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MARKETING IN NON-PROFIT HIGHER EDUCATION

DISSERTATION

Presented to the Graduate Council of the  
North Texas State University in Partial  
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

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The problem of this study was to determine the status of marketing activities among four-year, publicly-controlled institutions of higher education in the United States. A survey was conducted of all 549 four-year, publicly-controlled institutions listed in the 1980 Education Directory.

Questionnaires were mailed to those administrators whose titles implied public relations responsibilities. This group of respondents was presumed to comprise the individuals who were most likely to be knowledgeable about marketing activities in their institutions. Responses were received from 364 (66.3 per cent) of the officers, who represented 364 institutions from 49 states.

Conclusions of the study included the following:

1. (a) In business, the greatest importance was given to consumers (buyers), but in education students (buyers) were not given the greatest importance among institutional publics.

(b) Institutions which were facing declining enrollments considered students most important.

(c) Subjects with educational backgrounds in marketing considered students as their most important publics.

2. Officers used television, radio, and newspapers for advertising purposes, sometimes on a daily basis.

3. Major problems were ranked in the following order: (a) scarce financial resources, (b) collection of private donations, (c) competition with other institutions, (d) declining enrollments, and (e) public restrictions on promotional spending.

4. Marketing activities were widely employed by all institutions, but on most campuses "systems" of comprehensive marketing did not seem to exist.

5. Large institutions with large budgets were involved in more marketing activities and promotional spending than were smaller ones.

6. Public relations officers were usually the officials primarily responsible for marketing their campuses.

7. Ninety-five per cent of the subjects did not have major marketing educational backgrounds.

8. The majority of institutions had state government restrictions on spending public funds for marketing purposes. For the majority of subjects, however, no legal restrictions existed on the use of "marketing" in the title of a public relations office.

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## CHAPTER I

### INTRODUCTION

All publicly-controlled higher education in the United States is provided by non-profit institutions (7, p. xxx). The 1980 edition of the Education Directory, published by the Department of Health, Education, and Welfare, shows a list of 549 publicly-controlled, four-year institutions of higher education in the United States. The purpose of this study was to analyze the marketing activities of this group of 549 institutions.

In the United States higher education has traditionally been regarded as an activity in the public interest (10, p. 2). A university, however, serves various "publics." A public can be defined as an

. . . individual or group related to the educational institution . . . These people are linked to the college psychologically or economically. They are affected by the college's programs, staff, and students, and they, in turn, have an effect on the institution's operations and advancement (11, p. 5).

An institution's publics can be classified into two major categories, internal and external. Internal publics of the institution include students, faculty, staff, and administrators. External publics include such groups as parents, taxpayers, voters, legislators, alumni, and

prospective future students. Through communication a university seeks to reach its publics with appropriate messages and to obtain and interpret their reactions to those messages. Institutions that establish mutually satisfying exchange relations with their key publics will fare better than less responsive institutions (2, p. 24). The relationships of institutions with their publics have become more important than they were in the past because education in general is now facing serious problems such as declining enrollments and shortages of funds (8, pp. 25, 62).

Effective communication can help to convey the nature of an institution's problems and how its publics can help it to solve those problems. When an institution's relationships with its publics are not good, a state of confusion and frustration is likely to exist. The publics can vote against a proposal, withhold funding, send their children to some other school, and in other ways express negative opinions of the institution.

One way to learn more about an institution's relationships with its various publics is to conduct a study of marketing activities (10, p. 400). Higher education has historically avoided marketing because of the negative image of marketing techniques as tools used by businessmen or politicians to manipulate public attitudes (10, p. 401). An institution serves its markets, however, in

the same way that a business does. The persons who are responsible for marketing activities in businesses can easily be recognized, but who is designated to manage these activities in higher education institutions is not yet clear.

A computer search revealed that, as of February, 1981, no single study was available on marketing activities of "four-year, publicly-controlled" higher education institutions in the United States. It is the premise of this study that, just as marketing is essential to the development of profit-seeking businesses, so might it be useful for non-profit institutions of higher education. It will thus be important to examine the possibilities of marketing that can be drawn from the business world and to determine in what ways and to what extent they are or might be used in American four-year, publicly-controlled educational institutions.

Kotler, in Marketing for Nonprofit Organizations, provides the following definition of marketing:

Marketing is the analysis, planning, implementation, and control of carefully-formulated programs designed to bring about voluntary exchange of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offerings in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets (4, p. 5).

Kotler's definition is a useful basis for this study for several reasons. First, Kotler characterizes marketing as a managerial process involving analysis, planning, implementation, and control; and this managerial process is used in higher education. Marketing can also be viewed as a social process which identifies needs of society. Second, marketing involves carefully formulated programs which provide direction for the organization. In education it could influence decisions to provide instruction, research, or service. Third, marketing attempts to bring about voluntary exchanges of values. An institution seeking students, for example, may be led by such exchanges to offer off-campus courses that are appealing to potential students. Fourth, marketing involves selecting target markets. In education it could lead to decisions to focus attention on male or female, younger or older, or veteran students. Fifth, the organization's products or services should be formulated primarily in terms of the target market's wants and needs. In education, this approach considers, for example, the students' need to obtain appropriate education to qualify for desired types of employment upon graduation. Sixth, marketing involves the use of several tools comprising the so-called marketing mix: product, place, price, and promotion. These elements are often recognized as the "Four P's" of marketing, although most



of the time the public equates marketing only with selling and advertising (4, p. 7).

With respect to higher education, the "Four P's" of marketing can be defined in the following terms:

1. Product. Product planning is the starting point for the entire marketing program in an organization. The product might be an economic good or service. Institutional products can include courses, program packages, degrees, research, and athletics. A business can have a product such as an overhead projector; an institution can have a product such as a special program designed to meet the needs of students in continuing education.

2. Place. Place (distribution) is as important to an educational institution as it is to a business (1, p. 38). "The importance lies in making educational services available [to students] at the time and location desired" (1, p. 38). Institutions offer courses at many different times and locations. Remote television outlets and off-campus courses can be cited as important distribution efforts of some institutions.

3. Price. Pricing should be given consideration when marketing strategies are developed for institutions. "The pricing of educational services differs greatly from the pricing of industrial goods, since the educational institution seeks to maximize the advancement of knowledge and to meet certain needs of society" (5, p. 12). Education

is a multi-price system, the basic pricing problem being that of establishing tuition and scheduling costs (i.e., per hour cost to the student). Thus, pricing is a major consideration which is equally important in businesses and in educational institutions.

4. Promotion. "In the realistic market-place, perfect competition does not exist. Under conditions of imperfect, or monopolistic competition, with product differentiation, non-rational behavior, and less-than-complete market information, promotional activities are essential" (12, p. 495). Promotion attempts to increase the demand for the firm's goods and thereby to increase its total revenue (5, p. 14). In education, promotion may be aimed at increasing enrollment and donations and at securing other kinds of public support for the institution. Competition among institutions has made it necessary not only to develop better programs, but also to communicate more effectively, just as businesses have developed upgraded communication programs.

As mentioned earlier, higher education is currently facing some serious problems: declining enrollments, tight financial conditions, and fewer private donations. To solve these problems, public support is of vital importance, but such support will not appear until the public is satisfied by the education industry. To understand

institutions' operations, an analysis of marketing is necessary so that current situations can be analyzed according to the marketing mix model (product, place, price, and promotion). This procedure can provide information about the state of the art of marketing in higher education. The proposed study was intended to provide such an analysis of marketing activities in higher education. It can aid research in marketing in and for higher education by identifying marketing activities which may then be studied in detail in order to determine their effectiveness.

#### Statement of the Problem

The problem of this study was the determination of the status of marketing activities among four-year, publicly-controlled higher educational institutions in the United States.

#### Purposes of the Study

The purposes of the study were the following:

1. To determine what four-year, publicly-controlled institutions identified as their important publics or markets.
2. To determine how such institutions established relationships with their publics.
3. To determine which of the following were identified by the institutions as major current problems and how they ranked them in order of importance:

- a. Declining enrollments.
- b. Shortage of funds.
- c. Collection of less money through private donations.
- d. Public restrictions on spending.
- e. Institutional competition.

4. To describe marketing activities of American four-year, publicly-controlled higher education institutions.

5. To compare institutions of higher education with respect to marketing activities when the institutions were categorized as follows:

- a. By enrollment.
- b. By total budget size.
- c. By amount of total private donations collected.
- d. By institutional competition.

6. To identify the persons most responsible for the institutions' marketing operations.

7. To describe the responsible persons' educational backgrounds, work experiences, and marketing backgrounds.

8. To determine whether government regulations and restrictions were believed to affect institutions' marketing activities.

## Background and Significance of the Study

### Background of the Study

Facts and figures published in the Projections of Education Statistics through 1985-1986 for four-year, publicly-controlled institutions should receive special attention from higher education administrations (8, pp. 1-14).

Higher education currently faces four major sources of pressure: decline of public financial support, decline of enrollment, decreasing private donations, and competition from new institutions. Some facts regarding these four problems are presented below.

Financial support.--Since 1968, revenues from federal sources have constituted a decreasing proportion of total current funds available to colleges and universities. To balance institutional budgets, state contributions have increased to higher levels than in the past; for example, they rose from 4.1 per cent in 1965-1966 to 5.3 per cent in 1978-1979 (8, p. 62), but direct local aid was proportionally lower (see Figure 4, Appendix E, p. 194).

