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MARKETING PRACTICES OF ADMINISTRATORS OF SUCCESSFUL CONTINUING EDUCATION PROGRAMS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

by

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The Ohio State University

1980

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* * * * *

Adviser
Academic Faculty of Educational Administration
In Memory Of My Loving Mother

and

To My Dear Father

Grayce and Paul Kunkel
ACKNOWLEDGEMENT

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To the panel of experts who helped me to identify successful continuing education programs;

To the continuing education administrators who participated in the pretest of the questionnaire used in the study; and

To the individuals who completed the questionnaire.

It is a pleasure to acknowledge my gratitude to Elaine Elgin whose excellent typing followed this study from initial proposal to completion. The beauty of the finished product is a compliment to her professional work.

Finally, to my husband, Roger, who provided encouragement, understanding, support, affection, and patience, I extend my most grateful appreciation.
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   - Continuing Higher Education Administration
   - Marketing and Continuing Education
TABLE OF CONTENTS

ACKNOWLEDGEMENTS .............................................................. iii
VITA ......................................................................................... v
LIST OF TABLES ........................................................................ ix
LIST OF FIGURES ..................................................................... xii

Chapter

I. INTRODUCTION ........................................................................ 1
   Statement of the Problem ..................................................... 8
   Objectives of the Study ....................................................... 9
   Significance of the Study .................................................... 10
   Definition of Terms .......................................................... 12
   Assumptions and Limitations of the Study ......................... 17
   Procedures and Methodology ............................................ 18
   Organization of the Study .................................................. 22

II. REVIEW OF THE LITERATURE ............................................ 24
   Overview ........................................................................... 24
   Marketing .......................................................................... 32
   Marketing and Higher Education ..................................... 39
   Marketing and Continuing Higher Education .................... 45

III. METHODOLOGY OF THE STUDY ........................................ 91
   Selection of Research Methodology .................................. 91
   The Study Population ...................................................... 96
   Questionnaire Development ............................................ 99
   Survey Administration .................................................... 100
   The Data ........................................................................... 101
IV. PRESENTATION AND ANALYSIS OF DATA ............................................. 106

Demographics of Study Population ................................................. 106
Institutional Commitment to Marketing Continuing Education ........ 113
Marketing Practices ........................................................................ 131
Most Effective Marketing Practices .................................................. 171
Problems and Benefits Associated with Marketing ............................ 186
Perceived Relationship between Marketing Practices and Success .... 191
Marketing Practices that Should Be Utilized .................................... 196

V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS .............. 199

Summary of Findings Pertaining to Research Questions. .................. 201
Conclusions ..................................................................................... 210
Recommendations ............................................................................ 217

VI. MARKETING MODEL FOR CONTINUING EDUCATION ADMINISTRATOR .................. 219

Definition and Relationship of Terms ............................................. 223
Summary ......................................................................................... 242

APPENDIXES

A. Letter to Panel of Experts ............................................................ 246
B. Questionnaire ............................................................................... 249
C. Letter to Study Population .......................................................... 259
D. Sample of Table Design .............................................................. 261

BIBLIOGRAPHY ............................................................................... 263
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reasons Programs Are Successful</td>
<td>110</td>
</tr>
<tr>
<td>2. Kinds of Programs Which Contribute to Program's Success</td>
<td>112</td>
</tr>
<tr>
<td>3. Staff Members with Previous Experience or Formal Education in Marketing</td>
<td>114</td>
</tr>
<tr>
<td>4. Percentage of Budget Allocated to Marketing</td>
<td>116</td>
</tr>
<tr>
<td>5. Faculty, Staff, and Administrative Commitment to Marketing Continuing Education</td>
<td>118</td>
</tr>
<tr>
<td>6. Assistance Received from Within the Institution in the Development and Implementation of Marketing</td>
<td>120</td>
</tr>
<tr>
<td>7. Assistance Received from Outside the Institution in the Development and Implementation of Marketing</td>
<td>122</td>
</tr>
<tr>
<td>8. Bought or Contributed Outside Assistance</td>
<td>124</td>
</tr>
<tr>
<td>9. Training Programs on Client Needs for Institution's Faculty, Staff, and Administrators</td>
<td>126</td>
</tr>
<tr>
<td>10. Normal Patterns of Response to Public Requests</td>
<td>128</td>
</tr>
<tr>
<td>11. Descriptions of Quantifiable (Performance) Criteria Used in Selecting Programs and Services to Offer</td>
<td>130</td>
</tr>
<tr>
<td>12. Descriptions of Quantifiable (Performance) Criteria Used to Reject Programs and Services</td>
<td>132</td>
</tr>
<tr>
<td>13. Product Definition and Needs Served by Program</td>
<td>134</td>
</tr>
<tr>
<td>14. Percentage of Total Program Offerings Directed Toward Special Audiences</td>
<td>137</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>15.</td>
<td>Methods or Procedures Used to Determine Client or Client Group Needs When Deciding Which Services or Programs to Offer</td>
</tr>
<tr>
<td>16.</td>
<td>Policies Institutions Follow in Selecting and Providing Continuing Education Programs</td>
</tr>
<tr>
<td>17.</td>
<td>Effects the Offerings of Other Institutions and Private Sectors Have on Choice of Program Offerings</td>
</tr>
<tr>
<td>18.</td>
<td>Ways Continuing Education Units Try to Meet Their Publics' Demands for Services and Programs</td>
</tr>
<tr>
<td>19.</td>
<td>Pricing Allowances or Discounts</td>
</tr>
<tr>
<td>20.</td>
<td>Methods of Promotion Used to Inform</td>
</tr>
<tr>
<td>21.</td>
<td>Methods of Off-Campus Delivery</td>
</tr>
<tr>
<td>22.</td>
<td>Positions to Whom the Highest Ranking Continuing Education Administrators Report</td>
</tr>
<tr>
<td>23.</td>
<td>Titles of Highest Ranking Continuing Education Administrators</td>
</tr>
<tr>
<td>24.</td>
<td>Ranking Continuing Education Administrators That Have the Responsibility of Coordinating All the Continuing Education Activities at their Institution</td>
</tr>
<tr>
<td>25.</td>
<td>Descriptions of Major Features of Information Systems</td>
</tr>
<tr>
<td>26.</td>
<td>Methods of Obtaining Evaluation Data from Clients</td>
</tr>
<tr>
<td>27.</td>
<td>Periodic Review of Resources, Objectives, and Educational Desires</td>
</tr>
<tr>
<td>28.</td>
<td>Number of Times a Review of Resources Is Done</td>
</tr>
<tr>
<td>29.</td>
<td>Number of Times a Review of Objectives Is Done</td>
</tr>
<tr>
<td>30.</td>
<td>Number of Times a Review of State and/or Community Educational Desires Is Done</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>31.</td>
<td>Marketing Practices Utilized by Continuing Education Programs</td>
</tr>
<tr>
<td>32.</td>
<td>Most Effective Methods or Procedures Used to Determine Client or Client Group Needs</td>
</tr>
<tr>
<td>33.</td>
<td>Evidence of Effectiveness Used in Ranking Methods or Procedures Utilized to Determine Client or Client Group Needs</td>
</tr>
<tr>
<td>34.</td>
<td>Most Effective Methods of Obtaining Evaluation Data from Clients</td>
</tr>
<tr>
<td>35.</td>
<td>Evidence of Effectiveness Used in Ranking Methods of Obtaining Evaluation Data from Clients</td>
</tr>
<tr>
<td>36.</td>
<td>Most Effective Methods of Promotion Used to Inform</td>
</tr>
<tr>
<td>37.</td>
<td>Evidence of Effectiveness Used in Ranking Methods of Promotion Used to Inform</td>
</tr>
<tr>
<td>38.</td>
<td>Activities That Are Most Effective in Getting People to Participate in Program</td>
</tr>
<tr>
<td>39.</td>
<td>Evidence That Activities Are Effective in Getting Participation in Program</td>
</tr>
<tr>
<td>40.</td>
<td>Problems Associated with Marketing</td>
</tr>
<tr>
<td>41.</td>
<td>Benefits Associated with Marketing</td>
</tr>
<tr>
<td>42.</td>
<td>Relationship between Marketing Practices Used and Program Success</td>
</tr>
<tr>
<td>43.</td>
<td>Evidence There Exists a Relationship between Marketing Practices Used and Program Success</td>
</tr>
<tr>
<td>44.</td>
<td>Activities That Should Be Done to More Effectively Carry Out Continuing Education Missions</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure | Description | Page
--- | --- | ---
1. | Two Major Parts of a Successful Program | 53
2. | Pyramid Philosophy | 55
3. | Comparative Systems Model of Total Marketing Concept | 57
4. | The Marketing Management Process | 59
5. | McCarthy’s Concentric Circle Illustration | 71
6. | Marketing Model for Continuing Education Administrators | 220
7. | Marketing Plan | 236
CHAPTER I

INTRODUCTION

Various writers over time have expressed the notion that marketing is not just a restricted, business oriented phenomenon. In 1969 this notion was examined by Kotler and Levy who contended that marketing is a pervasive societal activity. Moreover, Kotler and Levy saw a great potential for marketing practitioners to broaden their horizons and to apply their skills to nonbusiness organizations.

---


Broadening the concept of marketing was further explored at the 1970 American Marketing Association Fall Conference. At this conference Brubacher, McCarthy, and Naidu presented papers on how marketing relates to higher education. Brubacher, McCarthy, and Naidu expressed a common notion that educational institutions, too, have a marketing function and can utilize marketing practices.

Since 1970 much attention has been given by marketers, educators, and public and hospital administrators to the topic of marketing for non-profit organizations. Specifically in the area of higher education, articles, books, workshops, conferences, and courses have been addressing the topic of marketing and its importance.

---


2 Paul W. Brubacher, "The Dean of Students as a Marketing Manager"; E. Jerome McCarthy, "The Discretionary Society: Implications for Marketing Education"; and Gurramkonda M. Naidu, "Marketing Strategies for Higher Education" were papers presented at the American Marketing Conference in Boston, Massachusetts from August 30-September 2, 1970.

Nearly all organizations in our society practice some form of marketing. It is inherent. However, the question is whether it is practiced well or poorly. The effective practice of marketing requires comprehensive knowledge of the discipline and skill in its application. Some administrators want to learn how to do effective marketing because it may be a means of helping higher education resolve some of its difficult problems.

The "retrenchment era" of the seventies has replaced the "golden era" of the sixties. Inflation, declining enrollment, budget cuts, end of the military draft, vocational and technical school competition, lack of innovativeness, declining job markets for graduates, and marking adjustments to better serve the nontraditional student body are a few of the problems effecting higher education. In addition, the educational product is no longer viewed by everyone as necessary and desirable. In looking toward the future, the forecast suggests that higher education institutions will be forced to compete more fiercely for students and resources.

Marketing is one way for institutions of higher education to address these problems. By taking a proactive approach, higher education institutions can attempt to utilize strategies which allow them to manage the environment to their advantage. Higher education institutions can initiate

---

1Kotler and Levy, "Broadening the Concept of Marketing," p. 15.


change within their control to adapt to change beyond their control. Some environmental forces can be serious threats for survival and others pose exciting opportunities for significant revitalization.\(^1\) A key factor is how an institution responds to these threats and opportunities. Effective marketing can help institutions improve their responsiveness to the changing, turbulent environment.

In responding to the many problems pressuring institutions of higher education, many administrators of these organizations are looking for new markets. This is one of the main reasons for the increased emphasis on continuing higher education. As traditional student enrollment figures decline, the number of nontraditional students is increasing. During the first half of this decade, adult participation in part-time credit and non-credit educational activities has grown significantly. According to Cross, even though we are knowledgeable about what happened in the first half of the decade, it is almost impossible to write the scenario for adult learning in the second half of the decade.\(^2\) What is known, however, is that there are millions of Americans who are potential educational consumers.\(^3\)


\(^3\)Gorman and Waters, Jr., "Marketing Opportunity for Continuing Education," p. 16.
Not only is there pressure from top administrators to increase enrollments, but there is also tension from outside the ivy covered walls for institutions to be more responsive to society's needs. In the past, when an institution graduated its students it had fulfilled its mission. No longer does this situation exist. "Now these students demand education fifteen years later to help them deal with varied problems." Continuing and lifelong education plays an important role in helping people adapt and function within a society where today's technology is tomorrow's history. A shift toward an older population, changing cultural values, the increased mobility of today's people, and the emphasis on accountability are all affecting education. In essence, people are asking education to better meet their needs. All these trends point to the vital role which continuing education must take on within institutions of higher education.

Marketing can play an important function as higher education moves boldly into the continuing education market. This task will not necessarily be an easy one. Higher education needs to devise innovative methods of reaching and teaching the adult student who is strongly goal-oriented and who faces many competing demands for his or her time, including a full-time career and a family. Making continuing education more available to people means institutions of higher education will need to tailor classes, courses, staff, and facilities to meet the emerging needs of this new clientele. Higher

---

education will also need to change traditional attitudes and academic offerings to serve the nontraditional student. How all of this is to be accomplished is presenting some challenging questions.

In searching for answers in how to develop effective continuing education programs, the use of marketing practices can be of some assistance. Marketing can offer a framework for interacting with nontraditional students, so the end result is carefully formulated programs designed to bring about voluntary exchanges of values with nontraditional students for the purpose of achieving organizational objectives. Since marketing has a consumer orientation, emphasis is placed on the needs of the target market. In fact, consumer need analysis is considered vital to effective marketing. Once marketing research is completed, planning and implementation of those plans follow.

To study how marketing practices are and can be utilized by administrators of continuing education programs is worthy of attention because marketing and continuing education are part of the wave of the future. Since the future all too quickly becomes the present, higher education institutions are already taking major steps in administration and marketing of continuing education programs.
Inspired by the broadening concept theme of the 1970 American Marketing Association Fall Conference, Buchanan wrote a dissertation in 1972 which was a study to see if the extension service units\(^1\) of the member institutions of the National Association of State Universities and Land Grant Colleges performed marketing-like activities. The results of Buchanan's study offers empirical evidence to continuing education administrators and marketers alike that extension service units perform marketing-like activities in carrying out their service mission.\(^2\)

Even with the research that has been done by Buchanan and others in the areas of marketing and continuing education, more is still needed. Buchanan even states that his study was but an initial effort to develop information on the marketing-like activities of nonbusinesses that can be used in starting more sophisticated analytical and predictive studies.\(^3\)

---

\(^1\) Buchanan defined service unit to denote both general and cooperative extension units. Also, it included special units within the university that provide services to the adult population of the state not enrolled as full-time students. Buchanan defined extension service to be the extension of the learning process to the adult population of the state wherever they reside and to whatever problem they may have. It did not include any credit offerings on or off campus. "Broadening the Concept of Marketing: A Study of the Extension Services of State Universities and Land-Grant Colleges in the United States" (pp. 12-13).

\(^2\) Ibid., p. 132.

\(^3\) Ibid., pp. 133-34.
Statement of the Problem

The purpose of this study was to determine and examine marketing practices utilized by administrators of successful continuing education programs. This determination and examination was done through a survey of selected successful higher continuing education programs of community, private, and public institutions of higher education.

This study addressed the following questions:

1. Are the institutions of successful continuing education programs committed to marketing continuing education?

2. What marketing practices, if any, are being utilized by administrators of successful continuing education programs?

3. How do administrators perceive the effectiveness of these practices?

4. What problems are associated with marketing practices?

5. What benefits to continuing education programs are associated with marketing practices?

6. Do the benefits of marketing practices offset the problems?

7. How do administrators perceive the relationship between marketing practices and success in their continuing education programs?

8. What types of marketing practices should administrators of continuing education utilize?
9. What are the differences, if any, among the successful continuing education programs of public, private, and community institutions of higher education in their marketing practices?

Objectives of the Study

The objectives of this study were:

1. To determine if institutions of successful continuing education programs are committed to marketing continuing education

2. To determine the marketing practices utilized by administrators of successful continuing education programs

3. To assess the effectiveness of these practices through the perceptions of the administrators of successful continuing education programs

4. To determine the perceived benefits of continuing education programs which are associated with marketing practices

5. To determine the perceived problems associated with marketing practices

6. To determine marketing practices which are perceived to be associated with successful continuing education programs

7. To determine what marketing practices should be utilized by administrators of continuing education programs
8. To determine if there are differences among the successful continuing education programs of public, private, and community institutions of higher education in their marketing practices.

9. To develop a prototypic model of marketing practices for administrators of continuing education programs.

Significance of the Study

For the Practitioner

This study presents a description of the marketing practices utilized by administrators of successful continuing education programs and it describes how effective these practices were rated by the administrators of successful continuing education programs. The study also provides recommendations and suggestions for improving the marketing done by administrators of continuing education programs. The results are of value to practitioners because of the specific information provided about marketing in the continuing education setting.

The results of this study are of value to practitioners because the information can help administrators to become more effective in their work. According to Kotler, marketing is designed to render two specific benefits to its practitioners. These benefits are:
1. Improved satisfaction of the target market, and

2. Improved efficiency in marketing activities.¹

For the Academic Field of Study

This study links the discipline of marketing with the activities of educational organizations. The linkage between marketing and educational organizations is that educational organizations in a free society depend upon voluntary exchanges to accomplish their objectives, and marketing is the applied science most concerned with managing exchanges effectively and efficiently.²

Even though people in the past recognized the connection between marketing and education, the relationship between the two is now starting to be recognized and accepted for its importance by continuing education administrators. Educational administration always has been willing to learn from other disciplines. In this respect, the study


²Ibid.
makes a contribution to the present body of marketing thought as it relates to continuing education. This study is another illustration of how educational administrators can better understand the complexity of their organizations through a different perspective -- that of a marketer.

Definition of Terms

For this study the following definitions applied:

Continuing Education Program. Learning opportunities in the form of credit and noncredit experiences generally offered for nontraditional students by institutions of higher education.

Nontraditional Student. An individual who is older than twenty-three years of age and who may possess one or more than one of the following characteristics:

1. Works full-time or part-time
2. Is enrolled for courses on a part-time basis
3. Is married
4. Has children
5. Is returning to higher education, and/or
6. Is a member of a minority group

Administrator. A generic term referring to the person responsible for the total administration of an educational system, institution, or division of either.¹

Successful

In this study the term successful was operationalized in the following way.

Leading educators, scholars, and/or administrators in the area of continuing education were contacted and asked to identify the top fifteen continuing higher education programs in the United States. (See Appendix A) The list identified included programs of community colleges, public, and private institutions of higher learning.

The results of this survey also showed a number of institutions that were ranked in the top fifteen by a majority of those surveyed.

In examining the characteristics of these institutions, the following criteria emerged. The continuing education program is:

1. Recognized as a leader in the area of continuing education. The program is respected by other institutions as shown by these institutions copying procedures and developing similar programs.

   and/or

2. Recognized for its innovativeness. The institution initiates new and original programs to better meet the needs of non-traditional students.

   and/or

3. Recognized for its effective use of the media. The program utilizes television, radio, newspapers, and/or mail so well that nontraditional students are having their needs met through the medium (ia).
and/or

4. Recognized for its **outstanding reputation**. The program is viewed as successful by scholars, educators, and/or administrators in the area of continuing education.

and/or

5. Recognized for its **diversified educational offerings**. The program is serving the nontraditional student through many different types of educational experiences and delivery systems.

**Marketing**

To understand marketing as it relates to nonprofit organizations, some of the marketing terms had to be redefined. The definition of marketing used in this study is the one given by Kotler in his book *Marketing for Nonprofit Organizations*.

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, communications, and distribution to inform, motivate, and service the markets.¹

There are several key elements ² in this definition of marketing that should be noted:

---

¹Kotler, *Marketing for Nonprofit Organizations*, p. 5.

²Ibid., pp. 5-7.
1. The central concept underlying marketing is the exchange concept. Marketing calls for the offering of value to someone in exchange for value. Among the things of value that can be exchanged are goods, services, money, attention, devotion, energy, time, information, etc.

2. Marketing seeks to bring about voluntary exchanges of values. Marketing is not forceful.

3. Marketing is defined as a managerial process involving analysis, planning, implementation, and control.

4. Marketing is action-oriented but it manifests itself in carefully formulated programs, not just random action to achieve desired responses.

5. The purpose of marketing is to achieve organizational objectives.

6. Marketing means the selection of target markets. Through market segmentation, the market is divided into fairly homogeneous parts and from this division target markets are selected. To reach each target market a district marketing mix (see below) is designed. Usually marketers concentrate on those segments that have the highest potential for response.

7. Marketing relies on designing the organization's offerings in terms of the target market's needs and desires. Since effective marketing is user-oriented and not seller-oriented, it is a democratic rather than an elitist technology.

8. Marketing utilizes and blends a set of tools called the marketing mix -- product design, price, promotion, and place. These four "P's" are defined as follows:

   Product--physical objects, services, persons, places, organizations, and ideas

---

1Kotler, Marketing for Nonprofit Organizations, p. 95.
Price—the value attached to the product

Promotion—a special form of communication including publicity, advisement, personal contact, incentives, and atmospherics

Place—the distribution channels of the product—how the organization plans to make its products available and accessible to consumers.

Marketing Practices. Human activities performed in operationalizing marketing concepts.

Since it is beyond the scope of this study to analyze every marketing practice utilized by successful continuing education programs, this study only gave attention to selected marketing practices. According to Kotler and Levy, there are nine concepts that stand out as critical in guiding the marketing effort of a business organization.¹ These nine concepts² were included in this study; however, they were adapted to fit institutions of higher education. These nine concepts are as follows:

1. Generic Product -- a broad definition of an institution's offerings emphasizing the basic consumer needs being served

2. Target Groups -- fairly homogeneous segments of the total population which have been distinctively defined and identified as specific parts of the population of the institution wants to reach because of limited resources

3. Differentiated Marketing -- distinctive produce offerings and communications for each target population

¹Kotler and Levy, "Broadening the Concept of Marketing," p. 13.

4. Customer Behavior Analysis -- research and study to identify consumer needs

5. Differential Advantages -- elements an institution may have in its reputation or resources which can be used to create a special value in the minds of consumers

6. Multiple Marketing Tools -- the marketing variables directly controlled by the administrator including product, price, promotion, and place

7. Integrated Market Planning -- an organizational structure which provides for overall coordination and control of all marketing activities in the institution's master plan

8. Continuous Marketing Feedback -- a formal procedure for obtaining continuous information about changes in the environment and information from the target group relative to the institution's performance

9. Marketing Audit -- a systematic review of the entire marketing effort of an organization covering objectives, resources, and opportunities.

Assumptions and Limitations of the Study

Assumptions

For the purpose of this study, the following assumptions were made:

1. Institutions of higher education are involved in marketing, whether or not they are conscious of it.

2. The utilization of effective marketing practices could help higher education in addressing some of its problems.

3. Continuing education is taking on a vital role in higher education.

4. The utilization of effective marketing practices could help higher education to better meet the needs of non-traditional students.
5. Administrators of continuing education programs need to be more knowledgeable about effective marketing practices.

6. The development of a marketing model which is reflective of comments and suggestions from administrators of successful continuing education programs and a thorough review of the literature will provide a step forward in addressing how to design and operate an effective continuing education program.

7. Institutions of successful continuing education programs have a commitment to continuing education.

Limitations

This study was limited in the following ways:

1. This study was a survey of administrators of successful continuing education programs. However, successful continuing education programs first had to be identified. Therefore, the study was bounded by the definition of successful and how the term was operationalized.

2. The study did not look at all possible marketing practices.

3. The study was further limited by its type. Since this study was descriptive in nature, its results are not able to state cause and effect relationships.

4. The study was limited by the willingness of participants to respond to the research openly and honestly.

Procedures and Methodology

The study was descriptive in nature, utilizing a survey research design. According to Cook, the primary aim of descriptive research is to answer the general question, "What exists?" The observations that
accompany such research are generally uncontrolled and are carried out in the field of "natural" setting.¹

Writers are not in agreement on how to classify descriptive studies.² There are many different labels for types of descriptive research, many of which overlap. However, one of the major types of descriptive research is survey research. The purpose(s) of descriptive-survey investigations may be one or more than one of the following:

1. To obtain information regarding an existing situation or current condition

2. To identify standards or norms which can be used to compare present conditions for the purpose of planning the next step

3. To determine how to make the next step after there is a determination of present conditions and desired goals³

A descriptive study, according to Isaac, describes systematically the facts and characteristics of a given population, factually and accurately.⁴ Descriptive research is not only confined to routine fact gathering.


Competent investigators of explanatory studies aim at predicting and identifying relationships.\(^1\) In addition, more analytical school surveys not only tell what exists but also make recommendations. This view of the descriptive method of research is one answer to critics who sometimes say that this type of research is not a forward-looking approach to the solution of educational problems.\(^2\)

Because the nature and purpose of descriptive research are in agreement with the purpose of this study, it is the most appropriate research method for this investigation.

**The Study Population**

Using the definition of successful which was defined earlier, fifty-nine successful continuing education programs were identified by leading educators, scholars, and/or administrators in the area of continuing education. These programs were from community, private, and public institutions of higher education. From this list of fifty-nine, fifteen continuing education programs were mathematically selected - the top ranking five from public, private, and community institutions of higher education.


**Questionnaire Development**

After a thorough review of the literature, a questionnaire was designed to obtain demographic information about each of the institutions involved in the study and to collect data pertaining to each of the research questions (see Appendix B). The questionnaire includes some questions which were developed and used by Buchanan, Borst, and Hardig in their research studies on marketing and continuing education.¹

There was a pretest of the instrument conducted in Ohio. Administrators of continuing education programs from a public university, a community institution, and a private college participated in the pretest. Once these administrators completed the questionnaire, they had an opportunity to give written comments about the instrument. In addition, these administrators were interviewed to obtain suggestions for improving the questionnaire.

The Survey

After the pretest and revision of the questionnaire, the following strategy was used to obtain cooperation of the administrators of the successful continuing education programs.

First a letter was sent to the potential respondents in the study explaining the nature of the research and soliciting their participation. Individuals who did not want to participate in the study had an opportunity to respond before the questionnaire was mailed. Of the fifteen institutions contacted only one administrator indicated that he did not have time to participate in the study. Another administrator from that same institution was contacted and agreed to complete the questionnaire.

Second, the mailing of the questionnaire to the willing respondents took place. Respondents who did not respond within a reasonable length of time received a telephone call reminding the respondents of their agreement to participate.

Organization of the Study

Chapter I provides an outline of the study including a statement of the problem and objectives accomplished in the study, a determination of the significance of the study, definition of terms, an overview of the research procedures and methodology, and a discussion of the study's assumption and limitations.
Chapter II provides a review of the marketing and educational literature relative to the study.

Chapter III describes the procedures and methodology used in the study. This chapter includes a description of the study population, questionnaire design, and survey process.

Next, Chapter IV gives an analysis of the data obtained from the respondents.

In Chapter V a summary of the major findings and conclusions derived from the investigation are given. This chapter also includes recommendations.

The study culminates in Chapter VI with a presentation of a marketing model for administrators of continuing education programs.
CHAPTER II

REVIEW OF THE LITERATURE

Overview

"Higher education now faces what John Foster Dulles used to call agonizing reappraisal."¹ The bulging budgets of the postwar era are gone; the baby boom has subsided; there are fewer college applications from high school students; and cutbacks are being made by both public and private institutions as they pull in their purse strings.²


²Ibid
According to Sargent, there are five probable areas that will determine the realities of the late 1970's and the decade of the 1980's. These five areas are institutional rigidity, legislative interest, rising energy costs or allocations, a declining job market, and falling enrollments.¹

At the beginning of the 1970's, institutions of higher education had institutional structures that were becoming increasingly bureaucratized and unionized, the effect of which will create rigidity of movement at the exact time maximum flexibility, discipline, and leadership are most important. Regarding the job market, there are only about 20 percent of available jobs now classified as "college" jobs while up to 40 percent of high school youth attend college. Energy concerns will also have an effect on higher education's future. Institutions with large facilities and close budgets will be placed in precarious positions by both the amount of energy allocated and the energy costs. Since legislators may find it difficult to appropriate a large percent of the total tax dollar for education, institutions of higher education may find themselves in financial trouble, especially if this is combined with a rapid and substantial inflation.

¹This and the following facts and comments are from the article by Harold R. Sargent, "The Enigmatic Future of Higher Education," Intellect 106 (June 1978): 467-68.
Anticipated falling enrollments may also hurt higher education. Beginning around 1980, there will be significantly fewer high school graduates who will enter the collegiate experience.

According to Bowen, there are three potential problems that are immediate or lie just over the horizon that are of great concern to educators. These three problems are the future of income from endowments and gifts, constantly rising costs, and the job market for educated people. A fourth problem which Bowen states agitates many discussions of the future of higher education is the impending decline in the number of young people of college age.¹

In the 1979 paper, "Changing Students and the Impact on Colleges," Cross addresses the current trends in higher education especially those related to the changing characteristics of students and the impact of these changes on colleges and universities. The decline of the eighteen year old population; the rising proportion of new students (those who are educationally disadvantaged) which is the combined result of the press for equal educational opportunity and the rapid expansion of open admissions

community colleges; and the increase in adult part-time learners, a worldwide phenomenon known as lifelong learning in the United States and recurrent education abroad are three distinct trends contributing to the changing characteristics of college students. ¹

Because of these changing characteristics of college students, there is an ever increasing interest in education for adults. Cross states that some educators are looking at the predicted changes, especially at demographic projections, and seeing mostly threat in the years ahead; while others are seeing mostly opportunity by looking toward new markets and new needs.² Bergen believes that higher education may now be viewed not only as a pre-work rationale but also as a process to be pursued by everyone from eighteen to eighty-five.³ According to Johnston, "it is plausible to argue that increasing numbers of individuals in the maturing baby-boom cohort group will return to adult education in an effort to improve or update their skills or widen their career options when confronted by the serious competition which is anticipated."⁴


²Ibid.


The issues facing higher education are the result of internal and external forces, and the future of an individual institution is somewhat dependent on its ability to absorb or combat those external perturbations.¹ "Common themes suggested by futurists include an increasing emphasis on lifelong learning, a greater commitment to equality of opportunity and more extensive intervention of governmental agencies in the management of college affairs. In the more immediate future, relationships with selected publics may be altered by declining student enrollments, decreasing levels of public support and more extensive use of collective bargaining by faculty and staff."²

Administrators and faculty of institutions of higher education need to develop appropriate responses to these pressures. Bergen believes that we are inclined to project upon the future some worn-out assumptions from the past. By doing this Bergen feels we may fail to notice that while some traditional "doors of education" are now closing, some nontraditional ones are beginning to swing open.³ "As Dickens said, 'the worst of times' has passed, and 'the best of times' lies ahead."⁴


can also be 'the best of times' depending on our point of view, and there is some reason to believe that higher education may be entering a great renaissance, rather than decline."

