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Introducing--new and improved : the marketing of changed institutions of higher learning

Linda Ann Ferguson

College of William & Mary - School of Education

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INSTITUTIONS OF HIGHER LEARNING

The College of William and Mary

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INTRODUCING - NEW AND IMPROVED:
THE MARKETING OF CHANGED INSTITUTIONS
OF HIGHER LEARNING

A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary

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

by
Linda Ann Ferguson


April 1986

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THE MARKETING OF CHANGED INSTITUTIONS
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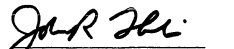
Approved April 1986 by



Donald J. Messmer, Ph.D.



Roger R. Ries, Ph.D.



John R. Thelin, Ph.D.
Chairman of Doctoral
Committee

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Dedication

This work is dedicated to my parents, The Ferguson Foundation, whose support throughout my educational pursuits has been tireless. . .

And to the first person I ever knew to "go away to college" Bill McNamee. My fascination with colleges began with his entering Wesley College when I was eight years old.

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CHAPTER I
INTRODUCTION

The objective of this study is to investigate from an external communications perspective the marketing systems of selected institutions of higher learning and to analyze their development and structure based on accepted principles of marketing planning. This study seeks to determine the extent to which institutions that have undergone significant change have taken an integrated, consumer-oriented, strategically planned approach to presenting a unified institutional image to their various publics. In addition, this study reports how consistently this image is perceived across functional areas within each of the institutions.

The past three decades have been some of the most volatile in the history of higher education in America. The proactive and reactive measures taken by institutions of higher learning to ride the changing tides will be the substance of this study. This initial chapter details the justification for the study, problem statement, theoretical rationale, definition of terms, general hypotheses, methodology, assumptions, and limitations.

JUSTIFICATION FOR STUDY

External and Internal Factors Affecting Institutions.

A combination of external and internal factors affect the vitality of American colleges and universities. Although

some of these circumstances may be difficult or even impossible to alter, institutions should be aware of these forces exerting pressure from the inside and out.

Let us begin by examining the factors external to the institution. Most often mentioned is the changing demography of potential college clientele. The literature is replete with statistical projections of gloom and doom concerning the traditional college-age cohort. Hodgkinson has noted, "One of the givens in higher education these days is that we are about to face a decline in 'conventional' student registrations of a most unprecedented sort" (Hodgkinson, 1978, p.8). Henderson (1979) echoed Hodgkinson's predictions. Her studies revealed a draining of the traditional-age freshman pool by 14 percent in the 1975-1985 decade. This 14 percent shrinkage translates into approximately one-half million students from 1979's 42 million to nearly 3.6 million in 1985 (U.S. Bureau of Census).

Centra (1979) predicted enrollment declines of eight or nine percent in the first half of the 1980's. Fiske (1979) shared concern over declining numbers by citing Bureau of Census figures estimating a decline of more than 25 percent in the number of 18-year-olds between 1979 and 1993.

However, these projections may not be as ominous as they seem for many institutions of higher learning as other demographic variables are influencing enrollment trends. The number of older students starting or returning to

college may be sufficient to counteract predicted enrollment declines (Mathias, 1982, p.2). Another interesting variable is that many of these students are women.

The Bureau of Labor Statistics in 1978 showed sex demographics indicating women formed 52 percent of the traditional college-age (under 22) cohort and 53 percent of the students from 22 to 35 were men. Schmeider (1977) found learning groups are becoming more and more age-mixed and suggests institutions of higher learning must look for enrollment where the population exists in greatest numbers - over 25. The largest percentage (over 30 percent) of the population between 1980 and 1990 will be between 25 and 44 with people between the ages 15 and 24 accounting for less than 15 percent of the population (Schmeider, 1977).

Since the advent of the Apple computer in 1975 which allowed popular access to information technology, change has tumbled forward with rampant abandon affecting college and universities in its wake. According to Kiplinger (1979, p.31), one-third of all jobs in existence by the late 1980's will be jobs that did not exist prior to 1980. This factor has met with response from areas outside the traditional academe.

"The great training robbery" has taken place in higher education by third sector competitors. The American Society for Training and Development estimates that United States companies spend at least \$30 billion a year in formal job-training programs (Hall, 1984).

In the 1980's, museums, hospitals, and even private firms will be more involved in awarding of degrees (Hodgkinson, 1978). Hodgkinson estimates 11 million-plus students on college campuses and 17 million studying off college campuses. Davis (1977-78) estimates 12 million on campus and 46 million off-campus students.

Competition for both the 18-year-old and the older student is a matter for deep concern among higher education leaders. Higher education must do a better job of market satisfaction (Kotler, 1975). Private colleges, more so than public ones, must face competition "head-on" if they are to survive (Hoppe, 1981, p.5). Kotler warns:

. . . Private colleges will once more become institutions for the privileged few. As high school students increasingly choose employment, training, the military, or just plain loafing over higher education, the private colleges will have to compete madly for the precious few who still want to attend colleges. Many schools simply won't make it . . . College bankruptcies will be widespread. (Kotler, 1975, p.346)

Cultural factors continue to affect enrollment trends. A shift in student interest from liberal arts programs to career preparation programs has had an impact particularly upon private liberal arts colleges. In fact, Mayhew (1979, p.4) in his book, Surviving the Eighties, cites four types of institutions he feels will face the most serious problems during the 1980's: (1) the small, little-known liberal arts college, (2) the private, single-sex two-year institution, (3) the small, recently created private institution designed to serve a quite specific clientele, and (4) the middle

level, private, urban universities as well as a few of the more remote state colleges found in regions seeing sharp population declines.

Economic factors have a tremendous impact on colleges and universities in their roles as consumers of goods and services, employers, and providers of services. Forecasters predict continuing inflation through 1990 at the rate of five to seven percent annually (Kiplinger, 1979, p.10). These inflation rates readily translate into increased costs of attending college in terms of tuition hikes, additional fees and higher textbook prices. Increased prices for board and lodging as well as gasoline prices for commuters are all significant factors.

Some private colleges have had to close their doors as enrollments have begun to shrink and costs expand (McAdams, 1975). The New York Times (circa 1978) predicted that 200 small colleges with enrollments totaling 100,000 to 150,000 will close over the decade of the 1980's.

The problem is not only being faced by private institutions. Hodgkinson (1978) predicts competition between two-year community colleges and four-year institutions will increase dramatically. This increased competition will be most keen in areas with relatively close geographic proximity between two-and four-year institutions, for example, California.

The constant flux of governmental activity is yet another significant external factor to be considered. Changes in financial assistance programs for students when combined with previously mentioned economic conditions serve to severely affect students' ability to afford a college education. Agencies such as the National Endowment for the Humanities, the National Endowment for the Arts, the National Science Foundation, and the National Institutes of Health have experienced declines in funding. Even though the original G.I. Bill enabled many veterans to attend college, restructuring of assistance programs for veterans has lessened the G.I.'s impact on enrollment figures to some extent.

A combination of state-level governmental control and controls imposed by accrediting agencies account for a final external factor. External organizations for grading and labeling of students continue to proliferate. These organizations may be in the form of state accrediting agencies or professional associations with various certification programs monitored by each.

In addition to these many external forces stunting the growth of academic ivy, so too are internal forces at work. There is a tendency on many campuses to simply hide behind the ivy steeped with heritage and tradition and not keep pace with change.

The graying of American faculties is shown by large portions of academic budgets being locked in to pay tenured salaries and disallowing a degree of fiscal flexibility. Relatively slow curricular changes account for the lag of academe behind society in some instances. This is due, in part, to the time required to both develop new programs and to allow the first class to complete an entire program.

Many institutions face overextension of budgets due to the rapid growth spurts which characterized the "ediface complex" of the 1970's. Increased student consumerism and fear of litigation cause concern to many administrators. Faculty, while being slow to realize the gravity of some situations, continue to push for lighter teaching loads combined with higher salaries. These internal factors, when combined with the external factors previously mentioned, clearly show the tremendous pressures affecting higher education now and in the future.

Reactions of Institutions to External and Internal Factors. In an attempt to meet various combinations of the aforementioned challenges, some institutions made significant changes. Some institutions began by taking a long, hard look at their mission statements.

There are several ways institutions sought to change to attract students, funds, and overall support. Two-year institutions expanded to offer four-year degrees. Single-sex institutions admitted students of the opposite sex. Church-related institutions deemphasized their church

affiliation. Some institutions changed their name as an indication of internal changes made in reaction to pressures being felt.

Each of these responses to contracted enrollments exhibits a degree of planning. These institutions, faced with actual declining enrollments as well as continued projected decline, reacted by employing some manner of problem-solving technique. They were forced to evaluate the viability of their historic mission in light of prevailing conditions, to formulate alternative plans of action and to make critical decisions as to whether to attempt to retain their traditional identities or attempt to redefine mission and reposition their institutions in hopes of attracting heretofore unreached student markets.

This is not to suggest that any less self-scrutiny and planning went into an institution's decision to hold fast to their original mission. For example, Wellesley and Barnard chose to remain single-sex institutions. Chatham College in Pennsylvania made the same decision. However, Chatham did expand offerings to allow older women (a new market) the opportunity to complete a degree on a part-time basis. Many institutions decided to retain their original mission and worked creatively to seek enrollments from previously untapped sources by offering new programs, opening satellite locations, exploring new delivery systems and many other innovations while remaining within their historic missions.

A tactic used especially by the small, little-known liberal arts colleges which originally served communities in which they were located, was to seek enrollment from out of state. This placed new burdens on admissions and recruitment offices as they had to cover larger territories in search of students. This increased quest for students had a ripple effect shown by local institutions attempting to become regionally recognized while regional institutions sought national recognition.

For example, New York University's major mission was to serve that state's young people who could not be admitted to the selective, tuition-free city colleges. At the time similar institutions were being forced to recruit more broadly, the truly national institutions had already emerged and preempted the field of national appeal. The smaller institutions now faced the task of attempting to find a position between the distinguished national institutions and their previously occupied position of streetcar colleges (Mayhew, 1979, p.7). The natural progression of enlarging recruiting territories is now seen in many institutions' attempting to exhibit international appeal.

With the advent of the community college movement in the 1960's, a few two-year institutions, Stephens College and Colorado Women's College, for example, became four-year colleges. Some, however, later suffered still from a loss of identity.

Many women's colleges began as finishing schools designed to provide young women from moderately financially comfortable homes with a degree of high culture, some vocational preparation, and an opportunity to meet an eligible future husband (Mayhew, 1979, p.6). The men's institutions met such needs as providing discipline for young men whose parents believed it was good for character or who had been unable to cope with difficult sons (Mayhew, 1979, p.6).

Examples of successful restructuring can be found in Maine's Bowdoin and New Hampshire's Dartmouth Colleges. Bowdoin conducted a major self-study in the 1950's and analyzed its areas of strength. Throughout the college's long history it had been a liberal arts college with enrollment limited to males. Early the institution decided to limit the things it would attempt to do. It committed to building on strengths and restricting departures. The major factors contributing to Bowdoin's continued success were decisions to maintain a balanced budget, admit women but not increase faculty size, mount a development campaign, and personalize the admissions process as much as possible.

Dartmouth similarly made the decision to admit women as well as taking other significant steps to insure stability. The Dartmouth Plan of year-round full operation allowed for a 25 percent increase in the student body. A computer-based budgeting model with a five-year projection capacity was

developed. An endowment campaign was launched to preserve the medical school. These and other well-planned steps taken helped to insure Dartmouth's stable future.

Institutional changes did not always herald success. The combination of changes in social values and financial situations for colleges tempted many single-sex institutions to become coeducational. Some that did so had remarkable success; others ended financially worse than before (Mayhew, 1979, p.13). One survey posits a differing effect of collegiate "sex change." Women's colleges appear to gain enrollments at first after the change, but in time the institution's character changes and it becomes less appealing to its traditional clientele. Male institutions suffer much less deterioration of image (Mayhew, 1979, p.13).

Remaining faithful to a viable tradition appears the safest course to follow, based on the experience of some institutions that have been tempted to depart from historic missions in an effort to survive - typically with less than happy results (Mayhew, 1979, p.142). An example of loss of identity is Lone Mountain College in San Francisco. This institution, formerly a liberal arts college for young Catholic women run by the Sisters of the Sacred Heart, attempted to secularize and project an image of high innovativeness. Lone Mountain folded due to its innovations in June of 1978.

A classic case of confused identity brought on by several changes in mission is another (unnamed) women's college in the West. The institution made an unusual change from four years to two years of preparation then back to four. In an effort to obtain a substantial gift, the institution changed its name only to change it back when the funds were not forthcoming. It began as a church-related college, then loosened its ties with the church. The institution closed temporarily in 1976 and its future remains uncertain as does its name.

Antioch College began with a distinctive mission of community governance, cooperative work study, academic rigor, general education and political and social liberalism (Clark, 1970). Yet in the late 1960's, Antioch succumbed to existing social pressures and opened various centers in an attempt to serve new kinds of students. This resulted in heavy financial drainage. Stephens College, a two-year college for women stressing occupational preparation, changed to a four-year liberal arts college and attempted unsuccessfully to compete with strong liberal arts colleges in the midwest.

The literature is full of examples of both successful and unsuccessful institutional changes. This research project will attempt to study changed institutions to examine the process by which these institutions have gone about communicating the changes to their various publics.

STATEMENT OF THE PROBLEM

Faced with changes in applicant pools and enrollment trends, college administrators have had to take a hard look at the way they conduct business. In light of changing populations of clients, decisions must be made as to whether the institution would have to change itself or merely its methods of seeking out the same types of students it had always served. If institutions decide to change, be it their mission, sex of student population, or even institutional name, administrators must plan the orchestration of such a change as well as the communication of information regarding the change to various institutional publics. If an institution chooses to remain relatively stable and to continue to do what it had done best historically, the need to communicate in a sophisticated manner with its various publics still remains.

The purpose of this study is to investigate the marketing systems of selected institutions of higher learning. Through personal observation, interview, and questionnaire, the marketing systems as reflected by publications used by various departments in each institution are analyzed, evaluating them on the basis of accepted principles of marketing planning. The focus is on institutions having changed their name, primary sex served, or number of years of instruction offered.

Applying marketing theory to higher education begins with a concerted effort to understand the mission of the college and to understand the prospective students that the institution hopes to enroll (Mitchell, 1980, p.4). A typical marketing model incorporates research, product development, strategy formulation, promotion, communication and review components (Barton, 1978). The marketing effectiveness of an institution . . . is reflected in the degree to which it exhibits five major attributes of a marketing commitment:

- a consumer-oriented philosophy
- an integrated marketing commitment
- adequate market information
- a strategic orientation
- effective implementation. (Kotler/Fox, 1985)

In an attempt to assess the marketing orientation of selected four-year institutions, the primary research question is:

To what extent have certain "changed image" institutions adopted, i.e., accepted and implemented the concept of marketing planning in their external communications?

Subsidiary research questions are related to three of the major attributes of a marketing commitment:

1. To what extent have certain "changed image" institutions adopted a consumer-oriented philosophy?
2. To what extent have certain "changed image" institutions made an integrated marketing commitment?
3. To what extent do certain "changed image" institutions exhibit a strategic orientation?

The final subsidiary research question relates to external communications:

To what extent are documents published by six major functional areas of an institution consistent in their portrayal of the college image as shown by the use of logo, typography, institutional description, and, when appropriate, mission statement.

THEORETICAL RATIONALE

The Marketing Concept. The concept of marketing as used in this paper is defined by Northwestern's Philip Kotler (1975):

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

and by Kratchenberg (1972):

In its true meaning, however, marketing deals with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place. Marketing is dynamic in nature in that as needs change so also should programs and activities directed toward meeting these needs. In such a context marketing activity is performing a basic service to society (p. 380).

Marketing is "both a set of activities performed by organizations and a social process." (McCarthy, 1982, p. 8) It is a change from a manipulative orientation to adaptation to environmental demands, constraints, and opportunities.

The corporate model of marketing depends on constant measuring of the needs, interests, and demands of the consuming public.

The basic premise of marketing is that an institution will be able to advance its interest most effectively by taking into account the interests of others. Kotler (1983) defines the marketing concept as "a management orientation that holds that the key task of the organization is to determine the needs, wants, and values of a target market and to adapt the organization to delivering the desired satisfactions more effectively and efficiently than its competitors." (p.654)

Marketing Concept Applied to Higher Education. In the application of marketing to the administration of colleges and universities, marketing is a managerial philosophy, an institutional orientation or re-orientation toward the needs of students and society. The use of marketing activities by educational institutions and the transfer of marketing activities from business are topics with which administrators of colleges need to be concerned in the face of the projected trends in higher education already mentioned. A total institutional commitment to the marketing concept must be made to insure a successful marketing program. To this end, all factions of the institution must have a clear understanding and acceptance of the fundamentals of accepted marketing practices. These practices stem from an institution's shifting from a

seller's (or product-oriented) perspective to one that first analyzes the perceptions its various publics (students, prospective students, parents, donors, employers of graduates, sports fans, and townspeople) hold, looks inward to analyze its own strengths and weaknesses and then presents a cohesive and comprehensive "package" to the consumers.

Historically, colleges and universities viewed themselves as guardians of culture as well as providers of the service of education enabling members of society to better themselves individually and thus form a more educated populace. A college education had few competitors.

This is not the case any longer with the advent of the aforementioned third sector factors and increases in self-learning. Institutions of higher education have begun to look to the business sector for methods of meeting this increased competition. Modern marketing concepts offer problem-solving techniques and explanatory directions to the study of colleges. The basic principles of marketing stated concisely are product, place, price, and promotion. The product may be tangible or intangible or a combination of both. Cosmetic magnate Charles Revson once stated, "In the factory we produce lipstick, in the marketplace we sell hope." A major thrust of marketing activity is identification of consumers' "hopes." The practice of marketing forces managers and administrators to take a long, hard look at both their customers and their institutions.

Consumers wants, needs, and values must be critically examined as well as the institution's capabilities of appropriate responses to provide satisfactions.

This responsiveness must consider placement of the product or service to best be able to reach the largest number of potential consumers. To institutions this may mean flexible class times, off-campus centers, or a variety of non-traditional approaches to the providing of educational services.

The pricing of the product is another important factor in the total marketing concept. There are students who equate high tuition with perceived high quality of instruction. These students provide a market for high priced, selective institutions. Other students seek an education at the lowest possible monetary price. For these students, public colleges and community colleges provide a viable alternative.

The final construct of marketing is possibly the one most noted - that of promotion. A misconception of marketing is that promotion is the basic tenet of marketing, and the terms "marketing" and "promotion" are synonymous. This misconception has led to a reluctance on the part of many administrators and faculty members to advocate a marketing approach to planning and management for their institutions. This part of the marketing process is important in that it encourages planners to examine such

traditional methods as publicity and recruitment and to experiment with new techniques based on research and market needs.

Marketing means understanding the institution's strengths and weaknesses, determining the kinds of students it can best serve and deciding how to serve these consumers. A major factor in institutional survival or growth is that colleges no longer can continue attempting to be all things to all people but will have to try to be the best to some people. Marketing is a process for identifying, attaining, and maintaining a position in relation to all possible competitors.

The conceptual framework of marketing is drawn together in the concrete terms of the "marketing plan." This plan is seen by some as a symbol of the linkage of the marketing concept and marketing activities. The marketing plan is a starting point for planning other activities. Although there is minor disagreement among authors of marketing texts as to exactly what language to use in describing the sections of a marketing plan, there is agreement as to the basic content as detailed in Chapter II. Every marketing plan should include a situation analysis which answers such questions as "what business are we in?"; "what are our strengths and weaknesses?"; "what opportunities lie ahead?"; "who are our competitors and what are they doing?": "what do consumers think of us and our product?"

Another major topic the marketing plan should address is objective setting. Marketers must set a course in the direction which, based on research, looks most promising while remaining consistent with the organization's mission. Strategies for reaching these objectives must be formulated complete with action plans detailing what is to be done, by whom, when, and at what cost. The final component of any marketing plan provides for control functions to insure the plan is implemented and monitored to enable corrective action should results be suboptimal.

The need for centralized administration of the marketing plan has long been recognized by the business community as essential. Colleges and universities must develop complete and coherent marketing strategies that aim at communicating a solid, identifiable, and structured image and purpose to all of their various publics. The adoption of a marketing philosophy of management requires consistent reflection on the underlying purposes for an institution's existence. Total commitment must come from administrators, faculty, and staff as each has a sphere of influence to whom is displayed an institutional image.

In the past, most activities which could be termed marketing of colleges were done by the admissions office in search of potential students. Now, as the many factions within the typical university begin to face constricting enrollments and support, they may head off in different directions with their own marketing schemes (Cooper and

Gackenbach, 1983). The athletic department expends tremendous effort recruiting top performers, publicizing athletic events and attempting to build a loyal following of spectators through the sale of season tickets. The alumni office strives to build foundation funds through elaborately contrived contribution drives. Various schools within the university vie for public attention by establishing research institutes. Areas such as biology, marine science, psychology, and business all try to gain recognition for their achievements. Programs presented by theatre departments, campus museums, and planetariums attempt to draw local citizens on to campus. Hopefully, through such exposure to campus happenings, each visitor will be impressed with a favorable attitude concerning the college. However, if the image of the institution is not clear in the minds of those persons responsible for making public contact, or if they have varying conceptions of the image of their institution, the messages received by the various publics could be in conflict. Should this be the case, some efforts of these segments to build the college' image may run contrary to the actual image the college administration has decided to convey.

DEFINITION OF TERMS

Montana, in Marketing in Non-Profit Organizations (1978), admits that not all marketing techniques widely accepted in the business world will work in the nonprofit

sector, but some can work very well. The following definitions will help to clarify some of the terms used to explain basic marketing principles.

Communications program. An effective marketing communications program has several hallmarks. Effective marketing communications are coordinated. The institution will want to use a single logo and theme on publications and other communications to increase institutional recognition as well as identification of each communication with the institution. The institution will want to personalize its communications. Effective marketing communications are authentic (Kotler/Fox, 1985, pp. 291-292).

Communication tasks. Typical communications tasks facing the institution are: (1) to maintain or enhance the image of the institution, (2) to build alumni loyalty and support, (3) to attract prospective donors, (4) to provide information about the institution's offerings, (5) to attract prospective students and encourage application and enrollment, and (6) to correct inaccurate or incomplete information about the institution (Kotler/Fox, 1985, p. 278).

Corporate identity. "...all planned and visual. ...the major element of the corporate identity is the corporate symbol because it is the visible, easily recognizable face of a living, complex business machine." (Selame/Selame, 1975, p. 1-2)

Corporate image. "All planned and unplanned verbal and visual elements that emanate from the corporate body and leave an impression on the observer." (Selame/Selame, 1975, p.1)

Institutional mission. "A statement of educational philosophy, which may include a description of special populations to be served. It changes infrequently and provides a long-term sense of identity to an institution." (Pratt/Reichard in Uhl, 1983, p. 53) Stated purpose of an educational institution. . .answers the following questions: What is our business? Who is the consumer? What is our value to the consumer? What will our business be? What should our business be? (Drucker, 1973, Chapter 7)

Market. "The set of actual and potential buyers of a product." (Kotler, 1983, p. 654)

Marketing concept. "A management orientation that holds that the key to achieving organizational goals consists of determining the needs and wants of target

markets and delivering the desired satisfactions more effectively and efficiently than competitors." (Kotler, 1983, p. 654)

Marketing mix. "The set of controllable marketing variables that the firm blends to produce the response it wants in the target market." (Kotler, 1983, p. 655)
Generally referred to as the combination of product, price, place, and promotion.

Marketing plan. "The formal marketing plan summarizes the information and analysis underlying a proposed strategy and spells out the details of how the strategy will be carried out." (Kotler/Fox, 1985, p. 79)

Market research. "The systematic design, collection, analysis, and reporting of data and findings relevant to a specific marketing situation facing the company." (Kotler, 1983, p. 655)

Market segmentation. "The act of dividing a market into distinct groups of buyers who might require separate products and/or marketing mixes." (Kotler, 1983, p. 655)

Positioning. "The establishment of a particular market niche for a product--a distinctive set of attributes, price, availability (or each of these); a primary association with a particular set of benefits; a set of perceived advantages over alternative products." (Litten, 1983, p. 16)

Publics. "Any group that has an actual or potential interest in or impact on an organization's ability to achieve its objectives." (Kotler, 1983, p. 65)

Strategic planning. "The managerial process of developing and maintaining a strategic fit between the organization's goals and its changing market opportunities. It relies on developing a clear company mission, supporting objectives and goals, a sound business portfolio, and a growth strategy." (Kotler, 1983, p. 659)

Tactical planning. Development of strategies for each targeted program or market. This should follow strategic planning. (Kotler/Fox, 1985)

Target market. "A well-defined set of customers whose needs the company plans to satisfy." (Kotler, 1983, p. 659)

SAMPLE DESCRIPTION AND GENERAL DATA GATHERING PROCEDURES

To attempt to answer the primary research question concerning the extent to which institutions having undergone a significant change have accepted and implemented the concept of marketing planning in their external communications, the study is designed to look at a number of changed institutions from both inside and out. This design represents an attempt to combine information concerning marketing planning provided by persons responsible for such planning within an institution with information gained from persons (i.e. guidance counselors) who are generally regarded as recipients of communications from these planners.

In an effort to uncover the existence of consumer-oriented philosophy, integrated commitment and strategic orientation in four-year, public and private degree-granting institutions, a sample of "changed image" institutions was drawn. Due to the researcher's desire to conduct as many personal interviews as possible to gain insight into actual practice, the sample is limited geographically to the four-state area of Virginia, Pennsylvania, Maryland, and Delaware. It is felt that a representative sample can be found in this area in view of the fact 42 percent of the over 3,000 institutions of higher education in the United States are found in the Northeast and Mid-Atlantic states.

According to listings in the 1985 Higher Education Directory, 11.1 percent of all colleges and universities are located in this four-state area.

For the purpose of this study, "changed image" institutions are defined as those degree-granting institutions that have undergone a significant alteration such as change of name, sex status, or number of years of instruction offered within the past two decades since 1966. The sample contains twelve institutions, six public and six private. Two public and two private institutions in each of the three categories of change were identified in the four-state area. An additional factor in selection of institutions was a willingness on the part of institutional Presidents to allow the researcher to visit campuses and conduct personal interviews.

Data gathering procedures followed four formats: publication analysis, college guide description comparison, site visits, and guidance counselor survey. The publication analysis was conducted by examining publications of various divisions of the institutions studied. These documents were analyzed for consistency of image presentation, i.e., similar design, logotype used, and institutional description. Commercially published college guides (Appendix G) were consulted for descriptions of the sample institutions and discrepancies in information presented were noted.

During site visits, persons representing various functional areas of the institutions studied were interviewed following a detailed guide (Appendix A) to insure consistency of questions. The persons selected for interviews represent the major group of external communicators of each institution. These individuals occupy positions within their respective institutions in which the major focus of marketing activities usually are found. While some titles may vary among institutions, the following administrators or their functional equivalent were interviewed: President, Dean of Instruction, Director of Public Relations, Director of Admissions, Director of Development, and Director of Alumni Affairs.

A high degree of likemindedness of administrators charged with external communication across individual institutions in response to the interview questions indicates the existence of consistency of marketing approach within each institution. This may be in the presence or absence of an actual written document called a marketing plan for each particular college or university.

The guidance counselor survey was conducted by telephone to seek external validation of communication efforts. High school guidance counselors in the four-state area were asked to identify the number of years of instruction offered, primary sex served and former names of

the institutions studied. Additionally, the counselors were asked opinions related to the sample institutions' communications with them.

ASSUMPTIONS

For the purpose of this study, the following assumptions apply:

1. The marketing concept can be transferred from the profit sector to higher education with a definition modification to include "consumer orientation" referring to "student orientation" or "alumni orientation" or "donor orientation" as the need arises. Integrated effort is redefined to reflect the differences in administrative structure between the business and college communities.
2. Most degree-granting institutions practice some form of strategic planning.
3. Most degree-granting institutions have formal or informal marketing plans either within a strategic plan format or separate.
4. Evidence of the implementation of marketing planning will be found in institutional external publications.

LIMITATIONS

Due to the researcher's desire to conduct as many site visits as possible to conduct personal interviews, the population surveyed was limited to a four-state area. The relatively small number of "changed institutions" further limits this study. In some instances, the institutions selected within a particular category represent the only ones in the four-state area fitting the change criteria.

Due to the fact the marketing concept is not only a set of activities performed but a social process, it is not directly and completely measurable. The closest approximation to measurement of the applicability of the marketing concept is through the assessment of perceptions regarding this concept.

CHAPTER II

REVIEW OF LITERATURE

DEVELOPMENT OF MARKETING CONCEPT IN BUSINESS

The Early Years. As early as 1776, Adam Smith, in The Wealth of Nations, alluded to the concept of marketing, saying:

Consumption is the sole end and purpose of all production; and the interest of the producer ought to be attended to, only so far as it may be necessary for promoting that of the consumer (p. 625).