Enrollment.--In 1968, a total of 584,000 students were enrolled in four-year, publicly-controlled institutions in the United States. An increase of up to 1,082,000 students is anticipated in 1982, but this number is then expected to decline to a projected 1,052,000 in 1985. These predictions indicate a net decrease of 30,000

graduates within three years (8, p. 25; see Figure 5, Appendix E, p. 195).

Private donations.--In private institutions, 15 per cent of the total budget currently (1979) comes from private donations, but only 3 per cent of the total budget for publicly-controlled institutions is derived from this source (6, p. 133; see Figure 6, Appendix E, p. 196).

New institutions.--The establishment of new educational institutions causes more financial difficulty when total enrollments and financial support are already declining. In 1969-1970, a total of 2,836 higher education institutions of all kinds were operating in the United States; at the end of 1979-1980, however, there were 3,190 such institutions (7, p. xxviii). Thus, a total increase of 354 new institutions took place in a ten-year period, despite a decrease in institutional average enrollment and financial support. This increase in the number of institutions, in combination with the declining numbers of students available for enrollment, tends to create increased competition both among existing and new institutions (see Figure 7, Appendix E, p. 197).

#### Significance of the Study

Research in marketing for non-profit organizations is needed to reveal its actual and potential value for institutions of higher education. Identification of

activities can help focus this research. Marketing is a fast-growing concept which is now receiving a great deal of attention from the non-business world. In 1970, two professors, Philip Kotler and Sidney J. Levy, from Northwestern University, brought to the attention of the public the broadening of the concept of marketing. Only a few books, however, are available about marketing for non-profit organizations. A small number of articles appear again and again in different books, and some doctoral dissertations have been written on the subject. A February, 1981 search of Comprehensive Dissertation Abstracts revealed only eight entries about marketing for non-profit organizations; the earliest was published in 1969 and the most recent in 1979.

A computer search of the Educational Resources Information Center (ERIC) revealed 90 entries about marketing for non-profit organizations under the heading "education journals" and 71 entries under the heading "education documents." A third computer search was conducted under "ABI/information" and "business data base," but only nine entries appeared there. No comprehensive study of marketing activities of four-year, publicly-controlled higher education institutions alone was found. Thus, the current study is the first of its kind encompassing all 549 four-year, publicly-controlled institutions of higher education in the United States. Its focus is public

relations officers, based on the assumption that they were likely to be the persons responsible for marketing in non-profit organizations. This study is significant in that it accomplishes the following objectives:

1. Identifying what institutions considered to be their important publics.
2. Determining what channels of communication institutions used to contact their publics and which of these channels they considered most important to establish effective relationships.
3. Revealing the problems faced by selected institutions and determining which ones marketing might help to solve.
4. Developing lists of marketing activities used by institutions and ranking these activities according to their current levels of utilization.
5. Determining whether the number of marketing activities utilized by institutions was different when they were experiencing increases in enrollment, budget, donations, and competition from when they were experiencing decreases in these areas.
6. Identifying the titles of the individuals who performed public relations functions in higher education.
7. Determining what professional and academic qualifications public relations officers had to help them solve education problems through marketing.



8. Determining the extent to which institutions were obligated to consider government regulations before they could become involved in marketing activities and determining whether institutions were restricted in marketing activities.

Marketing is presently being given attention by institutions of higher education as a means of managing in light of declining enrollments and financial stringencies. In the case of declining enrollments, an institution may examine its existing programs and develop procedures for marketing them in order to minimize its difficulties. On the other hand, an institution might, in light of declining enrollments for its existing programs, seek to diversify its programs to meet new market possibilities. In either case, marketing has a significant part to play, actually and potentially, in confronting higher education difficulties. The significance of this study is that it is the first analysis of marketing activities in four-year, publicly-controlled institutions of higher education. As such, it gives a description of marketing, broadly considered, in non-profit higher education.

#### Basic Assumptions

1. It was assumed that public relations officers in institutions of higher education were the individuals most likely to know about those institutions' marketing activities.

2. It was assumed that each subject would provide accurate information for the study.

#### Limitations

The process under investigation is extremely complex. The study provided no means of controlling in advance for proportionate numbers of institutions by enrollment trends, private donations collected, restrictions imposed on marketing activities, and general public relations budgets; thus, some categories might not represent statistically desirable quantities.

#### Definition of Terms

The following terms will have restricted meanings and are thus defined for this study.

##### Marketing--

Marketing is the analysis, planning, implementation, and control of carefully-formulated programs designed to bring about voluntary exchange of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offerings in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets (4, p. 5).

Marketing activities--the terms "marketing activities" and "marketing practices" are used interchangeably in this study. "Marketing activities" are any or all of those activities used by an institution to improve its publics'

perception of it, and thus to enhance enrollment and financial circumstances.

Public relations officer--

The senior administrative official responsible for public relations programs. Functions typically include public, legislative, and community relations and information office functions; may include alumni relations and publications. Usually reports to the chief executive officer (7, p. 530).

Director of information office--the director of an information office

Directs the provision of information about the institution to students, faculty, and the public. Functions typically include news media relations, preparation and review of news releases and photographs, and preparation and distribution of newsletters, information bulletins, magazines, and other publications. Reports to the chief public relations officer (7, p. 530).

Chief development officer--the chief development officer is

The senior administrative official responsible for programs to obtain financial support for the institution. Functions typically include design, implementation, and coordination of programs for obtaining annual, capital, and deferred gifts from alumni foundations and other organizations; coordination of volunteer fund-raising activities; and related records and reports. In the absence of an organizational co-equal specifically assigned to the function, may have responsibility for public relations, alumni relations, and information office activities. Reports to the chief executive officer (7, p. 531).

Population and Procedure for Collection  
of Data

Population

The population of this study consisted of the four-year, publicly-controlled higher education institutions listed in the Directory of Education published in 1980 by the Department of Health, Education, and Welfare. The source listed 549 such institutions in the United States. Subjects for this study were public relations officers (chief public relations officers, directors of information offices, and chief development officers). One problem arose in connection with the total population of this study: all 549 institutions did not have public relations officers. Fifty-three of the subjects were chief development officers, whose job was similar to that of a public relations officer (see definitions), and 86 institutions had neither public relations nor chief development officers. To fill this gap, questionnaires were sent to the chief executive officers (presidents) of these institutions. No list was available which could be used to mail the questionnaires, so an extensive page-by-page search of the Education Directory revealed the information presented in Table I. From that information a list of all 549 subjects was developed.

TABLE I  
BREAKDOWN OF TOTAL POPULATION BY  
TITLES OF SUBJECTS

Title	Number of Subjects
Chief public relations officer . . . . .	240
Director of information office . . . . .	170
Chief development officer . . . . .	53
President . . . . .	86
Total . . . . .	549

#### Selection of Population

All 549 four-year, publicly-controlled institutions of higher education were sent the questionnaire used in this study. The Education Directory listed current enrollments of these institutions; using these figures, institutions were classified by size in five categories. Table II shows the number of institutions in each of these enrollment categories.

#### Development of the Questionnaire

The questionnaire for this study was developed from the related literature about marketing and higher education. The instrument consisted of questions representing the purposes of the study. A comprehensive search of related studies was made, and the questionnaires in these studies were reviewed before the questionnaire for this study was developed. Personal conferences were arranged

TABLE II  
 BREAKDOWN OF TOTAL POPULATION BY  
 ENROLLMENTS OF INSTITUTIONS

Size	Enrollment	Number of Institutions
Very small	0-999	37
Small	1,000-3,999	164
Medium	4,000-9,999	172
Large	10,000-27,999	147
Very large	28,000-over	29
Total		549

with current and past public relations officers of North Texas State University and Texas Woman's University and with current marketing department chairpersons at both universities concerning the selection of items for the questionnaire. Statistical advice regarding the questionnaire was also sought from authorities in that field.

#### Validation of the Instrument

The instrument was developed in such a way that it would elicit, to as great an extent as possible, plausible answers related to the research questions. A review of other related instruments was conducted (1, pp. 147-148; 3, pp. 171-172; 5, pp. 139-172; 9, pp. 201-214), but none

of them was appropriate for this particular study. Thus, the nature and scope of this study required the design and development of an instrument which would better provide the desired data. The content validity of the instrument was established through review by a panel of experts. The following procedures were fulfilled before the questionnaires were mailed to prospective subjects.

A panel of five experts, all professors in the fields of higher education administration, educational research, and marketing, were given copies of the instrument so that they could make suggestions about its design and validity. Necessary modifications in the instrument were made based on these recommendations from panel members.

#### Collection of Data

Data for this study were collected by means of the instrument described above. The total scope of needed information was to be gained through thirty questions. Five of these questions were not mailed to subjects since the information pertinent to them was available in the Education Directory and was compiled by the researcher; thus, twenty-five questions were sent to the subjects. It was estimated that no more than ten minutes would be required for respondents to answer these questions. Subjects were requested to return the questionnaires by

mail, and stamped, return-addressed envelopes were provided for this purpose.

In order to provide anonymity of responses, subjects' names were not requested. A code number, however, was assigned to each questionnaire in order to enable follow-up letters to be sent.

#### Procedure for Analysis and Presentation of Data

The responses from the subjects were analyzed by computer. The survey questionnaire was designed to eliminate a key-punch work sheet, and the data could thus be directly key-punched on computer cards.

