketing goals will be met. After execution of the marketing action plan, it is necessary to review and evaluate the results (Sevier, 1989).

Stuhr (1974) identified six operative parts in producing a written plan for marketing college programs:

1. Diagnosis--analyzing in detail the present situation in admissions: geographically, characteristics of the student body, academic

profile, numbers, the kind of image being projected.

2. Prognosis--projecting where the college is heading, in terms of admissions, based on past history and the diagnosis of present trends.

3. Objectives--deciding where the college should be headed, setting goals.

4. Strategy--planning the best way to reach the objectives.

5. Tactics--specific actions which must be taken to implement the objectives in all areas of admissions: the activities of the staff, publications, advertising, activities of volunteers, planning of new and different programs which will attract students.

6. Control--selecting procedures to measure your progress such as records, reports, questionnaires. If indicated, the marketing plan should be modified to meet changing conditions as the months go by. (p. 28)

McCalmon (1987) pointed out that the development of a marketing plan should also incorporate the preparation of a budget in addition to the steps outlined by Fowler (1983), McNutt (1983), and Sevier (1989).

McNutt (1983) addresses the unique needs of segments of the market, such as continuing education or adult education, and offers the following list of promotional activities:

- (a) Bulletins--one or many;
- (b) direct mail--from traditional direct mail packages to self-mailing brochures to posters;
- (c) paid advertising in newspapers or magazines, on radio or TV;
- (d) public service announcements on radio or TV (supplied to stations as written scripts, tapes, or films);
- (e) news coverage in newspapers, magazines, calendars of events, and on radio or TV;
- (f) media events--news conferences, media parties, media kits;
- (g) public affairs time on radio and TV;
- (h) posters on public transit;
- (i) billboards . . .;
- (j) personal contacts in business, industry, clubs, and organizations;
- (k) exhibits and displays in shopping centers, fairs, public libraries, and so on;
- (l) telephone sales;
- (m)

gimmicks-buttons, T-shirts, balloons, and the like; and (n) on-campus PR-special events, open house orientation meetings, etc. (p. 54)

Marketing plans can be developed to promote specific programs or curricula, departments, colleges, or institutions. Topor (1985) applied the concept to create a master marketing plan on the institutional level. Under such a plan all promotional materials would have a "clear visual, graphic and editorial continuity" (p. 25).

Johnson (1979-1980) advocated the adoption of the total marketing concept (TMC) based on Philip Kotler's writings. TMC involves examination of the mission of the college and how to meet student needs beyond market research activities.

Ihlanfeldt (1980) stated that the primary role of the admissions director was to manage the environment within which the institution functioned as opposed simply to responding to the environment. He drew our attention to the appropriateness of an address to the board of trustees of Brown University by its President Francis Wayland in 1850.

Our colleges are not filled because we do not furnish the education desired by the people. . . . We have produced an article for which the demand is diminishing. We sell it at less than cost, and the deficiency is made up by charity. We give it away, and still the demand diminishes. Is it not time to inquire whether we cannot furnish an article for which the demand will be, at least, somewhat more remunerative? (Ihlanfeldt, 1980, p. 10)

According to Straumanis (1987), any marketable educational service offered for some time occupies a position within the marketplace in the eyes of the consumer. Determining the relative position of one institution's offerings compared to the competition can be accomplished by measuring the value the consumer places on the various attributes of the product. Using survey instruments, researchers are able to determine a value for various factors describing a program's position as perceived by its public (Straumanis, 1987).

#### Marketing Mix

According to Christopher, Payne, and Ballantyne (1991), Borden coined the phrase "marketing mix" at Harvard Business School in the 1960s. Borden identified the following 12 elements for consideration when planning and implementing a marketing program: "product planning, pricing, branding, channels of distribution, personal selling, advertising, promotions, packaging, display, servicing, physical handling, fact finding, and analysis" (p. 7). This list of 12 elements was condensed to 4 elements--product, price, promotion, and place--which became known as the Four Ps in the marketing mix.

Buchanan and Hoy (1983) recommended that adjustments in the marketing mix are necessary any time conditions affecting the elements of the marketing mix change. Paul and Stark (1983) say that the question in

evaluating these components is, How can one "juggle them for maximum effect"? (p. 24)

Rajala (1992) observed that admissions should be more concerned with the marketing match as opposed to the marketing mix. In his opinion, admissions should be more selective in determining the criteria for the direct mailing lists in order to eliminate candidates who are unlikely to succeed socially and academically. Increased promotional effort alone may have limited impact if product, price, and place are ignored. Straumanis (1987) suggests that by modifying an institution's image, one's institution or program can be repositioned.

#### Product

In marketing parlance, curricula, conferences, and in-service workshops are examples of the product that colleges offer to the public (the customer). Vaccaro (1979) considered the following aspects of product marketing essential in an educational setting:

The attitude of the consumer must be better understood in order to develop a marketing plan or change an existing one; the product must become more flexible and not be considered static or inflexible; and the product must be better understood to be integrated into the marketing process. (p. 21)

Kotler and Fox (1985) define product in the educational context as "anything that can be offered to a market for attention, acquisition, use or consumption that might satisfy a want or need" (p. 221). In their

definition, the product could best be described as a service rendered, a value package, or a "benefit bundle."

According to Kotler and Fox (1985), the product mix or product line is composed of degrees, programs, library services, film series, counseling services, dormitories, etc. This product mix must be evaluated from time to time to determine the quality, centrality, and market viability of its components. Some of the products are essential to the mission of the institution whereas others are ancillary products such as recreational activities.

According to Wing and Rowse (1986), educational institutions need to be sensitive to the need for program changes. Care must be taken to preserve and strengthen those programs that are central to the mission of the institution and that are cost-effective. Steps must be taken to modify programs that are a drain on resources or are not central to the mission, to make them more attractive and cost-effective.

Wing and Rowse (1986, p. 12) agreed with Vaccaro (1979) that the ability of an institution to respond to its environment by being flexible helps it to maintain a competitive position in the marketplace. They identify five flexibility factors they considered particularly important: (1) "Size"--smaller institutions are able to respond faster to changes in product demand; (2) "specialization"--periods of change favor institutions

offering a general degree whereas specialized institutions are favored by a stable environment; (3) "experience"--past experience in dealing with decline has a "positive effect on subsequent dealings with decline"; (4) "financial resources"--financial resources can be substituted or utilized to "offset the impact of external change and to overcome a wide range of problems"; and (5) "management quality"--campus leaders must have a clear vision of the options and their associated risks, and they must be willing to move quickly and aggressively to take advantage of opportunities that may arise" (p. 12).

#### Price

Vaccaro (1979) states that pricing in today's educational environment is a "function of the financial aid management capacity of an institution," and of how effective a college is in "seeking, securing and allocating federal, state and institutional resources to meet the needs of the consumer" (p. 21).

The allocation of grants and scholarships to outstanding scholars has a large impact on how students seem to choose among colleges (Massa, 1991). The impact of pricing on student enrollment, in view of declining enrollment, is a critical issue for private universities that lack the state funding enjoyed by public institutions (Chapman, 1979). Students prefer higher quality colleges, but they are looking for the least expensive option.



Chapman advocated that "colleges should emphasize to admitted students that their school is of high quality and that students will be obtaining value for their dollar" (p. 54).

Educational institutions do utilize pricing strategies to attract and/or retain students within their borders. The following short list of pricing strategies reported by Vaccaro (1979) is quite familiar to most educators: (1) "The prepaid four-year tuition plan," (2) junior or senior "tuition reduction from freshman and sophomore tuition levels," (3) "reduced tuition for siblings," (4) "differential major pricing (English vs. physics)", and (5) "pricing by the credit hour" (p. 21).

Financing educational needs of church-operated institutions of higher learning may be a critical issue for the future (Stokes, Phillips, & Stokes, 1992). A study of Seventh-day Adventist (SDA) colleges revealed that whereas the United States population increased 34% between 1960 and 1986, Adventist church membership increased 205%, although enrollment in SDA colleges increased only 95.7% during this same period.

Seventh-day Adventist colleges rely to a large extent on church subsidies along with tuition dollars to meet operating expenses. Stokes et al. (1992) pointed out the diminishing ability of the church to subsidize educational activities as it has in the past. Rising costs

of operation and reduced subsidies have resulted in increased tuition costs. They suggested that there is reason to fear the fiscal challenges that lie ahead.

#### Place

The way the product is packaged refers to the mode of delivery of the educational experience, and Vaccaro (1979) states that "the delivery system of the product . . . should be based on consumer needs and not faculty convenience" (p. 21). Educational institutions need to explore alternatives to traditional classroom settings on campus and exploit new markets by taking the product to the customer. Off-campus programs in shopping malls or foreign countries are evidence of this concept of marketing. In a report on Loma Linda University, Hopp (1986) shared the development of an extended campus program for a Master of Public Health degree and the opposition from faculty for programs offered entirely off campus. Through a series of concessions for the number of classes it was willing to offer off campus, the university finally faced the fact that the degree could be offered entirely off campus and post-graduate testing revealed no difference in the quality of the graduates.

#### Promotion

"Promotion will enhance the possibility of those desirable exchange relationships taking place consistent

with the marketplace" (Vaccaro, 1979, p. 22). If attention to the other aspects of marketing is neglected, then promotion alone will not succeed.

Vaccaro (1979) points out that many institutions begin with promotion because they are "product oriented rather than consumer oriented. . . . When consumer wants are inconsistent with institutional needs, promotion can take on that negative aspect of marketing that many educators associate with it: the hard sell" (p. 22).

Huddleston and Karr (1982) noted that the image of a college is the "sum of beliefs, ideas and impressions" (p. 365), or simply it is the "personality" of the institution. Because it may be possible that the students' perception of the institution is radically different from the image the institution intended to portray, they recognized the need to determine how the institution is perceived by prospective students to effectively promote the product to its public. According to Huddleston and Karr. "the more nearly a college's product coincides with the expectations of a desired student market, the greater the chances for a satisfying relationship with the college" (p. 370).

According to Sevier (1994, p. 63), "it does little good to have solid programs, great faculty, outstanding students and wonderful facilities if no one knows about them." Comments by college administrators to the effect

that their institution is one of the area's best-kept secrets indicate a long-standing problem with imaging the institution.

### Relationship Marketing

Christopher et al. (1991) found the Four Ps model too restrictive, and they suggested an expanded marketing mix to include customer service, people, and processes. This focus on customer service and people, and the way in which this pervades the whole marketing process, is primarily concerned with the building of bonds to ensure a long-term relationship with the customer. Relationship marketing thus has a dual purpose of getting and keeping customers.

Gill (1991) defines relationship marketing as a long-term relationship cultivated between the customer and retailer that benefits both parties. Relationship marketing is described by Peppers and Rogers (1995) as a new marketing paradigm focusing on one-to-one marketing and based on individualized dialogues with consumers. According to Walker (1995), relationship marketing is not a new concept but has been practiced by merchants who recognized that sales could result from satisfied customers. This relationship involves the head and the heart according to Wilding (1995), resulting in a relationship that is built on mutual interest and respect.

Burger and Cann (1995) identify customer assistance

after the sale as a strategy to improve customer satisfaction. Building relationships with supplier partners, analysis of prospective customers, and visiting comparable firms in other regions help to establish valuable relationships for prospective business owners, according to Baye (1995). Baye recognized that relationship marketing goes beyond customer relations and includes networking with related business enterprises.

Melchinger (1991) points out that customizing the service rendered to the customer is essential for a service industry and results in customer satisfaction by providing extras that others do not provide. Frequent customer and employee surveys are essential to determine the degree to which customer satisfaction has been achieved. Lewis (1989) recognized the role that employees play in enhancing good customer relations. According to Lewis, a satisfied customer becomes the most effective marketer in a service industry.

#### Personalization

Businesses marketing directly to customers through the mail have increased their effectiveness of this approach by directing the mailing to individuals versus mass mailing to residents. Reader's Digest for instance came out with its first personalized letter in 1960 (Huntsinger, 1988). Kole (1989) reports that the personalization of mail pieces became a popular marketing

tool during the 1980s. According to Advertising Age's Business Marketing, personalization of business and trade marketing will increase throughout the 1990s (Anonymous, 1995).

Computer technology and ink-jet printers have made personalization of direct mail marketing, or one-to-one communication, possible (Lewis, 1991). Direct mail marketings are cognizant of a number of factors affecting the success of mailed advertisements: color of the envelope (Griffin, 1991; Rosenfield, 1995), easily recognized symbols or icons including the customer's name (Rosenfield, 1994), and the ability to identify market niches (Hansler, 1991).

Fortini-Campbell (1992) identifies the satisfaction of personal wants and needs as the motivation for all of our purchases. She reported that Don Schultz, a professor at Northwestern University, has considered this concept and identified personalization as the fifth P in the marketing mix. Faith Popcorn (1991, p. 43) termed the consumer's need for personalization as "Egonomics" and identified it as one of the trends for the 1990s.

### College Choice

#### Steps in Choosing a College

The decision-making process that students follow in selecting an institution of higher learning was explained as a five-stage model by Kotler and Fox (1985). The

consumer buying process has five stages that answer the following questions:

1. What needs and wants give rise to the interest in buying or consuming the program or product? (need arousal)
2. What does the consumer do to gather information relevant to the felt need? (information gathering)
3. How does the consumer evaluate the decision alternatives? (decision evaluation)
4. How does the consumer carry out the purchase? (decision execution)
5. How does the consumer's postpurchase experience with the program or product affect his or her subsequent attitude and behavior toward it? (postdecision assessment) (p. 198)

Gilmour, Spiro, and Dolich (1981) identified six phases through which students proceed in the college selection process: "1) the decision to attend college, 2) the development of a list of colleges, 3) the application decision, 4) the application process, 5) receipt of acceptances, 6) and the final college choice" (p. 8). The decision to attend colleges was a long phase that began in grade school and continued through sophomore and junior years of high school. Wanat and Bowles (1992) recommended that recruitment efforts should start early in the high school years, preferably before and certainly no later than the middle of the junior year.

Litten's (1982) research shows that the selection process differs for academically talented students. Students who demonstrated higher ability began the formal application process earlier, considered and applied to more schools, and are more concerned with academic programs and

less interested in campus appearance than students of lower ability. Kotler and Fox (1985) described prospective students as consumers who are willing to embark on an extensive information search in order to resolve the most complex problem presented to them in life. What will I do with my life?

#### Factors Influencing College Choice

A qualitative study conducted by Jackman and Smick-Attisano (1992) evaluated factors that influenced current students' college choice decision at Virginia Tech's College of Agriculture and Life Sciences (CALs). Student interviews ranked family members, other individuals "such as guidance counselors, alumni and CALs professors" (p. 48), and academic reputation as important factors influencing students' choice of college to attend.

The factors that influence a student's choice or selection of a college out of the numerous alternatives presented to them have been the subject of interest for a number of researchers, and were often ranked very differently from more current studies.

A study of recruitment methods used by the University of Tennessee revealed that location and size were the most important factors in the decision to attend, followed by curriculum offerings, reputation for high-quality education, financial considerations, social climate, and physical facilities (Gorman, 1976).



Luciano (1978) listed the following factors in descending order of importance to high school seniors in choosing a college: "(a) variety of course selection, (b) academic excellence, (c) friendliness, (d) cost, (e) financial aid, (f) career programs and counseling, (g) social life, (h) location, and (i) visitation" (p. 5).

Druesne, Harvey, and Zavada (1980) reported that students cited the college's prestige, its course offerings, and the personal interest expressed by its staff as the most important factors influencing their choice of a college.

Sevier (1987, p. 48) surveyed 471 freshmen at 35 liberal arts colleges to determine the factors influencing their decision. His study revealed that: (1) academic reputation was the most influential factor at 71.2%; followed by (2) student faculty ratio at 61.9%; (3) access to faculty, 60.9%; (4) visits to college, 58.0%; (5) number of students, 57.6%; (6) appearance of campus, 50.4%; (7) availability of major, 41.6%; (8) location of college, 40.9%; (9) graduate job placement record, 40.9%; and (10) correspondence from college, 39.3%.

Murphy (1981) reports a similar finding: academic reputation first, ahead of cost, location of campus (urban, rural), distance from home, size of campus, and parental opinion. Murphy would draw institutional administrators' attention to these findings and recommend that quality of

instruction be maintained and that this image be communicated to its public.

A study by Rickman and Green (1992-93) revealed that academic excellence was more important to National Merit Scholar (NMS) semifinalists than to non-semifinalists but concluded that factors affecting the perception of academic excellence are "complex and difficult to define" (p. 36).

In view of declining enrollment and increasing costs of education, Matthews and Hadley (1992-93) concluded that quality of instruction is likely to become a more important factor in college choice as parents and students attempt to get a greater return on their investment.

Maguire and Lay (1981) explored the relationship between imaging the institution and influencing the decision-making process. The researchers concluded that timing is the critical factor in determining the decision to attend a particular college out of an array of colleges with similar attributes. According to Maguire, "one should be aware of when and what prospective students are thinking; and special consideration should be given to the timing of one's actions through a careful understanding of the college choice process" (p. 137).

Marshall and Delman (1984, p. 324) utilized a survey instrument entitled the "College Choice Inventory" (CCI) to determine the relative importance of the number of

factors that influenced student decisions in selecting a college. The factors are listed in order of importance and were rated on a scale of 1-4 with 4 being most important:

- (1) academic programs--2.93, (2) financial/costs--2.76,
- (3) prestige/reputation--2.45, (4) atmosphere--2.22,
- (5) personal growth/specific need--2.01,
- (6) social/recreational--1.88, (7) adult/tranfer--1.84, and
- (8) athletic--1.83.

Ihlanfeldt (1980) identified friends, high school personnel, peers, and professional staff as having a direct influence on college bound candidates. Alumni, parents, academic departments, and faculty members were percieved as having an indirect influence on college choice.

The college-bound student as a consumer assimilates the information from admissions into a belief system that describes the alternative college choices. Colleges are categorized according to their attributes, strengths, and weaknesses, and each factor is weighed relative to its importance to the buyer.

Kotler and Fox (1985) suggest that this model can be utilized to establish the relative influence of the various information sources on a particular group of prospective students and to determine the level of credibility of each source as perceived by the prospective student.

### Individuals Influencing College Choice

Bouse and Hossler (1991) determined that parents are involved in the selection process early on during the search stage. They observe that researchers recommend that institutions recognize the influence of parents early on in the selection process and include them in their marketing plan.

Students (Kotler & Fox, 1985) are faced with the decision of what they will do with the rest of their lives. This is a frequent topic of conversation among peers, and school counselors also participate by such means as requesting written statements indicating their future plans. Colleges further contribute to this process by sending brochures.

In a study to determine people and publications that influence student choices by Marshall and Delman (1984), family scored significantly higher than other categories, followed in order by college personnel, literature, college students, high school students, and friends. The influence of other individuals and their relationship to the student has been the focus of several studies in the 1970s and 1980s. Results of these studies indicate that parents, friends, former students, siblings, counselors, and former teachers play a significant role in a prospective student's decision-making process (Carnegie, 1986; Gorman, 1976; King et al., 1986; Murphy, 1981; Wanat & Bowles, 1992).

All of these studies identify parents as the most influential individuals affecting the college-choice decision.

Demographic research on agriculture students attending universities in the southern United States indicates the majority of students enrolled in agriculture programs come from farming backgrounds, and their parents played a significant role in their choice of career and college, according to studies conducted by Taylor (1990) and Terry and Gray (1990).

After family and friends, most investigators listed counselors as important persons in the college-selection process. Gorman (1976) notes that whereas college recruiters are ranked last by student surveys, the limited exposure to them may have a greater influence than students indicate.

High school advisors are frequently overloaded with a case load of 200 students or more and a multitude of meetings and functions to perform. Grossman (1991) suggests a number of things that will be appreciated by advisers and improve their perception of a particular college or university. Colleges should:

- (a) Understand the resentment that high school college advisors may harbor about the admission game. . . , [and not] change the rules in midstream. . . ;
- (b) train representatives better. . . ;
- (c) provide for continuity in the admission's office. . . ;
- (d) check gatekeepers to make sure they're being cordial, [and] answer calls and letters promptly. . . ;
- (e) write personal letters to advisors on a regular basis. . . ;
- (f) provide

advisers with more information on how your institution handles student orientation and adjustment to college...; (g) tell advisors how their students fare after they have been admitted. . .; (h) make faculty available to talk with advisors, students and parents. . .; (i) set up advisory councils (p. 26-28) [on college admissions and appoint advisors to serve on them; (j) invite advisors on campus for annual meetings and discussion; and] (k) develop strategies to get parents to your campus and target programs especially for them. (p. 28)

### Financial Aspects in College Choice

#### Preparation for Employment

Sanders (1990) conducted a survey of parents, students, and high school counselors to determine the level of importance each would place on 33 expectations of a college as they influenced college choice. This study reveals the differences in expectations of three key persons targeted by college admissions offices and presents the challenge to address each one's specific need. In almost every instance, students mirror their parents' expectations, placing employment opportunities first and foremost and similar emphasis on the remaining factors. Sevier (1987) also felt that most students valued an institution's reputation because they perceived that they had a better chance of achieving post-graduate goals rather than because it represented a better education. Sanders (1990) reported that the question both parents and students were asking was "After four years of investment in time, effort, and money, will a degree in my field of interest

from a particular university provide me with a competitive edge in a crowded employment marketplace?" (p. 7).