The Twentieth Century. Bartels traced the development of the marketing concept through the middle of the current century:

- | | |
|-------------|--|
| 1900 - 1910 | Period of Discovery. Initial teachers of marketing sought facts about the distributive trades. Theory was borrowed from economics. The conception of 'marketing' occurred, and a name was given to it. |
| 1910 - 1920 | Period of Conceptualization. Many marketing concepts were initially developed. Concepts were classified, and terms were defined. |
| 1920 - 1930 | Period of Integration. Principles of marketing were postulated, and the general body of thought was integrated for the first time. |
| 1930 - 1940 | Period of Development. Specialized areas of marketing continued to be developed, hypothetical assumptions were verified and quantified, and some new approaches to the explanation of marketing were undertaken. |
| 1940 - 1950 | Period of Reappraisal. The concept and traditional explanation of marketing was reappraised in terms of new needs for marketing knowledge. The scientific aspects of the subject were considered. |

1950 - 1960 Period of Reconceptation. Traditional approaches to the study of marketing were supplemented by increasing emphasis upon managerial decision making, the societal aspects of marketing, and quantitative marketing analysis. Many new concepts, some borrowed from the field of management and from other social sciences were introduced into marketing (Bartels, 1962, p. 41).

The "period of reconceptation" brought an evolution of the marketing concept as more and more writers attempted to describe the marketing concept. Ralph Cordiner of General Electric is credited by Lazo and Corbin (1961) as well as by Barksdale and Darden (1971) with initiating the marketing concept in the early 1950's. Another General Electric employee, Fred Borch, in 1957, explained his idea of the "dual-core" job of marketing which included:

- (1) focusing on the customer's needs and desires and
- (2) persuading prospective customers to purchase the firm's products and/or services. Second, he stated that marketing is rooted in the profit concept, not the sales volume concept (p. 14).

Additionally in 1957, another General Electric employee named McKitterick described the marketing concept in terms of intended outcomes:

. . . a company committed to the marketing concept focuses its major innovative effort on enlarging the size of the market in which it participates by promoting new applications for existing products, and by seeking out new classes of customers who heretofore have not used the existing products (pp. 5-6).

In 1958, John Wakefield, who was a well-known marketing consultant, stated two purposes of the marketing concept:

Simply stated, the marketing concept means: to gear the conduct of the entire business to the satisfaction of customer needs, and at the same time, to assure a predetermined profit (p. 36).

At the same time, the president of the American Marketing Association, Wendell Smith, agreed with Wakefield's assessment of the need for a consumer-oriented philosophy and added:

After accomplishing that orientation, management has a second responsibility: to establish scientific marketing planning as the essential preparation for both short-term and long-term operations (pp. 37-38).

Wakefield's two elements of the marketing concept have remained since the late 1950's with the addition of Smith's idea of "scientific marketing planning" which is now reflected in the concepts of strategic orientation and integrated approach to marketing.

In 1959, Allen expanded on the aspect of integration:

The consolidation and refocusing of staff effort is important in the new marketing concept . . . All staff groups necessary to accomplish the basic purposes of marketing must be integrated under one marketing executive. A logically-grouped, tightly-knit organizational entity must be developed. . . (p.40)

Lazo and Corbin (1961, p. 74) defined the marketing concept as:

. . .the orientation of all marketing functions toward the customer, and the making of all management decisions in the light of customer needs and for the purpose of satisfying those needs at minimum expense, with optimal sales volume and profits.

In 1969, Alfred Veibranz, senior vice-president for marketing at Sylvania Electric products added the aspect of research to the concept's definition:

Our marketing objective is not only to increase sales by depriving historic competitors of market position that is already firmly established, but to direct the application of research and insight to the task of creating new markets--indeed, new businesses. When this occurs, management has fully embraced the marketing concept (p. 47).

By 1969, Harvard's Theodore Levitt cited two reasons for companies' disillusion with the marketing concept:

- (1) there were more enthusiasm and optimistic talk than there were systematic effort and solid intelligence,
- (2) the idea had been aggressively oversold, i.e., performance did not match promise (p. 230).

Three years later, in 1971 Bell and Emory joined Levitt in questioning the worth of the marketing concept from the standpoint of conflict between consumer satisfaction and return on investment. They also contributed further to the definition of the marketing concept by reemphasizing the integrated approach. They described the marketing concept as including:

- (1) Customer Orientation. Knowledge of the customer, which requires a thorough understanding of his needs, wants, and behavior, should be the focal point of all marketing action. It implied the development of products and services to meet these needs.
- (2) Integrated Effort. Ultimately, the entire firm must be in tune with the market by placing emphasis on the integration of the marketing function with research, product management, sales, and advertising to enhance the firm's total effectiveness.
- (3) Profit Direction. The marketing concept is intended to make money for the company by focusing attention on profit rather than upon sales volume (p. 39).

In his highly regarded marketing text, Basic Marketing: A Managerial Approach (1978), E. Jerome McCarthy summarized the central ideas of the marketing concept:

The marketing concept says that a firm should focus all its efforts on satisfying its customers, at a profit. . . Instead of trying to get customers to buy what the firm has produced, a market-oriented firm would try to sell what the customers want.

. . . Those who believe in the marketing concept feel that customers' needs should be the firm's primary focus and that resources should be organized to satisfy those needs.

Three basic elements are implied in the definition of the marketing concept:

- (1) A customer orientation
- (2) An integrated company effort
- (3) Profit, rather than just sales, as a goal of the firm (p. 29).

In 1979, Walters and Taylor posited that "business firms are situationally-oriented as opposed to either profit or consumer driven" (p. 1). They argued a variety of factors must be considered in strategic planning; for example, competition, government, the economy and social forces. This "situational-orientation" may best be transferred to the application of the marketing concept in higher education.

MARKETING IN HIGHER EDUCATION

The first article to be published in a scholarly periodical concerning the topic of marketing in higher education appeared in the September 4, 1969 issue of College Management and was entitled "Marketing the Small

College." Not until three years later did Eugene Fram publish, "We Must Market Higher Education" in the April 17, 1972 issue of The Chronicle of Higher Education. The Fram article and another by Kratchenberg published one month later in the Journal of Higher Education, called "Bringing the concept of Marketing to Higher Education," are considered to have kicked off the proliferation of articles urging colleges to begin marketing their services. O'Brian, in 1973, observed that colleges and universities long had been promoting their functions. He described an institutional marketing department and commented on how the business applications of the marketing concept would translate to institutions of higher education (pp. 22-23). However, little effort was made to educate the educators in the business practices associated with comprehensive marketing planning until 1975. This is when a respected marketing professor from Northwestern sought to explain the adaptation of for-profit marketing techniques to not-for-profit institutions in his seminal work Marketing for Nonprofit Organizations. This book was pivotal in that it provided information on not only the why's but the how's of marketing.

Fram and Kotler, both professors of marketing, were pioneers in the construction of bridges from Schools of Business over to Schools of Education. Their efforts developed a body of knowledge of educational marketing that has grown through the proliferation of articles contributed

to the literature. Several major collections of articles and bibliographies concerning marketing of higher education were used extensively in preparation for this study. A Role for Marketing in College Admissions, was published in 1976 by the College Entrance Examination Board which was a reprint of the presentations at a symposium dedicated to the study of the application of marketing techniques to the admissions process. In 1978, Barton edited a sourcebook on marketing for the New Directions for Higher Education series published by Jossey-Bass. It was called Marketing Higher Education. One of the few works devoted to the development of a marketing plan for higher education institutions was written by Lucas as part of the New Directions for Institutional Research series of Jossey-Bass and entitled Developing a Total Marketing Plan. Both the Lucas monograph and one by Smith and Garigan of the Council for Advancement and Support of Education appeared in 1979. The CASE collection was called A Marketing Approach to Student Recruitment. In addition, to this volume, CASE devoted its November/December 1983 issue of Currents to marketing and student recruitment. In 1984, Christopher edited a bibliography entitled Marketing the Community College, a monograph devoted to presenting citations for articles and studies of interest to community college administrators.

Ireland (1980), noted that educators were increasingly realizing "higher education is really no different than other types of business" (p. 10). The marketing plan for Delaware County Community College (1980) expanded on Kotler's exchange relationship principle by noting:

The definition of marketing given as human activity directed at satisfying needs through exchange process is compatible with nonprofit institutions as well as profit making ventures. At the heart of marketing is the concept of exchange. Certainly in postsecondary education there is an exchange (tuition for courses) for the satisfaction of needs (degree, better job, social contact, etc.) (Delaware County Community College Marketing Strategy Document for Recruitment and Retention, 1980, p. 11).

This exchange relationship was also noted by Ireland:

Although many persons in colleges and universities have claimed that higher education is a "higher pursuit," the fact remains that a college or university is linked with its students and community in an exchange relationship (1980, p.11).

Although there is no profit motive, each public's contribution of time or money to the college will be directly proportionate to its perceived returns of value (Leach, 1979). A college's failure to manage these relationships effectively can result in enrollment declines or reductions in public support on many levels (Leach, 1979). Kotler (1975) indicating agreement with O'Brian (1973) emphasized the critical issue was not one of whether institutions of higher education should become involved in marketing, but rather, how reasoned the process should be.

In 1975, Hugstad noted that the previous decade had witnessed an increasing transfer of marketing technology from the profit sector to the not-for-profit sector areas of politics, religion and education. That same year, McAdams questioned the use of sophisticated, commercial marketing approaches of the business world and their applicability to colleges and universities. However, by 1980, with declining enrollments and rising costs, these questions turned to those of only the appropriateness of "hard sell" techniques such as tuition rebates and frisbees imprinted with discount tuition coupons.

Most educational marketing experts state the basic service a college or university offers is found in its educational programming for students (Ireland, 1980). But, more than that, educational institutions offer programs, services, or special facilities to selected groups of customers whether they are students or members of various other institutional publics (Ireland, 1980). Murphy and McGarrity noted "many institutions have altered their educational 'product' to appeal to different segments of the market" (1978, p. 249). In a proposed marketing plan for Yavapai College, Jay commented:

Traditionally, educational institutions have designed programs and then tried to sell them; many institutions still do this. The modern concept is the other way around, to start with marketing and the needs of the students (1980, p.1).

As the number of writers on the subject of higher education and marketing begin to grow so does the body of knowledge of higher education marketing. There are, however, some areas of study under the general topic of marketing which have received very little attention from educational marketers.

A thorough search of educational journals uncovers very few studies or articles even mentioning the concept of a marketing plan. Most publications referring to marketing plans are simply the plans themselves. For this reason, it is very important to refer to the marketing literature to study the concept of the marketing plan.

THE MARKETING PLAN

Kotler (1975) is very quick to chastise colleges and universities for their lack of comprehensive planning.

Normally, a university develops a budget for the coming year based on extrapolating current levels of student enrollment, operating costs, and endowment income. There is little in the way of forecasting the long-run environment, future student population, level of tuition and cost, and in general, new threats and new opportunities. There is little in the way of establishing a long-range set of market missions and plans for achieving them. The university does not ask each academic department to lay out long-run objectives and plans within the university's large plan. Each part of the university coasts along on a day-to-day basis meeting problems as they arise.

Because objectives are not set with any precision, the task of control is also up in the air. Control calls for a periodic checking into the results being achieved and the taking of corrective actions when there are deviations between plan objectives and actual results. (p. 237-238)

Kotler advocates marketing planning and proclaims it as one of the most important activities for management of an organization. According to Kotler (1975), marketing planning:

. . . comprises the determination of a set of market missions and the steps necessary to achieve these missions. It is the act of specifying in detail what will be done by whom to whom with what, and when, to achieve the organization's objectives. It is the means by which an organization reconciles its resources, objectives, and opportunities. (p. 238)

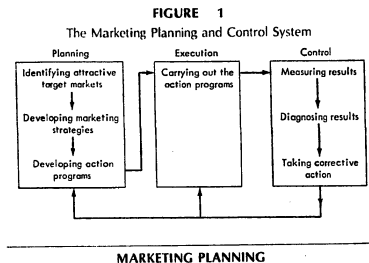
A common reaction of nonprofit organization managers to formal planning is that it is inappropriate for their institution. Kotler, in an interview with a university president was given the following reasons why he did not believe in formal planning systems:

1. The department heads do not have time to write formal plans, nor does the top administration have the time to read them.
2. Most department heads would not be able to plan even if they were asked. They head their departments because they are scholars or leaders in their field, not because they are managers.
3. The department heads would not use their plans.
4. The administration has plans which are best kept secret from the department heads, because some department heads would feel threatened by them.
5. Installing a formal planning system and making it work would cost too much in money and time. (Kotler, 1982, p. 173)

However, Melvin Branch in The Corporate Planning Process, (1962) counters these arguments with what he sees as the main benefits of a formal planning system:

1. Encourages systematic thinking-ahead by management.
2. Leads to a better coordination of company efforts.
3. Leads to the development of performance standards for control.
4. Causes the company to sharpen its guiding objectives and policies.
5. Results in better preparedness for sudden developments.
6. Brings about a more vivid sense in the participating executives of their interacting responsibilities.

Figure 1 illustrates the relationship between marketing planning and control. This is a three-step process with the first step being the planning phase, the second step the execution of the plan, and the third step the evaluation and control.



In a search through marketing texts to determine a standard format for marketing plans a degree of variation on the central theme was discovered. However, the essentials of Situation Analysis, Objectives and Strategies, Action Plans, and Control were the thread that bound all of the models together.

Stapleton in How to Prepare a Marketing Plan (1971) feels the following must be included in a marketing plan:

1. Objectives
2. Forecast
3. Appraisal of Competitor Profiles
4. Analysis of Market Shares
5. Control of Distribution
6. Schedule of Publicity
7. Organization of Personnel
8. Arrangement of Budgets
9. Provision of Contingencies

The Conference Board's publication The Marketing Plan (1981) cites the following sections:

1. Situation Analysis
2. Forecast
3. Objectives and Strategies
 - a. Mission
 - b. Objectives
 - c. Strategies
4. Action Programs
5. Monitoring Procedures

McNutt in Marketing: Concepts and Practices (1983) presents the following checklist of elements that should appear in every marketing plan:

1. Objectives
2. Market Analysis
3. List of Potential Markets
4. Ideal Marketing Plan for Each Segment
5. Timetable
6. Budget

Burnett, author of Promotion Management: A Strategic Approach (1984) sets forth the following sections:

1. Identify Attractive Market Opportunities
2. Evaluate Alternatives as Potential Target Markets
3. Develop Strategies
4. Action Plan
5. Measure Results

Brian Smith's, Successful Marketing for Small Business (1984), gives a more specific outline of a marketing plan:

1. Introduction
 - a. Market(s) served
 - b. Nature of the market
 - c. General marketing philosophy
2. Marketing Research
 - a. Results
 - b. Forecast
 - c. Competition

- d. Problems and opportunities
- e. Assumptions
3. Action Programs
 - a. Marketing strategy and objectives
 - b. Product/service programs
 - c. Pricing programs
 - d. Communications program
 - e. Sales and distribution program
4. Financial Data
5. Summary/Appendix

Abell and Hammond, authors of Strategic Market Planning: Problems and Analytical Approaches, (1979),

advocate a four-step plan:

1. Defining the Business
2. Determining the Mission of the Business
3. Formulating Functional Strategies
4. Budgeting

Hughes, in Marketing Management: A Planning Approach (1978), suggests the following components:

1. Current Performance
2. Recommendations
3. Effect of Recommendations on Income
4. Situation Analysis
5. Opportunities and Problems
6. Strategies
7. Tests/Research

Finally, Kotler, in Marketing Managment: Analysis, Planning, and Control, (1984), gives a comprehensive structure for a marketing plan which combines and reflects the element stated previously by these other marketers.

1. Executive Summary. An abbreviated overview of the proposed plan.
2. Current Marketing Situation. Presents relevant background data on the market, product, competition, distribution, and macroenvironment.
3. Opportunity and Issue Analysis. Summary of the main opportunities/threats, strengths/weaknesses, and issues facing the product with which the plan must deal.
4. Objectives. Defines the goals the plan wants to reach.
5. Marketing Strategies. Presentation of the broad marketing approach to be used to meet the plan's objectives.
6. Action Programs. Answers **What** will be done? **Who** will do it? **When** will it be done? and **How much** will it cost?
7. Projected Profit-and-Loss Statement. Summary of the expected payoff from the plan.
8. Controls. How the plan will be monitored.

As evidenced by the consensus of opinion of these authors, there does exist such a thing as a recognized format for a marketing plan even though there may be slight

disagreement on language. Each of these formats combines the basic elements of assessing where the organization is, where it wants to go, how to get there, and how to stay there.

In preparation for this study, a database search revealed the citations for several marketing plans which have been published as ERIC documents. Six of these actual marketing plans were reviewed: Dundalk Community College (Maryland), Harford Community College (Maryland), Northern Virginia Community College (Virginia), Odessa College (Texas), Prince George's Community College (Maryland), and Wytheville Community College (Virginia). All of these plans followed formats similar to the ones just described. All plans published through the ERIC system are for community or two-year colleges, indicating a dearth in the literature of actual marketing plans for four-year institutions, if, in fact, such plans do exist. The larger amount of information available on community college marketing planning may be a function of these institutions' efforts to be constantly adapting to community needs-- flexibility requires planning.

SUMMARY OF PREVIOUS RESEARCH

Doctoral Dissertations on Marketing Higher Education Completed in the 1970's. Howard, 1977, and Borst, 1978, studied marketing activities focusing on continuing education divisions of colleges and universities. Rand,

1977, developed a marketing model with a strong promotional approach using one institution as a laboratory. Rary, 1977, compiled an overview of marketing in all post-secondary education. LeBaugh, 1978, and Orr, 1977, concentrated on the communication value of recruiting materials sent to prospective students. Alexander, 1978, assessed administrators' opinions of the use of marketing strategies in higher education institutions. Cook, 1978, and Shaffer, 1978, focused on identification of market position and image in various colleges and universities. Chapman, 1978, studied the issue of buyer behavior in choosing a college. Sussman, 1979, studied presidents and other administrators to determine the state of acceptance of marketing concepts transferred from the business sector into higher education.

These dissertations, all produced in the late 1970's, primarily presented general statements on marketing theory or analyses of specific recruitment techniques.

Doctoral Dissertations on Marketing Higher Educations Completed between 1980 and 1985. Gordon, 1980, studied physical symbols and their identification with selected colleges in Indiana. Meyer, 1980, applied the concept of metamarketing in assessing institutional positioning for students engaged in lifelong learning. Kunkel and Dezek, both in 1980, studied marketing practices of continuing education divisions. Dezek focused on community colleges

while Kunkel studied both two- and four-year institutions. Psimitis, 1980, applied marketing research techniques to the assessment of the perceptions of prospective students. Mitchell, 1980, developed a marketing model for private, two-year college admissions offices. Also in 1980, Nagel conducted a national study to ascertain what community college presidents know about their local institutional image. In 1981, Hoppe analyzed the relationship of marketing to enrollment in two-year institutions. Also in 1981, Taylor studied perceptions of academic deans toward selected marketing approaches. Mathias (1982) applied the constructs of consumer orientation, integrated effort and profit direction to a study of the application of the marketing concept in private, liberal arts colleges. Goldgehn, 1982, produced a very useful marketing opportunity analysis application of a strategic marketing audit which was presented in part in the Kotler/Fox book entitled Strategic Marketing for Educational Institutions. Once again focusing on the admissions office, Artis (1983) surveyed marketing techniques employed.

This group of dissertations produced in the early 1980's reflect a little more diversity of approach to the study of the application of marketing techniques to institutions of higher education. However, with a few exceptions most either tend to look at an isolated segment of institutions or an isolated office within institutions. A void of research exists in areas of market planning,

integrated approach to marketing within institutions, and as well as across institutions such as two- and four-year, public and private. The major focus of the study at hand - changed institutions - has received little attention heretofore.

A Closer Look at Selected Studies. Marketing in higher education is an area which has attracted a very limited number of studies. An attempt to ascertain the types of marketing activities in which colleges and universities were engaged is the Marketing Index for Higher Education conducted by Scigliano in 1982. Preliminary results of this study showed a somewhat less than formal integration and control of major marketing functions within the institutions studied and less than satisfactory coordination and cooperation among offices involved in various marketing processes.

Cooper and Gackebach (1983) attempted to measure the level of awareness, knowledge, and current practices regarding marketing within offices of institutional research at eighteen colleges in the Rocky Mountain region. They found marketing functions scattered throughout the institutions with little evidence of coordination or integration into a strategic marketing system. Cooper and Gackebach's study supports Scigliano's findings that the current strategies utilized by institutional research offices represent a "continuation of traditional methodology as opposed to a formal marketing approach."

(p. 7) Identifiable marketing functions were being performed, however, they were scattered throughout the institution thus eliminating the possibility for integration.

The literature suggests marketing responsibilities are assigned to people from a variety of areas on an institutional organization chart including the public information offices, admissions, and offices of the president, deans of instruction, and deans of students. Such assignment of responsibility is based on the institution's view of marketing. Historically, any activities which may be termed as marketing were centered in admissions offices and were employed as recruitment techniques in the hope of building enrollment. According to Dann (1982), "if a college views marketing as one element of the marketing mix, such as promotion or recruitment, the college can assign marketing to the person responsible for promotion or recruitment, but if the college views marketing as the developing of the total marketing offering - i.e. what it will offer, when and where, and how much tuition it will charge - the placement of responsibility for marketing becomes much more difficult."(p. 2)

Murphy and McGarrity (1978) found in a survey of college admissions officers that 90 percent believed marketing to be synonymous with the term "promotion," and much of the literature concerning marketing of higher

education is found concentrating on the areas of admissions and recruitment. This narrow and erroneous view of marketing should not be allowed to proliferate.

Dann's study of members of the League for Innovation in the Community College to assess scope and structure of marketing techniques showed a majority of colleges to be "interested" in marketing with only 33 percent actually possessing well-developed marketing functions. In an effort to determine how the colleges were defining the marketing task as evidenced by the scope of activities assigned the marketing person or committee, Dann developed a list of nine activities in which a marketing person or committee should be engaged. The activities most frequently employed were promotion, needs assessment, and marketing plan development. As part of the marketing plan development, participation in decision-making concerning institutional long-range planning, product, price, distribution and promotion were addressed. Dann's study indicated colleges' tendencies toward broadening their definition of marketing to include product development and distribution. This study was one of the few to mention the term marketing plan.

Most of the literature relating to marketing in higher education highlights three major themes: need for adoption of marketing techniques, marketing as part of the recruitment process, and marketing as applied to promotion of institutions and their programs. Generally, the

literature neglects references to marketing as related to pricing and distribution of education. Strickland (1979) asserts "marketing requires a unified approach to planning" and encourages increased awareness of the business of an institution.

A study of the causes for the failure of several small, private liberal arts colleges conducted by Andrew and Friedman (1976) found the inability to discharge effective marketing techniques with full effectiveness a major reason for closure of the institutions. "All but one of the schools were weak in objective setting and/or obtaining the commitment of faculty and staff to objectives, financial planning, needs assessment or market research and marketing." (p. I.16)

Blackburn (1979) conducted a study developed by adapting textbook definitions of sixteen marketing techniques to college admissions situations. The techniques selected were publicity, advertising, advertising research pretesting, advertising research posttesting, current demand analysis, demand forecasting, program development, pricing, segmentation, positioning, offering differentiation, market information systems, market concept, marketing plan, paid marketing consultants, and free marketing expertise. Admissions officers were asked to report use of each of the techniques. The finding most pertinent to the present research was in the relationship between the popularity and mean perceived

effectiveness of the use of marketing plans. Marketing plan was the ninth most popular of the sixteen techniques, but was regarded as the third most effective technique.

Although a database search utilizing the Dialog system uncovered a number of studies related to marketing in higher education which are not reported here, there is still evidence of a void of research in the areas of marketing planning, integration of approach to this planning, and evidence of application of marketing planning principles to the communication of a changed image of an institution which is the subject of the present study.

CHAPTER III

METHODOLOGY

The objective of this study is to investigate from an external communications perspective the marketing systems of selected institutions of higher education; and to analyze their development and structure based on accepted principles of marketing planning. This report is based on external criteria used to evaluate the extent to which the use of marketing planning to communicate a changed institutional image to various publics is practiced by the institutions under study.

For the purpose of this study, the external communications perspective is narrowed to include only those documents published by each institution for the purpose of describing the institution and conveying an institutional image to various external publics. These documents shall include, but are not limited to catalogues, viewbooks, annual reports, brochures and search pieces. This study seeks to determine the extent to which institutions that have undergone significant change have taken an integrated, consumer-oriented, strategically planned approach to presenting a unified institutional image to their various publics. In addition, this study reports how consistently this image is perceived across functional areas within each of the institutions.

RESEARCH QUESTIONS

The primary research question addressed by this study is:

To what extent have certain "changed image" institutions adopted, i.e., accepted and implemented, the concept of marketing planning in their external communications?

Subsidiary research questions are related to three major attributes of a marketing commitment:

1. To what extent have certain "changed image" institutions adopted a consumer-oriented philosophy?
2. To what extent have certain "changed image" institutions made an integrated marketing commitment?
3. To what extent do "changed image" institutions exhibit a strategic orientation?

The final subsidiary research question relates to external communications:

To what extent are documents published by six major functional areas of an institution consistent in their portrayal of the college image as shown by use of logo, typography, and when appropriate, mission statement.

RESEARCH DESIGN

This study is descriptive in nature. Its aim is to assess the state of the art in marketing planning in higher education. The design for this study consists of four main data gathering procedures. A review of the literature in Chapter II reveals a consensus of the general components of a marketing plan to include: Situation Analysis, Objectives, Strategies, Action Plans, and Controls. These five elements provide a functional definition of a marketing plan against which to judge the marketing planning efforts of specific institutions under study to answer the primary research question.

An interview guide (Appendix A) designed to elicit responses concerning the practice of these marketing planning techniques allows for assessment of each institution's use of the five elements. Each question on the interview guide, with the exception of the first "ice-breaker," directly elicits information related to one of the five elements of a marketing plan.

Situation analysis is the first step in marketing planning. It relates to an institution's attempts to gather information used as a base for planning and decision making. A situation analysis shows an institution, through research, where it stands in relation to competition; it forces the institution to answer questions such as "What do we do best?", "What business are we in?", and "What business do we want to be in in the future?"; and it forces

the institution to analyze its strengths, weaknesses, opportunities, and threats. No attempt is made in this study to assess the wisdom of each institution's decision to make a change.

One objective that must be set by institutions once a change is made is to communicate information about the change to as many institutional publics as possible. Presumably, no institution would make a change to decrease its public standing or attempt to contract its enrollments. Thus, success of communication of change would be an objective of an institutional marketing plan.

Strategies for communication of change would follow the objective. Any overt attempts toward communicating a change of a planned nature on the part of an administrative sector of an institution could be categorized as "strategies."

Action plans put the strategies into motion. These are shown by specific attempts to standardize an institutional symbol. They are shown by individual functional areas within an institution's attempts at communicating the change to each area's specific constituency.

Controls are plans to monitor reaction to the change. Controls are measures of consistency against which to check progress toward communication of the change. Controls assure the institution is speaking with one voice to a variety of listeners and presenting a united front.

Through a technique of separately obtaining information from a variety of individuals representing the same institution and comparing their perception of the institution's image and practices, there will emerge an indication of an overall agreement as to institutional image evidencing the practice of strategically integrating marketing activities with or without the guidance of a formal document called an institutional marketing plan. The absence of agreement across functional areas of an institution as to the practice of marketing planning indicates a fragmented, unplanned approach to communication with institutional publics.

A consumer-oriented approach to communication is shown by the evidence of each functional area within an institution having a clear, identifiable target market for its publications. The ability of individuals within each institution who are responsible for communicating with a specific public being able to identify that public is taken as evidence of a consumer-oriented philosophy.

Integrated marketing commitment is shown by agreement of administrators in various functional areas in answering the same questions posed separately to each administrator. The questions concern both marketing planning and institutional perceptions. Widely disparate answers to identical questions by a variety of administrators show a lack of integration of marketing commitment.

A strategic orientation of an institution is shown by consistency of practice of marketing activities based on policy or plan. Once again, a fragmentation of approaches to similar situations shown by disparate answers to similar questions tells of a lack of strategic orientation.

Through contacts with individuals in changed image institutions as well as an analysis of institutional publications, the study attempts to assess the degree of consistency with which a college or university's image is perceived by those within the institution who interact with the public on the college's behalf. Through contacts with persons and printed material external to these changed institutions, an attempt is made to measure the success with which these institutions have communicated their institutional changes to their publics.

PROCEDURES

Four main data gathering procedures provide the structure for the project. These are: College Guide Description Comparison, Publication Analysis, Site Visits, and Guidance Counselor Survey.

College Guide Description Comparison. Descriptions of each institution under study found in commercially published college guides provide background information concerning each institution. The descriptions found in a number of these guides were checked for accuracy in description of each institution with respect to the type

of change undergone and recorded on the chart in Appendix B. In addition, consultation of published descriptions of each institution prior to its respective change adds an historic perspective.

Publication Analysis. In each institution, individuals responsible for communicating with a variety of publics on behalf of each college or university were identified and contacted. These areas include offices of presidents, alumni relations, development, deans of instruction, admissions and recruitment, and public relations. Titles for these various areas vary with institution, so a functional equivalent of each was chosen. Samples of publications from each of these areas were evaluated for consistency of image representation such as symbolism, design and graphics, color usage, and mission statement or description of institution where appropriate using the format shown in Appendix C.

Site Visits . The president of each of the twelve institutions was contacted by letter explaining this research project and asking permission to include their institution in the study. A follow-up phone call was made to the presidents' offices to secure permission to visit the campus and conduct interviews with administrators representing the six functional areas previously delineated. A specific appointment was then set for an interview to be conducted, either in person or on the telephone.