This study concerned only four-year, publicly-controlled institutions, but it included comparisons made among subgroups of these institutions as categorized according to enrollment, total budget, total private donations collected, and institutional competitive situation. Information collected by the questionnaires for this study was descriptive in nature. For this reason, percentages, ranks, and means were calculated only to make possible an analysis of responses from the total population. All information collected is presented in tabular form and analyzed in Chapter IV of the study.



### Organization of the Study

This report of the study is divided into five chapters. Chapter I presents a general background of the study, Chapter II is a review of the related literature, and Chapter III is a description of the procedures for the collection of data. Chapter IV contains the analysis of collected data and findings of the study, and Chapter V presents an overall summary, conclusions, unanswered questions, and recommendations for future research.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

Institutions of any kind can be classified into two major categories, (1) profit-making and (2) non-profit-making. Many similarities and dissimilarities are to be found between these two kinds of institutions. The key similarity is that they are run by people and for people (14, p. 131). Operating the institution requires management skills for which executives are paid. The key dissimilarity is that one type of institution strives to make a profit and the other does not. "Business" will be used in the following study to refer to profit-making institutions, and "non-business" will be used to refer to non-profit-making ones.

For business, profit is a tool to measure performance. If a business makes money, government, shareholders, owners, and employees feel comfortable and look forward to receiving their share of the profits. If a business is not making money, it may soon fail. In the case of a non-profit-making venture, on the other hand, no single tool like "profit" exists to measure the performance of the enterprise. The criterion to measure the performance

of a non-business entity might be satisfied customers or users. To satisfy customers or users, non-businesses employ different practices and activities, some of which can be directly or indirectly connected to marketing.

This chapter offers a review of related literature concerning the use of marketing activities in non-profit institutions of higher education in the United States.

Specific areas to be covered are the following:

1. Shifting of education from a seller's to a buyer's market
2. The rise of non-profit marketing
  - a. Related dissertation research
  - b. Concluding note on research
3. Barriers to non-profit institutional marketing
4. Total marketing planning and institutions
  - a. Market analysis
  - b. Consumer analysis
  - c. Competition analysis
  - d. Marketing mix (Four P's) analysis
5. Marketing activities in higher education
6. Marketing personnel in higher education
7. Problems in marketing activities
8. Summary

### Shifting of Education from a Seller's to a Buyer's Market

Currently, in most nations around the world, the "education industry" (22, p. 133) is still a seller's market, just as it was here in the United States during the 1960s (27, p. 38). In a seller's market, the seller has control because his products, due to great demand, are in short supply. The education industry in Third World countries is now functioning in this type of environment. Many students in these countries cannot gain entrance to colleges or universities; instead they must study abroad because higher educational institutions in their homelands are overcrowded and do not have room to accommodate more applicants. In contrast, Peter Drucker (27), David Barton (4), Maureen Mackey (33), Paul Hugstad (20), Edward O'Brian (41), Fred Crossland (12), Thomas Huddleston (19), and other authors share the opinion that American higher education has altered from a seller's market to a buyer's market. Supply has exceeded demand, and marketing has thus become more obviously necessary for American colleges and universities.

When "many colleges and universities in the mid-1970s [found] themselves caught in what might best be described as the 'over and under dilemma'--over-staffed, over-built, overly-scheduled with programs and courses, and under-financed and under-enrolled" (8, p. 8; 21, p. 148), the

task of the American educational system became very challenging and demanding. The "practice [of] the marketing concept, which is based on the fundamental belief that planning, policies, and operations should be oriented toward the customer (i.e., the student)," grew increasingly crucial. "This means that customer wants must be determined" (46, p. 3). Determining these wants and matching offerings to them, however, is a complicated undertaking:

In its true meaning, . . . marketing deals with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place (29, p. 381).

To understand a buyer's market, it is important to have firsthand knowledge of the subjects of marketing. Kotler's view is that all organizations perform marketing activities, whether they know it or not, and those individuals who know it will probably do it better than those who do not. Marketing activity in colleges could begin with "searching for prospects (students), developing products (courses), pricing them (tuition and fees), and promoting them (college catalogs)" (27, p. 41). In the words of Huddleston, "Marketing implies awareness, prognosis, prescription, interpretation, tactics, and evaluation" (19, p. 215). Huddleston further states that the nucleus of all marketing activity seems to evolve around serving a given public.

A public consists of potential consumers, i.e., potential buyers or users. A marketer sells to a buyer whenever the buyer is ready; no one can sell anything to anyone unless the buyer is ready to purchase it. Rom J. Markin concurs with this idea, stating that "the consumer cannot be controlled or manipulated in any mechanistic sense" (24, p. 76). Drucker expresses a similar opinion in the declaration, "The aim of marketing is to make selling superfluous. The aim of marketing is to know and understand the customer so well that the product or service fits him and sells itself" (13, p. 64).

If an institution wants to obtain more than its market share from the pool of students, it must satisfy its customers more than other institutions can satisfy them. If an institution receives decreasing numbers of inquiries, decreasing numbers of applications, decreasing proportions of admitted students actually registering, and decreasing enrollments and donations, either it is facing a buyer's market (45, p. 7) or some other schools are performing more effectively and acquiring that institution's share of students; both of these situations may, of course, exist at the same time.

#### The Rise of Non-Profit Marketing

The word "marketing" has traditionally been recognized as a business term. Among all the business functions,



such as financial management, accounting systems, personnel administration, computer science, and management, marketing was the last to come to non-profit education (27, p. 38); and even now it is not easy to talk about marketing for colleges and universities. John A. Lucas, in New Directions for Higher Education: Developing a Total Marketing Plan, observes:

The term "marketing" is anathema to many in post-secondary education. Paradoxically, the education goal of seeking truth does not, in many cases, apply to understanding or accepting non-profit marketing, which is too often seen as a commercial tool that is used to deceive, pressure, intimidate, and, of course, demean the post-secondary education enterprise. Nothing could be further from the truth, and, in fact, non-profit marketing may be the method which will lead to the internal changes and external services needed by post-secondary institutions in the 1980s and beyond. It must be examined and used not primarily for self-interest, but for the good of those served and those to whom the institutions owe their very existence (32, p. 1).

Lucas further explains that the role of non-profit marketing at a college or university is that of making a case for its existence in the present and in the future (32, p. 1). According to A. R. Krachenberg,

A major operational activity that still remains largely unappreciated by higher education, however, is marketing. The term "marketing" to most people connotes an activity peculiar to the business world alone. To many, it is synonymous with selling and advertising. To the contrary, it is a pervasive societal activity that every kind of organization is engaged in, and generally must engage in (29, pp. 369-370).

Leonard Berry and Bruce Allen have expressed some concern about non-profit marketing:

To be sure, effective marketing is no more a panacea for institutions of higher education than it is for industry. Rather, the point is that effective marketing management in colleges and universities, now that the golden era has passed, has become crucial (7, p. 31).

Krachenberg, Kotler, and Levy seem positive that universities and colleges are engaged in marketing activities, although they might not recognize them as such (28, p. 11; 29, p. 369). Krachenberg more specifically points out:

Right now, for example, every college and university is carrying on some amount of marketing activity. . . . the term "education" is being marketed . . . similarly, a university is engaged in marketing activity when it solicits its alumni, when it looks at the state legislature, and even when a member of the faculty puts together a research proposal (29, p. 370).

Kotler feels that the time has come for marketing to be accepted by non-profit organizations:

At the present time, the marketing idea is beginning to attract the interest of administrators in the third sectors. This is evidenced by the growing literature on college, hospital, and other third sector marketing, as well as by increased attendance at specialized marketing conferences for non-profit organizations (27, p. 44).

Patrick E. Murphy also sees the same change in the attitudes of universities toward the utilization of marketing:

Universities have recently discovered marketing. In an era of already declining enrollments and a dwindling supply of "college age" young people, colleges and universities are increasingly turning to marketing techniques successfully employed in the commercial private sector. Many institutions have altered their educational "product" to appeal to different segments of the market (38, p. 249).

David W. Barton, in New Directions for Higher Education: Marketing Higher Education, defines marketing in a different manner:

In short, marketing--exchanging something of value for a price, getting the right product to the right people at the right time--has come out of the college closet and into college administrative offices, board rooms, faculty clubs, and classrooms . . . Academic deans are now asking themselves, "Is this program salable?" (4, p. vii).

Some authorities, thus, feel that within the next decade marketing will be a major and welcomed function of non-profit organizations (27, p. 44). Some highly respected groups have already endorsed marketing for its use in higher education (33, p. 29).

#### Related Dissertation Research

Marketing for non-profit organizations is new, and much new research on the phenomenon is currently underway. As of February, 1981, a computer search of the Comprehensive Dissertation Abstracts revealed eight entries about marketing for non-profit organizations.

In 1969, Gurrainkonda Munaswamy Naidu (39) at Michigan State University was the first graduate student to complete a dissertation on educational marketing. His work, entitled "System Approach to the Marketing Aspects of Higher Education," was aimed at determining the factors that influence students' choice of a university (selective demand for the product--education). He found that

financial aid is an important factor, but that highly qualified students may not accept an invitation to attend a university if its educational product package is not appealing to them. Naidu's other major finding was that faculty reputation is more important at higher levels than at lower levels. The general reputation of the university and the location of the campus, however, are also important in influencing students' decisions as to which campus to attend.