Because the life cycle and "learning cycle" of people are changing, the implications of this for higher education are enormous. Bergen states that there is substantial evidence to suggest that when colleges find ways to extend their programs, older students will respond. For example, between 1960 and 1970, the number of adults engaged in some kind of full time college rose from 9.6 to 25 million, almost tripling in one decade.

How are institutions of higher education going to be responsive to these changes? Bickford states that marketing connotes not only an attitude of responsiveness but a systematic technology for ordering responses.

"The discipline of marketing, applied to higher education, offers a positive alternative which has the potential for increasing enrollments, reducing attrition, and making college services more responsive to the needs of consumers." 

2 Ibid., p. 6
3 Ibid., p. 13.
4 Bickford, "The President as Marketer," p. 15.
For the scholar of higher education marketing theory offers insight into the vigor of growth and change at some colleges and universities. As the scholar teaches present and future administrators in higher education, marketing theory offers a method to analyze the value exchanges institutions make with society and it suggests questions about the design and range of institutional operation. Administrators armed with marketing theory and technique should bring a valuable tool to the management of higher education. 1

There is a growing body of literature that addresses the application of marketing to higher education. 2 For example, Prince George's Community College developed a four-stage--service, promotion, delivery, and evaluation--"marketing process" which had the following results. Prince

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George's experienced an increase of 15 percent in student headcount and 12 percent in credit hours, while the fall semester, 1977, enrollment in community colleges was projected to increase only 2 percent nationally.\(^1\) Another example is the Business Division of the College of Continuing Education at Rochester Institute of Technology which experienced success with its Management Diploma Program by using a cybernetic model which employs a marketing approach.\(^2\)

In conclusion, as the eighteen year old population decreases, higher education has an ever increasing interest in the adult learner and is exploring nontraditional ways of reaching this type of student. In a time of both uncertainty and opportunity for higher education, modern marketing concepts and techniques are described as offering problem-solving and explanatory directions to colleges and universities.\(^3\) In applying marketing to the administration of higher education, Trivett states that marketing is defined as an approach or philosophy of management and planning based on the conviction that those institutions that survive respond to basic market needs.\(^4\) These new trends in higher

\(^1\)Leach, "Implementing the Marketing Process," p. 24.


\(^4\)Ibid., pp. 3-4.
education need further exploration, so the higher education administrator has a clear awareness of the environment in which he or she is working. The following sections of the review of the literature will focus on marketing, marketing and higher education, and marketing and continuing higher education.

Marketing

Different Meanings of the Term Marketing

The term marketing has a large number of meanings and usages. This may be regarded as a strength rather than a sign of weakness. Marketing can be defined as a discipline, a craft, or a philosophy.¹

As a discipline, marketing "is the study of human activities and institutions directed at facilitating and consummating exchanges of goods, services, or other valued objects." As a craft, marketing "is the effort to manage the exchange process to achieve the objectives of the marketer." This could be called applied marketing or marketing management. As a philosophy, marketing "is the belief that marketing effort is most effective when it is oriented toward identifying, serving, and satisfying human needs and wants."² This is called the marketing concept.


²Ibid.
Knowing that the term marketing has different meanings and usages will help to make the review of the literature on marketing easier to follow. This fact illustrates that the writers and researchers of marketing address the same term from various perspectives.

The Evolution of Marketing

There is a widespread misconception that marketing is a very old subject. Marketing is a relatively new subject.¹ Marketing, as a discipline, over time has reexamined its focus, techniques, and goals as the society has changed and as new problems have surfaced.² Modern marketing, as we know it today, evolved over several years.³ The following four orientations should help to clarify this evolution: (1) production or product era, (2) sales era, (3) marketing department era, and (4) marketing company era.⁴


In the early days of the American economy the production
orientation was a suitable answer for a time when incomes were low and
the majority of the population was trying to satisfy its basic needs for food,
clothing, and shelter. Since there was an ever increasing need for output,
firms concentrated on methods to increase output and reduce cost.¹

This orientation changed as the economy of the United States grew
and the citizens became more affluent. Due to mass production in the 1920's
and 1930's industries began to produce goods at a pace greater than con-
sumers could absorb.² Since industry needed an effective way of selling
its goods, the sales orientation was accepted. The sales orientation
worked effectively at first, but it began to fail by the end of the 1930's.
With its high pressure tactics and false, misleading advertising, this
marketing orientation left the profession with a poor reputation that persists
even today. The sales era passes as the producers of goods started to
realize that the forced selling of products was a very expensive way to
more output.³


²This and the following facts and comments are from the disserta-

Until about 1950 the sales era continued. When companies realized it was necessary to organize the efforts of production, research, procurement, and sales under a coordinator, the sales era was replaced by the marketing department era. With this new era came a heavy emphasis on short-range policy planning.1

Soon, as companies started to develop a staff with a marketing management approach, the marketing company era came in existence. This meant that in addition to short-range marketing planning, the total company effort has been guided by the marketing concepts. All the firm's activities have been focused and organized to satisfy its customers. Both short-range and long-range planning have been involved.

It is difficult to understand why the marketing concept is considered such a breakthrough. Catering to the needs of the customer certainly seems only logical and obvious.

Expanding the Concept of Marketing

In 1969 Kotler and Levy in the article "Broadening the Concept of Marketing" advanced the view that marketing is a relevant discipline for all organizations provided all organizations can be said to have customers and products.2 Not everyone agreed with this broadening concept and

1This and the following facts and comments are from the book by E. Jerome McCarthy, Basic Marketing, pp. 28–29.  
the article created considerable controversy.\(^1\) According to Enis
counterarguments by critics of this concept fell into three categories.
First, it was argued that marketing has a traditional domain and that these
boundaries should be respected. Second, activities should be studied
from the perspective of their primary function. Third, transactions for
which the exchange cannot be accurately determined should be excluded
from the domain of marketing.\(^2\)

Other marketing professors found the broadening concept stimu-
lating and, without necessarily agreeing that it was valid, began to
study and experiment with it. With initial interest confined to academia,
businessmen paid little concern to the issue and administrators of non-
profit organizations largely ignored the concept.\(^3\)

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\(^1\) Kotler and Levy, "Broadening the Concept of Marketing," pp. 10-
15; David J. Luck, "Broadening the Concept of Marketing—Too Far," and
Philip Kotler and Sidney J. Levy, "A New Form of Marketing Myopia:
Rejoinder to Professor Luck," *Journal of Marketing* 33 (July 1969): 53-57;
Sidney J. Levy and Philip Kotler, "Beyond Marketing: The Furthering Con-
A Generic Concept of Marketing," pp. 46-54; and Kotler, "Defining the
Limits of Marketing," pp. 48-56.

\(^2\) Ben M. Enis, "Deepening the Concept of Marketing," *Journal of
Marketing* 37 (October 1973): 57.

\(^3\) Philip Kotler, "Strategies for Introducing Marketing into Non-
Despite the criticism, Kotler continued to develop and advance the idea that marketing is a valid function for nonbusiness organizations and that all organizations have marketing. For example, in the 1972 article "A Generic Concept of Marketing," Kotler defined three different levels of consciousness that can be distinguished regarding the boundaries of marketing. Consciousness one is the view that marketing is essentially a business subject. Consciousness two is the perspective that marketing is appropriate for all organizations that have customers. Consciousness three is the viewpoint that marketing is a relevant subject for all organizations in their relation with all their publics, not just customers. In this same article Kotler specifically stated that "the future character of marketing will depend on the particular consciousness that most marketers adopt regarding the nature of their field." 

At the 1972 Fall Conference of the American Marketing Association Kotler presented the paper "Defining the Limits of Marketing." In this paper Kotler developed and defended the point of view that marketing can be defined broadly (as applicable to all organizations). Kotler also in this paper advanced the hypothesis that marketing as a craft will be adopted by the following types of organizations in the following order:

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2 Ibid.
business concerns, service organizations, mutual benefit associations, and commonweal organizations.¹

Kotler, in the January 1979 issue of the Journal of Marketing, summarizes very concisely in the article "Strategies for Introducing Marketing into Nonprofit Organizations" what has happened in the ten years since 1969 when he and Levy advanced the thesis that marketing is not just a business function. The article which advanced the broadening concept created considerable controversy. Some academic marketers attacked the idea and others found the concept stimulating and began to study and experiment with it. In the 1970's more articles followed explaining how marketing technology was being applied to college recruiting, fund raising, membership development, population problems, public transportation, health services, religion, and arts organizations.² In 1973, Benson Shapiro's article "Marketing in Nonprofit Organizations"³ received favorable comments, and in 1975 the only textbook on the subject appeared which was entitled Marketing for Nonprofit Organizations. According to Kotler, recently there has been published a book of readings,

¹Kotler, "Defining the Limits of Marketing," p. 48.


a book of cases, a bibliography of over 100 cases, and a general marketing
textbook giving equal attention to business and nonbusiness marketing.¹
The summation ends with the following statement, "It appears that mar­
keting for nonprofit organizations is an idea whose time has come."²

Marketing and Higher Education

Higher Education is a nonprofit sector that has recently discovered
marketing and is showing increasing interest in the topic. Faced with
decreasing enrollments, a dwindling supply of "college age" young people,
a fast-moving society, and declining public opinion of education, col­
leges and universities are transforming from isolated elitist institutions
into outreaching marketing organizations.³ Marketing techniques success­
fully employed in the commercial private sector are increasingly being
used by institutions of higher education.

¹See R. M. Gaedeke, Marketing in Private and Public Nonprofit
Organizations: Perspectives and Illustrations (Santa Monica, Calif.:  
Goodyear Publishing Co., 1977); Christopher H. Lovelock and Charles B.
Weinberg, Cases in Public and Nonprofit Marketing (Palo Alto, Calif.:  
The Scientific Press, 1977); Christopher H. Lovelock, ed., Nonbusiness
Marketing Cases (Boston, Mass.: Intercollegiate Case Clearing House,  
8-378-001, 1977); William G. Nickels, Marketing Principles (Englewood

²Kotler, "Strategies for Introducing Marketing into Nonprofit
Organizations," p. 38.

³John A. Lucas, "Editor's Notes," In John A. Lucas, ed., Develop­
ing a Total Marketing Plan-- New Directions for Institutional Research  
In the 1978 article "Marketing Universities: A Survey of Student Recruitment Activities," Murphy and McGarrity stated that the study of marketing institutions of higher learning had focused up to that time on three major themes.\(^1\) The first theme concentrated on applying the general theoretical principals of marketing to the university context. Some of these general theoretical principles of marketing are market research and segmentation, product planning, and promotion.\(^2\)

The second major theme dealt with the sophisticated quantitative marketing techniques that have been employed in the higher education setting. For example, multidimensional scaling is used to show how certain schools attempt to "position" themselves with respect to their competition.\(^3\)

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The third theme dealt with the utilization of individual marketing procedures in higher education. For example, writers explained how pricing practices and promotional activities are used by certain colleges and universities, and they explained the assessment of community college students as a potential market segment.¹ The purpose of Murphy and McGarrity's article was to discuss a fourth possible theme—to ascertain the understanding of the term "marketing," its use and scope in one facet of the university environment.² Numerous authorities in addition to those footnoted, have addressed these themes. For example, the latter part of this chapter will specifically review the literature which covers marketing as it is understood and utilized in the continuing higher education setting.

Krachenberg in his 1972 article "Bringing the Concept of Marketing to Higher Education" summarized how institutions of higher education are involved with marketing.³ Every college and university is carrying on


³This and following comments and facts from Krachenberg, "Bringing the Concept of Marketing to Higher Education," p. 370.
some amount of marketing right now. Institutions of higher education put substantial effort into the recruitment of students. There are pricing considerations in the form of scholarships and subsidies of various kinds. Obviously there is a product that is being marketed. This product is a series of both tangible and intangible utilities summed up by the term "education." Similarly, when a college or university solicits its alumni, when it lobbys at the state legislature, even when a faculty member puts together a research proposal, that institution is engaged in marketing activities.

Krachenberg indicated that too often marketing is done poorly by institutions of higher education with a lack of appreciation of all of the marketing tools and how they can be combined into a total program. These institutions need to assume a deeper appreciation for the value and spirit of marketing and make marketing a more formal and ongoing part of their administrative activities.

Lucas, in 1979, states that there are still major barriers which prevent higher education from becoming marketing oriented.¹ One barrier is a misunderstanding of the total marketing concept. To many academicians, marketing is a distasteful work that links higher education with the business world. Marketing to these individuals is the same as

¹This and following comments and facts from Lucas, "Editor's Notes," p. vii.
selling. Another barrier is the lack of marketing expertise in institutions of higher education. Many institutions, faced by impeding crises, often produce short-range decisions and lack the commitment to invest in the future, as the total marketing concept requires.

Marketing in higher education has been centered to a great degree on promotional activity, especially in the context of recruiting students.\(^1\) Promotion is certainly a part of marketing, but it is not the equivalent of marketing. This short-sightedness can present another possible barrier, because marketing must not be seen as just a series of often isolated institutional actions. It needs to be viewed as a dynamic operational activity having numerous applications and multiple dimensions which are to be performed in an integrated manner.\(^2\)

Alexander's 1978 dissertation "Administrative Opinions Concerning Utilization of Marketing Strategies in Management of Higher Education Institutions in the United States"\(^3\) revealed that administrators indicated general support for incorporation of marketing strategies in higher

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\(^1\) Berry and George, "Marketing the University: Opportunity in an Era of Crisis," p. 8.

\(^2\) Krachenberg, "Bringing the Concept of Marketing to Higher Education," p. 370.

education management. The research involved 1,022 administrators of
two- and four-year degree-granting institutions who completed the
questionnaire. The utilization of marketing strategies was favored by
90.3 percent of the chief executives and 71.6 percent of them indicated
that these strategies are now being used.

Naidu researched the marketing of graduate education.¹ This
research was concerned with studying the similarities and dissimilarities
between those who accept and those who reject the product package of
graduate education offered by Michigan State University. The descriptive
knowledge was aimed at predicting the early stages of the application
process whether MSU's product package would appeal to an applicant
with certain given characteristics.

The specific problem the study addressed was the identification
of variables that make the "educational product package" more acceptable
to students at different levels (Doctoral, Master's, and Seniors) of higher
education. The ultimate purpose of the research was to describe the
graduate education purchase behavior as a probabilistic model and demon­
strate how the enrollment and increasing student quality would interact
under different policies of financial aid allocation.

¹Gurramkonda M. Naidu, "Systems Approach to the Marketing
Aspects of Higher Education" (Ph.D. dissertation, Michigan State Univer­
sity, 1969).
Naidu suggested that results of his study could help an educational institution formulate marketing strategies for its products in order to appeal to particular segments (levels of higher education or quality of students within a level) of the student population.

In summary, institutions of higher education are doing marketing--some better than others, but most are realizing the value of marketing--some more willing to pursue its worth than others.

Marketing and Continuing Higher Education

Respectability of Marketing Continuing Education

The idea of marketing continuing education has finally achieved respectability. Not so long ago, continuing educators in their never ending struggle to maintain status in the academic community would not have admitted to doing marketing. Now the "questionable" practice of marketing is out in the open and basking in the glow of popular approval.\(^1\)

This approval of marketing by continuing educators is demonstrated by the increasing number of conferences, workshops, and seminars addressing the topic. Books about marketing higher education and more specifically marketing continuing higher education are beginning to appear on the bookshelves of continuing education administrators. Articles on the topic are being found more numerously in professional educational journals. There are now consulting firms specializing in giving professional marketing assistance to continuing education administrators.

Why this upsurge of interest in a subject which in the not-too-distant past was close to being unacceptable in the academic community? Lenz cites three developments as being principally responsible: the decline in the economy; the rise in the demand for noncredit education; and the increasing competition for the continuing education audience.

There are other possible reasons for the interest in marketing continuing education. With the decline of the "college age" student, institutions


2Lenz, "Continuing Education Goes to Market," p. 163.
of higher education are looking for new markets, and marketing techniques can be used in identifying these new target groups. The rapidly changing society presents the need for professional updating and retraining. Through marketing research, institutions of higher education can become aware of the programs and courses that are needed to help the work force keep pace with modern technology.

The research done on continuing education's involvement with marketing verifies that marketing is being done by administrators of continuing higher education, even through the administrators may not be aware that what they are doing is marketing. As pointed out in Chapter One, Buchanan in 1972 completed a study which investigated what marketing techniques, tools, and concepts were employed at that time by state universities and land-grant colleges in conducting the service functions and how widespread their usage was. Some of the results are as follows:

1. Assuming the definitions adopted for the study, a marketing function was performed, consciously or not, by the service units of responding members of the National Association of State Universities and Land-Grant Colleges

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2. The majority of the schools used all of the marketing management concepts that were investigated in the research to some degree. The nine marketing management concepts studied were: generic product, target groups, differentiated marketing, customer behavior analysis, differential advantages, multiple marketing tools, integrated marketing planning, continuous marketing feedback, and marketing audit.

3. Most of the responding schools partially utilized the marketing concept philosophy in their service units. Buchanan used his own definition of the marketing concept philosophy for non-business organizations. It included two parts. A non-business organization utilized a marketing concept philosophy if a client-need orientation was paramount in the organization and performance criteria were used in the selection of offerings in order to fulfill overall organization goals.¹

Other researchers, besides Buchanan, studied the specific marketing practices utilized by continuing higher education. For example, Borst's study was designed to determine the degree to which activities of market research and advertising were used for identifying and communicating with adult student markets for continuing education. Questionnaires were mailed to 839 administrators of institutions of higher education in the United States which had continuing education courses. The data were analyzed according to seven classifications: a) type (2-year,
4-year), b) institutional control (public, independent), c) service area (urban, non-urban), d) total enrollment, e) continuing education enrollment, f) region, and g) program longevity. Some of the results\(^1\) of that study are:

1. Of the 509 institutions completing usable questionnaires, there were virtually no marketing differences among institutions classified according to continuing education longevity.

2. When the institutions were classified according to type, the greatest number of marketing differences existed.

3. All the different classifications made equal use of current students, former students, and faculty knowledge as sources of information for determining continuing education courses.

4. Some of the classifications made different use of educational institutions and of business, industry, and government agencies as sources of information for determining continuing education courses.

5. The most heavily used communication media were direct mail, newspaper public service, and newspaper advertising. Some of the classifications placed different emphasis on the various communication media.

6. The evaluation of communication media used to reach continuing education markets is not comprehensive as suggested by the distribution of responses to questions dealing with this area.

7. Student questionnaires and course enrollment figures were used by most institutions to evaluate direct mail and newspaper advertising. The various classifications of

institutions placed different emphasis on the methods used to evaluate the communication media used to reach continuing education markets.

More research dealing with specific marketing practices utilized in continuing higher education will be cited later with the review of the literature that addresses the individual marketing practices investigated in this dissertation. It is important to note that there is related research that has focused on the relationship between the discipline of adult education and selected functions derived from marketing management.¹

The Foundation and Framework for Marketing Continuing Education

Rhodes believed that in order to develop a sound external marketing program an institution must first have a sound institutional philosophy for continuing education. This idea is further explained by Rhodes² "pyramid philosophy" which is made up of the following four building

blocks: 1) institutional commitment; 2) appropriate institutional organization for public service and continuing education; 3) support of administration, faculty and service units; and 4) service to the community. ¹

A continuing education program cannot survive unless it has institutional commitment—the first building block of the pyramid. This commitment must start with the president and proceed throughout the institution. The commitment must be in the form of financial support, organization structure, and every other aspect of recognition that is given to other functions of the institution.

The second building block in the pyramid philosophy is an organizational structure that provides for all continuing education activities of the institution to be coordinated by a central administrative unit. This central office will make it possible to plan more comprehensively, prevent unnecessary duplication, and coordinate the external marketing effort.

The central administrative unit for continuing education must have the support of the administration, faculty, and service units on campus. This is the third component of the pyramid. Because it takes two important components, logistics and content, to make a successful continuing education program, this support and cooperation is needed. Figure 1\(^1\) shows this combination. The logistics should be coordinated by the continuing education staff, and this coordination should not duplicate, wherever possible, that of the service units on campus already having responsibility and expertise to serve the traditional students. The faculty member(s) with expertise in the subject area of the program should be primarily responsible for the content of the program.

These two parts of the program, logistics and content, must be done professionally and be of the highest quality. This is the way that an institution develops programs that merit external marketing. It is important to note that in order to obtain the support and cooperation of the administration, faculty, and support units on campus, a good internal marketing program is required.

The delivery of quality educational programs to serve the individuals in the market areas of the institution is at the apex of the pyramid. Quality programs of service has this location in the pyramid because it is

\(^1\)Figure from Rhodes, Jr., "The Organization and Administration of Continuing Higher Education," p. 8.
Figure 1

TWO MAJOR PARTS OF A SUCCESSFUL PROGRAM
the ultimate goal of an institutional continuing education program. When quality educational services are available, the public must be aware of them. At this point external marketing is appropriate and mandatory. Figure 2 illustrates this pyramid philosophy.

There are those who not only believe that an institution needs to be committed to continuing education - but also feel that institutions need to be committed to doing effective marketing. Stephenson argues that organizations devoted to continuing higher education must adopt the marketing concept. Being committed to the marketing concept means:

1. The orientation of the organization is outward with focus on the needs of the public the organization serves.

2. The whole organization recognizes the importance of this client orientation and realizes that all action has a profound impact on the ability of the organization to serve its public.

3. For the organizations to generate customer satisfaction is the key to long term success.

The marketing concept is not a set of mechanical processes that one can implement by edict. It is an attitude that has to permeate the entire organization. It is a way of thinking; and it is a focus for effort.

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1 Figure from Rhodes, Jr., "The Organization and Administration of Continuing Higher Education," p. 5.

Building Blocks of a Successful Public Service and Continuing Education Institutional Program

Figure 2

PYRAMID PHILOSOPHY
and resources. Therefore, being committed to the marketing concept means more than just giving lip service to the idea. Some writers take a very strong stand on this commitment. For example, Stephenson states that in the final analysis there is no organizational posture that is an acceptable alternative. Buchanan also stands firmly on the belief that the marketing concept is the cornerstone upon which continuing educators should build their organizations.

If continuing education administrators are to follow through on their commitment to the marketing concept, it is important they understand the systems model of the total marketing concept. Miller illustrates the comparative systems model of a total marketing concept in industry and in a university environment. Figure 3 shows that the systems model for higher education is basically the same as the systems model for industry.

1Stephenson, "Marketing Continuing Higher Education Outside the Ivory Tower: The Homework Required," p. 5.

2Ibid, p. 6.


Panel A - Industry

Raw Material Supplier or Semi-Processor \[\rightarrow\] Further Processor, or Manufacturer, or Service Supplier \[\rightarrow\] Marketing and Distribution \[\rightarrow\] User (Consumer, Industrial, or Gov't)

Production \[\rightarrow\] Distribution \[\rightarrow\] Consumption

Finance

Feedback of funding from programs for evaluation, improvement, research and growth

Panel B - University Environment

Faculty Capability and Research \[\rightarrow\] Teaching Excellence and Facilities \[\rightarrow\] Marketing and Distribution \[\rightarrow\] Audience (Consumer, Industrial, or Gov't)

Production \[\rightarrow\] Distribution \[\rightarrow\] Consumption

Finance

Feedback of funding from programs for evaluation, improvement, research and growth

Figure 3

Comparative Systems Model of Total Marketing Concept
In higher education, the inputs are the faculty capability, their teaching competence and facilities. Programs are developed and then distributed to the consumer, and the revenues of this process are put back into more programs, research, and growth.

Another way of looking at the total marketing concept as a process or as a system is presented in Figure 4\(^1\) which shows the practice of marketing as a marketing management process.

Specifically, the marketing manager's job often involves participation in the specification of overall organizational objectives, delineation of the market target (segment) to be pursued, design of the marketing mix (product, place, promotion, and pricing strategy) to attract the market target, and the execution and control of these plans. Specifically, the market target and designing the marketing mix to reach the market target can be thought of as a marketing strategy. Thus, marketing managers become involved in planning, implementing, and controlling marketing strategy. Many organizations, of course, simultaneously pursue a number of market targets with a number of marketing mixes, and, as a result, have operational at any one point in time a number of marketing strategies.\(^2\)

For those who want to market continuing education the concepts of marketing mixes and strategies are important because the proper usage of these concepts can mean how well marketing is done.

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\(^1\) Figure from Leonard L. Berry, "Marketing Continuing Education Programs," *Business Education Forum* 27 (April 1973): 8.

\(^2\) Berry, "Marketing Continuing Education Programs," p. 9.
Figure 4

The Marketing Management Process
Marketing Plan. When marketing is viewed as a management process, marketing planning is one of the most important activities that the management of an organization does. Marketing planning is important, because it is the means by which an organization reconciles its resources with its objectives and opportunities.¹ A marketing plan is the control planning and control document for all marketing activities of an organization.² In essence, "it is the act of specifying in detail what will be done, to whom, with what, and when, to achieve the organization's objectives."³

The various steps or components of the marketing plan carefully mesh into each other. Each serves as a prelude for a subsequent stage. The number of steps to the planning process may vary, but the process is the same regardless if there are two or twelve steps. According to Kotler a fully written marketing plan should contain the following six major parts:

1. a statement of the overall objectives and marketing missions of the organization
2. description of the organization's current and forecasted situation
3. identification of the major alternative strategies available to the organization and the indication of the choice and reasons for the selection of one of the strategies

¹Kotler, Marketing for Nonprofit Organizations, p. 238.
³Kotler, Marketing for Nonprofit Organizations, p. 238.
4. a list of the specific actions to be taken during a certain period by various departments and personnel to implement the chosen strategy

5. a proposed budget for carrying out the various activities

6. identification of the target variables that should be reviewed each month or quarter to be certain that the overall objectives are being achieved.¹

Continuous Education Marketing Research. Another aspect of marketing is marketing research. Knowing what programs people want and need, what prices they are willing to pay, and how to promote the offering is important. Marketing research can help to provide answers to these and similar administrative questions. However, at the present time surprisingly little sophistication has been developed in the area of continuing education marketing research.²

Many continuing education administrators presently conduct some form of market research. They do periodic surveys of the market using personal interviews, mail questionnaires, telephone interviews, or some variation or combination of these techniques. Competitive analysis is also done which is related to the market survey and is a research activity reflecting the need to know precisely what the competitor is doing.


Continuing education administrators seek the opinions of community leaders and the suggestions of various types of advisory committees. Customer analyses are also done. It is important to note, however, that the approach of continuing education administrators to conducting market research is often informal, irregular, and unsystematic.  

In 1977 Howard completed his dissertation, "Planning Marketing Research for College and University Continuing Education Programs." The purpose of the study was to develop a framework for the planning of marketing research for a college or university continuing education program. It seems that little attention has been given to the specific area of continuing education marketing research, but the suggestion is often made that the continuing education administrator may find many of the business marketing tools helpful. Howard logically developed a framework for planning continuing education marketing research. This framework was based on concepts drawn from the literature of business market research. A major conclusion of the study was that continuing education marketing research has used a very limited number of the available marketing research techniques.

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2 Howard, "Planning Marketing Research for College and University Continuing Education Programs."
Marketing research is a necessary and justifiable activity for continuing education administrators, because it is designed to provide the information needed to enhance the decision-making capability of such administrators and program planners. "It does not guarantee positive results, but it does strive to maximize success and minimize failure."¹

**The Continuing Education Administrator - A Marketing Manager**

The marketing manager is the force that guides the implementation of a marketing philosophy within an organization. The person has the responsibility of meeting the needs of the client groups with the proper program/services by prudently using the resources available so that the organization's goals are successfully achieved. To accomplish this task an overall plan must be developed and executed. There has to be control of the activities inherent in the plan, and finally analyses and evaluation of the results must be done.²

Like any other manager, the marketing manager is carrying out managerial responsibilities. The main differences between managers is in the activities they control. Specifically, the marketing manager


²Buchanan, "Continuing Education: From the Abstract to the Particular," p. 11.
controls marketing activities. Therefore, to reach marketing objectives, the marketing manager structures his or her activities around four management functions—analyzing, planning, organizing, and controlling. Analyzing the market and target includes product definition, target group definition, customer behavior analysis, differentiated marketing, and differential advantage. Multiple marketing tools and integrative marketing comprise the planning skills. Organizing consists of organizational design, staffing, and motivation. The control skills are demonstrated by continuous marketing feedback and the marketing audit.¹ Such an approach provides a comprehensive guide for the continuing education administrator who is also a marketing manager.

Generic Product. Generic product definition is the starting point for the basic analytical tasks. Businesses have increasingly recognized the value of placing a broad definition on their product, a definition that emphasizes the basic customer need(s) being served. For example, a modern soap company sees its basic product as cleaning, not soap.²


If nonbusiness organizations are to survive and grow, they, too need to broadly define their products. At one time education defined its product as the three R's. Now most educators define their product as education for the whole man. The social, emotional, political, and intellectual needs of people are now viewed as needs to be served by educators.¹

Krachenberg suggests that many of the challenges facing an institution of higher education today have stemmed from the fact that it has held to a limited definitional concept of what it is, what it does, and who (the markets) it serves. Many different trends in society have suggested for some time that a broader definition is in order. There are opportunities for redefinitions. For example, should the basic role of a university be primarily teaching, teaching and research, or teaching, research, and service? Today there exists pressure for a university to do all three. Another opportunity for redefinition is associated with the trend a university traditionally educated only selected groups, between the ages of roughly eighteen and twenty-five, in full-time, daytime programs. "A university today is being forced to think along the lines of providing education on a continuing basis, of doing it via a 'whole-man' concept and to many groups of diverse age and backgrounds, in various and often diverse programs, in many locations, and over a wide range of

¹Kotler and Levy, "Broadening the Concept of Marketing," p. 13.
times. Literally, dozens of new market segments are suddenly coming into view."¹

**Target Groups.** Once an institution has taken a broad view of its market-product opportunities, it must then decide which market it can most effectively serve and with what programs and services. Distinctively defined segments must be chosen from the total market because any one institution has only limited resources.²

This process is referred to by marketers as market segmentation which is described as dividing the market into fairly homogeneous parts where any part may conceivably be selected as a target market to be reached with a distinct marketing mix. Since there is no set way to divide an institution's perceived total market into segments, the segmentation is based on the specific variables chosen in the analysis process.³

There are three major groups of variables that a continuing education administrator might use in segmenting his or her institution's total market. These groupings are labeled geographic, demographic, and psychographic.