Interviews were conducted, either in person or by telephone, with a representative of each area under study. Each interview was conducted following a systematic guide (Appendix A) to insure consistency of questions. Responses to questions were recorded by the interviewer on the interview guide. Each personal interview was tape recorded as well. The interview guide was adapted to each of the six functional areas, but included a core of questions to be asked of each interviewee regardless of area within each institution. An attempt was made to determine each area's use of various marketing activities with regard to the change undergone. At the conclusion of each interview, copies of printed material issued from each area under study were gathered to be used in the document analysis.

The perception each interviewee holds toward his or her institution was evaluated for consistency both with the perceptions of their peers and with the image presented by their institution in its external printed communications. This evaluation determined the degree to which these people within the organization who are responsible for communicating with a variety of publics on behalf of the same institution agree on the image to be presented by each one's respective college or university.

Finally, during each site visit, information indicating successful change was gathered from a variety of sources. At institutions having changed from two- to

four-year, registrars' offices were asked to supply enrollment data concerning the first five years after the change. These data include the number of enrollees in four-year programs and two-year programs for the five-year period as well as the number of graduates in both two- and four-year programs for five years after the change. For comparison, the number of enrollees in two-year programs for five years prior to the change was also requested. Increases in enrollment in four-year programs will be taken as an indication of success in institutions having changed from two-year to four-year programs.

At gender change institutions, the admissions offices were asked to supply figures on applications from the previously excluded sexes for the first five years following the change to coed. In addition, gender balances for the first five years were requested. Indicators of gender change success are shown in upward trends in the number of applications received from the previously excluded sex. A shift in the gender balance of students showing an increase in the previously excluded sex since the change also measures success.

In name change institutions, personnel in mailrooms were asked to estimate the period of time elapsed before the majority of mail arrived addressed correctly to the new institutional name. Alumni offices were questioned about

response rates to degree reprints. Public relations offices were asked for copies of press kits issued in conjunction with the name change announcement.

Guidance Counselor Survey. Finally, as a measure of the extent to which institutions have implemented a carefully planned marketing strategy, guidance counselors were surveyed by telephone following the instrument presented in Appendix D. These counselors were asked to categorize a group of institutions containing those under study as either single-sex or coed, two-year or four-year, public or private. The counselors were also asked to rate each institution's efforts at communicating with high school guidance counselors concerning institutional changes.

POPULATION AND SAMPLE

From all public and private, four-year, co-educational degree-granting institutions in the states of Pennsylvania, Maryland, Delaware, and Virginia, a sample was drawn of institutions which are described as "changed image" institutions. "Changed image" institutions are defined as those having changed name, primary gender of students served, or number of years of instruction offered within the past two decades. An attempt was made to identify four

institutions in each of the three categories of change; two of the institutions are public and two private in each category.

Information concerning changes in institutional image was obtained from the Higher Education Directory and catalogues or other histories published by the institutions under consideration. If sufficient information was not found in those documents, a phone call was made to the Admissions Office of any institution in question to ascertain the type of change or time at which a change occurred.

INSTRUMENTATION

Four instruments were developed and used as criteria upon which the marketing planning systems were analyzed and evaluated. These four instruments were: the College Guide Description Comparison Chart, the Interview Guide, the Document Analysis, and the High School Guidance Counselor Survey.

A College Guide Description Comparison Chart (Appendix B) was constructed to graphically present the listings of the changed institutions. Correctness of listings under the various categories of change is noted.

An interview guide was constructed with two objectives. The first objective was to find evidence of marketing planning activities, and the second objective was to elicit individual image perceptions. The guide was pretested and modified as necessary for clarity of

response. A copy of the interview guide can be found in Appendix A. Appendix E shows the relation of interview guide questions to the structure of a generic marketing plan.

In addition to the interview guide, a document analysis was conducted. The researcher examined each document secured from each functional area of each institution following a checklist of items (Appendix C) concerning consistency of appearance (logotype, graphics, color), mission statement and description of institution, as well as overall image portrayal.

The guidance counselor survey (Appendix D) was administered to a number of guidance counselors in the four-state area in which the institutions under study are located. A control group of unchanged institutions was included with the changed institutions.

METHOD OF ANALYSIS

Data from the College Guide Description Comparison Chart (Appendix B) were simply analyzed for correctness of listing. Frequency distributions of correct and incorrect listings were computed.

Upon completion of interviews, responses from the individuals within each institution were analyzed for agreement. For reasons of data quantification each answer to the common core of questions was assigned a numerical indicator from the following scale: 3 = verbatim answer

corresponding to at least one other respondent; 2 = operationally equivalent, synonymous response; 1 = response not matching any other. For each institution a range of phrases used in response to each question was established to provide an operational response indicator. For example, the words "selling", "marketing", and "promoting" are considered to be operationally equivalent. Those featuring a great deal of agreement in responses to the core of common questions were termed "Agreeing Institutions." Those featuring disparity among responses within the same institution were termed "Disagreeing Institutions."

Documents secured from each area of the institution were analyzed using the rating form found in Appendix C. Frequency distributions were computed to quantify the consistency of publication format.

Information gained from the Guidance Counselor Survey (Appendix D) was analyzed in terms of frequency distributions computed on correct identifications of institutions as public or private, single-sex or coed, and 2-year or 4-year. Frequency distributions were also computed on the perceptual component of the survey.

A high degree of agreement in responses to interview questions concerning each individual's perception of institutional image aligning with a consistent visual image portrayed by external publications translates into consistent image of the institution perceived by individuals who are responsible for conveying such an image

through their communications with various external publics. This gives strong evidence to support identifying such institutions as practicing some form of integrated, strategic orientation with regard to presenting a unified image to their publics. In addition, correct knowledge of each institution's status possessed by high school guidance counselors as well as consistently correct listings in commercially published college guides indicates the existence of knowledge of the change situation external to the institutions.

Some reluctance on the part of college officials to supply a copy of their institution's marketing plan, if, in fact, one exists was expected. For this reason, identification of the consistent use of a variety of marketing activities is deemed to suffice as indication of an integrated marketing approach. The hope is that the results of this study will enable those institutions with changing images to identify marketing techniques to aid them in successful communication of their changed image to a variety of publics. From this study should emerge a number of recommendations to institutions contemplating a change of image on ways to successfully orchestrate the change from a perspective of external communications.

CHAPTER IV
PRESENTATION AND ANALYSIS OF DATA

The information presented in this chapter was gathered following the methodology detailed in Chapter III. Table 1 shows the breakdown of institutional changes by states in the sample. Table 2 presents the sample institutions divided by form of control as well as type of change. In the "gender change" category, the two public institutions changed from female to coed while the two private institutions changed from male to coed.

PROFILE OF SAMPLE INSTITUTIONS

Each of the sample institutions has changed significantly in some way during the past twenty years. They have changed from a two-year to a four-year institution. They have changed from a single sex to a coeducational institution. Possibly they have changed from a college to a university indicating such with a change in name. They have changed to become more alike, they are now all coed, four-year institutions. But they are not all alike. Each has its own distinction, each its own identity and personality, each its own saga. The following brief descriptions shall serve to explain some of the character and individuality of each of these institutions.

YEAR CHANGE INSTITUTIONS

Christopher Newport College

Christopher Newport College (CNC) is the youngest four-year college in Virginia as well as the youngest to be included in this sample. It began as a branch of the second oldest institution of higher learning in America - The College of William and Mary. In the 1960 session of the Virginia General Assembly, CNC was established to serve the educational needs of the James River Peninsula and surrounding area. The institution was named to honor Captain Newport, the English mariner who commanded the three vessels which landed at Jamestown.

For almost a decade CNC operated as a two-year institution. During this time, the institution matured as an urban branch of the Colonial College. CNC became more responsive to its predominantly part-time, adult population of the Peninsula. During the 1967-68 academic year the administration of CNC made the first overtures to their parent institution suggesting they be granted four-year status. The College of William and Mary responded hesitantly. A community meeting was held in an attempt to persuade the President of William and Mary to support a change in the charter to allow CNC to grant baccalaureate degrees. Peninsula residents strongly desired the opportunity to earn a four-year degree in their own locale without having to travel to Norfolk or Williamsburg.

In light of strong community support the administration of William and Mary changed its position and proposed to the General Assembly an alteration of charter. Thus CNC was granted approval to add upper-level curricula leading to both the Bachelor of Arts and the Bachelor of Science degrees in 1969. The first baccalaureate degrees were granted at the 1971 commencement.

The change from two- to four-year status was an evolutionary one. CNC moved forward in curricular areas based on the talents of the staff as well as on the basis of demand of the area students. A pragmatic constituency urged the development of more pre-professional programs and a slight alteration of course away from the traditional liberal arts curriculum that was William and Mary's.

Increasing responsiveness to Peninsula residents' desires and decreasing alignment with the traditions of William and Mary led to a local advisory board's request that CNC be granted independence from their parent institution. On July 1, 1977, CNC became an independent institution. Thus CNC was able to commit itself completely to serving its community of students.

Community commitment and responsiveness are the standards by which CNC operates. The college catalogue makes four statements giving evidence of its pledge to the service region. These pledges acknowledge the service of a primarily local student body, the use of Peninsula resources to enhance the educational process, and the

contribution of faculty and staff to the community in a variety of roles. Its college catalogue maintains the institution offers programs designed to serve the metropolitan area of Newport News and Hampton, Virginia. The majority of the college's description strongly resembles that of a community college with the exception of the mention of research on a limited basis. Ninety-one percent of the applicants are accepted and a strong commitment to lifelong learning is pronounced. It is interesting, however, given this almost community college bent, the institution no longer offers any two-year programs.

Clinch Valley College

Clinch Valley College is the only one of the sample to remain affiliated with a host institution. Clinch Valley began in 1954 as a two-year branch of the University of Virginia. The history as described in the college catalogue shows the commitment of the area of southwest Virginia to the college as well as the college's return commitment. The initiative for establishing the institution came from a small number of tenacious residents of Wise, Virginia. These residents approached Colgate W. Darden, Jr., then president of the University and an advocate of two-year colleges. They presented a compelling argument for the establishment of the University's first branch campus. The Honorable Mr. Darden promised the small

delegation he would establish a college if they could get \$5,000 appropriated from the General Assembly. Not only was this accomplished, but a matching amount was raised by individual businessmen, civic organizations, grocery stores, mining companies and the like. In September 1954, as the result of tremendous local effort, CVC of the University of Virginia opened its doors in buildings which had previously been the county's poor farm.

The full support of the University's standards of excellence provided for CVC's natural evolution into a four-year institution. The first Bachelor of Arts degrees were granted in June of 1970. This allowed for curricular expansion while remaining dedicated to the mission of the University to develop citizens who are "sensitive, cultured, articulate, open-minded, who ground their thinking in facts, are intellectually aware, believe that life is significant, are concerned about society, and are preparing for their role in society by continuing their education through specific preparation based upon a comprehensive background in the liberal arts." (College catalogue, 1985-86, Statement of Purpose, p.2)

Anyone seeking information about Clinch Valley must know of the affiliation with the University of Virginia. Most guides do not even list Clinch Valley under the "C" section even with a note to "See University of Virginia." Usually one must locate "Virginia, University of" and find CVC listed among its branches.

In July 1985, a new Chancellor was named to lead CVC. Near that time, a new president took over the reigns of Mr. Jefferson's University. This president stressed the role of the University in public service, and thus reemphasized the importance of the branch in southwest Virginia. Both individuals sought to actively reaffirm the commitment of the University to its first branch as well as to allow the branch to take full advantage of the vast resources of its parent institution.

A visual image campaign is being readied to call attention to the connection between CVC and the University of Virginia. However, visual image - signage, logos, and seals - is one thing; institutional image may be something quite different. The pervasive image of the University could be labeled as "preppy." This is contrasted to the "our college" image which has been fostered for so many years in Wise. Some fixing of identify somewhere between extremes may come about eventually, but currently there is still confusion. On a recent visit to the area, a high ranking state official accompanying Virginia's governor heaped praise on the new Chancellor of CVC. The official repeatedly spoke of the importance of the community college system in the overall scheme of the state's higher education efforts thinking the Chancellor to be the Chancellor of one of Virginia's community colleges.

As for the future, the course CVC's perceived identity takes must be charted with care. Its rich heritage as an educational provider to the area which conceived the institution and nurtured it to its current stature as one with the highest increase in enrollment in the state for the past year (Director of Admissions) must be maintained along with its affiliation with the University of Virginia.

Wesley College

Wesley College is a coeducational, privately controlled comprehensive liberal arts college affiliated with the United Methodist Church. Wesley was founded in 1873. Even more than Christopher Newport, this institution seems to align itself with the community college by offering certificates, as well as associate and bachelor degrees. Wesley appears not to have shed its two-year posture when becoming a four-year institution in 1978.

This institution attracts seventy-five percent of its students from out of state. However, it must be noted the college is located in the small state of Delaware, in its capital of Dover. The institution has always been coeducational, however, it did operate under a different name. Until some time in the 1950's, Wesley was known as Wesley Junior College. Since that was such a long time ago, for the purpose of this study, only the change from two- to four-year is considered significant.

In early 1983, when the current president arrived at Wesley, the institution was heavily in debt, morale was very low, and relations with the church affiliate had been allowed to erode. In approximately 18 months Wesley College had all but turned the corner on its misfortune of mismanagement. Today Wesley is making progress at establishing itself as a four-year institution which can provide the same high quality instruction in four-year programs leading to baccalaureate degrees as it has had a reputation for doing in two-year associate degrees.

However, even now, eight years after the change from two-year to four-year programs, Wesley is suffering from an identity crisis. With most of its 113 year history as a junior college, Wesley must strive to convince potential students that a quality education can be provided. Wesley became a four-year school almost as an experiment. Students in 1977 and 1978 were expressing a desire to remain at Wesley rather than have to transfer to a senior institution upon completion of their studies at Wesley. A couple of dedicated business faculty members established the first four-year programs and provided instruction leading to the awarding of the first baccalaureate degrees in June of 1978.

Now Wesley is wrestling with the question of what curricular offerings are appropriate for a four-year institution and what curricular offerings are appropriate for a two-year institution. Wesley plans never to abandon

the two-year segment of their mission, but may begin to limit the number of two-year programs to career-oriented areas rather than heavily transfer-oriented as in the past.

York College

York College of Pennsylvania changed in two ways in 1971. York Junior College changed to the present name and became a four-year baccalaureate institution. Now York is described as what some may call a contradiction in terms. The Comparative Guide 1985 describes York as "a private, career-oriented, liberal arts college. (p. 560)

York offers programs leading to baccalaureate as well as master's degrees. However, it continues to offer extensive two-year programs. Peterson's Guide to Colleges in the Middle Atlantic States mediates the dispute between career orientation and liberal arts by describing York as a comprehensive institution.

York College of Pennsylvania is a combination of three previous institutions. In 1787 York County Academy was founded as a training institution for the sons of wealthy York residents. In 1929, the Academy merged with York Collegiate Institute, another private preparatory school. In 1941 York Collegiate Institute established a junior college called York Junior College.

Over the years the institution built and expanded - both physical structures and relationships with York area residents. As enrollment rose and a well-funded building

drive proceeded, the Greater York community began asking when York Junior College would become a four-year institution. Inquiries led the Board of Trustees to conduct a feasibility study in 1963-64 to assess the need for four-year programs as well as the extent to which the community would support a baccalaureate institution. In the spring of 1964, the Board of Trustees voted to transform the junior college into a four-year institution. A fund drive in the Fall of 1966 yielded a \$300,000 excess of goal showing tremendous commitment from the Greater York community to its college. In February 1968, the Pennsylvania Department of Instruction granted permission for York Junior College to become a four-year institution and on September 1, 1968, York College of Pennsylvania was born. The Middle States accreditation was reviewed in 1969 and reaffirmed in 1972 with the right to grant baccalaureate degrees.

York has a long tradition of both physical and fiscal good health. Located on what was once a country club's golf course, the campus stands virtually debt free--an enviable position for any institution. Whenever a fund drive is taken to the Greater York community, response is overwhelming. In return, York College serves the community by providing strong academic programs to educate as well as train the citizenry. In 1976-77 two important programs

were added: the first was a bachelor of science degree in nursing; and the second, the MBA--its first graduate program.

York College has been consistently well managed. This tradition of fiscal accountability continues. Thus, in times of decline on many college campuses, York is looking to the architect's drawing board at plans for some physical plant improvements necessary for continued growth and program expansion. These plans have been brought about by careful cultivation of the surrounding area's historic dedication to hard work. Close to the heart of the Pennsylvania Dutch country, York College personnel are quick to mention the fact that everyone works hard around there. They are proud of the fact that 90 percent of their graduates find employment immediately following graduation. This is a practical measure of success for this institution.

GENDER CHANGE INSTITUTIONS

Mary Washington College

Mary Washington College (MW) is a small, liberal arts college named for George Washington's mother, a Fredericksburg, Virginia, resident of historical significance. By both name and appearance, the institution would seem to be a private, woman's college. Mary Washington is neither private, nor strictly female. The college was founded in 1903 as the State Normal and

Industrial School for Women in Fredericksburg and in 1944 became the University of Virginia's women's undergraduate liberal arts college. Thus it remained until 1970 when the Virginia General Assembly changed Mary Washington to a coeducational college and two years later separated it from the University of Virginia allowing Mary Washington to become an independent, state-supported institution with its own governing board.

Mary Washington is the only public, liberal arts college in Virginia. While clinging to the long established traditions of the University of Virginia, MW has found its competitive niche in the academic marketplace. This institution is sensitive to the educational needs of the commuting region that surrounds. This sensitivity has led to the establishment of a program which is targeted toward part-time, commuting, evening students.

While the emphasis continues to be on the undergraduate programs, the institution has added some Master's level studies predominantly geared toward part-time commuting students. Mary Washington attempts to provide students with a small college atmosphere and a continuing commitment to the liberal arts. In 1985, Mary Washington was listed in Fiske's Best Buys in College Education. This institution was one of the few in this study's sample to be designated by this guide.

Mary Washington did not intend to change. The change occurred as a result of a discrimination suit filed by a female student against the University of Virginia. Subsequent legislative action forced both institutions to provide coeducational, residential facilities. For almost the first decade of coeducation, Mary Washington practiced rather benign efforts at attracting male students. Those who applied were considered and some were admitted; however, little effort was made to actively recruit males to the campus. Over time, most of the vestiges of discontent over the change which was legislatively mandated have disappeared.

However, one specter does haunt Mary Washington College--its name. The institution, though public and coed, sounds as though it should be female and private. While neither is a derogatory designation, both are inaccurate. Consequently, Mary Washington launched a campaign to change its name. The new name selected was Washington-Monroe College. The "Washington" continued to honor Mary - George's mother; however, the Monroe was added as a masculine attractor and to honor the fifth President of the United States who practiced law for a time in Fredericksburg. Owing to a outcry from influential alumni, the local board withdrew its petition to have the name changed. Now, year after year, Mary Washington is going to have to attempt to convince interested high school juniors

and seniors that even though they are lined up at college fairs beside Mary Baldwin and Marymount, Mary Washington is coed.

Longwood College

Longwood College (LC) is located in Farmville, Virginia where it was founded in 1839 as Farmville Female Seminary. Later it was to become the State Female Normal School in 1884, then the State Normal School for Women in 1914, Farmville State Teachers College in 1924, and finally Longwood College in 1949.

Longwood is attempting to broaden its horizons from being a female, teacher training institution to a comprehensive institution distinguished by academic excellence in the baccalaureate curriculum. The college has added professional programs in business and economics, pre-professional engineering and medical areas, social work, and therapeutic recreation. Liberal arts majors are available in social science, humanities, fine arts, natural sciences and mathematics. The highest degree offered is the Master's.

In Lovejoy's 1967 College Guide (p. 379), Longwood is listed as a coed, state-controlled, teacher-training and liberal arts institution. The enrollment figures list 20 men and 1,451 women. However, Longwood's catalogue states

the institution became coeducational in June of 1976. Lovejoy's 1985 Guide (p. 523) contradicts their own earlier publication by stating Longwood became coed in 1975.

A discrepancy exists between desire and reality with regard to recruitment. The Comparative Guide (p. 252) speaks of Longwood's desire to seek a national student body, however 91 percent of the 1984 students were Virginians.

A desire to expand offering and to serve more students precipitated the change from a single-sex institution. No longer a teacher training institution, Longwood is working hard to broaden the horizons of its students while still maintaining its position as a leader in the field of education. Longwood's task now is to convince potential students of its comprehensiveness as much as its coeducational nature. Longwood plans to remain small, growing only by controlled means as more programs are developed.

Franklin & Marshall College

Franklin and Marshall (F&M) represents one of the earliest changes included in this study. The private, previously male institution became coeducational in 1968. The institution, founded under the auspices of the Lutheran and German Reformed churches, is now independent. Most publications are quick to note the Franklin is for Benjamin and the Marshall, for John, lest the reader be unsure.

Truly the best known of this study's sample, F&M enjoys a national reputation for strong pre-professional education. Students travel to Lancaster, Pennsylvania from 32 states to gain a baccalaureate degree (the school's highest offering). With 54 percent of the applicants accepted, the institution is rather selective. F&M boasts inclusion in a list of one hundred most productive institutions in developing business executives. Fiske included Franklin and Marshall in his Selective Guide to Colleges 1985) and Barron's tagged F&M in its Best, Most Exciting, and Most Popular Colleges, 1985 volume. It may be one of the best, but the majority of the guides would question the "most exciting" designation. The Yale Daily News Insider's Guide to the Colleges 1985-86 (another to select only F&M of this sample) mentions the seriousness of the students with regard to their studies (p. 439). Lisa Birnbach's College Book (p. 318) quotes students as referring to themselves as Ivy rejects. Students describe F&M as being too academic and preoccupied with the cultivation of ivy. The team name of the Diplomats (a.k.a. the Dips) seems to lend support to allegations that F&M leans toward the less exciting, uncontroversial end of the continuum.

Franklin and Marshall does have a clear direction. The institution is committed to undergraduate education. No graduate students exist to teach classes. An unprecedented ninety-two percent of the faculty members

hold doctorate degrees. Strong emphasis is placed on students/faculty partnerships in research and many faculty articles are co-authored with students.

In 1968 F&M began admitting women to broaden its applicant pool. F&M has always strived to enroll the best and the brightest students. Having become coed the same time as Princeton, many students now are unaware that Franklin and Marshall used to limit its enrollment to men. Originally F&M sought a well rounded student body (See Appendix F for original announcement of new coeducational status), but most of the early female students were interested in the sciences as were the same percentages of male students. In effect, F&M was enrolling more of the same.

Today, Franklin and Marshall is looking toward the future and taking steps voluntarily many institutions will be forced into. A recently released Strategic Long Range Plan (SLuRP) details attempts at curbing the effects of ten years of sharply declining numbers of college-bound high school graduates. F&M is planning to manage a decline by increasing tuition, increasing the endowment, and decreasing the size of the student body over the next few years. Franklin and Marshall seeks to position itself against such competitors as Amherst, Bowdoin, Carleton, Colby, Colgate, Davidson, Grinnell, Hamilton, Haverford, Kenyon, Knox, Lafayette, Middleburg, Oberlin, Pomona, Reed, Swarthmore, Trinity, and Williams.

Mount Saint Mary's College

Mount Saint Mary's College (MSM) is commonly billed as the "oldest independent Catholic college in the United States." This claim is disputed by The Comparative Guide (p. 312) which lists Mount Saint Mary's as the "second" oldest Catholic college in the United States without naming the first. This is a private institution located in Emmitsburg, Maryland where it was founded in 1808. At the same time and in the same location, a seminary was established and today both operate symbiotically.

In 1972 the institution became coeducational. This followed closely the closing of a female institution in close proximity to Mount Saint Mary's which offered parallel courses as well as some cooperative programs. Previously, "The Mount," as it is referred to in its own literature, had been a male institution. Today the institutional emphasis seems not so much centered on maleness or femaleness, Catholicism or non-Catholicism, but on wholeness of the individual student. According to the catalogue, the college places much emphasis on teaching and close student/faculty relationships. Extracurricular and co-curricular activities are specifically mentioned in the mission statement.

The institution Lovejoy's 1967 (p. 253) described as a "men's Roman Catholic college," Lovejoy's 1985 (p. 275) calls "a private Catholic colleges established in 1808, became coed in 1972." The 1985 version of the college

catalogue also lists a gender breakdown of 812 men and 708 women. The Comparative Guide (p. 312) indicates the Mount seeks a national student body with 57 percent of the student body coming from the Middle Atlantic region.

NAME CHANGE INSTITUTIONS

Shippensburg University

Shippensburg University boasts a history much the same as Longwood in that it began as a state normal school, in 1873. It then became a degree-granting state teachers college in 1927. In 1960, the name was changed to reflect a broadening of the curriculum and the institution became known as Shippensburg State College. On July 1, 1983, all state colleges in Pennsylvania were granted university status and thus emerged Shippensburg University. The institution's proper name is Shippensburg University of Pennsylvania, but there is varying adherence to the policy of adding the "of Pennsylvania" part to the name by most of the institutions thus affected. The institutions had been told of the decision to change their names the previous September.

Each of the guides consulted is careful to consistently refer to the institution as "the University" rather than as "the college. The same is true in the college (university) catalogue.

As with the other institutions in this section of the sample, the change from college to university carries with it as much internal reorientation as external emphasis. Departments may become schools, schools may become colleges. Increased emphasis on the teaching, research, community service triad is seen. Pressure is brought to bear on faculty members to research, to publish, to bring honor and publicity to the institution. And thus, for a college to merely change its name to university is not enough - it must get its institutional house in order to make ready for the change.

James Madison University

Of all the institutions in the sample, James Madison University (formerly Madison College) of Harrisonburg, Virginia has one of the grandest designs. The goal of James Madison University (JMU) is to become the best undergraduate institution in the country. Since its name change in 1977 to reflect an earlier change from being a female institution to a coeducational institution, JMU has increased tremendously in popularity with observers of higher education. Numerous publications have singled out JMU as an up and coming force in higher education.

James Madison University joins Franklin and Marshall in the Yale Insider's Selective Guide to Colleges. The article mentions the slogan "JMU--Breaking Through." This guide traces the history of JMU briefly. . ."formerly a

small teachers' college for women, the school experienced substantial growth in the seventies, then became coed, and in 1977 changed its name to James Madison University." (p. 517) Yale foresees JMU's becoming an academic leader in the South "on par with UVA, William and Mary or UNC." (p. 517)

JMU has been cited by Fiske (1985) as providing good value for the tuition dollar. Program expansion away from the traditional teacher training curricula and toward comprehensiveness has paved the way for a measure of success. Internally, JMU is almost playing catch up. As recently as 1985, the "schools" were changed to "colleges." In other ways JMU was on the vanguard. It was the first of its sister schools, (Longwood and Radford) to plunge into coeducation, doing so with great success. The institution gained tremendous attention through its sports programs and its president during this period.

Lovejoy's 1967 Guide referred to this change by mentioning the college was "principally for women but [a] limited number of men admitted under special authorization of State Board of Education." (p. 379) The 1985 version of the same guide describes Madison as "a public university established in 1908, became coed in 1966." According to the college catalogue, JMU places a major emphasis on undergraduate programs, but also stresses commitment to graduate programs, preparation of students in occupations and professions, superlative teaching, research, and public

service . James Madison University, located in Harrisonburg, Virginia, was chosen by Fiske as one of the Best Buys in College Education. Possibly a combination of JMU's emphasis on so many aspects of the institution combined with the public nature explains the large number of applicants. Only thirty-six percent of 1984's applicants were accepted to give the institution an enrollment of an excess of nine thousand students. Fiske tags Madison as " one of the fastest growing institutions of higher learning in the United States." (p. 173)

Hampton University

The name Hampton University was adopted in 1984. The name is referred to as an umbrella designation. The umbrella covers Hampton Institute - the former name now reserved for the undergraduate college - as well as the Graduate School and the Center for Continuing Education. Moreso probably than any other institution in this category, Hampton had been operating structurally and administratively as a university for some time prior to legitimizing the fact with the name change.

Hampton is coeducational and privately controlled, and not surprisingly located in Hampton, Virginia. It was founded in 1868 as Hampton Normal and Agricultural Institute. The name Hampton Institute was adopted in 1930.

Since the name change is recent, Hampton University is listed incorrectly in Peterson's Guide to Colleges, The

College Blue Book, and Lovejoy's 1985 Guide to Colleges. The Comparative Guide and Peterson's Guide to Middle Atlantic Colleges are the only references to list the new name. Even with the new name, Hampton is holding to its historic mission of "coping with the problems of educating students whose academic and personal growth, potential, and promise may have been inhibited by lack of economic, social, or educational opportunity." (p. 3)

There are many similarities between James Madison University and Hampton University. Both have changed their status from that of "college" to "university." Both have or have had strong presidential personalities influencing directed growth. And both have designs on becoming "the best". Madison does limit that dream to that of the best undergraduate institution, however, Hampton doesn't place any limits on its desire to be "the best."

Hampton University is located on a breath-taking waterfront campus steeped in history and architecture. In contrast to Madison's frequent mention in national publications, it is the president of Hampton who is mentioned with well-deserved frequency in national publications. This man wants the very best for his institution and works hard to obtain such, whether it be funding for capital campaigns, recognition as a predominantly minority institution, or increased public awareness through a high-powered Board of Trustees.