In 1976, James Boyd Johnston (23) of the University of Pennsylvania completed dissertation research entitled "A Marketing Approach to Increase Foreign Student Enrollment in American Higher Education." The study analyzed enrollment trends in full-time accredited American colleges and universities. Major findings were that enrollments were declining and that universities were increasing their efforts to attract older students, part-time students, and female students. Foreign student enrollment, on the other hand, was growing at a steady rate without any concerted effort on the universities' part. Johnston also found that American schools enrolled a smaller number of foreign students as a percentage of their entire student population than did institutions in most other industrialized countries. He recommended that numbers of foreign students could be increased by using marketing

techniques such as target marketing and resource allocations, if such enrollment increases were desirable.

Three related dissertations were completed in 1977. The first of these, written by Sally E. Rand (42) at the University of Cincinnati, was titled "Marketing Post-secondary Education." The subject of this research was that of selling learning opportunities to particular clients, and its main concern was the point of contact between the institution and the potential student at the post-secondary level. This study examined marketing to determine how it could be used to the advantage of the institution, the student, and the society. Rand's research was confined to a small, two-campus undergraduate community college.

In Rand's study, several sample instruments for institutional research were developed. A marketing model was presented using three variables: institution, student, and community. The purpose was to ascertain the manner in which these variables interact, influence, and benefit post-secondary education. Rand mentioned that many people regard marketing solely as a business activity, but her research viewed marketing from a much broader perspective.

The second dissertation completed in 1977 was written by John Franklin Borst (9) at Memphis State University. The study, entitled "A Comparative Study of the Use of Selected Marketing Activities in Continuing Education,"

focused on describing the marketing activities employed in continuing education and expansion programs at institutions of higher education. This study found that

Virtually no marketing differences exist among institutions classified according to continuing education longevity, but the greatest number of marketing differences exists among institutions classified according to type, such as two-year or four-year private or public institutions (9, p. 3).

The third 1977 dissertation, by Ray J. Thurman (44) of the University of Arkansas, was titled "Current Marketing Practices and Operations of Consumer Recreation Non-Profit Organizations: A Study of the American Contract Bridge League and Survey of Its Membership." The study was designed to provide information about the American Contract Bridge League's (ACBL) consumer behavior practices. Thurman found that ACBL members were older, better educated, and had more income than the average American. Analysis of this non-profit recreational organization revealed that available market information and prior related information were generally scarce (44).

In 1978, two dissertations were completed. The first was written by Fred J. Alexander at Memphis State University, and its title was "Administrative Opinions Concerning Utilization of Marketing Strategies in the United States." The purpose of this study was to ascertain the administrative level of acceptance of marketing strategies or elements in the management of higher education

institutions (2, p. 139). The research did not reveal how marketing activities could be used to help stop declining enrollments or finances in institutions, but administrative responses disclosed general support for incorporation of marketing strategies in higher education management. Of special interest in this dissertation was the finding that 71 per cent of the respondents stated that marketing strategies were then being used at their campuses.

The second 1978 dissertation was completed by Thomas McKensie Miller (36) at the University of California at Los Angeles, with the title "Marketing Strategies in Post-secondary Education: An Analytical Examination of the Characteristics of Students Enrolled in Similar Programs at Different Institutions." The purpose of this study was to test a methodology for determining the extent and nature of differences in student populations at various post-secondary institutions. Miller hypothesized that

If significant differences could be verified and defined, market segmentation strategies might be applied to the programs in order to increase participation and/or to adopt programs more closely related to the needs of a discrete clientele (36, p. 2).

The conclusion was that educational planners should use marketing segmentation techniques in adapting programs to each institution's unique student population.

Prior to this present (1980-1981) study, the latest dissertation on marketing and higher education was

completed in 1979 by Stephen Trent Barnett (3) at Georgia State University. The title was "An Exploratory Study of Marketing Knowledge and Efficiency in a Non-Profit Organization." The purpose of this study was to determine whether a relationship exists between the operating results of a non-profit organization and its management's marketing knowledge (3, p. 2). Barnett's study did not support the idea that operating efficiency of the non-profit organization is related to the marketing knowledge of its management.

#### Concluding Note on Research

It is clear from the research described above that marketing for non-profit organizations is gaining in importance, even for students and faculty. An increasing number of dissertations have been written in this area, but because the field is so new the total group of studies available in this area remains small and the potentially important field of marketing for non-profit higher education is still largely unexplored. None of the eight dissertations cited here has investigated the following points with which this study is concerned:

1. The publics which are important to educators.
2. The media which educators prefer to use for communication.



3. The major problems which educators identify in higher education.

4. Marketing activities employed by institutions of higher education.

5. Comparison of institutions with respect to marketing activities.

6. The persons responsible for marketing activities in institutions of higher education.

7. The marketing qualifications of these persons.

8. The restrictions which these individuals face in marketing on their campuses.

#### Barriers to Non-Profit Institutional Marketing

Marketing is slowly and gradually making its way into non-profit organizations. Much opposition to this development currently exists, and will continue to exist, because marketing is associated with the business world, whereas higher education works largely in a non-profit environment and is not regarded as a business. Kotler makes the following observation: "Despite the growing interest in marketing, . . . many groups within these organizations see marketing as a threat to their autonomy or power" (27, p. 44).

Gerald H. Gaither, in New Directions for Higher Education: Marketing Higher Education, comments upon several factors relevant to some special problems in

student marketing. First, marketing for students is, in most public institutions, "forbidden by state law." A second problem in student marketing is that many faculty members are suspicious of marketing as another example of the manipulation of human behavior in modern society. Third, student marketing is a very new field and needs much research to test business tools before they can be applied or transferred to education. Fourth, due to the intangible nature of the services offered by the education industry, it is difficult to obtain feedback on services provided. Fifth, "Marketing actually has tended to be ignored until relatively recently" (17, p. 64). Even if marketing elements were in use in higher education, they were not openly recognized as marketing activities. Gaither believes that a heroic effort on the part of non-profit marketing personnel will be necessary to equip themselves with proper tools and techniques to deal with certain troublesome issues which seem to arise repeatedly when they apply marketing research in a university setting (17, p. 66).

Misunderstanding of the marketing concept for effective utilization of marketing in non-profit organizations is a matter of concern. Non-profit entities such as hospitals, colleges and universities, social enterprises, foundations, and politicians all have used marketing, but they did not necessarily realize that they were

doing so. Kotler and Levy once pointed out that "no organization can avoid marketing" (28, p. 10). The problem is that "non-business" persons treat marketing as a business concept and translate it into selling, public relations, advertising, and sometimes promoting.

In a national study of student recruitment practices, 200 colleges and universities were surveyed by Murphy and McGarrity (38). When the respondents were asked to select a "meaning of marketing," 90 per cent thought that marketing was similar to promotion. Kotler agrees with Murphy and McGarrity in suggesting that too many people identify marketing with selling and promoting (25, p. 4). If a majority of non-profit people feel that marketing is a selling and promoting activity and that education has nothing to sell or promote, they will obviously not want to bother with marketing. The other finding of the Murphy and McGarrity survey was that universities were employing many of the marketing techniques used in business, but they were not openly aware of that fact.

Lack of marketing experts in higher education is also a barrier to effective utilization of the marketing concept in education. Marketing is new to non-profit organizations, and it is also new to their personnel.

Some "alert managers" in private non-profit organizations have used marketing techniques already . . . [but] many have failed to recognize that marketing is as intrinsic to the non-profit sector as it is to the business community (43, p. 123).

Many individuals are trying to learn and to adapt to the new challenges of non-profit marketing, but among those who are traditional and conservative a gap in marketing knowledge will no doubt continue to exist for some time.

Another barrier to the use of marketing by non-profit organizations is that, although marketing may appear to be a feasible short-term solution to problems, in the long run it may have either good or bad effects. Marketing requires extended financial and ethical commitment for the future (32, p. vii). Paul Hugstad's comment clearly expresses this view: "Higher education must rethink the application of the marketing concept to its own environment, using business hindsight to avoid paying the inevitable price of an overemphasis on short-run market demands." He further states that "consumers are typically oriented toward short-run gratification rather than the long-run implications of their consumption behavior" (20, pp. 510-511). Currently, educators are attempting to apply marketing techniques on a short-term basis, and this may have favorable or unfavorable long-term results for education. When the outcome is unknown, one should be careful in applying or even recommending a new system.

#### Total Marketing Planning and Institutions

The marketing techniques most visibly borrowed by educational administrators have been in the area of

promotion, notably personal selling and advertising (11, p. 34). Schools, colleges, and universities employ marketing practices to attract more students, to improve declining enrollments, to collect more private donations, and to improve relations with their publics. The problem is that they do not openly recognize the techniques which they use as marketing activities, and most of them do not understand the total marketing concept. They traditionally relate marketing only to selling and advertising, whereas marketing practices actually encompass the total marketing concept--the "Four P's" of marketing, i.e., product, price, place, and promotion. Marketing, in simple terms, means to understand consumers' and users' choice patterns and then to provide those consumers with information about the availability of the product at the right time, at the right place, and at the right price (24, p. 380). A marketing strategy based exclusively on superselling is likely to prove ineffective (10, p. 176); in fact, "the aim of marketing is to make selling unnecessary" (24, p. 55).

For an institution to obtain the full advantages of marketing, a total marketing plan is of vital importance. All the component parts of the marketing concept--the Four P's--must be employed to create a harmonious whole so that expected outcomes can be achieved. "Unfortunately," however, as Krachenberg states, this "is often poorly

done . . . A major need, therefore, is to give universities a deeper appreciation for the value and spirit of marketing" (29, p. 370). John A. Lucas writes:

A marketing plan must be developed that embraces all elements of the total marketing concept. It must identify the marketing research needed, such as enrollment profiles, population analysis, community needs assessments, employer needs surveys, student value surveys, feasibility studies for proposed new programs, . . . curriculum evaluation survey, . . . image survey, . . . strong retention program survey . . . (32, p. 87).