### Cost of Education

According to studies by Litten and Brodigan (1982) and by Van Ausdler et al. (1983), financial considerations were more important in choosing a college than academic reputation, nearness to home, or the opinion of others. It is interesting to note that "can live at home" ranked low in priority even though financial factors ranked high on the priority list. The study by Gilmour et al. (1981) revealed that parents frequently established cost and geographical limitations that strongly limited the list of prospective colleges to attend. Litten (1982) further noted that financial aid, especially scholarships, is more influential than tuition. Students of high scholastic ability prefer to see the net cost.

A study to determine the whereabouts of no-shows applying to Seventh-day Adventist (SDA) campuses by Reynolds (1984) revealed that "70% of the no shows enrolled in two- or four-year public colleges" (p. 8). The study further revealed that two-thirds of these students attended a college within 25 miles of their home and that financial considerations were the prime factors affecting their decisions. Students surveyed in this study indicated that the following factors listed in order of importance influenced their decision in selecting a school to attend:

(1) tuition, (2) convenience to home and job, (3) quality of education, (4) financial aid availability, and (5) spiritual atmosphere.

Boyer (1986) observed that the disparity between escalating college tuition fees and what parents are able to pay was most distressing to families of college-bound students. He further stated that the majority of college-bound students would need scholarships, loans, or part-time work in order to attend any of their preferred institutions. Counselors (Sanders, 1990) ranked costs of attendance and financial aid as the most prominent characteristics in selecting a college and employment opportunities. To remain competitive, colleges should offer scholarships to academically successful students during the first semester of the senior year, according to Wanat and Bowles (1992).

#### Information Sources in College Choice

##### Publications

The Carnegie Foundation for the Advancement of Teaching surveyed 1,000 high school seniors to determine what information they most frequently used in deciding on which college to attend. Students reported that they used college publications most frequently as a source of information, followed by personal letters from colleges, high school counselors, comparative guides to colleges, meetings with college representatives, and campus visits,



in that order. Alumni and telephone calls were also important (Carnegie, 1986).

Anderson (1994) conducted a study comparing the promotional materials sent to a hypothetical prospective student by four universities. The study analyzed the promotional materials on the basis of time lines, personal attention, pricing, image versus evidence, and segmentation. According to Anderson, universities need to utilize market research in order to address specific concerns of parents and students depending on where they are in the admission process.

#### Campus Visits

While campus visits were ranked less frequently, students ranked them first in importance as a source of information (Carnegie, 1986). A number of earlier studies (Campbell, 1977; Dembrowski, 1980; Ihlanfeldt, 1975) drew attention to the importance of the campus visit in the college choice decision-making process. This was confirmed in a study by King, et al. (1986) and by Florkowski, Huang, and Wu (1991). Robinson (1991) cites the summer 1987

Educational Record's ranking of campus visits by "prospective students as the second most important marketing practice" (p. 30).

Dickinson (1986, p. 11) concurred with King et al. (1986) that prospective students visiting the campus deserve individualized attention through well-trained

escorts. Northwestern University invited potential students to visit its campus from Sunday through Monday evening and discovered a high correlation between the amount of personal contact and a decision to apply (Ihlanfeldt, 1975).

Gorman (1976) compared the relative importance of methods of attracting new students to the University of Tennessee and discovered that personal visits to the university were ranked number 1 by student survey. Of the other five methods compared, personal phone calls to prospective students was ranked sixth or least effective, direct mail fifth, campus visit on special day, such as band or ROTC fourth, contact with college recruiter third, and personal contact by a student already attending as second most effective. Gorman questioned the validity in placing personal phone calls as least effective since only a few of the students received phone calls.

Midway College invited prospective students to spend a week attending seminars on its campus and determined that degree of contact with the institution was overshadowed only by the number of applications to other colleges (Dembrowski, 1980). A similar study conducted by Knight and Johnson (1981) revealed the importance of personal interest expressed by faculty in prospective students.

Wanat and Bowles (1992) identified personal attention as a critical factor influencing college selection. Students preferred the college that afforded them the greatest personal attention. One student commented, "I would say that all things were equal except the personal contact and the way in which we were handled at campus visits. That really had an impact on me!" (p. 26). Another student was impressed because the head of the department wrote a letter that addressed his/her specific interest.

According to Boyer (1986), although campus tours played a significant role in the college selection process, there were some pitfalls to avoid. "Recruiters often focus on that which matters least" (p. 284). Concerns from students and parents included:

(a) Prospective students and their parents learned about festive occasions, but not about who teaches undergraduate classes; (b) they visited the student union and the dorms but not the library; (c) [they walked quickly] past the library and classroom buildings; and (d) after passing the administration building (where you get financial aid) the group moved on to the gymnasium. (p. 284)

There is a need for colleges and universities to constantly assess their campus visitation program. "Planning, effort, resources and a campus-wide attitude toward the importance of the visit" (Robinson, 1991, p. 31) are required to keep visitation programs effective.

### Choosing a College That Fits

Paulsen (1990) identified compatibility of student expectations and college environment as an important consideration in a marketing plan. Paulsen contends that colleges should recruit students with characteristics consistent with the characteristics of the college. This differs with Kotler and Fox's (1985) recommendation that a "college could alter its attributes to bring it closer to this segment's ideal college," or it "could try to alter students' perceptions of where it actually stands on key attributes" (p. 209).

Ingersoll and Klockentager (1982) stated that "communication is the foundation of a successful student recruitment program" (p. 24). Sharing the spirit or personality of an institution and helping students make a decision that is a good fit will result in reduced retention problems. Schuh and Kuh (1991) support the position that students should determine if the "college is a place where they feel they belong and where there are others like them and whether the student body includes some people who are different from themselves" (p. 18). Communicating the unique atmosphere or environment to prospective students will help them and their families as they choose an institution that best meets their interest and needs.

Maguire and Lay (1981) stated that image is a dynamic characteristic constantly evoking and acted on by changes in the applicants, changes in the institution, and changes in other institutions. Thus there exists an incentive to assist students to make a college choice that will lead to a "richer campus life, increased retention and a rise in the effectiveness of higher education in general" (p. 137). Straquadine (1990) reported on a concurrent credit program offered by the Utah State University of Agriculture to improve the image of agricultural careers to high school students. The study indicated that: (1) 42% of the students enroll in concurrent courses strictly for the college credit, and (2) 85% of the participants agreed that their perception of agriculture had improved and would recommend concurrent credit courses to their friends. Straquadine stated that "over half of the students who participated in concurrent credit courses said that their participation had increased their desire to attend Utah State University" (p. 43).

The study by Jackman and Smick-Attisano (1992, p. 49) also revealed that Virginia Tech's College of Agriculture and Life Sciences (CALs) was not "visible" in the high schools or in the community, and that the public had inaccurate information about agriculture careers resulting in a negative image. They recommended actions

or steps to remedy the problems: (1) find ways to involve parents and family in the recruitment process; (2) publicize the activities and achievements of the Agriculture Department; (3) increase visibility with high school guidance counselors, teachers, and students; and (4) inform the general public about contemporary agriculture and its impact on society and the economy.

Crane and Turner (1989) identified a unique approach to marketing that is sensitive to values and thus refers to a "values-driven marketing" approach. A values-driven marketing approach recognizes the uniqueness in a particular campus environment that is an expression of the faculty, the students, the goals of the board of trustees, and even the setting or location of the institution. Crane and Turner (1989) argued that the students who are truly happy and satisfied in this environment share a common bonding, "soulmates," with the goals and ideals of the institution.

Designing promotional materials that accurately reflect the character of a campus results in a "better fit" when students enroll and will result in better retention statistics.

According to Jugenheimer (1995), colleges and universities often experience less than satisfactory results from advertising and promotional campaigns. This is often related to inadequate budgeting and/or inexperienced

personnel. Institutions that do not have qualified marketing directors should consider hiring the services of an external consultant or agency. Jugenheimer states that "creating an effective advertising message is an art, best done by experienced professionals who love the language as an information tool" (p. 14).

#### Market Research

Meek and Skelly (1982) observed that trying to position an institution in the marketplace without market research is much like trying to parallel park with fogged-up windows. Litten (1987) felt that a better analogy would be the risk involved in changing lanes on a busy expressway with fogged-up windows. Litten pointed out that the objective is to gain a better position for advancement rather than seeking a parking space.

Early attempts to respond to declining enrollments recognized the necessity of analysis of the market and the role of institutional research, according to Judd (1972). He identified the value of market research to determine market share for a particular institution and the impact that market knowledge had in the subsequent year's recruiting efforts.

Colleges that adopted a "symptomatic approach" to enrollment decline, and responded by increased efforts to sell and promote the institution, overlooked a critical step, according to Johnson (1979-80, p. 29). The

"symptomatic approach" failed to research the problem and the institution's present position.

There have, of course, been impediments to conducting market research. Limited resources in both time and money are the largest obstacles, preventing most institutions from conducting adequate market research, according to Lolli and Scannell (1983). Although Jonas (1992) recognized these limitations, he knew that without proper research, advertising and promotion monies may be inappropriately allocated.

Market research is well worth the time and effort, according to Walters (1994), and can be accomplished with minimal cost using resources available at any college or university. He outlined the following steps in conducting effective market research:

1. Decide what questions you want to answer with market research. Examples of such questions include: Who are our primary competitor institutions? How do students compare us to these competitors? What are our perceived strengths and weaknesses? What can we change to improve our market position?
2. Design a research survey or questionnaire that is interesting, simple, and easy to work with.
3. Pretest the instrument and work out any problems.
4. Administer the instrument, with appropriate sampling techniques and follow-ups.
5. Apply the statistical analysis of the response data and write up the results.
6. Share the results of the study with a wide campus group and "brainstorm" its meaning in terms of specific actions or responses.
7. Carry out the actions and changes agreed upon. (p. 6)



Johnson (1982) agreed with Thompson (1979) that the shift of educational institutions from product orientation to a market orientation represented a real opportunity for institutional researchers. Through market research, an organization could identify target markets, the size and intensity of demand in various market segments, and attributes of the product that are attractive to the customer.

Smith (1982) identified three major types of market research: exploratory, developmental, and evaluative. Identifying publics, describing their characteristics, needs, and interests, and questions about the institution's image, are examples of questions asked in exploratory research. Testing the strategies that evolve from the marketing plan is developmental research. Finally, evaluative research assesses the effectiveness of the plan and its implementation.

Wofford and Timmerman (1982) outlined the following steps in conducting research to determine "where we are, where we want to go, and develop an information system that keeps us informed on how we are doing getting there" (p. 54). The process accommodates the need for changes in objectives as new information modifies one's understanding of the situation: "(a) clarification of existing admission procedures, (b) review and adjustment of admission

procedures, (c) establishment of specific admission objectives, (d) determination of information needs, (e) identification of information sources, (f) collection of data, (g) evaluation of data, and (h) dissemination of relevant information to decision makers" (p. 54).

According to Meek and Skelly (1982), every 3 or 4 years the University of Mississippi carries out attitudinal studies on high school students, their parents, high school counselors, community college students, and alumni. This research keeps administration on top of changes in attitudes, such as the current interest in improving career counseling and placement.

Meek and Skelly (1982) suggested the following eight-point plan for conducting opinion research:

(a) Obtain a commitment for research from administration; (b) determine your specific research needs; (c) define institutional goals and measurable objectives; (d) set up a committee on recruitment and retention--administrators, staff, faculty and students; (e) identify those publics whose attitudes and opinions are most important in attaining your goals; (f) determine the groups with the highest priority and make these the focus of your research; (g) develop effective questionnaires; and (h) determine the research tool--mail survey, telephone survey, or personal interview. (p. 20)

Huddleston (1976) recognized the advantage of communicating with an institution's important publics, learning about its successes and failures, so that marketing strategies could be developed to respond to the present environment.

Stout and Channell (1987) demonstrated how market research can be used to plan more effective publications. Focusing on institutional strengths and using simple copy and clean graphics, Ohio University produced effective publications in-house.

There is a danger in social institutions of being so far removed from society that the university ceases to be a viable entity in that social system, according to Krachenberg (1972). Market research is essential to keep in tune with an institution's customers, and market segmentation is necessary if an institution is to explore new markets and fine-tune its efforts to serve traditional markets.

#### Marketing Segmentation

Identifying portions of the total population that have similar characteristics is referred to as market segmentation. In Table 1, Kotler (1985) identifies four major segmentation variables for consumer markets: geographic, demographic, psychographic, and behavioral.

Grunig (1990) described market segmentation as the identification of lucrative segments of the market and the development of specific products designed to fit those various segments. According to Grunig, the members of a segment or group would have more in common with each other than members of other segments.

Table 1

Segmentation Variables for Consumer Markets

GEOGRAPHIC	DEMOGRAPHIC	PSYCHOGRAPHIC	BEHAVIORAL
region	age	social class	benefits sought
county size	sex	lifestyle	user status
city	family size	personality	usage rate
density	income		loyalty status
	occupation		readiness stage
	education		attitude toward institution
	religion		
	race		
	nationality		

In a marketing study for Pacific Lutheran University in Washington, Leister and MacLachlan (1976) proposed the following steps as a general framework for market-segmentation studies:

1. *Designate a worthwhile market segment--the segment must be large enough to justify the special effort.*
2. *Assess the compatibility of the market segment with the current goals of the institution's administration.*
3. *Assess the attitudes of the market segment toward the competitive offerings--how do the potential clients in the segment feel about what is being offered by the competition. Is xyz institution in a position to offer a program that would better meet the needs of the segment?*
4. *Design strategies that will augment the segment's favorable attitudes toward the institution and diminish the unfavorable attitudes. (p. 664)*

A study by Ogbuchi and Rogers (1990, p. 75) revealed that a profile of "the excellent prospective student" could be developed for a given institution by demographic and discriminate analysis. The research for an unidentified university in the southern United States indicated that reputation of the institution, distance from the campus, scholarship availability, and parental advice were the four most important factors influencing college choice. Discriminant analysis was utilized by the researchers to identify the groups of clusters based upon similarities in response to a set of statements. Ogbuchi and Rogers also concluded that visitation and orientation

programs had a profound influence on the students they wished to attract.

Johnson and Sallee (1994) recommended that colleges differentiate themselves from other institutions, capitalizing on unique strengths or resources that they offer to students. The trend in college marketing is to identify those students who will be predisposed and receptive to the product or service being offered. According to Neustadt (1994), colleges are utilizing analysis of demographic and life-style variables to identify specific segments of the student pool.

Kotler and Fox (1985, p. 150) described target marketing as a selection of one or more market segments and the development of program offerings to meet the specific needs of that market. Target marketing, therefore, utilizes market segmentation to develop specialized programs or "a marketing-mix strategy" for each.

#### Direct-Mail Marketing

Interest in direct mailing as a means of initiating a contact with a pool of prospective students has increased steadily since the College Board Student Search Service was introduced in 1971-72, according to Druesne, et al. (1980). The service enables colleges to receive the names and addresses of students who have taken the College Board's Scholastic Aptitude Test (SAT), or Preliminary Scholastic

Aptitude Test (PSAT), or the National Merit Scholarship Qualifying Test (NMSQT).

Four searches are available to colleges each year, as reported by Druesne et al. (1980):

1. Spring search based on the PSAT and NMSQT lists high school juniors while they are still in their junior year.
2. The limited PSAT/NMSQT search provides a list of spring search names who were reported to fewer than four institutions.
3. The summer search appears in September and lists juniors that have taken the SAT anytime during their junior year.
4. The winter search is based on seniors and juniors who have taken the SAT test prior to December and is available in February. (p. 13)

Elliot (Simerly et al., 1989) rated direct mail as the most cost-effective advertising technique available to colleges, as it yields a higher response per dollar investments. If direct mail is the most cost-effective means of contacting prospective students, the question is: When is the best time to initiate the search--spring, fall, or winter? A study by Druesne et al. (1980) indicated that the spring search to juniors is the most effective, with a median conversion rate of 30%, followed by the limited PSAT/NMSQT 25%, fall 24%, and winter 24%. Their research further revealed that timeliness of the mailings was important to the overall results.

A 10% rate of response was received for mailings sent immediately upon receipt of search names, whereas a week or more delay resulted in only 8% response rate. The

study revealed that students received information from 15 colleges on the average.

August was found to be a better mailing time than December, in a study conducted by Durand and Ralston (1979). This study revealed that the average rate of return of 10.6% from August mailings dropped to 2.8% in December.

Sevier (1990) identified five features of market-based publications that make them excellent marketing tools for colleges and universities:

1. Control over the quality of the message through design, typography, photography, paper stock, etc.
2. Control the timing of the message, provided the postal service does its jobs.
3. Publications are permanent, unlike radio or television.
4. Publications can be highly personal, friendly, warm and inviting.
5. Publications allow segmentation of the public, i.e, honor students, minority students, etc. (p. 23)

Volkman (1987) shared some tips for writing effective search pieces gleaned from his experience conducting an annual review of student-recruitment literature from institutions across the country:

1. Include appropriate personnel, such as, financial aid, publications, academic, professional and students in the early planning stage.
2. Always include a personalized cover letter with any promotion piece.
3. Target your message, focusing on the specific interest of the student.
4. Be brief for first contact. Too much information on a first contact may discourage or overwhelm some prospects.
5. Describe your location, i.e, rural, urban, etc.
6. Four-color photos are a must to keep pace with the competition.



7. The appearance of the envelope may suggest junk mail. Use a stamp and window envelopes rather than a label.
8. Use self-addressed, prepaid envelopes or postcards.
9. Provide an 800 number for convenience.
10. Since most students will receive a deluge of information, mail your piece early. (p. 26)

Druesne et al. (1980) recorded the following aspects of direct mailings that were successful from a student's perspective:

1. Personalized correspondence mentioning their major field of interest and signed by the sender.
2. Use of fact sheets to share information about the institution and programs.
3. Pictures of the campus were important.
4. Providing a pre-paid return postcard to request additional information.
5. Use of attractive envelopes with the University's name printed boldly across it. (p. 14)

A study of students' perspectives of direct-mail marketing and the effectiveness of the promotional pieces sent by 330 public and private colleges was conducted by Esteban and Apel (1992). Tables 2 and 3 summarize much of the data. The study revealed that greater attention must be paid to the letter, its style, content, and tone. The majority of letters received sounded like they borrowed opening and closing lines from the "recruitment letter stock house" (p. 23). Although most letters missed their mark, Esteban and Apel described the recruitment letter as "a proven and powerful marketing tool," and said that "letters can be cost effective, credible and current" (p. 23).

Table 2

Promotional Pieces Received by Students

PROMOTIONAL PIECES	PERCENTAGE OF SCHOOLS SENDING
Admission applications	97
Viewbooks	80
Letters	61
Miscellaneous	52
Financial aid brochures	38
Newsletters	19
Visiting pieces	18
Overviews	18
Catalogs	8
Fact sheets	5
Reception invites	4
Parents' pieces	1

Table 3

Profile of the Average First Letter Received by Students

CHARACTERISTIC EVALUATED	DESCRIPTION	PERCENTAGE OR AVERAGE UTILIZATION
Arrival	26 days after inquiry	Minimum - 9 days Maximum - 138 days
Size	8 1/2" x 11"	95%
Length	1 page	96%
Salutation	Fully personalized	74%
Body	Not personalized	93%
Signature	Handsigned	50%
Opening	"Thank you"	34%
Closing	Combination of "Good luck" "Feel free" "Looking forward" etc.	80%
P.S.	None	84%
Style	Institutional	64%
Thrust/main point	Visit our campus	28%

### Student Ambassadors

Just as big business recognized that a satisfied customer was the best advertisement, so admissions directors realized that selected students could be good recruiters. The University of Delaware was one of several institutions that turned to the students for a student's perspective on recruitment materials, institutional image, and development of new promotional materials, according to Bivins (1985, p. 31). Students benefited by participating in a real-world activity, gaining experience in developing a persuasive package of publications while the institution received an expert opinion on what prospective students are really looking for.

An earlier attempt to utilize students in the admissions process was reported by Stevenson and McElvania (1983, p. 42) in a small college in Iowa. Buena Vista College established a volunteer student admissions organization, "Esprit de Corps," in response to the threat of a declining pool of prospective students. The students were responsible for helping with the direct-mail campaign, making telephone contacts with prospective students, contacting high school counselors, attending local career night, hosting a reception for prospective students and their parents, and campus tours.

Students Helping Admissions in the Recruitment Effort (SHARE!) was established at the University of Texas

and was based on the concept that students who feel personally and academically fulfilled are the most convincing advertisement, according to Trevino-Martinez, Acuna, Conley, and Hastings (1984). The admissions office hired 12 students as aides to organize and implement an on-campus outreach targeting minority recruitments. Myers (1985) commented on the value of peer perspective and reported that one admissions director said, "Our students try to tell the high school students what they wish they'd known" (p. 27).

A study conducted by Hadsell and Cwik (1987) revealed both the extent to which student ambassadors were being utilized for recruitment and why students would volunteer their time for this purpose. Seventy-two percent of the 55 institutions that participated in the study had some type of volunteer recruitment program. Those institutions with volunteer programs commented that student involvement resulted in a good public image, a strong expansion of the recruitment effort, and provided credibility, believability, and a positive image. According to Hadsell and Cwik, the reason students volunteered their time was that "people seem to derive psychic income from being involved in volunteer activity" (p. 360). Explanations by participants included: simply knowing they had done a good job, had made a contribution to something important, and mentioned the value of

expression of appreciation from persons directing their efforts. Some institutions held banquets and dinners, presented awards, and offered scholarships or discounts for on-campus purchases.