Liberty University

Liberty University is still better known as Liberty Baptist College. The change is still in progress, having begun officially in April of 1985. Liberty is a church-related liberal arts college located in Lynchburg, Virginia

Liberty is coeducational, even though referring to the student as "he" throughout the Purpose and Aims of the institution. The university is controlled by the Thomas Road Baptist Church and was established in 1971. Its primary mission is to equip young people for evangelistic ministry. To this end, admission is granted on the basis of personal salvation experiences with Jesus Christ. This is shown by the fact that in 1984, 1,756 students of the 1,760 who applied were accepted for admission. (Lovejoy's 1985, p. 523)

Another institution which must be placed in the influential leader category is Liberty University, formerly Liberty Baptist College, formerly Lynchburg Baptist College. With a Chancellor capable of announcing a name change for his institution on nationwide television, the word about a name change spreads quite rapidly.

Even with such rapid transmission of information about the change there are still those who do not know of the changed name. But those who do not know of the name change may not be members of the target market for this institution. Liberty University is dedicated to providing an education in a Christian environment.

Although Shippensburg had only a few months to orchestrate the name change, Liberty worked on a name change and recognition campaign for some time prior to the actual name change. The former name (Liberty Baptist College) was redesigned graphically to highlight the Liberty and downplay the Baptist College. The name shown this way was used for some time before the actual changeover during which the smaller print "Baptist College" was deleted and the Liberty name by then quite familiar, along with the word university underneath was substituted.

There is a vision for Liberty mountain upon which the university is located: tremendous growth; a goal of 10,000 students enrolled by 1990 is stated in the Institutional Self Study prepared for a recent accreditation visit. A good deal of building has taken place on Liberty Mountain overlooking Lynchburg, and there is a good deal more to come. But all of those 10,000 students are not going to climb up Liberty Mountain - through the use of television technology, Liberty University will extend courses in its Lifelong Learning Center across the country and into students homes.

COLLEGE GUIDE DESCRIPTION ANALYSIS

Liberty University was listed incorrectly most often (100 percent). The only other institution listed incorrectly was Hampton University (50 percent). Liberty's change occurred in 1984, and the guides, with only one exception, have 1985 publication dates. (See Table 3)

Franklin and Marshall was listed by all eleven guides (See Appendix G) with JMU listed in nine and Mary Washington mentioned in eight. These three institutions were the only ones to be listed in the specialized guides.

PUBLICATION ANALYSIS

This section presents the information gathered from a close inspection of a variety of print communication forms. Identical rating charts were used for each institution. However, for each institution a variety of publications were selected for analysis. The following narrative explains the variety of image projection devices that were held as standard for each institution against which to measure institutional publications.

Christopher Newport College. This institution has an official college seal as well as a logo which is a stylized CNC intertwined. There was a stylized type of print identifiable from looking at a number of CNC's publications. The graphic used as standard is a sketch of a boat used predominantly by the Development Office. The color used most is blue. The catalogue mission statement conformed to the institutional self-study as did the description of the college. No identifiable pattern emerged for cover designs of publications. Only the viewbook and financial aid brochure contained a slogan. The only unifying element used in publications is color - very little else was evident. There are even two versions

of the seal. There is a boat logo only used on the alumni bulletin, some offices use the CNC stylized on a few publications; and, as mentioned, Development uses a different boat sketch. (See Table 4)

Clinch Valley College. Clinch Valley personnel in interviews said CVC was moving away from their own seal to the use of The University of Virginia's with their name included. However, the Clinch Valley College Seal was considered as standard. No logo, stylized print or graphic was used. Blue was the predominant color, however, shades varied. The mission statement and institutional description as taken from the catalogue were considered to be standard as no self-study was available. No standard cover format was identifiable. A slogan was only used on the letterhead. No single element was identifiable as being used with any consistency. (See Table 5)

Wesley College. For Wesley College there is only one official seal used, no logo and no stylized print could be considered standard. The graphic standard applied was a rule generally surrounding a box. The color used most by Wesley is a red and blue combination. The catalogue missions statement matched that of the self-study. A consistent institutional description was not found. Cover picture A (Table 6) refers to a clever bulletin board theme used on the viewbook and searchpiece only. A second fairly consistent cover was a variety of Victorian prints, each slightly modified, which were used on all department

brochures. The slogan used as standard was the descriptive phrase "A Comprehensive Institution offering Associate and Bacclaureate Degrees." The least consistently used image device was stylized print. The line graphic and slogan were most frequently and consistently used.

York College of Pennsylvania. York College uses its official seal as the main visual device. The second most widely used device is the stylized YORK printed in a bold fashion. The graphic is the pen and ink sketch of three buildings. The two colors used almost equally are the college's green and white and the bold red. This is one of the few institutions in the sample to use a verbatim institutional description on a number of publications. The admissions series is well coordinated - it includes catalogue, viewbook, searchpiece and a poster. There is a department brochure series comprised of a large number of matching pieces. However, these pieces are not tied at all to the admissions literature in appearance. There was no identifiable slogan used. (See Table 7)

Mary Washington College. Mary Washington has an official seal which is used by some and abhorred by others. The most commonly used unifying element is the stylized MWC, many times replacing the name of the institution. This was identified as logo. Blue and tan were identified as predominant colors. The institution is in the process of standardizing the school colors as well as the mascot's name. They even had a committee assigned to make visual

changes in the diplomas. Mission statements and institutional descriptions were verbatim except the catalogue followed the self-study. A series of athletic brochures contained a consistent use of cover design. The viewbook, searchpiece, and two brochures had a consistent visual projection. No slogan was identifiable. (See Table 8)

Longwood College. Longwood makes a lot of use of its official seal. They are just as consistent with their use of a graphic which is a line, the stylized college name, and the color blue. They also consistently use the slogan "Living Right" in their admissions literature. (See Table 9)

Franklin and Marshall College. F&M has a beautifully coordinated set of publications. The college seal - the profiles of Franklin and Marshall, is affectionately referred to by most as "the talking heads." Currently this seal is being superceded by a bicentennial seal which will be temporarily used during the celebration. No distinguishable logo is used on the publications but consistent use is made of a stylized print form. A line graphic is also used very consistently as well as a red and gray on off-white color scheme. F&M does not publish a catalogue per se. It uses a publication called the Curriculum in conjunction with a viewbook called the Almanac and a searchpiece called the Broadside. No mission

statement as such is found in any publication. Franklin and Marshall's publications are coordinated to include the application form. (See Table 10)

Mount Saint Mary's College. There are at least three different types of letterhead currently in use at Mount Saint Mary's. There is an official college seal. The logo used as standard was the MOUNT reference. No stylized print was used enough to be standard. The tower was used as graphic and the predominant color used was blue. The mission statement conforms to the self-study. The insitutional description checked for was the "oldest, independent Catholic college. . ." The cover pictures were campus scenes with a similar tone. No identifiable slogan was used. The seal was the most commonly used device followed closely by the tower graphic. (See Table 11)

Shippensburg University. The college seal is that of the Commonwealth of Pennsylvania. It is used very little on publications. The predominant visual device used is the SU logo. Stylized print was defined as Shippensburg University with "University" indented under "Shippensburg." The graphic used as standard was Old Main. The colors were identified as red and blue. The mission statement and institutional description varied only moderately from the self-study. Two slogans are used. One, "Commitment to Excellence," ties the President's Annual Report to a development brochure. The second slogan, "Where the best features of public and private education are blended into

an exciting educational experience," is used on the viewbook, searchpiece, an institutional information brochure series and on individual school brochures. There are two typographically compatible series of publications used by Shippensburg. This is one of the most comprehensive groups of visually similar publications. (See Table 12)

James Madison University. The JMU seal is the Madison family crest. It is only used on letterhead from the offices of vice presidents and the President. The stylized JMU logo is the most frequently used visual identity device. Another logo - a daisy wheel JMU configuration is frequently found but is being phased out. No single style of print was consistently used. The graphic used as standard was any representation of the cupola on Wilson Hall. It was only used on the viewbook, alumni magazine and searchpiece. The school colors of purple and gold were only used on one brochure. There was great disparity in the colors used. Approximately five different institutional descriptions were used more than once. No particular cover picture or cover format was found nor was any slogan. A large assortment of publications was available at JMU. There were a variety of sizes, methods of folding, and types of paper. (See Table 13)

Hampton University. Publications were very difficult to obtain during the site visit to Hampton University. Many high quality reprints of articles about the President

were readily available but recruitment literature was very sparse. Hampton University has an official seal. The HU stylized was used as standard for logo. A stylized print in all capital letters was used in some documents. The graphic checked for was the church tower. Blue and gray were predominant colors. Mission statement and institutional description from the catalogue were used as standard as no self-study was available. No identifiable standard was found for cover. A slogan was used on the viewbook, searchpiece and a brochure. (See Table 14)

Liberty University. Liberty University has an official seal which is not used with frequency. The logo is the word LIBERTY with a chiseled eagle figure facing right following the "Y." Print was considered LIBERTY without the eagle, while the graphic was considered the eagle without the print. The mission statement varied and so did the description from the self-study, but only slightly. No cover standard could be established. The only slogan used was on a development booklet and brochure - "Keep the torch lit." The logo was the only consistently and pervasively used visual device. (See Table 15)

INTERVIEW ANALYSIS

Table 16 contains a profile of respondents at the twelve institutions in the sample who were interviewed following the guide found in Appendix A. As was mentioned previously, each interview was conducted either in person

or by telephone. Personal interviews were tape recorded. Key phrases used by each respondent were categorized and recorded on the guide tabulation chart found in Appendix E. The numbers of verbatim, functionally equivalent, and not matching responses were tabulated and totaled as a means of identifying like responses made by respondents of the same institutions.

The category with the least interviews conducted was the office of the president. In two of the cases where the interview was unable to be held and no substitution made an interview guide was left with each presidential secretary to be completed and returned by the President or an executive assistant or other designee. Neither of these were returned within a five-week period following the site visit to each institution. In the remaining situation, no response was made by the President's office. In that situation the researcher briefly met the President during the site visit and explained the project, but conducted no interview due to time limitations.

Interviews were conducted in offices of admission and academic affairs in eleven of the sample institutions. In one institution both the academic dean and the assistant were unavailable both during the site visit and subsequent telephone requests for interviews. The Dean of Admissions at the same institution was contacted for a telephone interview, but refused to grant one.

Administrators in offices of development were also responsible for alumni affairs in three of the sample institutions. Each was asked to attempt to respond to interview questions with respect to both positions. Thus, data is presented for each office separately.

People responsible for public affairs/public relations had the greatest title diversity. This is the only category in which all twelve, separate individuals could be interviewed.

Christopher Newport College. Individuals at this institution frequently commented on the college's identity problem. Many people refer to CNC as CNCC - Christopher Newport Community College. Although it used to be a two-year branch of The College of William and Mary, it was never a community college. Other misconceptions concerning identity are that it is purely a business school or that it has some maritime connection.

(See Tables 17 and 18 for interview guide response analysis)

Clinch Valley College. Clinch Valley College suffers from the same identity problem as Christopher Newport. People think it is a community college possibly because it was once a two-year institution. One interviewee told the story of a recent visit to the area where a state official mistook the college's chancellor for that of a community college chancellor. Most notable in Tables 19 and 20 are the many references to a visual image campaign in the

beginning stages at Clinch Valley. Only recently has a director of public relations been hired to attempt to bring some structure to the consistency of image to be portrayed. Much of this work is still in the planning stages, but what is in the offing is a strong identification with the parent University of Virginia. The reemphasis on affiliation will take both visual and support forms.

Wesley College. Tables 21 and 22 report Wesley's attempts at communicating the fact they are a comprehensive institution offering both associate and baccalaureate degrees. One of the most frequent comments made during the site visit was concerning the fact Wesley will begin competition in NCAA Division III sports. It was felt to be very detrimental to their four-year image to have their sports scores reported on television with the two-year college division. Another frequent comment about the change from two- to four-year programming was that it didn't make sense to have to be responsible for recruiting 50 to 60 percent of the student body on an annual basis, and thus, the change to four-year status allows for recruitment of approximately one-fourth of the student body in a given year.

York College. Tables 23 and 24 reflect the current status of York College's marketing efforts. While such may not be vividly evident from the numerical data, the people at York College do tend to speak with one voice. Most mentioned the phrase "career-oriented liberal arts." A

number of them mentioned the fact that they all work hard and have a very lean administration which sets the tone for productivity at the institution. The pragmatic approach to running the institution shows in the emphasis placed on job placement for graduates. Many were quick to quote the 90 percent job placement figure for the past graduating class. They feel they can sell their institution through successful graduates in the workplace.

Mary Washington College. Tables 25 and 26 show evidence of Mary Washington's struggle for correct identification. Often confused as being both private and female, they are constantly having to deal with the feminine name of the institution. They wanted so badly to change their name that on page 11 of the student prospectus for 1985 the following statement appears, "...in order to promote these initiatives, the board has voted to change the name of the College to Washington-Monroe College in Virginia." As mentioned earlier, this did not come about. However, the name change was noted by some. Admissions counselors at Longwood College reported student search data that showed students listing Washington-Monroe College as one of the other institutions to which Longwood freshmen had also made application.

Longwood College. Longwood is not only fighting its image as an all female institution, but more importantly they are fighting the old notion they are solely an institution for teacher training. Longwood wants to remain

relatively small through controlled growth, but also want to be known as an institution akin to a small, liberal arts private school with the benefits of state assistance. Some fear that by becoming coed, Longwood lost its attraction for many females although they had admitted male day students since as early as 1934. (See Tables 27 and 28)

Franklin and Marshall. Tables 29 and 30 report F&M's strong sense of self. As a nationally recognized, strong undergraduate institution, F&M administrators are quite consistent in their responses to questions concerning their institution. Last year the institution had their highest number of applicants in their almost two hundred years of existence and yet their strategic long-range plan calls for directed contraction. The institution is currently in the process of an internal analysis, the beginning stages of a marketing plan.

Mount Saint Mary's College. When viewing the Mount's change from all male to coed, one finds the name of the institution to be a plus. It sounds as though it is an all female institution. On the other hand, the name is a hinderance when compared to the three other Saint Mary's colleges in the United States. While holding true to their Catholic heritage, the leadership of the institution keeps Catholicism in a healthy light. All religions are welcomed at this institution as well as both sexes. (See Tables 31 and 32)

Shippensburg University. According to Tables 33 and 34, Shippensburg is dealing with a legislated name change which was common to all state colleges in Pennsylvania two years ago. Time was taken to plan for the conversion of the institution from a college to university, however, the transition is still being made in the minds of some.

James Madison University. JMU is getting a lot of press these days. Four out of five people interviewed noted an article mentioning the institution that will soon appear in Money magazine. Many mentioned JMU as an "up and coming" institution and there is an air of excitement around the campus. Much of this excitement is generated by a very well respected president who is given credit for putting JMU on the academic map. (See Tables 35 and 36)

Hampton University. The smallest number of interviewees were available at Hampton University. Thus, the tabulations and totals for this institution represent data from a smaller number of sources than at the other institutions. This will be offset to an extent by the reporting of percentages rather than raw figures on some tables. While Hampton University has been placed in the name change category, it must be noted that the former name Hampton Institute is still in use when referring to the undergraduate college. Thus some references to the old name are still appropriate. (See Tables 37 and 38)

Liberty University. Tables 39 and 40 present data from interviews conducted on Liberty Mountain. One of the pervasive visions for Liberty is one of growth. The institution is taking a very calculated look at its future and while a lot of planning may not be evident from the publications analysis, the administrative structure of Liberty is being put in place to manage large numbers of students.

SUMMARY OF INTERVIEW GUIDE ANALYSIS

Four institutions (York College, Christopher Newport College, Franklin and Marshall College and Clinch Valley College) had both the largest number of verbatim answers and the lowest number of unmatching answers. One other institution, Liberty University, had the same number of unmatching answers with only five offices represented by interviews. When both verbatim and operationally equivalent answers are combined, Wesley College, Mary Washington, Mount Saint Mary's and Longwood approach consistency of answers. James Madison University had more unlike answers than verbatim and functionally equivalent answers combined.

IMAGE PERCEPTIONS

Tables 41 through 52 show the results of the responses to the request for interviewees to "summarize the image of the institution in one sentence." Each response was noted

verbatim and the descriptors recorded. The tables present those descriptors mentioned by two or more respondents in each institution. Verbatim responses are represented by the numeric indicator of 3 while functionally equivalent responses are represented by the numeric indicator of 2. The introductory sections of respective college catalogues were then checked for inclusion of the descriptors recorded. When descriptors noted were found, an asterisk was used on the table to indicate agreement of interviewee response with published description.

Table 53 presents an accumulation of rankings given the sample institutions. The rankings are based on the percentages of interviewees describing the image of their institutions using verbatim or functionally equivalent terms to the introductory section of the institutional catalogue. Christopher Newport College and Mount Saint Mary's College showed one-hundred percent agreement between published description and verbal response. Clinch Valley College and Franklin and Marshall agreed at the 80 percent level. There was no agreement in descriptors used by interviewees at Hampton University, but there were also a small number of responses.

SUCCESS INDICATORS

The "success indicators" which were identified for each of the change categories are just that - indicators. They are not measures of success, as that could be defined

in many ways by the various institutions. For the year-change institutions, a tendency to exhibit growth in the number of baccalaureate degrees awarded during the measured period following the change was taken as an indication of a degree of success. Tables 54 through 57 present this data.

Indicators of success in gender-change institutions were increasing numbers of students of the formerly excluded sex following the actual change. No arbitrary figure was established as a benchmark for success. It would be presumptuous to assume that these institutions seek a 50/50 gender balance. Tables 58 through 61 present the male/female enrollment figures for the five-year measured periods following change.

The most difficult indicator to attempt to establish was one for the name-change institutions. A combination of three indicators were checked. Inquiries were made of mailroom employees as to amount of mail correctly addressed in the time following the change. Directors of public relations were asked if a press kit had been issued with details of appropriate and inappropriate uses of institutional names and nicknames. Finally, Registrars' offices were polled with inquiries concerning reissuing of diplomas featuring a new insitutional name. Table 62 represents a compilation of this information.

RESULTS OF HIGH SCHOOL GUIDANCE SURVEY

A sample of one hundred guidance counselors and directors of guidance (although separated by response categories, text will use the term "counselor" to refer to both counselors and directors of guidance) was drawn from the four-state area containing the sample institutions. The number of counselors selected from each state was in direct proportion to the number of sample institutions in the particular state. Two forms of a telephone survey instrument were used (See Appendix D). Form 1 contained names of the private sample institutions and Form 2 contained the names of the public sample institutions.

The names of the counselors and schools they represented were selected at random from the College Board publications: Guide to Secondary Schools for Delaware, District of Columbia, Maryland, and Puerto Rico; North Carolina and Virginia; and Pennsylvania. These publications provided names of counselors and directors of guidance, descriptions of location (urban/rural), percentages of graduates continuing to post-secondary education, size of high school, and telephone number of high schools.

Table 63 shows the number of counselors and directors represented in the sample. There was a fairly equal distribution of each with 47 counselors and 53 directors.

Table 64 presents the number of counselors who were familiar enough with the sample institutions to respond to the six questions about each changed institution. The two control institutions were included in this tabulation. They were Dickinson College, a private, four-year institution in Pennsylvania; and Paul D. Camp Community College in Virginia. These institutions were only included in the interview instrument to discourage the respondents from identifying all the sample institutions as either public or private or two- or four-year simply by noting similarities in the first group of institutions about which they were questioned.

Table 65 presents the correct identification of institutional control by both counselors and directors. The public institutions are represented by the top part of the chart which the private institutions are shown at the bottom. The chart shows more public than private institutions correctly identified.

When considering the gender change institutions, Table 66 shows F&M most frequently identified correctly by all counselors and directors regarding gender served by the institution. Mary Washington and Longwood College were correctly identified frequently, while Mount Saint Mary's was least often correctly identified by gender.

In response to question three concerning the number of years of offerings by the sample institutions, Table 67 shows York College most often correctly identified as a

four-year institution. When the respondents were asked to rate the institutions on a 5-high scale, four institutions (James Madison, Mary Washington, Longwood, and York) received the highest ratings with regard to their informational contacts with the counselors. (Table 68) Hampton University was perceived to need improvement in their informational attempts.

In the category of perceived quality improvement, JMU, MW and LC scored somewhat above the others. Hampton, Shippensburg, and York received consistently low ratings. (Table 69). Finally, in the category of effectiveness of communications efforts, JMU and MW managed to continue to lead the others in high ratings. Also consistently, Hampton rated low on their communication effectiveness. (Table 70)

This data is far from conclusive, however, the problem of perception of image has been approached from a variety of directions. These institutions have been observed both from the inside and from without. Hopefully, the findings of this study presented in the next chapter will increase awareness of methods useful in assessing consistency of image presentation through well-planned communication efforts.

TABLE 1
 INSTITUTIONAL CHANGES BY STATE

	Virginia	Pennsylvania	Delaware	Maryland	Totals
Year Change	2	1	1		4
Gender Change	2	1		1	4
Name Change	3	1			4
	7	3	1	1	12

TABLE 2
 SAMPLE COMPOSITION BY CONTROL AND CHANGE

	Public	Private
Year Change	Christopher Newport College Clinch Valley College	Wesley College York College of PA
Gender Change	Mary Washington College Longwood College	Franklin & Marshall Mount Saint Mary's
Name Change	Shippensburg University James Madison University	Hampton University Liberty University

TABLE 3
COLLEGE GUIDE DESCRIPTION COMPARISON

	Baccalaureate Degree Listed				Coed Designation				Correct Name				
	Year Change				Gender Change				Name Change				
	CNC	CVC	WC	YC	MW	LC	F&M	MSM	SU	JMU	HU	LU	
PETERSON'S GUIDE	C	C	C	C	C	C	C	C	C	C	I	I	
PETERSON'S MID-ATLANTIC	C	C	C	C	C	C	C	C	C	C	C	I	
COLLEGE BLUE BOOK	C	C	C	C	C	C	C	C	C	C	I	I	
LOVEJOY'S GUIDE	*	C	C	C	C	C	C	C	C	C	I	I	
HIGHER ED. DIRECTORY	C	C	C	C	C	C	C	C	C	C	C	I	
COMPARATIVE GUIDE	C	C	C	C	C	C	C	C	C	C	C	I	
COLLEGE HANDBOOK	C	C	C	C	C	C	C	C	C	C	C	I	
FISKE'S BEST BUYS	O	O	O	O	C	O	O	O	O	C	O	O	
FISKE'S SELECTIVE GUIDE	O	O	O	O	O	O	C	O	O	O	O	O	
YALE INSIDER'S GUIDE	O	O	O	O	O	O	C	O	O	C	O	O	
BIRNBACH'S COLLEGE BOOK	O	O	O	O	O	O	C	O	O	O	O	O	
BARRON'S GUIDE TO THE BEST, MOST EXCITING, & POPULAR COLLEGES	O	O	O	O	O	O	C	O	O	O	O	O	
TOTALS:	C	6	7	7	7	8	7	11	7	7	9	4	0
	I	0	0	0	0	0	0	0	0	0	0	3	7
	O	5	5	5	5	4	5	1	5	5	3	5	5

C = Correct Listing
I = Incorrect Listing
O = Not Listed

* = "A college which responded to only a portion of our questionnaire requesting updated information."

TABLE 4
DOCUMENT ANALYSIS - CHRISTOPHER NEWPORT COLLEGE

OFFICE OF:	S	L	P	G	C	M	D	S	T		
	E	O	R	R	O	I	S	C	O		
	A	G	N	A	O	S	S	O	L		
	L	O	T	P	R	R	S	C	O		
				H	I	I	S	O	L		
				I	O	R	S	O	L		
				O	O	V	C	O	L		
				R	N	G	O	L	L		
				C	T	A	O	L	A		
				R	N	S	O	L	L		
<u>PRESIDENT</u>											
Annual Report	4	1	1	1	1	1	3	2	1	1 1 1 6 0	
Letterhead	4	1	1	1	4	0	0	0	1	2 0 0 4 3	
Newsletter	*	Unavailable									
<u>ACA. DEAN</u>											
Catalogue	1	1	1	1	4	4	4	2	1	3 0 1 5 0	
Letterhead	4	1	1	1	4	0	0	0	1	2 0 0 4 3	
<u>ADMISSIONS</u>											
Viewbook	1	4	1	1	1	3	3	2	4	2 2 1 4 0	
Searchpiece	*	Unavailable									
A. FinAid	1	4	1	1	1	1	1	2	4	2 0 1 6 0	
B. MakeItHpn	1	1	1	1	4	1	1	2	1	1 0 1 7 0	
C. L.S.P.E.	4	1	1	1	4	3	3	2	1	2 2 1 4 0	
Letterhead	4	1	1	1	4	0	0	0	1	2 0 0 4 3	
<u>DEVELOPMENT</u>											
Brochure	1	1	1	4	4	2	2	2	1	2 0 3 4 0	
Letterhead	4	1	1	1	4	0	0	0	1	2 0 0 4 3	
<u>ALUMNI</u>											
Magazine	1	2	1	1	4	1	1	2	1	1 0 2 6 0	
Letterhead	4	1	1	1	4	0	0	0	1	2 0 0 4 3	
<u>P. R.</u>											
Brochure	1	4	1	1	4	1	3	2	1	2 1 1 5 0	
Letterhead	4	1	1	1	4	0	0	0	1	2 0 0 4 3	
<u>PERSONNEL</u>											
Chronicle Ad	1	1	1	1	1	1	3	0	1	0 1 0 7 1	
<u>ADDITIONAL</u>											
A. Valley	1	1	1	1	3	1	1	2	1	0 1 1 7 0	
B. Biology	4	1	1	1	1	1	3	2	1	1 1 1 6 0	
C. Art	1	1	1	1	1	1	1	2	1	0 0 1 8 0	
D. Styron	1	1	1	1	4	1	3	2	1	1 1 1 6 0	
E. Chemistry	1	1	1	1	1	1	1	2	1	0 0 1 8 0	
TOTALS:	4	9	3	0	1	13	1	1	0	2	30
	3	0	0	0	0	1	2	7	0	0	10
	2	0	1	0	0	0	1	1	14	0	17
	1	12	17	21	20	7	11	6	0	19	113
	0	0	0	0	0	0	6	6	7	0	19

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 5
DOCUMENT ANALYSIS - CLINCH VALLEY COLLEGE

				G R		M I	D E		S L	T O
	P	A	C	S	S	C	O	L	A	
OFFICE OF:	R	H	I	O	O	P	E	A	S	
	L	O	T	C	R	N	T	R	N	4 3 2 1 0
<u>PRESIDENT</u>										
Annual Report	*	Unavailable								
Letterhead	1	0	2	1	2	0	2	0	1	0 0 3 3 3
Newsletter	*	Unavailable								
<u>ACA. DEAN</u>										
Catalogue	1	0	2	2	2	4	3	2	1	1 1 4 2 1
Letterhead	1	0	2	1	2	0	0	0	4	1 0 2 2 4
<u>ADMISSIONS</u>										
Viewbook	1	0	2	2	2	2	2	2	1	0 0 6 2 1
Searchpiece	*	Unavailable - Being Developed								
A. SpecServe	1	0	2	2	4	1	1	2	1	1 0 3 4 1
B. B.S.Degree	4	0	2	1	2	1	2	2	1	1 0 4 3 1
C. Health	1	0	2	1	2	1	1	0	1	0 0 2 5 2
Letterhead	1	0	2	1	2	0	0	0	4	1 0 2 2 4
<u>DEVELOPMENT</u>										
Brochure	1	0	2	1	2	1	1	2	1	0 0 3 5 1
Letterhead	1	0	2	1	2	0	0	0	4	1 0 2 2 4
<u>ALUMNI</u>										
Magazine	*	Unavailable - Being Developed								
Letterhead	1	0	2	1	2	0	0	0	4	1 0 2 2 4
<u>P. R.</u>										
Brochure	4	0	2	1	2	1	2	2	1	1 0 4 3 1
Letterhead	1	0	2	1	2	0	0	0	4	1 0 2 2 4
<u>PERSONNEL</u>										
Chronicle Ad	*	Unavailable								
<u>ADDITIONAL</u>										
A. Friends	4	0	2	2	4	1	1	0	1	2 0 2 3 2
B. MedTech	1	0	2	2	2	1	1	2	1	0 0 4 4 1
C. AdvPlace	2	0	2	1	2	1	1	2	1	0 0 4 4 1
D. Bkstore	1	0	2	2	2	1	1	2	1	0 0 4 4 1
E. Stuhbk	1	0	2	1	4	1	3	2	1	1 1 2 4 1
TOTALS:	4	3	0	0	0	3	1	0	0	5 12
	3	0	0	0	0	0	2	0	0	2
	2	1	0	18	6	15	1	4	10	0 55
	1	14	0	0	12	0	10	7	0	13 56
	0	0	18	0	0	0	6	5	8	0 37

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 6
DOCUMENT ANALYSIS - WESLEY COLLEGE