¹Krackenberg, "Bringing the Concept of Marketing to Higher Education," p. 374.


³Ibid.
Rivella completed a study in 1977 which was designed to explore the potential of psychographic and life style research for segmenting an adult education market so that program - and promotion-related decisions could be made more effectively by adult continuing education administrators. The results of this study suggested that psychographic/life style research has the power to discriminate continuing education markets and these findings have important implications to the continuing education administrator. For example, using psychographical life style research the administrator can obtain valuable information for making marketing decisions.

Customer Behavior Analysis. Once the continuing education administrator has selected subsets from the total market, the next step is an analysis of the client's characteristics and behavior. The data collected in this type of research should include: customer organization size, location, formal decision makers, and client history of continuing education utilization. This information can give some general indication of potential users of continuing education programs. To add insight into the customer's decision making process, more specific data concerning why people and their organizations behave as they do and what their deficiencies in the continuing education area are should be collected.

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This research process can be structured by focusing on four key psychological variables found in all consumer behavior: needs, perception, preferences, and satisfaction. For each of these variables, there are various methods a researcher can use to obtain the desired information.

**Differentiated Marketing.** Once the continuing education unit selects more than one target group to serve, it will be optimally effective by differentiating its product offerings and communications—differentiated marketing. If the continuing education administrator is doing an adequate job of market definition, market segmentation, and customer behavior analysis, the differences in product offerings and communications to each target group should stand out clearly. It is possible that the same service will be aimed at two or more different groups with quite different characteristics and those different groups might respond better to different overall marketing appeals.

**Differential Advantage.** In considering different ways to reach target groups, a continuing education administrator is advised to think in terms of effectively utilizing his or her program's limited resources to obtain a

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differential advantage with its clients. This task can be accomplished if the continuing education administrator accurately determines those elements in his or her own program's reputation and resources which can be most effectively enrolled to create a special value in the minds of its potential customer.¹

In 1972 Krachenberg indicated that one of the tragedies then unfolding in higher education was the rush by so many institutions to create themselves in the image and likeness of every other institution. This phenomenon was being manifested in such events as men's and women's colleges deciding to become coeducational and undergraduate schools wanting to add graduate programs. While there were multiple forces at work to cause such a movement, enrollment will not be permanently enlarged nor will society be best served if the institution transforms itself into a replica of its sister and competitive institution down the way. Krachenberg suggests that much more can be gained by first having an institution with some distinctiveness carefully scan society and the marketplace to see if its distinctiveness has value. If it does, the institution then should develop a marketing program that communicates this distinctiveness to the target group which is interested in the institution. If an

¹W. Wray Buchanan and William George, "Marketing Considerations for Continuing Education Administration," p. 9.
institution lacks differentiating features, it should consider developing some.\footnote{Krachenberg, "Bringing the Concept of Marketing to Higher Education," p. 378.}

**Multiple Marketing Tools.** Having completed the basic analytical tasks, the continuing education administrator must develop a plan utilizing the marketing variables under his or her control. These variables which are the multiple marketing tools are commonly known as the four P's of marketing—product, price, promotion, and place. These four P's also make up the marketing mix.

Figure 5\footnote{Jerome E. McCarthy, *Basic Marketing: A Managerial Approach*, 4th ed. (Homewood, Ill.: Richard D. Irwin, 1971), inside cover.} illustrates the framework within which the marketing manager operates. Those factors that the marketing manager can control are the elements that make up the marketing mix and are shown around the customer C. The figure also shows the uncontrollable factors that the marketing manager must consider even though he or she cannot control them.

**Product:** According to Buchanan the product/service offerings of a continuing education unit are commonly grouped into three categories—technical assistance, instruction, and research. These categories are usually related to the following generic classifications: the development of the whole man, the enhancement of societal improvements, and the betterment of the environment. This illustrates that like people in
Marketing management focuses on customers, offering marketing mixes (all four P's), within an uncontrollable environment.

Figure 5

McCarthy's Concentric Circle Illustration
business, educators view their offerings as more than just credit and
non-credit programs, reports, and specific technical assistance projects.¹

It is important that the continuing education administrator keeps
in mind that he or she is offering such things as job advancement, financial
gain, self improvement, and peace of mind. In addition the continuing
education administrator is offering the following components of "total
service:" the learning environment, the timeliness of the offering, the
ease of registration, the type of participants assembled, the friendly
assistance of his or her staff, and many other factors. The product/service
offering is an extremely important tool to the manager, because
even the right promotion, price, and place may not compensate for a poor
program or service.²

Price: In developing meaningful marketing programs, one of the
most neglected tool is that of pricing policy. According to Krackenberg,
universities follow a one- or two-price policy (graduate/undergraduate
and/or in-state/out-of-state. Realistically, however, the following
factors should be more fully recognized and considered in price determina-
tion: the differences in programs, location of program, cost of program,

¹Buchanan and George, "Marketing Considerations for Continuing

²Ibid., pp. 13-14.
level of demand for program, the appeal of the program to different
target groups, etc.\(^1\)

There are at least three significant sources of funds which support
the service function of continuing education:

1. Tax dollars (federal and state)

2. Funds which are derived from direct charges to
   clientele groups

3. Funds from private sources (foundations, personal con-
   tributions, etc.)\(^2\)

Closely allied to these sources of funds are the three pricing
philosophies utilized by continuing education: "Phantom pricing" - which
implies that the price has no relationship to cost or value of the program
or service. This pricing philosophy is primarily used when the offerings
are partially or completely funded by state monies or grants. Within the
guidelines established by state authorities or grantors, the continuing
education administrator may charge for the offerings or decide to provide
it to the client with no fee charge. The pricing is largely determined by
the ability and/or desirability of the client to pay a fee. Cost basis
pricing - which is based upon the estimated breakeven point. The contin-
uing education administrator attempts to recover only the actual costs

\(^{1}\)Krachenberg, "Bringing the Concept of Marketing to Higher Educa-
tion," p. 376.

\(^{2}\)Buchanan and George, "The Marketing Manager," p. 31.
for the development and delivery of a particular program or service.

Demand pricing - which takes into account the degree of need by the client for the offering. A high need level may allow for higher prices than a low need level.¹

The continuing education administrator who is marketing oriented may add new dimensions to these three pricing approaches. For example, skim pricing can be used which involves charging a high price for a new program to recover the development costs. Using another alternative, the continuing education administrator would charge a low price for mass appeal. Prestige pricing could be employed whereby a high price might be perceived by the client as indicating a quality program.² Pricing is not a tool to be avoided or played down but it should be an aggressive tool.

Lamoureux documents that very little is available in the adult education literature on marketing and pricing of adult education programs.³ Therefore, Lamoureux's monograph, Marketing Continuing Education: A Study of Price Strategies, is of value to continuing education administrators especially those working in universities and colleges.

¹Buchanan and George, "The Marketing Manager," pp. 31-32.

²Ibid., p. 32.

Promotion: The continuing education unit and the clientele group have to impart information to each other if a relationship is to exist. Businessmen refer to this information exchange as promotion. Promotion has the following three functions: to inform, to educate, and to persuade—involving all the techniques of communication.¹

There are various promotional tools which are combined to make up the promotional tools which are combined to make up the promotional mix which in turn must be skillfully blended with the other major elements of the marketing mix. These promotional tools can be classified into five groups: 1) Advertising, 2) Publicity, 3) Personal Contact, 4) Incentives, and 5) Atmospherics.² Of all the components of the communication mix, continuing education administrators use advertising the most frequently and employ all of the media to carry their message.³

In reviewing the literature for evidence of the most effective tools of promotion for continuing education, it was discovered that continuing education administrators in general do not completely evaluate the effectiveness of the promotional tools they use. For example, Waters discovered

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³ Buchanan and George, "The Marketing Manager," p. 28.
that no off-campus\(^1\) program administrators in the greater Washington metropolitan area had a formal program for promotional evaluation and only periodic attempts were made to measure promotional effectiveness.\(^2\)

As stated earlier in this chapter, more marketing research is needed. The following discussion points out some of the findings that were mentioned in the literature about effective promotional tools.

According to DeWald, direct mail advertising has proved to be one of education's most effective promotional techniques.\(^3\) Hardig made the following conclusion from his study which was done to investigate the relative effectiveness of dissemination practices used by six Illinois public community colleges to inform adults about course offerings made available to all people in that community: Word-of-mouth publicity by satisfied students and others who recommend the college is capable of

\(^1\)Off-campus programs in this study referred to college level courses that carry credit toward a certificate, undergraduate, or graduate degree and were generally conducted at locations other than the premises of the institution.


\(^3\)Samuel DeWald, The Role of Marketing in Continuing Higher Education and Community Service (University Park, Penn.: The Pennsylvania State University, 1976), p. 47.
bringing more adult students to the college than any other method of publicizing. The potential adult student views newspapers, course flyers, course schedules, and college catalogs as very important sources of information. In fact, over 65 percent of the adult students considered the sources of information to be the most important. A small proportion of the adult students who enroll are reached by radio, television, posters, billboards, and announcements at meetings.¹

The important thing to remember about these findings is that much more research is needed in this area. It is difficult to make broad generalizations from one situation to another. What worked in one case may not work in another.

Depending on the target group that the institution is trying to reach, a specific promotional mix should be developed to communicate directly with that group. Rinnander points out that recruitment begins with market research which is basic to determining what approach will be most effective in reaching a specific group. Each clientele group, for example, adult women, senior citizens, and minority students, may require an approach which is specific to, and centers upon, its own needs.

and characteristics.¹ Rinnander also indicates that recruitment of "new students" for traditional programs, and of all students for non-traditional programs, cannot best be accomplished by traditional means.² In essence a rifle approach is recommended over a shotgun approach in communicating with target groups.

In 1973 Waters completed a study aimed at developing a promotional strategy approach for marketing accredited off-campus programs applicable to the Greater Washington Metropolitan Area. The study was significant because the frequent comment made by off-campus administrators was that they found themselves developing marketing strategies and applying them to the market for courses and programs without fully understanding how they were going about it or what their approach was. Waters stated that his research effort was not a cure-all for the promotional problems confronting the off-campus administrators, but did provide the foundation upon which the off-campus administrator could structure his or her thinking about how he or she, in his or her environment, wanted to approach the first phase of promoting off-campus programs.³

²Ibid., p. 55.
Place: Place is a marketing variable that can only be altered by the continuing education administrator. There are three alternatives common to the place variable: 1) university facilities, on campus or at branch locations, 2) client facilities, and 3) third party facilities such as community or public places.¹

Today continuing education administrators use this marketing variable, but few seem to regard it as a marketing tool. Many continuing education administrators attempt to increase attendance or the utilization of some of their programs by offering courses and services at off-campus locations. However, it is possible that a program held on campus may carry more prestige and cause higher participation. The continuing education administrator will determine which alternative is most effective by interaction with client groups and by evaluation of the costs related to each alternative.²

Krachenberg believes that distribution (place) should be of as much concern to a university as it is to a consumer goods manufacturer. In general terms, the distribution concept is one of when, and how, to get the product to the market in an acceptable and efficient manner. "Do you have the market come to you, or do you go to it? If you go, how far


²Ibid.
do you, and in what form do you carry and present?"¹ Contemporary concern with the distribution function is displayed by branch campuses, extension centers, telecourse, remote T.V. outlets, external degree programs, and the "university without walls" concept.

**Integrated Market Planning.** Sincere there is a multiplicity of available marketing tools, there is a need for overall coordination so that these tools do not work at cross purposes. Therefore, an organizational structure needs to exist which permits for this overall control and coordination of activities in the organization's master plan.²

In 1969 when Kotler and Levy wrote about broadening the concept of marketing, they indicated that no single officer in the typical university is given total responsibility for studying the needs and attitudes of clients, trustees, and publics, and undertaking the necessary product development and communication programs to serve these groups. Instead university administration includes a variety of "marketing positions" like dean of students, director of alumni affairs, director of public relations, and director of development. As a result coordination was often poor.³ Recent literature reveals that writers are suggesting a top marketing administrator whose responsibility would be to coordinate the activities of those

¹Krachenberg, "Bringing the Concept of Marketing to Higher Education," pp. 375-76.

²Buchanan and George, "The Marketing Manager," p. 34.

organizational units which commonly interface with a university's external publics, such as prospective students, prospective employers of graduates, the mass media, parents, potential donors, legislators, and others.¹

In 1979 Kotler recommended institutions which want to improve their marketing effectiveness to consider the following six steps: 1. Appoint a marketing committee; 2. Organize task forces to carry out an institutional audit; 3. Hire marketing specialist firms as needed; 4. Hire a marketing consultant; 5. Hire a director of marketing; and 6. Hire a vice president of marketing.² These "steps" are not to be viewed as a rigid sequence of actions, but they really represent alternative approaches to the introduction of marketing into a nonprofit institution.³

Integrative marketing also has another meaning. It means that the various units within the institution recognize that the actions they take, and not the actions of the units responsible for the marketing activities, have a profound effect on the organization's ability to develop, retain, and satisfy clients.⁴ There must be communication channels

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¹Berry and Allen, "Marketing's Crucial Role for Institutions of Higher Education," p. 27.


³Ibid.

⁴Buchanan and George, "The Marketing Manager," p. 34.
established to solve interunit coordination problems. Any institution that can accomplish this task is said to have an integrative marketing structure.

Continuous Marketing Feedback. Businesses gather continuous information about changes in the environment and about their own performance. This is done through the use of their salesmen, research departments, specialized research services, and other means. The purpose is to check on the movement of goods, actions or competitors, and feelings of customers to check if they are moving along in a desirable way.\(^1\) Information systems are useful in managing program development and coordination. Typically nonbusiness organizations have been more casual about collecting vital information on how they are doing and what is happening in the market place.\(^2\)

Marketing Audit. The marketing audit is a control mechanism that is undertaken to assist the continuing education administrator in evaluating the organization's markets, programs, and overall marketing effectiveness.

There are two types of marketing audits. One is the individual operation audit which focuses on an individual marketing activity. The other is the total marketing function audit which provides a systematic evaluation

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\(^1\)Kotler and Levy, "Broadening the Concept of Marketing," p. 14.

\(^2\)Ibid.
of all the marketing operations of the continuing education unit.\(^1\)

According to George, very little published data exists concerning the uses made by continuing education administrators of such marketing audit approaches.\(^2\) This is unfortunate because the total marketing audit will reveal the major practices, problems and opportunities facing the continuing education unit and will serve as a basis for more effective planning.

The marketing audit consists of three parts. The first part is designed to evaluate the marketing environment of the continuing education organization—specifically, its markets, clients, competitors and macraenvironment. The second part evaluates the marketing system within the organization—specifically, the continuing education unit's objectives, programs, implementation and organization. The third part aims at evaluating the major areas of marketing activity in the organization—specifically its products, pricing, distribution, personal contact, advertising, publicity and sales promotion.\(^3\)

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\(^2\)Ibid., p. 74.

\(^3\)Kotler, Marketing for Nonprofit Organizations, p. 56.
The marketing audit provides updated information on a continuous basis. It is a search for opportunity and it aims at identifying malfunction. Because the marketing audit can do these things, if done and used properly, it can be an aid to the continuing education administrators.

Problems Associated With Educational Marketing

First, many university personnel, faculty in particular, are suspicious of marketing as another example of the manipulation of human behavior in modern society. The greatest danger comes from the emphasis on survival of the institution at any cost, and the way to such a position is characterized by a lack of commitment to a set of guiding ethical principles.¹

Second, the charge is made that marketing is an expensive process and the consumer is the one who must ultimately pay a higher price.² Another criticism is that marketing invades the privacy of individuals by inquiring into their likes and dislikes and seeking other personal information.³


²Howard, "Planning Marketing Research for College and University Continuing Education Programs," p. 23.

³Ibid.
Fourth, the marketing concept is one of those things that is easy to talk about and pay lip service to, but quite difficult to implement. The organizational aspect of the concept is the most difficult aspect of marketing, because marketing must be understood and implemented by virtually all persons in the organization if it is to be effective. The fact that education at all levels has a history of internal emphasis is a second impediment to the proper implementation of the marketing concept, because marketing calls for an outward orientation.

Fifth, many of the concepts being employed in educational marketing really have not been developed or tested adequately in the academic setting. Most of the practices are adoptions from the profit sector rather than adoptions of the innovative efforts of the academicians. This is a task that needs to be addressed by institutional research.

Sixth, administrators are doing marketing, even some who are against the activity, without knowing that the activity being performed is marketing. This is the result of misconceptions about marketing and a lack of understanding of what marketing really is. Many equate marketing to promotion or to selling, and in actuality marketing is not equivalent to either.

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1Stephenson, "Marketing Continuing Higher Education Outside the Ivory Tower: The Homework Required," p. 3.

2Ibid.

Seventh, in educational marketing often it takes time to get direct feedback regarding the effectiveness of an administrator's marketing efforts. Many times there is insufficient data to provide guidance to a beginner who is making an effort to apply a new technique.

Eighth, higher education institutions have been unwilling to exchange value for value. The exchange relationship which exists between an organization and its valued publics is crucial in the marketing process. Yet this fair exchange is lacking in most institutions of higher education. In far too many instances higher education institutions are designed to function with primary emphasis on traditional, but increasingly suspect academic goals and objectives, and to function with less or no concern for the needs of their students and other important constituencies.

Ninth, higher education institutions are not structured to effectively do marketing. As mentioned earlier, marketing activities are done in most nonprofit organizations without the benefit of formal marketing positions. Not unless the top administrators are committed to the


3 Kotler, Marketing for Nonprofit Organizations, p. 235.
importance of marketing and put someone in charge of that function, it should not be expected that marketing will be carried out with any real degree of effectiveness.¹

Ten, "marketing, by virtue of focusing on what is being offered to people, and on how it is being offered and to the accomplishment of what ends, most insistently encourages a consideration of ethical issues."² Some very difficult ethical problems can arise from certain marketing activities, if the continuing education administrator does not evaluate the ramifications of his or her actions and is not guided by a set of moral values.

**Benefits of Educational Marketing**

Just as a coin has two sides, marketing has its problems and its benefits. The following discussion highlights marketing's value.

A benefit of marketing is the increased satisfaction of the institution's customers. The higher education administrator should be interested in this benefit because it has intrinsic value for the customer and can also lead to a more positive image of the institution.³ Another benefit

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¹Berry and Allen, "Marketing's Crucial Role for Institutions of Higher Education," p. 27.


³Howard, "Planning Marketing Research for College and University Continuing Education Programs," p. 22
is that marketing will assist an institution in applying resources more effectively toward the attainment of institutional objectives.¹

There are those in the field that consider marketing the lifeblood for continuing education and the source of survival, if not success.² This, however, does not make continuing educators hucksters or "crassly commercial," because "no educational agency in the country can survive without effective product design and marketing thereof."³

Marketing goes far beyond the function of selling and appears to be the most important business technique to be used in reaching the continuing education student.⁴ Many academicians criticize the marketing of education because they equate it with the selling of used cars or soap. However, they must realize that there is a distinction between selling and marketing.

¹Howard, "Planning Marketing Research for College and University Continuing Education Programs," p. 22.


³Ibid.

The difference between marketing and selling is more than semantic. Selling focuses on the needs of the seller, marketing on the needs of the buyer. Selling is preoccupied with the seller's need to convert his product into cash, marketing with the idea of satisfying the needs of the customer by means of the product and the whole cluster of things associated with creating, delivery and finally consuming it.

Another benefit of marketing is that marketing research may aid in the decision making process of the continuing education administrator. Data collected through market research studies is essential if wise judgments are to be made. For example, the level of uncertainty that permeates the decision-making process of the continuing education administrator reduces the effectiveness of the continuing education mission. However, the gap between the known and the unknown in continuing education will be narrowed when marketing research and the marketing audit become tools of the continuing education administrator.

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Marketing "brings with it both the opportunity for achieving greater levels of administrative efficiency and, as well, the challenge associated with demonstrating higher levels of moral behavior."¹ To use marketing activities to communicate the availability of continuing education programs does not, according to O'Brian, undermine their quality:

There is no inherent contradiction between marketing services and maintaining professional standards and ethical conduct. Engineers, accountants, advertising practitioners, and other professionals actively market their services while adhering to high professional standards.²

Marketing is not to be confused with manipulation. Sometimes marketing tools are wrongly applied but that does not mean that the tools are without merit. Lenz believes that successful marketing of continuing education involves the following two things:

1. Marketing is never to be confused with manipulation and

2. Sights are fixed firmly on the interests and concerns of the people served by continuing education.³

Finally, a continuing education administrator may improve the overall effectiveness of his or her organization by adopting the marketing concept.⁴

¹Krachenberg, "Bringing the Concept of Marketing to Higher Education," p. 380.
²O'Brian, "Marketing Higher Education, p. 22.
³Lenz, "Continuing Education Goes to Market," p. 182.
⁴Buchanan, "Continuing Educators Are Marketers: The Marketing Function," p. 16.
CHAPTER III

METHODOLOGY OF THE STUDY

This chapter consists of several parts: an explanation and rationale for the type of research methodology utilized in this study, a description and rationale for the population selected and surveyed, a description of the questionnaire development, a description of the administration of the survey, and a description of how the data were analyzed.

Selection of Research Methodology

The research problem addressed in this study was to determine and examine the marketing practices utilized by administrators of successful continuing education programs. Responding to an environment that is plagued with financial and economic difficulties and an increasing adult population that is demanding a practical education, professional updating, and intellectual, cultural, and personal enrichment, administrators are turning to continuing education as one possible solution.
The task of moving boldly into the continuing education market is not an easy one. As with any new emphasis, changes occur and administrators need strategies for dealing with these new markets. Since marketing might help in this respect, it is important to know those marketing practices that are being utilized in the higher continuing education setting. Having an awareness of what exists can be of value in determining future direction.

To learn more about marketing in continuing higher education, this study investigated the marketing practices of administrators of successful continuing education programs. By researching the marketing activities of administrators of successful programs, other administrators can readily learn from the successes of others.

In selecting a research methodology for this study, the strategy of descriptive research was chosen utilizing a survey research design. Descriptive research was selected because it aims at answering the general question, "What exists?", and the observations are generally uncontrolled and are carried out in the field or "natural" setting. Experimental research aims at the "How" and "Why" questions, and the observations are usually controlled in some way and are carried out in a laboratory setting.¹ Investigators of descriptive

research want to determine the nature of prevailing conditions, practices, and attitudes. Their objective is seeking accurate descriptions of activities, objects, processes, and persons. 

When trying to solve problems, investigators of descriptive research often conduct surveys. Three types of information can be collected from surveys: (1) data concerning existing status, (2) comparisons of status and standards, and (3) means of improving status. Depending on the nature of the research problem, surveys can be broad or narrow in scope. "Surveys may be descriptive and specify the properties of educational phenomena, or they may be explanatory and specify interrelationships among variables." Depending on how the different types of descriptive research are classified, explanatory surveys are usually associated with interrelationship and developmental studies. Descriptive surveys are associated with school surveys, job analysis, documentary analysis, public opinion surveys, and community surveys.

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2 Ibid., p. 196.
3 Ibid., p. 197.
4 Ibid.,
This study used a survey of selected successful higher continuing education programs of community, private, and public institutions of higher education to determine and examine the marketing practices utilized by administrators of successful continuing education programs. The survey was exploratory and descriptive but not truly explanatory. The survey collected all three types of information because of the nature of the research questions. Besides investigating the marketing practices used by administrators, the research questions addressed the following areas: the commitment of institutions of successful continuing education programs to creating a marketing environment and utilizing marketing practices, administrators' perceptions of what the most effective marketing practices are, the benefits and problems of marketing, administrators' perceptions of the relationship between marketing practices and program success, the types of marketing practices that should be utilized by administrators of continuing education programs, and the determination of differences, if any, among the successful continuing education programs of public, private, and community institutions of higher education in their marketing practices.

One of the seven widely used techniques of data collection in descriptive research is the questionnaire.¹ The questionnaire is a major instrument for data-gathering in descriptive survey studies, and is used

to secure information from varied and widely scattered sources.\(^1\) "The questionnaire may be regarded as a form of interview on paper."\(^2\) Economy in cost, time, and labor is the advantage in using questionnaires rather than interviews."\(^3\) The questionnaire is also particularly useful when a researcher cannot easily see personally all the people he or she wants to include in the study or where there is no specific reason to see the respondents personally.\(^4\)

The survey instrument used in this study was a mail questionnaire. This selection was based on the fact that the study population included administrators of successful continuing education programs that were located throughout the United States and the information sought from these individuals was extensive.


\(^3\)Ibid.

The Study Population

To select the population for the study the following process was followed: Nine experts were contacted and asked to identify the top fifteen higher continuing education programs in the country. The individuals selected as experts were chosen because of their knowledge of continuing education and their general awareness of the various continuing higher education programs that exist throughout the nation. The experts were scholars, researchers, and/or administrators. Of the nine experts contacted, two did not participate in the study. One was out of the country. The other did not feel qualified to comment on successful higher continuing education programs.

Type of institution was a variable taken into consideration in the process of selecting the study population. This was done for several reasons. Community, private, and public institutions of higher education generally have different missions, are under different control, and are funded in different ways. Because the differences among these types of institutions could effect the emphasis placed on continuing education and how continuing education programs are marketed, these three types of institutions were included in the study to increase the general-izeability of the research results.
To reach the objective of having all three types of institutions represented in the study population, the experts needed to identify programs in all three categories. Since the first experts to respond either mentioned a few community colleges or none at all in their listing of top continuing education programs in the country, individuals who were more familiar with continuing education in the community college setting had to be included in the panel of experts.

Public institutions were identified as those which offer baccalaureate degree and/or higher degrees and are under federal, state, state-related, local, or state and local control. Private institutions were defined as those which offer baccalaureate degrees and/or higher degrees and are reported as independent, nonprofit or affiliated with a religious group. Community colleges were specified as those organizations which do not offer bachelor degrees and have community focus as one of their primary missions. Some of the experts listed technical and junior colleges which were not included in the study. Only those institutions which could clearly be identified as community colleges were placed in this category.
In analyzing the reports from the experts, several submitted similar responses. Also, some responses included more public and private institutions than community colleges and visa versa. One expert, however, did not prioritize his listing of continuing education programs because he considered each program as good but different with no basis for comparison.

The next step was to identify the top continuing education programs in each category from the fifty-nine institutions that were identified as having successful continuing education programs. To do this the following system was developed:

Since each expert, except one, ranked his or her list of successful continuing education programs in priority order, a certain number of points were given to each rank so a weighted total was obtained for each program. A program listed as one was assigned a value of fifteen points; a program ranked as second was valued at fourteen points; and a program listed as third had a value of thirteen points. This system followed a progression until a program ranked as fifteenth was assigned one point. The twenty programs which were not prioritized by the one expert were all assigned the same neutralizing value.

After each program was assigned the appropriate points for each ranking it received, the total points for each program were added together giving a weighted total. The continuing education programs with the five highest weighted totals in each category were selected for the study.
In reviewing the programs that scored high in each category, it was discovered that several of the institutions to be included in the study were part of a system that had more than one campus location. When it was unclear which of the specific campus locations the expert was referring to, the largest campus of the institution was selected for the study. In cases when it was possible to obtain information about the entire institutional system, the whole system was included in the study.

Questionnaire Development

Once the review of the literature was completed a 41-item questionnaire was developed. (see Appendix B) The questionnaire was designed to enable practicing continuing education administrators to give demographic information about their programs and to demonstrate the extent to which marketing was being employed in their programs. The questions were designed to describe and compare various marketing practices utilized by continuing education administrators within and among the three types of institutions of higher education included in the study.

The instrument was pretested by administering it to the Dean of Continuing Education at a large, urban, community college; the Director of Continuing Education of a small, suburban, private college; and an Assistant Director of Continuing Education of a large, urban, public university. All three institutions were located in Ohio. The participants in the test were asked to complete the questionnaire and to give written comments.
and suggestions regarding the instrument. The pretest participants were personally interviewed for additional suggestions concerning the effectiveness of the questionnaire. Changes were made on the instrument in accordance with these suggestions. The results of the test revealed that the questionnaire had validity, because administrators of continuing education programs, representing the three types of institutions included in the study, could understand the questions and gave the information requested. Some of the questions used in the questionnaire were from other survey instruments which added to the reliability of the questionnaire.

Survey Administration

Following the development of the questionnaire, a letter was sent to the administrators of the fifteen continuing education programs included in the study population requesting their participation. (see Appendix C) Only one person indicated that he did not have time to complete the questionnaire. This did not effect the study because another administrator at the same institution was contacted and she agreed to participate.

Two weeks following the letter of request the questionnaire was mailed along with a cover letter and a stamped, self-addressed envelope, to each of the participants in the population studied. Another letter was sent thanking those who had already returned the questionnaire, and phone calls were made to those who were tardy in returning the questionnaire. The survey return was 93.3 percent (fourteen of fifteen questionnaires).
One questionnaire was lost in the mail.

The Data

In descriptive research items of information gathered should be interrelated within a plan or framework. Meaningful research is not based on masses of unrelated facts and figures. It is based on a framework which may or may not be a well conceived theory. Meaningful research at least has some relation to other research or knowledge in the field. In keeping with this requirement, a part of the analysis of the data was done using marketing as a framework. Certain marketing concepts were used to examine the interactions of successful continuing education programs and to study the behavior and perceptions of the administrators of those programs.

The research questions provided the structure for the aspects of marketing about which data were collected. Following the collection of this information, the analysis of data was divided into the following sections.

1. Demographics of the Study Population
2. Institutional Commitment to Marketing Continuing Education

3. Marketing Practices
   a. Analytical Tasks
      Generic Product
      Target Groups and Differentiated Marketing
      Customer Behavior Analysis
      Differential Advantage
   b. Planning Skills
      Multiple Marketing Tools
      Integrated Market Planning
   c. Control Skills
      Continuous Marketing Feedback
      Marketing Audit

4. Marketing Practices Perceived to Be Most Effective

5. Problems and Benefits Perceived to Be Associated With Marketing

6. Perceived Relationship Between Marketing Practices and Success


The data were specifically analyzed by the following methods: content analysis, frequency distribution, and percentage. Frequency distribution and percentage were used to provide statistical information regarding the administrators' responses to the majority of questions. These two methods were also used to determine if there were any major differences among the successful continuing education programs of public, private, and community institutions of higher education in their use of marketing practices. This determination of differences, if any, was done in each section of the analysis. It was hoped that the test of chi-square could have been used for this part of the analysis, but low cell frequency or
no cell frequency in the various response categories ruled out the use of this test for nearly all of the questions.