The following questions constituting an analysis of a total marketing plan were devised with reference to studies by Kotler (27), Hugstad (20), and Johnson (22). Answers to these questions can provide a good total marketing picture of an institution.

Market analysis:

What business are we in?  
Where is the market?  
How large is it?  
Are we ignoring possible new markets?  
What important trends are affecting higher education?

Consumer analysis:

What are our consumers' and users' likes and dislikes?  
How do they behave?  
Who should be the market? Who are our customers?  
What are its characteristics?

Competition analysis:

Why do students attend our institution?  
Why do students leave?  
Who are our major competitors?  
What competitive advantage or disadvantage do we have over other institutions?

Marketing mix (Four P's) analysis:

What product do we have to match student need?  
What price should we charge?  
How should we distribute the product?  
How should we inform the students?

Market Analysis

Total market analysis of an institution can provide all the necessary information which is important in making good future decisions for the campus. Maureen Mackey (33, p. 29) suggests that information about the current student body of an institution, listing students by age, sex, ethnic origin, geographic area, family income, high school, secondary school grades, class ranking, and college board scores, can reveal which kinds of students are enrolled and which kinds are not. Thus, in the future the institution can focus its attention on the specific kinds of students it wishes to attract, using the research information to locate them.

Paul G. Larkin feels that "twenty years from now, colleges that are alive and growing will be consciously responsive to their constituents. This means about the same thing as doing market research. Market research will be part of the higher education picture in the year 2000" (30, p. 13). Krachenberg emphasizes that "Market research is useful in every market that the university has" (29, p. 372). Herbert C. Mudie also mentions that "Research on the characteristics of an institution's current students

is the first step in locating and successfully attracting new students" (37, p. 7).

### Consumer Analysis

Krachenberg states,

A university has many markets. While its major market group, of course, consists of its students, . . . a second major market group are its past students, the alumni. . . . Another market, especially to public institutions, is government. . . . A final group, and one that is of increasing importance today, is the public (29, p. 371).

It is important for an institution to recognize all of its publics at any given time and also to assess their relative significance (7, p. 28). As Warren Bennis has written, institutions which try to be all things to all people are "left in the unenviable position of trying to cope with all of these contrary demands half-successfully or half-heartedly or else half-starving everybody, and hence they fail to meet any one of these expectations with professional relish" (6, p. 29). Other authors who share the idea that universities should strive to be all things to some rather than all people are Dennis Johnson (22), Jack Wolf (46), Herbert Mudie (37), Paul Hugstad (20), Philip Kotler (26), P. Durchholz and O. Conner (15), V. P. Meskill (35), and V. A. Adams (1).

In this regard, the final statement of Berry and George about market segmentation is of interest:



Competitive advantage tends to occur to those institutions that tailor their marketing mixes to specific groups having more or less homogeneous needs within the broader and more heterogeneous total market . . . to fill especially the needs of a particular group with a marketing mix designed just for them (8, p. 7).

Some universities have already developed programs to satisfy the special needs of various student groups. For example, offerings such as weekend and evening colleges for full-time employed executives, continuing education programs based on the idea that learning is a lifelong process, programs for senior citizens, and programs for housewives are now often found in institutions of higher education.

### Competition Analysis

In earlier decades education in the United States was a booming business, and students were available to fill the classes, but currently, in Johnson's words, "if a higher education monopoly ever existed, it has certainly disappeared" (22, p. 2). Due to the declining birth rate of the 1960s, college-age students are now in short supply. Crossland warns that, "during the coming decade, there will be temptation to engage in ever sharper institutional competition for the shrinking student pool" (12, p. 24).

Furthermore, opening new schools intensifies the competition among institutions when financial support and

enrollment are already declining. This author found that an average of about three new institutions came into existence every month in the United States between 1970 and 1980 (see Chapter I, p. 10). Crossland perceives the dangers inherent in this situation and states, "We must find sensible, humane ways to decrease institutional supply" (12, p. 23).

The competitive conditions within the American education system are changing. Carol Frances reports that "trends in market shares since 1970 show greater shifts from four-year to two-year institutions than from private to public. Indeed, private four-year colleges and universities lost a smaller share of the market to the two-year sector than did public, four-year institutions" (16, p. 41). Thus, four-year, publicly-funded institutions appear to have lost some of their students to community colleges. These community colleges are also called, in marketing terminology, "retailing institutions" (31, p. 381). They are less expensive, are conveniently located, operate on a small scale, and are run by local communities; thus, they have very strong appeal for many beginning undergraduates.

Inter-institutional competition is best analyzed by Crossland in Change magazine. He speaks of six categories, three in public sectors and three in private sectors. Due to declining enrollment, the competitive

situation is so severe that a single prospective student may be approached by all six types of institutions at one time. Crossland's six categories of institutions of higher learning are the following:

1. The public state university system. Typically, there is a flagship campus and a small number of recently established regional campuses that started out as modest branch operations.
2. Public state colleges. Many once were normal schools, became state teachers' colleges, and recently were designated general purpose institutions. Some are labeled universities.
3. Public community colleges. This fast-growing phenomenon of the last thirty years now is well-established, appears to have secure roots, is multi-purpose, and serves a diversified clientele.
4. Non-prestigious tuition-dependent private colleges and universities. Usually lacking substantial financial resources and strong reputations outside the local area, successful institutions of this type often are very market-responsive and flexible in their programming. Many are relatively new or have expanded recently and now must ensure continuing tuition income in order to meet fixed expenses.
5. High-prestige private colleges and universities. These enjoy strong national (or at least regional) reputations, often are among our oldest institutions, have healthy endowments, can and do practice selective admission, attract research grants from public and private sources, charge high tuition, and have broad and deep applicant pools from which to draw.
6. Very small, highly specialized private institutions. These special mission colleges, seminaries, art schools, and the like typically operate with limited resources. They usually are quite small, and hence have relatively modest fixed charges. Institutional missions are narrowly defined, which means there is little competition with the rest of higher education for students (12, p. 22).

Competition among institutions might be avoided if schools offered diversified products which did not resemble

each other. In actuality, however, the opposite tends to occur; the problem consists precisely in the fact that institutions usually move "toward [their] major competitors rather than away from them" (20, p. 507). For example, if one institution has a nursing college, then other schools might like to establish one, too, instead of developing a more appealing program which their competitor does not offer.

#### Marketing Mix (Four P's) Analysis

Marketing mix (Four P's) analysis is analyzed on pages 4, 5, and 6 in Chapter I of this dissertation.

#### Marketing Activities in Higher Education

Institutions of higher education, including all six of the categories mentioned in the previous section, have long been involved in some way with activities related to marketing (29, p. 370). Whether they recognized these practices as marketing techniques is a different issue. This question has been discussed in detail in earlier sections of this paper, but it might be important to mention at this stage the institutional marketing activities which are employed by colleges and universities in the United States. The following list was compiled primarily from educational publications, including journals, books, reports, studies, and research papers:

Weekend institutes, special programs, etc.  
 Extension center or centers  
 Branch campus or campuses  
 Endowed chairs  
 Endowed professorships  
 Non-publicly-funded programs  
 Education development foundation funded from non-  
   public sources  
 Educational funds from endowed scholarships  
 Educational funds from continuing grants provided  
   by privately-owned business enterprises  
 Functioning as a parent institution  
 Functioning as a branch institution  
 System for providing information to prospective  
   employers about graduates  
 Use of promotional media  
 Use of outside promotional agencies for the purpose  
   of transmitting information to prospective publics  
 Use of institutional representatives for personal  
   solicitation of funds  
 Striving to collect private donations  
 Use of institutional representatives for personal  
   solicitation in student recruitment  
 Striving to increase student enrollment  
 Off-campus courses  
 Television courses  
 Correspondence courses  
 Mini-courses (non-credit)  
 Continuing education programs  
 Community programs  
 Evening classes  
 Family tuition rates  
 In-state versus out-of-state tuition rates  
 Foreign student tuition rates  
 Community college weeks or days  
 Homecoming weeks  
 Reunion days  
 Special weeks or days  
 Career weeks or days  
 High school graduates' days or graduates' nights  
 Parents' weeks or days

Philip Kotler and others mention a number of marketing techniques used by institutions of higher education:

Worcester Polytechnic Institute offers negotiable admission in which credit is negotiated for previous study or work experience to shorten the degree period.

The University of Richmond has spent \$13,000 to create a 12-minute film for showings to high school students and other interested publics.

Drake University paid for a supplement in The New York Times to tell its story.

Drake University advertised on a billboard near Chicago's O'Hare Airport that "Drake is only 40 minutes from Chicago" (if one flies).

The admissions office at North Kentucky State University planned to release 103 balloons filled with scholarship offers.

The admissions staff of one college passed out promotional frisbees to high school students vacationing on the beaches of Fort Lauderdale, Florida during the annual Easter break.

St. Joseph's College in Rensselaer, Indiana achieved a 40% increase in freshmen admissions through advertising in Seventeen and on several Chicago and Indianapolis rock radio stations. The admissions office also planned to introduce tuition rebates for students who recruited new students (\$100 finder's fee), but this was cancelled.

Bard College developed a same-day admissions system for students who walk into their office and qualify (27, p. 39).

Prospective student parties.

Letters from faculty members to prospective students.