OFFICE OF:	S	L	P	G	C	M	D	C	C	S	T
	E	O	R	R	O	I	E	O	O	L	O
	A	I	A	A	L	S	S	V	V	O	A
	G	H	P	P	I	R	C	O	O	E	L
	N	I	I	O	O	O	P	E	E	A	S
	O	T	C	R	N	T	Ra	Rb	N		<u>4 3 2 1 0</u>
<u>PRESIDENT</u>											
Annual Report	*	Unavailable									
Letterhead	4	0	2	1	4	0	0	0		4	3 0 1 1 4
Newsletter	1	0	2	4	3	0	0	0		1	1 1 1 2 4
<u>ACA. DEAN</u>											
Catalogue	3	0	2	4	2	4	3	2		3	2 3 3 0 1
Letterhead	4	0	2	1	4	0	0	0		4	3 0 1 1 4
<u>ADMISSIONS</u>											
Viewbook=	3	0	2	3	2	3	2	4		1	1 3 3 1 1
Searchpiece=	1	0	2	3	2	3	3	4		4	2 3 2 1 1
A. Visit	1	0	2	4	2	3	3		3	1	1 3 2 2 1
B. Skills	1	0	2	4	2	1	1	2		1	1 0 3 4 1
C. Sign	4	0	2	4	3	1	1	0		1	2 1 1 3 2
Letterhead	1	0	3	4	3	0	0	0		4	2 2 0 1 4
<u>DEVELOPMENT</u>											
Brochure	4	0	3	4	3	3	1	1		1	2 3 0 3 1
Letterhead	4	0	2	1	4	0	0	0		4	3 0 1 1 4
<u>ALUMNI</u>											
Magazine	3	0	2	4	2	0	0	2		4	2 1 3 0 3
Letterhead	2	0	2	1	2	0	0	0		1	0 0 3 2 4
<u>P. R.</u>											
Brochure	1	0	2	3	2	0	0	0		1	0 1 2 2 4
Letterhead	4	0	2	1	4	0	0	0		4	3 0 1 1 4
<u>PERSONNEL</u>											
Chronicle Ad	1	0	1	1	2	0	2	0		1	0 0 2 4 3
<u>ADDITIONAL</u>											
A. Fund 113	1	0	2	3	2	4	1	2		1	1 1 3 3 1
B. Alumni	3	0	2	4	3	1	1	2		1	1 2 2 3 1
C. Dept. Series	1	0	4	4	2	1	1		3	1	2 1 1 4 1
D. Alumni Fund	4	0	2	3	2	1	1	2		1	1 1 3 3 1
E. Scholarship	1	0	3	3	3	1	1	0		4	1 3 0 3 2
TOTALS:	4	7	0	1	10	4	2	0	2	8	34
	3	4	0	3	6	6	4	3	0	2	1
	2	1	0	17	0	12	0	2	7	0	29
	1	10	0	1	6	0	6	8	1	13	40
	0	0	22	0	0	0	10	9	11	0	45
											52

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 7
DOCUMENT ANALYSIS - YORK COLLEGE

OFFICE OF:	S	L	R	P	A	C	C	S	S	C	L	T
	E	O	I	H	O	O	S	S	O	O	O	A
	A	G	N	I	O	O	O	P	E	A	S	
	L	O	T	C	Ra	Rb	N	T	R	N		
<u>PRESIDENT</u>												
Annual Report	4	0	3	1	2	1	1	2	1	1	1	2 4 1
Letterhead	4	0	3	1	2	0	0	0	1	1	1	1 2 4
Newsletter	4	0	4	1		4	1	1	1	1	3	0 0 5 1
<u>ACA. DEAN</u>												
Catalogue	4	0	4	4	4		3	3	4	1	5	2 0 1 1
Letterhead	4	0	3	1		4	0	0	0	1	2	1 0 2 4
<u>ADMISSIONS</u>												
Viewbook =	4	0	4	1	4		3	3	4	1	4	2 0 2 1
Searchpiece=	1	0	4	1	4		1	4	4	1	4	0 0 4 1
A. Parents	4	0	3	1	2		3	3	2	1	1	3 2 2 1
B. Poster =	1	0	4	1	4		3	4	4	1	4	1 0 3 1
C. Newsletter	4	0	4	1	4		1	1	2	1	3	0 1 4 1
Letterhead	4	0	3	1		4	0	0	0	1	2	1 0 2 4
<u>DEVELOPMENT</u>												
Brochure	4	0	2	3	2		1	1	2	1	1	1 3 3 1
Letterhead	4	0	3	1		4	0	0	0	1	2	1 0 2 4
<u>ALUMNI</u>												
Magazine	4	0	4	4	4		1	1	2	1	4	0 1 3 1
Letterhead	4	0	3	1		4	0	0	0	1	2	1 0 2 4
<u>P. R.</u>												
Brochure	1	0	3	1	4		1	1	2	1	1	1 1 5 1
Letterhead	4	0	3	1		4	0	0	0	1	2	1 0 2 4
<u>PERSONNEL</u>												
Chronicle Ad	1	0	1	1	1		1	3	0	1	0	1 0 6 2
<u>ADDITIONAL</u>												
A. Fact Sheet	1	0	1	1	1		1	3	0	1	0	1 0 6 2
B. Fin. Aid	4	0	3	1	3		1	1	1	1	1	2 0 5 1
C. Going to...	1	0	3	4	1		1	1	2	1	1	1 1 5 1
D. Grad. Bull.	4	0	3	1	2		2	2	1	1	1	1 3 3 1
E. Dept. Series	4	0	3	1	3		1	1	4	1	2	2 0 4 1
TOTALS:	4	17	0	7	3	7	6	0	2	5	0	47
	3	0	0	13	1	2	0	4	5	0	0	25
	2	0	0	1	0	5	0	1	1	7	0	15
	1	6	0	2	19	3	0	12	9	3	23	77
	0	0	23	0	0	0	0	6	6	7	0	42

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 8
DOCUMENT ANALYSIS - MARY WASHINGTON COLLEGE

OFFICE OF:	S	L	P	G	C	M	D	S	L	T	
	E	O	R	R	O	I	S	C	O	O	
	A	G	N	A	L	S	S	O	V	G	A
	L	O	T	P	O	O	T	R	E	A	S
											4 3 2 1 0
<u>PRESIDENT</u>											
Annual Report	*	Unavailable									
Letterhead	1	4	1	0	3	0	0	0	1	1	1 0 3 4
Newsletter	*	Unavailabale									
<u>ACA. DEAN</u>											
Catalogue	1	4	1	0	4	4	3	1	1	3	1 0 4 1
Letterhead	1	4	1	0	3	0	0	0	1	1	1 0 3 4
<u>ADMISSIONS</u>											
Viewbook =	1	4	1	0	4	3	3	3	1	2	3 0 3 1
Searchpiece =	1	4	1	0	4	3	3	3	1	2	3 0 3 1
A. Juniors =	1	4	1	0	4	3	3	3	1	2	3 0 3 1
B. Blacks =	1	4	1	0	4	3	3	3	1	2	3 0 3 1
C. B.L.S.	1	1	1	0	4	2	2	2	1	1	0 3 4 1
Letterhead	1	4	1	0	3	0	0	0	1	1	1 0 3 4
<u>DEVELOPMENT</u>											
Brochure	1	1	2	0	4	3	3	3	1	1	3 1 3 1
Letterhead	1	1	1	0	4	0	0	0	1	1	0 0 4 4
<u>ALUMNI</u>											
Magazine	1	4	1	0	2	1	1	3	1	1	1 1 5 1
Letterhead	4	1	1	0	3	0	0	0	1	1	1 0 3 4
<u>P. R.</u>											
Brochure	1	4	1	0	3	3	3	2	1	1	3 1 3 1
Letterhead	1	4	1	0	3	0	0	0	1	1	1 0 3 4
<u>PERSONNEL</u>											
Chronicle Ad	*	Unavailable									
<u>ADDITIONAL</u>											
A. Transfer	1	4	1	0	3	3	3	2	1	1	3 1 3 1
B. SportsSeries	1	3	1	0	3	0	0	3	1	0	3 0 3 3
C. Info. Series	1	4	1	0	2	0	2	3	1	1	1 2 3 2
D.											
E.											
<u>TOTALS:</u>	4	1	13	0	0	8	1	0	0	0	23
	3	0	1	0	0	8	7	8	8	0	32
	2	0	0	1	0	2	1	2	3	0	9
	1	17	4	17	0	1	1	1	18		59
	0	0	0	0	18	0	8	7	6	0	39

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 9
DOCUMENT ANALYSIS - LONGWOOD

OFFICE OF:	S	L	P	R	A	C	M	D	S	C	L	S	T	O				
														A	L	A	L	
	A	G	N	I	O	O	I	R	V	G	E	A	S					
	L	O	T	C	R	N	T	R	N					4	3	2	1	0
<u>PRESIDENT</u>																		
Annual Report	4	0	4	4	4	1	1	2	1	4	0	1	3	1				
Letterhead	*	Unavailable																
Newsletter	*																	
<u>ACA. DEAN</u>																		
Catalogue	4	0	4	4	4	4	4	1	1	6	0	0	2	1				
Letterhead	4	0	4	4	4	0	0	0	1	4	0	0	1	4				
<u>ADMISSIONS</u>																		
Viewbook	4	0	4	4	4	2	3	2	4	4	1	2	0	1				
Searchpiece	1	0	4	4	2	2	3	2	4	3	1	3	1	1				
A. Throwaway	4	0	2	1	2	2	3	2	4	2	1	4	1	1				
B. Black	1	0	1	1	2	1	2	2	4	1	0	3	4	1				
C. Fin. Aid	1	0	4	4	2	1	1	2	1	2	0	2	4	1				
Letterhead	4	0	4	4	4	0	0	0	1	4	0	0	1	4				
<u>DEVELOPMENT</u>																		
Brochure	4	0	1	1	4	1	1	1	1	2	0	0	6	1				
Letterhead	4	0	4	4	4	0	0	0	1	4	0	0	1	4				
<u>ALUMNI</u>																		
Magazine	1	0	4	4	2	1	1	2	1	2	0	2	4	1				
Letterhead	4	0	4	4	4	0	0	0	1	4	0	0	1	4				
<u>P. R.</u>																		
Brochure	1	0	1	4	1	1	1	1	1	1	0	0	7	1				
Letterhead	4	0	4	4	4	0	0	0	1	4	0	0	1	4				
<u>PERSONNEL</u>																		
Chronicle Ad	1	0	1	1	1	1	3	0	1	0	1	0	6	2				
<u>ADDITIONAL</u>																		
A. Bus. Card	4	0	4	4	4	1	1	1	1	4	0	0	4	1				
B.																		
C.																		
D.																		
E.																		
TOTALS:	4	11	0	12	13	10	1	1	0	4	52							
	3	0	0	0	0	0	0	4	0	0				4				
	2	0	0	1	0	5	3	1	7	0				17				
	1	6	0	4	4	2	8	6	4	13				47				
	0	0	17	0	0	0	5	5	6	0				32				

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 10
DOCUMENT ANALYSIS - FRANKLIN & MARSHALL

OFFICE OF:	S	L	P	R	A	C	G	M	D	S	C	O	L	T	O	A	L	S	4	3	2	1	0	
																								E
<u>PRESIDENT</u>																								
Annual Report	*	Unavailable																						
Letterhead	1	0	4	4	4	0	0	0	0	1	3	0	0	2	4									
Newsletter	*	Unavailable																						
<u>ACA. DEAN</u>																								
Catalogue	1	0	4	4	4	1	1	3	1	3	1	0	4	1										
Letterhead	1	0	4	4	4	0	0	0	1	3	0	0	2	4										
<u>ADMISSIONS</u>																								
Viewbook	4	0	4	4	4	3	3	3	1	4	3	0	1	1										
Searchpiece	1	0	4	4	4	3	3	3	1	3	3	0	2	1										
A. Appl'tn	1	0	4	4	4	1	1	3	1	3	1	0	4	1										
B. Guide	1	0	4	4	4	1	1	3	1	3	1	0	4	1										
C. Live	1	0	4	4	4	0	0	3	1	3	1	0	2	3										
Letterhead	1	0	4	4	4	0	0	0	1	3	0	0	2	4										
<u>DEVELOPMENT</u>																								
Brochure	*	Unavailable - In Print																						
Letterhead	*	Temporarily using Bicentennial Letterhead																						
<u>ALUMNI</u>																								
Magazine	1	0	4	4	2	1	1	2	1	2	0	2	4	1										
Letterhead	1	0	4	4	4	0	0	0	1	3	0	0	2	4										
<u>P. R.</u>																								
Brochure	1	0	3	4	2	0	0	2	1	1	1	2	2	3										
Letterhead	1	0	4	4	4	0	0	0	1	3	0	0	2	4										
<u>PERSONNEL</u>																								
Chronicle Ad	4	0	4	1	1	1	1	0	0	2	0	0	4	3										
<u>ADDITIONAL</u>																								
A. Parents	1	0	3	3	2	1	1	2	1	0	2	2	4	1										
B. Black	1	0	4	4	4	1	1	3	1	3	1	0	4	1										
C. Finance	1	0	4	4	4	1	1	3	1	3	1	0	4	1										
D. Choices	1	0	4	4	4	1	1	3	1	3	1	0	4	1										
E. Focus	1	0	4	4	4	1	1	3	1	3	1	0	4	1										
TOTALS:	4	2	0	17	17	15	0	0	0	51														
	3	0	0	2	1	0	2	2	10	0			17											
	2	0	0	0	0	3	0	0	3	0			6											
	1	17	0	0	1	1	10	10	0	18			57											
	0	0	19	0	0	0	7	7	6	1			40											

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 11
DOCUMENT ANALYSIS - MOUNT SAINT MARY'S COLLEGE

OFFICE OF:	S	L	P	R	A	C	G	M	D	S	L	O	T	T				
														O	A	L	S	
<u>PRESIDENT</u>														4	3	2	1	0
Annual Report	1	0	1	4	x	3	3	2	1	1	2	1	3	1	Xerox			
Letterhead	4	1	2	1	4	0	0	0	1	2	0	1	3	3				
Newsletter	*	Unavailable																
<u>ACA, DEAN</u>																		
Catalogue	4	4	1	1	4	4	4	3	1	5	1	0	3	0				
Letterhead	*	Three kinds of letterhead in use																
<u>ADMISSIONS</u>																		
Viewbook	1	4	1	4	3	3	4	3	1	3	3	0	3	0				
Searchpiece	1	1	1	4	2	3	4	3	1	2	2	1	4	0				
A. Throwaway	1	1	1	4	3	3	4	3	1	2	3	0	4	0				
B. AcaLife	1	4	1	1	2	3	3	2	1	1	2	2	4	0				
C. WhiteBroch	1	1	1	4	3	3	4	2	1	2	2	1	4	0				
Letterhead	*																	
<u>DEVELOPMENT</u>																		
Brochure	1	1	4	4	3	3	3	2	1	2	3	1	3	0				
Letterhead	*																	
<u>ALUMNI</u>																		
Magazine	4	1	1	4	2	1	1	3	1	2	1	1	5	0				
Letterhead	*																	
<u>P. R.</u>																		
Brochure	4	1	4	0	2	1	4	3	1	3	1	1	3	1				
Letterhead	*																	
<u>PERSONNEL</u>																		
Chronicle Ad	4	1	1	0	1	1	3	1	1	1	1	0	6	1				
<u>ADDITIONAL</u>																		
A. Adult	4	1	1	1	4	1	1	2	1	2	0	1	6	0				
B. ProgSeries	1	4	1	1	2	1	1	4	1	2	0	1	6	0				
C. Ministries	4	4	1	1	4	1	1	2	1	3	0	1	5	0				
D. Knott ARRC	4	3	4	1	2	1	1	2	1	2	1	2	4	0				
E. WomenB-Ball	1	4	1	1	2	1	1	2	1	1	0	2	6	0				
<u>TOTALS:</u>	4	8	6	3	7	4	1	6	1	0	36							
	3	0	1	0	0	4	7	4	6	0	22							
	2	0	0	1	0	7	0	0	8	0	16							
	1	9	9	13	8	1	8	6	1	17	72							
	0	0	1	0	2	0	1	1	1	0	6							

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 12
DOCUMENT ANALYSIS - SHIPPENSBURG UNIVERSITY

OFFICE OF:	S E A	L O G	P R I N	R P H T	C A I O	G R P O	M I S O	D E S C R I P T	C O P Y	S L O T	S L O T	T O L L E N C E							
													Na	Nb	4	3	2	1	0
<u>PRESIDENT</u>																			
Annual Report	4	4	1	1	2	3	3	3	1	4			3	2	1	3	0		
Letterhead	1	4	1	1	3	0	0	0	0	1			1	1	0	4	3		
Newsletter	*	Unavailable																	
<u>ACA. DEAN</u>																			
Catalogue	4	4	1	4	2	4	4	1	1				5	0	1	3	0		
Letterhead	1	4	1	1	3	0	0	0	1				1	1	0	4	3		
<u>ADMISSIONS</u>																			
Viewbook=	1	1	4	4	2	3	3	3					4	3	3	1	2	0	
Searchpiece=	1	4	4	4	2	3	3	3					4	4	3	1	1	0	
A. Welcome	1	4	4	1	2	3	3	2	1				2	2	2	3	0		
B. Black	1	4	4	1	2	1	1	3					4	3	1	1	4	0	
C. Business	1	4	4	1	2	1	1	3					4	3	1	1	4	0	
Letterhead	1	4	1	1	3	0	0	0	1				1	1	0	4	3		
<u>DEVELOPMENT</u>																			
Brochure	1	4	3	4	3	3	3	2	4				3	4	1	1	0		
Letterhead	1	4	3	4	3	0	0	0	1				2	2	0	2	3		
<u>ALUMNI</u>																			
Magazine	1	4	1	1	2	1	1	2	1				1	0	2	6	0		
Letterhead	1	4	1	1	3	0	0	0	1				1	1	0	4	3		
<u>P. R.</u>																			
Brochure	1	3	2	1	2	0	0	2	1				0	1	3	3	2		
Letterhead	1	4	1	1	3	0	0	0	1				1	1	0	4	3		
<u>PERSONNEL</u>																			
Chronicle Ad	*	Unavailable																	
<u>ADDITIONAL</u>																			
A. Cap. Cam.	1	1	1	4	2	1	1	2	1				1	0	2	6	0		
B. Profile	1	4	3	1	3	3	3	0	1				1	4	0	3	1		
C. Info.Series	1	4	4	1	2	1	1	3					4	3	1	1	4	0	
D. Sch. Series	1	4	4	1	2	1	1	3					4	3	1	1	4	0	
E. Grad.Series	1	4	4	1	2	3	3	3	1				2	3	1	3	0		
TOTALS:	4	2	18	8	6	0	1	1	0				2	6	44				
	3	0	1	3	0	8	7	7	7										33
	2	0	0	1	0	13	0	0	5	0									19
	1	19	2	9	15	0	6	6	2	13									72
	0	0	0	0	0	0	7	7	7	0									21

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 13
DOCUMENT ANALYSIS - JAMES MADISON UNIVERSITY

	S	L	P	G	C	M	D	S	T	
	E	O	R	R	O	I	S	C	O	O
	A	I	A	A	S	E	O	O	L	A
OFFICE OF:	G	N	I	O	O	R	P	E	A	S
	L	O	T	C	R	N	T	R	N	4 3 2 1 0
<u>PRESIDENT</u>										
Annual Report	*	Unavailable								
Letterhead	4	1	0	1	2	0	0	0	1	1 0 1 3 4
Newsletter	*	Unavailable								
<u>ACA. DEAN</u>										
Catalogue	1	4	0	1	2	3	2	1	1	1 1 2 4 1
Letterhead	1	4	0	1	2	0	0	0	1	1 0 1 3 4
<u>ADMISSIONS</u>										
Viewbook	1	4	0	4	2	3	2	2	1	2 1 3 2 1
Searchpiece	1	1	0	4	2	1	1	2	1	1 0 2 5 1
A. Black	1	4	0	1	2	1	2	2	1	1 0 3 4 1
B. Music	1	4	0	1	2	1	2	2	1	1 0 3 4 1
C. B.S.W.	1	1	0	1	2	3	2	2	1	0 1 3 4 1
Letterhead	1	4	0	1	2	0	0	0	1	1 0 1 3 4
<u>DEVELOPMENT</u>										
Brochure	1	1	1	1	2	3	3	2	1	0 2 2 5 0
Letterhead	1	4	0	1	2	0	0	0	1	1 0 1 3 4
<u>ALUMNI</u>										
Magazine	1	4	0	4	2	3	3	2	1	2 2 2 2 1
Letterhead	1	4	0	1	2	0	0	0	1	1 0 1 3 4
<u>P. R.</u>										
Brochure	1	1	0	1	4	1	2	2	1	1 0 2 5 1
Letterhead	1	4	0	1	2	0	0	0	1	1 0 1 3 4
<u>PERSONNEL</u>										
Chronicle Ad	*	Unavailable								

ADDITIONAL

On a sample of 14 publications were found:
2 different logos, at least 10 different colors,
numerous sizes, methods of folding, and types of
paper, and at least 5 modifications of institutional
description used more than once.

TOTALS:	4	1	10	0	3	1	0	0	0	15
	3	0	0	0	0	0	5	2	0	7
	2	0	0	0	0	14	0	6	8	28
	1	14	5	1	12	0	4	1	1	53
	0	0	0	14	0	0	6	6	6	32

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 14
DOCUMENT ANALYSIS - HAMPTON UNIVERSITY

OFFICE OF:	S	L	P	G	C	M	D	S	O	T	
	E	O	R	R	P	I	S	S	C	O	
	A	G	N	I	O	O	P	E	A	S	
	L	O	T	C	R	N	T	R	N		
<u>PRESIDENT</u>											
Annual Report	4	1	2	1	4	3	3	2	1	2	2
Letterhead	1	1	2	1	3	0	0	0	1	0	1
Newsletter	*	Unavailable									
<u>ACA. DEAN</u>											
Catalogue	1	1	4	4	3	4	4	2	1	4	1
Letterhead	1	1	2	1	3	0	0	0	1	0	1
<u>ADMISSIONS</u>											
Viewbook	1	1	4	1	3	1	3	2	4	2	2
Searchpiece	1	1	4	4	2	1	3	2	4	3	1
A. This is. . .	4	1	2	2	3	1	3	2	1	1	2
B. Museum	1	1	4	1	2	1	1	2	1	1	0
C. Historic	4	1	1	1	2	3	3	2	1	1	2
Letterhead	1	1	2	1	3	0	0	0	1	0	1
<u>DEVELOPMENT</u>											
Brochure	*	Unavailable									
Letterhead	1	1	2	1	3	0	0	0	1	0	1
<u>ALUMNI</u>											
Magazine	4	1	3	1	3	1	1	2	1	1	2
Letterhead	1	1	2	1	3	0	0	0	1	0	1
<u>P. R.</u>											
Brochure	4	1	4	1	4	3	3	2	4	4	2
Letterhead	1	1	2	1	3	0	0	0	1	0	1
<u>PERSONNEL</u>											
Chronicle Ad	*	Unavailable									
<u>ADDITIONAL</u>											
A.	*	Unavailable									
B.											
C.											
D.											
E.											
<u>TOTALS:</u>	4	5	0	5	2	2	1	1	0	3	19
	3	0	0	1	0	10	3	6	0	0	20
	2	0	0	8	1	3	0	0	9	0	21
	1	10	15	1	12	0	5	2	0	12	57
	0	0	0	0	0	0	6	6	6	0	18

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 15
DOCUMENT ANALYSIS - LIBERTY UNIVERSITY

OFFICE OF:	S	L	P	R	C	M	D	S	L	T
	E	O	R	A	O	I	S	O	O	O
	A	G	N	I	O	O	P	E	A	S
	L	O	T	C	R	N	T	R	N	
										4 3 2 1 0
<u>PRESIDENT</u>										
Annual Report=1	1	4	4	1	2	1	3	2	2	2 1 3 3 0
Letterhead	1	4	1	1	2	0	0	0	1	1 0 1 4 3
Newsletter	1	1	1	4	2	1	3	2	1	1 1 2 5 0
<u>ACA. DEAN</u>										
Catalogue=2	4	4	1	1	2	2	3	1	1	2 1 2 4 0
Letterhead	1	4	1	1	4	0	0	0	1	2 0 0 4 3
<u>ADMISSIONS</u>										
Viewbook=2	1	4	4	3	2	2	3	1	1	2 2 2 3 0
Searchpiece	*	Unavailable								
A. StuHndbk	4	4	1	1	2	1	3	2	1	2 1 2 4 0
B. AcaHndbk	4	1	4	1	2	1	3	1	1	2 1 1 5 0
C. ColWknd=2	1	4	4	4	2	1	3	2	1	3 1 2 3 0
Letterhead	1	4	1	1	4	0	0	0	1	2 0 0 4 3
<u>DEVELOPMENT</u>										
Brochure=1	1	1	4	1	2	1	3	2	2	1 1 3 4 0
Letterhead	1	4	1	1	4	0	0	0	1	2 0 0 4 3
<u>ALUMNI</u>										
Magazine	1	4	4	1	2	1	3	2	1	2 1 2 4 0
Letterhead	1	4	1	1	4	0	0	0	1	2 0 0 4 3
<u>P. R.</u>										
Brochure	1	4	1	1	2	1	3	2	1	1 1 2 5 0
Letterhead	1	4	1	1	4	0	0	0	1	2 0 0 4 3
<u>PERSONNEL</u>										
Chronicle Ad	1	1	1	1	1	1	3	0	1	0 1 0 7 1
<u>ADDITIONAL</u>										
A.	*	Unavailable								
B.										
C.										
D.										
E.										
<u>TOTALS:</u>	4	3	13	6	2	5	0	0	0	29
	3	0	0	0	1	0	0	11	0	12
	2	0	0	0	0	11	2	0	7	22
	1	14	4	11	14	1	9	0	3	71
	0	0	0	0	0	0	6	6	7	19

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

TABLE 16

PROFILE OF RESPONDENTS TO PERSONAL INTERVIEWS
BY TITLE

OFFICE REPRESENTED:PRESIDENT

President (3)
 Substitutions:
 Asst. to Chancellor
 Exec. Asst. to President
 Asst. to President
 Secretary to the Board
 Assoc. VP for Planning,
 Research, & Info.
 Systems
 Director of Continuing
 & Community Ed.
 Unable to interview/
 no substitution (3)
 (n = 9)

ACADEMIC AFFAIRS

VP for Academic
 Affairs (5)
 Dean of Academic
 Affairs (3)
 Asst. to VP of
 Academic
 Affairs
 Dean of the College
 Dean of Arts &
 Sciences
 Unable to interview/
 no substitution
 (1)
 (n = 11)

ADMISSIONS

VP for Academic
 Affairs
 VP for Admissions
 & Financial
 Aid
 Dean of Admissions
 Director of
 Admissions(5)
 Director of
 Academic
 Services
 Asst. Dean of
 Admissions
 Assoc. Director of
 Admissions
 Unable to inter-
 view/no
 substitution
 (1)
 (n = 11)

TABLE 16 (continued)

PROFILES OF RESPONDENTS TO PERSONAL INTERVIEWS
BY TITLE

<u>DEVELOPMENT</u>	<u>ALUMNI</u>	<u>PUBLIC RELATIONS</u>
VP for Institutional Advancement (2)	Director of Alumni Relations (6)	VP for College Relations & Development
VP for Institutional Advancement & Planning	Director of Alumni Affairs (2)	VP for Marketing & Development
VP for Development	Director of Alumni Services	Chief PR Officer
Director of Development (3)	Director of Planned Giving*	Registrar & Assc Dean of the College
Director of Foundation (2)	Director of Development and Alumni (2)*	Director of College Relations
Director of Planned Giving*		Director of Public Relations(3)
Director of Development and Alumni (2)*	(n = 12)	Exec. Director of Public Affairs
(n = 12)		Director of Public Relations & Publications
* = same person		Director of Public Information
		Director of News Bureau
		(n = 12)

TABLE 17

GUIDE TABULATION - CHRISTOPHER NEWPORT COLLEGE

SITUATION ANALYSIS:	RESPONDENTS						TOTALS												
	A	B	C	D	E	F	3			2			1			1			
	a	b	c	d	a	b	c	d	a	b	c	d	e	a	b	c	d	e	f
Regular survey? (6)	3a	3b	3a	3b	3a	3b	3	3											
<u>OBJECTIVES:</u>																			
Opinion of change success? (4)	3a	3b	3b	3a	3a	3b	3	3											
<u>STRATEGIES:</u>																			
Attempts to communicate change? (2)	2a	2a	2b	2b	2b	2b				2	4								
Mktg plan? (10)	3a	3a	2b	3a	3a	2c	4					4	2						
	2b	2c		2b	2b														
<u>ACTION PLANS:</u>																			
Role in communicating change? (3)	2a	2a	2a	3b	3b	1c	2			3								1	
Symbol? (9)	3a	3a	3a	3a	3a	3a	6	3	3	2									
	3b	3b	3b			3c				3d									
	3c			3d															
<u>CONTROLS:</u>																			
Plans to monitor reaction? (5)	2a	1b	2a	2a	2a	1c					4							1	1
Consistency insurance measures? (8)	3b	3b	3a	3a	2c	2c	2	2					3						
	2c																		
Coordination?(8a)	3a	0	3b	3b	3b	3a	2	3											
<u>TOTALS:</u>	A	B	C	D	E	F	3			2			1			1			
	a	b	c	d	a	b	c	d	a	b	c	d	e	a	b	c	d	e	f
3 = verbatim	8	6	8	7	6	6	20	16	3	2	(41)	(41)							
2 = functional equivalent	5	3	4	3	4	3				9	8	5	0	0	(22)	(22)			
1 = not matching	0	1	0	0	0	2									0	1	2	0	0
0 = did not answer question		1													(3)	(3)			

TABLE 18

RESPONSES - CHRISTOPHER NEWPORT COLLEGE

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)

- a = no
- b = yes

OBJECTIVES:

In your opinion was the change successfully communicated? (4)

- a = no
- b = yes

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)

- a = established a presence on the Peninsula, programs developed in line with needs and desires of Peninsula
- b = publications, stress 4-year at every opportunity in everything, emphasize in print, used, "Your 4-year college on the Peninsula" theme.