In calculating percentages, each percentage was rounded off to the nearest whole number. In some cases a group of percentages may not add up to one hundred due to the rounding off process.

In presenting the data generated from the questions regarding the most effective marketing practices, weighted totals were calculated for the various response items. This was done in the following manner:

An item ranked as the most effective received a point value of three points or five points depending if a three or five scale ranking system was used. This system followed a progression until the item ranked as the third most effective received one point or an item ranked as the fifth most effective received one point.

After each item was assigned the appropriate point for each ranking it received, the total points for each item were added together giving a weighted total. The items with the highest weighted totals were considered to be the most effective.

Content analysis was used to categorize the data obtained from the open-ended questions. The following discussion of content analysis justifies its usage in this study. "Content analysis is a systematic technique for analyzing message content and message handling--it is a
tool for observing and analyzing the next communication behavior of selected communications. As Kerlinger describes it, content analysis is a method of analysis and a method of observation whereby the investigator takes the communications that people have produced and asks questions of the communication.

According to Budd, Thorp, and Donohew, content analysis studies usually involve the following six steps:

1. The research question, theory, and hypotheses are formulated by the investigator.
2. The researcher selects a sample and defines categories.
3. The investigator reads (or listens to or watches) and codes the content according to objective rules.
4. The researcher arrives at scores.
5. If other factors are included in the study, the investigator compares these scores with measurements of the other variables.
6. The researcher interprets the findings according to appropriate concepts or theories.

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3 Budd, Thorp, and Donohew, *Content Analysis of Communications*, p. 6.
Tables were used throughout the analysis to present the data. Frequency distribution and percentage tables basically had the same design.¹ (see Appendix D) The data from the open-ended questions were also presented in similar fashion.

Through careful organization, categorization, and interpretation of the data, the research questions were answered and a marketing model was developed for administrators of continuing education.

¹Design of table is similar to that used by Robert Hardiz in Relative Effectiveness of Dissemination Practices Used by Illinois Public Community Colleges in Adult and Continuing Education.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Chapter IV is divided into seven sections. The first section gives background information about the institutions included in the study population. The next six sections present data pertaining to the nine research questions. Each section consists of two parts. Part one is an explanation of the data collected to answer the questions, and part two is a presentation of those data.

Demographics of Study Population

Fifteen questionnaires were mailed to the study population, and fourteen were returned. One questionnaire from a community college administrator was lost in the mail. The return rate, fourteen of fifteen questionnaires, represents a 93.3 percent inclusion of the study population. The number of administrators who participated in each category was as follows: five public institution continuing education administrators; five private institution continuing education administrators, and four community college continuing education administrators.
Diversification

Diversity seemed to be the common characteristic of institutions of successful continuing education programs. There seemed to be no standard definition of the term continuing education among the institutions studied. For example, the community colleges defined continuing education as part of the major mission of the institution. This finding was supported by the continuing education enrollment figures of community college programs which reflected the total institutional enrollment. The terms community service and community education were used synonymously with continuing education.

Some institutions defined continuing education to include both credit and noncredit programs. Continuing education was also defined to mean exclusively noncredit programs or credit programs. The definition of the term continuing education used for this study was broad enough to cover the range of definitions used by the study population.

The different organizational structures of the institutions identified as having successful continuing education programs was another aspect of the study population that showed much diversity. Many of the successful continuing education programs are parts of institutions that have more than one campus. Some of the experts gave the specific campus location of the program they identified as successful. When it was impossible to know the specific campus the experts were referring to, information was collected about the institution's main campus or about the whole system
when possible. For example, the data gathered included information about a statewide continuing education program and a community college system that has seven colleges. Some of the continuing education programs have one main location but branch out into the community, state, nation, and even overseas through various media, off-campus centers, special workshops, seminars, and/or projects.

The different ways continuing education was defined by the successful programs and the diversity in the organizational structure of the institutions of the study population led to more variation. This variation was shown by the continuing education enrollment figures of the study population which had a range of 1,500 students to 350,000 students. The full time equivalency enrollment figures were also effected because the range here was from 450 students to 21,000 students.

The number of people employed on the continuing education staffs of the study population could not help but be effected by the way continuing education was defined and how the institution was organized to carry out its continuing education mission. The data showed a broad range of answers for each category addressing employment figures:

\[
\begin{array}{ccc}
\text{Hourly: full time} & 2 & \text{to 200 workers} \\
\text{Hourly: part time} & 2 & \text{to 1000 workers} \\
\text{Salaried: full time} & 5 & \text{to 1590 workers} \\
\text{Salaried: part time} & 9 & \text{to 5200 workers} \\
\end{array}
\]

It is important to mention here that even though there was much diversity in the demographic information about the study population, this was to be expected. This diversification did not appear to effect the rest of the
analysis, because the purpose of the study was to describe the marketing practices utilized by administrators of successful continuing education programs of community college, public, and private institutions of higher education. It is true that the institution's organizational structure and product (in this case definition of continuing education) are all part of the total marketing picture and are factors worthy of consideration. However, in this study these were not the main descriptive factors. Data were collected which addressed these concerns but from a controlled and limited perspective.

**Reasons Programs Are Successful**

Table 1 presents the list of reasons given by the continuing education administrators who participated in the study as to why their programs were successful. Most of the administrators felt their programs were successful for several reasons as indicated by four reasons receiving high responses. These reasons were as follows: Thirteen respondents (93 percent) contributed their program's success to their institution initiating new and original programs to better meet the needs of nontraditional students. Twelve administrators (86 percent) felt that success was based on the respect other institutions have for their programs as shown by these institutions copying their programs' procedures and developing similar programs. Twelve administrators (86 percent) also felt that success was contributed to their programs serving the nontraditional students through many different types of educational experiences and
Table 1
Reasons Programs Are Successful

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your program is respected by other institutions as shown by these institutions copying procedures and developing similar programs.</td>
<td>4 80</td>
<td>4 80</td>
<td>4 100</td>
<td>12 86</td>
</tr>
<tr>
<td>Your institution initiates new and original programs to better meet the needs of nontraditional students.</td>
<td>4 80</td>
<td>5 100</td>
<td>4 100</td>
<td>13 93</td>
</tr>
<tr>
<td>Your program utilized nontraditional instructional modes, such as television, radio, newspapers, and/or mail so well that nontraditional students are having their needs met through the medium(s)</td>
<td>3 60</td>
<td>2 50</td>
<td>5 36</td>
<td></td>
</tr>
<tr>
<td>Your program is serving the nontraditional student through many different types of educational experiences and deliver systems.</td>
<td>4 80</td>
<td>4 80</td>
<td>4 100</td>
<td>12 86</td>
</tr>
<tr>
<td>Your program has no other real competition from other institutions serving the same clientele.</td>
<td>2 40</td>
<td>2 40</td>
<td>4 29</td>
<td></td>
</tr>
<tr>
<td>Enrollment in your continuing education program has steadily increased.</td>
<td>4 60</td>
<td>4 80</td>
<td>4 100</td>
<td>12 86</td>
</tr>
<tr>
<td>Program recently reviewed and evaluated by external panel of experts who proclaimed it an outstanding successful program.</td>
<td>1 20</td>
<td></td>
<td>1 7</td>
<td></td>
</tr>
<tr>
<td>Program has won over 40 honors in recent years from external sources</td>
<td>1 20</td>
<td></td>
<td>1 7</td>
<td></td>
</tr>
<tr>
<td>Partnership planning of programming involving representatives of clientele group, relevant faculty, and continuing education program development staff.</td>
<td>1 20</td>
<td></td>
<td>1 7</td>
<td></td>
</tr>
<tr>
<td>A comprehensive package of offerings including almost all delivery systems.</td>
<td>1 20</td>
<td></td>
<td>1 7</td>
<td></td>
</tr>
<tr>
<td>Risk taking in programming, a &quot;personal&quot; approach to our consumers, careful recruitment of instructors.</td>
<td></td>
<td>1 25</td>
<td>1 7</td>
<td></td>
</tr>
<tr>
<td>We have formal, written cooperative agreements with all public school districts in our college district.</td>
<td></td>
<td>1 25</td>
<td>1 7</td>
<td></td>
</tr>
</tbody>
</table>
delivery systems. Steady enrollment increases in their continuing education programs was another reason given for success by twelve respondents (86 percent). In addition, six administrators gave "written in" responses to this question. Table 1 also presents these reasons.

No private institution felt that their continuing education program was successful due to utilizing nontraditional instructional modes. Three public institutions (60 percent) and two community colleges (50 percent) gave this reason for contributing to their program's success. No community colleges gave the reason that their continuing education programs were successful due to the lack of other real competition. Two public programs (40 percent) and two private programs (40 percent) indicated that their programs had no real competition which was a reason for success.

Kinds of Programs Which Contribute to Program's Success

Initiating new and original programs to better meet the needs of nontraditional students was the reason the administrators gave the most as being a contributing factor to their continuing education program's success. Table 2 lists the responses given by these same respondents as to the kinds of programs which contribute to the success of their programs. Here again, as with the reasons for success, there was not just one type of program that stood alone as being responsible for bringing about success. A diversified and somewhat nontraditional listing of credit, noncredit, degree, and nondegree programs were the factors that emerged as the key components. There were no major differences in how the different types of institutions responded to this question.
Kinds Of Programs Which Contribute To Program's Success

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primarily encouraging the offering of courses at nontraditional hours.</td>
<td>1. Non-credit for adults, summer programs for youth, campus programs as well as field programs (we offer 3-day non-credit programs in 60 locations in the U.S. and Canada, including 3 in Ohio).</td>
<td>1. Academic, vocational, community services, and community/student activities.</td>
</tr>
<tr>
<td>2. Baccalaureate and master's degree programs, informal short courses, seminars, conferences, workshops, colloquia.</td>
<td>2. All of those specified [courses, workshops, seminars, conferences, degree programs, etc.]</td>
<td>2. A very broad curricula.</td>
</tr>
<tr>
<td>3. Residential conferences, residential and off-campus credit and non-degree courses, independent study, courses by television (most non-degree credit), certificate curricula; and by use of diverse formats either singularly or in combination (e.g., seminars, workshops, field trips, etc.)</td>
<td>3. All of the above [courses, workshops, seminars, conferences, degree programs, etc.] -- plus specially designed [programs] for the client organization.</td>
<td>3. Off-campus degree, Wednesday College, inhouse workshops.</td>
</tr>
<tr>
<td>4. Career, personal, and cultural enrichment and advancement, day, week-end, and regular quarter-length courses, intensive seminars, professional development.</td>
<td>4. Too large a question.</td>
<td>4. Fall catalog enclosed describing courses and programs. [Did not enclose catalog]</td>
</tr>
<tr>
<td>5. Over 5165 distinct courses and programs operated annually. Includes 2428 credit courses, 2422 non-credit workshops, conferences, and short courses, 314 correspondence study courses; 7 extended degree programs; numerous open and closed circuit TV programs and courses, etc.</td>
<td>5. No response.</td>
<td></td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity
Institutional Commitment to Marketing
Continuing Education

Findings pertaining to the question, "Are the institutions of successful continuing education programs committed to marketing continuing education?", are presented in this section. To answer this question data were collected regarding an institution's commitment to marketing continuing education in terms of staff, budget, attitude, and inside and outside assistance. In addition, information was collected to determine if successful continuing education units had a client-need orientation and performance criteria which were used in the selection of offerings in order to fulfill overall organizational goals. According to Buchanan, an institution is interested in creating a marketing environment if it utilized the marketing concept which he defines for a non-business organization in the following terms: "(1) a client-need orientation is paramount in the organization, and (2) performance criteria are used in the selection of offerings in order to fulfill overall organization goals." ¹

Staff with Marketing Experience

Table 3 shows the administrators' responses regarding the number of staff members their continuing education units employed with previous or formal education in marketing. The range of responses was quite large

Table 3

Staff Members With Previous Experience Or Formal Education In Marketing

<table>
<thead>
<tr>
<th>Question for Analysts</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many of these staff members have previous experience or formal education in marketing (i.e., market research, advertising, promoting, public relations, product development, delivery, delivery, etc.)?</td>
<td>A 1 B 40 C 5% D 3%</td>
<td>A 4 B 10 C 0 D 0</td>
<td>A 1590 B 590 C 0 D 0</td>
</tr>
</tbody>
</table>

Response Category: A - Hourly: full time, B - Hourly: part time, C - Salaried: full time, D - Salaried: part time

a - one administrator did not respond to the question
from no staff members to 1590 salaried, full-time employees with some type of marketing background. It is difficult to interpret the data from the community college that indicated its continuing education unit employed 1590 salaried, full-time employees and 590 salaried, part-time employees with previous experience or formal experience in marketing, because this response is so out of range with the other responses. It is important to point out that eleven of the thirteen administrators that answered this question had at least one staff member with some marketing background.

Percentage of Budget Allocated to Marketing

Five administrators (36 percent) indicated that 5 to 10 percent of their continuing education budgets were allocated to marketing. Table 4 also shows that four administrators (20 percent) allocated under 5 percent for marketing activities. Three continuing education units gave over 20 percent of their budgets for marketing. Note that only one respondent checked the 10 to 15 percent category and only one administrator responded to the 15 to 20 percent choice.

There were no major differences in how the administrators of public, private, and community institutions of higher education responded to this question. The main difference was that two public continuing education units allocated over 20 percent to marketing, while no private institutions did this and only one community college responded to this category.
Table 4
Percentage Of Budget Allocated To Marketing

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Under 5%</td>
<td>1</td>
<td>20</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>5% - 10%</td>
<td>1</td>
<td>20</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>10% - 15%</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>15% - 20%</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Over 20%</td>
<td>2</td>
<td>40</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>
Faculty, Staff, and Administrative Commitment to Marketing Continuing Education

Eight of the administrators (57 percent) indicated that faculty commitment to marketing continuing education was "positive." Table 5 shows that five administrators (36 percent) felt that faculty were "indifferent" to marketing and one administrator (7 percent) responded that faculty were "very positive" in their commitment to marketing. The main difference among public, private, and community college administrators in their responses to this question was that more public institution administrators (60 percent) felt their faculty were "indifferent" to marketing as compared to one private institution administrator (20 percent) and one community college administrator (25 percent) who felt this way.

Staff commitment to marketing continuing education was high, because nine administrators (64 percent) indicated that staff members were "very positive" in their commitment to marketing. Only one administrator (7 percent) felt that staff members were "indifferent" while four administrators (29 percent) responded that staff members were "positive" to marketing. The only difference worth mentioning among public, private, and community college administrators in how they answered this question was that one private institution administrator (20 percent) indicated that staff members were "indifferent" to marketing, while the other private, public, and community college administrators gave a "positive" or "very positive" response to this question.
Table 5
Faculty, Staff, And Administrative Commitment To Marketing Continuing Education

<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr.</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A     B    C    D    E</td>
<td>A     B    C    D    E</td>
<td>A     B    C    D    E</td>
<td>A     B    C    D    E</td>
</tr>
<tr>
<td>Faculty Commitment</td>
<td>3    60    2    40</td>
<td>1    20    3    60    1    20</td>
<td>1    25    3    75</td>
<td>5    36    8    57    1    7</td>
</tr>
<tr>
<td>Staff Commitment</td>
<td>2    40    3    60</td>
<td>1    20    4    80</td>
<td>2    50    2    50</td>
<td>1    7    4    29    9    64</td>
</tr>
<tr>
<td>Administrative Commitment</td>
<td>3    60    2    40</td>
<td>1    20    3    60</td>
<td>3    75    1    25</td>
<td>1    7    7    50    6    43</td>
</tr>
</tbody>
</table>

Response Category: A - Very Negative, B - Negative, C - Indifferent, D - Positive, E - Very Positive
Seven administrators (50 percent) indicated that administrative commitment to marketing continuing education was "positive." Table 5 shows that six persons (43 percent) felt administrative commitment was "very positive." There was only one (7 percent) "indifferent" response. The only main difference among the three types of institutions with regards to administrative commitment to marketing was that one private program gave an "indifferent" response to administrative commitment and the other types of institutions gave a "positive" or "very positive" response.

**Assistance Received from Within the Institution in the Development and Implementation of Marketing**

Table 6 shows that twelve administrators (86 percent) reported that other administrative offices assisted with ideas and/or money and/or man-hours and/or resources in the development and implementation of marketing strategies for continuing education. Ten continuing education units (71 percent) received assistance from service units that work with continuing education students, and eight continuing education programs (57 percent) obtained help from faculty members who are knowledgeable about adult education and/or community relations and who work on special projects and programs. Three of the administrators (21 percent) got assistance from faculty members knowledgeable about marketing who serve as consultants. In addition, eight administrators describe more specifically how they received assistance from within their institutions in the development and implementation of marketing strategies. It is important to note
<table>
<thead>
<tr>
<th>Assistance Received From Within The Institution In The Development And Implementation Of Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response Categories</strong></td>
</tr>
<tr>
<td>Faculty members knowledgeable in marketing serve as consultants.</td>
</tr>
<tr>
<td>Faculty members knowledgeable about adult education and/or community relations work on special projects and programs.</td>
</tr>
<tr>
<td>Service units (e.g., admissions, financial aid, counseling, advising, etc.) that work with continuing education students give support in terms of cooperation and man hours.</td>
</tr>
<tr>
<td>Administrative offices assist with ideas and/or money and/or man hours and/or other resources.</td>
</tr>
<tr>
<td>Do not receive assistance from other offices and/or individuals within the institution.</td>
</tr>
<tr>
<td>Duplication Department assists with flyers/announcements.</td>
</tr>
<tr>
<td>Community relations Department assists with the mechanics of major publications and newspaper advertising.</td>
</tr>
<tr>
<td>Public Information Office with 3 full time staff (members).</td>
</tr>
<tr>
<td>The School of Continuing Education has its own Office of Public Information - 4 professional staff (members).</td>
</tr>
<tr>
<td>We employ 2 staff members in public relations who help develop and implement our marketing, as well as a staff artist.</td>
</tr>
<tr>
<td>Continuing Education here is institutionalized to a greater extent than any other institution may be.</td>
</tr>
<tr>
<td>University relations provide continuing P.R. and publicity services; other specialized services and consultation when called upon.</td>
</tr>
<tr>
<td>Advice and support from Continuing Education Council.</td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity
that not one administrator indicated that his or her continuing education
unit did not receive assistance from other offices and/or individuals
within their institution.

Note that no community college program received assistance from
faculty members knowledgeable in marketing who serve as consultants;
whereas, two public programs (40 percent) and one private program (20
percent) received such assistance.

**Assistance Received from Outside the Institution**
**in the Development and Implementation of Marketing**

Five administrators (36 percent) reported that advertising agencies
were utilized in developing and implementing marketing strategies for
continuing education. Four continuing education units (29 percent)
received outside assistance from educational consultants and business
or industrial firms. Only two institutions (14 percent) got help from mar-
keting consultants in marketing their continuing education programs. As
Table 7 shows, two administrators made individual responses to this
question. Note that four continuing education programs (29 percent) did
not use any type of outside assistance. The frequencies presented in
Table 7 show that two public institutions used marketing consultants in
developing and implementing strategies for their continuing education pro-
grams. No other type of institutions used this kind of outside assistance.
This was the main difference in how the administrators from the various
types of institutions responded to this question.
## Table 7

Assistance Received From Outside The Institution In The Development And Implementation Of Marketing

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f  %</td>
<td>f  %</td>
<td>f  %</td>
<td>f  %</td>
</tr>
<tr>
<td>Advertising agencies are utilized</td>
<td>1  20</td>
<td>3  60</td>
<td>1  25</td>
<td>5  36</td>
</tr>
<tr>
<td>Marketing consultants are utilized</td>
<td>2  40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational consultants are utilized</td>
<td>1  20</td>
<td>1  20</td>
<td>2  50</td>
<td>4  29</td>
</tr>
<tr>
<td>Business or Industrial firms are utilized</td>
<td>2  40</td>
<td>1  20</td>
<td>1  25</td>
<td>4  29</td>
</tr>
<tr>
<td>Associations and agencies with programs are conducted [are utilized]</td>
<td>1  20</td>
<td></td>
<td></td>
<td>1  7</td>
</tr>
<tr>
<td>Mailing lists are purchased</td>
<td></td>
<td>1  20</td>
<td></td>
<td>1  7</td>
</tr>
<tr>
<td>Do not use outside assistance</td>
<td>1  20</td>
<td>1  20</td>
<td>2  50</td>
<td>4  29</td>
</tr>
</tbody>
</table>

[] - contains comments made by author for clarity
Bought or Contributed Outside Assistance. Most of the outside assistance was bought by the continuing education units instead of being contributed from the outside. In fact, there were thirteen responses in the bought category as compared to nine responses in the contributed column. Some administrators stated that the same type of assistance was bought and contributed. Table 8 shows that five continuing education units (36 percent) bought the services of advertising agencies. The assistance of business and industrial firms was contributed to four continuing education programs (29 percent).

The main difference among the three types of institutions studied was that public institutions either bought the assistance of marketing consultants or this help was contributed. Private and community institutions of higher education did not indicate that they utilize the assistance of marketing consultants.

Consumer Orientation

Data from several questions pertain to the investigation of consumer orientation. Some of these data will be described later in following sections. However, the data from two questions that probed the consumer orientation aspect of the marketing concept are presented below. One question explored if any of the continuing education programs conducted consumer oriented, internal training programs. The other inquiry investigated how continuing education programs normally responded to requests from their constituencies for unoffered programs and services.
Table 8
Bought Or Contributed Outside Assistance

<table>
<thead>
<tr>
<th>List of Items for analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A  f %  B  f %</td>
<td>A  f %  B  f %</td>
<td>A  f %  B  f %</td>
<td>A  f %  B  f %</td>
</tr>
<tr>
<td>Advertising agencies are utilized</td>
<td>1 20</td>
<td>3 60</td>
<td>1 25</td>
<td>5 36</td>
</tr>
<tr>
<td>Marketing consultants are utilized</td>
<td>2 40  2 40</td>
<td>1 20  1 20</td>
<td>2 50</td>
<td>4 29  2 14</td>
</tr>
<tr>
<td>Educational consultants are utilized</td>
<td>1 20  1 20</td>
<td>1 20  1 20</td>
<td>1 25</td>
<td>1 7  4 29</td>
</tr>
<tr>
<td>Business and Industrial firms are utilized</td>
<td>2 40</td>
<td>1 20  1 20</td>
<td>1 25</td>
<td>1 7</td>
</tr>
<tr>
<td>Associations and agencies with which programs are conducted [are utilized]</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td>1 7</td>
</tr>
<tr>
<td>Mailing lists are purchased</td>
<td></td>
<td></td>
<td></td>
<td>1 7</td>
</tr>
</tbody>
</table>

Response Category: A - Bought, B - Contributed
[] - contains information inserted by author for clarity
Training Programs on Client Needs for Institution's Faculty, Staff, and Administrators. Six administrators of the twelve who completed the question (50 percent) indicated that their institutions had training programs for faculty to develop an orientation toward client needs. Six other administrators (50 percent) gave a negative response to this question. Table 9 contains these findings.

Table 9 also shows that seven administrators of the twelve who responded to the question (58 percent) had training programs on client needs for the staff members of their institutions and five administrators (42 percent) did not have such programs. Four public institutions (80 percent) had training programs on client needs for their staff members as compared to one private institution (25 percent—only four private administrators responded to this question) and two community colleges (67 percent—only three community college administrators answered the question).

Training programs for administrators were conducted on client needs in six of the twelve institutions that completed the question (50 percent); six institutions (50 percent) did not have such programs. These data indicate that just above 50 percent of the twelve institutions that completed this question attempted through training programs to instill a consumer orientation in their institution's faculty, staff, and administrators. Besides in the manner the administrators responded to training programs on client needs for their staff members, there were no other main differences
Table 9
Training Programs On Client Needs For Institution’s Faculty, Staff, and Administrators

<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=4)</th>
<th>Community-2 yr. (N=3)</th>
<th>Combined (N=12)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Faculty</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Staff</td>
<td>1</td>
<td>20</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Administrators</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
</tbody>
</table>

Response Category: A - No, B - Yes

a - one administrator did not respond to the question
among the administrators from the three types of institutions in the way they responded to this question.

**Normal Patterns of Response to Public Requests.** Table 10 points out that ten continuing education units of the thirteen units that responded to the question (77 percent) did an internal and external review and offered a program or service, if possible, in response to public requests for services or programs not already offered. Three of the thirteen continuing education units (24 percent) did an internal review (the institution examined the requests for assistance within the appropriate unit or units) and offered the service or program if possible. Two of the thirteen units (15 percent) did an external review (the institution examined the request with the client or party initiating the inquiry) and offered the service or program if possible. Note that one private institution administrator and one public administrator gave more than one response to the question. These data support the observation that the respondents had a consumer orientation, because all thirteen continuing education programs indicated that they tried to respond favorably to the public's requests for unoffered services and programs.

There were no major differences in how the three types of institutions responded to public requests for services and programs not already offered by its continuing education units.
<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)$^a$</th>
<th>Private-4 yr. (N=5)$^a$</th>
<th>Community-2 yr. (N=3)$^b$</th>
<th>Combined (N=13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal review -- offer if possible</td>
<td>2</td>
<td>40</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>External review -- offer if possible</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Internal and external review -- offer if possible</td>
<td>5</td>
<td>100</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>No review</td>
<td></td>
<td></td>
<td>2</td>
<td>67</td>
</tr>
</tbody>
</table>

$^a$ - one administrator gave more than one response

$^b$ - one administrator did not respond to the question
Specifically Stated Goals or Objectives for Total Continuing Education Mission

Twelve institutions (86 percent) had stated goals or objectives for their total continuing education mission. Only two institutions (14 percent) did not.

Of the five private institutions that participated in the study three (60 percent) had goals or objectives and two (40 percent) did not. All of the public institution and community college respondents answered affirmatively to the question.

Knowing that 86 percent of the institutions had goals or objectives for their total continuing education mission now makes it possible to investigate if performance criteria were used in the selection and rejection of offerings in order to fulfill these goals and overall organizational goals.

Performance Criteria

Only four institutions (29 percent) stated they used a priority ranking system employing specific quantifiable (performance) criteria when selecting programs and services to offer. Ten institutions (71 percent) did not use such a system. There were no major differences among types of institution in their responses to this question. When the four institutions using quantifiable (performance) criteria were asked to describe these criteria, four institutions complied as shown in Table 11. The descriptions of the criteria show that financial considerations, review
Table 11

Descriptions Of Quantifiable (Performance) Criteria Used In Selecting Programs And Services To Offer

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In selecting noncredit programs, X College considers the need to use our programmatic and conference center resources optionally, allowing a financial margin for overhead.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. We conduct numerous studies of educational needs of specific clientele groups -- a. practice audit models; b. self-perceived needs of individuals; c. group analysis, etc.</td>
<td>1. Programs must meet full costs and return a profit.</td>
<td>1. Curriculum Review Committee (district-wide) and individual college college community services divisions are involved in the evaluation.</td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity
committees, and client need analysis were the primary components of the quantifiable (performance) criteria utilized by the respondents to this question.

When the fourteen institutions were asked if they used a priority ranking system employing specific quantifiable (performance) criteria when selecting which continuing education programs and services to reject, four institutions (29 percent) answered affirmatively and ten institutions (71 percent) answered negatively. The responses from each type of institution were exactly the same as their responses to the question regarding the usage of quantifiable (performance) criteria in selecting programs and services to offer. Of the four institutions who used quantifiable (performance) criteria when selecting which services and programs to reject, four institutions gave descriptions of the criteria. Table 12 reveals that again financial considerations, review committees, and need analysis were components of the criteria. In addition, internal competence was also an criterion.

Marketing Practices

This section contains the analysis of the questions which examined what marketing practices, if any, are being utilized by administrators of successful continuing education programs. The first four parts investigate whether successful continuing education administrators performed the following analytical tasks: generic product definition, target groups
Table 12
Descriptions of Quantifiable (Performance) Criteria Used To Reject Programs And Services

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since X College is self-supporting, we reject programs that would burden one part of the delivery system and underuse another part (for example, committing conference space without using lodging facilities).</td>
<td>Programs must return a profit and must have high percentage of resources already available</td>
<td>Curriculum Review Committee (district-wide) and individual college community services divisions are involved in the evaluation.</td>
</tr>
<tr>
<td>2. We reject on two bases:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. No competence internal to handle content of needed programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Insufficient need identification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[] - contains information inserted by author for clarity
definition, differential marketing, customer behavior analysis, and differential advantage. The next two parts analyze questions that explored the marketing management planning skills used by administrators of successful continuing education programs. The two planning skills examined are the usage of multiple marketing tools and integrated market planning. The control skills used by a marketing manager were also explored. Questions were asked to determine if successful continuing education administrators obtained continuous marketing feedback and did marketing audits. The section concludes with a summation of the marketing practices utilized.

**Generic Product**

Twelve continuing education units (86 percent) indicated that they "usually" defined their product as lifelong learning for the whole person. Only one unit (7 percent) "seldom" defined its product in this manner. All of the private and community college continuing education programs "usually" defined their product as lifelong learning for the whole person. The public continuing education programs had more diversification in their responses. Three responded "usually;" one answered "sometimes;" and one checked the "seldom" column. Table 13 contains these findings.