Telephone hotlines (5, p. 81).

One all-woman's college is now admitting men. Offering classes on military bases, industrial firm sites (28, p. 249).

Universities without walls.

Floating campuses (20, p. 509).

In 1972, New York University spent over \$100,000 for recruiting and advertising and achieved an 8 percent enrollment jump.

Recently Winona State University in Minnesota boosted its numbers with a \$40,000 recruitment campaign. Professional actors described the campus in television spots and 16 billboards proclaimed in purple and white "Winona State--your public university in southeastern Minnesota."

St. John's University in New York began a series of television advertisements in 1978 that drew over 1,000 inquiries in 2 months.

The director of admissions at Trinity University in Texas helped to raise enrollments from 600 to 3,500 by phoning every student who wrote a letter of inquiry.

Some bombard prospective students with glossy brochures full of enticing photos of campus life.

Another sent letters to high school students recommended by alumni. They read: "Congratulations! You've been accepted."

The catalog of Missouri's Webster College contains a plastic record that explains Webster's courses with a musical accompaniment ranging from Beethoven's Fifth to "Jesus Christ, Superstar."

At other colleges, admissions directors seek out prospective students by telephone, arrange week-end visits for them, or have them contacted by an alumnus (33, pp. 28-29).

#### Marketing Personnel in Higher Education

Currently, it is impossible to find a single executive appointed among colleges and universities for the acknowledged purpose of directing the marketing activities of the campus. Most marketing techniques are coordinated by one or more of the institution's administrative offices, and marketing activity usually appears to be initiated in public relations or development offices with general approval or stimulation from top offices. Orders for marketing activity may issue from the president's or vice-president's office, and some marketing is also carried on by various departments or colleges on the campus, with each department or college maintaining its own budget to finance necessary promotional activity. In this case, marketing efforts are all widely scattered and decentralized. David W. Barton and David R. Treadwell also point

out that "it is not uncommon for them [personnel engaged in marketing in different departments] to report to different persons at higher levels. Instead of working together to achieve common goals, they work separately to build or to protect their own budgets and empires" (5, p. 79).

Most American universities have a familiar traditional organizational chart such as that presented in Figure 1. Five vice-presidents are shown in the chart, and all of them perform some kind of marketing activities whenever necessary in accordance with the urgent needs of the campus. These activities might begin in the following manner:

1. The vice-president for academic affairs might send invitations to prospective students.

2. The vice-president for administrative affairs could create an image of a good campus for the faculty and staff.

3. The vice-president for fiscal affairs and the treasurer might provide advertising for good auxiliary enterprises.

4. The vice-president for student affairs might advertise and promote the campus as a good place for students to be.



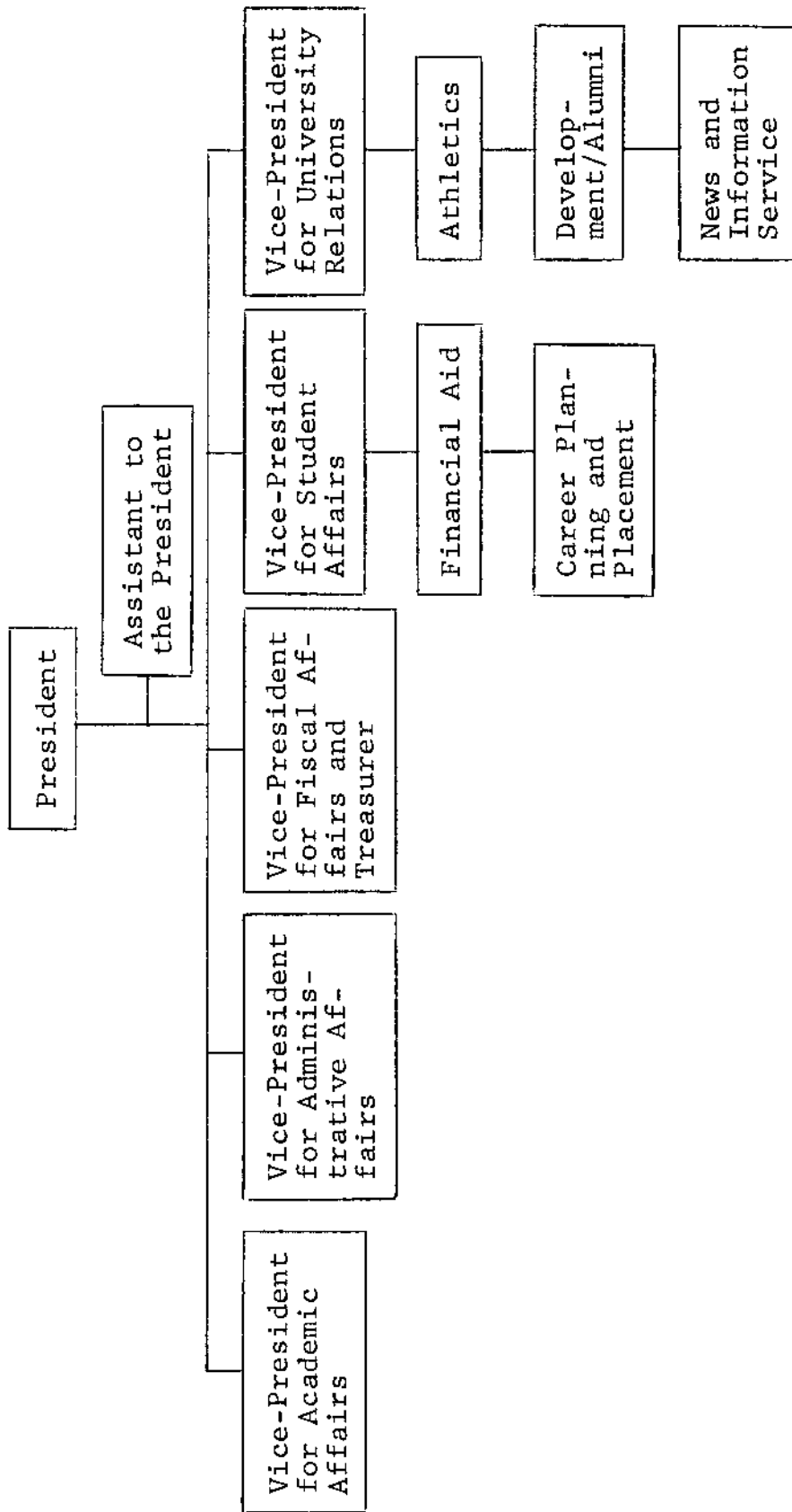


Fig. 1-- Typical organization of an American university

5. The vice-president for university relations might keep the public well informed about the campus.

Figure 2 and Figure 3 illustrate new approaches to organizing the marketing department on a college or university campus. These two approaches are similar to each other, but different from the traditional one. In Figures 2 and 3, marketing activities are centralized under one vice-president, but in Figure 1 no one person can be singled out as the individual responsible for marketing activity on the campus.

According to Figures 2 and 3, the staff members in charge of admissions, counseling, placement and financial aids, planning and institutional research, alumni relations, and development are placed under the supervision of one officer, who is the director of marketing (in Figure 2, the vice-president for institutional advancement; in Figure 3, the vice-president for institutional research, planning, and external relations). Currently, however, in most institutions these individuals report to different authorities in the administration, as shown in Figure 1.

William L. Caren and Frank R. Kemerer (Figure 2) contend that, according to their proposed chart, "all of the areas subsumed under the vice-president for institutional advancement are directly and functionally related to institutional marketing or advancement activities (10, pp.

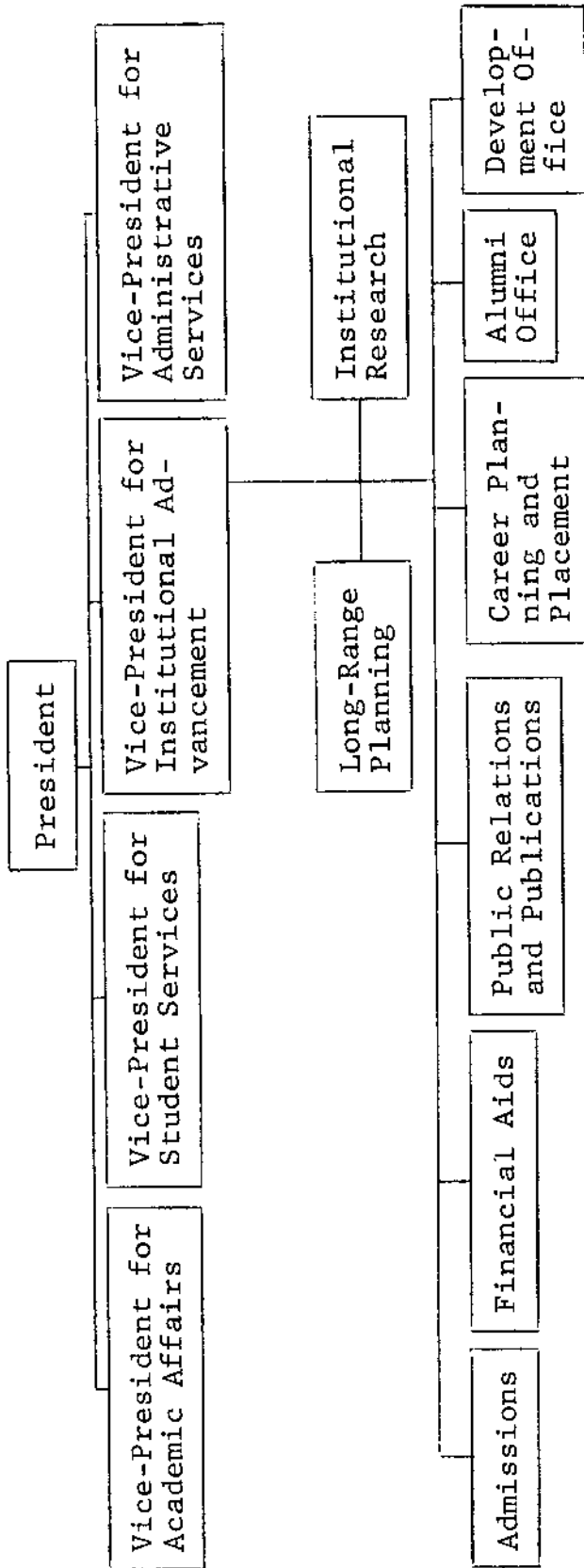


Fig. 2--Internal dimension of institutional marketing (10, p. 181)