Does your institution have a formal marketing plan? (10)

- a = no
- b = getting one
one could emerge
- c = not to my knowledge
not that I know of

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)

- a = increase awareness of presence
interact with public sector
reeducate the public
- b = writing for constituencies
- c = general public relations

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

- a = wheel seal
- b = wheel seal with anchor
- c = cnc stylized
- d = ship sketch

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

- a = board is about to
just now undertaking an extensive marketing effort
investigating firm to undertake such
- b = unsure
- c = no

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

- a = publications
- b = informal
- c = not as much as we should
sometimes nonexistent
not coordinated
no consensus about what is or should be among all parts
of the institution

If one office is responsible for approving publications, what office is it? (8a)

- a = no
- b = admissions

TABLE 19
GUIDE TABULATION - CLINCH VALLEY COLLEGE

	RESPONDENTS						TOTALS																
	A	B	C	D	E	F	3	3	3	3	2	2	2	2	2	2	1	1	1	1	1	1	
SITUATION ANALYSIS:																							
Regular survey? (6)	2a	3a	3c	3a	2a	3c	2	2	2														
OBJECTIVES:																							
Opinion of change success? (4)	3b	3b	3b	1a	3b	3b	5														1		
STRATEGIES:																							
Attempts to communicate change? (2)	3a	2b	2b	2b	3a	3a	3			3													
Mktg plan? (10)	3c	1a	3b	3b	3c	3b	3	2													1		
ACTION PLANS:																							
Role in communicating change? (3)	1a	1b	2c	2c	1d	1e					2						1	1		1	1		
Symbol? (9)	3a	3a	3a 3b	3a	3a	3b	5	2															
CONTROLS:																							
Plans to monitor reaction? (5)	3a	3b	3b	3b	3a 1c	3a	3	3													1		
Consistency insurance measures? (8)	3b	1a	3b	3b	3b	1c	4										1	1					
Coordination?(8a)	3a	3a	3a	3a	3a	3a	6																
TOTALS:																							
3 = verbatim	7	5	8	6	7	7	2	1	5	4	0	(40)	(40)										
2 = functional equivalent	1	1	2	2	1	0				2	3	2	0	0		(7)	(7)						
1 = not matching	1	3	0	1	2	2										4	1	2	1	1	0	0	
0 = did not answer question																(9)	(9)						

TABLE 20

RESPONSES - CLINCH VALLEY COLLEGE

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)

a = no

b = plans to, in the future

c = yes

OBJECTIVES:

In your opinion was the change successfully communicated? (4)

a = no

b = yes

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)

a = local pride

b = public relations campaign
in literature
press releases
media

Does your institution have a formal marketing plan? (10)

a = in the process

b = no

c = not that is known

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)

a = visibility

b = programs

c = on-going
constantly emphasized

d = sporadic

e = informational

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

a = seal like University of Virginia's

b = rotunda signage campaign

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

a = not right now

b = no

c = planning to

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

a = liberal arts requirements

b = development office and public relations
c = publications

If one office is responsible for approving publications, what
office is it? (8a)

a = public relations director

TABLE 21

GUIDE TABULATION - WESLEY COLLEGE

SITUATION ANALYSIS:	RESPONDENTS						TOTALS														
	A	B	C	D	E	F	3			2			2			1					
							a	b	c	d	a	b	c	d	e	a	b	c	d	e	f
Regular survey? (6)	3a	1c	3a	3b	3a	3b	3	2													1
<u>OBJECTIVES:</u>																					
Opinion of change success? (4)	2a 2d	3b 2d	1c 2d	2a	2a	3b 2d	2		3		4										1
<u>STRATEGIES:</u>																					
Attempts to communicate change? (2)	3a	1d	3a 2c	3a 2c	3b	3a 3b	4	2			2										1
Mktg plan? (10)	2a	3b 3c 1d	2a	2a	3b	3c	2	2	3												1
<u>ACTION PLANS:</u>																					
Role in communicating change? (3)	2a	1c	2a	2a	2b	2b			3	2											1
Symbol? (9)	3a	3a	3b	3b	3a 1d	1c	3	2													1 1
<u>CONTROLS:</u>																					
Plans to monitor reaction? (5)	3a	2b	3a	1c	1d	2b	2			2											1 1
Consistency insurance measures? (8)	2a	2a	1b	1c	2a	2a			4												1 1
Coordination?(8a)	3a	3a	3a	1b	3a	3a	5														1
TOTALS:	A	B	C	D	E	F	3			2			2			1			1		
3 = verbatim	5	5	5	3	5	6	17	10	2	0	(29)	(29)									
2 = functional equivalent	5	3	4	4	3	4				13	4	2	4	0	(23)	(23)					
1 = not matching	0	4	2	3	2	1									0	2	6	4	0		
0 = did not answer question															(12)	(12)					

TABLE 22

RESPONSES - WESLEY COLLEGE

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)

- a = yes
- b = no
- c = there will be

OBJECTIVES:

In your opinion was the change successfully communicated? (4)

- a = probably
7 on a scale of 10
majority
- b = no
- c = on-going
haven't completed the task
- d = 113 year history with most of that time as a 2-year college
113 years old and were 2-year for so long
long (113 year) reputation as 2-year school
we're 113 years old and newly a 4-year college

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)

- a = sports program
- b = press releases
- c = one on one
face to face
recruiters
admissions staff
- d = program development
- e = message on letterhead

Does your institution have a formal marketing plan? (10)

- a = preliminary presentation from college relations task force
college relations marketing plan
class proposal
- b = yes
- c = no
- d = done informally

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)

- a = speaking, advocating
visits
one on one
face to face
- b = constant written contact
press releases
- c = sell through students

legitimize by hiring highly qualified faculty

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

- a = seal
- b = nothing standard - except seal/letterhead
- c = no logo
downplaying seal
new logo in the making
- d = Old Main

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

- a = public relations council
- b = yes, marketing team
- c = there should be
- d = not through this office

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

- a = President dictated coordination
President and Academic Dean
central office
cabinet meetings
- b = training to coordinate the public information effort
- c = lack formal procedures

If one office is responsible for approving publications, what office is it? (8a)

- a = public relations
- b = Academic Dean

TABLE 23

GUIDE TABULATION - YORK COLLEGE

SITUATION ANALYSIS:	RESPONDENTS						TOTALS															
	A	B	C	D#	E#	F	3	3	3	3	2	2	2	2	2	1	1	1	1	1	1	
							a	b	c	d	a	b	c	d	e	a	b	c	d	e	f	
Regular survey? (6)	3b	3b	3a	3b	3a	3b	2	4														
OBJECTIVES:																						
Opinion of change success? (4)	3a	3a	3a	3a	3a	3a	6															
STRATEGIES:																						
Attempts to communicate change? (2)	1a	1b	0	3c	3c	1d		2							1	1		1				
Mktg plan? (10)	3a	3a	3a	3b	3b	3a	4	2														
ACTION PLANS:																						
Role in communicating change? (3)	2a	2c	3b 2c	2a 3b	2a 3b	3b	4		3	2												
Symbol? (9)	3a 3b 3c	3a 3c	3b 3c 2e	3b 2e	3b 2e	3c 1d 2e	2	4	4				4							1		
CONTROLS:																						
Plans to monitor reaction? (5)	3a	1b	3a	3a	3a	3a	5								1							
Consistency insurance measures? (8)	3b	3b 3a	3b	3a	3a	3a 3b	4	4														
TOTALS:	A	B	C	D	E	F	3	3	3	3	2	2	2	2	2	1	1	1	1	1	1	1
3 = verbatim	8	7	8	8	8	8	23	18	6	0	(47)	(47)										
2 = functional equivalent	1	1	2	2	2	0					3	0	2	0	4	(9)	(9)					
1 = not matching	1	2	0	0	0	2										1	2	0	2	0	0	0
0 = did not answer question			1													(5)	(5)					
	# same person shared roles/responded in both																					

TABLE 24

RESPONSES - YORK COLLEGE

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)

a = yes

b = no

OBJECTIVES:

In your opinion was the change successfully communicated? (4)

a = yes

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)

a = no systematic plan

b = program expansion

c = publications

d = clear idea of who we are and it has been communicated we're a career-oriented liberal arts college

Does your institution have a formal marketing plan? (10)

a = no

b = we have to

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)

a = cleared away all references to Junior College appearances

b = publications

c = visits

civic contacts

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

a = spartan for athletics

b = Seal

c = owl

d = big, bold YORK

e = library

sketch of three buildings

pen and ink sketch

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

a = no

b = it has been done

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

a = public relations office

b = President

If one office is responsible for approving publications, what office is it? ((8a))

TABLE 25

GUIDE TABULATION - MARY WASHINGTON COLLEGE

SITUATION ANALYSIS:	RESPONDENTS						TOTALS															
	A	B	C	D#	E#	F	a	b	c	d	a	b	c	d	e	a	b	c	d	e	f	
Regular survey? (6)	3a	2b	3a	3a	3a	2b	4							2								
OBJECTIVES:																						
Opinion of change success? (4)	3a	1b	3a	3a	3a	3a	5														1	
STRATEGIES:																						
Attempts to communicate change? (2)	2a	2a	1b	3c	3c	2a								2	3							1
Mktg plan? (10)	1b	1c	3a	3a	3a	3a	4															1 1
ACTION PLANS:																						
Role in communicating change? (3)	2b	2b	2b	3a	3a	2b 1c	2							4								1
Symbol? (9)	3a 3b	3a 3b	3a	3a	3b	3a	5	3														
CONTROLS:																						
Plans to monitor reaction? (5)	3a	1b	1c	3d	3d	3a	2							2								1 1
Consistency insurance measures? (8)	1a	1b	1c	3d	3d	1e								2								1 1 1 1
Coordination?(8a)	3a	1b	3a	3a	3a	3a	5															1
TOTALS:	A	B	C	D	E	F																
3 = verbatim	6	2	5	9	9	5	27	3	2	4	(36)	(36)										
2 = functional equivalent	2	3	1	0	0	3					3	6	0	0	0	(9)	(9)					
1 = not matching	2	5	3	0	0	2																1 6 4 0 1 0
0 = did not answer question																						(12) (12)
	# same person shared roles/responded in both																					

TABLE 26

RESPONSES - MARY WASHINGTON COLLEGE

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)
 a = yes
 b = haven't much
 some

OBJECTIVES:

In your opinion was the change successfully communicated? (4)
 a = no
 b = partially
 more work to be done

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)
 a = use MWC not name on publications
 all literature
 recruitment material
 b = slow
 c = subtle

Does your institution have a formal marketing plan? (10)

a = in progress
 b = no
 c = not aware of any

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)
 a = direct mail campaign
 b = literature
 catalogue
 logo on printed material instead of name
 stories printed
 c = indirectly by male emphasis of student leaders

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

a = stylized MWC
 b = Seal

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)
 a = no
 b = should be part of new plan
 c = has been done as part of name change
 d = not specifically

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

a = try to get congruence about what we say about the institution

b = frequent meetings and word of mouth

c = consultant

sense of oneness

d = image study found we weren't coming across as coed

e = know we aren't doing a good job

If one office is responsible for approving publications, what office is it? (8a)

a = no

b = public relations

TABLE 27
GUIDE TABULATION - LONGWOOD COLLEGE

	RESPONDENTS						TOTALS															
	A	B	C	D	E	F	a	b	c	d	a	b	c	d	e	a	b	c	d	e	f	
SITUATION ANALYSIS:																						
Regular survey? (6)	3a	1b	3a	3a	3a	3a	5														1	
OBJECTIVES:																						
Opinion of change success? (4)	2b	3a	2b	3a	3a	3a	4							2								
STRATEGIES:																						
Attempts to communicate change? (2)	3a	2b	2b	2b	3a	2b	2							4								
Mktg plan? (10)	2b	1c	2b	3a	3a	1d	2							2							1 1	
ACTION PLANS:																						
Role in communicating change? (3)	1a	1b	1c	1d	1e	1f															1 1 1 1 1 1	
Symbol? (9)	3a	3a	3a	3a	3b	3b	4	3	2													
			3b			3c																
			3c																			
CONTROLS:																						
Plans to monitor reaction? (5)	3a	1b	3a	3a	3a	1c	4														1 1	
Consistency insurance measures? (8)	1b	3a	1c	1d	1e	3a	2														1 1 1 1	
Coordination?(8a)	3a	3a	3a	3a	3a	3a	6															
TOTALS:																						
	A	B	C	D	E	F	3	3	3	3	2	2	2	2	2	1	1	1	1	1	1	
3 = verbatim	5	4	6	6	7	6	29	3	2	0	(34)	(34)										
2 = functional equivalent	2	1	3	1	0	1					0	8	0	0	0	(8)	(8)					
1 = not matching	2	4	2	2	2	3															1 4 4 3 2 1	
0 = did not answer question																						(15) (15)

TABLE 28

RESPONSES - LONGWOOD COLLEGE

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)

a = yes

b = no

OBJECTIVES:

In your opinion was the change successfully communicated? (4)

a = yes

b = fairly

70% yes and 30% no

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)

a = literature

b = brochures, counselors

publications, word of mouth

recruiting, including coaches

visual image campaign, family of publications

Does your institution have a formal marketing plan? (10)

a = in the process

b = being worked on

in the works

c = marketing-oriented admissions director

d = not by Kotler's definition, informal

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)

a = developing strategic direction

b = catalogue

c = visitations, personal contact

d = tied to fundraising, Ambassadors program

e = showing funding benefits

f = emphasizing both coed and comprehensiveness

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

a = Rotunda

b = print

c = line

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

a = no

b = unaware of any

c = yes - some community research

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

a = public affairs

b = coordination

c = institutional sharing

d = coordination of external information

e = through organization of divisions

If one office is responsible for approving publications, what office is it? (8a)

a = public affairs

TABLE 29

GUIDE TABULATION - FRANKLIN & MARSHALL COLLEGE

SITUATION ANALYSIS:	RESPONDENTS						TOTALS																
	A	B	C	D	E	F	3			2			1			0							
							a	b	c	a	b	c	a	b	c	a	b	c	d	e	f		
Regular survey? (6)	3a	3b	3b	3a 1c	3a 1d	3b	3	3										1	1				
OBJECTIVES:																							
Opinion of change success? (4)	3a	3a	3a	3a	3a	3a	6																
STRATEGIES:																							
Attempts to communicate change? (2)	1a	3b	3b	2c	2c	2c	2			3								1					
Mktg plan? (10)	3a	3a	2b	2b	2b	3a	3			3													
ACTION PLANS:																							
Role in communicating change? (3)	2a	2a	1b	3c 2a	2a	3c	2		4									1					
Symbol? (9)	3a 3b	3b 3a	3a 3c	3b 3a	3a	3c 3b	5	4	2														
CONTROLS:																							
Plans to monitor reaction? (5)	3a	3a	1c	1b	3a	1d	3											1	1	1			
Consistency insurance measures? (8)	1b	2c	1d	3a	3a	2c	2			2								1	1				
Coordination?(8a)	3a	3a	3a	3a	3a	3a	6																
TOTALS:	A	B	C	D	E	F	3			2			1			0							
3 = verbatim	7	8	6	7	6	7	28	9	4	0	(41)	(41)											
2 = functional equivalent	1	2	1	3	3	2					4	3	5	0	0	(12)	(12)						
1 = not matching	2	0	3	2	1	1												1	3	2	3	0	0
0 = did not answer question																			(9)	(9)			

TABLE 30

RESPONSES - FRANKLIN & MARSHALL

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)

- a = through institutional research
- b = yes
- c = in process
- d = no

OBJECTIVES:

In your opinion was the change successfully communicated? (4)

- a = yes

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)

- a = contacts with board of overseers, parents, etc.
- b = general reputation
- c = push the total image
family design for literature

Does your institution have a formal marketing plan? (10)

- a = Strategic Long Range Plan
- b = media consultant is working on it
in process
end of current process

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)

- a = visibility
ceremonies
athletics
council contacts
- b = benign
- c = publications

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

- a = Franklin and Marshall Seal
- b = Bicentennial Seal
- c = cooper type F&M

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

- a = trustee committee for public affairs
- b = element of public relations plan
- c = probably
- d = no

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

- a = informally
- b = all literature
- c = developing plan
task force plan
- d = not very much

TABLE 31

GUIDE TABULATION - MOUNT SAINT MARY'S COLLEGE

SITUATION ANALYSIS:	RESPONDENTS						TOTALS															
	A	B	C	D	E	F	3			2			1			1						
	a	b	c	d	e	f	a	b	c	d	a	b	c	d	e	a	b	c	d	e	f	
Regular survey? (6)	*	1a	1b	1c	2d	2d								2		1	1	1				
OBJECTIVES:																						
Opinion of change success? (4)	*	3a	3a	3a	3a	3a	5															
STRATEGIES:																						
Attempts to communicate change? (2)	*	1a	1b	3c	1d	3c				2						1	1				1	
Mktg plan? (10)	*	2a	2a	2a	2a	2a							5									
ACTION PLANS:																						
Role in communicating change? (3)	*	2a	2a	2a	2a	1b				4							1					
Symbol? (9)	*	3a	2e	2e	3b	3a	4	2							2				1	1		
		3b		3a	3a	1c																
						1d																
CONTROLS:																						
Plans to monitor reaction? (5)	*	1c	3a	3b	3a	3b	2	2												1		
Consistency insurance measures? (8)	*	2a	1d	2a	2a	2b			3		3	2									1	
		2b		3c	3c	3c																
Coordination?(8a)	*	3a	3a	3a	3a	3a	5															
TOTALS:																						
3 = verbatim	*	4	3	6	6	6	16	4	5	0	(25)	(25)										
2 = functional equivalent	*	4	3	4	4	3					12	2	0	2	2	(18)	(18)					
1 = not matching	*	3	3	1	1	3										2	3	3	2	1	0	
0 = did not answer question	*															(11)	(11)					
	*	unable to interview individual/no substitution made																				

TABLE 32

RESPONSES - MOUNT SAINT MARY'S COLLEGE

SITUATION ANALYSIS:

- Does your office conduct research concerning your population on a regular basis? (6)
- a = another office
 - b = yes
 - c = no
 - d = two large studies done in the past five years in the past

OBJECTIVES:

- In your opinion was the change successfully communicated? (4)
- a = yes

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)

- a = 1979 spotlight on women emerging in roles of campus leadership
- b = high school visits
- c = little emphasis anymore don't need to stress
- d = admissions marketing alumni representatives athletics

Does your institution have a formal marketing plan? (10)

- a = nothing sophisticated not really not one comprehensive document no one document not formal

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)

- a = distribution of pictures in catalogue literature all public relations news releases alumni "Briefing"
- b = whatever we can to work with other people

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

- a = new seal
- b = Blessed Virgin Mary statue
- c = cupula with arch
- d = "MOUNT"
- e = nothing consistent haven't solved the problem

still looking for a graphic

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

a = no

b = not at the moment

c = try to monitor

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

a = natural interaction from being small

meetings

getting together to tell them to be aware of how we are

seeing ourselves

open communication

b = moving in that direction

working on this

c = President

d = not enough

If one office is responsible for approving publications, what office is it? (8a)

a = Public Relations Office

TABLE 33

GUIDE TABULATION - SHIPPENSBURG UNIVERSITY

SITUATION <u>ANALYSIS:</u>	RESPONDENTS						TOTALS																			
	A	B	C	D	E	F	3			2			2			1	1	1	1	1	1					
							a	b	c	d	a	b	c	d	e	a	b	c	d	e	f					
Regular survey? (6)	2c	3a	3a	1b	2c	2c	2							3							1					
<u>OBJECTIVES:</u>																										
Opinion of change success? (4)	3a	3a	3a	1b	3a	3a	5														1					
<u>STRATEGIES:</u>																										
Attempts to communicate change? (2)	1a	1b	1c	1d	1e	1f															1	1	1	1	1	1
Mktg plan? (10)	3a 2b	3a	3a	2b	2b	2b	3							4												
<u>ACTION PLANS:</u>																										
Role in communicating change? (3)	3a	3a	3a	3b	3b	3b	3	3																		
Symbol? (9)	3a 1c	3a	3a	3a 1b	3a	3a	6															1	1			
<u>CONTROLS:</u>																										
Plans to monitor reaction? (5)	2c	3b	3a	3a	3a 2c	3b	3	2						2												
Consistency insurance measures? (8)	3a	3a	3a	3a	3a	3a	6																			
TOTALS:	A	B	C	D	E	F	3			2			2			1	1	1	1	1	1					
3 = verbatim	5	7	7	4	5	5	28	5	0	0	(33)	(33)														
2 = functional equivalent	3	0	0	1	3	2					0	4	5	0	(9)	(9)										
1 = not matching	2	1	1	4	1	1										1	4	2	1	1	1					
0 = did not answer question																						(10)	(10)			

TABLE 34

RESPONSES - SHIPPENSBURG UNIVERSITY

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)

a = no

b = yes

c = as needed

limited

some constituencies but not the general public

OBJECTIVES:

In your opinion was the change successfully communicated? (4)

a = yes

b = not totally

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)

a = big celebration

SU day

b = increasing pressure on faculty for research

c = interest within

d = "Your new regional University"

emphasizing the teaching, research, public service triad

e = Presidential visibility

f = have redone publications

Does your institution have a formal marketing plan? (10)

a = no

b = three year plan

developing 3 - 5 year plan

working on one

strategic plan

c = not like a business

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)

a = celebrations

b = publications

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

a = SU

b = Old Main Tower

c = Old Main Fountain

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

a = no

b = not now

c = follow up of alumni
survey of recent graduates

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

a = through the public relations office

TABLE 35

GUIDE TABULATION - JAMES MADISON UNIVERSITY

SITUATION ANALYSIS:	RESPONDENTS						TOTALS															
	A	B	C	D	E	F	3			2			1			1						
							a	b	c	d	a	b	c	d	e	a	b	c	d	e	f	
Regular survey? (6)	*	1a	1b	1c	1d	1e										1	1	1	1	1	1	
<u>OBJECTIVES:</u>																						
Opinion of change success? (4)	*	3a	3a	3a	3a	3a	5															
<u>STRATEGIES:</u>																						
Attempts to communicate change? (2)	*	2b	2c	3a	3a	2d	2				1	1	1									
Mktg plan? (10)	*	1b	1c	1d	3a	3a	2									1	1	1				
<u>ACTION PLANS:</u>																						
Role in communicating change? (3)	*	1a	1b	1c	1d	1e										1	1	1	1	1	1	
Symbol? (9)		3a	3c	3a	3b	3b	3	3	3												1	
		3b	1d		3a	3c																
		3c																				
<u>CONTROLS:</u>																						
Plans to monitor reaction? (5)	*	1a	1b	1c	1d	1e										1	1	1	1	1	1	
Consistency insurance measures? (8)	*	1a	1b	1c	1d	1e										1	1	1	1	1	1	
Coordination?(8a)	*	3a	1c	1b	3a	3a	3									1	1					
TOTALS:		A	B	C	D	E	F	3			2			1			1			1		
3 = verbatim	*	5	2	3	6	5	15	3	3	0	(21)	(21)										
2 = functional equivalent	*	1	1	0	0	1					0	1	1	1	0	(3)	(3)					
1 = not matching	*	5	7	6	4	4										4	6	6	6	4	0	
0 = did not answer question	*															(26)	(26)					
	*	unable to interview individual/no substitution made																				

TABLE 36

RESPONSES - JAMES MADISON UNIVERSITY

SITUATION ANALYSIS:

- Does your office conduct research concerning your population on a regular basis? (6)
- a = coordinate and monitor but don't conduct research
 - b = not through this office
 - c = constantly
 - d = planning to
 - e = no

OBJECTIVES:

- In your opinion was the change successfully communicated? (4)
- a = yes

STRATEGIES:

- How has your institution attempted to communicate its change from _____ to _____? (2)
- a = planned campaign/effort kept people informed
 - b = publications
 - c = notified high schools
 - d = legislators and alumni

- Does your institution have a formal marketing plan? (10)
- a = no
 - b = definitely for admissions
 - c = yes for the University
 - d = none known

ACTION PLANS:

- What has been your office's role in communicating the change to your specific population? (3)
- a = statewide meetings with individuals and groups
 - b = "Profile" is a detailed publication
 - c = stay in public eye
brochures
 - d = weren't doing a good job of communicating with alumni so
refused most everything
 - e = nothing specific
name substitutions

- What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)
- a = crest
 - b = JMU stylized
 - c = daisy wheel logo
 - d = cupula on Wilson Hall

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

- a = poll alumni one and five years out
- b = student affairs questionnaire
- c = have in the past
- d = none known
- e = not formally but constantly informally

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

- a = publications constantly reviewed in publication department
- b = coordinator of marketing in admissions office
- c = no written policy, coordination just happens
- d = Vice President for Academic Affairs five-year plan
- e = funnel public relations through university relations

If one office is responsible for approving publications, what office is it? (8a)

- a = publications office
- b = university relations
- c = will be in the future

TABLE 37

GUIDE TABULATION - HAMPTON UNIVERSITY

SITUATION ANALYSIS:	RESPONDENTS						TOTALS																	
	A	B	C	D	E	F	3	3	3	3	2	2	2	2	2	1	1	1	1	1	1	1	1	
	a	b	c	d	e	f	a	b	c	d	a	b	c	d	e	a	b	c	d	e	f	g	h	
Regular survey? (6)	0	*	*	1a	1c	1b										1	1	1						
OBJECTIVES:																								
Opinion of change success? (4)	3a	*	*	3a	3a	3a	4																	
STRATEGIES:																								
Attempts to communicate change? (2)	2a	*	*	2a	2a	2a		4												1	1			
Mktg plan? (10)	3a	*	*	3a	3a	1b	3														1			
ACTION PLANS:																								
Role in communicating change? (3)	1a	*	*	1b	2d	2d								2						1	1			
Symbol? (9)	3b	*	*	3a	3a	3a	3	2													1	1	1	1
	1c			1f	1d																			
					3b																			
					1e																			
CONTROLS:																								
Plans to monitor reaction? (5)	0	*	*	1a	1b	1c															1	1	1	
Consistency insurance measures? (8)	0	*	*	1a	1b	1c															1	1	1	
TOTALS:	A	B	C	D	E	F	3	3	3	3	2	2	2	2	2	1	1	1	1	1	1	1	1	
3 = verbatim	3	*	*	3	4	2	10	2	0	0	(10)	(10)												
2 = functional equivalent	1	*	*	1	2	2					4	0	0	2		(6)	(6)							
1 = not matching	2	*	*	5	6	5										4	6	5	1	1	1	1	1	
0 = did not answer question	3															(18)	(18)							

* unable to interview individual/no substitution made

TABLE 38

RESPONSES - HAMPTON UNIVERSITY

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)
 a = feasibility study when moving in to something new
 b = no
 c = yes

OBJECTIVES:

In your opinion was the change successfully communicated? (4)
 a = yes

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)
 a = well publicized
 total PR program
 contact through publications
 press releases
 b = visits and appearances
 c = continued emphasis on stationery

Does your institution have a formal marketing plan? (10)
 a = yes
 b = program plans

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)
 a = visibility
 b = consciousness raising
 c = personal visits to various constituencies
 d = publications, newsletter

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)
 a = Seal
 b = Emancipation Oak
 c = Church Tower
 d = Pirate
 e = Statue of Booker T. Washington
 f = HU stylized

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

a = unsure

b = that was done

c = doesn't think so

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

a = program plans

b = regular meetings

c = normally

TABLE 39
GUIDE TABULATION - LIBERTY UNIVERSITY

SITUATION ANALYSIS:	RESPONDENTS						TOTALS													
	A	B	C	D	E	F	3			2			2			1				
	a	b	c	d	e	f	a	b	c	d	e	a	b	c	d	e	f			
Regular survey? (6)	*	1c	3a	1b	3a	3a	3										1	1		
OBJECTIVES:																				
Opinion of change success? (4)	*	3a	3a	3a	3a	3a	5													
STRATEGIES:																				
Attempts to communicate change? (2)	*	3c 1d	3c 1e	2b	3a 2b	3a 3c 2b	2	3		3								1	1	
Mktg plan? (10)	*	3a	3a	3a	3a	1b	4											1		
ACTION PLANS:																				
Role in communicating change? (3)	*	3a 2b	3a 2b	0	2b	2b	2			4										
Symbol? (9)	*	3a 3b	3a 3b	3a	3a	3a	5	2												
CONTROLS:																				
Plans to monitor reaction? (5)	*	1b	3a	3a	1c	1d	2										1	1	1	
Consistency insurance measures? (8)	*	1c	2b	2b	3a	3a	2			2								1		
Coordination?(8a)	*	3a	3a	0	0	3a	3													
TOTALS:																				
3 = verbatim	*	7	9	4	6	7	28	2	3	0	(33)	(33)								
2 = functional equivalent	*	1	2	2	2	2				0	9	0	0	0			(9)	(9)		
1 = not matching	*	4	1	1	1	2											0	3	2	1
0 = did not answer question	*			2	1												(9)	(9)		
	*	unable to interview individual/no substitution made																		

TABLE 40

RESPONSES - LIBERTY UNIVERSITY

SITUATION ANALYSIS:

Does your office conduct research concerning your population on a regular basis? (6)

- a = yes
- b = beginning to now
- c = no

OBJECTIVES:

In your opinion was the change successfully communicated? (4)

- a = yes

STRATEGIES:

How has your institution attempted to communicate its change from _____ to _____? (2)

- a = name phasing campaign
- b = published articles and reprints
alumni magazine articles
philosophical series of articles about what a University is
and ought to be
- c = Chancellor announced on TV
- d = no big push - evolving process
- e = with boldness

Does your institution have a formal marketing plan? (10)

- a = yes, being developed
- b = it does now

ACTION PLANS:

What has been your office's role in communicating the change to your specific population? (3)

- a = through faculty
- b = names
logos
catalogue
handbooks
newsletters
publications
graphics

What logo, symbol, or graphic is most often used to symbolize your institution? Any others? (9)

- a = Eagle
- b = flame seal

CONTROLS:

Is there a plan to monitor public reaction to the change? (5)

- a = no
- b = not structured
- c = survey being readied
- d = yes

What measures are taken to insure consistency of image presented to the public by various areas of the institution? (8)

a = no

b = standardized publications

publications reviewed by one office

c = President's office

If one office is responsible for approving publications, what office is it? (8a)

a = Public Relations Office

TABLE 41

IMAGE PERCEPTIONS - CHRISTOPHER NEWPORT COLLEGE

<u>DESCRIPTOR</u>	<u>VERBATIM = 3</u>	<u>FUNCTIONAL EQUIVALENT = 2</u>
meeting needs	3 3	
serving		2
making a difference		2
quality	3 3 3	
liberal arts	3 3 3	
Peninsula	3 3	
service area		2
higher education		2
undergraduate		2
2-year		2
institution		

Christopher Newport College is a quality 4-year, undergraduate institution of higher education meeting the needs of the residents of the Peninsula.