#### Adult Education

Green (1990) reported that the number of high school graduates declined 40% in the northwest and midwest states between 1975 and 1990. While dire predictions about the fate of institutions of higher learning abounded during the 70s and 80s, colleges emerged from the 80s in better shape than was expected. An analysis of the enrollment records by Green in 1990 revealed that the student population had actually increased 45% in 20 years, but the number of traditional college students, 18 years to 24 years of age, had declined from 70% to 57% of the total enrollment. According to Sanders and Perfetto (1993), demographers are predicting a 16% increase in the nation's population of 24-year-olds or above, while the traditional college-age population will continue to decline 8% by the end of the century.

Young (1983) shared the following facts about adult education:

1. Colleges provide only a small amount of the total post-secondary education offered today. Other sources include federal agencies, \$19 billion per year;

corporations, \$30 billion per year; as well as trade and professional institutions.

2. An increasing number of non-collegiate organizations are offering credits and degrees, such as General Motors, McDonalds, and Mt. Sinai Hospital in New York.

3. The most rapidly growing educational component in colleges is non-credit learning. "Harvard University, for example, serves about 45,000 part-time adult students each year--most of them doctors, lawyers, business executives and educators learning the latest development in their fields" (p. 49).

4. The National Center for Education Statistics reported that part-time students account for 41.7% of this year's total enrollment.

5. The fastest growing age group in the United States was between the ages of 35 and 44.

6. Colleges and universities lag behind industry and military services in the adoption of new technologies for learning and instruction.

The feasibility of a small liberal arts college meeting the needs of a growing demand for adult education was studied by Courtney and Wozniak (1978). The institutions that participated in the study were liberal arts colleges with a religious affiliation and commitment to a holistic approach to education. The study revealed

that both the community and the institutions would have much to gain by implementing curricula and schedule changes to accommodate non-traditional students.

Many institutions have made a significant attempt to service the growing demand for classes by adults contributing to the phenomenon of the "graying" of the campus. Green (1990) observed that the new student mix has affected the way that colleges and universities do business, such as academic scheduling, admissions policies, curricula, modes of teaching, and student services, like day care, etc. Green also observed that community colleges have responded to the challenge of adult education, whereas many institutions, "particularly private colleges, still cling to the belief that sometime in the future the good old days will return and classrooms will again echo with the chatter and laughter of legions of traditional students with their familiar needs" (p. 80).

Griffith (1989) suggested that marketing is critical not only to recruiting adult students but also to retaining them in the program. The promotional materials for adult education must be explicit, explaining what is expected of the students and how they will spend their time. Advising adults away from courses that are not suited for them will promote retention of that student in the program, according to Griffith.



Jackson (1986) reports a similar challenge to increase enrollment of adult students at Boston's Northeastern University. Market research revealed program weaknesses, and steps were taken to reverse the trend of declining enrollment. Besides curriculum modifications and changes in campus location, the primary focus of the marketing campaign was promotional advertising, including direct mail, print ads, broadcast ads, billboards and supermarket displays, publicity, and open houses.

Brazziel (1990) reported the marketing process that a small liberal arts college employed in the establishment of a Division of Continuing Education. The administration and faculty were influenced by the writings of Larry Litten and Philip Kotler but were particularly impressed by theories expounded by Robert Topor. The primary premise adopted from Topor was that "expansion of continuing education should be planned so well and have such a high level of excellence that both the students and the college itself should feel that they are benefiting enormously from the exchange of the product and remuneration" (p. 143).

According to Brazziel, the key factors were targeting the prospective student through segmentation and enhancement of the campus ambience. The latter was achieved by providing services and facilities highly valued by adult learners, such as general counseling, a commuter lounge, access to the swimming pool and other sports

facilities, student rates for the concert series, etc. In addition, a low-key promotional campaign was launched, keeping the programs and events in the public eye.

According to Ross (1989), the availability of institutional student services, including convenient access to admissions, financial aid, and academic advising personnel are as important to adult learners as appropriate program offerings and convenient class scheduling.

Identifying channels of communication and designing the communications are two steps in planning promotional activities, according to Cookson (1989). Ross (1989) referred to a 1986 study by Gallien which indicated that word of mouth by currently enrolled students is the most effective recruitment technique and that the newspaper is the most effective media announcement for adult education programs.

E. Ryan (1993) identified a number of strengths within the marketplace and sensitivity to the customers' unique demands:

1. Offer short courses that are long on learning.
2. Evaluate the success of a course by speaking with past, current, and prospective students.
3. Higher levels of successful courses are likely to succeed.
4. Use of adjunct professors who are on the cutting edge because they are teaching what they do.
5. Utilized relationship marketing following up on all inquiries. Have names on mailing list for two years after inquiry, for six years after taking the last class.

6. Marketing on the differences means cultivating the customer as an asset with a distinct set of needs you alone can serve. (p. 33)

New York University's School of Continuing Education serves 60,000 students and experienced a gain in enrollment of 50% over the past decade, according to a report by E. Ryan (1993). The school's marketing philosophy was summed up by "programming the market and marketing the program," which means "offering what people want and need, then making sure they know about it" (p. 33).

#### Agricultural Enrollment

A survey of the seven largest agricultural colleges and universities in California by Thompson et al. (1989) revealed that although enrollment had remained stable in California schools during the period 1978-86, enrollments nationwide had experienced a 33% decline. Deans of colleges participating in the study cited the following reasons for the decline in enrollment: the crisis in the nation's agricultural economy and the negative image of agriculture portrayed in the media. The decline in enrollment did not reflect the demand for qualified graduates; but according to Thompson et al., the deans indicated that there were many job opportunities in agriculture and that the demand for graduates had increased in recent years.

In a study of the impact of economic conditions in agriculture on college student enrollments, Menkhaus, Bastian, Held, and Cordes (1990) indicated that freshman enrollments in some agriculture programs are impacted by changes in the financial conditions in agriculture. The study suggested that farm and ranch management and animal science programs are most strongly affected by economic conditions, and that agribusiness management enrollments are inversely related to income downturns in production agriculture. Enrollments in farm and ranch management programs declined when adverse economic conditions prevailed for farm products. Agribusiness, on the other hand, increased during periods of poor farm commodity prices.

In response to declining enrollment in colleges of agriculture, Clemson University implemented a lecture program targeting high school students in an effort to increase their level of awareness of agricultural careers, according to a report by Richardson and Skelton (1991). Because the lectures were educational in nature, school officials were pleased to participate because they qualified as a class activity. Students attending the lecture were invited to complete an information request card indicating areas in which they were interested and would like to receive additional information. The information card served as registration for a door prize as

well as an indication of interested students for follow-up recruitment. Richardson and Skelton reported that Clemson experienced a 100% enrollment increase as a result of their recruitment effort and a 15% increase in applications for the fall of the coming year.

### Retention

Retention is an integral part of any enrollment management plan; and Hershey (1981) agrees with Keim (1979) that it is cheaper to retain students than to recruit them. Hershey reports the following factors that encouraged students to remain in college and complete a 4-year degree: (1) "progress toward educational goals, academic success, clear program options, and informed academic advising"; (2) "a feeling of belonging and high self-esteem"; (3) "availability of part-time work"; (4) "student activity programs"; (5) "admissions policies"; (6) "supporting services"; and (7) "academic advisement" (p. 21).

A study of factors related to retention of students by Heitstuman and Cvancara (1992) characterized the persistent student as: (1) achieving "significantly higher first semester GPAs" (p. 44), (2) coming from smaller high schools and smaller communities, (3) studying over 30 hours per week, (4) participating in three or more clubs or organizations and being socially involved with campus life, and (5) being "satisfied with their first advisor" (p. 45).

Hershey (1981, p. 21) observed that students with "high academic ability," a "solid background," and a focused choice of vocation are more likely to be retained. Kreutner and Godfrey (1980-81) indicated that preventative measures must be taken to head off attrition of students who have the potential to matriculate. They suggested that success in this area depends largely on "the ability to predict student behavior before it occurs," and that "effective retention requires the restructuring of functions and services to ensure that students receive appropriate and timely academic support" (p. 9).

Ohio State University Agricultural Technical Institute addressed the relationship of retention to recruitment by emphasizing "recruiting future graduates." This was reported by Mokma, Houston, and Zimmerman (1991) who described the development of an orientation class designed to inform students about industry information and career opportunities in addition to skill development in "topics such as notetaking, time management, roommate relationships, anxiety, and stress" (p. 19). The institute was responding to a concern to retain a 26% increase in enrollment as a result of recent marketing efforts.

The value of personalized attention through student advisors was documented by Champney and Myer (1990). Attrition of freshman students was reduced by 50% from a 80% drop-out rate in an agricultural economics program at

the University of Nevada. Steps to improve advising included the tracking of students to determine if they had seen their advisor and a system for instructors to alert advisors when students were missing from class. Advisors were also made aware of scholarship programs and the availability of student services.

Brown and Cvancara (1991) investigated the relationship between scholarship awards and student retention and discovered that scholarships are an effective tool for retention provided the amount of the scholarship is significant. Scholarships less than \$750 did not strongly influence students' decisions to remain in the department.

Parents are significant participants to consider when planning activities to enhance student retention, according to Thompson (1992). Keeping parents in touch with the happenings on campus through a newsletter and keeping them apprised of their son's or daughter's progress shortly after school opens builds confidence that they have made a good choice. Imaging the college as a caring group of people will improve college-parent relationships. Thompson suggests that every opportunity to communicate success and accomplishments of students to their parents should be explored.

Ingersoll (1988) identified "relationships" to be the key factor in understanding student dropouts. "The

better the interactions between people, the better the retention results" (p. 240). According to Ingersoll, interpersonal relationships and institutional relationships are especially important on small private college campuses that relate smallness with quality education in an environment where each student is important.

Wiese (1994) studied strategies for resolving post-enrollment cognitive dissonance and thus reduce the attrition rate within the freshman class. The study revealed that proactive measures "providing information and evidences of educational quality and favorable graduate outcomes" (p. 45) can increase perceived satisfaction and persistence. According to Wiese, students choosing to study at a church-related college need to feel as though they are receiving a quality education and will not be at a disadvantage because of their educational background.

### Enrollment Management

#### Definitions of Enrollment Management

Enrollment management (Mabry, 1987) is "the process of defining enrollment goals and establishing procedures to reach these goals, thereby providing an institution with the mechanisms to control its size, shape and character" (p. 3). Kemerer (1984-85) advocated a "holistic" approach to enrollment management consisting of activities that included a clarification of institutional mission, long-range planning, academic program development, marketing and



recruitment, retention and career placement. According to Buffington, Hossler, and Bean (1987):

Enrollment management is concerned with the purpose and mission of the institution and how it is communicated to the external community and prospective students. It is a means of closely monitoring the college's relationship to the environment and determining its share of the market. Specific strategies in the enrollment management model include market and institutional research, demographic tracking, enhanced and informed recruitment techniques, retention research, and programs designed to increase retention rates. (p. 8)

Enrollment management empowers the university (Kreutner & Godfrey, 1980-81) to control its future through systematic and sensitive planning and coordinated execution of the following four components:

1. Marketing Services . . . A systematic effort to . . . identify, display, and match university strengths and attributes with the student needs, interests and abilities. . . .
2. Enrollment Services . . . including admissions, financial aid services, and registration. . . .
3. Retention Services . . . combined effort of academic faculty and staff. . . .
4. Research Services . . . that gather and analyze data related to marketing, enrollment and retention. (p. 8)

The goals of enrollment management as identified by Buffington et al. (1987) are (1) to align the purpose of the institution with the market and environment within which it competes, (2) enhance the image of the institution with prospective customers or publics, and (3) attract, enroll, and retain students in the institution through graduation.

### Implementation of Enrollment Management

Review of the marketing plan for Catonsville Community College, Maryland, prepared by Turcott et al. (1990) revealed the general format and preparation of the plan. A subcommittee, composed of the director of admissions, the director of public relations, the coordinator of community services, the coordinator of production and operations, the director of college printing services, and the director of marketing, identified the target markets and activities for the year. Goals were written and strategies formulated that were designed to achieve the goals.

A study of the determinants of enrollment success in private colleges conducted by Hilpert and Alfred (1987) revealed eight "action strategies" that private institutions should consider:

1. Evaluate the return per dollar invested of current marketing practices to determine the effectiveness of the various approaches.

2. Consider the qualifications of admission personnel for the responsibility of marketing and retention. Many private institutions choose admission personnel from within their own ranks who are untrained or inexperienced.

3. Marketing personnel should play a role in strategic planning and curricular decisions.

4. Clearly define the role of the president in providing leadership for the marketing effort of the institution.

5. Establish a taskforce of faculty and administrators to plan and implement recommendations for marketing and retention.

6. Private colleges should feature information about career mobility, potential income, occupational prestige, advanced education, quality of life, etc., in campus publications in order to justify the high cost of tuition.

7. Develop a "compelling image" of the institution, focus on the uniqueness of an educational experience at "xyz" college.

8. The impact of program adaptations to enhance enrollment must be considered in light of faculty attitudes, institutional mission, and resource commitments (pp. 20-24).

According to Beals (1979), admission directors must undergo a role transformation from a low-profile position as recruiters and "thrust themselves vigorously into the internal management of the campus" (p. 4). Beals felt that the admission director must utilize market research and be viewed as educator in the eyes of faculty and administration.

Taylor (1988) described the typical marketing model utilizing market research to facilitate product development, strategy, and communication. He observed that market strategy should include institutional research, evaluation of the institution's mission, and how it is perceived by its public. "The purpose of this marketing strategy," according to Taylor, "is to target the message of the institution to those prospective students who would match most clearly the goals and personality of the institution" (p. 5). Allen (1987) supported the concept that enrollment management required the adoption of a new philosophy, strategy, practice, and procedure in order to achieve success and avoid becoming an enrollment team in name only.

Wrenn (1984, p. 39) emphasized the fact that "all aspects of marketing must be implemented" and that "marketing must be seen as a complete management orientation to decision-making, not just a set of random promotional activities."

### Building a Marketing Model

#### Strategic Marketing

The first step in the development of a plan to market a university, according to Cotoia (1986), is to determine the strengths, weaknesses, opportunities, and threats of the institution in the eyes of the top administrators, program heads, instructors, and students.

The next step is to identify the constituency and prospective customers demographically and determine how each segment of the population can be reached.

Kotler and Murphy (1981) describe the planning process as strategic planning in recognition of the dynamic nature of the process and the constantly changing environment in which the university operates. Tate and Kochman (1982) concur with Kotler and Murphy in outlining the following steps in strategic marketing planning:

1. Environmental Analysis--a careful analysis of present and future probable environments.
2. Resource Analysis--a review of the strengths and weaknesses of institutional resources.
3. Goal Formation--determining the institution's mission, goals and objectives to accomplish future directions.
4. Strategy Formulation--the development of appropriate strategies for the achievement of institutional goals.
5. Organizational Changes--changes in the organizational structure, personnel and culture, in order to implement the strategies.
6. Systems Design Improvement--improvement in communications system in order to plan and control effective implementation of strategies.

According to Hockenberger (1988), although the formulation of goals and objectives begins with administration, the detailed plans should come from the grass-roots level of the institution: the faculty, students and staff.

Litten (1980) expressed reservations about the adoption of marketing principles and practices, as applied in the world of commerce, to academia, while aspects of the marketing process, such as product development (curriculum) and distribution of services, could be viewed as positive outcomes of implementing marketing practices. Litten fears the consequences of adopting marketing principles would far outweigh the benefits.

Areas of concern expressed by Litten include the impact of students who would be the targets of aggressive marketing techniques and the eliminating of unpopular curricula, such as history, philosophy, thereby threatening the foundations of academic life.

Litten advocated the adoption of policies in keeping with academic values that would utilize aspects of marketing but refer to it as "development" or "services management" to avoid the negative connotation that the term carries.

The following four basic marketing strategies were outlined by Litten, Sullivan, and Brodigan (1983) to

increase enrollment in a competitive market or at least to maintain the status quo in a declining market:

1. Make people aware of your institution who formerly did not know where to obtain the benefits you are offering.

2. Challenge the competition by offering a better set of benefits, the same benefits at a lower cost or better benefits at a lower cost and make people aware of your institution.

3. Discover what people want and modify programs to accommodate their needs.

4. Change people's opinion of your institution.

Although marketing principles have been adopted in educational institutions in varied degrees of application, there remains a reluctance of many in academia to "sully" the integrity of education by borrowing too liberally from the profit sector, according to Wonders and Gyure (1991, p. 5). In the interest of keeping the marketing process at a distance, Wonders and Gyure observed that some administrators preferred to engage the services of a consultant rather than conduct an internal marketing program.

#### Opportunistic Marketing

Wonders and Gyure offered "opportunistic marketing" as a means to market non-profit marketing to institutions that resist the adoption of marketing in an academic

environment. "Opportunistic marketing is instructional, object lessons at the institutional level" (1991, p. 5). According to Wonders and Gyure, an institution implementing this concept would "react" through marketing to each opportunity to build a string of successful outcomes that would cumulatively serve to convince a reluctant academic community. They list 10 points of opportunistic marketing:

1. Opportunistic marketers are entrepreneurs looking to introduce a new way of achieving success using strategic marketing methods.

2. As entrepreneurs, opportunistic marketers look for "marketing windows of opportunity" in responding to enrollment problems.

3. Opportunistic marketers "test" pilot projects in the sense that they promote the introduction of non-profit marketing by doing it, which at many institutions is very much a pilot project itself.

4. Opportunistic marketers are serious managers. They must present substance, not surface. They must emphasize the accountability, control, and data-rich proposals which are part of true marketing.

5. Opportunistic marketers must know their stuff. It is critical that they employ true marketing techniques (including good research procedures, realistic goals and feasible action plans) to make a legitimate argument.

6. Since most colleges and universities do progress incrementally, opportunistic marketers must *preach their projects*, often, and to anyone who will listen. To successfully market marketing they must always make a sound case, must argue lucidly. Opportunistic marketers cannot afford to pursue the path of least persistence.

7. Opportunistic marketing is most feasible and effective when there is not an enrollment crisis that requires urgent attention. It is a slower, proactive process, meant to establish support over a period of time, rather than an emergency measure for an already existing trauma. It is not a quick fix, but is indicated when a quick fix isn't.

8. Opportunistic marketing is likely to work at some types of institutions better than others.



We do not have an exact prescription, but it is likely to work best at small to medium size institutions, where the activities of individual offices are more likely to be noticed.

9. By preaching, opportunistic marketers will remove the threat of planning to then open the process to the entire institution through communication efforts.

10. In most cases, opportunistic marketing will be non-controversial, patient, and proactive. But it seeks to create vision through action. It is always likely to involve, at least in spirit, the *maverick*. (pp. 11, 12)

In the opinion of Wonders and Gyure (1991), Tom Peters might find colleges and universities to be the perfect setting for "marketing skunkworks," and find John Naisbitt's list of characteristics of the "re-invented" corporation quite appropriate to the educational setting. These include:

(a) A switch from top-down authoritarianism to networking, (b) intuition (as opposed to mere number crunching), (c) being held in higher regard, (d) larger companies adopting more of the values of smaller companies, and (e) a stronger encouragement of entrepreneurship. (p. 6)

Urban (1990, p. 30) drew attention to the value of utilizing qualitative research in developing college marketing plans. Urban advocated the creation of a "focus" group comprised of a representative cross section from the campus for the purpose of gaining "insights and ideas" about marketing needs. Urban stated that this technique was particularly helpful as exploratory research while the marketing program was in a formative stage of development.

A study by Goldgehn (1990) revealed that American colleges and universities were not consistent in their use

of the following marketing techniques: publicity, target marketing, market segmentation, advertising, program development, market positioning, market research, access, marketing plan, pricing, marketing committee, advertising research, consultants, marketing audit, and marketing director.

Goldgehn (1990) found, for example, that "many institutions use target marketing without first applying market segmentation and then neglect to develop a positioning strategy vis-a-vis their competition" (p. 39).

#### Summary of Literature Review

This chapter reviews literature regarding the marketing of higher education in colleges and universities in North America. It was discovered that marketing is a relatively recent aspect of the administration of institutions of higher learning. Although some significant references were selected from the earlier literature of the 1970s, the majority of the literature cited was published during the 80s and 90s.

It was noted that the increase in the number of articles published during the late 1970s and early 1980s corresponded with a growing acceptance of marketing as a necessary tool in the administration of a college or university during that time. The literature further indicates that this trend will continue, with increasing

competition among institutions of higher learning into the next century.

## CHAPTER IV

### REVIEW OF SELECTED PRIVATE COLLEGES WITH AGRICULTURE PROGRAMS

#### Introduction

This chapter contains a review of the marketing methods employed by six of the members of the Consortium of Cooperating Agriculture Programs and Brigham Young University. Visits were made to the campuses of the institutions selected to participate in the study. The six colleges and universities were selected from a group of 11 institutions, that are currently members of the consortium, and Brigham Young University, on the basis of their perceived success in marketing their agriculture programs.

Personal interviews were conducted with department chairs, college deans, and admission directors as a means of gathering information about marketing procedures and activities employed by the institution and the Agriculture Department. The reports are presented in the order in which they were conducted.

#### Brigham Young University

Brigham Young University (BYU), founded in 1875 as Brigham Young Academy, is located at Provo, Utah, 45 miles

south of Salt Lake City. The university is sponsored by the Church of Jesus Christ of Latter-day Saints (LDS), and is the largest church-related, privately owned university in the United States. Its enrollment of 27,000 full-time students is comprised of 25,000 undergraduate students and 2,000 graduate students. An additional 2,500 part-time students also attend classes.