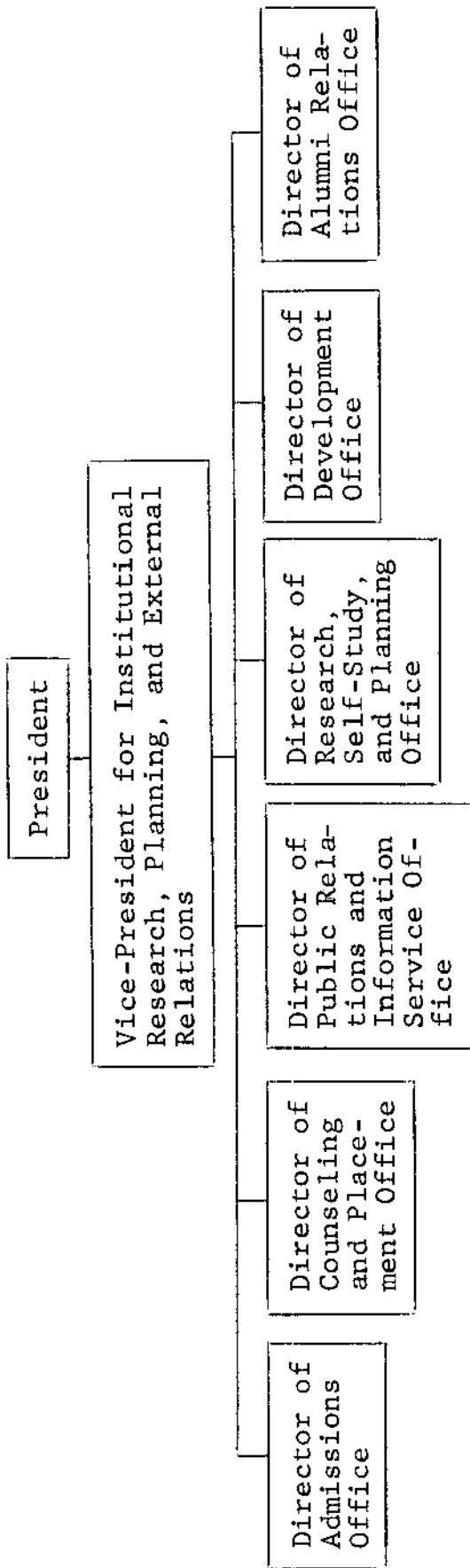


Fig. 3--Marketing organization for a large or moderate-sized university (7, p. 24)

180-181). A similar proposal is made by Leonard L. Berry and Bruce H. Allen (Figure 3), and the label given to their chart is "Marketing Organization for a Large or Moderate-Sized University." They pursue the matter further by saying that the vice-president for institutional research, planning, and external relations is, in fact, "The institution's top marketing administrator" (7, p. 24). Some authors suggest that a vice-president for marketing should be among a college or university's top administrators.

Vice-President for Marketing in Non-Profit  
Higher Education

For the position of head of university marketing, Caren and Kemerer suggest the title "vice-president of institutional advancement"; Berry and Bruce recommend "vice-president for institutional research, planning, and external relations." Kotler has written an entire job description for the position and called it "director of marketing for a university":

Position Title: Director of marketing  
Reports to: A vice-president designated by the president  
Scope: University-wide  
Position Concept: The director of marketing is responsible for providing marketing guidance and services to university officers, school deans, department chairmen, and other agents of the university.  
Functions: The director of marketing will  
 1. Contribute a marketing perspective to the deliberations of the top administration in their planning of the university's future.

2. Prepare data that might be needed by any officer of the university on a particular market's size, segments, trends, and behavioral dynamics.
3. Conduct studies of the needs, perceptions, preferences, and satisfactions of particular markets.
4. Assist in the planning, promotion, and launching of new programs.
5. Assist in the development of communication and promotion campaigns and materials.
6. Analyze and advise on pricing questions.
7. Appraise the workability of new academic proposals from a marketing point of view.
8. Advise on new student recruitment.
9. Advise on current student satisfaction.
10. Advise on university fund-raising.

Responsibilities: The director of marketing will

1. Contact individual officers and small groups at the university to explain services and to solicit problems.
2. Prioritize the various requests for services according to their long-run impact, cost saving potential, time requirements, ease of accomplishment, cost, and urgency.
3. Select projects of high priority and set accomplishment goals for the year.
4. Prepare a budget request to support the anticipated work.
5. Prepare an annual report on the main accomplishments of the office.

Major Liaisons: The director of marketing will

1. Relate most closely with the president's office, admissions office, development office, planning office, and public relations department.
2. Relate secondarily with the deans of various schools and chairmen of various departments (27, p. 42).

### Publics

William R. Howard holds the view that "the future leaders of higher education are suggesting that a new relationship be created with the public it serves" (18, p. 60), and he also mentions that "marketing has a community base." A community consists of different target

groups, such as internal publics and external publics. Internal publics are the institution's board of regents, trustees, administrators, faculty, staff, other employees, and students. External publics are government agencies, accreditation bodies, taxpayers and voters, local community, businesses, general public, students' parents, future students, alumni, donors, competitors, public relations media, and foreign markets.

Kotler has identified sixteen publics to which universities "cater, i.e., market" (25, p. 250). Currently the public relations officer is the person whose job is to communicate with these publics. Kotler defines a public as "a distinct group of people and/or organizations that have an actual or a potential interest and/or impact on an organization" (25, p. 17).

Berry and Bruce also suggest that the

. . . time is now for leaders of colleges and universities to consciously and deliberately venture forth from their traditionally inward orientation, and attempt to identify what responses should be offered to their institutions' key publics to warrant their support . . . satisfying these publics, providing value for value (7, p. 25).

Jack S. Wolf writes that effective communication between the campus and prospective students is one of the most important aspects of marketing admissions (46, p. 24). Such communication was the topic of a 1972 conference held in Pittsburgh for public relations directors and admissions officers.

### Public Relations Officer

At this point in the discussion, it is important to determine what authorities in the field have to say about public relations officers. The Western Interstate Commission for Higher Education (WICHE) gives the following job description:

#### Chief Public Relations Officer or Director of Information Office

The senior administrative official responsible for public relations programs. Functions typically include public, legislative, and community relations and information office functions; may include alumni relations and publications. Usually reports to the chief executive officer. Duties might include directing the provision of information about the institution to students, faculty, and the public. Functions typically include news media relations, preparation and review of news releases and photographs, and preparation and distribution of newsletters, information bulletins, magazines, and other publications (40, p. 530).

Currently, most of the marketing work in colleges and universities is carried out by their public relations officer. These officers have titles such as "chief public relations officer," "director of the information office," and "information officer." In non-profit organizations which have no designated marketing officer, public relations officers, due to the nature of their work, can be considered as the primary marketing officials.

From the previous comments, it is clear that "public relations" is of vital importance to educational institutions because, until these schools establish marketing departments in their administrations, the



public relations department must perform the duties of a marketing office. Some authorities in marketing are optimistic, believing that non-profit organizations will soon begin to establish marketing departments in their administrative structures.

### Problems in Marketing Activities

Marketing activity, promotion which includes advertising, public relations, personal selling, and special promotion are not without fault. Henry S. Pritchett, one-time president of MIT and the president of the Carnegie Foundation in 1910, once wrote that college promotion was accountable "for the presence in the college of a great number of ill-prepared students who otherwise would be in local schools." He contended that "there are institutions of learning that live only by advertising" and declared, "In competition by advertising, the weakest college can outshine the strongest university." He warned that "advertising so far as the student is concerned has been almost wholly bad" (33, p. 28).

Kotler cites as undesirable the example of a public university whose admission office planned to release balloons containing scholarship offers. Caren and Kemerer believe that

. . . not only are such ill-conceived efforts likely to result in few additional applications, they may very likely prove counterproductive by insulting the intelligence of prospective students

and conveying the impression that the institution is acting out of desperation (10, p. 174).

One college planned to offer \$100 to student "recruiters" for each new student they persuaded to enroll. Some colleges offer master's degrees to students without requiring them to attend classes. Authorities such as Mackey point out that it is unethical for colleges to "sell" credit hours (33, p. 30), and Norman H. Sam, director and professor of continuing education, has stated, "It is a prostitution of American educational values to take money without offering instruction in return" (33, p. 31).