Table 13 also reveals that the continuing education units "usually" tried to serve the intellectual needs (thirteen programs - 93 percent) and the vocational needs (seven programs - 50 percent) of the students. The students' social and emotional needs were "sometimes" served by eight
Table 13

Product Definition And Needs Served By Program

<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A     f   B       f   C       f   D       f</td>
<td>A     f   B       f   C       f   D       f</td>
<td>A     f   B       f   C       f   D       f</td>
<td>A     f   B       f   C       f   D       f</td>
</tr>
<tr>
<td>Lifelong learning for</td>
<td>3  60  1  20  1  20</td>
<td>5  100</td>
<td>4  100</td>
<td>12  86  1  7  1  7</td>
</tr>
<tr>
<td>the whole person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social needs</td>
<td>4  80  1  20</td>
<td>1  20  1  20  2  40  2  20</td>
<td>1  25  3  75</td>
<td>2  14  8  57  3  21  1  7</td>
</tr>
<tr>
<td>Emotional needs</td>
<td>4  80  1  20</td>
<td>1  20  2  40  1  20</td>
<td>1  25  2  50  1  25</td>
<td>1  7  8  57  4  29  1  7</td>
</tr>
<tr>
<td>Political needs</td>
<td>3  60  1  20  1  20</td>
<td>1  20  3  60  1  20</td>
<td>1  25  3  75</td>
<td>1  7  7  50  4  29  2  14</td>
</tr>
<tr>
<td>Vocational needs</td>
<td>3  60  2  40</td>
<td>5  100</td>
<td>4  100</td>
<td>7  50  7  50</td>
</tr>
<tr>
<td>Intellectual needs</td>
<td>5  100</td>
<td>5  100</td>
<td>3  75  1  25</td>
<td>13  93  1  7</td>
</tr>
</tbody>
</table>

Response Category: A - Usually, B - Sometimes, C - Seldom, D - Never
of the continuing education programs (57 percent). The vocational and political needs of the students were "sometimes" served by seven continuing education units (50 percent).

Four continuing education units (29 percent) "seldom" tried to serve the political needs of students, and two units (14 percent) "never" tried to serve this need. Thirty-six percent of the continuing education programs "seldom" (four programs - 29 percent) or "never" (1 program - 7 percent) tried to serve the emotional needs of students. Twenty-eight of the continuing education programs "seldom" (three units - 21 percent) or "never" (one unit - 7 percent) tried to serve the social needs of their students.

Table 13 shows how the three different types of institutions responded to these questions. The main differences were in the following areas. Private continuing education programs showed more diversification in how they responded to the social needs of students. Private programs "seldom" (two units - 40 percent) or "never" (one unit - 20 percent) tried to serve the emotional needs of students as compared to one public program (20 percent) and one community college program (25 percent) that "seldom" tried to serve students' emotional needs. Private programs "seldom" (three units - 60 percent) or "never" (one unit - 20 percent) tried to serve the political needs of their clients as compared to one public program that "seldom" (20 percent) and one public program that "never" (20 percent) tried to serve this type of need. Community college programs
"sometimes" (three units - 75 percent) and "usually" (one unit - 25 percent) tried to serve the political needs of their students. Private continuing education programs (five units - 100 percent) "sometimes" tried to serve the vocational needs of students compared to public programs that "usually" (three units - 60 percent) or "sometimes" (two units - 40 percent) tried to serve this need. In addition, all community college programs (100 percent) "usually" tried to serve the vocational needs of the students.

**Target Groups and Differential Marketing**

Fourteen continuing education programs (100 percent) designed specific programs or delivery systems to appeal to a particular group or organization. Table 14 shows what percentage of the total program offerings for each continuing education program was directed toward special audiences. The percentage range for all the continuing education programs was quite large—from 5 percent to 95 percent. The community college continuing education programs had the smallest ranges of responses with 75 percent of the programs directing 20 to 25 percent of their total program offerings toward special audiences and one program directing 40 percent of its total offerings to special groups. The private continuing education programs were the most diversified in their responses with a low percentage of 5 percent, a middle percentage of 15 percent, and a high percentage of 85 percent. Most of the public continuing education programs directed a high percentage of their total program offerings to special audiences.
<table>
<thead>
<tr>
<th>Item For Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of total program offerings which are directed toward special audiences</td>
<td>10%</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>70%</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>80-85%</td>
<td>65%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>95%</td>
<td>85%</td>
<td></td>
</tr>
</tbody>
</table>

Table 14
Percentage Of Total Program Offerings Directed Toward Special Audiences
Eighty percent of the public continuing education units directed 70 percent to 95 percent of their total program offerings to special groups.

All fourteen continuing education programs (100 percent) developed different promotional campaigns for the various audiences they try to reach.

**Customer Behavior Analysis**

Most of the continuing education programs "usually" or "sometimes" used some form of organized, client-need research activity to aid them in their selection of program offerings. Table 15 presents this information.

Seven continuing education programs (50 percent) "usually" and the same number "sometimes" did analyses of needs created by current and anticipated changes in economic, political, and social conditions as a method to determine client needs. Three of the private continuing education programs (60 percent) and three of the community college units (75 percent) "usually" used this method of need analysis, while four of the public continuing education programs (80 percent) "sometimes" used this method.

Six programs (43 percent) "usually" and seven programs (50 percent) "sometimes" had meetings with college/university faculty and staff to determine client group needs when deciding which services and programs to offer. Four public programs (80 percent) "sometimes," three private programs (60 percent) "usually," and one community college program (25 percent) "never" used this procedure to determine client needs.
## Table 15

Methods Or Procedures Used To Determine Client Or Client Group Needs When Deciding Which Services Or Programs To Offer

<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Survey of Clients</td>
<td>1 20</td>
<td>2 40</td>
<td>1 20</td>
<td>1 20</td>
</tr>
<tr>
<td>Interviews with clients</td>
<td>3 60</td>
<td>2 40</td>
<td>1 20</td>
<td>4 80</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td>3 60</td>
<td>2 40</td>
<td>1 20</td>
<td>4 80</td>
</tr>
<tr>
<td>Meetings with college/</td>
<td>1 20</td>
<td>4 80</td>
<td>3 60</td>
<td>2 40</td>
</tr>
<tr>
<td>university faculty and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyses of needs created</td>
<td>1 20</td>
<td>4 80</td>
<td>3 60</td>
<td>2 40</td>
</tr>
<tr>
<td>by current and anticipated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>changes in economic,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>political, and social</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to program in</td>
<td>1 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bulletin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissemination of new</td>
<td>1 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone response to</td>
<td>1 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advertisements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Committees</td>
<td>1 20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response Category: A - Usually, B - Sometimes, C - Seldom, D - Never
Surveys of clients were "usually" used by six of the continuing education programs (43 percent) and "sometimes" by five of the units (36 percent). All four community college respondents checked that they "usually" used this method to determine client needs. One public program (20 percent) and one private program (20 percent) "seldom" used surveys of clients to determine their needs. One public program (20 percent) "never" used this method.

Interviews with clients to determine their needs were done "sometimes" by ten continuing education programs (71 percent). Only two units (14 percent) "usually" used this method. Two public programs (40 percent) indicated that this method was "seldom" used to identify client needs.

Seven programs (50 percent) "sometimes" used advisory committees to determine client group needs. Four units (29 percent) "usually" used this method to determine client needs, and three units (21 percent) "seldom" used advisory committees for this purpose. Three community college continuing education programs (75 percent) "usually" used advisory committees to determine client needs. No public program and only one private program (20 percent) indicated that they "usually" used this method. Three public programs (60 percent) and four private programs (80 percent) "sometimes" used advisory committees to determine client needs.
Four continuing administrators gave additional responses to this question as shown in Table 15.

**Differential Advantage**

Responses to the list of statements describing possible policies an institution might have followed in selecting and providing their continuing education programs appear in Table 16. Note that some administrators gave more than one response. Eight institutions (57 percent) said they selected service programs which took advantage of the resources of their institutions. The next highest category is where the institution tried to offer any program that is requested by its public. Four institutions (29 percent) checked this category. All of the other response categories received one response. Five administrators wrote in responses to this question that took into consideration community needs, university expertise and image, and financial concerns.

The main difference between the three types of institutions in their responses to this question was that only one community college (25 percent) selected those service programs which took advantage of its institutions' resources. This was a small percentage as compared to four public institutions (80 percent) and three (60 percent) who responded to this category.

Thirteen continuing education administrators (93 percent) indicated that they took into consideration the offerings of other educational institutions and those of the private sector in selecting particular continuing
<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)^a</th>
<th>Private-4 yr. (N=5)^b</th>
<th>Community-2 yr. (N=4)^a</th>
<th>Combined (N=14)^b</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f   %</td>
<td>f  %</td>
<td>f  %</td>
<td>f  %</td>
</tr>
<tr>
<td>a.  We select those service programs which take advantage of the</td>
<td>4  80</td>
<td>3  60</td>
<td>1  25</td>
<td>8  57</td>
</tr>
<tr>
<td>resources of our institution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.  We try to offer any program that is requested by our publics.</td>
<td>1  20</td>
<td>1  20</td>
<td>2  50</td>
<td>4  29</td>
</tr>
<tr>
<td>c.  We attempt to offer at least one program for each academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discipline in the institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.  We leave it up to the individual faculty members to offer programs</td>
<td>1  20</td>
<td></td>
<td></td>
<td>1  7</td>
</tr>
<tr>
<td>they feel are needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.  Our continuing education offerings are largely determined by what</td>
<td>1  20</td>
<td></td>
<td></td>
<td>1  7</td>
</tr>
<tr>
<td>grants and contracts we are able to obtain from foundations and state and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>federal governments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.  We offer programs and activities which we feel will meet the needs</td>
<td></td>
<td>1  25</td>
<td>1  7</td>
<td></td>
</tr>
<tr>
<td>and interests of our community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.  We offer as many programs as deemed beneficial to our clientele</td>
<td>1  25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and the community while maintaining a financial perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.  We really follow a combination of (a) and (b). We try to respond</td>
<td>1  20</td>
<td></td>
<td></td>
<td>1  7</td>
</tr>
<tr>
<td>to public needs, but only in areas which we have or can easily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop expertise. Programs need to be in keeping with University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>image.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.  We look at potential financial return as well as client needs</td>
<td>1  20</td>
<td></td>
<td></td>
<td>1  7</td>
</tr>
<tr>
<td>j.  We offer programs which appear will be self-supporting and continue</td>
<td>1  20</td>
<td></td>
<td></td>
<td>1  7</td>
</tr>
<tr>
<td>only if they prove true.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{a}\) - one administrator gave more than one response
\(^{b}\) - more than one administrator gave more than one response
education programs to offer. Only one community college administrator checked the "no" response category for this question.

Table 17 describes the effect this awareness of competitive offerings had on the respondents' choice of programs to offer. Some administrators sought knowledge of competitors' actions to prevent program duplication. Others mentioned an attempt to have differential advantage. One administrator stated that knowledge of competitors' actions narrows his or her choices of program offerings.

Multiple Marketing Tools

To find out if administrators of successful continuing education programs used multiple marketing tools, several questions were used covering the marketing variables which are normally under the control of a marketer. These marketing variables are product, price, promotion, and place which are examined in the following pages.

Product. Table 18 contains the responses as to how continuing education units tried to meet their publics' demands for services and programs in this period of seemingly continual change. Fourteen programs (100 percent) periodically improved their services and programs to meet their publics' demands. Fourteen programs (100 percent) also added new services and programs to meet these requests. Note that thirteen units (93 percent) eliminated some of their present services and programs in an attempt to keep in tune with their publics' demands. Six units (43 percent) offered the same services and programs but updated their promotional material.
Table 17
Effects The Offerings Of Other Institutions And Private Sectors Have
On Choice Of Program Offerings

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We attempt to avoid unnecessary duplication of programs and to</td>
<td>1. We may not enter an area which is very strong and of high quality [offered]</td>
<td>1. The effect is minimal since service areas are numerous</td>
</tr>
<tr>
<td>concentrate in areas of our special expertise.</td>
<td>2. If similar programs are already offered but we feel we can compete with higher quality,</td>
<td>and diverse.</td>
</tr>
<tr>
<td>2. When others have superior resources and are already meeting most</td>
<td>we may do so if the market is not saturated.</td>
<td>2. Very little since the university and the private schools</td>
</tr>
<tr>
<td>of the needs, we stay out unless requested to assist; if the</td>
<td>3. We try not to duplicate.</td>
<td>cater to a difference audience.</td>
</tr>
<tr>
<td>conditions are the obverse, we get in either collaboratively or</td>
<td>4. Two no responses.</td>
<td>3. The offerings are based on community needs, but we use</td>
</tr>
<tr>
<td>competitively.</td>
<td></td>
<td>other college offerings in designing the program.</td>
</tr>
<tr>
<td>3. Narrows choices.</td>
<td></td>
<td>4. This is a qualified no!!</td>
</tr>
<tr>
<td>4. Competition is limited however.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. One no response.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity
Table 18
Ways Continuing Education Units Try To Meet Their Publics’ Demands
For Services And Programs

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Periodic Improvement of services and programs</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Elimination of some of the present services and programs</td>
<td>4</td>
<td>80</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Addition of new services and program offerings</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Offering the same services and programs but updating the promotional material</td>
<td>1</td>
<td>20</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Planning studies (applied research) geared to future program development</td>
<td>1</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offering supplementary services such as career counseling</td>
<td>1</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Two administrators wrote in additional responses as to how they tried to meet their publics' demands for services and programs during this period of constant change.

There were no major differences in how the three types of institutions responded to the question.

**Price.** Only two continuing education programs (14 percent) did not use any type of pricing allowances or discounts. Table 19 reveals the types of pricing allowances or discounts that were made for enrollment in continuing education programs. Nine continuing education programs (64 percent) had senior citizen discounts, one program (7 percent) allowed senior citizens over sixty-two to enroll in courses at no cost. Four programs (29 percent) had family rates and three programs (21 percent) had group enrollment rates. Two units (14 percent) had weekend or late evening enrollment rates. The same number had rates for enrollment in more than one course. Tuition remission for employees existed at two institutions (14 percent). In addition, four administrators wrote in responses regarding their programs' price allowances or discounts.

More public continuing education programs (four units - 80 percent) and private programs (four units - 80 percent) offered senior citizens discounts than community college programs (one unit - 25 percent). This was the main difference among the three types of institutions in response to this inquiry.
<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family enrollment rates</td>
<td>f 20</td>
<td>f 40</td>
<td>f 25</td>
<td>f 29</td>
</tr>
<tr>
<td>Group (business/industrial firms, government agencies, fraternal/civic/professional organizations) enrollment rates</td>
<td>f 20</td>
<td>f 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekend or late evening enrollment rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rates for enrollment in more than one course</td>
<td>f 20</td>
<td>f 25</td>
<td>f 14</td>
<td>f 14</td>
</tr>
<tr>
<td>Co-sponsorship discounts</td>
<td>f 20</td>
<td>f 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior citizen discounts</td>
<td>f 80</td>
<td>f 80</td>
<td>f 25</td>
<td>f 64</td>
</tr>
<tr>
<td>Student rates</td>
<td>f 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior citizens free (over 62 years)</td>
<td>f 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition remission for employees</td>
<td>f 20</td>
<td>f 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower tuition than main campus for evening college, undergraduate only</td>
<td>f 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not use pricing allowances</td>
<td>f 20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Promotion. Table 20 contains the findings regarding the methods of promotion used to inform people of continuing education opportunities. Note that more than one administrator did not respond to all of the items.

Thirteen administrators (93 percent) "usually" used individual flyers for specific programs. One administrator (7 percent) "sometimes" used this type of promotion. According to Table 20, other methods of promotion that were "usually" used at a high frequency to inform the public were as follows: course schedule for the college term (eleven units - 79 percent), newspaper advertisement (ten units - 71 percent), newspaper news story (nine units - 64 percent), information flyer concerning services and programs (nine units - 64 percent), information request by letter/telephone (eight units - 57 percent), and word-of-mouth (eight units - 57 percent). Note that if the two categories "college catalogue" and "catalogue" are combined, the new category referring to catalogues in general would "usually" have been used by nine of the units (64 percent).

The methods of promotion that received a high frequency of usage in the "sometimes" category were announcement at a meeting (ten units - 71 percent) and a talk given about courses (eight units - 57 percent).

The usage of a television news story as a method of promotion was "seldom" utilized by ten continuing education programs (71 percent). Ten programs (71 percent) "never" used billboards and nine programs (64 percent) "never" used information put on door knobs as a method of promotion.
Table 20 also reveals that the three types of institutions used several communication methods to increase the publics' awareness of their continuing education programs. Several schools listed a specific promotional technique which they employed. There were some differences in how the three types of schools used some of the promotional methods.

Community college programs (four units - 100 percent) and private programs (four units - 80 percent) "seldom" used television news stories as a promotional technique. Public programs "sometimes" (two units - 40 percent), "usually" (one unit - 20 percent), and "seldom" (two units - 40 percent) utilized this method.

Public programs and community programs used radio news stories as a promotional method more than private programs. Three private units (60 percent) "seldom" used this method. Two community college programs (50 percent) "sometimes" used the method as compared to one private program (20 percent) that "sometimes" utilized this technique. Only one public program (20 percent) checked the "seldom" category for this method of promotion.

Community colleges "usually" (two units - 50 percent) used talks given about courses as a promotional means, whereas public institutions (four units - 80 percent) and private schools (three units - 60 percent) "sometimes" used these talks as a promotional technique.
Place. All fourteen continuing education programs (100 percent) attempted to increase attendance or the utilization of their services or programs by offering them at locations other than on their campuses.

As shown in Table 21, all fourteen continuing education programs (100 percent) had on-location methods of off-campus delivery. Eight programs (57 percent) used television as an off-campus delivery method. Six units (43 percent) used newspapers and five programs (36 percent) had correspondence courses. Only two programs (14 percent) used radio as a means of off-campus delivery. Twelve other methods of off-campus delivery were reported by continuing education administrators. Table 21 presents these various methods.

All three types of institutions used numerous methods of off-campus delivery. Public continuing education programs (four units - 80 percent) used television more than private programs (two units - 40 percent) and community college programs (two units - 50 percent). In addition, public programs (three units - 60 percent) used correspondence courses more than private programs (one unit - 20 percent) and community college programs (one unit - 25 percent).

Integrated Market Planning

To examine the area of integrated marketing planning, four questions were used. One question investigated the continuing education unit's position in the institution's organizational structure with particular emphasis on line relationships. Six institutions (43 percent) placed their
<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-location (factory, school, office building, etc.)</td>
<td>4 80</td>
<td>5 100</td>
<td>4 100</td>
<td>14 100</td>
</tr>
<tr>
<td>Television</td>
<td>4 80</td>
<td>2 40</td>
<td>2 50</td>
<td>8 57</td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td>1 20</td>
<td>2 25</td>
<td>5 36</td>
</tr>
<tr>
<td>Newspapers</td>
<td>3 60</td>
<td>1 20</td>
<td>2 50</td>
<td>6 43</td>
</tr>
<tr>
<td>Correspondence</td>
<td>3 60</td>
<td>1 20</td>
<td>1 25</td>
<td>5 36</td>
</tr>
<tr>
<td>Traditional style, off-campus courses</td>
<td>1 20</td>
<td></td>
<td>1 25</td>
<td>1 7</td>
</tr>
<tr>
<td>Open University directed study</td>
<td>1 20</td>
<td></td>
<td>1 20</td>
<td>1 7</td>
</tr>
<tr>
<td>Brochures</td>
<td>1 20</td>
<td></td>
<td>1 20</td>
<td>1 7</td>
</tr>
<tr>
<td>Cable T.V.</td>
<td>1 20</td>
<td></td>
<td>1 20</td>
<td>1 7</td>
</tr>
<tr>
<td>Telephone Networking</td>
<td>1 20</td>
<td>1 25</td>
<td>1 7</td>
<td>1 7</td>
</tr>
<tr>
<td>Mobile vans</td>
<td>1 20</td>
<td></td>
<td>1 20</td>
<td>1 7</td>
</tr>
<tr>
<td>Viedo tape and film</td>
<td>1 20</td>
<td></td>
<td>1 20</td>
<td>1 7</td>
</tr>
<tr>
<td>Travel study</td>
<td></td>
<td>1 20</td>
<td>1 20</td>
<td>1 7</td>
</tr>
<tr>
<td>Independent study degree programs</td>
<td></td>
<td>1 20</td>
<td>1 20</td>
<td>1 7</td>
</tr>
<tr>
<td>Satellite centers</td>
<td></td>
<td>1 25</td>
<td>1 25</td>
<td>1 7</td>
</tr>
<tr>
<td>Many rental facilities in midtown</td>
<td></td>
<td>1 20</td>
<td>1 20</td>
<td>1 7</td>
</tr>
<tr>
<td>Co-sponsor [methods of delivery] with other institutions in local communities external to campus</td>
<td>1 20</td>
<td></td>
<td>1 20</td>
<td>1 7</td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity
ranking continuing education administrators at the third level in their organizational structure. At this level the ranking continuing education administrator reported to a Vice-President. Five institutions (36 percent) had their ranking continuing education administrators reporting directly to the institution's President. These five institutions had their ranking continuing education administrator at the second organizational level.

Three administrators wrote in their own response to this question. Table 22 contains these data and shows that only one private institution (20 percent) had its highest ranking continuing education administrator reporting to the President. This is compared to the two public institutions (40 percent) and two community colleges (50 percent) that had their continuing education administrator reporting directly to the President. In addition, three public institutions (60 percent), three private institutions (60 percent) and no community colleges had their ranking continuing education administrator responsible to the Vice-President.

Table 23 presents a variety of titles which institutions used for the person who was their highest ranking continuing education administrator. All of the private institutions in the study used the title Dean. Community colleges responded with the titles Chancellor and Director as well as Dean. Public institutions reported their ranking continuing education administrators had the titles Chancellor, Vice-President, Dean, or Director. It is important to note that a title did not necessarily signify the apparent level of responsibility in the organization's hierarchical structure.
### Table 22

**Positions To Whom The Highest Ranking Continuing Education Administrators Report**

<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution's President</td>
<td>2 40</td>
<td>1 20</td>
<td>2 50</td>
<td>5 36</td>
</tr>
<tr>
<td>A Vice-President</td>
<td>3 60</td>
<td>3 60</td>
<td></td>
<td>6 43</td>
</tr>
<tr>
<td>An Assistant Vice-President of Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Dean who reports to an Assistant Vice-President</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Dean of Division of Extended Educational Services who reports to a campus Vice-President</td>
<td>1 25</td>
<td>1 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>1 25</td>
<td>1 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Vice-Chancellor for Academic Affairs to whom all Deans report</td>
<td>1 20</td>
<td></td>
<td></td>
<td>1 7</td>
</tr>
</tbody>
</table>
Table 23
Titles of Highest Ranking Continuing Education Administrators

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor</td>
<td>Dean, School of Continuing Education</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Vice-President for Continuing Education</td>
<td>Dean and Director of Continuing Education</td>
<td>Dean of Community Education</td>
</tr>
<tr>
<td>Dean, Office of Continuing Education</td>
<td>Dean</td>
<td>Dean of Community Services/Community Education</td>
</tr>
<tr>
<td>Director, also a Vice-President for Public Service with broader responsibilities to whom director reports</td>
<td>Dean</td>
<td>Director, Division of Lifelong Learning</td>
</tr>
<tr>
<td>Director of Continuing Education</td>
<td>Dean, Division of Continuing Education</td>
<td></td>
</tr>
</tbody>
</table>

Twelve institutions (86 percent) assigned their ranking continuing education administrator the responsibility to coordinate all of the institution's continuing education activities. Three administrators answered affirmatively to this question but qualified their responses. Table 24 contains this information. Only two institutions (14 percent) did not give their ranking continuing education administrators this responsibility.

When asked if their institutions have a Director of Marketing Services and/or a Marketing Vice-President, six administrators of the thirteen who responded (46 percent) answered affirmatively and seven administrators (54 percent) answered negatively regarding the position of Director of Marketing Services. Twelve of the thirteen administrators (92 percent) indicated that their institutions did not have a Marketing Vice-President. One institution (8 percent) reported that it had such a person. It was a community college that answered affirmatively to this question. Note that of the community colleges completing the questions only one school (33 percent) had the position Director of Marketing Services as compared to three private institutions (60 percent) and two public institutions (40 percent).

Continuous Marketing Feedback

Of the twelve schools that completed the question regarding the existence of a specific information system, just five continuing education programs (42 percent) had such a system to keep the units aware of its
<table>
<thead>
<tr>
<th>Question for Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
</tr>
<tr>
<td>Does this ranking continuing education administrator have the responsibilities of coordinating all of the continuing education activities offered by your institution?</td>
<td>5^a 100</td>
<td>3^b 60</td>
<td>2 40</td>
<td>12 86</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response Category: A - Yes, B - No

a - one administrator answered affirmative with the exception of law courses

b - one administrator answered affirmative with the exception of professional teacher education

c - one administrator answered affirmative but with reference to his or her campus
changing social, political, and economic environment. Seven of the
twelve programs (58 percent) did not have a specific information system.
Three of the four public institutions (75 percent) that answered this
question had information systems as compared to one of the five private
institutions (20 percent) and one of the three community colleges (33 per-
cent) that responded to the question. One public administrator indicated
that an information system was under development.

Six administrators gave descriptions of their continuing education
unit's information system. As Table 25 shows, most of these information
systems were not very elaborate or formal. Some who claimed to have an
information system stated that it was the responsibility of an office or a
group within their continuing education unit. In addition, four schools
made reference to including the results of some type of research as a com-
ponent of their information system.

Methods used by successful continuing education units to obtain
evaluation data from their clients as to adequacy of services performed
and programs offered are presented in Table 26. Thirteen units (93 percent)
"usually" used course enrollment figures as a method of evaluation. The
next highest used method was course evaluations completed by students.
Eleven units (79 percent) "usually" used this approach. Seven continuing
education programs (50 percent) checked that they "usually" used teacher
evaluations as a means of obtaining evaluation feedback.
### Table 25
Descriptions Of Major Features Of Information Systems

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We are currently doing a market survey of selected geographic areas, using available data such as census tract, labor statistics, etc. We also will have an information retrieval system.</td>
<td>1. Yes, we have an information system which includes professional journals, newsletters, and organizations, [plus] individual research by staff, etc. No, we don't have a formal, specific information system.</td>
<td>1. Not a specific one but several follow-up studies and statistical resource. 2. The C.E./Community schools network works quite well.</td>
</tr>
<tr>
<td>2. Director's office responsibility: Research Coordinator out of the Director's office makes studies, circulates pertinent publications, arranges meetings with staff and faculty to explore implications, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A professional staff trained to know their operating and service areas [makes up our information system].</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 26

Methods Of Obtaining Evaluation Data From Clients

<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>Course enrollment figures</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Mail surveys</td>
<td>4</td>
<td>80</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Telephone surveys</td>
<td>3</td>
<td>60</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Interviews</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Course evaluations completed by students</td>
<td>1</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Teacher evaluation</td>
<td>4</td>
<td>80</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>C.E. staff evaluations</td>
<td>4</td>
<td>80</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Organizational feedback</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Surveys at registration</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Category Response: A - Usually, B - Sometimes, C - Seldom, D - Never

a - one administrator did not respond to this Item
Mail surveys and interviews were methods that were "sometimes" used by nine programs (64 percent) to obtain evaluation data. Seven programs (50 percent) "seldom" did telephone surveys for this purpose. No administrator checked the "never" category for any of the methods of evaluation on which administrators were asked to comment. Three administrators wrote in responses to this question.

Telephone surveys were "seldom" used by public programs (three units - 60 percent) and private programs (three units - 60 percent) than by community colleges which had one unit (25 percent) that checked the "seldom" column for this evaluation method. All four community college respondents (100 percent) indicated they "sometimes" used interviews. Four private institution administrators (80 percent) marked this "sometimes" category, however, only one public program administrator gave the same response. In fact, public institutions (three units - 60 percent) "seldom" used interviews as a method to obtain client feedback.

Four public institutions (80 percent) "usually" used teacher evaluations as a method to obtain evaluation data from clients. One private program (20 percent) and two community college programs (50 percent) checked that they "usually" used teacher evaluations. Note that one community college did not respond to this method.
Marketing Audit

Table 27 reveals that all of the fourteen continuing education programs (100 percent) reviewed their resources and objectives. Thirteen programs (93 percent) attempted to find out their clients' wants or needs. One community college did not take the initiative to identify their clients' interests.

Nine respondents (64 percent) continuously reviewed their resources. Five administrators (36 percent) did this same task annually. Table 28 presents this information. Note that two public institution administrators gave more than one response to the question. Public institutions (four units - 80 percent) continuously reviewed their resources more than community college programs (two units - 50 percent) do.

As shown in Table 29, eleven continuing education programs (79 percent) periodically examined their objectives and five other programs had their own individual time pattern for this task. The public programs (five units - 100 percent) and private programs (four units - 80 percent) periodically reviewed objectives more than the two community college programs (50 percent). One public institution administrator gave more than one response to this question.

As shown in Table 30, client need audits were done on a continuous basis by eight of the thirteen continuing education programs that responded (62 percent). Three of the thirteen programs (23 percent) annually examined their client needs. The main difference among the
### Table 27

**Periodic Review Of Resources, Objectives, And Educational Desires**

<table>
<thead>
<tr>
<th>List of items for analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Periodically review of available resources (programs, services, community channels, personnel, facilities, funds, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>1. Periodically review of available resources</td>
<td>5 100</td>
<td>5 100</td>
<td>4 100</td>
<td>4 100</td>
</tr>
<tr>
<td>2. Periodically review of objectives</td>
<td>5 100</td>
<td>5 100</td>
<td>4 100</td>
<td>4 100</td>
</tr>
<tr>
<td>3. Takes initiative in determining what the people in the state and/or community want in the way of educational services and programs</td>
<td>5 100</td>
<td>4 80</td>
<td>1 20</td>
<td>4 100</td>
</tr>
</tbody>
</table>

Response Category: A - Yes, B - No
<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous (after each program)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Periodically (annually)</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Infrequently (every two or three years)</td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Monthly in general, three times a year in depth</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>When external and internal changes and problems indicate need for review</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

a - two administrators gave more than one response to the question
Table 29

Number Of Times A Review Of Objectives Is Done

<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Continuously (after each program)</td>
<td>1</td>
<td>20</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Periodically (annually)</td>
<td>5</td>
<td>100</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Infrequently (every two or three years)</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>When external or internal changes and problems indicate need for review</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>On going</td>
<td>1</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two to three times per year</td>
<td>1</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a - one administrator gave more than one response to the question
### Table 30

**Number Of Times A Review Of State And/Or Community Educational Desires Is Done**

| Response Categories                                      | Public-4 yr.  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(N=5)</td>
</tr>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>Continuously (after each program)</td>
<td>4</td>
</tr>
<tr>
<td>Periodically (annually)</td>
<td>1</td>
</tr>
<tr>
<td>Infrequently (every two or three years)</td>
<td>1</td>
</tr>
<tr>
<td>On going</td>
<td>1</td>
</tr>
</tbody>
</table>
| Private-4 yr.  
| (N=4)                                                   | f  | %  |
|                                                          | 1  | 25 |
| Community-2 yr.  
| (N=4)                                                   | f  | %  |
|                                                          | 3  | 75 |
| Combined  
| (N=13)                                                  | f  | %  |
|                                                          | 6  | 46 |

- **a** - one administrator gave more than one response
- **b** - one administrator did not give a response to the question
three types of institutions when they did a client needs audit was that public programs (four units - 80 percent) and community colleges (three units - 75 percent) continuously performed this task compared to private programs (one unit - 25 percent) that continuously examined client needs. No community colleges periodically did a client need audit while two private programs (50 percent) and one public program (20 percent) had the same time pattern for this type of audit. Note that one private institution administrator did not respond to this question and one public institution gave more than one response to this inquiry.