Operating on the semester system, the university embodies 10 colleges and offers 130 degree programs on the undergraduate level. Through the graduate school and professional programs, 100 master's and 56 doctoral subject areas are offered. BYU operates a second campus at Laie, Hawaii, as well as BYU centers in Washington, D.C., London, England, and Jerusalem, Israel.

The university campus at Provo occupies 638 acres just east of town with the Rocky Mountains forming a spectacular background in the distance. The physical plant is comprised of nearly 500 buildings housing academic programs, administrative activities, museums, libraries, and student residences. In addition to the campus facilities, the university operates a 793-acre experimental farm near Spanish Forks and a 6,200-acre research ranch near Malta, Idaho.

The student body at BYU is truly characterized as international with 39 countries represented on campus. Approximately 30% of the students are multilingual.

Since the Church of Jesus Christ of Latter-day Saints appropriates a significant portion of the cost of operating the university, students and families of students who are tithe-paying members of the church receive a tuition discount. All students must receive an annual ecclesiastical endorsement from the bishop of the ward they reside in during winter semester.

The application process includes the submission of biographical information and ecclesiastical endorsement, official transcripts from high school, a written essay, two letters of recommendation, and a \$25 non-refundable application fee. The average high school grade point average of successful applicants is 3.6, and the average composite American College Test (ACT) score is 26.

Because the operation of the university is largely subsidized by the LDS church, enrollment is limited by the church's commitment to the university to 27,000 students. The number of applicants annually far exceeds the limitations on freshman enrollment, thus the university operates in a seller's market. Marketing activities focus on attracting students of superior academic ability to fill the limited number of available spaces.

Despite the ceiling on enrollment, the College of Biology and Agriculture has experienced growth over the last 10 years from 1,884 undergraduate students in 1983 to 2,717 students in 1993. While agronomy and horticulture

and animal science have shown little change in enrollment, botany and range science along with food science and nutrition departments have experienced approximately 150% growth.

The College of Biology and Agriculture is comprised of six departments--agronomy and horticulture, animal science, botany and range science, food science and nutrition, microbiology, and zoology. These participate in the following recruitment and promotional activities:

1. The university achieves a significant status through intercollegiate sports teams competition, such as, football, basketball, golf, and outdoor track teams.
2. Student performances in music and dance are presented in more than 20 countries annually.
3. Graduates from the university are encouraged to recruit new students upon leaving the institution.
4. The College of Biology and Agriculture in cooperation with Utah State University sponsors special events for high school students, such as dairy day, beef day, etc.
5. The college also participates in events and activities supporting Future Farmers of America.
6. The university participates in college bowl events that result in a considerable amount of publicity for the institution.

7. BYU hosts youth conferences on campus between summer and fall semester where church-sponsored seminars attract crowds of people of all ages.

8. Teams of trained recruiters visit high schools in the western states, keeping interested students informed about programs at BYU.

9. The college keeps its programs before the BYU student body through articles in the student paper.

10. The Biology-Agriculture (bio-ag) Council made up of students from the various departments in the college sponsors a number of activities:

a. Bio-ag Week--displays demonstrating career opportunities in biology and agriculture, presented in the student union building.

b. A student colloquium for presentation of student papers and research.

c. Activities for alumni homecoming events.

11. Classes offered to meet a general education requirement attract a number of students from across the campus and often result in transfer into programs within the college. It is important that the teacher be dynamic to be effective as a recruiting tool.

12. Advising by computer (ABC) streamlines the advisement process, providing students with a computer-generated update each semester of the classes and grades completed and a list of classes required for graduation.



13. AG Leadership is a scholarship program administered by the College of Biology and Agriculture in recognition of students' academic achievement and leadership qualities. A host of other named scholarships are available to students in specific programs within the college.

14. Touch-tone phone registration makes registration for classes easy and convenient, and is a reward for students who meet tuition deadlines for payment of fees in advance for the upcoming semester.

15. The college participates in a College Days program at Ricks College, Ricksburg, Idaho. Ricks College is a junior college operated by the Church of Jesus Christ of Latter-day Saints with an enrollment of 8,000 students. There is a current enrollment of 200 students in agriculture-related programs. These students can transfer to BYU to complete a bachelor's degree.

#### College of the Ozarks

College of the Ozarks is located at Point Lookout, Missouri, and was founded as the School of the Ozarks by James Forsythe, a Presbyterian missionary in 1906. The school was established to provide Christian education for economically deprived youth of the Ozark plateau.

The institution has had a positive impact on the development of the region and has grown to meet the demand for higher education, becoming a junior college in 1956.

The school is accredited by the North Central Association and offered 4 years of high school and 2 years of college until it expanded to a 4-year college program in 1964.

The college limits enrollment to 1,500 students, 85 percent of whom are selected from the Ozark Mountain Region of southern Missouri and northwest Arkansas. Admission to the college is based on academic qualifications and economic need. The college's endowment provides full tuition scholarship for students. Students are responsible for room and board charges, \$2,000 in 1993-94, which can be earned by working 12 weeks during the summer. All students participate in the work program throughout the academic session 10-15 hours per week.

The college is comprised of six divisions, the Agriculture Department being housed in the Division of Technical and Applied Sciences along with Graphic Arts, Technology, Aviation, and Military Science. The Agriculture Department offers bachelor of arts and bachelor of science degrees in agribusiness and minors in agribusiness and animal science.

The college operates a number of small farming enterprises primarily for educational experience for agriculture students, including a dairy herd, beef herd, and swine herd. A new agriculture instructional facility is under construction as a result of donations earmarked for that specific purpose.

Because the college has placed a limitation on enrollment and the ratio of applicants to accepted students is greater than 2 to 1, there is little reason to be serious about recruitment or marketing the college. Nevertheless, the college does participate in a number of activities that promote the institution in an effort to attract students with high potential.

The college does have an admissions director and two full-time staff members who assist in off-campus recruitment efforts. The admissions office works directly with high school counselors within the region targeted by the college. The college directs its recruiting efforts in 123 counties, primarily in Missouri and Arkansas but also Oklahoma and Kansas. Faculty also participate on occasion with career-day functions held in the high schools.

The Agriculture Department sponsors a workshop each spring for high school students who are members of Future Farmers of America (FFA). Seventy schools are invited to participate, and the event draws 2,200 students to the campus. Offering a workshop versus a judging contest is better according to Mervin Oetting, chair of the department, since all students--freshmen to seniors--attend. The department began the FFA workshop to become acquainted with the vocational agriculture (Vo Ag) teachers. At that time all Vo Ag teachers were graduates of the University of Missouri and tended to promote the

University of Missouri to their students. The FFA workshop has helped the teachers become aware of the college and the opportunity it offers for students of limited means to gain a college education. The University of Missouri apparently recognized the potential of the workshop and has offered a similar event the past few years on the same weekend.

The college organizes high school senior days each fall, inviting high school juniors and seniors to the campus. The admissions office plans special events and tours to introduce students to the various programs offered on campus.

Two agriculture organizations are sponsored by the department, the Aggie Club and a chapter of Delta Tau Alpha. The Aggie Club is primarily a social organization and is responsible for planning Aggie Fun Day and Night for students, parents, and alumni as well as the annual banquet. Delta Tau Alpha is a national honor society promoting high standards of scholarship, leadership, and character development among agriculture students.

The Agriculture Department is just beginning an academic program in ornamental horticulture. The new faculty member hired to teach the curriculum will teach a lighter than normal load during fall term while spending time visiting selected high schools and Vo Ag teachers. This will inform the Vo Ag teachers of the program and also guide curriculum development at the college.

The department is responsible for maintaining the campus grounds and the operation of a greenhouse. Seventy students are employed in this endeavor and represent a potential pool of recruits from within the college for the new horticulture program.

Agriculture students participate in the showing of cattle at the state fair in Missouri. They also staff a booth and exhibit cattle at the Farm Fest Show each fall.

Agriculture alumni return each year for a symposium on career opportunities from the perspective of the recent graduate. This also provides an opportunity for an assessment of the curriculum and instruction received in the department.

#### Berry College

Berry College was founded in 1902 by Martha Berry as a high school, became a college in 1930, and initiated graduate programs in 1972. The college is located on 26,500 acres of forested land near Rome, Georgia, 65 miles northwest of Atlanta and 65 miles south of Chattanooga.

This private institution with an endowment in excess of \$100 million is recognized for a strong academic program, and students are admitted on the basis of academic performance. Their average SAT score is 1100, and 50% of the successful applicants are in the top 10% of their class. The college limits enrollment to 1,700-1,775

students and accepts 450 freshmen and 150 transfer students annually.

The college espouses the motto, "Not to be ministered unto, but to minister," and students are encouraged to participate in an interdenominational Christian congregation that meets on campus. The college also encourages the participation in a constructive work program in recognition of the value of "work well done can be an asset to students throughout their lives."

The college is composed of four schools: School of Business, School of Education, School of Humanities, and the School of Math and Natural Sciences. The Department of Animal and Horticultural Sciences is housed in the School of Math and Natural Sciences. The department offers bachelor of science degrees in animal science and horticulture, and minors in these areas are offered as well. The animal science curriculum prepares students primarily for graduate studies or professional programs in veterinary medicine. The department has a good reputation in the pre-veterinary studies with an acceptance rate of greater than 90% of its graduates. Enrollment has been edging upward to between 80-90 students overall and is equally divided between animal and horticultural science.

Several of the department's faculty serve as faculty coordinators for various laboratory/research facilities, such as the Gunby Equine Center, the Rollins

Center (beef research), the dairy, the greenhouse, and the meat industry.

The department sponsors a Future Farmers of America field day in the fall of the year. This event attracts 250-300 high school students who participate in a judging contest in animal science and horticulture. According to faculty, this event is responsible for the recruitment of some students each year.

AG Awareness Week in the spring targets recruitment of on-campus students by setting up agriculture research displays in the student center. Career and research documentary videos are also presented over the campus closed-cable TV system. The agriculture students also present their research activities on posters in competition with other departments.

Elementary school children are invited to visit the farm each spring. During "Day at the Farm," college faculty and students host 2,600 elementary students as they tour the various farm facilities. The event is planned as an all-day excursion for grades K-5 school children.

The department sponsors five clubs that contribute to student retention and recruitment: Alpha Zeta, Block and Bridle, Horticulture, Intercollegiate Equestrian Team, and Pre-veterinary. The Equestrian Team attracts a large number of students from other disciplines on campus and as a result, many of them join the animal science department.

Students at Berry register for fall classes during spring semester. Prior to registration, the Agriculture Department mails personalized letters to each student listed as undecided, making them aware of opportunities in animal science and horticulture and inviting them to contact the department.

The agriculture alumni members are active supporters of the department. The ag alumni officers meet each quarter to plan events and to produce a newsletter. The alumni sponsor a scholarship for agriculture students and also serve as a contact for jobs for graduating seniors. Alumni demonstrate the value of labor by contributing their time, 2 days each year, to work on a specific project, such as fence repair or painting a building.

#### Berea College

Berea College, located in Berea, Kentucky, was founded in 1855 by a non-sectarian religious community to serve the educational needs of the people of the southern portion of the Appalachian Mountains. Two aims of the college that undergird the philosophy of the institution until today are the development of the character of young people of ability through a Christian education and the promotion of "manual labor as an assistance in self support."



The college campus is located on 140 acres of land, incorporating academic, administrative, residential, support facilities, college industries, and the town into one community. The college operates an experimental farm, a piggery, and a poultry farm on 1,400 acres of land adjoining the campus. A 7,000-acre forest reserve is maintained as a watershed for the college and provides a field laboratory for studies in forestry and environmental conservation.

One of the aims of the institution since its inception has been to provide a quality education to students of academic ability who lack the financial means to attend college. All students, therefore, receive adequate financial assistance from the college in the form of grants to cover tuition and fees completely. In addition, students may be eligible for federal assistance or scholarships to assist with living expenses at the college. All students must participate in the college work program, which also may help defray the cost of room and board.

The college was established to serve a distinct Southern Appalachian region from which it enrolls 80% of its students. This region is made up of Kentucky and West Virginia and portions of Ohio, Virginia, North and South Carolina, Georgia, and Alabama that are contiguous with Kentucky and West Virginia. Fifteen per cent of the

remaining students come from other areas of the United States, and 5% are foreign students.

The college employs nine full-time recruiters on its admissions staff, each responsible for a portion of the region from which it draws its students. Recruiters visit high school and career fairs in their district and rely primarily on guidance counselors to identify prospective students for Berea College. The goal of the admissions office is to meet the enrollment target for the year by accepting students from low-income families who have demonstrated their potential for superior academic achievement.

Berea has received funding for a program designed to encourage seventh- and eighth-graders to begin to prepare for a college education. The admissions office has identified 140 alumni, 1 in each county throughout their recruiting territory, who are referred to as admissions associates. Cooperatively they visit all seventh- and eighth-grade classrooms, introducing the concept of higher education and explaining its impact on career opportunities. The program provides an opportunity for interested students to visit a college campus in their vicinity. This program makes young people aware of Berea College and that a college education is not only desirable but available to them regardless of their economic status.

The admissions office utilizes direct mail as an additional method of initial contact with prospective students. Names are received through the Educational Opportunity Services of ACT, and a general brochure is sent to each candidate. Direct mail is not being utilized currently to the extent that it was during the 1970s, due to an increase in the number of prospective students. The college accepts 400 freshmen out of the 1,900 who apply and 75-100 transfer students from 500 applicants each year.

The increase in applicants is attributed to the stability of admissions employees who have been there many years and have built up a good rapport with high school guidance counselors. The increasing cost of education in most state and private schools has also contributed to an increasing applicant pool along with free publicity through television documentaries on the college in recent years.

The Agriculture Department offers a bachelor of science degree in general agriculture and agribusiness, as well as a minor in agriculture. Average enrollment in the department approximates 65-70 students, with 60% in general agriculture and 40% in agribusiness. The college has a good reputation of placing the small number of pre-veterinary students who complete the general agriculture degree in preparation for entrance to a college of veterinary medicine.

Curriculum direction for the future includes an emphasis in global aspects of agriculture, marketing and economics, and scaling down the emphasis in production agriculture.

The Agriculture Department encourages the local 4-H and FFA members to achieve their goals by sponsoring a field judging day. Berea faculty serve as judges for events that are held on the college campus, thus introducing high school students, freshmen through seniors, to Berea College and its teaching staff.

The agriculture faculty work together with Berea agriculture honor society members of Delta Tau Alpha to sponsor a farm visit field day for elementary school children. Over 700 elementary-age children have attended events designed to relate selected aspects of their curriculum to agricultural applications. This program has been used to inform students and teachers that agriculture is a science-related curriculum with many diverse career opportunities. Teachers appreciate the lesson-oriented farm visit because of its educational value and because the state of Kentucky is requiring all grade school curriculum to be taught through real-life experiences.

The department participated with other colleges and universities in teaching a course to FFA members for college credit. A number of students became aware of Berea College because of this event and have enrolled. This

program also provided an opportunity to inform vocational agriculture (Vo-Ag) teachers and high school guidance counselors about the college and the department.

The admissions office invites prospective students and their parents to visit the campus and meet the faculty. In addition to meeting the faculty, the Agriculture Department arranges a tour of the farm and classroom building conducted by a current agriculture student. Students who have been accepted are sent a written invitation to attend a departmental get-acquainted party during orientation week. The party serves as an opportunity for faculty and students to become better acquainted and also an opportunity to introduce them to a student who will offer to be a big brother or big sister during the freshman year. The invitation also includes a welcome message from three of the officers of the agriculture club.

The alumni of the Agriculture Department actively recruit new students and frequently bring students to the college. The administrators of the college recognize the strong support of agriculture alumni for the agriculture program. Alumni take an active interest in the affairs of the campus and demonstrate their support by attending "Homecoming Weekend" and other departmental events.

The department sponsors a "pig roast" each spring inviting alumni, current students, and their parents. The

event is well attended and includes the presentation of awards and the showing of livestock.

#### Wilmington College

Wilmington College, located on 65 acres of land in Wilmington, Ohio, was founded in 1870 by the Religious Society of Friends (Quakers). The college operates branch campuses at Sharonville, a suburb of Cincinnati, and in the correctional facilities at Lebanon, Warren, and Franklin. The college also operates five farms, totaling over 1,000 acres, both commercially and as a teaching laboratory for agriculture majors.

Quaker traditions are evident in a variety of ways on campus where students and faculty are on a first-name basis, since friendliness and equality are preferred to the use of titles. Decisions on campus are reached by searching for consensus of thought rather than voting, and the value of practical skills as a part of one's training is reflected in the teaching of agriculture and carpentry.

The majority of the student body come from southwest Ohio (95%), including approximately 5% minority students from Cincinnati. The remaining 5% are international students, primarily sons and daughters of friends of missionaries serving in foreign countries. Only 5% of the student body are members of the Religious Society of Friends.

The Agriculture Department offers a bachelor of science degree in agribusiness, agriscience, production agriculture, and vocational agriculture (teacher certification). The majority of the students come from the local area within 1 1/2 hours' driving time of the college. Eighty percent of the agriculture majors come from farm backgrounds and prefer the smaller, friendlier Wilmington College environment over larger schools like Ohio State University. Wilmington College tuition costs are competitive with state schools' tuition and living expenses, so attending a college in the community is attractive.

Departmental recruiting activities begin in the fall with visits to Vo-Ag classrooms by agriculture faculty. Faculty frequently visit high schools to present topics of special interest or career opportunity themes. Building a relationship with freshman high school students seems to influence college choice decisions later in their junior and senior year. Vo-Ag teachers are considered to have a greater influence than guidance counselors on college choice.

Agriculture students participate in a fund-raising project each fall during a local festival selling steak sandwiches to fair-goers. Faculty participate in this event and make several contacts with prospective students. The department also sponsors a booth at the Farm Science

Review Show held each September. This is a large farm equipment show and attracts many alumni of the college who are working in agribusiness. Alumns frequently bring prospective students to the booth during the show.

Prospective students are asked to complete student information cards documenting their interest in agriculture. These cards are given to the admissions office for follow-up, which usually involves a personal phone call and an invitation to visit the campus.

The interest cards also are used to contact students when admissions personnel are visiting high schools. Students who have completed the card are invited to meet a representative from Wilmington at the guidance counselor's office. The Agriculture Department attributes a 10% growth in enrollment to this recruiting technique. The Chemistry Department has experienced a 50% increase in students following a similar approach to recruiting.

Prior to Christmas break, agriculture students sell smoked turkeys to the community to raise funds for a "Habitat for Humanity" project. Students accompanied by a faculty member spend Christmas vacation building houses in Mexico. This project provides a considerable amount of publicity and goodwill for the department and the school.

The department sponsors a Future Farmers of America (FFA) livestock judging contest in February each year. The



event is held in an indoor horse show arena in the area and attracts over 700 FFA members and Vo-Ag teachers.

The Cincinnati Bengals football team practices at Wilmington during the preseason, and this keeps the school in the news and on television almost nightly. The free advertisement does attract students, especially inner-city students from Cincinnati.

Wilmington College operates a branch campus at Sharonville in an office complex. Adult education classes are offered in the evening for students in the local area. The Agriculture Department offers a course in horticulture relating to home gardening that meets a general education science requirement.

The admissions office purchases lists of students interested in agriculture or pre-veterinary studies within its recruitment area. The best yield response has been from ACT and College Board listings, based on academic performance.

The college sponsors two or three open-house days each fall, inviting about 250 students at a time to visit the campus. The admissions office sends a general mailing to all prospective students on file, including the purchased listing of students, announcing the open house. A second personalized letter is sent from the Agriculture Department chair inviting prospective agriculture students to tour the farm and meet the faculty and students in the

department. The farm tour is directed by current students and provides an opportunity for prospective students to see where they will work and study at Wilmington.

The admissions office appreciates the value of the farm tour, since it is a show-and-tell experience and leaves a lasting impression on visitors.

Wilmington College also sponsors a summer study program for gifted and talented high school freshmen, sophomores, and junior students. The Agriculture Department participates by teaching a class in animal science. This provides a student contact for future marketing efforts.

The admissions office perceives the Agriculture Department as strong and with opportunity to grow. While inquiries and applications for the college are up 25% over last year, interest in the agriculture program is 50% higher for next year.

#### Dordt College

Dordt College was established in 1953 and operates under the auspices of the Christian Reformed Churches. The college is located in Sioux Center, a rapidly growing community in northwest Iowa. The main campus consists of more than a dozen modern buildings situated on 45 acres of land. The college also operates the Agriculture Stewardship Center, a 160-acre farm 2 miles north of the

college. The farm serves as a laboratory for agriculture students and a center for field tests and research.

Sioux Center is located approximately 65 miles south of Sioux Falls and the same distance north of Sioux City, which are the closest population centers to the campus. Since the local population in Sioux County is only about 30,000, the college finds it difficult to attract large numbers of community students.

The college draws the majority of its students from regions where there is a strong Dutch immigrant influence, such as Iowa, Minnesota, Washington, southern and central California, and Michigan in the United States; and British Columbia, Ontario, and Prince Edward Island in Canada. Recruitment efforts are focused on the Christian School International (CSI), a system of Christian schools administered by societies composed of members of the Christian Reformed Church or other denominations. Although the college is well recognized in the CSI school system, the faculty observed that the school is not well known among other denominations in the local area.