TABLE 42

IMAGE PERCEPTIONS - CLINCH VALLEY COLLEGE

<u>DESCRIPTOR</u>	<u>VERBATIM = 3</u>	<u>FUNCTIONAL EQUIVALENT = 2</u>
University of Virginia	3 3 3	
small	3 3 3	
liberal arts	3 3 3	
Southwest Virginia	3 3 3	
4-year	3 3	

Clinch Valley College is a small, 4-year, liberal arts college affiliated with the University of Virginia which serves the southwest Virginia area.

TABLE 43
IMAGE PERCEPTIONS - WESLEY COLLEGE

DESCRIPTOR	VERBATIM = 3	FUNCTIONALLY EQUIVALENT = 2
individual attention	3 3	
individual students		2
personal attention		2
care/caring	3 3 3	
comprehensive	3 3 3	
Associate and Baccalaureate Degrees	3 3	
small	3 3	
dedicated faculty		2
faculty dedicated to teaching		2
student centered		2
consumer-interest		2

Wesley College is a small, student-centered, comprehensive institution offering both Associate and Baccalaureate Degrees where dedicated faculty give personal attention to individual students.

TABLE 44

IMAGE PERCEPTIONS - YORK COLLEGE

<u>DESCRIPTOR</u>	<u>VERBATIM = 3</u>	<u>FUNCTIONALLY EQUIVALENT = 2</u>
career-oriented liberal arts	3 3 3 3	
small	3 3	
low tuition		2
reasonable price		2

York College is a small, reasonably priced institution providing a career-oriented liberal arts education.

TABLE 45
IMAGE PERCEPTIONS - MARY WASHINGTON COLLEGE

<u>DESCRIPTOR</u>	<u>VERBATIM = 3</u>	<u>FUNCTIONALLY EQUIVALENT = 2</u>
public state-supported	3 3 3	2
coeducational	3 3 3 3	
quality	3 3 3	
liberal arts	3 3 3	
small	3 3 3	
residential	3 3	
all attributes of a private college like you'd find in a private institution		2 2

Mary Washington College is a small, residential public, coeducational, liberal arts college featuring the quality usually attributed to private institutions.

TABLE 46

IMAGE PERCEPTIONS - LONGWOOD COLLEGE

DESCRIPTOR	VERBATIM = 3	FUNCTIONALLY EQUIVALENT = 2
small	3 3 3	
comprehensive	3 3 3	
14 goals	3 3 3	
state-assisted		2
-supported		2
public		2
centers of excellence		2
academic excellence		2
quality education		2
coeducational	3 3	
on-the-move		2
progressive		2
private atmosphere		2
character of private institution		2

Longwood College is a small, comprehensive, public, coeducational institution providing a quality education based on 14 goals, in a progressive atmosphere with the character of a private institution

TABLE 47

IMAGE PERCEPTIONS - FRANKLIN & MARSHALL

DESCRIPTOR	VERBATIM = 3	FUNCTIONAL EQUIVALENT = 2
nationally recognized		2
America's		2
national		2
United States		2
liberal arts	3 3 3	
strong academically		2
capable students		2
pre-professional		2
comeptitive		2
selective		2
high quality	3 4	

Franklin and Marshall College is a nationally recognized, high quality, selective liberal arts institution stressing pre-professional preparation for America's most capable students.

TABLE 48

IMAGE PERCEPTIONS - MOUNT SAINT MARY'S COLLEGE

<u>DESCRIPTOR</u>	<u>VERBATIM = 3</u>	<u>FUNCTIONALLY EQUIVALENT = 2</u>
quality rigorous academic program	3 3 3	2
Catholic faithful to religious affiliation	3 3 3	2
liberal arts	3 3 3	
small	3 3	

Mount Saint Mary's College is a small, Catholic, liberal arts institution featuring a quality academic program while remaining faithful to its religious affiliation.

TABLE 49
 IMAGE PERCEPTIONS - SHIPPENSBURG UNIVERSITY

<u>DESCRIPTOR</u>	<u>VERBATIM = 3</u>	<u>FUNCTIONALLY EQUIVALENT = 2</u>
quality	3 3 3 3	
South Central PA regional	3 3	2
affordable low cost	3 3	2
liberal arts	3 3	
public	3 3	
multi-purpose comprehensive		2 2

Shippensburg University is a public institution performing a comprehensive function of providing a quality liberal arts education at an affordable cost to residents of south central Pennsylvania.

TABLE 50

IMAGE PERCEPTIONS - JAMES MADISON UNIVERSITY

<u>DESCRIPTOR</u>	<u>VERBATIM = 3</u>	<u>FUNCTIONAL EQUIVALENT = 2</u>
up and coming	3 3 3 3	
growing (growth)	3 3 3	
university*	3 3 3	
academic excellence*		2
solid academic		2
quality programs		2

* = descriptor used in introductory section of catalogue

TABLE 51
 IMAGE PERCEPTIONS - HAMPTON UNIVERSITY

<u>DESCRIPTOR</u>	<u>VERBATIM = 3</u>	<u>FUNCTIONAL EQUIVALENT = 2</u>
excellence quality	3 3	2
university	3 3	

Neither descriptor which was mentioned by two or more interviewees was mentioned in the introductory section of the catalogue verbatim. Both, however, were used in other publications.

TABLE 52
 IMAGE PERCEPTIONS - LIBERTY UNIVERSITY

<u>DESCRIPTOR</u>	<u>VERBATIM = 3</u>	<u>FUNCTIONALLY EQUIVALENT = 2</u>
Christian environment		2
perspective		2
setting		2
Christ-centered		2
academic excellence		2
quality academic institution		2
excellence		2
university		2
institution of higher learning		2

Liberty University is an institution of higher learning providing academic excellence in a Christian environment.

TABLE 53
RANKING OF IMAGE PERCEPTIONS

INSTITUTION	Percent of interviewees describing image of institution in verbatim or functionally equivalent terms to introductory section of catalogue.
CNC	100
MSM	100
CVC	80
F&M	80
JMU	75
MW	71
YC	67
SU	67
WC	57
LU	50
LC	50
HU	0

TABLE 54
SUCCESS INDICATORS - YEAR CHANGE
CHRISTOPHER NEWPORT COLLEGE

First Baccalaureate Degrees Awarded in 1969 (no records of first two years)

Year	Associate Degrees	Baccalaureate Degrees
1969	18	
1970	22	
1971	31	55
1972	17	152
1973	25	220
1974	21	269
1975	29	298

The steady growth in Baccalaureate degrees awarded gives evidence of the success of the addition of those degrees to the Christopher Newport program.

Note: In 1981, CNC awarded the last six two-year degrees.

TABLE 55
SUCCESS INDICATORS - YEAR CHANGE
CLINCH VALLEY COLLEGE

First Baccalaureate Degrees Awarded in 1970 (prior to this only two-year certificates had been awarded)

Year	Associate Degrees	Baccalaureate Degrees
1970	4	125
1971	8	114
1972	12	132
1973	25	115
1974	8	116
1975	7	140

Large numbers of Baccalaureate degrees being awarded from their inception is an indicator of the success of Clinch Valley's institution of four-year programs. The registrar could not account for the fluctuation the numbers of degrees awarded except for the large number of Associate Degrees in 1973. This was due to a short-lived Nursing Certificate program which fostered high enrollment for a time.

TABLE 56
SUCCESS INDICATORS - YEAR CHANGE
WESLEY COLLEGE

First Baccalaureate Degrees Awarded in 1978

Year	Associate Degrees	Baccalaureate Degrees
1978	198	7
1979	195	15
1980	141	23
1981	132	39
1982	137	37

Wesley's long tradition as a two-year institution held the numbers of two-year degrees high and relatively constant although the numbers of Baccalaureate degrees do tend to show slow increase.

TABLE 57
SUCCESS INDICATORS - YEAR CHANGE
YORK COLLEGE

First Baccalaureate Degrees Awarded in 1974

Year	Associate Degrees	Baccalaureate Degrees
1974	396	127
1975	375	110
1976	312	110
1977	190	138
1978	83	160

The downward trend in the Associate degrees compared to the slow takeoff of the Baccalaureate degrees is a measure of some successful four-year programs being initiated.

TABLE 58
SUCCESS INDICATORS - GENDER CHANGE
LONGWOOD COLLEGE

Year	MALE ENROLLMENT	FEMALE ENROLLMENT
1977	146	1928
1978	294	1854
1979	421	1771
1980	528	1785
1981	606	1791

A steady increase in male enrollment and a fluctuation in female enrollment shows a change in the gender balance of Longwood that has moved toward stabilization.

TABLE 59
SUCCESS INDICATORS - GENDER CHANGE
MARY WASHINGTON COLLEGE

Year	MALE ENROLLMENT	FEMALE ENROLLMENT
1971	22	2132
1972	41	2058
1973	64	2165
1974	102	1999
1975	137	1942

A steady increase in male enrollment and a decrease in female enrollment shows a change in the gender balance of Mary Washington that has continued.

TABLE 60
SUCCESS INDICATORS - GENDER CHANGE
FRANKLIN & MARSHALL COLLEGE

Year	MALE ENROLLMENT	FEMALE ENROLLMENT
1970	1711	117
1971	1652	296
1972	1478	449
1973	1405	612
1974	1344	722

A steady increase in male enrollment and a decrease in female enrollment shows a change in the gender balance of Franklin and Marshall that has continued.

TABLE 61
SUCCESS INDICATORS - GENDER CHANGE
MOUNT SAINT MARY'S COLLEGE

Year	MALE ENROLLMENT	FEMALE ENROLLMENT
1972	1097	139
1973	1061	151
1974	945	220
1975	846	424
1976	807	511

A steady increase in male enrollment and a decrease in female enrollment shows a change in the gender balance of Mount Saint Mary's College that has continued.

TABLE 62

SUCCESS INDICATORS - NAME CHANGE

SHIPPENSBURG UNIVERSITY
 JAMES MADISON UNIVERSITY
 HAMPTON UNIVERSITY
 LIBERTY UNIVERSITY

Mailroom estimate of length of time elapsed before majority of mail received was correctly addressed:	Existence of press kit with instructions for name useage:	Responses to inquiries for diploma reissues:
<u>Shippensburg University</u>		
two months	yes	enough inquiries to warrant deciding NOT to reissue diplomas
<u>James Madison University</u>		
two years	not specifically	about 100 diplomas reissued
<u>Hampton University</u>		
two months	press release	under consideration
<u>Liberty University</u>		
over half still incorrectly addressed	no	two-thirds of graduates the year the name changed chose University/ this was the only class given this option

TABLE 63

SAMPLE COMPOSITION
COUNSELORS/DIRECTORS BY STATE

Frequency
Row %
Column %

	VA	PA	DE	MD	TOTALS
<u>Position</u>					
Counselor	23	15	4	5	47
	48.94	31.91	8.51	10.64	100.00
	38.98	60.00	50.00	62.50	
Director	36	10	4	3	53
	67.92	18.87	7.55	5.66	100.00
	61.02	40.00	50.00	37.50	
	59	25	8	8	100
	100.00	100.00	100.00	100.00	

TABLE 64
 SAMPLE COMPOSITION
 COUNSELORS FAMILIAR WITH INSTITUTIONS BY STATE

Frequency Row %	VA	PA	DE	MD	TOTALS
CNC	26 5.90	0 0	0 0	0 0	26 5.90
CVC	25 5.67	0 0	0 0	0 0	25 5.67
WC	5 1.13	7 1.59	4 .91	4 .91	20 4.54
YC	13 2.95	12 2.72	3 .68	3 .68	31 7.03
MW	30 6.80	7 1.59	4 .91	4 .91	45 10.20
LC	30 6.80	1 .23	1 .23	2 .45	34 7.71
F&M	14 3.17	12 2.72	3 .68	3 .68	32 7.26
LU	9 2.04	6 1.36	4 .91	3 .68	22 4.99
SU	7 1.59	12 2.72	4 .91	3 .68	26 5.90
JMU	28 6.35	8 1.81	4 .91	4 .91	44 9.98
HU	24 5.44	3 .68	2 .45	0 .00	29 6.58
LU	24 5.44	2 .45	3 .68	1 .23	30 6.80
DC	20 4.45	24 5.44	5 1.13	7 1.59	56 12.70
PDCCC	20 4.45	1 .23	0 .00	0 .00	21 4.76
					100.00

TABLE 65

CORRECT IDENTIFICATION OF PUBLIC AND PRIVATE CONTROL
COUNSELORS/DIRECTORS BY STATE

Frequency Row%	VA	PA	DE	MD	TOTALS
<u>Year Change (Public)</u>					
CNC	22	0	0	0	22
	13.84	0	0	0	13.84
CVC	23	0	0	0	23
	14.47	0	0	0	14.47
<u>Gender Change</u>					
MW	27	3	1	1	32
	16.98	1.89	.63	.63	20.13
LC	26	0	0	1	27
	16.35	0	0	.63	16.98
<u>Name Change</u>					
SU	3	12	4	2	21
	1.89	7.55	2.52	1.26	13.21
JMU	26	3	3	2	34
	16.35	1.89	1.89	1.26	21.38
TOTAL					159
					100.00
<u>Year Change (Private)</u>					
WC	5	6	2	2	15
	3.91	4.69	1.56	1.56	11.72
YC	7	9	0	1	17
	5.47	7.03	0	.78	13.28
<u>Gender Change</u>					
F&M	14	10	2	2	28
	10.94	7.81	1.56	1.56	21.88
MSM	8	4	3	3	18
	6.25	3.13	2.34	2.34	14.06
<u>Name Change</u>					
HU	23	3	1	0	27
	17.97	2.34	.78	0	21.09
LU	20	2	0	1	23
	15.63	1.56	0	.78	17.97
TOTAL					128
					100.00

TABLE 66
CORRECT IDENTIFICATION OF GENDER
COUNSELORS/DIRECTORS BY STATE

Frequency Row#	VA	PA	DE	MD	TOTALS
<u>Year Change (Public)</u>					
CNC	26	0	0	0	26
	<u>13.90</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>13.90</u>
CVC	25	0	0	0	25
	<u>13.37</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>13.37</u>
<u>Gender Change</u>					
MW	27	4	4	2	37
	<u>14.44</u>	<u>2.14</u>	<u>2.14</u>	<u>2.14</u>	<u>19.79</u>
LC	29	1	0	2	32
	<u>15.51</u>	<u>.53</u>	<u>0</u>	<u>1.07</u>	<u>17.11</u>
<u>Name Change</u>					
SU	5	12	4	2	23
	<u>2.67</u>	<u>6.42</u>	<u>2.14</u>	<u>1.07</u>	<u>12.30</u>
JMU	28	8	4	4	44
	<u>14.97</u>	<u>4.28</u>	<u>2.14</u>	<u>2.14</u>	<u>23.53</u>
TOTAL					187
					100.00
<u>Year Change (Private)</u>					
WC	4	7	4	2	17
	<u>2.70</u>	<u>4.73</u>	<u>2.70</u>	<u>1.35</u>	<u>11.49</u>
YC	11	12	2	3	28
	<u>7.43</u>	<u>8.11</u>	<u>1.35</u>	<u>2.03</u>	<u>18.92</u>
<u>Gender Change</u>					
F&M	14	12	3	2	31
	<u>9.46</u>	<u>8.11</u>	<u>2.03</u>	<u>1.35</u>	<u>20.95</u>
MSM	6	3	2	2	13
	<u>4.05</u>	<u>2.03</u>	<u>1.35</u>	<u>1.35</u>	<u>8.78</u>
<u>Name Change</u>					
HU	24	3	2	0	29
	<u>16.22</u>	<u>2.03</u>	<u>1.35</u>	<u>0</u>	<u>19.59</u>
LU	24	2	3	1	30
	<u>16.22</u>	<u>1.35</u>	<u>2.03</u>	<u>.68</u>	<u>20.27</u>
TOTAL					148
					100.00

TABLE 67

CORRECT IDENTIFICATION OF YEARS
COUNSELORS/DIRECTORS BY STATEFrequency
Row%

	VA	PA	DE	MD	TOTALS
<u>Year Change (Public)</u>					
CNC	18	0	0	0	18
	9.68	0	0	0	9.68
CVC	21	0	0	0	21
	11.29	0	0	0	11.29
<u>Gender Change</u>					
MW	30	7	4	4	45
	16.13	3.76	2.15	2.15	24.19
LC	30	1	1	2	34
	16.13	.54	.54	1.08	18.28
<u>Name Change</u>					
SU	6	12	4	3	25
	3.23	6.45	2.15	1.16	13.44
JMU	27	8	4	4	43
	14.52	4.30	2.15	2.15	23.12
TOTAL					186
					100.00
<u>Year Change (Private)</u>					
WC	3	5	3	2	13
	2.08	3.47	2.08	1.39	9.03
YC	10	10	1	3	24
	6.94	6.94	.69	2.08	16.67
<u>Gender Change</u>					
F&M	14	12	3	3	32
	9.72	8.33	2.08	2.08	22.22
MSM	8	4	3	3	18
	5.56	2.78	2.08	2.08	12.50
<u>Name Change</u>					
HU	23	3	2	0	28
	15.97	2.08	1.39	0	19.44
LU	24	2	2	1	29
	16.67	1.39	1.39	.69	20.14
TOTAL					144
					100.00

TABLE 68

RESPONSES TO QUESTION 4

"How would you rate (NAME OF INSTITUTION)'s attempts to inform you of any institutional changes?"

ONE	TWO	THREE	FOUR	FIVE
HU-17	CNC-8	MW-14	MW-19	JMU-14
SU-7	JMU-6	LC-12 YC-12	JMU-15	MW-7 LC-7
MSM-6	MW-5 WC-5	CNC-11	LC-11	YC-7
YC-5	SU-5		F&M10	LU-6
F&M-5		LU-10		
LU-5	CVC-4 YC-4	CVC-9	MSM-6	F&M-5
CVC-3	F&M-4		LU-5	CVC-4
WC-3	HU-4 LU-4	F&M-8 JMU-8	SU-5 CVC-5	SU-3
CNC-2				
	LC-3	HU-7	CNC-3	WC-2
JMU-1	MSM-3	WC-7	WC-3	CNC-2
LC-1		SU-7	YC-3	
				MSM-1
MW-0		MSM-6	HU-1	HU-0

James Madison University, Mary Washington, Longwood, and York College were at the top for ratings of 3's, 4's, and 5's. However, JMU also scored 6, two-ratings. JMU, YC, and MW had the lowest number of one-ratings. Hampton University had the highest number of one-rating as well as the lowest number of 4's and 5's.

TABLE 69

RESPONSES TO QUESTION 5

"How would you rate any perceived improvement in quality in (NAME OF INSTITUTION) over the past decade?"

ONE	TWO	THREE	FOUR	FIVE
HU-7	F&M-5	MW-15	MW-17	JMU-16
SU-7				
YC-7	CNC-4	LC-14	JMU-15	MW-8
	MW-4			LC-8
MSM-6	YC-4	YC-13	F&M-13	
WC-6				LU-5
F&M-6	LU-3	JMU-12	LU-11	
	HU-3			CNC-3
LU-4	MSM-3	HU-10	CVC-8	SU-3
CVC-4	LC-3	CVC-10	LC-8	F&M-3
		CNC-10	HU-8	
CNC-3	CVC-2		SU-8	YC-2
	SU-2	MSM-9		
LC-1	WC-2		CNC-6	HU-1
MW-1		LU-7		MSM-1
	JMU-1	WC-7	YC-5	WC-1
JMU-0		SU-7		CVC-1
		F&M-5	WC-4	
			MSM-3	

JMU, MW, and LC overall lead the pack in 3's, 4's and 5's, although LC drops in the four-rating. F&M had a large number of four-ratings. JMU also had no one-ratings and MW and LC each had only one.

HU, MSM, WC, and CVC each only scored 1 five-rating.

HU, SU, and YC were the highest on the one-ratings.

TABLE 70
 RESPONSES TO QUESTION 6

"How effective are (NAME OF INSTITUTION)'s communication efforts aimed at high school guidance counselors?"

ONE	TWO	THREE	FOUR	FIVE
HU-15	MW-9	JMU-11	JMU-18	JMU-11
SU-8	HU-7 F&M-7	F&M-10 LC-10	MW-15	MW-9
CNC-7	YC-6	MW-10 CVC-10	LC-11	YC-8
WC-5		CNC-9	LU-9	LC-7
YC-5	LC-5	SU-9	F&M-6	F&M-6
LU-5	CVC-5	MSM-9	YC-6 CVC-6	SU-5
MSM-4	LU-4 WC-4	WC-7 LU-7	MSM-4	LU-5
CVC-3	CBC-4		SU-4	CNC-3
F&M-3	JMU-3	YC-6	CNC-3	WC-2
MW-2	MSM-3	HU-4		MSM-2
LC-1	SU-1		HU-2	HU-1
JMU-1			WC-2	CVC-1

JMU and MW are solidly the leaders in 4 and 5 ratings. With three ratings including notable.

MW, LC, and JMU have the lowest number of 1 ratings.

HU leads the 1 ratings by a wide margin. JU also has the lowest number of 3, 4, and 5 ratings along with WC in the 4 ratings and CVC in the 5 ratings.

CHAPTER V
FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The primary research question to be addressed in this study was "To what extent have certain 'changed image' institutions adopted, i.e., accepted and implemented the concept of marketing planning in their external communications?" As this is a descriptive study and no attempt has been made to present a hard analysis of statistical data, only trends can be identified in response to the research questions.

The following is a summary of the findings based on each data gathering technique:

College Guide Analysis. Only two institutions were incorrectly listed. These two represented the fairly recent name changes of Hampton University and Liberty University.

Publication Analysis. Those rating the highest consistent use of identical visual devices were Longwood College, Franklin and Marshall College, York College and Shippensburg University. Another cluster of institutions that exhibited use of a number of visual identifiers were Wesley College, Mount Saint Mary's College, and Mary Washington College. Those institutions showing the least evidence of consistency of visual image were James Madison University, Clinch Valley College and Hampton University.

Interview Analysis. Four institutions had both the most verbatim answers and the least unmatching answers. There were York College, Christopher Newport College, Franklin and Marshall College, and Clinch Valley College. When using both verbatim and functionally equivalent ratings, Wesley College, Mary Washington College, Mount Saint Mary's College and Longwood College join the list of agreeing institutions. Only one institution showed more unlike than alike answers, and that was James Madison University.

Image Perception Analysis. Two institutions (Christopher Newport College and Mount Saint Mary's College) had 100 percent agreement between institutional descriptions noted by interviewees and verbatim expression of those descriptors in their college catalogues. Two other institutions agreed at the 80 percent level - Franklin and Marshall and Clinch Valley College. Only one institution had no agreement between verbal responses to the image question and print evidence, and that was Hampton University. This may be due in part to the small number of interviewees there as compared with the other institutions. Two other institutions showed agreement at the 50 percent level - Liberty University and Longwood College.

Guidance Counselor Survey. Based on the opinion questions, James Madison University, Mary Washington College and Longwood College rate high on guidance counselors' assessments of their communication efforts.

Hampton University received the lowest ratings for their communication efforts with high school guidance counselors. Mount Saint Mary's College, Wesley College, Clinch Valley College and Christopher Newport College had tendencies toward few high ratings. Shippensburg University had tendencies toward frequent low ratings.

SUMMARY OF FINDINGS

Discounting the College Guide Listings and focusing on Publication Analysis, Interview Guide Analysis, Image Perception Analysis and Guidance Counselor Survey results, no one institution rated high on all dimensions. However, Franklin and Marshall College, Longwood College, Mount Saint Mary's College, and Mary Washington College (all four of the gender-change institutions) rated high on three of the four dimensions. York College, Wesley College, Christopher Newport College, and Clinch Valley College (all four of the year-change institutions) rated high in two of the four measures of consistency. Hampton University rated lowest on three of the four consistency measures. James Madison University rated low on two of the four dimensions and high on one. Clinch Valley College rated low on two and high on two.

With one-third of the sample institutions (all gender-change) rating high on 75 percent of the consistency measures and another third (all year-change) rating high on 50 percent, the implication of a high degree of marketing

planning emerges linked to type of change. However, the consideration of time since change must also be addressed. The gender changes spanned a period from 1968 (F&M) to 1976 (Longwood). The year changes spanned a period from 1970 (CVC) to 1978 (Wesley). Both groups of institutions have had a significant amount of time to orchestrate the communication of their respective changes. In contrast, the name-change institutions, which scored sporadically on the consistency measures, have undergone their changes quite recently. The earliest name change in the study was in 1977 (JMU) and the latest was in 1985 (Liberty). The time factors relating to the changes are a critical factor in the assesment of consistent image portrayal.

As for evidence of consumer-oriented philosophy - there is little. On the whole, institutions reported little external research on a regular basis. Currently there seems to be more of a trend toward inward-looking and self-study. This gives more evidence of a strategic orientation. With two-thirds of the sample rating well on 50 percent of the consistency measures, evidence is present of an integrated approach to marketing these institutions.

As for the subsidiary research question (specifically about publication consistency) 58 percent of the sample institutions can be said to have a consistent visual image presented by their publications. Even those institutions

not rating well on consistency of publications were working on procedures to standardize their publications. This information was reported in the interview guides.

CONCLUSION

A fair conclusion is that marketing planning is an important consideration for administrators in higher education today. The majority of interviewees noted either the existence of marketing plans or the process for development of plans being in place. Interesting to note was that many administrators had attended meetings within weeks of the site visits concerning marketing planning at their institutions. The terms "marketing" and "markets" were used frequently by respondents to personal interviews. The importance of the marketing planning concept is well known.

The target market of the institutions surveyed with the exception of Christopher Newport College is still the 22 to 24 age cohort. The most sophisticated marketing functions, i.e., research and response to the findings is most evident in admissions offices. People there speak of "moving into new markets such as Puerto Rico and Florida." They use search data and lost applicant inquiries to determine the strongest potential sources for enrollees.

SUGGESTIONS FOR FURTHER STUDY

Further study is recommended to explore the reasons behind the seeming lack of consumer-orientation in areas other than admissions. To truly become marketing oriented, all aspects of an institution must keep their fingers on the pulse of their various publics.

APPENDIX A

Institution _____
Office _____
Title _____
Date of Interview _____
Type of Change _____
Date of Change _____
Years in Position _____

INTERVIEW GUIDE

The purpose of this research project is to investigate, from an external communications perspective, the process used by various functional areas of a changed institution to communicate the change to their respective target populations.

I am comparing your institution with three other, similarly changed institutions. Your name will not be reported.

1. Describe the process of the change from _____ to _____?

1.a. Why the change? _____

1.b. How long did it take? _____

Institution _____

Office _____

Change _____

2. How has your institution attempted to communicate its change from _____ to _____? (probe for specifics)

- 2.a. What is your institution's target market? _____

Institution _____

Office _____

Change _____

3. What has been your office's role in communicating the change to your specific population?

- 3.a. How is this reflected in your publications? _____

- 3.b. What is your office's target population? _____

Institution _____

Office _____

Change _____

4. In your opinion was the change successfully communicated?

4.a. IF NO, WHY? _____

4.b. IF YES, What measures of success do you use?
(probe for specifics)

Institution _____

Office _____

Change _____

5. Is there a plan to monitor public reaction to the change?

5.a. IF YES, What is the plan? _____
(probe for specifics)

Institution _____

Office _____

Change _____

6. Does your office conduct research concerning your population on a regular basis?

6.a. IF YES, Who is researched? _____

6.b. How are they researched? _____

6.c. How often? _____

Institution _____

Office _____

Change _____

7. Summarize the image of your institution in one sentence, if possible.

7.a. Is there any part of that image your institution is attempting to change? _____

7.b. IF YES, how? _____

Institution _____

Office _____

Change _____

8. What measures are taken to insure consistency of image presented to the public by various areas of the institution?

8.a. Is an attempt made to coordinate publications? _____

8.b. Is one person or office ultimately responsible for approving all publications? _____

8.c. IF YES, who is it? _____

Institution _____

Office _____

Change _____

9. What logo, symbol, or graphic is most often used to symbolize your institution?

9.a. Are there any others? _____

9.b. Is the use of this logo mandatory on publications?