**Summation of Marketing Practices Utilized**

The first part of this section presented the data to questions that dealt in detail with the nine marketing practices investigated in this study. Table 31 summarizes the results of a question that had nine components which addressed the same nine marketing practices but in a more general manner. Note that more than one administrator did not respond to all of the components.

The marketing practices that continuing education administrators most "usually" performed were as follows: differential advantage (eleven units - 79 percent), multiple marketing tools (eleven units - 79 percent) integrated marketing planning (eleven units - 79 percent), differentiated marketing (ten units - 71 percent), continuous marketing feedback (nine units - 64 percent), generic product (seven units - 50 percent), and marketing audit (seven units - 50 percent). Only two marketing practices were
| f | f | f | f | f | f | f | f | f | f | f | f | f | f | f | f | f | f | f | f |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
| 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
| 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |

Table 31: Measuring Outcomes Utilized by Continuing Education Programs
"usually" used less than 50 percent. These two practices were target
groups (five units - 36 percent) and customer behavior analysis (four
units - 29 percent).

Even though customer behavior analysis received a low response
in the "usually" category, this practice obtained a response of ten
(71 percent) in the "sometimes" column. Other marketing practices that
received a fairly high response in the "sometimes" category were: generic
products (six units - 43 percent), target groups (six units - 43 percent),
continuous marketing feedback (five units - 36 percent), and marketing
audit (five units - 36 percent).

Three marketing practices were "seldom" used by one or two of the
continuing education administrators. They were marketing audit (two units -
14 percent), multiple marketing practices (one unit - 7 percent), and
differentiated marketing (one unit - 7 percent).

Integrated marketing planning was the only marketing practice that
received a "never" used response. One private program checked the
"never" category in response to their usage of integrated marketing plan-
ning.

The main differences among the different types of institutions in
their responses to this question were in the areas of generic product,
customer behavior analysis, differential advantage, multiple marketing
tools, integrated marketing planning, and marketing audit. All four
community college programs (100 percent) "usually" used generic product as a marketing practice whereas public programs (three units - 60 percent) "sometimes" used this practice.

Three community college programs (75 percent) "usually" did customer research compared to private programs (five units - 100 percent) and public programs (four units - 80 percent) which "sometimes" did customer behavior analysis.

Differential advantage was "usually" utilized by all five private programs (100 percent) and three community college programs (75 percent) as compared to three public programs (60 percent) that "usually" used this marketing practice. All five private programs (100 percent) and all four community college programs (100 percent) "usually" used the multiple marketing tools; whereas, two public programs (40 percent) responded to the "usually" category for their usage of these tools.

Community college programs (four units - 100 percent) and public programs (four units - 80 percent) "usually" had integrated marketing planning more than private programs (three units - 60 percent). Four public programs (80 percent) and two community college programs (50 percent) "usually" did marketing audits as compared to private programs (one unit - 20 percent) that "usually" did this marketing practice.
Most Effective Marketing Practices

How administrators of successful continuing education programs perceived the effectiveness of the marketing practices they used is another area this study investigated. To examine the effectiveness of every marketing practice utilized by successful continuing education administrators is beyond the scope of this study. However, an effort was made to explore how administrators of successful continuing education programs perceived the effectiveness of some of these marketing practices. To find out more about the administrators' perceptions, information was gathered regarding evidence the administrators used in ranking the various marketing practices.

Most Effective Methods or Procedures Used to Determine Client or Client Group Needs

Table 32 reveals that the five most effective methods or procedures used to determine client or client group needs were as follows:

1. analysis of needs created by current and anticipated changes in economic, political, and social conditions with a weighted total of 29 points;

2. meetings with college/university faculty and staff with a weighted total of 14 points;

3. surveys of clients with a weighted total of 13 points;

4. interviews with clients with a weighted total of 11 points, and

5. advisory committees with a weighted total of 7 points.
Table 32
Most Effective Methods Or Procedures Used To Determine Client Or Client Group Needs

<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public-4 yr. (N=3)</th>
<th>Private- 4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
<th>Total</th>
<th>Weighted Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview with clients</td>
<td>1 20</td>
<td>1 20</td>
<td>1 25</td>
<td>2 14</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meetings with college/university faculty and staff</td>
<td>1 20</td>
<td>2 40</td>
<td>1 25</td>
<td>1 7</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Analysis of needs created by current and anticipated changes in economic, political, and social conditions</td>
<td>3 60</td>
<td>2 40</td>
<td>2 40</td>
<td>2 14</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Response to program in bulletin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissemination of new knowledge</td>
<td>1 20</td>
<td>1 20</td>
<td>1 25</td>
<td>5 36</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Telephone response to advertisement</td>
<td>1 20</td>
<td>1 20</td>
<td>1 25</td>
<td>1 7</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Planning Committees</td>
<td>1 20</td>
<td></td>
<td></td>
<td>1 7</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Response Category: A - 1st, B - 2nd, C - 3rd
a - one administrator gave two responses for one of the categories
b - one administrator did not complete the question
The main difference in how the different types of institutions responded to this question was that no community college administrator ranked meetings with college/university faculty and staff as one of the top three effective means to determine client needs. All five private programs ranked this method as being effective. Specifically it received two first place rankings (40 percent), two second place rankings (40 percent), and one third place ranking (20 percent) from private programs.

Three public programs (60 percent) ranked meetings with college/university faculty and staff as the third most effective method to determine client needs. In addition, three public programs wrote in responses that they ranked either first or second.

Evidence of Effectiveness. Table 33 shows that six of the fourteen administrators (43 percent) mentioned that enrollment figures were used as a basis or partial basis for their rankings. Other factors that administrators used as evidence of effectiveness were satisfaction of the participants, results from evaluative research, financial success, success and reputation of program, past effectiveness, repetition of programs, and intuition. Some of the responses could not be interpreted.

Besides the responses that were associated with enrollment and results from evaluative research, most of the other comments from the three types of institutions covered a wide range of responses.
Table 33
Evidence Of Effectiveness Used In Ranking Methods Or Procedures Utilized To Determine Client Or Client Group Needs

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enrollments in subsequent semesters by those who telephone for materials.</td>
<td>1. Success of the programs they recommended including financial success and satisfaction of participants.</td>
<td>1. Past effectiveness, results oriented approaches which are least time consuming and most productive.</td>
</tr>
<tr>
<td>2. Enrollment in programs.</td>
<td>2. Intuition</td>
<td>2. College-wide survey developed by professional help [used to determine effectiveness of procedures and methods utilized].</td>
</tr>
<tr>
<td>3. Numbers of programs materializing Attendance Participant ratings Repeat programming generated Related programming generated</td>
<td>3. Results in terms of enrollments</td>
<td>3. We have a 5 year Master Plan with planning committees—the effectiveness was judged on accuracy of needs determined by enrollments</td>
</tr>
<tr>
<td>4. Results</td>
<td>4. We have extensive data of all recruitment efforts.</td>
<td>4. Enrollment figures Community response Reputation of program</td>
</tr>
<tr>
<td>5. Knowledge of results from methods used—all are important in a diversified service such as ours</td>
<td>5. Success of programs—forced choice</td>
<td></td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity
Most Effective Methods of Obtaining Evaluation Data from Clients

Table 34 presents the data regarding the most effective methods of obtaining data from clients as to the adequacy of services performed and programs offered. The top most effective methods of obtaining evaluation data from clients as perceived by administrators of successful continuing education programs were: first, course enrollment figures with a weighted total of 26 points; second, course evaluations completed by students with a weighted total of 25 points; third, teacher evaluations with a weighted total of 11 points; fourth, mail surveys and telephone surveys both with a weighted total of 6 points, and fifth, interviews with a weighted total of 5 points.

The main differences in how the three types of institutions responded to the question was that four of the five private programs (80 percent) gave a first place ranking to the method of using course enrollment figures as evaluation data. The other types of programs gave this method a more diversified range of rankings from the first most effective method to the third most effective method. No public program ranked mail surveys; whereas, private programs and community college programs gave this method a first, second, or third place ranking. Two administrators wrote in methods that they used to obtain evaluation data from clients and gave them a second place ranking.
<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=5)</th>
<th>Community-2 yr. (N=4)</th>
<th>Combined (N=14)</th>
<th>Totals</th>
<th>Weighted Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course enrollment figures</td>
<td>A: 20, B: 40, C: 80</td>
<td>A: 1, B: 25, C: 1, 25, 50</td>
<td>A: 1, B: 25, C: 1, 25, 50</td>
<td>A: 6, B: 43, C: 14, 4, 29</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Mail surveys</td>
<td>A: 1, B: 20, C: 40</td>
<td>A: 2, B: 1, 2, 25, 1</td>
<td>A: 1, B: 7, C: 1, 7, 2, 2, 14</td>
<td>A: 4, B: 6, C: 3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Telephone surveys</td>
<td>A: 1, B: 20, C: 70</td>
<td>A: 1, B: 25, C: 1, 25</td>
<td>A: 1, B: 7, C: 1, 7, 1, 7</td>
<td>A: 3, B: 6, C: 1, 5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Interviews</td>
<td>A: 1, B: 20, C: 25</td>
<td>A: 1, B: 20, C: 25</td>
<td>A: 1, B: 25, C: 1, 25</td>
<td>A: 2, B: 14, C: 1, 7</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Course evaluations completed by students</td>
<td>A: 2, B: 40, C: 1, 20</td>
<td>A: 3, B: 6, C: 1, 20, 75</td>
<td>A: 1, B: 25, C: 1, 25</td>
<td>A: 5, B: 36, C: 4, 29, 1, 14</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Teacher evaluations</td>
<td>A: 1, B: 20, C: 40</td>
<td>A: 1, B: 20, C: 1, 20</td>
<td>A: 1, B: 25, C: 1, 25</td>
<td>A: 1, B: 7, C: 1, 2, 14, 4, 29</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>C.E. staff evaluations</td>
<td>A: 1, B: 20, C: 1, 7</td>
<td>A: 1, B: 20, C: 1, 7</td>
<td>A: 1, B: 20, C: 1, 7</td>
<td>A: 1, B: 2, C: 2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Organizational feedback</td>
<td>A: 1, B: 20, C: 1, 7</td>
<td>A: 1, B: 20, C: 1, 7</td>
<td>A: 1, B: 20, C: 1, 7</td>
<td>A: 1, B: 2, C: 2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Response Category: A = 1st, B = 2nd, C = 3rd
Evidence of Effectiveness. Table 35 presents the list of responses given by the administrators regarding the evidence they used in ranking the effectiveness of methods used to obtain evaluation data from clients. One private program administrator gave a very detailed response which explained how the three criteria of cost, time, and information yield were used in ranking the methods according to their degree of effectiveness. Reference was made to enrollment, client satisfaction, repetition of programming, past success as other factors used as the basis for ranking. There were two administrators that reported that their rankings were based on subjective opinion. One administrator said that his or her program collected evidence in a most systematic way but did not give details. There were two "no" responses to this question and some of the responses were impossible to interpret.

Most Effective Methods of Promotion Used to Inform

As shown in Table 36, there were seven methods of promotion that received high weighted totals indicating that they were ranked as being effective methods of promotion. These seven methods were: first, newspaper advertisement with a weighted total of 41 points; second, word-of-mouth with a weighted total of 26 points; third, individual flyers for specific programs with a weighted total of 25 points; fourth, information flyer concerning services and programs with a weighted total of 21 points; fifth, college catalogue with a weighted total of 20 points; sixth, course schedule for the college term with a weighted total of 18 points; and
Table 35
Evidence Of Effectiveness Used In Ranking Methods Of Obtaining Evaluation Data From Clients

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. None, with limited staff, we experiment and act upon what seems to be effective.</td>
<td>1. Subjective</td>
<td>1. Past success</td>
</tr>
<tr>
<td>2. Enrollment in programs</td>
<td>2. No response</td>
<td>2. No response</td>
</tr>
<tr>
<td>3. Most systematically organized and obtained; degree to which respondents experience the entire program. (We use multiple indicators for most programs with CE coordinators involved throughout.) This problem is not unique to this institution.</td>
<td>3. Results in repeat business; client satisfaction</td>
<td>3. Number of responses and interest relayed</td>
</tr>
<tr>
<td>4. Results</td>
<td>4. The usefulness in terms of helping us make decisions about program content and direction - teacher evaluation may just indicate - a poor performance.</td>
<td>4. Steady enrollment increases.</td>
</tr>
<tr>
<td>5. Knowledge of results</td>
<td>5. The three methods which have been selected are ranked according to three primary criteria: cost, time and information yield. That is, these methods yield the most information given the time and cost involved in obtaining it. For example, the use of student evaluations is the least expensive and requires the least amount of time on the part of the evaluator, while yielding useful information. Of course, interviews would yield the most complete information but the constraints of time and cost, not to mention the law of diminishing returns have an early and significant impact. The relaxation of these constraints in the near future is remote to say the least. Frequently, the method eventually selected is a function of time and money rather than the quality of data required for a thorough evaluation. Problem not unique to institution.</td>
<td></td>
</tr>
</tbody>
</table>
Table 36

Most Effective Methods Of Promotion Used To Inform

<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public-4 yr. (N=5)</th>
<th>Private-4 yr. (N=3)</th>
<th>Community-2 yr. (N=6)</th>
<th>Combined (N=14)</th>
<th>Total</th>
<th>Weighted Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper advertisement</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper news story</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television advertisement</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television news story</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio advertisement</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio news story</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College catalogue</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course schedule for the college term</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information flyer concerning services and programs</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual flyers for specific programs</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information put on door knobs</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td>1 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk given about courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcement at a meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information request by letter/telephone</td>
<td>1 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word-of-Mouth</td>
<td>1 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Mail</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalogue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcements in newsletters, journals, trade magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tabloid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Service Announcements (radio, T.V.)</td>
<td>1 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response Category: A = 1st, B = 2nd, C = 3rd, D = 4th, E = 5th

a - one administrator gave two responses for Category B, two responses for Category C, and no responses for Categories D and E
seventh, newspaper news story with a weighted total of 16 points. The next method with a high weighted total was radio advertisement with a score of 12 points. It is important to note that a private program administrator and a community college administrator changed the "college catalogue" category to "catalogue" or "division's catalogue" and gave each of these responses a first place ranking in effectiveness. If these six points are added to the 20 points given to "college catalogues" and a new category is formed combining these two similar types of promotional materials, this new category would have the second highest weighted total along with word-of-mouth.

The differences among the three types of institutions in how they responded to this question that are worth mentioning were as follows: Two private programs (40 percent) ranked "television advertisement" as the third most effective means of promotion used to inform. No public program or community college ranked this method. The three types of institutions responded differently to "radio advertisement." One community program (25 percent) gave this method a first place ranking and no public program gave this method a ranking. Private programs gave "radio advertisement" one (20 percent) third place ranking, one (20 percent) fourth place ranking, and two (40 percent) fifth place rankings.

Three private programs (60 percent) ranked "college catalogue" as the first most effective method of promotion. The same method received one (25 percent) third place ranking and one (25 percent) fourth place
ranking from community college programs. In addition, one community college program (25 percent) and one public program (20 percent) gave the category of "catalogue" a first place ranking in effectiveness. One public program (20 percent) gave the method of "information request by letter/telephone" a first place ranking in effectiveness; neither of the other two types of institutions ranked this method.

Evidence of Effectiveness. Table 37 presents the responses of the administrators regarding the evidence of effectiveness they used in ranking the methods of promotion. More than half of the responses made reference to the use of some type of evaluative research, like surveys, questionnaires, and tracking methods, to obtain data regarding the effectiveness of the promotional methods used. Several administrators mentioned response patterns of students or number of responses received after specific promotional efforts as a means of determining effectiveness. Enrollment was another factor taken into consideration by two administrators when ranking effectiveness. One administrator stated that the experience and expertise of the lifelong learning staff was the basis of his or her rankings.

There were no major differences as to how the different types of institutions responded to this question. Even though the administrators gave different types of responses they were similar in nature.
Evidence Of Effectiveness Used In Ranking Methods Of Promotion Used To Inform

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regular surveys of effectiveness—how people learn of our offerings</td>
<td>1. [There is] follow up of all recruitment methods. Coded responses to all marketing materials</td>
<td>1. [Evidence is based on] information from surveys we have made.</td>
</tr>
<tr>
<td>2. Tracking all enrollments to a source.</td>
<td>2. Periodic questionnaires to students to determine how they heard or learned about specific programs.</td>
<td>2. Public response to method of advertising. We would use television but it is too expensive for short coverage.</td>
</tr>
<tr>
<td>3. Feedback from participants as to how they heard about the program; questions used in evaluation instrument filled out by participants.</td>
<td>3. Check enrollment increases following the use of promotional method.</td>
<td>3. [Evidence is based on] responses [made over the phone by clients] as to where they learned of the course.</td>
</tr>
<tr>
<td>4. Surveys tell us that word of mouth is our major way of reaching people. However, all these methods intertwine. For example, a newspaper ad elicits phone inquiries. Also flyers are used in direct mail and are more important in noncredit promotions.</td>
<td>4. Number of responses received after specific promotional efforts.</td>
<td>4. [Evidence is based on] experience and expertise of lifelong learning staff.</td>
</tr>
<tr>
<td>5. Subsequent enrollments.</td>
<td>5. Response pattern of students.</td>
<td></td>
</tr>
</tbody>
</table>

[] - contains comments made by author for clarity.
Activities That Are Most Effective in Getting People to Participate in Program

Table 38 reports the answers given by the administrators to the question regarding the activities that are most effective in getting people to participate in their programs. The activities that were mentioned the most involved offering quality programs with variety and creative, relevant offerings that the students want; having a client-need orientation; using promotional methods like direct mail, features in newspapers and magazines, and catalogues; and using a wide range of promotional activities. Personal service, easy enrollment, and curriculum construction were also mentioned as being effective in getting people to participate in successful continuing education programs. Note that some of these activities were mentioned in combination with others.

The private administrators tended to mention more often in their responses specific promotional activities than the public and community college administrators. Besides this small difference, the three types of institutions were similar in response to this area of inquiry.

Evidence of Effectiveness. As shown in Table 39, increased enrollments and number of enrollments were used as evidence of effectiveness by eight of the administrators. Direct response to specific promotional efforts, research results and degree completions were also mentioned. Two public programs administrators made reference to word-of-mouth response. In addition, one community college administrator used no specific evidence in answering the first part of this question.
Table 38
Activities That Are Most Effective in Getting People to Participate in Program

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove the actual or perceived barriers to enrollment. Many students still are not aware they can enroll for a course without signing up for an entire degree program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. X College offers a variety of quality programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Offer quality programs of a timely nature.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. We have a client relationship in identifying needs and have representative participation in program planning and development. We have an attitude of &quot;Their program as well as ours.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. We have a quarterly catalogue which accounts for returns of 9 to 12 percent each quarter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Word-of-mouth from previous satisfied participants and direct mail are effective in getting participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A high quality, carefully monitored program is most effective recruitment too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. We try to maintain quality in offerings. We then do effective marketing by direct mail to bring students in for personal counseling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The greatest response has been to publication of features in widely read newspapers and magazines. Of course, that requires much effort and doesn't happen often. What usually works fairly well is a promotional campaign for a program that usually includes at least three of the methods listed in question 37.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Curriculum construction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity.
Table 39
Evidence That Activities Are Effective In Getting Participation In Program

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increased enrollments.</td>
<td>1. Increased enrollments.</td>
<td>1. Steady because of the number of students in our programs and fewer class cancellations over the past few years.</td>
</tr>
<tr>
<td>2. The high word of mouth response.</td>
<td>2. Registrations</td>
<td>2. Number of enrollments.</td>
</tr>
<tr>
<td>3. Percentage of client (market) group who enroll.</td>
<td>3. Successful enrollments. Degree completions. Percentage of new students.</td>
<td>3. Continued market increase in enrollments each year.</td>
</tr>
<tr>
<td>4. Tracking enrollments.</td>
<td>4. Surveys, Interviews.</td>
<td>4. None specifically.</td>
</tr>
<tr>
<td>5. Word-of-mouth is by far our best promotional activity (referrals by satisfied customers).</td>
<td>5. Direct response to specific promotional efforts. Increased enrollments.</td>
<td></td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity.
Problems and Benefits Associated with Marketing

To answer three of the research questions dealing with the problems and benefits associated with marketing, four questions were asked. The findings to those inquiries are presented in this section.

All administrators of successful continuing education programs (100 percent) considered the activities of their job as marketing a product. Only two of these administrators (14 percent) -- one private and one community -- saw marketing as "hard" selling. This information regarding the administrators' view of marketing establishes the reference point for the presenting of problems and benefits associated with marketing.

Problems Associated with Marketing

Table 40 presents a list of responses to the questions asking administrators of successful continuing education programs to explain the problems associated with marketing. The problems were categorized into three main areas: product concerns, promotional difficulties, and cost factors.

All three types of institutions had concerns regarding their continuing education product. The difficulty of competing in the market place which offers immediately satisfying goods and services when continuing education's product is intangible and requires an investment of time, money, and effort was a stated problem. Another concern was that the end
Table 40
Problems Associated With Marketing

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty aversion. Difficulty of measuring cost - benefit.</td>
<td>1. We compete in the market place with goods and services which are immediately satisfying. Our product requires investment in time, money, and effort.</td>
<td>1. Time, expertise, money.</td>
</tr>
<tr>
<td>2. The product is intangible and requires an investment of time and effort as well as money.</td>
<td>2. Avoiding a “hard sell” approach yet be effective; increasing costs of printing and direct mail; developing tailored, rifle-shot approaches rather than shotgun; lead time necessary [to effectively do promotion].</td>
<td>2. Inadequate funding.</td>
</tr>
<tr>
<td>3. The terminology of “marketing” is so heavily identified with the national products rather than human services, it tends to move the field toward a business posture rather than an educational one. I fear some of the excesses such as exorbitant and exaggerated, if not misleading, claims for our products; charging what the traffic [client] will bear; unfair competition, etc.</td>
<td>3. The major problem is cost. We try to market all our programs through our general bulletin. Our advertising is general and aimed at getting people to request our bulletin.</td>
<td>3. Cannot guarantee end product--gain may vary from individual to individual.</td>
</tr>
<tr>
<td>4. Tailoring programs to clientele needs; learning how to reach specific clientele in most efficient/effective manner; maintaining marketing at level appropriate to a university.</td>
<td>4. Some members of the administration think it is unacademic to offer nontraditional courses which meet the needs of the audience. They would prefer to stick with traditional programs--“The University knows what its students need better than they do themselves.&quot;</td>
<td>4. Nature of program prevents long range planning for all activities. Therefore, promotion and publicizing are not systemized consistently. Working within such [a large institution brings about] delays with [the]purchasing department, bids, and duplicating department. [There is] the inability to deal directly with printers, artists, typesetters, and photographers. There is the problem of coordinating the promotion of the program so that the community is informed in certain short time frames rather than whenever catalogs get out, ads appear, and news releases appear.</td>
</tr>
<tr>
<td>5. No response.</td>
<td>5. No response.</td>
<td>5. No response.</td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity.
product could not be guaranteed because the gain varies from individual to individual. There was also the problem of tailoring the product to clientele needs. One public administrator was concerned about the terminology of "marketing" which he or she felt was so heavily identified with material products rather than human services. This person believed this tended to move the field toward a business posture rather than an educational one. There were concerns about the misleading claims for products.

Administrators also expressed some promotional difficulties. How do you effectively and efficiently reach specific clientele? How do you avoid a "hard sell" approach and be effective? There were problems with long range planning and this created promotional problems. There was the problem of coordinating promotional activities so that the community was informed in certain short time frames rather than whenever catalogues got out and ads and news releases appeared. In large institutions there was the inability to deal directly with the technical assistants who did the designing, printing, and typesetting for promotional materials. To effectively do promotion, there has to be ample lead time and this was a stated problem. Finally, there was the challenge of developing tailored, rifle-shot approaches of promotion rather than using shotgun techniques.

Cost was another problem area reported by the administrators. It takes money to do good marketing and sometimes there was inadequate funding. It was also difficult to measure cost-benefits.
One public administrator was concerned about faculty aversion toward marketing. One private administrator had a similar problem in that some administrators at his or her institution thought it was unacademic to offer nontraditional courses to meet the needs of the audience.

One public administrator and one private administrator did not respond to the question.

There was no type of institution that gave responses that indicated that their type of marketing problems were unique.

Benefits Associated with Marketing

Table 41 reveals what administrators of successful continuing education programs saw as the benefits associated with marketing. The benefits were categorized into the following areas: new techniques and methods, good community support, client-need orientation, increased enrollment.

Administrators reported that marketing offered to educational institutions new techniques and methods that are being used by business but that are now equally applicable to institutions of higher education. For example, respondents indicated there were techniques for print and non-print communication and methods for planning, quality control, and product evaluation that now have a place in education.
Benefits Associated With Marketing

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community awareness that the institution is trying</td>
<td>1. Our patrons are interested in self-improvement. They are receptive</td>
<td>1. Better visibility</td>
</tr>
<tr>
<td></td>
<td>2. By realizing that we are selling a product, we can consider how to</td>
<td>2. Enrollment increases</td>
</tr>
<tr>
<td></td>
<td>meet the consumer's needs and wants.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Focus on the common functions and processes which are equally</td>
<td>3. Consumers are used to concrete rather than abstract (products)</td>
</tr>
<tr>
<td></td>
<td>applicable to business and human servicing institutions. (For example)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>client or market orientation; techniques for print and non-print</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communication; the total planning process; quality control and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>product evaluation, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Obviously, you can have the greatest product in the world; but if</td>
<td>4. Benefits of marketing are continual realization of community</td>
</tr>
<tr>
<td></td>
<td>the customer doesn't know it, you have no takers.</td>
<td>needs and awareness of what attracts them to our college.</td>
</tr>
<tr>
<td></td>
<td>5. No response</td>
<td></td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity
Administrators responded that marketing activities helped to make the community aware that the educational institution was trying to be responsive to the community's changing needs. Marketing also kept educational institutions sensitive to student needs and gave the institution an awareness of what attracts students to their program. All of these activities helped the institution to have a client-need orientation.

One administrator indicated that his or her students are receptive to good honest marketing. Another reported that an increase in enrollment was a benefit. There was the administrator's comment that pointed out the need to do marketing. Even though one has the greatest product in the world, if the customer doesn't know about it, one has no takers.

There were three "no" responses to this question. In addition, there were no major differences in how the different institutions responded to this area of inquiry.

Perceived Relationship between Marketing Practices and Success

A very direct question was asked to investigate how administrators of successful continuing education programs perceived the relationship between the marketing practices they used and the success of their programs. A subcomponent of this question inquired about the evidence the administrators had that there was a relationship between the marketing practices they used and the success of their continuing education program.
As shown in Table 42 all of the administrators of successful continuing education programs indicated that there was a positive relationship between marketing and program success. Some of the adjectives used to describe this relationship were "good," "close," "important," "quite direct," "very close and useful," "hand-in-hand," and "high correlation."

Some responses indicated that there was this positive relationship, because the public had to be informed about educational opportunities before they could pursue them. One public administrator reported that his or her staff estimated that over half of their students enroll as a result of their efforts to get information to them. A private administrator wrote that there was a very direct connection between marketing and program success, because improvements seemed to generate more enrollments. Another private administrator reported that sometimes his or her unit can show a direct and significant impact of their marketing activities on enrollments and phone calls received.

Other responses reported that marketing was especially important for introducing new programs and that it reinforced a program's strong history and identity. One administrator stated that marketing was second only to the design of the program and program designing involved activities which were crucial to their marketability.
Table 42
Relationship Between Marketing Practices Used And Program Success

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good relationship—must let public know of services available</td>
<td>1. Marketing reinforces strong history and identity. Marketing is especially important for introducing new programs.</td>
<td>1. There is a close relationship because community residents have to be informed continuously of such a dynamic [program].</td>
</tr>
<tr>
<td>2. Second only to design of our programs—and program designing involves activities which are crucial to their market ability.</td>
<td>2. A very direct connection, improvements seem to generate more enrollments.</td>
<td>2. High correlation—People cannot register for something they don't know about.</td>
</tr>
<tr>
<td>3. We estimate that over half of our students enroll as a result of our efforts to get information to them.</td>
<td>3. Very important.</td>
<td>3. A very close/useful relationship.</td>
</tr>
<tr>
<td>4. Quite direct—we intend to do more, but cautiously, to spend dollars effectively.</td>
<td>4. Relationship is very important. We receive no subsidy from the university and must pay our way through tuitions and enrollments. We must attract patrons, and effective marketing is a vital part of this.</td>
<td>4. They go hand-in-hand. If the public does not know what is available they will not pursue the educational opportunities.</td>
</tr>
<tr>
<td>5. No response.</td>
<td>5. Sometimes we can show a direct and significant impact, e.g., a feature story results in hundreds of phone calls and enrollments the day after publication. Other times our efforts seem to supplement other PR efforts.</td>
<td></td>
</tr>
</tbody>
</table>

[ ] contains comments made by author for clarity
One public administrator did not answer the question. The key point was that administrators from all three types of institutions perceived a positive relationship between the marketing practices they used and program success.

Table 43 lists the evidence administrators of successful continuing education had that there was a relationship between the marketing practices they used and program success. Administrators from all three types of institutions mentioned that enrollment figures were used as evidence in verifying that a relationship existed between marketing and program success. Some public and private administrators said they had results from research that showed there existed a relationship between these two factors. One private administrator stated that "past experience has indicated that usually successful programs fail when they are not properly advertised and marketed." Successful programs and customer satisfaction were given as the evidence verifying the relationship between marketing and total program success. One private program administrator and one community college administrator had no specific or hard data serving as evidence to support their perceptions that there existed a positive relationship between these two variables.