The college employs six full-time recruiters to cover the 80 CSI schools in the U.S. and Canada. Each recruiter visits all schools in his or her territory two times a year and local schools within a 60-100 mile radius of Sioux Center four times a year. Three additional recruiters are employed to live and work in areas where

Christian Reformed Church members are concentrated: southern California, Washington, and Grand Rapids, Michigan. Besides school visits, recruiters attempt to meet the parents of prospective students in their homes.

A direct-mail list of prospective students is developed by the admissions office from a number of sources:

1. Recruiters visit students and guidance counselors in local public and private schools within a 100-mile radius of the college.
2. Recruiters visit all community colleges in the five to six states that are contiguous with the state of Iowa.
3. Class rosters are solicited from CSI schools and churches west of the Mississippi River. Calvin College in Michigan gathers student names in churches and CSI schools east of the Mississippi, while King's College in B.C. and Redeemer College in Ontario collect names of prospective students in Canada. These names are shared among all colleges for recruitment purposes.
4. Names of high school juniors and seniors from the adjoining five states who have declared agriculture as a career interest and a preference to attend a Christian college are purchased from the National Research Center for College and University Admissions (NRCCUA). A direct mail search piece with a response card brings a 10% response

from a list of approximately 1,500 candidates, of which 2-3% apply.

5. The admissions office requests names of high school juniors and seniors in local public schools within a 70-80 mile radius. Many schools respond by sending a complete roster of students.

Direct-mail marketing and recruiter contacts provide a list of prospective students who are invited to visit the campus. Eleven campus visit days are scheduled on Fridays throughout the academic year. Because of special requests, prospective students visit the campus almost every Friday. Campus visits are hosted by one of the recruiters and four work-study students who help prepare for group sessions on Friday morning. On Friday afternoon prospective students visit the department, sit in on classes, and get acquainted with faculty. Of the 600 student visitors hosted annually, one-third come with parents.

The college reimburses each student \$100 toward plane fare if the student had to travel more than 400 miles, or 4 cents a mile round trip if he or she drove to Dordt. The admissions office recognizes the value of the campus visit, especially if parents also accompany the student.

Prospective students are listed in the data-base and assigned a rating of R1 to R5 according to their status

in the recruitment process. R-1 designates a contact name, R-2 recognizes a positive response to initial contact, R-3 indicates that the prospect has begun the application procedure. Recruiters are responsible to track each R-3 prospect and see that he or she is contacted every 28 days after the application is received. This will include contacts from a telemarketing representative (Dordt employs 16-17 students in this capacity) and letters written by the department and sent through the admissions office.

Students are encouraged to complete the application process early to qualify for the January 15 deadline for application for named scholarships. The college offers a number of named scholarships for each department, according to enrollment, for students with grade point averages between 3.0 and 4.0. The average financial award including grants, loans, and financial aid is \$9,000 per year; tuition, room, and board are just under \$11,000 per year.

Alumni participate in recruitment of students in a number of ways. Alumni in Wisconsin and Grand Rapids, Michigan, contribute to the cost of an annual chartered bus trip from these areas to the campus. Alumni organize recruiting dinners for parents of junior students attending Christian schools in their area. Alumni are encouraged to invite prospective students in their local area out to dinner and to share positive experiences from their days at Dordt.

Departments and faculty sponsor special events that draw high school groups to Dordt's campus each year. These events include basketball camp, choir camp, young engineers' camp, and agriculture safety camp. The agriculture safety camp attracts 100 young people to the campus for a safety workshop in which faculty participate, and is sponsored by local businesses and the county extension service.

The Agriculture Department also sponsors "Ag Day," a judging contest for local high schools during the month of April. The department hosts a dairy conference, sponsored by the four land-grant colleges in South Dakota, Iowa, Nebraska, and Minnesota. Dordt has been included in a number of programs, such as the dairy conference, by the land-grant colleges. Recruiters represent the college at various career fair events, including Iowa's Future Farmers of America Convention. These events help to increase Dordt's image in the community and across the state.

#### Delaware Valley College

Delaware Valley College (DVC) was founded in 1896 under the name of "The National Farm School" offering a three-year program in agriculture that combined work experience with academics. The college is located in Buck's County, Pennsylvania, a thriving, highly populated area 30 miles north of Philadelphia near the town of Doylestown.

Founded as an agricultural institution of higher learning, agriculture continues to attract 50% of its current 1,350 student enrollment. The college offers baccalaureate degrees in agribusiness, agronomy and environmental science, animal science, dairy science, food science and management, horticulture and ornamental horticulture, as well as an associate degree in equine science. The college farms 225 acres of cropland, and facilities include a 60-cow dairy science and animal biotechnology center, an animal husbandry center housing beef cattle, sheep, and swine, a horsebreeding facility, and an equestrian center with 45 horses and an indoor arena. In addition, the college operates 60 acres of tree fruits and nuts, small fruit plantings, vegetables, and a working apiary.

Delaware Valley College draws most of its students from the mid-Atlantic region, including the states of Pennsylvania, New Jersey, Maryland, Delaware, New York, and some from Connecticut and Massachusetts.

The admissions office promotes the advantages of a small college as being friendly, accessible, and providing smaller classes with more individual attention from a faculty who primarily teach. At a time when students are career-oriented, Delaware Valley also promotes the benefits of its work experience training when it comes to job placement. According to the admissions director Steve



Zenko, industry recognizes the superiority of DVC's graduates over the typical land-grant college graduates in terms of their practical experience.

In the late 1980s the college experienced some financial difficulty primarily due to a declining enrollment. A marketing consultant was employed in 1990 and dramatically increased the size of the freshman classes. The improved market position was achieved primarily by revamping college publications and restructuring financial aid to students. In connection with improved publications, admissions focused more on direct mailing and frequent follow-up of interested students. The goal was to increase financial aid in order to attract a larger number of students of higher academic ability.

The marketing plan was successful in increasing the number of inquiries to 9,000-10,000, resulting in an increase in the number of applicants from about 900 to 1,700 from 1990 to 1994. Enrollment in specific programs in agriculture fluctuates in response to changing job opportunities. Recently, animal science has edged out ornamental horticulture as the most popular program primarily because of a strong demand for animal science graduates and an increasing interest in pre-veterinary medicine.

The college requires all applicants having received acceptance to pay a nonrefundable fee of \$700. This policy was implemented at the recommendation of the marketing consultant. The fee is nonrefundable after May 31 and has the effect of providing the institution with fairly reliable enrollment figures by June 1. The associate dean of the college believed that this policy indicated to prospective students that they were applying to a premium institution and that space was limited.

The new marketing plan has reduced the emphasis on recruiter visits to high schools and focused more on direct-mail marketing. Names are purchased from College Board and NRCCUA, targeting DVC's marketing region and specifying particular program interests. According to Steve Zenko, good recruitment boils down to working with the individual--being personable and meeting individual needs. The admissions office accomplishes this goal by sending out 26 pieces of mail to each individual who completes the enrollment process, plus telemarketing calls and alumni contacts.

The admissions office invites several of the more successful alumni to participate in one of the mailings to prospective students. The college writes the letter that is sent out on the alumni letterhead and envelope that is signed by the alumnus. The subliminal message is that graduates from DVC are just as successful as graduates from

any other college. Alumni participating in this effort are selected because they are known or because the firms they are with are well recognized.

The admissions office trains several students to serve as "Presidential Diplomats." They are responsible for calling all students who have been accepted and for conducting campus tours. This provides prospective students an opportunity to view the college from the perspective of a current student. Presidential Diplomats are thoroughly trained to present the institution in a positive light, leaving prospective students with a positive image.

Campus tours are recognized by both admissions people and faculty as an essential part of the recruitment process. Students are invited to attend an annual open house in the fall of the year. Invitations are extended through direct-mail contact and by recruiters making visits to high schools. The majority of applications are received each year before January, thus the admissions director believes that the campus visit plays a significant role in the college-choice decision.

The college recognizes the important role that parents play in college-choice decisions and strongly encourages parents to visit the campus with prospective students.

The agriculture programs are promoted by faculty and department heads through their involvement with professional societies. Faculty frequently staff a booth at a number of professional meetings held annually in the area. A tape/slide show has been developed to image the facilities and programs offered. These events provide an opportunity to meet parents and student prospects as well as maintain a relationship with alumni working in the industry and attending the meetings. The associate dean of the college estimates that departmental contacts with prospective students are responsible for approximately 20% of those who enroll.

The college also sponsors two students each year who serve as agriculture ambassadors. Students are selected for their ability to express themselves and meet the public and are chosen to serve for a 2-year period, with a new student being added each year. Agriculture ambassadors are provided with coordinating clothing and receive a reduction in tuition while they serve as an ambassador. Their duties include lectures to high school groups on current issues in agriculture, staffing the booth at the state farm show, or possibly making a presentation to the governor.

Alumni refer a large number of students to the college each year, especially those alumni who work in agricultural extension and Vo-Ag teaching. The mandatory

work program requires each student to work 24 weeks in the area of specialization. This brings the college in touch with employers throughout the industry and raises the level of awareness within the recruiting region.

The college hosts the Eastern Pennsylvania Future Farmers of American (FFA) training session each summer. The agriculture ambassadors play an active role in organizing and facilitating this event. Agriculture clubs also participate in providing instruction during the training session. This event may also include a judging contest, helping to prepare 4-H members and FFA members for state events; this event attracts several hundred participants each year.

In the fall, the collegiate FFA branch networks with high school FFA groups to sponsor a career day. The emphasis is on careers that are related to having a college education in agriculture. The collegiate FFA branch invites a high profile, dynamic speaker for the event and organizes a lunch for participants. Recently, the Pennsylvania Department of Agriculture provided funds to sponsor the event.

#### Analysis and Summary of the Review of Colleges

This chapter describes the marketing activities utilized by seven private liberal arts colleges and the way that they adjusted the marketing mix to attract students to

programs of study in agriculture. The information was gathered by personal interviews with the admissions directors, deans of colleges, and/or agriculture department heads. The interviews were guided by questions posed by the interviewer as listed in Appendix A. The use of open-ended questions at the beginning of the interview provided an opportunity for an informal discussion about the mission and early history of each institution. This discussion generally revealed unique characteristics of the institution that affected marketing strategies. One institution offered programs at a nearby prison, reflecting religious convictions of the church sponsoring the college. Two of the institutions provided a tuition-free education to eligible candidates because of a Christian commitment to the economic and social improvement of the region. Church sponsorship of one institution resulted in lower tuition, high application rate, and a selective admissions policy to restrict enrollment to a predetermined level.

The questions became more specific as the interview progressed, focusing on topics not yet mentioned in the interview. The recruitment activities reported in the interviews are tabulated in Table 4 according to the seven schools visited in the study. The seven colleges are represented by the letters A-G in order to preserve anonymity in published reports. The number of activities

Table 4

Recruitment Activities Utilized by the Study Participants

Marketing Activity	SCHOOLS						
	A	B	C	D	E	F	G
Direct mail				X	X	X	X
Campus visits	X	X	X	X	X	X	X
Career fairs	X	X		X	X	X	X
High school recruiters	X	X		X	X	X	X
FFA contests	X	X	X	X	X	X	X
Intercollegiate sports	X						
College bowl events	X						
Student newspaper	X						
Department clubs	X	X	X	X		X	
Campus center display	X		X				
Alumni homecoming	X	X	X	X			
Interdept. transfers by classes offered	X		X	X			
Named scholarship	X		X	X		X	X
Farm-research/practicum	X	X	X	X		X	X
7th-8th grade career education				X			
T.V. news items				X	X		
Farm visit--elementary			X	X			
Department contacts--letter/phone			L	L	L/P		L
Alumni--special events	X	X	X		X	X	X
Newsletter			X				
State fair--competition		X					X
Faculty Vo-Ag visits				X	X		
Booth--professional conventions					X		X
Booth--local fairs					X		X
Fundraising projects					X		
Gifted student program					X		
Agriculture safety camp						X	
Agriculture ambassadors							X

reported by the schools varied from a low of 9 activities to a high of 15 activities.

Ten of the most commonly reported activities are listed in Table 5 and represent a combination of activities that are commonly mentioned in the literature review and a few activities that are unique to the promotion of agriculture programs. Schools reported that sponsoring FFA contests and offering farm practicums increased the number of applicants and improved retention of students. Agriculture departments identified alumni activities, career fairs, and departmental clubs as effective methods of promoting agricultural education.

A number of promotional activities are less frequently used by the colleges. Several of these activities were highly celebrated by the colleges as successful marketing tools. Agriculture student ambassadors, agriculture safety camp, the gifted-student program, booths at fairs and conventions, newsletters, grade school visits, and displays in the campus center building are valued activities in those schools where they are employed to promote the agriculture program.

The review of liberal arts colleges offering agriculture programs reveals that these institutions have modified various aspects of the marketing mix in response



Table 5

Ten Recruiting Activities Most Commonly Reported by the Seven Colleges

ACTIVITY	REPORTINGS OF ACTIVITY							TOTAL
Campus visits	X	X	X	X	X	X	X	7
FFA contests	X	X	X	X	X	X	X	7
Career fairs	X	X	X	X	X	X		6
Farm practicum	X	X	X	X	X	X		6
High school recruiters	X	X	X	X	X	X		6
Alumni events	X	X	X	X	X			5
Department clubs	X	X	X	X	X			5
Scholarships	X	X	X	X	X			5
Alumni homecoming	X	X	X	X				4
Direct mail	X	X	X	X				4

to the changing internal and external environment. Table 6 lists ways in which colleges adjusted elements of the marketing mix to increase or maintain enrollment. The first item in Table 6 illustrates how product and place were modified to take advantage of a new marketing opportunity. A new curriculum was developed to target the needs of an adult student population and was offered in an off-campus location that was convenient to this group. One institution that was experiencing a decline in enrollment adjusted its financial-aid program, offering increased aid to eligible students and expanded the use of direct mail in promoting the institution. College publications were also improved and a schedule for frequent follow-up of interested students was implemented. These modifications to the marketing mix resulted in an 89% increase in the number of that institution's applicants 4 years later.

Several institutions mentioned the positive impact on institutional image and the number of prospective student contacts that were the result of sponsoring fair booths, FFA contests, visits to Vo-Ag classrooms, and career fairs. Although these activities were primarily promotional in nature, the institutions emphasized the value of personal contact and the development of a

Table 6

Adjustments Made by Colleges to the Marketing Mix to Increase Enrollment

	Marketing Mix	Ways Used to Modify Marketing Mix to Increase Student Enrollment
1.	Product, Place	Developed a home gardening class for adult education program offered in a shopping mall.
2.	Product	Developed a quality academic program to attract students with high academic standing.
3.	Price, Product	Offered quality academic program, tuition free, subsidized through scholarships.
4.	Price, Promotion	Reduced tuition cost by adjusting financial aid package and improving direct mail marketing.
5.	Product, Promotion, and Personalization	Developed a quality program and utilize promotion and personalization.
6.	Price, Product, and Place	Church subsidized tuition resulted in lower education costs, selective admissions policy possibility, enrollment limit, and centralized campus.
7.	Personalization and Relationship Marketing	Utilized departmental sponsorship of agriculture clubs, fair booths, FFA contests, campus tours, lectures in Vo-ag classrooms and career fairs.
8.	Product	Developed new programs to meet the interests of current students.

Table 6 -- Continued

Marketing Mix		Ways Used to Modify Marketing Mix to Increase Student Enrollment
9.	Relationship Marketing	Department alumni actively supported marketing efforts: H/S classroom visits, recruitment letters, and campus visits.
10.	Price	Provided price equalizing subsidy reimbursing students according to the travel distance from home.
11.	Market Segmentation, Targeting, Product	Targeted unique segments of the student pool, based on denominational affiliation, socioeconomic status, academic achievement, or geographical distribution.
12.	Product, Personalization, and Relationship Marketing	Promoted the advantages of a small institution: friendliness, accessible, smaller classrooms, and individual attention.
13.	Product	Promoted the advantages of skill development through hands on work experience.
14.	Promotion	Recognized the important role that parents play in college choice decisions. Strongly encourage parents to visit the campus with prospective student.
15.	Promotion, Relationship Marketing	Used agriculture student ambassadors to represent college to high school students, staffing fair booths, etc.

relationship with faculty and students representing the institution. The institutions reported that they promoted the advantages of a small college as being friendly and accessible, with smaller classrooms and more individual attention. All of the institutions that participated in the study mentioned the importance of campus visits and the opportunity for students to become acquainted with faculty and student tour guides. It was apparent that faculty and admissions directors were aware of the value of personalization and relationship marketing as elements of the marketing mix.

## CHAPTER V

### A MODEL FOR MARKETING AGRICULTURAL PROGRAMS IN PRIVATE COLLEGES AND UNIVERSITIES

This chapter presents a model for marketing agriculture programs in a private college. The model is based on information gained from a review of literature on marketing higher education and a review of marketing methods utilized by seven private colleges offering programs in agriculture.

The review of recruiting methods employed by selected liberal arts colleges was compiled as a result of site visits and personal interviews with admissions directors, deans of colleges, and/or department heads. Six of the seven colleges participating in the study are members of the Consortium of Cooperating Agriculture Programs and include College of the Ozarks, Missouri; Berry College, Georgia; Berea College, Kentucky; Wilmington College, Ohio; Delaware Valley College, Pennsylvania; and Dordt College, Iowa. Brigham Young University also participated in the study.

The review of literature and the review of marketing methods employed by the participating colleges

revealed that marketing is a complex process. The model integrates the elements of a marketing plan, the elements of the marketing mix, and activities designed to influence enrollment. This model can be used to develop a marketing plan for a specific institution to meet its peculiar needs and the concerns within the environment in which it operates.

#### Validation

The model was evaluated by two panels of judges. The first panel of judges was comprised of the Director of Enrollment Management for Andrews University, the Associate Dean of the College of Technology, and three departmental chairs from the College of Technology at Andrews University. The second panel of judges was comprised of the admissions directors, deans of the colleges, and/or department of agriculture chairs of the seven colleges that participated in the study.

The members of the panels of judges were selected for their knowledge and experience in marketing educational programs at institutions of higher learning. The admissions directors, deans, and department chairs were selected as judges since they are typically the persons on a college campus who respond to the expressed needs of students and industry in the development of new curriculum, classroom and laboratory facilities, who influence financial

policy, and are responsible for the promotion of the institution to its public. The second panel of judges was especially valued for their experience in marketing agriculture programs.

A copy of the model as it appears in Appendix C was distributed to the first panel of judges. An evaluation sheet was developed as exhibited in Appendix F to provide a convenient instrument for the individual responses and comments. As a result of the comments by the first panel of judges, Figure 1 was changed from a five-sided figure to a circle. The circle, Figure 2 in Appendix E, was adopted to illustrate the ongoing, continuous nature of the marketing process. A bubble diagram, Figure 1 in Appendix E, was added to the model to illustrate the relationship of the five components of a marketing plan.

The evaluation sheet as exhibited in Appendix F was distributed with the revised version of the model, Appendix E, to the second panel of 14 judges. The model was evaluated by the second panel of judges and was then revised to incorporate their comments and recommendations.

#### Reaction of the Panels of Judges

The validation sheet was comprised of four elements, the first two solicited a yes, no, or uncertain response to a statement, and the last two requested comments on the strengths and weaknesses of the model.



The first panel of judges all felt that the model was adequate and useful as a basis for private colleges to develop a marketing plan for agriculture programs. They likewise felt that the model, if followed, would improve the marketing of agriculture programs at the college or university it serves.

The panel identified personal contact with students by departmental staff and the involvement of the department in the marketing process as strengths of the model. Two members of the panel mentioned inconsistencies in the sequence of market analysis steps, as indicated by the direction of the arrows, as a weakness of the model. The model was revised in response to concerns addressed by the first panel of judges, and the revised model was sent to the second panel of judges.

The first statement, "I feel that the model, and its notes, are useful and adequate as a guide to develop a plan for marketing agricultural programs in a liberal arts college," was supported in the affirmative by all but one of the members of the second panel of judges.

One respondent indicated uncertainty about the adequacy of the model, but later commented that the "model could be used at any type of college, for any major degree."

All of the members of the second panel of judges agreed that if the model were adopted an increase in

enrollment in agriculture programs would result. One of the judges qualified a positive response on how soon the increase may be realized, indicating that it may take more than 2 years to accomplish an enrollment increase.

In response to the request to identify any weaknesses, several judges indicated that the model was realistic and presented "tested procedures." Some responses are quoted in the following sentences, but to maintain the confidentiality of the members of the panel of judges, the names of the respondents are omitted:

"It is a solid model."

"No real weakness--the challenge will be to stick to the process."

"I have not detected any basic weaknesses in the model. I believe what may work for one school might not work at another institution, but this can not be described as a weakness. The basic essentials are all there."

"Good model; I can't stress the importance of budget and revenue enough. However you are able to insert these into the plan I would encourage it."

Among the comments relative to the weakness of the model were concerns about the ability of a department chair to carry this additional responsibility without some administrative assistance. A few respondents noted that the model was of a "rather general nature, subject to much interpretation and variation." However, these respondents

recognized that this was probably by design to accommodate the specific school's needs and market environment.

The reactions of the judges in identifying strengths of the model were positive and supportive in nature, as the following comments indicate:

"Tested procedures are presented, which, if followed should increase interest in the particular college and the agriculture department in particular."

"Getting potential students and teachers to campus, and the emphasis on follow-up will improve the conversion of applicants to matriculants. Increase the use direct mail--it is a numbers game!"

"I believe in general it is a very good model."

"Diagrams and tables were good. Helpful in organizing your thoughts. Could be successful if used."