Institution _____

Office _____

Change _____

10. Does your institution have a formal marketing plan?

10.a. Does your office have a formal marketing plan?

MAY I HAVE A COPY OF SOME OF YOUR OFFICE'S PUBLICATIONS?

APPENDIX B

COLLEGE GUIDE DESCRIPTION COMPARISON

Baccalaureate Degree Listed	Coed Designation	Correct Name
Year Change	Gender Change	Name Change
CNC CVC WC YC	MW LC F&M MSM	SU JMU HU LU

PETERSON'S GUIDE

PETERSON'S MID-ATLANTIC

COLLEGE BLUE BOOK

LOVEJOY'S GUIDE

HIGHER ED. DIRECTORY

COMPARATIVE GUIDE

COLLEGE HANDBOOK

FISKE'S BEST BUYS

FISKE'S SELECTIVE GUIDE

YALE INSIDER'S GUIDE

BIRNBACH'S COLLEGE BOOK

BARRON'S GUIDE TO THE
BEST, MOST EXCITING, &
POPULAR COLLEGES

TOTALS

C = Correct Listing
I = Incorrect Listing
O = Not Listed

APPENDIX C
DOCUMENT ANALYSIS -

			G	M	D				T
			R	I	E		S		O
	P	A	C	S	S	C	L		T
S	L	R	P	O	S	C	O	O	A
E	O	I	H	L	I	R	V	G	L
A	G	N	I	O	O	P	E	A	S
L	O	T	C	R	N	T	R	N	<u>4 3 2 1 0</u>

OFFICE OF:

PRESIDENT
Annual Report
Letterhead
Newsletter

ACA. DEAN
Catalogue
Letterhead

ADMISSIONS
Viewbook
Searchpiece
A.
B.
C.
Letterhead

DEVELOPMENT
Brochure
Letterhead

ALUMNI
Magazine
Letterhead

P. R.
Brochure
Letterhead

PERSONNEL
Chronicle Ad

ADDITIONAL
A.
B.
C.
D.
E.

TOTALS: 4
3
2
1
0

4=Identical, 3=Slight Modification, 2=Different, 1=Not Used, 0=N/A

APPENDIX D

HELLO, MY NAME IS LINDA FERGUSON, AND I AM CONDUCTING A STUDY THROUGH THE COLLEGE OF WILLIAM AND MARY. I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT 8 COLLEGES AND UNIVERSITIES IN THE MID-ATLANTIC REGION. THE FOCUS OF THE STUDY IS NOT TO JUDGE YOUR KNOWLEDGE OF THE INSTITUTIONS, BUT RATHER TO USE INFORMATION GAINED FROM YOU AND OTHER HIGH SCHOOL COUNSELORS TO ASSESS THE EFFECTIVENESS OF THE COMMUNICATIONS EFFORTS OF THESE INSTITUTIONS.	ID 1/2/3 (VA=1, PA=2, DE=3, MD=4) (female=1, male=2) (counselor=1, director=2) (size of high school) 1 - 500 = 1 501 - 1000 = 2 1001 - 1500 = 3 1501 - more = 4 (% of grads to post secondary) 1% - 33% = 1, 34% - 66% = 2, 68% - 100% = 3 (location of school) urban = 1, rural = 2 institution ID	4 5 6 7 8 9 10/11
FIRST, ARE YOU FAMILIAR WITH <u>LIBERTY UNIVERSITY</u> ?	Yes = 1 No = 2	12
(did they ask if it used to be ...?)	they did = 1 they did not = 2	13
IF "No", they aren't familiar, Go to next institution.		
If "Yes", continue: TO YOUR KNOWLEDGE IS LIBERTY	PUBLIC = 1 OR PRIVATE = 2 unsure = 3	14
IS LIBERTY	4-YEAR = 1 OR 2-YEAR = 2 unsure = 3	15
IS LIBERTY	COED = 1 OR SINGLE-SEX = 2 unsure = 3	16
FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU TO USE A SCALE OF 5 DOWN TO 1 TO RATE THE INSTITUTION, WITH 5 REPRESENTING GOOD DOWN THRU 1 REPRESENTING POOR:		
HOW WOULD YOU RATE LIBERTY'S ATTEMPTS TO INFORM YOU OF ANY INSTITUTIONAL CHANGES?	5 4 3 2 1	17
HOW WOULD YOU RATE ANY PERCEIVED IMPROVEMENT OF QUALITY IN THE INSTITUTION OVER THE PAST DECADE?	5 4 3 2 1	18
HOW EFFECTIVE ARE LIBERTY'S COMMUNICATION EFFORTS AIMED AT HIGH SCHOOL GUIDANCE COUNSELORS?	5 4 3 2 1	19

institution ID $\frac{\quad}{20} \frac{\quad}{21}$

NEXT, ARE YOU FAMILIAR WITH
WESLEY COLLEGE?

(Yes = 1)
(No = 2) $\overline{22}$

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE $\overline{23}$
IS WESLEY PUBLIC = 1
OR PRIVATE = 2
unsure = 3

IS WESLEY 4-YEAR = 1 $\overline{24}$
OR 2-YEAR = 2
unsure = 3

IS WESLEY COED = 1 $\overline{25}$
OR SINGLE-SEX = 2
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE WESLEY'S
ATTEMPTS TO INFORM YOU OF ANY $\overline{26}$
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN WESLEY $\overline{27}$
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE WESLEY'S
COMMUNICATION EFFORTS AIMED AT HIGH $\overline{28}$
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID 29/30

NEXT, ARE YOU FAMILIAR WITH
DICKINSON COLLEGE?

(Yes = 1)
(No = 2) 31

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE 32
IS DICKINSON PUBLIC = 1
OR PRIVATE = 2
unsure = 3

IS DICKINSON 4-YEAR = 1 33
OR 2-YEAR = 2
unsure = 3

IS DICKINSON COED = 1 34
OR SINGLE-SEX = 2
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE DICKINSON'S
ATTEMPTS TO INFORM YOU OF ANY 35
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN DICKINSON 36
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE DICKINSON'S
COMMUNICATION EFFORTS AIMED AT HIGH 37
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID $\frac{38}{39}$

NEXT, ARE YOU FAMILIAR WITH
FRANKLIN & MARSHALL COLLEGE?

(Yes = 1) $\frac{40}{}$
(No = 2)

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE $\frac{41}{}$
IS FRANKLIN & MARSHALL PUBLIC = 1
OR PRIVATE = 2
unsure = 3

IS FRANKLIN & MARSHALL 4-YEAR = 1 $\frac{42}{}$
OR 2-YEAR = 2
unsure = 3

IS FRANKLIN & MARSHALL COED = 1 $\frac{43}{}$
OR SINGLE-SEX = 2
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE FRANKLIN & MARSHALL'S
ATTEMPTS TO INFORM YOU OF ANY $\frac{44}{}$
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN F & M $\frac{45}{}$
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE FRANKLIN & MARSHALL'S
COMMUNICATION EFFORTS AIMED AT HIGH $\frac{46}{}$
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID $\frac{47}{48}$

NEXT, ARE YOU FAMILIAR WITH
HAMPTON UNIVERSITY?

(Yes = 1)
(No = 2) $\frac{49}{}$

(did they ask if it used to be ...?)
(if they did = 1, if they didn't = 2) $\frac{50}{}$

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE
IS HAMPTON PUBLIC = 1 $\frac{51}{}$
OR PRIVATE = 2
unsure = 3

IS HAMPTON 4-YEAR = 1
OR 2-YEAR = 2 $\frac{52}{}$
unsure = 3

IS HAMPTON COED = 1
OR SINGLE-SEX = 2 $\frac{53}{}$
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE HAMPTON'S
ATTEMPTS TO INFORM YOU OF ANY
INSTITUTIONAL CHANGES? 5 4 3 2 1 $\frac{54}{}$

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN HAMPTON
OVER THE PAST DECADE? 5 4 3 2 1 $\frac{55}{}$

HOW EFFECTIVE ARE HAMPTON'S
COMMUNICATION EFFORTS AIMED AT HIGH
SCHOOL GUIDANCE COUNSELORS? $\frac{56}{}$
5 4 3 2 1

institution ID $\frac{57}{58}$

NEXT, ARE YOU FAMILIAR WITH
PAUL D. CAMP COMMUNITY COLLEGE?

(Yes = 1)
(No = 2) $\frac{59}{}$

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE $\frac{60}{}$
IS PAUL D. CAMP PUBLIC = 1
OR PRIVATE = 2
unsure = 3

IS PAUL D. CAMP 4-YEAR = 1 $\frac{61}{}$
OR 2-YEAR = 2
unsure = 3

IS PAUL D. CAMP COED = 1 $\frac{62}{}$
OR SINGLE-SEX = 2
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE PAUL D. CAMP'S
ATTEMPTS TO INFORM YOU OF ANY
INSTITUTIONAL CHANGES? 5 4 3 2 1 $\frac{63}{}$

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN PAUL D. CAMP $\frac{64}{}$
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE PAUL D. CAMP'S
COMMUNICATION EFFORTS AIMED AT HIGH $\frac{65}{}$
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID $\frac{66}{67}$

NEXT, ARE YOU FAMILIAR WITH
YORK COLLEGE OF PENNSYLVANIA?

(Yes = 1)
(No = 2) $\frac{68}{}$

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE
IS YORK COLLEGE PUBLIC = 1 $\frac{69}{}$
OR PRIVATE = 2
unsure = 3

IS YORK COLLEGE 4-YEAR = 1
OR 2-YEAR = 2 $\frac{70}{}$
unsure = 3

IS YORK COLLEGE COED = 1
OR SINGLE-SEX = 2 $\frac{71}{}$
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE YORK COLLEGE'S
ATTEMPTS TO INFORM YOU OF ANY $\frac{72}{}$
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN YORK COLLEGE $\frac{73}{}$
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE YORK COLLEGE'S
COMMUNICATION EFFORTS AIMED AT HIGH $\frac{74}{}$
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID $\frac{\quad}{75} / \frac{\quad}{76}$

NEXT, ARE YOU FAMILIAR WITH
MOUNT SAINT MARY'S COLLEGE ?

(Yes = 1) $\frac{\quad}{77}$
(No = 2)

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE

IS MT. ST. MARY'S PUBLIC = 1 $\frac{\quad}{78}$
OR PRIVATE = 2
unsure = 3

IS MT. ST. MARY'S 4-YEAR = 1
OR 2-YEAR = 2 $\frac{\quad}{79}$
unsure = 3

IS MT. ST. MARY'S COED = 1
OR SINGLE-SEX = 2 $\frac{\quad}{80}$
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE MOUNT SAINT MARY'S
ATTEMPTS TO INFORM YOU OF ANY $\frac{\quad}{81}$
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN MT. ST. MARY'S $\frac{\quad}{82}$
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE MOUNT SAINT MARY'S
COMMUNICATION EFFORTS AIMED AT HIGH $\frac{\quad}{83}$
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

AND LAST, JUST A COUPLE QUICK
QUESTIONS ABOUT YOU . . .

HOW LONG HAVE YOU BEEN A
HIGH SCHOOL GUIDANCE COUNSELOR? 84

1 - 5 years = 1
6 - 10 years = 2
11 - 15 years = 3
16 - 20 years = 4
20+ years = 5

ARE YOU CURRENTLY ASSIGNED TO
COUNSEL JUNIORS OR ABOVE? Yes = 1 85
No = 2

If "No", HOW MANY YEARS HAS IT BEEN
SINCE YOU WERE ASSIGNED TO COUNSEL 86
JUNIORS OR ABOVE?

1 = 1
2 = 2
3 = 3
4+ = 4

THANK YOU VERY MUCH FOR YOUR TIME.

HELLO, MY NAME IS LINDA FERGUSON, AND I AM CONDUCTING A STUDY THROUGH THE COLLEGE OF WILLIAM AND MARY. I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT 8 COLLEGES AND UNIVERSITIES IN THE MID-ATLANTIC REGION. THE FOCUS OF THE STUDY IS NOT TO JUDGE YOUR KNOWLEDGE OF THE INSTITUTIONS, BUT RATHER TO USE INFORMATION GAINED FROM YOU AND OTHER HIGH SCHOOL COUNSELORS TO ASSESS THE EFFECTIVENESS OF THE COMMUNICATIONS EFFORTS OF THESE INSTITUTIONS.	ID 1/2/3 (VA=1, PA=2, DE=3, MD=4) (female=1, male=2) (counselor=1, director=2) (size of high school) 1 - 500 = 1 501 - 1000 = 2 1001 - 1500 = 3 1501 - more = 4	1 2 3 4 5 6 7
	(% of grads to post secondary) 1% - 33% = 1, 34% - 66% = 2, 68% - 100% = 3	8
	(location of school) urban = 1, rural = 2 institution ID	9 10/11
FIRST, ARE YOU FAMILIAR WITH <u>SHIPPENSBURG UNIVERSITY?</u>	Yes = 1 No = 2	12
(did they ask if it used to be ...?)	they did = 1 they did not = 2	13
IF "No", they aren't familiar, Go to next institution.		
If "Yes", continue: TO YOUR KNOWLEDGE IS SHIPPENSBURG PUBLIC = 1 OR PRIVATE = 2 unsure = 3		14
IS SHIPPENSBURG 4-YEAR = 1 OR 2-YEAR = 2 unsure = 3		15
IS SHIPPENSBURG COED = 1 OR SINGLE-SEX = 2 unsure = 3		16
FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU TO USE A SCALE OF 5 DOWN TO 1 TO RATE THE INSTITUTION, WITH 5 REPRESENTING GOOD DOWN THRU 1 REPRESENTING POOR:		
HOW WOULD YOU RATE SHIPPENSBURG'S ATTEMPTS TO INFORM YOU OF ANY INSTITUTIONAL CHANGES?	5 4 3 2 1	17
HOW WOULD YOU RATE ANY PERCEIVED IMPROVEMENT OF QUALITY IN THE INSTITUTION OVER THE PAST DECADE?	5 4 3 2 1	18
HOW EFFECTIVE ARE SHIPPENSBURG'S COMMUNICATION EFFORTS AIMED AT HIGH SCHOOL GUIDANCE COUNSELORS?	5 4 3 2 1	19

institution ID 20/21

NEXT, ARE YOU FAMILIAR WITH
JAMES MADISON UNIVERSITY?

(Yes = 1) 22
 (No = 2)

(did they ask if it used to be ...?) 23
 (if they did = 1, if they didn't = 2)

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE
 IS MADISON PUBLIC = 1 24
 OR PRIVATE = 2
 unsure = 3

IS MADISON 4-YEAR = 1
 OR 2-YEAR = 2 25
 unsure = 3

IS MADISON COED = 1
 OR SINGLE-SEX = 2 26
 unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
 TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
 THE INSTITUTION, WITH 5 REPRESENTING
 GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE MADISON'S
 ATTEMPTS TO INFORM YOU OF ANY
 INSTITUTIONAL CHANGES? 5 4 3 2 1 27

HOW WOULD YOU RATE ANY PERCEIVED
 IMPROVEMENT OF QUALITY IN MADISON
 OVER THE PAST DECADE? 5 4 3 2 1 28

HOW EFFECTIVE ARE MADISON'S
 COMMUNICATION EFFORTS AIMED AT HIGH
 SCHOOL GUIDANCE COUNSELORS? 29
 5 4 3 2 1

institution ID 30/31

NEXT, ARE YOU FAMILIAR WITH
DICKINSON COLLEGE?

(Yes = 1)
(No = 2) 32

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE
IS DICKINSON PUBLIC = 1 33
OR PRIVATE = 2
unsure = 3

IS DICKINSON 4-YEAR = 1
OR 2-YEAR = 2 34
unsure = 3

IS DICKINSON COED = 1
OR SINGLE-SEX = 2 35
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING. POOR:

HOW WOULD YOU RATE DICKINSON'S
ATTEMPTS TO INFORM YOU OF ANY 36
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN DICKINSON 37
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE DICKINSON'S
COMMUNICATION EFFORTS AIMED AT HIGH 38
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID $\frac{39}{40}$

NEXT, ARE YOU FAMILIAR WITH
CLINCH VALLEY COLLEGE?

(Yes = 1)
(No = 2) $\frac{41}{}$

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE $\frac{42}{}$
IS CLINCH VALLEY PUBLIC = 1
OR PRIVATE = 2
unsure = 3

IS CLINCH VALLEY 4-YEAR = 1 $\frac{43}{}$
OR 2-YEAR = 2
unsure = 3

IS CLINCH VALLEY COED = 1 $\frac{44}{}$
OR SINGLE-SEX = 2
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE CLINCH VALLEY'S
ATTEMPTS TO INFORM YOU OF ANY $\frac{45}{}$
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN CLINCH VALLEY $\frac{46}{}$
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE CLINCH VALLEY'S
COMMUNICATION EFFORTS AIMED AT HIGH $\frac{47}{}$
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID $\frac{48}{49}$

NEXT, ARE YOU FAMILIAR WITH
CHRISTOPHER NEWPORT COLLEGE?

(Yes = 1)
(No = 2) $\overline{50}$

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE
IS CHRISTOPHER NEWPORT PUBLIC = 1 $\overline{51}$
OR PRIVATE = 2
unsure = 3

IS CHRISTOPHER NEWPORT 4-YEAR = 1
OR 2-YEAR = 2 $\overline{52}$
unsure = 3

IS CHRISTOPHER NEWPORT COED = 1
OR SINGLE-SEX = 2 $\overline{53}$
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE CHRISTOPHER NEWPORT'S
ATTEMPTS TO INFORM YOU OF ANY $\overline{54}$
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN C. NEWPORT $\overline{55}$
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE CHRISTOPHER NEWPORT'S
COMMUNICATION EFFORTS AIMED AT HIGH $\overline{56}$
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID $\frac{57}{58}$

NEXT, ARE YOU FAMILIAR WITH
PAUL D. CAMP COMMUNITY COLLEGE?

(Yes = 1)
(No = 2) $\frac{59}{}$

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE $\frac{60}{}$
IS PAUL D. CAMP PUBLIC = 1
OR PRIVATE = 2
unsure = 3

IS PAUL D. CAMP 4-YEAR = 1
OR 2-YEAR = 2 $\frac{61}{}$
unsure = 3

IS PAUL D. CAMP COED = 1
OR SINGLE-SEX = 2 $\frac{62}{}$
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE PAUL D. CAMP'S
ATTEMPTS TO INFORM YOU OF ANY $\frac{63}{}$
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN PAUL D. CAMP $\frac{64}{}$
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE PAUL D. CAMP'S
COMMUNICATION EFFORTS AIMED AT HIGH $\frac{65}{}$
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID $\frac{\quad}{66 \ 67}$

NEXT, ARE YOU FAMILIAR WITH
LONGWOOD COLLEGE?

(Yes = 1)
(No = 2) $\frac{\quad}{68}$

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE
IS LONGWOOD PUBLIC = 1 $\frac{\quad}{69}$
OR PRIVATE = 2
unsure = 3

IS LONGWOOD 4-YEAR = 1
OR 2-YEAR = 2 $\frac{\quad}{70}$
unsure = 3

IS LONGWOOD COED = 1
OR SINGLE-SEX = 2 $\frac{\quad}{71}$
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE LONGWOOD'S
ATTEMPTS TO INFORM YOU OF ANY
INSTITUTIONAL CHANGES? 5 4 3 2 1 $\frac{\quad}{72}$

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN LONGWOOD
OVER THE PAST DECADE? 5 4 3 2 1 $\frac{\quad}{73}$

HOW EFFECTIVE ARE LONGWOOD'S
COMMUNICATION EFFORTS AIMED AT HIGH
SCHOOL GUIDANCE COUNSELORS? $\frac{\quad}{74}$
5 4 3 2 1

institution ID $\frac{75}{76}$

NEXT, ARE YOU FAMILIAR WITH
MARY WASHINGTON COLLEGE?

(Yes = 1)
(No = 2) $\frac{77}{77}$

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE
IS MARY WASHINGTON PUBLIC = 1 $\frac{78}{78}$
OR PRIVATE = 2
unsure = 3

IS MARY WASHINGTON 4-YEAR = 1
OR 2-YEAR = 2 $\frac{79}{79}$
unsure = 3

IS MARY WASHINGTON COED = 1
OR SINGLE-SEX = 2 $\frac{80}{80}$
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE MARY WASHINGTON'S
ATTEMPTS TO INFORM YOU OF ANY $\frac{81}{81}$
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN MARY WASHINGTON $\frac{82}{82}$
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE MARY WASHINGTON'S
COMMUNICATION EFFORTS AIMED AT HIGH $\frac{83}{83}$
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

institution ID /

NEXT, ARE YOU FAMILIAR WITH
LIBERTY UNIVERSITY?

(Yes = 1)

(No = 2)

(did they ask if it used to be ...?)
(if they did = 1, if they didn't = 2)

If "NO", go on to next institution.

If "YES" continue: TO YOUR KNOWLEDGE
IS LIBERTY PUBLIC = 1
OR PRIVATE = 2
unsure = 3

IS LIBERTY 4-YEAR = 1
OR 2-YEAR = 2
unsure = 3

IS LIBERTY COED = 1
OR SINGLE-SEX = 2
unsure = 3

FOR THE NEXT 3 QUESTIONS, I'D LIKE YOU
TO USE A SCALE OF 5 DOWN THRU 1 TO RATE
THE INSTITUTION, WITH 5 REPRESENTING
GOOD DOWN THRU 1 REPRESENTING POOR:

HOW WOULD YOU RATE LIBERTY'S
ATTEMPTS TO INFORM YOU OF ANY
INSTITUTIONAL CHANGES? 5 4 3 2 1

HOW WOULD YOU RATE ANY PERCEIVED
IMPROVEMENT OF QUALITY IN LIBERTY
OVER THE PAST DECADE? 5 4 3 2 1

HOW EFFECTIVE ARE LIBERTY'S
COMMUNICATION EFFORTS AIMED AT HIGH
SCHOOL GUIDANCE COUNSELORS?
5 4 3 2 1

AND LAST, JUST A COUPLE QUICK
QUESTIONS ABOUT YOU . . .

HOW LONG HAVE YOU BEEN A
HIGH SCHOOL GUIDANCE COUNSELOR? 84

1 - 5 years	= 1
6 - 10 years	= 2
11 - 15 years	= 3
16 - 20 years	= 4
20+ years	= 5

ARE YOU CURRENTLY ASSIGNED TO
COUNSEL JUNIORS OR ABOVE? Yes = 1 85
No = 2

If "No", HOW MANY YEARS HAS IT BEEN
SINCE YOU WERE ASSIGNED TO COUNSEL 86
JUNIORS OR ABOVE?

1	= 1
2	= 2
3	= 3
4+	= 4

THANK YOU VERY MUCH FOR YOUR TIME.

APPENDIX E
GUIDE TABULATION -

<u>SITUATION ANALYSIS:</u>	<u>RESPONDENTS</u>						<u>TOTALS</u>																	
	A	B	C	D	E	F	3	3	3	3	2	2	2	2	2	1	1	1	1	1	1			
<u>REGULAR SURVEY? (6)</u>							a	b	c	d	a	b	c	d	e	a	b	c	d	e	f			
<u>OBJECTIVES:</u>																								
Opinion of change success? (4)																								
<u>STRATEGIES:</u>																								
Attempts to communicate change? (2)																								
Mktg plan? (10)																								
<u>ACTION PLANS:</u>																								
Role in communicating change? (3)																								
Symbol? (9)																								
<u>CONTROLS:</u>																								
Plans to monitor reaction? (5)																								
Consistency insurance measures? (8)																								
Coordination?(8a)																								
<u>TOTALS:</u>																								
3 = verbatim							a	b	c	d	a	b	c	d	e	a	b	c	d	e	f			
2 = functional equivalent																								
1 = not matching																								
0 = did not answer question																								

Starting this fall some of our freshmen will be freshmen

It's going to be quite an education for us to have coeds at Franklin and Marshall.

We've been strictly a men's college for 181 years. But we think we have a lot to offer the girls. And we know the girls have a lot to offer us.

For one thing, they'll be a big improvement on campus. Esthetically. Socially. And academically.

By September, we expect to enroll about 100 women. Including 50 to 75 freshmen. And 25 to 35 transfer students. Next year we'll have over 250 women on campus.

They'll be entering an independent liberal arts college that has all the elbow room of a large university (we're spread over 102 acres) with the personal touch

of a small college. (We have a student-faculty ratio of 12 to 1.)

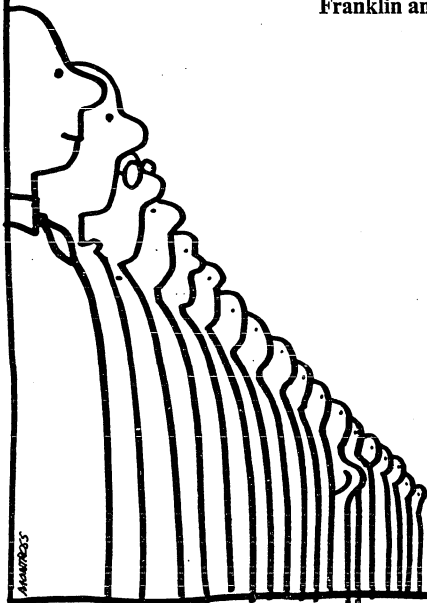
Our standards are high. Very high. About 83% of our 1968 freshmen were in the top two-fifths of their graduating class.

70% of our seniors plan graduate study. And a high proportion of our graduates go for their Ph.D.'s.

If you have a daughter, or a sister, or a niece whom you think has the credentials for Franklin and Marshall, we'd like to know about her. Write: Franklin and Marshall College, Lancaster, Pennsylvania 17604.

She could very well become one of our freshmen next year.

Franklin and Marshall College



Appendix G

LIST OF COLLEGE GUIDES CONSULTED

Barron's Guide to the Best, Most Popular and Most Exciting Colleges. Woodbury: Barrons Educational Services, 1985.

The Best Buys in College Education. Edward B. Fiske and Joseph M. Michalak. New York: Times Books, 1985.

Lisa Birnbach's College Book. New York: Ballantine Books, 1984.

The College Blue Book: Narrative Descriptions. Twentieth Ed. New York: Macmillian Publishing, 1985.

The College Handbook, 1985-86. New York: College Entrance Examination Board, 1985.

Comparative Guide to American Colleges. Twelfth Ed. New York: Harper and Row, 1985.

HEP Higher Education Directory. Washington: Higher Education Publications, Inc. 1985.

The Insider's Guide to the Colleges. 1985-86 Edition. New York: St. Martin's Press.

Lovejoy's College Guide. Seventeenth Edition. New York: Monarch Press, 1985.

Peterson's Guide to Colleges in the Middle Atlantic States. Princeton: Peterson's Guides, 1985.

Peterson's Guide to Four-Year Colleges. Princeton: Peterson's Guides, 1985.

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VITA

Linda Ann Ferguson

Birthdate: March 2, 1950

Birthplace: Hershey, Pennsylvania

Education: 1981 - 1986 The College of William and Mary
Williamsburg, Virginia
Certificate of Advanced Graduate
Study in Higher Education
Doctor of Education

1973 - 1975 Shippensburg University
Shippensburg, Pennsylvania
Master of Education

1968 - 1972 Shippensburg University
Shippensburg, Pennsylvania
Bachelor of Science

ABSTRACT

The purpose of this study was to determine the extent to which colleges and universities that have changed significantly have taken a planned approach to marketing their institutions through their external communications. "Changed image" institutions are defined as those degree-granting institutions that have changed name, sex status, or number of years of instruction offered within the past two decades since 1966. The sample contained six public and six private institutions--two public and two private institutions in each category.

Publications of various divisions of the institutions were analyzed for consistency of image presentation. Commercially published college guides were consulted for accuracy of descriptions of sample institutions. Site visits were conducted where persons representing various functional areas of the institutions studied were interviewed.

A guidance counselor survey was conducted in which counselors were asked to identify the list of colleges and universities as public or private, single-sex or coeducational, two- or four-year. Each institution was also rated on its attempts to inform counselors of changes, improvements in quality as perceived by counselors, and effectiveness of communications efforts.

Based on four measures of consistency: publication analysis, personal interviews, internal image perception analysis, and guidance counselor survey results, no institution rated high on all measures. However, all of the gender-change institutions rated high on three measures. All of the year-change institutions rated high on two of the consistency measures. The four name-change institutions scored sporadically on the various consistency indicators. A major consideration in effectiveness of these institutions' attempts to communicate a changed image is the amount of time elapsed since the change. The gender changes occurred earliest of those changes in the sample. The year changes were more recent than the gender changes while the majority of the name changes were most recent.

This study concludes that evidence of a high degree of marketing planning is in existence in the sample institutions. With one-third of the sample rating high on 75 percent of the consistency measures and another third rating high on 50 percent, a fair conclusion is that marketing planning is an important consideration for administrators in higher education today.