The only main difference among the different types of institutions in how they answered this part of the question was that no community colleges made specific reference to the use of research results as evidence in support of their perceptions.
Evidence There Exists A Relationship Between Marketing Practices Used And Program Success

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Size, growth, diversity.</td>
<td>1. In special programs, strategies are evaluated. Certain practices lead to higher enrollments. However, follow-up is crucial to success of marketing.</td>
<td>1. Variance in enrollments when advertisements aren't out.</td>
</tr>
<tr>
<td>2. Ongoing tracking procedures and analysis of the reports.</td>
<td>2. Follow-up studies on specific advertising campaigns</td>
<td>2. Success of our programs and customer satisfaction.</td>
</tr>
<tr>
<td>3. Percentage of client/market group who enroll.</td>
<td>3. Nothing hard</td>
<td>3. Enrollment figures particularly mail in and phone registration.</td>
</tr>
<tr>
<td>4. Student response to the question: &quot;How did you hear about X College?&quot;</td>
<td>4. We do some tracing with market registrations. Past experience has indicated that usually successful programs fail when they are not properly advertised and marketed.</td>
<td>4. No specific data.</td>
</tr>
<tr>
<td>5. Increased enrollment</td>
<td>5. [Reference is made to question 39]</td>
<td></td>
</tr>
</tbody>
</table>

[] - contains comments made by the author for clarity
To explore what activities should be done that were not clearly being performed by successful continuing education programs to more effectively carry out their continuing education mission, a very direct question was developed covering this area specifically. Table 44 presents the wide range of responses given by the continuing education administrators to this question. Most of the responses were placed in the following main categories: product, research, coordination, and promotion.

Public and community college administrators wanted to add to their product line. Some of these administrators wanted to pay attention to "individual" needs, establish a stronger focus on services to small businesses, and offer in-house programs to fit individual business and industrial needs. Another administrator wanted to offer more opportunities in arts and humanities, expand extended degree opportunities, offer more daytime activities, offer more one day workshops and conferences for special target groups, and broaden areas of consortial arrangements with other institutions.

Administrators from all three types of institutions wanted to do more research to learn more about the continuing education student and cost effective marketing efforts. Two private and one community college administrator wanted to do a better job of coordinating their marketing
Table 44

Activities That Should Be Done To More Effectively Carry Out Continuing Education Missions

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. More developmental research to determine future directions for credit curricula would be possible if X College were to obtain state funding. We also need to know more specific information about our market/clientele, etc.</td>
<td>2. We would like to do more sophisticated research regarding basic demographic data—ethnicity, income, etc., for school as a whole and for special programs.</td>
<td>2. More selling to industry and business of Inhouse programs to fit individual needs.</td>
</tr>
<tr>
<td>3. More attention to &quot;Individual&quot; needs as compared with group client needs.</td>
<td>3. We would like to be developing and coordinating our marketing efforts—from research consumer needs through program development and promotion to analyzing and tracking responses.</td>
<td>3. Program and promotion for underserved service areas. Coordinate newspaper advertisement more dependably with registration deadline and distribution of 160,000 catalogues (distributed 5 times annually). Promote continuing education unit. Offer more daytime activities. (Impossible due to unavailability of space on campus). Offer more one day workshops and conferences for special target groups.</td>
</tr>
<tr>
<td>4. No response.</td>
<td>4. If we knew of any [activities], we would try to implement them if they were cost effective.</td>
<td>4. Continue to analyze and create better methods.</td>
</tr>
<tr>
<td>5. Provide financial assistance to part-time students. Provide more intellectual offerings and more opportunities in arts and humanities (If funds can be found). Broaden areas of consortial arrangements with other institutions. Expand extended degree opportunities. Establish stronger focus on services to small businesses.</td>
<td>5. No response.</td>
<td></td>
</tr>
</tbody>
</table>

[ ] - contains comments made by author for clarity.
efforts. Two community college administrators wanted to promote the underserved service areas or the total continuing education unit.

There were several other responses that did not necessarily fit into the categories mentioned above. One private program administrator thought continuing education needed a centralized image. More funding was expressed by one public administrator as being a source for more effectively carrying out the continuing education mission. Another public administrator thought more information to traditional faculty on continuing education possibilities could help continuing education. Two administrators did not respond to the question.

The responses by the three types of institutions were diverse; however, most of their answers could be categorized under four main areas. One of the differences that is important to highlight was that private programs did not make statements regarding their product, whereas, public programs and community colleges made such comments.
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the findings pertaining to the research questions are summarized and the conclusions that may be drawn from such findings are stated. In addition, recommendations for this area are presented.

The purpose of this dissertation was to determine and examine marketing practices utilized by administrators of successful continuing education programs. This determination was done through a survey of selected successful higher continuing education programs of community, private, and public institutions of higher education.

Diversity seemed to be the common characteristic of institutions of successful continuing education programs. It seemed that there was no standard definition of the term continuing education among the fourteen institutions studied. The different organizational structures of the institutions identified as having successful continuing education programs was another aspect of the study population that showed diversity.
The five public institution continuing education administrators, the five private institution continuing education administrators, and the four community college continuing education administrators—all of whom administer the fourteen successful continuing education programs which made up the study population—gave a wide range of responses to the questions regarding student enrollment and staff employment figures.

When asked why their programs were successful, administrators gave several reasons for his or her program's success. Some of the reasons given by the three types of institutions differed. The reasons given most often in rank order by the administrators for program success were:

1. The institution initiates new and original programs to better meet the needs of nontraditional students.

2. The program has gained the respect of other institutions as shown by these institutions copying procedures and developing similar programs.

3. The program is serving the nontraditional student through many different types of education experiences and delivery systems.

4. The enrollment in continuing education program has steadily increased.

When investigating the types of programs which contribute to success, the findings revealed that there was not just one type of program that stood alone as being responsible for bringing about success. Initiating new and original programs to better meet the needs of nontraditional students was the reason the administrators gave most often as being a contributing factor to his or her continuing education program's success. A
diversified and somewhat nontraditional listing of credit, noncredit, degree, and nondegree offerings were the factors that emerged as the key components of successful programs which contributed to their success.

Summary of Findings Pertaining to Research Questions

This study specifically addressed nine research questions which investigated the following areas:

1. institutional commitment to marketing continuing education,
2. marketing practices,
3. marketing practices perceived to be most effective,
4. problems and benefits perceived to be associated with marketing,
5. perceived relationship between marketing practices and success,
6. marketing practices that should be utilized, and
7. differences in marketing practices utilized among the three types of institutions.

Chapter IV contains a detailed analysis of the data generated from the questionnaire completed by the study population. This section will not repeat that detailed information item by item but will present findings from analyzing the total data set in reference to the research questions. The eight major findings are as follows:
(1) In general, institutions of successful continuing education programs were committed to marketing continuing education.

In terms of staff with marketing experience, budget, attitude, and assistance, institutions with successful continuing education programs showed a commitment to marketing with various degrees of support. Based on Buchanan's definition of the marketing concept ("(1) a client-need orientation is paramount in the organizations, and (2) performance criteria are used in the selection of offerings in order to fulfill overall organization goals") which was used in this study to determine if a marketing environment existed in institutions with successful continuing education programs, all of the respondents partially utilized the marketing concept in their continuing education units. All fourteen continuing education units clearly had a client-need orientation and twelve institutions had stated goals or objectives for their total continuing education mission; however, only four institutions stated they used a priority ranking system employing specific quantifiable (performance) criteria when selecting programs and services to offer.

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The institutions included in this study were extensively engaged in the use of marketing practices.

Responses to questions regarding the nine marketing practices examined in this study revealed that all fourteen successful continuing education programs utilized the practices to some degree.

Successful continuing education administrators generically described their product as lifelong learning for the whole person and in doing so, performed the marketing practice of generic product definition. While the marketing practice of target groups definition was being performed by these administrators with varying degrees of frequency, differentiated marketing was done with a high degree of frequency. Administrators of successful continuing education programs did customer behavior analysis on a moderate basis and utilized the marketing practice of differential advantages.

All of the administrators of the successful continuing education programs used the four marketing tools investigated -- product, price, promotion, place or distribution. As expected, pricing was used less often than the other tools. All the administrators checked at least two methods of altering their "product" line to respond to the varying wants of their publics. Fourteen continuing education units tried to meet their publics' demands by the addition of new services and program offerings and by the periodic improvement of existing services and programs. Thirteen units altered their "product" line by the elimination of some of their product services and programs. Several promotional methods (for example,
newspaper advertisement, newspaper news story, and individual flyers for specific programs) were used to inform the public of course offerings and services, and all administrators offered services or programs at locations other than on campus.

Integrated marketing planning, as revealed by organizational structure, was used by most of the administrators. This marketing practice is gaining importance as demonstrated by the number of institutions that had a director of marketing services and a marketing vice-president.

The marketing practice of obtaining continuous marketing feedback was performed by all fourteen successful continuing education administrators, but there seemed to be a lack of systematization to the process. In addition, administrators conducted marketing audits with a good deal of frequency.

Some of the various marketing methods, procedures, or techniques used to perform certain marketing practices were used in various frequencies by the three types of institutions, and some (not many) of the various marketing methods, procedures, or techniques used to perform certain marketing practices were "never" utilized by some of the different types of institutions.

(3) Administrators of successful continuing education programs did perceive some marketing practices as being more effective than others.

According to the administrators, the three most effective methods or procedures used to determine client or client group needs were: analysis of needs created by current and anticipated changes in economic, political,
and social conditions; meetings with college/university faculty and staff; and surveys of clients. Administrators ranked the three most effective methods of obtaining evaluative performance data from clients in the following order: course enrollment figures, course evaluations completed by students, and teacher evaluations.

The five most effective methods of promotion used to inform the public about continuing education opportunities were: newspaper advertisement, word-of-mouth, individual flyers for specific programs, information flyer concerning services and programs, and college catalogue. If all the responses dealing with catalogues were grouped together, this new category would have a second place standing along with word-of-mouth.

The activities that administrators of successful continuing education programs stated as the most effective in getting people to participate in their programs were: offer quality programs with variety and creative, relevant offerings that the students want; have a client-need orientation; use promotional materials like direct mail, features in newspapers and magazines, and catalogues; use a wide range of promotional activities; provide personal service and easy enrollment, and have good curriculum structure.

After combining all the evidence used by administrators of successful continuing education programs in ranking the most effective marketing practices, some trends seemed to surface. The administrators mainly
used enrollment statistics as evidence of effectiveness followed by results from some type of research like surveys, questionnaires, and tracking methods. Next, some administrators stated they used intuition or subjective opinion.

(4) There were both perceived problems and benefits associated with marketing.

The problems described by the administrators of successful programs were categorized into three main areas: product concerns, promotional difficulties, and cost factors. These problems were not unique to successful continuing education programs because they have already been identified and reported by Kotler, Youse, Lenz, Krachenberg, Berry, Allen, and others. Administrators reported benefits associated with marketing that were categorized into the following areas: new techniques and methods, good community rapport, client-need orientation, and increased enrollment. These benefits were expected because they have already been reported by Kotler, Leach, Lenz, Howard, Buchanan, Trivett, Bickford, and others.

Even though the problems presented by the administrators were serious ones, the benefits seemed to tilt the scale in favor of the use of marketing in terms of increased enrollment, increased consumer satisfaction, and overall effectiveness.
(5) Administrators of successful continuing education programs perceived a strong, positive relationship between marketing practices and the success of their programs.

Some responses indicated that there was this positive relationship, because the public had to be informed about educational opportunities before they could pursue them. One administrator reported that his or her staff estimated that over half of their students enroll as a result of their efforts to get information to them. There was a very direct connection between marketing and program success, because improvements seemed to generate more enrollments. Another administrator reported that sometimes his or her unit can show a direct and significant impact of their marketing activities on enrollments and phone calls received.

Other respondents reported that marketing was especially important for introducing new programs and that it reinforced a program's strong history and identity. One administrator stated that marketing was second only to the design of the program and program designing involved activities which were crucial to their marketability.

(6) Administrators reported that some marketing practices needed to be more fully utilized.

These practices were placed in the following main categories: product, research, coordination, and promotion. Administrators wanted to add to their product line. Some of these administrators wanted to pay attention to "individual" needs, establish a stronger focus on services to
small businesses, and offer in-house programs to fit individual business and industrial needs. Another administrator wanted to offer more opportunities in arts and humanities, expand extended degree opportunities, offer more daytime activities, offer more one day workshops and conferences for special target groups, and broaden areas of consortial arrangements with other institutions.

Successful continuing education programs were doing marketing research but recognized the need to do more to increase their knowledge about the continuing education student and cost effective marketing efforts. In addition, administrators wanted to do a better job in the areas of coordinating their marketing efforts and promoting the underserved service areas and the total continuing education unit.

(7) Successful continuing education programs clearly had a client-need orientation.

All of the administrators designed specific service programs or delivery systems to appeal to a particular group or organization and all used some form of organized client-need research activity to aid them in their selection of program offerings. The use of some type of evaluative instrument or method in order to obtain information from clients as to the adequacy of the services performed and programs offered was utilized by all the administrators.
Just under half of the institutions conducted training programs on client needs for their faculty, staff, and administrators. In addition, most of the programs tried to offer if possible the public requests for continuing education services or programs not already offered as a normal pattern of response. A key point is that most of the continuing education programs examined the requests they received with the client or party initiating the inquiry.

(8) Generally, there was no faculty aversion to marketing in the institutions included in the study.

According to the literature, faculty members are generally opposed to marketing because they feel it does not belong in an academic setting; however, not one successful continuing education administrator stated that faculty had a "negative" or "very negative" commitment to marketing. The faculty members gave assistance to successful continuing education programs in the development and implementation of marketing strategies. In addition, only one administrator specifically reported that faculty aversion toward marketing was a problem his or her continuing education program faced.
Conclusions

From the findings the following conclusions seem to be warranted:

(1) The nine marketing concepts Kotler and Levy stated as crucial in guiding the marketing effort of profit organizations also appear to be crucial to nonprofit organizations, specifically continuing education programs.

The findings of this study revealed that the nine marketing concepts Kotler and Levy believed to be of value to business organizations were being utilized by successful continuing education programs to varying degrees. These nine concepts are generic product definition, target group definition, differentiated marketing, customer behavior analysis, differential advantage, multiple marketing tools, integrated market planning, continuous marketing feedback, and marketing audit. In addition, the administrators of these programs perceived a positive relationship between the marketing practices they used and the success of their programs.

(2) The use of marketing practices was a common characteristic in all successful continuing education programs.

These continuing education units all used the nine marketing practices mentioned above. These units were also similar in their willingness to be creative and initiate new and original programs to better meet the needs of nontraditional students. The institutions of these successful programs were alike in that they were committed to the continuing education mission and committed to marketing continuing education.
(3) The successful continuing education programs were more sophisticated in their understanding of marketing and in their utilization of marketing practices than prior evidence suggested.

Many of the continuing education programs studied already had an understanding of marketing, were already performing certain marketing practices that had been presented in the literature as suggestions or recommendations, or were aware of what they needed to be doing to be more effective. For example, in the 1979 sourcebook, Developing a Total Marketing Plan, Lucas, the editor stated as a conclusion that faculty and leadership must understand the concept of total marketing and accept it as an integral part of their long-range plan if institutions of higher education are to adapt to a rapidly changing external environment.1 The data from this study revealed that all the administrators viewed activities of their job as marketing a product and only two administrators believed marketing was the same as "hard selling." In addition, not one administrator reported that faculty, staff or administrative commitment to marketing was "negative" or "very negative."

In the article, "Strategies for Introducing Marketing into Nonprofit Organizations," Kotler explained the approaches to the introduction of marketing into a nonprofit institution.¹ This study revealed that six of the institutions had a director of marketing and one institution has a vice-president of marketing. In addition, ten of the fourteen institutions used outside marketing assistance. These findings showed that the institutions studied were already engaged in many of the approaches Kotler presented as ways of introducing marketing into nonprofit organizations.

(4) The open system concept of equifinality pertained individually and collectively to the institutions of successful continuing education programs.

According to the principle of equifinality, "a system can reach the same final state from differing initial conditions and by a variety of paths."² Even though administrators of successful continuing education programs utilized the same marketing concepts, they sometimes used different means to implement the same idea.


Generalizations about the causal effects of certain marketing practices need to be based on research findings.

McCarthy illustrated that there are uncontrollable factors that effect the marketing process. Therefore, caution must be taken before generalizations can be made about the causal effects of certain marketing practices. The difficulty of isolating variables in order to do scientific research is creating real problems for researchers who want to better understand the effectiveness of marketing. Questions like the following are extremely difficult to answer. Were the marketing practice or practices utilized in the fall campaign responsible for an increase in enrollment?

In this study, when administrators were asked to identify the evidence they used in ranking the effectiveness of certain marketing practices, a few administrators sometimes reported their perceptions instead of research findings.

Institutions of higher education need to include and sustain a strong marketing research component in their continuing education programs.

It is ironic that institutions that have a long standing tradition of research as one of their major missions did not always evaluate their own work and products. This study's findings also revealed that more research needed to be done to more completely analyze consumer behavior and to determine the effectiveness of various marketing practices. Successful continuing education administrators were doing marketing research but they were not using all of the research methods and techniques available to
them. This is consistent with the present state of the art as revealed by Howard's 1977 study on marketing research for college and university continuing education programs.\(^1\) Howard concluded from his research that continuing education marketing research has primarily utilized secondary sources and structured-direct interviews to gather information. Continuing education has not used to any significant degree indirect interviews, experimental design, panels, and simulation. In addition, Howard concluded that the expertise necessary for sophisticated marketing research is not available on the present staffs of most higher continuing education units.\(^2\)

If marketing is to become a vital and legitimate part of higher education administration, marketing research is a necessity no matter how difficult the challenge.

(7) Educators and administrators need to adapt and/or "domesticate" marketing to fit the higher education setting.

Educators and administrators have learned about marketing in the nonprofit setting from marketers. Critics say that marketing applied in the higher education setting will give educational institutions a business instead of an academic orientation and will hurt the quality of education. A

\(^1\)Howard, "Planning Marketing Research for College and University Continuing Education Programs."

\(^2\)Ibid., p. 140.
positive response to these critics is needed from educators and administrators of higher education to exhibit leadership in the investigation of marketing for institutions of higher education instead of reacting to the work and ideas of others. The results of this investigation should provide further understanding as to how marketing applies to the higher education setting.

The term marketing has various positive and negative connotations. To deal with the problem it is suggested that a new terminology be developed to denote marketing in nonprofit organizations. The new terminology hopefully will make it easier for academicians to understand and use marketing.

(8) *Marketing appears to offer a means of reducing some of the uncertainty facing higher education.*

Thompson states that "uncertainty appears as the fundamental problem for complex organizations, and coping with uncertainty, as the essence of the administrative process."¹ The sources of uncertainty are both internal and external to the organization.²

¹Thompson, *Organizations in Action*, p. 159.

²Ibid.
Today higher education is being challenged by the uncertainties caused by decreasing enrollments, a change in the characteristics of students with the impending decline in the number of young people of college age, institutional rigidity, increased competition, and financial concerns. Marketing can offer higher education administrators some assistance in addressing these concerns; thus reducing some of the uncertainty. Berry and Allen are concerned about developing improved organizational responsiveness to a changing environment through "managed" marketing.¹ Leach reported that "the discipline of marketing, applied to higher education, offers a positive alternative which has the potential for increasing enrollments, reducing attrition, and making college services more responsive to the needs of consumers."²

The findings of this study also revealed how administrators of successful continuing education programs perceived a positive relationship between the marketing practices they utilized and the success of their programs. Increased enrollments and increased consumer satisfaction were two of the reasons given for the perceived relationship.

¹Berry and Allen, "Marketing's Crucial Role for Institutions of Higher Education," p. 25.

²Leach, "Implementing the Marketing Process," p. 20.
Recommendations

After a thorough review of the literature and consideration of the findings and conclusions of this study, the following recommendations for continuing higher education programs became apparent. The recommendations include suggestions for improvement of the present state of the art and suggestions for additional research.

1. The results of this study and the literature suggest that continuing education units of institutions of higher education can benefit from marketing. Therefore, it is suggested continuing education administrators learn more about marketing and make greater use of marketing practices. The marketing model for continuing education administrators that is presented in the following chapter stems from this recommendation.

2. It is recommended that institutions address some of the areas of weakness revealed by this study. Along with conducting more marketing research, administrators need to establish and use a priority ranking system employing specific quantifiable (performance) criteria in selecting what programs and services to offer or to reject. Such a system is suggested because decisions regarding what programs and services to offer or reject need to be based on sound criteria and not on intuition. It is also suggested that continuing education units develop a specific information system to keep it aware of its changing social, political, and economic conditions and circumstances. Some units said they had such a system but they were not very formal or comprehensive. There was not an integrated network of activities in these so-called systems.

3. An institution of higher education as a whole, as well as its components, can benefit by consciously adopting and actively implementing the marketing philosophy and practices into its total management function. According to the literature, the admissions office, development office,
and the alumni office are three components of a college or university that are sensitive to the value of marketing. However, marketing practices can be of value to other components of an institution of higher education.

4. So marketing can be effectively and efficiently done in institutions of higher education, it is recommended that all of those who are involved in marketing higher education learn more about marketing through conferences, workshops, books, seminars, courses, and resource persons. Faculty are strongly encouraged to include extensive information on higher education marketing in the training of higher education administrators.

5. Several recommendations for additional research became evident during the course of this study.

a. Even though past research reveals that certain marketing concepts and practices are being performed by continuing education administrators, more analytical and sophisticated investigations of these marketing concepts and practices are recommended. For example, a comprehensive study of cost effective promotional methods is recommended. One might also consider how different types of continuing education students can most effectively be reached.

b. Marketing in the higher education setting has been studied by several researchers, but marketing and how it is used, if at all, by K through twelve administrators should be investigated. Faced with school bonds failing, teachers striking, and desegregation, a comprehensive marketing program could possibly offer some relief.
CHAPTER VI

MARKETING MODEL FOR CONTINUING EDUCATION ADMINISTRATORS

The marketing model for continuing education administrators presented in Figure 6 is a conceptualization of the many ideas, concepts, practices, and findings related to marketing and continuing education that have been studied and examined in this research study and through the review of the literature.

The model represents an open system with input, through-put, and output. The model has all the characteristics that make it a true open system.\(^1\) Besides importing forms of energy from the external environment, transforming this energy into products, and exporting these products into the environment, the energy exchange of these activities has a cyclic pattern. Other characteristics of an open system that the model has are negative entropy, equifinality, differentiation, steady state and dynamic homestasis, feedback, and a coding process.

Marketing Model for Continuing Education Administrators
Specifically, the model shows all of the forces that are in the external environment that have an impact on the institution and thus on the continuing education unit. The external environment also contains publics that have a real or potential interest and/or impact on the institution and continuing education unit. Within these publics are the target groups with which the institution wants to have an exchange relationship.

On the boundary to the institution, there are six open doors which represent the types of interactions the institution and the external environment have with one another. These doors symbolize the potential for equal exchange relationships, because input and output are exchanged by both the external environment and the institution for each type of interaction.

Within the institution, there are three concentric ovals that have a direct influence on the institution's continuing education unit's marketing efforts. These three ovals represent the institution's missions, the institution's commitment to continuing education, and the institution's commitment to marketing continuing education. There are also institutional publics that have a real or potential interest and/or impact on the continuing education unit. In addition, the continuing education unit has target groups within the institution with which it specifically wants to have exchange relationships.
The continuing education unit is symbolized by a small rectangle. The boundaries of the continuing education unit also contain open doors representing the types of interactions that take place between or among the continuing education unit, the institution, and the external environment. Note that again the open doors represents the potential for ideal interactions.

Within the continuing education rectangle are two small concentric ovals which symbolize the continuing education unit's mission and the continuing education unit's commitment to marketing. This second small oval is a visualization of the institution's commitment to marketing continuing education. Notice that both ovals have an influence on the continuing education unit.

Inside the second oval is a very small rectangle which symbolizes the marketing process, and inside that rectangle are the analytical tasks, planning skills, and control skills that are utilized in the marketing process. The marketing process and the tasks and skills used in implementing the process are at the center of the model, because these ideas, concepts, and practices are the essences of the continuing education unit's marketing efforts. The arrows connecting the marketing process with the continuing education unit's mission and the institution's mission shows
the ultimate goal of the marketing process—the attainment of institutional goals and objectives.

There are arrows symbolizing the impact the problems and benefits associated with marketing have on the marketing process at the continuing education unit's level, the institutional level, and the environmental level.

Definition and Relationship of Terms

To obtain a clearer understanding of the model, the definition of terms and their relationship with one another are presented below.

Terms

External Environment. The total outer circumstances (tangible and intangible) surrounding an institution of higher education.

Internal Environment. The total inner circumstances (tangible and intangible) contained within the boundaries of an institution of higher education.

Institution of Higher Education. An established organization that traditionally has had the missions of teaching, research, and service.

Continuing Education Unit. The component of the institution that is responsible for carrying out the continuing education mission.
The literature on organizational behavior reveals that the organization is shaped by its environment.\(^1\) The literature also explains how the environmental contexts in which organizations exist are themselves changing, at an increasing rate, and towards increasing complexity.\(^2\) According to Emery and Trist, there are the processes within the organization - the area of internal interdependencies; the exchanges between the organization and its environment - the area of transactional interdependencies, and processes through which parts of the environment become related to each other - the area of interdependencies that belong with the environment itself.\(^3\)

Thompson describes the importance of the environment. He suggests that technologies and environments are major sources of uncertainty for organizations and that differences in these dimensions will result in differences in organizations.\(^4\)


\(^3\)Ibid. p. 243.

Perrow describes some of the many influences in the environment that impinge on and shape organizations. There are such general and miscellaneous aspects of the environment as time perspectives, organizational legitimacy, cooperation, regional and cultural influences, and cultural beliefs. There are also influences brought about through the organization's relations with other organizations in the environment.¹

In this marketing model for continuing education, the components of the external environment - forces, publics, and target groups - are defined in the following way:

**Forces.** The external forces of an institution of higher education are:

1. **Social and Cultural Forces:** Anthropological and socio-psychological factors in the environment that have impact on the institution.

   Examples: Morals, values, beliefs, life styles, birth rates, etc.

2. **Financial and Economic Forces:** Monetary factors in the environment that have impact on the institution.

   Examples: Inflation, increasing competition for limited funds, unemployment rates, etc.

3. **Political and Legal Forces:** Governmental factors in the environment that have influence on the institution.

   Examples: Judicial decisions, laws, court orders, governmental guidelines, etc.

4. Dwindling Natural Resources Forces: Physical factors in the environment that have impact on the institution.

Examples: Limited sources of energy, natural disasters, limited sources of raw materials for consumption, etc.

Publics. A continuing education unit has many publics both internal and external to the institution of higher education of which it is a part.

According to Kotler, "A public is a distinct group of people and/or organizations that have an actual or a potential interest and/or impact on an organization."¹ A higher continuing education unit has many publics with which it must deal. There are the input publics consisting of the supporters who lend resources, such as the alumni, foundations and the business community. Next there are the suppliers who sell the institutions material goods and services. The third type of input public are the regulatory organizations that input rules of conduct.

These inputs are processed by the internal publics of the institution who mainly consist of trustees, faculty, administrators, and staff.

The products of the continuing education unit may be distributed directly or through an agent. Examples of agent publics are teachers and mass media.

¹This quote and following discussion from Kotler, Marketing for Non-profit Organizations, pp. 17-19.
The consuming publics consist of the client publics who are the direct consumers of the continuing education product, such as current students, prospective students, and the organizations who hire the graduates, and the general publics who are the indirect consumers of the continuing education product, the local community and the mass public. There are also the competing publics of the institution who compete with the institution for both markets and resources.

**Target Groups.** According to Kotler, "A market is a potential arena for the trading of resources."¹ A public becomes a market when an institution wishes to attract certain resources from that public through offering a set of benefits in exchange.² Since it is impossible for a continuing education unit to reach the total population of a market because of limited resources, the market needs to be divided into fairly homogeneous segments which are distinctively defined. Then the continuing education unit can select the target groups within a market (population) it wants to reach for the purpose of carrying on an exchange relation.


²Ibid., p. 22.
Open Doors. The open doors represent the types of interactions that mutually should be taking place between the institution of higher education and its external environment. Note that when the open doors apply to the continuing education unit, there is the additional component of interinstitutional involvement. At this level there should be a mutual occurrence of the various types of interactions among the continuing education unit, other components of the institution, and the external environment.

From An Institution-Environment Perspective:

1. Collaborative Decision Making: Cooperative intellectual effort between the institution and its publics in passing judgments on an issue under consideration.

2. Resources: Physical, human, intellectual, and monetary assets available through exchange relationships between the environment and the institution. These resources are used by the involved parties for support, assistance, well being, and even survival.

3. Information: The sharing of facts and feelings regarding issues of concern between the institution and its publics.

4. Service: 1. A performance of a task by the institution for the benefit of the external environment which is done voluntarily, by request, or to fulfill a social need. ¹

   2. A performance of a task by the external environment for the benefit of the institution which is done voluntarily, by request, or to fulfill a social need. ²

5. Teaching: The formal process of imparting knowledge or skill.

¹Good, Dictionary of Education, p. 529.

²Ibid.
6. Research: Careful scientific inquiry, utilizing various techniques and methods depending on the nature and conditions of the defined problem, for the purpose of clarifying and/or resolving the problem.1

From A Continuing Education Unit-Institution-Environment Perspective:

1. Collaborative Decision Making: Cooperative intellectual effort among the continuing education unit, other components of the institution, and the external environment in passing judgment on an issue under consideration.

2. Resources: Physical, human, intellectual, and monetary assets available through exchange relationships among the continuing education unit, other components of the institution, and the external environment. These resources are used by the involved parties for support, assistance, well being, and even survival.

3. Information: The sharing of facts and feelings among the continuing education unit, other components of the environment, and the external environment.

4. Service: 1. A performance of a task by the continuing education unit for the benefit of the external environment or other components of the institution which is done voluntarily, by request, or to fulfill a social need.2

2. A performance of a task by the external environment or a component of the institution for the benefit of the continuing education unit which is done voluntarily, by request, or to fulfill a social need.3

5. Teaching: The formal process of imparting knowledge or skill.


2Ibid., p. 529

3Ibid.
6. Research: Careful scientific inquiry, utilizing various techniques and methods depending on the nature and conditions of the defined problem, for the purpose of clarifying and/or resolving the problem.¹

7. Internal Marketing: Applying the marketing process to the internal environment of an institution for the purpose of reaching in this case continuing education goals and objectives.