The model provides a means to test various marketing strategies--"What may work for one school might not work at an other. Try a strategy and then re-evaluate the outcome. Use the ones that have worked best for your institution."

#### Framework for the Model

The framework for the model was developed from concepts gathered from the literature and information gained from personal interviews with admissions directors and department chairs of seven colleges that participated in the study. The literature review provided information

about the elements of a marketing plan, the elements in the marketing mix, factors affecting college-choice decisions, student retention, and marketing activities. The review of liberal arts colleges offering agriculture programs contributed a description of marketing activities employed by the department to promote agriculture programs as well as adjustments that the colleges made to the marketing mix to accommodate changes in the marketing environment.

This information was important to the study since very little was found in the literature review about marketing agriculture programs. The model brings together information derived from both the review of literature and the review of private colleges. It integrates the elements of a marketing plan with the elements of the marketing mix to formulate action plans and activities designed to influence college choice.

#### Elements of a Marketing Plan

Sevier (1989) observed that

over the past 15 years, thousands of articles and books have been written about marketing. For the most part, those sources agree that a successful and comprehensive marketing plan has five key elements. Those elements include: institutional research, market research, strategy formation, strategy execution, and program review and evaluation. (p. 396)

Each of the five components plays an essential role in the development and execution of the marketing plan. Institutional research and market research primarily establish the present situation within the institution and

the environment in which the institution operates. Strategy formation and strategy execution establish goals and objectives, and develop marketing action plans that include activities designed to accomplish the objectives. Program review and evaluation in an ongoing process provide feedback and enable modification to the marketing plan.

#### Elements in the Marketing Mix

From the 1960s through the 1980s, Borden's term "marketing mix" (Christopher et al., 1991) was identified mostly in terms of product, price, place and promotion, which came to be known as the Four Ps in the marketing mix. Paul and Stark (1983) say that the question in evaluating these components is: How can one "juggle them for maximum effect" (p. 24).

Personalization was identified by Don Schultz (Fortini-Campbell, 1992) to be the fifth P and one of the trends affecting marketing in the 1990s.

Christopher et al. (1991) suggest expanding the Four Ps to include relationship marketing. Gill (1991) stressed that relationship marketing is a long-term relationship cultivated between the customer and retailer that benefits both parties, and according to Baye (1995) includes networking with related business enterprises and (Melchinger, 1991; Peppers & Rogers, 1995) a need for customizing the service offered to the consumer.

### Factors Affecting College-Choice Decisions

A large number of marketing studies have been made to determine why a student decides to enroll in a particular institution. They show that the most important factor in the college-choice decision varies between the studies and may vary between segments within the market pool. A number of studies indicate that parents are the most significant individuals influencing college-choice decisions (Bouse & Hossler, 1991; Carnegie, 1986; Gorman, 1976; King et al., 1986; Murphy, 1981; Wanat & Bowles, 1992).

Identifying the main factors influencing college choice decisions and targeting significant people enables the institution to develop an effective marketing strategy.

### Student Retention

According to Hershey (1981), progress toward educational goals and a feeling of belonging are the most important factors that encourage students to remain in college. This concept of ownership or feeling of belonging is accomplished by personalized attention (Champney & Myer, 1990) and the development of interpersonal relationships (Ingersoll, 1988). Ingersoll says that these concepts are especially important on small private college campuses that relate smallness with quality education in an environment where each student is important.

### Recruiting Activities

The literature review of marketing activities was limited to a few areas of interest to this study. Direct-mail marketing was found to be the most cost effective advertising technique available to colleges (Simmerly et al., 1989), and thus warranted investigation. Early mailing time once the mailing list was available improved the response rate, according to Elliot. Content of the letter, appearance of the envelope, and personalization of the search piece are factors that contribute to the success of the mailing (Druesne et al., 1980; Esteban & Apel, 1992; Volkmann, 1987).

The student ambassador program has been an effective marketing approach recognizing that a satisfied customer is the best advertisement (Bivens, 1985; Myers, 1985; Stevenson & McElvania, 1983). Students help with the telephone contacts with prospective students, attend career fairs, host a reception for prospective students, and conduct campus tours.

Clemson University implemented a lecture series for local high school students in an effort to increase their level of awareness of agricultural careers. Richardson and Skelton (1991) reported that since the lectures were educational, school officials were happy to participate, and Clemson experienced a 100% increase in enrollment.

### Review of Private Colleges

The interview with admissions directors and agriculture department chairs proved to be a valuable source of information about marketing agriculture programs. It was noted that some activities such as campus visits and FFA contests were activities utilized by all of the colleges. Some of the activities were unique to a specific institution, but nevertheless proved to be effective marketing tools. This information was important to the study since very little was found in the literature review about marketing agriculture programs.

#### A Model for Marketing Agriculture Programs in Private Colleges

The model for marketing agriculture programs in private colleges integrates the elements of a marketing plan, the elements of a marketing mix, and activities, many of which are specific to marketing agriculture programs. The purpose of the marketing plan is to manage enrollment in agriculture programs by influencing college-choice decisions of new students and college-retention decisions of current students. Figure 1 illustrates the relationship of the various features of the model.

The elements of a marketing plan--institutional research, market research, strategy formation, strategy execution, and review and evaluation--constitute a procedure for gathering information, determining a course



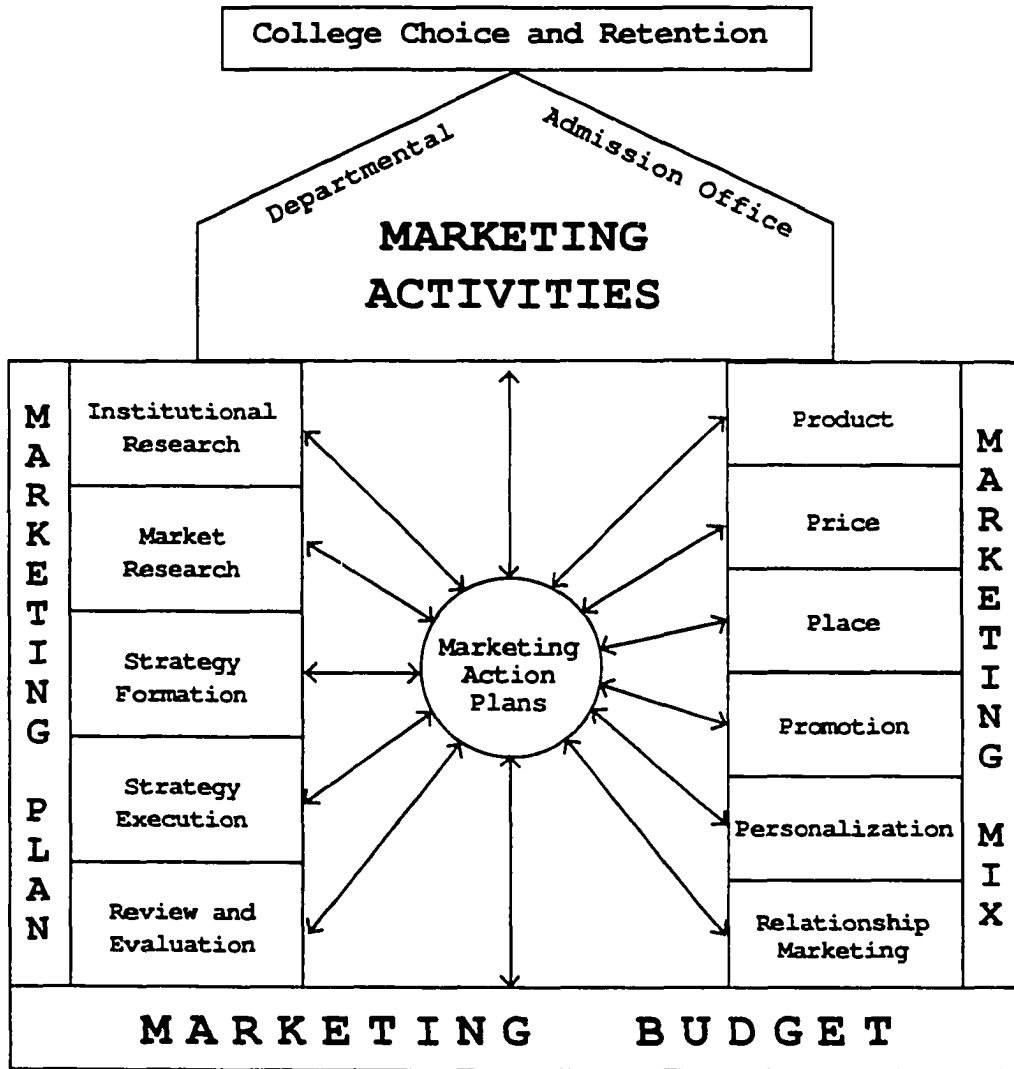


Figure 1. The relationship of the five elements of a marketing plan as they integrate with elements of the marketing mix and marketing activities to generate marketing action plans to influence college choice decisions and student retention.

of action, implementing that strategy, and evaluating the outcome. This procedure utilizes research to identify new marketing opportunities or changes in the marketing environment that constitute the need for modifying the marketing plan. This process for identifying opportunities or threats and responding to them can be applied to each element of the marketing mix.

Each of the elements of the marketing mix--product (service), price, place, promotion, personalization, and relationship marketing--plays an essential role in the development of an effective marketing plan. Institutional research and market research identify elements of the marketing mix that are limiting the effectiveness of a marketing plan. A strategy is formulated to cope with the opportunity or threat in the market place, and to identify goals and objectives to accomplish the necessary adjustment in the marketing mix. The process of evaluation, research, and strategy formation in reaction to a changing internal and external institutional environment is a continuous process resulting in modification of the elements of the marketing mix. The elements of the marketing mix are in a constant state of flux in response to change in the marketing environment.

Marketing action plans are formulated as activities that are planned to accomplish each objective. The plan includes a budget for implementation, a time line for the

execution of the activity, and identifies the person responsible for various activities.

The model for marketing agriculture programs in private colleges depends on the involvement of the agriculture department's human resources in the marketing plan. The agriculture department faculty, staff, and students play a crucial role in marketing agriculture programs. They are better prepared to respond to questions concerning curriculum, career options, and the job market than are admissions office personnel. Many of the activities used to market agriculture education, such as booths at trade shows, require the presence of a trained agriculture staff. Agriculture faculty enhance the efforts of the admissions office in the recruitment and retention of students by promoting the advantages of a small college as being friendly and accessible while providing individual attention from the faculty.

The model incorporates activities utilized by colleges to market agriculture programs and to influence student retention. The following list of activities was utilized by private liberal arts colleges in marketing agriculture programs: (1) agriculture ambassadors, (2) agriculture safety camps, (3) alumni homecoming, (4) alumni --special events, (5) booth--local fairs, (6) booth--professional conventions, (7) campus-center display, (8) campus visits, (9) career fairs, (10) college bowl events,

(11) department clubs, (12) department contacts--  
phone/letter, (13) direct mail, (14) faculty--Vo-Ag visits,  
(15) farm--research/practicum, (16) farm visit-elementary,  
(17) FFA contests, (18) fundraising projects, (19) gifted  
student program, (20) high school recruiters, (21)  
intercollegiate sports. (22) interdepartment transfers by  
classes offered, (23) named scholarship, (24) newsletter,  
(25) seventh-eighth grade career education, (26) state fair  
competition, (27) student newspaper, and (28) television  
news items.

Personalization and relationship marketing were incorporated into the marketing mix in this model after being identified in the literature as a marketing trend of the 1990s. Institutions personalized their contact with the individual student by personalized letters, telephone conversations, and campus visits. The development of a relationship between the student and the institution will hopefully culminate in the student's matriculation, graduation, and support as an alumnus.

The model brings together the most recent trends in marketing and focuses attention on the role that a department must play to enhance the efforts of the admissions office in the marketing of agriculture programs.

#### Notes on the Model

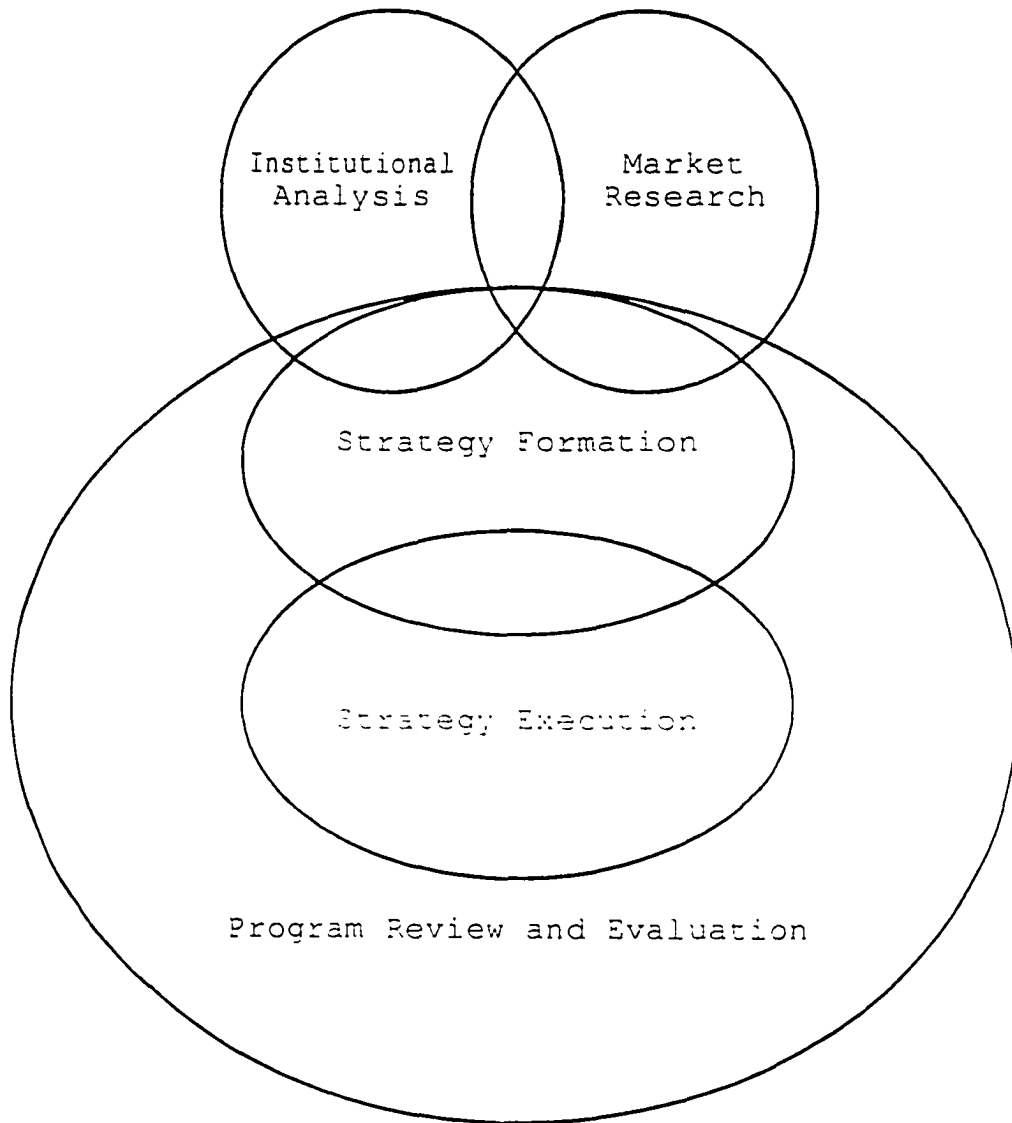
The purpose of the marketing plan is to require the institution to evaluate its current position, to identify

its strengths and weaknesses, to determine appropriate goals and objectives and the means by which they are to be realized, and finally to determine if the marketing plan achieves its intended outcome.

To achieve this purpose, the model for marketing academic programs in institutions of higher learning utilizes the following five components:

1. Institutional Analysis
2. Market Research
3. Strategy Formation
4. Strategy Execution
5. Program Review and Evaluation.

Each of the five components plays an essential role in the development and execution of the marketing plan. Institutional research and market research primarily establish the present situation within the institution and the environment in which the institution operates. The second phase of the marketing plan determines the goals and objectives of the present plan and describes how these goals will be achieved. Finally, the marketing plan provides for an analysis of the success or failure of the overall plan as well as each component, including market research, strategy formation, and strategy execution. The relationship of the five components is represented by Figure 2. The diagram illustrates the interrelationship of

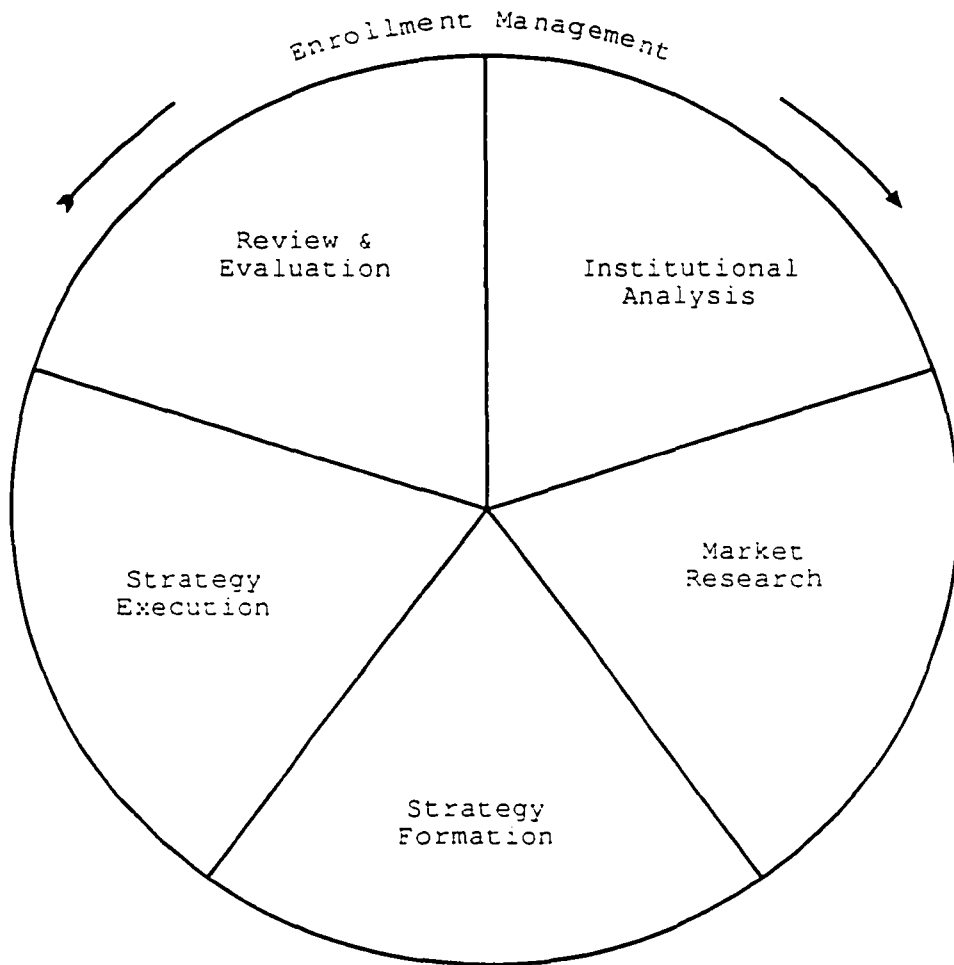


**Figure 2.** The relationship of the five elements which play essential roles in the development and execution of a marketing plan.

the first two components in providing information necessary for formulating a strategy for action. The diagram further illustrates that a marketing strategy cannot be executed without first establishing measurable goals and objectives. The final component, program review and evaluation, encompasses the entire marketing plan, indicating that it is an ongoing process providing information and feedback continuously.

It should be noted that a time line of marketing activities may best be represented by a circle, since marketing activities never cease and cyclical activities frequently overlap, resulting in a continuum. The components of a marketing plan are represented by equal segments of the circle in Figure 3, illustrating that all components are of equal importance and essential to the marketing process.

A consumer-oriented marketing plan attempts to meet the needs of society and responds to the preferences of students and the demands of the workplace. According to Hockenberger (1988), liberal arts colleges generally market an institutional image based on quality of academics, intellectual heritage, and social leadership. This constitutes a product-oriented marketing plan that is in opposition to the demands for high technology and concerns for job placement.



**Figure 3.** The enrollment management process is dynamic and ongoing with each step being critical to a successful outcome.



Agriculture is a diverse industry requiring trained specialists for management, research, and field staff positions. Educational institutions offering programs in agriculture must be responsive to the demands of the industry and the preferences of their students.

Hockenberger (1988) observed that marketing efforts improved when faculty, students, and staff were involved in the planning. It follows that agriculture departments should be involved in the marketing of programs offered in the department. Faculty and staff are more cognizant than admissions personnel of the curriculum content, career options, and employment prospects. Establishing personal contact with prospective students would demonstrate the value that the institution places on individuals and their career interest.

A marketing plan is concerned with the product or service rendered, the price that the product will demand, the location (place) and presentation of the product, and the promotional activities that inform the target population about the product. These elements incorporated into the framework provide the basis for a marketing plan that describes what, where, when, how, why, and by whom individual activities will be carried out.

#### Component A: Institutional Analysis

Institutional analysis provides a detailed description of the department and a profile of current

students. The description of the department would include the degrees and programs offered, the number of students in each program, the number of faculty, and a description of the teaching facilities and resources available. It would also include present enrollment trends in specific programs, indicating any major shifts over the past 3 to 5 years.

A student profile would include a description of the current students enrolled in a program, the ratio of male/female students, the number of traditional college-age students (18-24 years old), the number of adult learners, the number completing a second degree, ACT or SAT scores, and a description of the geographical distribution of students. An analysis of this demographic information over the past few years would reveal shifts and changes in the student body that could influence planning for the future.

This information will provide a profile of the department that may vary from the profile of the institution. An analysis of this information may reveal some departmental opportunities, strengths, and weaknesses worthy of further study.

#### Component B: Market Research

Market research is an essential aspect of marketing, providing information about the environment within which the institution operates, how the institution is perceived by others, and current market opportunities.

Market research keeps the institution informed about the needs and wishes of society and the changes taking place in the market.

Information about marketing mix--product, price, place, and promotion--enables administration to establish goals and objectives for new marketing opportunities. Personal interviews with employers and advisory boards composed of people in the industry provide valuable information about necessary skills for job placement. This information is essential to guide curriculum development.

The agriculture industry encompasses a broad array of career opportunities. Private liberal arts colleges cannot address all of the career options and must use market research to identify a market niche. A market niche may be influenced by factors such as the local agriculture industry, job trends nationally, socioeconomic level of prospective students, and the mission of the institution. Market research can be used to explore new segments of the student pool and identify new marketing possibilities.

Survey instruments are generally used to collect data from current students, prospective students, and no-show applicants. Surveys provide feedback on the effectiveness of various marketing activities such as direct mail, campus visits, career fairs, high school visits, FFA contests, and departmental letters to prospective students, to name a few. A survey of no-show

applicants could reveal what college they are attending, why they made that choice, how they perceive your college, and if they might be a prospective student in the future. Keeping track of job placement of graduates also provides information that may be useful in attracting new students.

Market research methods are used to define the characteristics of specific segments of the population. Adult learners, single parents, high school dropouts, prison inmates, and national merit scholars are examples of segments of the population that may be targeted by developing new programs and by adding flexibility to course scheduling to make programs accessible to these groups.

An appropriate format for a market research plan is illustrated in Table 7 as an example of how to address a specific marketing problem and to incorporate the necessary components of a plan: goal, objective, strategy, person responsible, and time line.

#### Component C: Strategy Formation

The information gathered through institutional analysis and market research provides the basis for strategic planning, identifying opportunities and threats, as well as strengths and weaknesses of the institution in a particular market.

Goals and objectives are developed to provide direction for the marketing plan. Goals are broad

Table 7

Typical Market Research Activities

**Goal 1: Evaluate and update promotional materials to reflect current career opportunities in agriculture.**

<b>Objective 1: To evaluate all printed promotional material to determine if they are effective and meet the proposed objectives.</b>		
<b>Strategies</b>	<b>Person Responsible</b>	<b>TimeLine</b>
Mail survey instrument to prospective students.	Admissions Director	April-May
Conduct a survey of current students using a written survey instrument.	Admissions Director	Sept.-Oct.
<b>Objective 2: Career opportunity job market analysis to keep abreast of current trends in the job market.</b>		
<b>Strategies</b>	<b>Person Responsible</b>	<b>Time-Line</b>
Conduct personal interviews with prospective employers and leaders in industry to determine necessary skills and training required of graduates.	Department Faculty/Chair	Annually
Review current professional literature to determine wage scale and job opportunity information.	Department Faculty/Chair	On-going
Establish an advisory committee composed of recognized leaders in industry to guide curriculum development.	Department Chair	February

statements of intent or overall aims, such as a 20% increase in enrollment over the next 3 years. Objectives or intermediate steps are proposed to contribute to the achievement of the overall goal. A marketing plan may have several goals, each with its own set of objectives.

The development of a marketing strategy also requires the development of a marketing budget to fund the plan. Budgets are frequently expressed in terms of cost incurred per student enrolled. The budget is determined on the basis of the objectives and activities that are planned to reach those objectives.

An academic program constitutes a product or service offered to a student in exchange for tuition and fees. The elements of the marketing mix, whether they be limited to product (service), price, place, and promotion, or expanded to include personalization and relationship marketing, pervade any model that describes the marketing process. These elements are the fundamental concerns to be addressed in gathering information about the institutions' internal and external environment as strategy for action is formulated.

#### Component D: Strategy Execution

Marketing action plans are developed to achieve specific objectives. Activities are assigned to specific individuals responsible for the execution of the activity, with specified completion times. The overall action plan

can be charted to indicate when various marketing activities will be started, reviewed, and completed.

Agriculture departments could engage in a wide variety of activities designed to promote their programs such as direct-mail marketing, conducting departmental tours, distributing a departmental newsletter, attending career fairs, sponsoring FFA contests, sponsoring departmental clubs, organizing special alumni events, setting up campus center displays, organizing elementary school visits to the campus, staffing booths at trade conventions and local fairs, sponsoring agriculture safety camps, and visiting Vo Ag classrooms in high schools.

To accomplish these tasks requires the participation of a number of individuals. Agriculture faculty and alumni are responsible for many of these activities. Agriculture ambassadors are trained students who may be employed by the department as its representative and may staff booths, organize FFA contests, or even serve as an ambassador to professional organizations. Larger departments may have an admissions administrative assistant to help organize the agriculture ambassador program and coordinate faculty recruitment responsibilities.

An appropriate format for a strategy execution plan is illustrated in Table 8 as an example of how to address a specific marketing problem.

Table 8

Typical Strategy Objectives and Activities

**Goal 2: Increase the enrollment of agriculture majors from a present enrollment of 150 to 200 over the next 2 years.**

<b>Objective 1: To increase the awareness of the college's agriculture programs with vocational agriculture teachers and students within 45 minutes' driving time of the college.</b>		
<b>Strategies</b>	<b>Person Responsible</b>	<b>Time-Line</b>
Mail promotional material to each vo-ag teacher within the target area.	Department Chair	September
Sponsor a campus visit, campus tour, and introduction of faculty for vo-ag teachers in the target area.	Department Chair	October
Offer classroom presentations on specific topics of interest by college faculty.	Department Chair	October
<b>Objective 2: To increase the awareness of FFA members of agriculture programs offered at the college.</b>		
<b>Strategies</b>	<b>Person Responsible</b>	<b>Time-Line</b>
Sponsor an FFA judging contest at the college.	Department Chair	April
Provide a booth at high school career fairs.	Ag Alumni Association	As Scheduled
<b>Objective 3: Expand the target pool by 50% in order to increase the number of applicants by 25%.</b>		
<b>Strategies</b>	<b>Person Responsible</b>	<b>Time-Line</b>
Increase the direct-mail list by targeting new areas.	Admissions Director	Feb./March
Follow up all inquiries by personal telephone contact.	Telemarketing	On-going



### Component E: Program Review and Evaluation

The last step in the planning process provides for a periodic review of the progress toward objectives and an evaluation of costs versus budgeted expenses. The length of time periods for review will vary according to the activity and the objective. This procedure allows an opportunity for administration to evaluate the effectiveness of the activities and to modify its approach to achieve a successful outcome.

#### Summary

This chapter outlines the development of the model for marketing agriculture programs in colleges. The model integrates elements of a marketing plan, elements in the marketing mix, marketing activities, and the marketing budget into marketing action plans that impact enrollment through their influence on college-choice decisions and student retention. The elements of the marketing plan include institutional research, market research, strategy formation, strategy execution, and review and evaluation. These elements act on the following elements of the marketing mix: product, price, place, promotion, personalization, and relationship marketing.

The model is amplified by the notes on the model through a discussion of the application of marketing at the departmental level.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to develop a model that could be used for marketing agriculture programs offered on a private college or university campus.

Declining enrollment in agriculture programs at a time when the agriculture industry was experiencing an increasing demand for qualified graduates indicated a need for a plan to improve the marketing of agricultural programs since none was found.

Information about marketing educational programs was reviewed in the literature and knowledge of current marketing practices of liberal arts colleges with agriculture programs was assembled by conducting site visits at seven colleges selected for the study. This information was the basis for the development of a marketing model that was reviewed by two panels of judges and was revised in response to their comments.

The literature reviewed the history of the adoption in the late 20th century of business and industry's marketing process by educators. Marketing principles began

to pervade educational journals, and marketing practices slowly found their way into the admissions offices on college campuses. The decline in enrollment beginning in the 70s and extending to mid-90s provided colleges the impetus to increase marketing efforts over the years.

The admissions office primary role prior to the 1970s was to screen the large pool of prospective students and select those candidates deemed best suited for success in an academic arena. The prediction of a shrinking pool of prospective students prompted institutions of higher learning to require admissions to seek ways in which they could encourage and enlist (recruit) additional applicants. Early recruitment efforts centered mainly on promotional literature about the institution and public relations' efforts to keep the institution's name before its public. Competition for students resulted in the adoption of increased promotional efforts, including telemarketing, television advertisement, and printed advertisements in journals and newspapers.

Educational administrators were encouraged by educational theorists to adopt principles of marketing that were developed to market products and services in the business world. The concept of marketing as employed in business applications required educational institutions to broaden their activities beyond recruitment and promotion.

Marketing required product or service research to

determine if the services (educational programs) were meeting the expressed needs of their clientele (students and industry). For example, this research information could reveal the need for modifications to the curriculum to keep pace with changing job requirements in industry or flexible scheduling to accommodate the needs of segments of the student pool such as non-traditional college-age students.

Educational research could also explore the factors determining college-choice decisions, marketing segmentation, the effectiveness of direct-mail marketing, promotional literature, and student ambassadors in order to evaluate the most effective marketing practices and how they may be implemented to maximize the return on the marketing dollar. The office of admissions came to be known as the enrollment management office reflecting the change in function from gatekeeping to marketing.

### Conclusions

The following major conclusions are based on the literature review, information obtained from site visits and interviews at participating institutions, and the insights derived from the development of the model.

The concept of applying marketing principles to the promotion of educational institutions met with considerable opposition during the late 1970s and early 1980s. Nevertheless, falling enrollment figures encouraged some

schools to adopt and adapt marketing techniques familiar to big business, to attempt to attract a larger market share from a dwindling pool of traditional college-age candidates. In time, necessity compelled educators to modify age-old traditions and adopt marketing methods deemed acceptable at the time and appropriate for the institution in question.

Marketing of education has been adopted by the majority of institutions of higher learning and has become accepted practice. There is ample evidence of the positive impact that marketing plays in enrollment management. Many schools are dependent upon and rely on marketing efforts to maintain enrollment at adequate levels.

Marketing of educational programs and services encompasses a wide array of activities intended to describe the market environment. The elements of a marketing plan include institutional analysis, market research, strategy formation, strategy execution, and evaluation. Each of the five components plays an essential role in the development and execution of the marketing plan. Institutional research and market research primarily establish the present situation within the institution and the environment in which the institution operates.

This information provides the basis for an analysis of the current situation and the determination of a course of action. Strategy formation and strategy execution

establish goals and objectives, and describe activities designed to accomplish the objectives. Program review and evaluation are an ongoing process providing feedback and enabling modification to the marketing plan.

This process of analysis of the current situation, formulation of a course of action, and the implementation of marketing activities designed to accomplish a specific objective must be applied to the various elements of the marketing mix. The elements of the marketing mix--product (service), price, place, and promotion--can be expanded to include personalization and relationship marketing, which focus attention on the individual and the customizing of educational services to meet individual needs.

Changes in marketing activities are initiated after evaluation of the effectiveness of current marketing activities. It is through the evaluation process that the need for change in the marketing mix is revealed and, as the plan is modified to accommodate change in the marketing environment, the plan achieves its dynamic nature.

The marketing of agriculture programs in private liberal arts colleges would be enhanced by the development of marketing plans by the agriculture department that complement the efforts of the enrollment management office.

The marketing of agriculture programs can be more effectually done by agricultural faculty and trained agriculture ambassadors who are better acquainted with the

curriculum and career opportunities than are enrollment-management personnel. Departmental personnel can improve recruitment and retention of students through the use of personalization and relationship marketing.

#### Recommendations

A longitudinal study should be conducted to evaluate the impact on enrollment by the implementation of a departmental marketing plan based on the model presented in this study. Comparison of the change in enrollment could be drawn from historical averages for the department and enrollment changes within the institution as a whole during the same period of time.

The marketing model could be used to evaluate various marketing activities such as direct mail, personal contact by the department, the utilization of various types of advertising literature, etc., to determine their relative effectiveness in an institution's market area.

Private institutions that do not draw from the same pool of prospective students should share successful marketing activities that may result in collaborative efforts in other matters, mutually beneficial to the participating institutions.

The marketing activities of land-grant colleges and state schools offering degrees in agriculture should be studied and compared to smaller private institutions that were the focus of this study.

A study should be conducted to determine the influence that personal contact with prospective students by departmental faculty has on matriculation rate.

Study should be given the retention of enrolled students as a function of relationship marketing.



## APPENDIX

**APPENDIX A**

**INTERVIEW QUESTION GUIDE**

INTERVIEW QUESTION GUIDE

Questions were phrased utilizing these themes or concepts.

1. When and how did the institution begin?
2. What was the mission of the institution? Has it changed?
3. What degrees are offered through the agriculture program?
4. Describe the institution market area. Has this changed over the years?
5. Describe the admissions office recruitment activities.
6. Describe the agriculture department's recruitment activities.
7. Activities to inquire about if not mentioned in the interview: direct mail, campus visits, career fairs, high school recruitment, FFA, contests, departmental clubs, alumni events, and scholarships.

**APPENDIX B**

**LIST OF PERSONS INTERVIEWED AT  
PARTICIPATING COLLEGES**

- A. Brigham Young University - Dr. William L. Park  
Associate Dean  
College of Biology and  
Agriculture
- Loren R. Robison  
Professor  
Agronomy and Horticulture
- B. College of the Ozarks - Dr. Kenton C. Olson  
Dean of the College
- Dr. Marvin E. Oetting  
Chairman  
Technical and Applied  
Science Division
- C. Berry College - Dr. Allan R. Scott  
Associate Professor  
Director  
Rollins Center
- George N. Gaddie  
Dean of Admissions
- D. Berea College - Dr. Jonas P. Shugars  
Chairperson  
Depart. of Agriculture
- John Cook  
Director of Admissions
- E. Wilmington College - Dr. Monte R. Anderson  
Chairperson  
Agriculture Department
- Larry Leswick  
Director of Admissions
- F. Dordt College - Quentin Van Essen  
Director of Admissions
- Dr. Christian Goedhart  
Associate Professor of  
Agriculture
- G. Delaware Valley College - Stephen W. Zenko  
Director of Admissions
- Dr. Neil J. Vincent  
Associate Dean of the  
College

APPENDIX C

LETTER TO FIRST PANEL OF JUDGES

DATE: August 23, 1994

TO: Gerry Coy, College of Technology Associate Dean  
Harold Lang, Engineering Technology Chair  
Kermit Netteburg, Enrollment Management Director  
Gustavo Ortiz, Aviation Department Acting Chair  
Laun Reinholtz, Technology Education Chair

FROM: Tom Chittick, Agriculture Department Chair

As a doctoral student in the School of Education at Andrews University, I have developed a model for marketing programs in agriculture at private liberal arts colleges. My interest in this topic is related to my responsibility for enrollment growth as chair of the Agriculture Department at Andrews University.

Kindly review the enclosed model and share your comments on the validation sheet provided for your convenience.

I will greatly appreciate your prompt response.

Sincerely yours,

Tom Chittick  
Doctoral Candidate

APPENDIX D

MODEL SENT TO THE FIRST  
PANEL OF JUDGES



## A MODEL FOR MARKETING AGRICULTURAL PROGRAMS IN PRIVATE LIBERAL ARTS COLLEGES

This chapter provides a model for marketing agriculture programs in a private liberal arts college. The review of literature and the descriptive review of the marketing methods utilized by seven private colleges offering programs in agriculture provided the background from which the model was developed.

### Basis for the Model

The model was based on the following activities:

1. Information gained from review of literature on marketing higher education programs.
2. Concepts and ideas gathered from site visits to seven private liberal arts colleges offering degrees in agriculture and interviews with admissions directors, deans of colleges and/or department heads.

### Validation of the Model

The model presented in this chapter was reviewed by a two-tier panel of judges. The first panel of judges was comprised of the Director of Enrollment Management for

Andrews University, the Associate Dean of the college of Technology, and three departmental chairs from the College of Technology at Andrews University.

The second panel of judges was comprised of the admissions directors, deans of the colleges, and department of agriculture chairs of the seven colleges that participated in the study. Comments and recommendations for modifications to the model were solicited and recorded in this chapter.

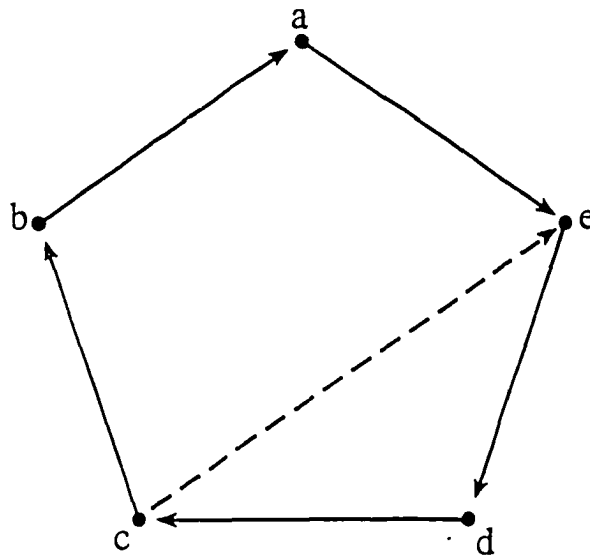
#### Framework of the Model

The key elements of a marketing plan as indicated by Stuhr (1974) and Sevier (1989) include the following components: (a) diagnose the present situation in admissions through institutional analysis; (b) conduct appropriate market research to identify current market trends and the position of the institution in the eyes of the target clientele; (c) formulate a strategy for the institution indicating specific objectives and establishing admission goals for the future; (d) develop action plans and activities to accomplish and implement the objectives that would lead to the fulfillment of the goals and objectives of the marketing plan; and (e) determine appropriate program review and evaluation procedures to measure the success of the marketing plan and suggest modifications for the future.

The relationship of the components of the marketing plan can be illustrated by the following diagram. The letters refer to the five components of a marketing plan indicated in the preceding paragraph.

Figure 1

**Relationship of Components  
in a Marketing Plan**



If the evaluation procedure and analysis steps measuring the effectiveness of the marketing plan include institutional analysis and ongoing market research, then the ongoing marketing plan could be illustrated by Steps c, d and e. Institutional analysis and market research are vital aspects of the marketing plan identifying current market trends and new market opportunities.

A Model for Marketing Agriculture Programs  
in Private Institutions

This is a model to develop a marketing plan for agriculture programs on private college campuses. The model integrates functions and activities of both the enrollment management office and the Agriculture Department.

The model is developed utilizing the following five elements of a marketing plan: (Sevier 1989, p. 396)

- a. Institutional Analysis
- b. Market Research
- c. Strategy Formation
- d. Strategy Execution
- e. Program Review and Evaluation

The purpose of the marketing plan is to force the institution to evaluate its current position, identifying its strengths and weaknesses, determining appropriate goals and objectives, and the means by which they are to be achieved, and finally to determine if the marketing plan achieved its intended outcome.

Step A: Institutional Analysis

Institutional analysis is an analysis of the current situation regarding admissions and enrollment in agriculture programs offered at the institution. This would include a description of the current students enrolled in the programs, an academic profile, number of

students, and geographical distribution. This analysis would also present enrollment trends in specific programs, indicating any major shifts over the past five to ten years.

#### Step B: Market Research

Market research is an essential aspect of marketing, providing information about the environment within which the institution operates, how the institution is perceived by others, and current market opportunities. Market research keeps the institution informed about the needs and wishes of society and the changes taking place in the market.

Information about marketing mix; price, product, place, promotion, and market segmentation enables administration to establish goals and objectives for new marketing activities. Survey instruments are generally used to collect data from current students, prospective students, no-show applicants, and industry. Table IV illustrates an appropriate format for a market research plan, to address a specific marketing problem, and incorporate the necessary components of a plan: goal, objective, strategy, person responsible and time-line.

#### Step C: Strategy Formation

The information gathered through institutional analysis and market research provide the basis for

Table IV  
TYPICAL MARKET RESEARCH ACTIVITIES

Goal 1: Evaluate and update promotional materials to reflect current career opportunities in agriculture.

Objective 1: To evaluate all printed promotional material to determine if they are effective and meet the proposed objectives.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Mail survey instrument to prospective students.	Admission's Director	April-May
Conduct a survey of current students using a written survey instrument.	Admission's Director	Sept.-Oct.

Objective 2: Career opportunity/job market analysis to keep abreast of current trends in the job market.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Conduct personal interviews with prospective employers and leaders in industry to determine necessary skills and training required of graduates.	Departmental Faculty/Chair	Annually
Review current professional literature to determine wage scale and job opportunity information.	Departmental Faculty/Chair	On-going
Establish an advisory committee composed of recognized leaders in industry to guide curriculum development.	Departmental Chair	February

strategic planning, identifying opportunities and threats, as well as strengths and weaknesses of the institution in a particular market.

Goals and objectives are developed to provide direction for the marketing plan. Goals are broad statements of intent or overall aims, such as a 20 percent increase in enrollment over the next three years. Objectives or intermediate steps are proposed to contribute to the achievements of the overall objective or goal. A marketing plan may have several goals, each with its own set of objectives.