Institutional Missions. The goals and objects of the institution. Traditionally, the three missions of an institution of higher education have been research, teaching, and service. Research, teaching, and service have already been defined under open doors.

Institutional Commitment to Continuing Education. The institution values and sets as a top priority its continuing education mission by giving support and resources to the continuing education unit, so the continuing education mission will be carried out successfully.

Institutional commitment to continuing education can be demonstrated by the following:

1. size of the budget allocated to the continuing education mission,
2. size of the staff hired to carry out the continuing education mission,
3. the position held by the highest ranking continuing education administrator,
4. administrative and faculty assistance in the form of cooperation and/or ideas and/or money and/or hours and/or other resources, and

5. the specifically stated or objectives the institution has for its total continuing education mission.

**Institutional Commitment to Marketing Continuing Education.** The institution values and sets as a top priority the marketing of continuing education by giving support and resources to the continuing education unit, so the continuing education marketing goals and objectives will be achieved successfully.

Institutional commitment to marketing continuing education can be demonstrated in the following ways:

1. Continuing education unit receives assistance from within the institution in the development and implementation of its marketing strategies.

2. The attitude of the institution's faculty, staff, and administrators reflects a positive commitment to marketing continuing education.

3. The institution has a Director of Marketing Services, a middle-level marketing executive.

4. The institution has a Marketing Vice-President, a top level marketing executive.

5. The institution has programs to develop an orientation toward client needs in its faculty, staff, administrators who have regular contact with continuing education students.

6. In selecting continuing education programs and services to offer and to reject, a priority ranking system employing specific quantifiable (performance) criteria are used.

7. The institution through its continuing education unit has a consumer orientation.
8. The size of the continuing education budget, which is allocated to marketing is sufficient to meet marketing objectives.

9. The number of the continuing education staff with previous experience or formal education in marketing is sufficient to meet marketing objectives.

Continuing Education Unit's Commitment to Marketing. The continuing education unit values and sets as a top priority its marketing objectives and allocates resources for the attainment of these objectives.

The continuing education unit's commitment to marketing is or should be a visualization of the institution's commitment to marketing continuing education.

Continuing Education Mission. The goals and objectives of the continuing education unit. Traditionally the continuing education unit has included service and teaching and has been associated with noncredit offerings. Now the mission of continuing education is taking on new meaning to include credit as well as noncredit course offerings, traditional and nontraditional modes of instruction, and established and innovative degree and nondegree programs.

It is hoped that research will also become one of the major missions of the continuing education unit. With the complexity of today's world and with the constant need for updated information, the continuing education unit can play another important function in today's society by researching some of the complex problem.
Note that agricultural extension, a kind of continuing education, has always performed an important research function for the rural public, but continuing education in general has not done this function. In fact, much can be learned from how agricultural extension has combined very effectively the missions of research, service, and teaching.

Marketing Process. The rectangle below illustrates the relationship of the major stages of the marketing process.

```
Analysis                        Planning
                                  |
                                    |
                                   Feedback
                                   |
Control                          Implementation
                                  |
```

The definition of marketing used in this model is the one provided by Kotler.

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 the effective pricing, communications, and distribution to inform, motivate, and service the markets.¹

¹Kotler, Marketing for Nonprofit Organizations, p. 5.
There are several key elements\(^1\) in this definition of marketing that should be noted.

1. The central concept underlying marketing is the exchange concept. Marketing calls for the offering of value to someone in exchange for value. Among the things of value that can be exchanged are goods, services, money, attention, devotion, energy, time, information, etc.

2. Marketing seeks to bring about voluntary exchanges of values. Marketing is not forceful.

3. Marketing is defined as a managerial process involving analysis, planning, implementation, and control.

4. Marketing is action-oriented but it manifests itself in carefully formulated programs, not just random action to achieve desired responses.

5. The purpose of marketing is to achieve organizational objectives.

6. Marketing means the selection of target markets. Through market segmentation, the market is divided into fairly homogeneous parts and from this division target markets are selected. To reach each target market a district marketing mix (see below) is designed. Usually marketers concentrate on those segments that have the highest potential for response.

7. Marketing relies on designing the organization's offerings in terms of the target market's needs and desires. Since effective marketing is user-oriented and not seller-oriented, it is a democratic rather than an elitist technology.

8. Marketing utilizes and blends a set of tools called the marketing mix -- product design, price, promotion, and place. These four "P's" are defined as follows:

\(^1\)Kotler, *Marketing for Nonprofit Organizations*, pp. 5-7.
Product—physical objects, services, persons, places, organizations, and ideas

Price—the value attached to the product

Promotion—a special form of communication including publicity, advisement, personal contact, incentives, and atmospherics

Place—the distribution channels of the product—how the organization plans to make its products available and accessible to consumers.

Marketing is a process that has four main stages which are analysis, planning, implementation, and control.

Analysis is the research and study done to obtain a clear awareness of the institution's marketing opportunities and limitations, institution's resources, institution's mission, and institution's academic portfolio.

Once an institution knows its strengths, weaknesses, limitations, and opportunities, planning is the next stage. The institution needs to determine where it wants to go. There should be both short and long range planning. A written marketing plan can serve as a guide for successful completion of the marketing process which should mean obtainment of institutional goals and objectives. Figure 7\(^1\) is an outline of a marketing plan.

\(^1\)Steps of Marketing Plan are reflective of Kotler's concept of the basic components of a marketing plan which are presented in *Marketing for Nonprofit Organizations*, p. 240.
STEP ONE: Review of Present and Forecasted State of Affairs
Question to be answered: What is the present state of affairs of the continuing education unit and what is happening in its internal and external environment to effect its future?

STEP TWO: Goals and Objectives
Question to be answered: Where does the continuing education unit want to go and what does it want to accomplish?

STEP THREE: Strategies
Question to be answered: How is the continuing education unit going to reach its goals and objectives?

STEP FOUR: Action Steps
Question to be answered: What are the specific steps that the continuing education unit needs to take to reach goals and objectives?

STEP FIVE: Budget
Question to be answered: What is the proposed budget for implementing the action steps?

STEP SIX: Evaluation
Question to be answered: How successful is the continuing education unit in implementing the action steps that will lead to goal and objective obtainment?

Figure 7
Marketing Plan
Implementation is the third stage of the marketing process which involves carrying out the steps necessary to activate the marketing strategy(ies) that hopefully will lead to reaching the marketing objectives.

The control stage is the evaluation that is done to see that the marketing plan is being properly implemented on the established timetable. Evaluation is also done to determine if any modifications have to be made to the marketing plan. Finally, there should be an evaluation at the completion of the marketing process to examine the institution's performance in carrying out the marketing process. This feedback then should be used as input into the process for future improvement.

Note that the purpose of the marketing process is the achievement of institutional objectives. Thus the model has an arrow pointing to the continuing education missions and the institutional missions. An important benefit of the marketing process are programs designed to bring about voluntary exchanges of values with target markets. Benefits are also represented in the model.

Marketing Practices. At the center of the model are the nine marketing management concepts that Kotler and Levy stated as standing out as crucial in guiding the marketing effort of a business organization as well as being the principles for effective marketing management in nonbusiness organizations. ¹ These nine marketing concepts were found to be utilized by

fourteen administrators of successful continuing education programs included in this study with varying degrees of frequency. Therefore, these nine concepts are included in this model as the crucial tasks and skills used in the marketing process for continuing education.

These nine concepts are:

Analytical Tasks

1. Generic Product — a broad definition of an institution's offerings emphasizing the basic consumer needs being served

2. Target Groups — fairly homogenous segments of the total population which have been distinctively defined and identified as specific parts of the population the institution wants to reach because of limited resources

3. Differentiated Marketing — distinctive product offerings and communications for each target population

4. Customer Behavior Analysis — research and study to identify consumer characteristics (needs, perceptions, preferences, and satisfaction) and behavior

5. Differential Advantages — elements an institution may have in its reputation or resources which can be used to create a special value in the minds of consumers

Planning Skills

6. Multiple Marketing Tools — the marketing variables directly controlled by the administrator including product, price, promotion, and place

7. Integrated Market Planning — an organizational structure which provides for overall coordination and control of all marketing activities in the institution's master plan
Control Skills

8. Continuous Marketing Feedback -- a formal procedure for obtaining continuous information about changes in the environment and information from the target groups relative to the institution's performance

9. Marketing Audit -- a systematic review of the entire marketing effort of an organization covering objectives, resources, and opportunities.

Problems and Benefits. The problems and benefits associated with marketing are defined as follows:

Benefits are the assets and advantages associated with marketing.

Problems are the liabilities and disadvantages associated with marketing.

According to the model there are six arrows representing the benefits and problems associated with marketing. Note that there can be benefits and problems unique to the continuing education unit, the institution, and the external environment. In addition, the benefits and problems associated with marketing can be shared by these three areas. However, there can be additional benefits and problems with which to contend as illustrated by the intersection of the six arrows. Also notice that the arrows indicate that a problem can become a benefit and a benefit can become a problem depending how effectively and efficiently marketing is being performed.
The following outline lists the major benefits and problems associated with marketing which were mentioned in the review of the literature and revealed by this study.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Marketing cost money. It is expensive.</td>
<td>1. Because of marketing, resources can be applied more effectively toward the attainment of institutional goals.</td>
</tr>
<tr>
<td>2. There are some serious ethical issues associated with marketing. Marketing invades the privacy of an individual.</td>
<td>2. Marketing is not to be confused with manipulation. Marketing brings the challenge associated with demonstrating higher levels of moral behavior.</td>
</tr>
<tr>
<td>3. There is faculty and administrative aversion toward marketing. Faculty and administrators are suspicious of marketing.</td>
<td>3. Marketing brings the opportunity for achieving greater levels of administrative efficiency.</td>
</tr>
<tr>
<td>4. Marketing is equated to promotion or to hard selling.</td>
<td>4. Marketing is not the same as selling. Promotion is part of marketing.</td>
</tr>
<tr>
<td>5. Marketing is difficult to implement.</td>
<td>5. Marketing can improve the overall effectiveness of the institution.</td>
</tr>
<tr>
<td>6. The concepts of marketing are not adequately tested in the higher education setting.</td>
<td>6. Marketing techniques are the most important business techniques used to reach continuing education students.</td>
</tr>
<tr>
<td>7. It takes time to obtain direct feedback from your marketing efforts.</td>
<td>7. Marketing can assist administrators with the decision making efforts.</td>
</tr>
</tbody>
</table>
8. Institutions of higher education traditionally have been unwilling to exchange value for value.

9. Institutions of higher education are not administratively structured to effectively do marketing.

10. There are product concerns associated with marketing. What programs should be offered, etc.?

11. There are promotional difficulties associated with marketing. A well coordinated promotional campaign requires cooperation and effort.

12. Marketing offers higher education administrators new methods and techniques.

13. Marketing can result in good community-institution rapport.

14. The administrators of successful continuing education programs who participated in this study felt there was a positive relationship between the marketing practices they utilized and program success.

8. Marketing can help to bring about increased satisfaction of the institution's customers.

9. Marketing is the lifeblood of continuing education. It is the source of survival, if not success.

10. Marketing can lead to increased enrollment.

11. Marketing offers higher education administrators new methods and techniques.

12. Marketing can result in good community-institution rapport.

13. Marketing can lead to an institution or continuing education unit developing a client-need orientation.
Summary

At the present, the list of problems associated with marketing may seem quite long, but keep in mind that marketing for nonprofit organizations is a new phenomenon that the academic world is critically reviewing. Most of the problems associated with marketing exist because academia really does not understand what marketing is. Thus there are a lot of misconceptions associated with the term. Because faculty members and administrators tend not to view marketing in a positive light, there are problems with the implementation of marketing ideas in the academic setting. In addition, institutions of higher education are not known for their ability to adapt quickly to change and implementing marketing concepts will mean change.

Marketing calls for an outward orientation; marketing must be understood and implemented by virtually all persons in the organization if it is to be effective. In addition, higher education institutions will need to exchange value for value because the exchange relationship that exists between an organization and its valued publics is crucial in the marketing process. These requirements will cause problems, because higher education has a history of having an inward orientation; and in the past, higher education was not concerned about equal exchange relationships because of traditional goals and lack of concern for student needs. In addition, higher education institutions will need to be structured to effectively do
marketing. At the present time, marketing activities are done in most nonprofit organizations without the benefit of formal marketing positions. Once these changes are made, the list of problems associated with marketing will not seem so overwhelming.

This is not to imply that these changes will be made quickly and without conflict; however, institutions of higher education are being forced to make changes due to the increasing pressures of growing competition, dwindling financial support, and decreasing enrollments. Like it or not, the benefits associated with marketing are influencing higher education to view marketing in a more favorable light. When the benefits include increased enrollment, increased consumer satisfaction, and improved overall effectiveness of the organization, continuing education administrators can not ignore what effective marketing means for their futures. In addition, the changes institutions of higher education will need to make to effectively do marketing will not have a bad effect on continuing education, because many continuing education units already know the value of having an outward orientation. In the past, many continuing education units were self-supporting and they needed to be concerned about client satisfaction and client needs for survival.

It is true that when decisions are made regarding what programs to offer, in what manner, for whom, and for what purposes there are some ethical issues that need to be addressed. In making any type of decision, the administrator should be aware of the ramifications of his or her actions.
The same holds true when making marketing decisions. Marketing practiced by an administrator who lacks a commitment to a set of guiding ethical principles can lead to some very serious problems; however, the principles of marketing are not unethical. Just because marketing tools can be wrongly applied does not mean that the tools are without value.

It costs money to carry out many of the marketing practices, but the benefits of effective marketing can be worth the cost. In doing marketing, administrators need to be aware of cost-benefit statistics.

As effective marketing becomes more a part of higher education administration, the benefits of marketing can be further verified. Supporters of marketing believe it is the life blood of continuing education and it is the source of survival, if not success. Interestingly, every administrator of the fourteen successful continuing education programs who participated in this study reported that there was a positive relationship between the marketing practices they utilized and program success.

Finally, there are some difficult problems associated with marketing but the benefits of marketing are so important to the future of higher education that the benefits certainly outweigh the problems. This is not to say marketing is "The Answer" to all of higher education's problems. This author only suggests that marketing can be of value in the administration of higher education and is worth consideration and continued evaluation.

The marketing model for continuing education that was presented in this chapter hopefully provides the administrators a framework which
places marketing in proper perspective with the rest of the factors that tend to have a significant impact on the future of their organizations.
I am a doctoral student at The Ohio State University majoring in higher education administration and minor ing in adult education and communication. Presently I am working on my dissertation proposal. In my research I want to look at selected marketing practices utilized by successful continuing education programs. To pursue this goal I need your assistance.

Would you please take the time to identify in priority the top fifteen continuing higher education programs in the country. This list can include programs of community colleges, public, and private institutions of higher learning. In addition, please comment on any research you are aware of that has been done to identify outstanding or successful continuing education programs. Enclosed with this letter is a form you may want to use in your response and a self-addressed, stamped envelope.

Thank you for your assistance with this very important matter. Your cooperation is greatly appreciated.

Sincerely,

Paula K. Compton
Graduate Research Associate

Enc.

PKC/sgh
Top Continuing Higher Education Programs in the United States

Directions: List in priority the top fifteen continuing higher education programs in the United States. Number one is considered to be the best.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 

Comments on research done to identify outstanding or successful continuing education programs:

Thank you for your assistance!
Appendix B

Questionnaire
Questionnaire

The purpose of this questionnaire is to collect valid information about marketing practices utilized by administrators of successful continuing education programs. Please answer each question as completely as you can using your knowledge and experience with your own institution and Continuing Education Program.

Please return the completed questionnaire in the envelope provided as soon as you can. I would certainly appreciate your responding within a week if possible.

1. Name of Institution

2. Please indicate your name and the administrative title you hold at your institution.

3. What is the approximate total head count of students currently enrolled in your continuing education courses (i.e., credit, non-credit, workshops, seminars, etc.)? __________
   a. What is your current F.T.E. (Full Time Equivalency) enrollment for your continuing education courses? __________

4. Your continuing education program has been identified as being successful. For which of the following reason(s) do you feel your program is successful? (Please circle the appropriate letter(s)).
   a. Your program is respected by other institutions as shown by these institutions copying procedures and developing similar programs.
   b. Your institution initiates new and original programs to better meet the needs of nontraditional students.
   c. Your program utilized nontraditional instructional modes, such as television, radio, newspapers, and/or mail so well that nontraditional students are having their needs met through the medium(s).
   d. Your program is serving the nontraditional student through many different types of educational experiences and delivery systems.
   e. Your program has no other real competition from other institutions serving the same clientele.
   f. Enrollment in your continuing education program has steadily increased.
   g. Other (specify) ____________________________________________________________________________

5. What specific kinds of programs (courses, workshops, seminars, conferences, degree programs, etc.) do you offer which contribute to your overall program's success?
__________________________________________________________________________________________

6. Does your institution have specifically stated goals or objectives for its total continuing education mission? ________Yes ________No

7. How many people are employed on the continuing education staff?
   Hourly: full time _______ part time _______
   Salaried: full time _______ part time _______
8. How many of these staff members have previous experience or formal education in marketing (i.e., market research, advertising, promoting, public relations, product development, delivery, etc.)?

<table>
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<tr>
<th></th>
<th>Hourly:</th>
<th>Salaried:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>full time</td>
<td>part time</td>
</tr>
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</table>

9. Approximately what percentage of your continuing education budget is allocated to marketing (those activities associated with market research, advertising, promotion, public relations, product development, delivery, etc.)? (Circle the appropriate letter.)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>a. Under 5%</th>
<th>b. 5%-10%</th>
<th>c. 10%-15%</th>
<th>d. 15%-20%</th>
<th>e. Over 20%</th>
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10. How would you describe the overall commitment of your institution's faculty, administration, and staff with respect to the marketing of continuing education? Please answer for each division of personnel.

<table>
<thead>
<tr>
<th>Division</th>
<th>Faculty Commitment</th>
<th>Staff Commitment</th>
<th>Administrative Commitment</th>
</tr>
</thead>
</table>

11. What assistance does your continuing education program receive from within your institution in the development and implementation of its marketing strategies? Circle the appropriate letter(s).

| Assistance Provided                                           | a. Faculty members knowledgeable in marketing serve as consultants. | b. Faculty members knowledgeable about adult education and/or community relations work on special projects and programs. | c. Service units (e.g., admissions, financial aid, counseling, advising, etc.) that work with continuing education students give support in terms of cooperation and man hours. | d. Administrative offices assist with ideas and/or money and/or man hours and/or other resources. | e. Other (specify) ____________________________________________ | f. Do not receive assistance from other offices and/or individuals within the institution. |

12. What assistance does your continuing education program receive from outside your institution in the development and implementation of its marketing strategies? Circle the appropriate letter(s).

<table>
<thead>
<tr>
<th>Assistance Provided</th>
<th>a. Advertising agencies are utilized</th>
<th>b. Marketing consultants are utilized</th>
<th>c. Educational consultants are utilized</th>
<th>d. Business or industrial firms are utilized</th>
<th>e. Other (specify)</th>
<th>f. Do not use outside assistance.</th>
</tr>
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</table>

13. Is this assistance bought or contributed?

<table>
<thead>
<tr>
<th>Provided</th>
<th>Bought</th>
<th>Contributed</th>
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14. What is your normal pattern of response to public requests for continuing education services or programs not already offered? (Circle the letter that best describes.)
   a. Internal review (the institution examines the requests for assistance within the appropriate unit or units)—offer if possible.
   b. External review (the institution examines the requests with the client or party initiating the inquiry)—offer if possible.
   c. Internal and external review—offer if possible.
   d. No review.
   e. Other (specify)

15. Does your institution have a training program or programs to develop an orientation toward client needs in your institution's faculty, staff, and administrators who have regular contact with continuing education students? Please answer for each division or personnel.
   a. Faculty: No Yes
   b. Staff: No Yes
   c. Administrators: No Yes

16. In selecting which continuing education programs and services to offer, do you use a priority ranking system employing specific quantifiable (performance) criteria?
   Yes No
   If yes, describe the quantifiable (performance) criteria used.

16a. In selecting which continuing education programs and services to reject, do you use a priority ranking system employing specific quantifiable (performance) criteria?
   Yes No
   If yes, describe the quantifiable (performance) criteria used.

17. Please read the following statements carefully and indicate whether your continuing education program does what is stated.
   The continuing education program for which you are an administrator:
   a. defines its product as lifelong learning for the whole person
   b. tries to serve the social needs of the students
   c. tries to serve the emotional needs of the students
   d. tries to serve the political needs of the students
   e. tries to serve the vocational needs of the students
   f. tries to serve the intellectual needs of the students

18. Do you design specific programs or delivery systems so that they will appeal to a particular group or organization? Yes No
   If yes, what percent of your total program offerings are directed toward special audiences? %

19. Do you develop different promotional campaigns for the various groups you try to reach? Yes No
20. Do you see marketing as the same thing as "hard" selling? ____________Yes ____________No

21a. About how often in a three year time span is each of the following procedures and methods used by your institution to determine client or client group needs when you are deciding which service or program to offer?

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Interviews with clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Meetings with college/university faculty and staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Analysis of needs created by current and anticipated changes in economic, political, and social conditions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

21b. For your institution, which methods or procedures would you rank as the three most effective? (Use one to indicate the most important and three as the least important of the three ranked types.)

22. Which of the following best describes the policy your institution follows in selecting and providing continuing education programs? (Circle only the one letter that best describes.)

a. We select those service programs which take advantage of the resources of our institution.

b. We try to offer any program that is requested by our publics.

c. We attempt to offer at least one program for each academic discipline in the institution.

d. We leave it up to the individual faculty members to offer programs they feel are needed.

e. Our continuing education offerings are largely determined by what grants and contracts we are able to obtain from foundations and state and federal government.

f. Other (please explain)__________________________

23. In selecting particular continuing education programs to offer your clients and client groups, do you take into consideration the offerings of other educational institutions and those of the private sector? ____________Yes ____________No

If yes, please describe the effect this has on your choice of program offering.

________________________________________________________________________

24. Please identify the title of your institution's highest ranking continuing education administrator.

Title: ____________________________
20. Do you see marketing as the same thing as “hard” selling? ___Yes ___No

21. The following list identifies types of procedures and methods you may use to determine client or client group needs when you are deciding which services or programs to offer.

21a. About how often in a three year time span is each of the following procedures and methods used by your institution to determine client or client group needs when you are deciding which service or program to offer?

<table>
<thead>
<tr>
<th>Method</th>
<th>Usually</th>
<th>Sometimes</th>
<th>seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Interviews with clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Meetings with college/university faculty and staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Analysis of needs created by current and anticipated changes in economic, political, and social conditions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

21b. For your institution, which methods or procedures would you rank as the three most effective? (Use one to indicate the most important and three as the least important of the three ranked types.)

21c. What evidence of effectiveness did you use in ranking the methods or procedures used to determine client or client needs?

22. Which of the following best describes the policy your institution follows in selecting and providing continuing education programs? (Circle only the one letter that best describes.)

a. We select those service programs which take advantage of the resources of our institution.

b. We try to offer any program that is requested by our publics.

c. We attempt to offer at least one program for each academic discipline in the institution.

d. We leave it up to the individual faculty members to offer programs they feel are needed.

e. Our continuing education offerings are largely determined by what grants and contracts we are able to obtain from foundations and state and federal government.

f. Other (please explain)__________________________________________________________

23. In selecting particular continuing education programs to offer your clients and client groups, do you take into consideration the offerings of other educational institutions and those of the private sector? ___Yes ___No

If yes, please describe the effect this has on your choice of program offering.

________________________________________________________________________

24. Please identify the title of your institution’s highest ranking continuing education administrator.

Title: ________________________________________________________________
25. This person reports to whom? (Circle the one letter that best describes.)
   a. Institution's President  d. A Dean who reports to an Assistant Vice-President
   b. A Vice-President  e. Other (specify)__________________________
   c. An Assistant Vice-President or Dean

25a. Does this ranking continuing education administrator have the responsibilities of coordinating all the continuing education activities offered by your institution? ___Yes ___No

26. Does your institution have any of the following positions?
   a. A Director of Marketing Services (a middle-level marketing executive)? ___Yes ___No
   b. A Marketing Vice-President (a top-level marketing executive)? ___Yes ___No

27. Does your continuing education unit have a specific information system to keep it aware of its changing social, political, and economic conditions and circumstances? ___Yes ___No
   If yes, please describe major features.
   ________________________________________________________________
   ________________________________________________________________

28. Does your continuing education unit periodically review its available resources (programs, services, communication channels, personnel, facilities, funds, etc.)? ___Yes ___No
   If yes, how often is this done? (Circle the one letter that best describes.)
   a. Continuously (after each program)  c. Infrequently (every 2 or 3 years)
   b. Periodically (annually)  d. Other (specify)__________________________

29. Does your continuing education unit periodically review its objectives? ___Yes ___No
   If yes, how often? (Circle the one letter that best describes.)
   a. Continuously (after each program)  c. Infrequently (every 2 or 3 years)
   b. Periodically (annually)  d. Other (specify)__________________________

30. Does your continuing education unit take the initiative in determining what the people in your state and/or community want in the way of educational services and programs? ___Yes ___No
   If yes, how often? (Circle the one letter that best describes.)
   a. Continuously (after each program)  c. Infrequently (every 2 or 3 years)
   b. Periodically (annually)  d. Other (specify)__________________________

31. Do you attempt to increase the attendance to or utilization of any of your services or programs by offering them at locations other than your campus? ___Yes ___No

32. Do you ever consider the activities of your job as marketing a product? ___Yes ___No
   If yes, what are some of the problems and benefits associated with marketing?
   Please explain problems ____________________________________________
   ________________________________________________________________
   ________________________________________________________________
33. The following list identifies methods of how a continuing education unit can obtain evaluation data from its clients as to the adequacy of the services performed and programs offered.

33a. About how often is each of the following methods used by your continuing education unit to obtain evaluation data? (Circle one response code for each item.)

<table>
<thead>
<tr>
<th>Method</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course enrollment figures</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mail surveys</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Telephone surveys</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Interviews</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Course evaluations completed by students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Teacher evaluations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

33b. For your continuing education unit, which method would you rank as to the three most effective? (Use one to indicate the most important and three for the least important of these three ranked types.)

33c. What evidence of effectiveness did you use in ranking the methods your continuing education unit uses to obtain evaluation data from clients as to the adequacy of the services performed and programs offered?

34. How does your continuing education unit try to meet its public's demands for services and programs in this period of seemingly continual change? (Circle the appropriate letter(s)).

a. by the periodic improvement of its services and programs
b. by the elimination of some of your present services and programs
c. by the addition of new services and program offerings
d. by offering the same services and programs but updating the promotional material such as brochures
e. Other (specify)__________________________

35. What, if any, pricing allowances or discounts are made for enrollment in your continuing education courses? (Circle the appropriate letter(s)).

a. Family enrollment rates
b. Group (business/industrial firms, governmental agencies, fraternal/civic/professional organizations) enrollment rates
c. Weekend or late evening enrollment rates
d. Rates for enrollment in more than one course
e. Co-sponsorship discounts
f. Senior citizen discounts
g. Other (specify)__________________________
h. Do not use pricing allowances.
36. What methods of delivery, other than on campus, does your continuing education programs employ? (Circle the appropriate letter(s)).

a. On location (factory, school, office building, etc.)

b. Television

c. Radio

d. Newspapers

e. Correspondence

f. Other (specify)

37. The following list identifies methods of promotion which may be used by your institution to inform the people within your area of continuing education programs. (Circle one response for each item.)

<table>
<thead>
<tr>
<th>Method</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper advertisement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Newspaper news story</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Television advertisement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Television news story</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Radio advertisement</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Radio news story</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>College catalogue</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Course schedule for the college term</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Information flyer concerning services and programs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Individual flyers for specific programs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Poster</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Information put on door knobs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Billboard</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Talk given about courses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Announcement at a meeting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Information request by letter/telephone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

37a. About how often is each of the following methods used by your institution to inform the people within your area of continuing education programs? (Circle one response for each item.)

37b. For your institution, which methods would you rank as the top five most effective? (Use one to indicate the most important and five for the least important of these five ranked types.)

38. In your opinion, what do you do for your continuing education program that is most effective in getting people to participate in your program?

38a. What evidence do you have that these activities are effective in getting participation in your program?
39. In your opinion, what is the relationship between the marketing practices you use and the success of your continuing education program?


39a. What evidence do you have that there is a relationship between the marketing practices you use and the success of your continuing education program?


40. Please read the following statements carefully and indicate whether you utilize these practices in promoting your continuing education program.


41. What activities should your continuing education unit be doing that it is not presently doing to more effectively carry out your continuing education mission?


THANK YOU FOR YOUR ASSISTANCE.
Appendix C

Letter to Study Population
This letter comes to ask your assistance for Ms. Paula Compton, a candidate for the Doctor of Philosophy degree in Higher Education Administration at The Ohio State University. Ms. Compton proposes a study with a focus on marketing practices utilized by administrators of successful continuing education programs. The research design provides that copies of a questionnaire be sent to fifteen administrators of successful continuing education programs of community, private, and public institutions of higher education. Your program was selected after scholars, educators, and administrators of adult education were asked to identify the top continuing education programs in the country.

The subject of this research is important, and the report of the findings should be of practical interest to administrators of continuing education programs. Since the success of the project depends upon the cooperation of you and other administrators included in the study, your support is of great importance.

In about two weeks, you will be receiving a questionnaire from Ms. Compton. If you do not wish to participate in this study, please let me know so that I can pass that information on to her.

Thank you very much for a kind and favorable response to this request.

Sincerely,

Lonnie W. Wagstaff
Chairperson, Academic Faculty of Educational Administration
Appendix D

Sample of Table Design
Table 1
Name of Table

<table>
<thead>
<tr>
<th>List of Items for Analysis</th>
<th>Public (N=__) Response Category*</th>
<th>Private (N=__) Response Category*</th>
<th>Community (N=__) Response Category*</th>
<th>Chi-Square</th>
<th>Chi-Square Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A f % B f %</td>
<td>A f % B f %</td>
<td>A f % B f %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Response Category: A__, B__, etc.

#Significant at the .05 Level
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sity, February 1975. Memphis, Tenn.: Center for Study of

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gram." In Paul K. Preus, ed. Marketing Continuing Higher
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sity, February 1975. Memphis, Tenn.: Center for Study of

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