The development of a marketing strategy also requires the development of a marketing budget to fund the plan. Budgets are frequently expressed in terms of cost incurred per student enrolled. The budget is determined on the basis of the objectives and activities that are planned to reach those objectives.

Institutional analysis and market research may reveal that local high school students in FFA programs are unaware of the agriculture program offered by the college. Admissions and department faculty need to study this information and establish the goals, objectives and activities listed in Table V, to remedy the problem.

#### Step D. Strategy Execution

Activities or action plans are developed to achieve specific objectives. Activities are assigned to specific

Table V

## TYPICAL STRATEGY OBJECTIVES AND ACTIVITIES

**Goal 2:** Increase the enrollment of agriculture majors from a present enrollment of 150 to 200 over the next two years.

**Objective 1:** To increase the awareness of the colleges agriculture programs with Voag teachers and students within 45 minutes driving time of the college.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Mail promotional material to each Voag teacher within the target area.	Department Chair	September
Sponsor a campus visit, campus tour, and introduction of faculty for Voag teachers in the target area.	Department Chair	October
Offer classroom presentations on specific topics of interest by college faculty.	Department Chair	October

**Objective 2:** To increase the awareness of FFA members of agriculture programs offered at the college.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Sponsor an FFA judging contest at the college.	Department Chair	April
Provide a booth at high school career fairs.	Ag Alumni Association	As scheduled

**Objective 3:** Expand the target pool by 50 percent in order to increase the number of applicants by 25 percent.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Increase the direct mail list by targeting new areas.	Admission's Director	Feb./March
Follow-up all inquiries by personal telephone contact.	Telemarketing	On-going



individuals responsible for the execution of the activity, with specified completion times. The overall action plan can be charted to indicate when various marketing activities will be started, reviewed and completed.

#### Step E: Program Review and Evaluation

The last step in the planning process provides for a periodic review of the progress toward objectives and an evaluation of costs versus budgeted expenses. The length of time periods for review will vary according to the activity and the objective. This procedure allows an opportunity for administration to evaluate the effectiveness of the activities and take corrective action if necessary.

#### Summary

This chapter outlines the five steps in developing a marketing plan for agriculture programs in colleges. The initial step in the plan, institutional analysis, provides data about current conditions within the institution and the department. Market research is the next step and provides information about the environment within which the institution operates. Goals and objectives are established as a third step to place the institution in a more desirable position within its environment. The fourth step outlines activities or action plans to achieve the objectives outlined in the plan.

Finally, step number five provides for the evaluation of the effectiveness of the activities in meeting specific objectives and a monitoring of budget provisions for the plan.

**APPENDIX E**

**LETTER TO SECOND PANEL OF JUDGES**

January 30, 1995

1~  
2~  
3~

Dear 4~:

I wish to thank you for sharing information about student recruitment activities at your college. This information has been helpful to me in my study of the elements of marketing educational programs.

I have developed a model for marketing agricultural programs in the liberal arts setting based on the information you have shared with me and a review of literature on the subject. I will appreciate your continued participation in this study by your evaluation of the enclosed document. I have enclosed an evaluation sheet and a stamped return envelope for your convenience.

Your comments will be incorporated into the model which will become Chapter 5 of the final dissertation. Please be assured that your name will not appear in published reports, and your comments will be used in strict confidence.

Thank you in advance for your assistance, and I trust the final paper will be of value to all members of the Consortium of Cooperating Agriculture Programs.

Sincerely yours,

Tom Chittick, Chair  
Agriculture Department

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Enclosures

APPENDIX F

MODEL SENT TO THE SECOND  
PANEL OF JUDGES

## A MODEL FOR MARKETING AGRICULTURAL PROGRAMS IN PRIVATE COLLEGES

This paper presents a model for marketing agriculture programs in a private college. The model is based on information gained from a review of literature on marketing higher education and a descriptive review of marketing methods utilized by seven private colleges offering programs in agriculture.

The descriptive review of marketing methods employed by selected liberal arts colleges was compiled as a result of site visits and personal interviews with admissions directors, deans of colleges, and/or department heads. The seven colleges participating in the study are members of the Consortium of Cooperating Agriculture Programs and include Brigham Young University, Utah; College of the Ozarks, Missouri; Berry College, Georgia; Berea College, Kentucky; Wilmington College, Ohio; Delaware Valley College, Pennsylvania; and Dordt College, Iowa.

The review of literature and the descriptive review of marketing methods employed by the participating colleges revealed that marketing is a complex process with many integrated elements. The model being presented here is descriptive in nature, representing the key elements of a marketing plan. This model can be used to develop a

marketing plan for a specific institution to meet its peculiar needs and concerns within the environment in which it operates.

#### Validation

The model is being evaluated by two panels of judges. The first panel of judges is comprised of the Director of Enrollment Management for Andrews University, the Associate Dean of the College of Technology, and three departmental chairs from the College of Technology at Andrews University.

The second panel of judges is comprised of the admissions directors, deans of the colleges, and/or department of agriculture chairs of the seven colleges that are participating in the study. Comments and recommendations for modifications to the model are being solicited and will be reflected in the final draft of this portion of the study.

#### Framework

The key elements of a marketing plan as indicated by Stuhr (1974) and Sevier (1989) include the following components: (a) diagnose the present situation in admissions through institutional analysis; (b) conduct appropriate market research to identify current market trends and the position of the institution in the eyes of the target clientele; (c) formulate a strategy for the

institution indicating specific objectives and establishing admission goals for the future; (d) develop action plans and activities to accomplish and implement the objectives that would lead to the fulfillment of the goals and objectives of the marketing plan; and (e) determine appropriate program review and evaluation procedures to measure the success of the marketing plan and suggest modifications for the future.

Kotler and Murphy (1981) describe the planning process as strategic planning in recognition of the dynamic nature of the process and the constantly changing environment in which the university operates. Tate et al. (1982) concur with Kotler and Murphy in outlining the following steps in strategic market planning:

1. Environmental Analysis--a careful analysis of present and future probable environments.
2. Resource Analysis--a review of the strengths and weaknesses of institutional resources.
3. Goal Formation--determining the institution's mission, goals and objectives to accomplish future directions.
4. Strategy Formulation--the development of appropriate strategies for achieving institutional goals.
5. Organizational Changes--changes in the organizational structure, personnel and culture, in order to implement the strategies.
6. Systems Design Improvement--improvement in communications system in order to plan and control effective implementation of strategies.



Although terminology differs in the preceding two lists, these researchers and marketing theorists are primarily identifying six common elements that are essential to the formulation of a marketing plan. Sevier (1989, p. 386) further combined two of these steps, developing a list of five elements of a marketing plan. Sevier's list has been adopted for this study since it utilizes terms currently accepted and recognized in academic circles.

A Model for Marketing Agriculture Programs  
in Private Institutions

The purpose of the marketing plan is to require the institution to evaluate its current position, to identify its strengths and weaknesses, to set appropriate goals and objectives and the means by which they are to be achieved, and finally to determine if the marketing plan realizes its intended outcome.

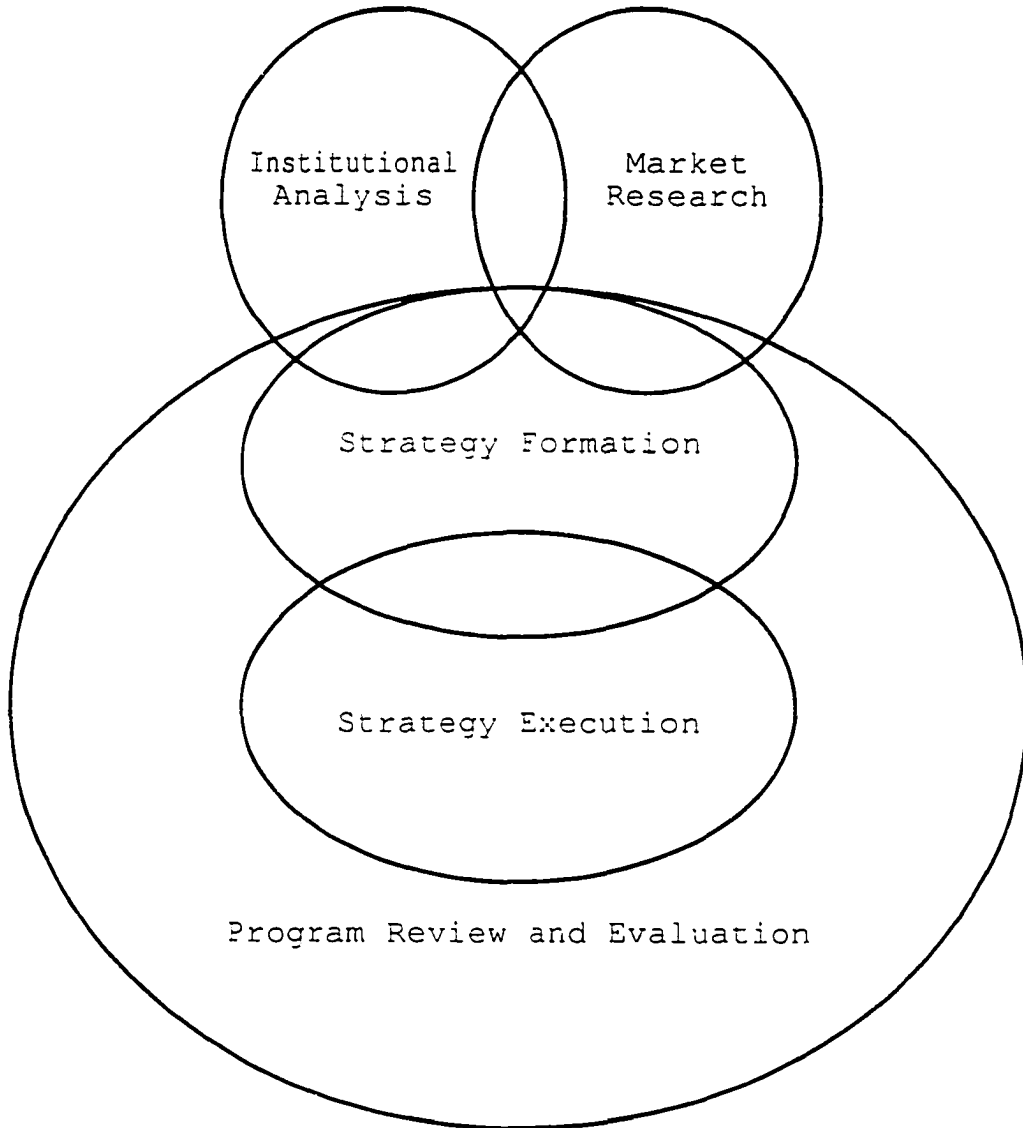
To achieve this purpose, the model for marketing academic programs in institutions of higher learning utilizes the following five components:

- a. Institutional Analysis
- b. Market Research
- c. Strategy Formation
- d. Strategy Execution
- e. Program Review and Evaluation

Each of the five elements plays an essential role in the development and execution of the marketing plan. Institutional analysis and market research primarily establish the present situation within the institution and the environment in which the institution operates. The second phase of the model determines the goals and objectives of the present plan and describes how these goals will be achieved. Finally the model provides for an analysis of the success or failure of the overall plan as well as each step, including market research, strategy formation, and strategy execution. The relationship of the five steps is represented by Figure 1.

The diagram illustrates the interrelationship of the first two steps in providing information necessary for formulating a strategy for action and the provision for a review and evaluation of the total marketing plan. It further illustrates that a marketing strategy cannot be developed without first conducting research to determine the present situation. The final step, Program Review and Evaluation, encompasses the entire marketing plan, indicating that it is an ongoing process providing information and feedback continuously.

It should be noted that a time-line of marketing activities may best be represented by a circle, since marketing activities never cease and cyclical activities



**Figure 1.** A bubble design illustrating the relationship of the five components of a marketing plan designed to market academic programs in institutions of higher learning.

frequently overlap resulting in a continuum. This concept, as well as the relative importance of each step in the model, is illustrated in Figure 2.

The five steps in developing a marketing plan are further explained and their use illustrated by example in Table 1 and Table 2.

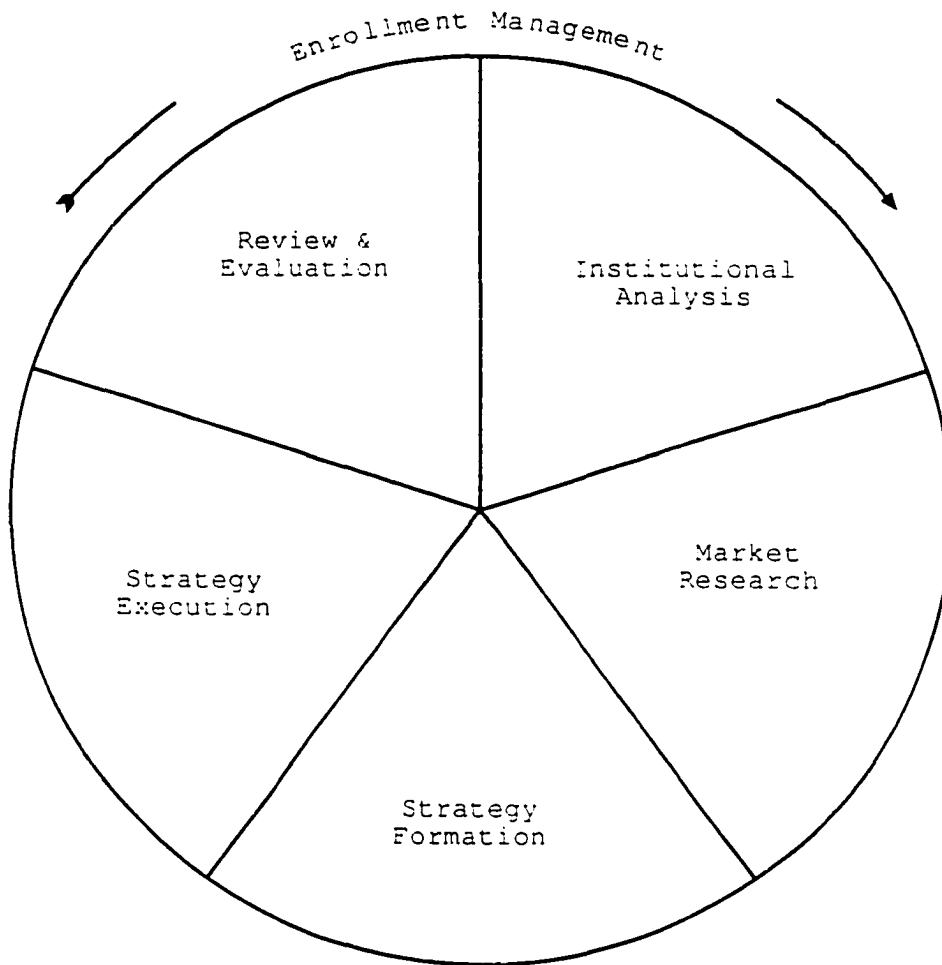
#### Step A: Institutional Analysis

Institutional analysis is an analysis of the current situation regarding admissions and enrollment in agriculture programs offered at the institution. This would include a description of the current students enrolled in the programs, an academic profile, number of students, and geographical distribution. This analysis would also present enrollment trends in specific programs, indicating any major shifts over the past 5 to 10 years.

#### Step B: Market Research

Market research is an essential aspect of marketing, providing information about the environment within which the institution operates, how the institution is perceived by others, and current market opportunities. Market research keeps the institution informed about the needs and wishes of society and the changes taking place in the market.

Information about marketing mix-price, product, place, promotion, and market segmentation-enables



**Figure 2.** The enrollment management process is dynamic and ongoing with each step being critical to a successful outcome.

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Table 1

**TYPICAL MARKET RESEARCH ACTIVITIES**

**Goal 1:** Evaluate and update promotional materials to reflect current career opportunities in agriculture.

**Objective 1:** To evaluate all printed promotional materials to determine if they are effective and meet the proposed objectives.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Mail survey instrument to prospective students.	Admissions Director	April-May
Conduct a survey of current students using a written survey instrument.	Admissions Director	Sept.-Oct.

**Objective 2:** Career opportunity/job market analysis to keep abreast of current trends in the job market.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Conduct personal interviews with prospective employers and leaders in industry to determine necessary skills and training required of graduates.	Departmental Faculty/Chair	Annually
Review current professional literature to determine wage scale and job opportunity information.	Departmental Faculty/Chair	On-going
Establish an advisory committee composed of recognized leaders in industry to guide curriculum development.	Departmental Chair	February

Table 2

**TYPICAL STRATEGY OBJECTIVES AND ACTIVITIES**

**Goal 2:** Increase the enrollment of agriculture majors from a present enrollment of 150 to 200 over the next two years.

**Objective 1:** To increase the awareness of the colleges agriculture programs with vocational agriculture teachers and students within 45 minutes driving time of the college.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Mail promotional material to each vo-ag teacher within the target area.	Department Chair	September
Sponsor a campus visit, campus tour, and introduction of faculty for vo-ag teachers in the target area.	Department Chair	October
Offer classroom presentations on specific topics of interest by college faculty.	Department Chair	October

**Objective 2:** To increase the awareness of FFA members of agriculture programs offered at the college.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Sponsor an FFA judging contest at the college.	Department Chair	April
Provide a booth at high school career fairs.	Ag Alumni Association	As scheduled

**Objective 3:** Expand the target pool by 50 percent to increase the number of applicants by 25 percent.

<u>Strategies</u>	<u>Person Responsible</u>	<u>Time-Line</u>
Increase the direct mail list by targeting new areas.	Admissions Director	Feb./March
Follow-up all inquiries by personal telephone contact.	Telemarketing	On-going

administration to establish goals and objectives for new marketing activities. Survey instruments are generally used to collect data from current students, prospective students, no-show applicants, and industry. Table 1 illustrates an appropriate format for a market research plan, to address a specific marketing problem, and incorporate the necessary components of a plan: goal, objective, strategy, person responsible and time-line.

#### Step C: Strategy Formation

The information gathered through institutional analysis and market research provide the basis for strategic planning, identifying opportunities and threats, as well as strengths and weaknesses of the institution in a particular market.

Goals and objectives are developed to provide direction for the marketing plan. Goals are broad statements of intent or overall aims, such as a 20 percent increase in enrollment over the next three years. Objectives or intermediate steps are proposed to contribute to the achievements of the overall objective or goal. A marketing plan may have several goals, each with its own set of objectives.

The development of a marketing strategy also requires the development of a marketing budget to fund the plan. Budgets are frequently expressed in terms of cost incurred per student enrolled. The budget is determined on



the basis of the objectives and activities that are planned to reach those objectives.

Institutional analysis and market research may reveal that local high school students in FFA programs are unaware of the agriculture program offered by the college. Admissions and department faculty need to study this information and establish the goals, objectives and activities listed in Table 2, to remedy the problem.

Step D: Strategy Execution

Activities or action plans are developed to achieve specific objectives. Activities are assigned to specific individuals responsible for the execution of the activity, with specified completion times. The overall action plan can be charted to indicate when various marketing activities will be started, reviewed and completed.

Step E: Program Review and Evaluation

The last step in the planning process provides for a periodic review of the progress toward objectives and an evaluation of costs versus budgeted expenses. The length of time periods for review will vary according to the activity and the objective. This procedure allows an opportunity for administration to evaluate the effectiveness of the activities and to modify their approach to achieve a successful outcome.

Summary

This chapter outlines the five steps in developing a marketing plan for agriculture programs in liberal arts colleges. The initial step in the plan, institutional analysis, provides data about current conditions within the institution and the department. Market research is the next step and provides information about the environment within which the institution operates. Goals and objectives are established as a third step to place the institution in a more desirable position within its environment. The fourth step outlines activities or action plans to achieve the objectives outlined in the plan. Finally, step number five provides for the evaluation of the effectiveness of the activities in meeting specific objectives and a monitoring of budget provisions for the plan.

**APPENDIX G**

**VALIDATION SHEET SENT TO PANELS OF JUDGES**

**Validation Sheet**

After reviewing the model for marketing agricultural programs in private liberal arts colleges:

1. I feel that the model is useful and adequate as a basis for private colleges to develop a marketing plan for agriculture programs.

YES

NO

UNCERTAIN

2. I feel that the model, if followed, would improve the marketing of agriculture programs at the college or university it serves.

YES

NO

UNCERTAIN

3. I have noted the following strengths in the model:

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4. I have noted the following weaknesses in the model:

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you very much for participating.

**APPENDIX H**

**LIST OF THE MEMBERS OF THE PANELS OF JUDGES**

## LIST OF THE MEMBERS OF THE PANELS OF JUDGES

## FIRST PANEL OF JUDGES

Dr. Gerald Coy	Andrews University
Dr. Harold Lang	Andrews University
Mr. Gustavo Ortiz	Andrews University
Dr. Laun Reinholtz	Andrews University

## SECOND PANEL OF JUDGES

Dr. Monte Anderson	Wilmington College
Mr. John Cook	Berea College
Mr. George Gaddie	Berry College
Dr. Christian Goedhart	Dordt College
Mr. Larry Leswick	Wilmington College
Dr. Marvin Oetting	College of the Ozarks
Dr. Kenton Olson	College of the Ozarks
Dr. William Park	Brigham Young University
Mr. Loren Robison	Brigham Young University
Dr. Allan Scott	Berry College
Dr. Jonas Shugars	Berea College
Mr. Quentin Van Essen	Dordt College
Dr. Neil Vincent	Delaware Valley College
Mr. Stephen Zenko	Delaware Valley College

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