Gerald H. Gaither writes that, in the past few years, major "recruiting scandals" have been reported in non-profit organizations which claimed to be promoting patriotism, value development, and ethical behavior; charges of fraud have been leveled at boy and girl scouting, the armed forces, and educational institutions. J. S. Stark observes that, between 1972 and 1975, educational complaints doubled every year in one department of the United States Office of Education.

#### Summary

Higher education in the United States is a non-profit activity which functions by means of public support. This support is expressed through public opinion, through public and private donations, and through public tax

contributions to government which return to education systems by way of federal or state funds. For the above-mentioned reasons, educational activity directly or indirectly is in the control of the public, and education is thus not free to do whatever it wants to do.

Education is currently facing difficulties which have a number of causes. Some, such as unionization, tenure, faculty freedom, "publish or perish" policies, accountability, and bad public relations, are born within the educational system itself. Other causes are external, such as the effects of inflation, unemployment, declining enrollment caused by lower birth rates, shortages of funds, and institutional competition. So America has an educational system plagued with many problems arising from the system itself or forced by demographic or economic circumstances. Now the challenge for education is to survive in this situation.

When American education was a buyer's market, education had a monopoly and experienced relatively few problems, but now it has entered into a seller's market, and educators must pinpoint successful methods of reaching, informing, and satisfying their customers. Marketing strategies are available which might aid in solving some of the internal and external problems of higher education and thus help to satisfy its publics.

The acknowledgment of the concept of total marketing in higher education is a recent development. Many alert educational leaders have already begun to use the concept, and some are trying to motivate their colleagues toward marketing; others are watching to see how the situation develops. One group has already passed judgment that marketing is not suitable for non-profit organizations because it seeks to persuade by unethical means.

Marketing activities and techniques are not without fault, and much controversy exists concerning dubious practices. But marketing is like any other tool which is available in any field; it is up to the user to employ marketing techniques in the most appropriate and effective manner possible.

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## CHAPTER III

### METHODOLOGY

This study was based on data obtained from responses of 364 (66.3 per cent) of the total population of 549 four-year, publicly-controlled institutions of higher education in the United States. The purpose of the investigation was to collect information about the marketing activities of the target population. A questionnaire developed to gather the desired responses was mailed to the public relations officer in each institution. The rationale for choosing this group of subjects was based on the following two assumptions:

1. Public relations officers were the ones who were most likely to know about the marketing activities of their institutions.

2. Since communication with institutions' internal and external publics is the primary task of public relations officers, it was assumed that they would return the questionnaires promptly and that the percentage of responses would be high.

The population for this study included only four-year, publicly-controlled educational institutions, but comparisons were made among various subgroups of these

institutions as categorized according to enrollment, total budget, marketing activities, and institutional competitive situation. Rankings, means, and percentages as appropriate to each question were calculated to produce an analysis of responses using this methodology.

For example, for Question 2 of the survey instrument, the method of calculating average ranks was as follows:

2. Below are some of the external publics for an institution. These publics can be ranked differently at different times according to their importance at the time of ranking. Please rank each of the following according to its present importance to your institution. Place a (1) before the most important, a (2) before the next most important, and so on.

(40-46)

- a. \_\_\_\_\_ Legislature
- b. \_\_\_\_\_ Taxpayers/voters
- c. \_\_\_\_\_ Students' parents
- d. \_\_\_\_\_ Future students
- e. \_\_\_\_\_ Alumni
- f. \_\_\_\_\_ High school counselors
- \_\_\_\_\_ Other (specify: \_\_\_\_\_)

a. Legislature:

Column 1--Subject respondents

189

70

35

23

19

14

2

Total--352

Column 2--Ranked

1

2

3

4

5

6

7

Column 3--Code

1  
2  
3  
4  
5  
6  
7

Column 4--Column 1 x Column 3

189  
140  
105  
92  
95  
84  
14

Total--719

Column 5--Column 4 ÷ Column 1

719 ÷ 352; M = 2.043

All other items in Question 2 were analyzed in the same manner, with the results presented below:

Legislature--mean = 2.043; rank = 1  
 Future students--mean = 2.783; rank = 2  
 Taxpayers and voters--mean = 3.222; rank = 3  
 Alumni--mean = 3.687; rank = 4  
 Students' parents--mean = 3.687; rank = 5  
 High school counselors--mean = 4.511; rank = 6

The item with the lowest mean was assigned Rank 1, and the item with the highest mean was assigned Rank 6, as shown in Table V in Chapter IV.

The method of calculating promotional spending means with respect to total budget is shown in this cross-tabulation of Questions 11 and 15:

11. What is your institution's total budget for the current year (in millions of dollars)?

(24)

- a. \_\_\_\_\_ \$25 or less  
 b. \_\_\_\_\_ \$26 to \$50  
 c. \_\_\_\_\_ \$51 to \$75

- d. \_\_\_\_\_ \$76 to \$100  
 e. \_\_\_\_\_ \$101 to \$150  
 f. \_\_\_\_\_ \$151 to \$200  
 g. \_\_\_\_\_ \$201 or more

15. How much did your institution spend last year for all forms of promotional activity?

(28)

- a. \_\_\_\_\_ \$25,000 or less  
 b. \_\_\_\_\_ \$26,000-\$50,000  
 c. \_\_\_\_\_ \$51,000-\$100,000  
 d. \_\_\_\_\_ \$101,000-\$150,000  
 e. \_\_\_\_\_ \$151,000-\$200,000  
 f. \_\_\_\_\_ \$201,000 or more

a. Promotional spending when total institutional budget was \$25 million or less:

Column 1--Promotional spending (in thousands)

\$25 or less  
 \$26 to \$50  
 \$51 to \$100  
 \$101 to \$150  
 \$151 to \$200  
 \$201 or more

Column 2--Code

1  
 2  
 3  
 4  
 5  
 6

Column 3--Respondents

86  
 33  
 30  
 10  
 6  
 6

Total--171

Column 4--Column 1 x Column 3

86  
 66  
 90  
 40  
 30  
 36

Total--348

Column 5--Column 4 ÷ Column 3  
348 ÷ 171; M = 2.03

All other items in questions 11 and 15 were calculated in the same manner, with the following results:

When total institutional budget was \$25 million or less, promotional spending mean was 2.03.  
When total institutional budget was \$26 to \$50 million, promotional spending mean was 2.88.  
When total institutional budget was \$51 to \$75 million, promotional spending mean was 3.47.  
When total institutional budget was \$76 to \$100 million, promotional spending mean was 4.55.  
When total institutional budget was \$101 to \$150 million, promotional spending mean was 3.58.  
When total institutional budget was \$151 to \$200 million, promotional spending mean was 3.00.  
When total institutional budget was \$201 million or more, promotional spending mean was 4.95.

These findings indicated that, if the total institutional budget was large, promotional spending was also high, as shown in Table XXXVIII in Chapter IV.

The questionnaire for this study was developed from the related literature about marketing and higher education. The content validity of the instrument was established by a panel of five experts from the fields of higher education administration, marketing, and educational research. Necessary modifications of the instrument were made, 549 questionnaires were mailed on December 3, 1980, and 272 follow-up questionnaires were mailed on January 19, 1981. By the end of February, a total of 384, or 70 per cent, of the questionnaires had been returned. All questionnaires were checked for appropriate responses; 20

were rejected because subjects had not filled them out correctly. Thus, a total of 364, or 66.3 per cent, of the total number of questionnaires was considered usable and was submitted for computer analysis.

The computer analysis was carried out in the following order of areas of inquiry:

1. Institutional publics and markets
2. Public relations (communications)
3. Educational problems
4. Marketing activities
5. Comparison of marketing activities
6. Marketing personnel in education
7. Qualifications of marketing personnel
8. Restrictions on marketing activities

The remaining sections of this chapter present more complete information regarding each of these eight areas.

#### Institutional Publics and Markets

The first purpose of this study was to determine what four-year, publicly-controlled institutions identified as their important publics and markets. Questions 2 and 3 of the survey instrument dealt with this topic. Question 2 was designed to collect information about external publics; Question 3, about internal publics. Subjects were requested to rank various publics according to their current importance to the institution.

In marketing, the consumer is the most important public; all marketing activity revolves around consumer needs (1, p. 381; 2, p. 3). Based on marketing reasoning, the aim of this portion of the study was to determine how educational administrators perceived current students among internal publics and future students among external publics. Analyses of the following points were made with regard to institutional publics and markets:

1. What were the rankings of external and internal publics (Tables V and VI)?
2. How were future students and current students ranked (Tables V and VI)?
3. What were the most important groups among external and among internal publics (Tables V and VI)?
4. When subjects indicated steady, increasing, or decreasing enrollments on their campuses, what percentage of each group ranked future students and current students as their most important publics (Tables VII and VIII)?
5. What percentage of the subjects ranked future students and what percentage ranked current students as their most important publics (Tables IX and X)?
6. What were the educational backgrounds of subjects who ranked future students as their most important institutional external public (Table XI)?



7. What were the educational backgrounds of subjects who ranked current students as their most important institutional internal public (Table XII)?

8. What were other important publics which subjects mentioned in response to the open-ended questions (Exhibits 1 and 2, Appendix A)?

#### Public Relations (Communications)

Three items in the survey instrument--Questions 4, 5, and 6--were designed to determine how four-year, publicly-controlled institutions established effective relationships with their publics. Question 4 collected communication information when campuses used their own internal communication media and sought to determine how often communication media were employed (i.e., weekly, monthly, quarterly, biannually, or annually).

The purpose of Question 5 was to collect information about the utilization of external media for communication needs. Subjects were asked to check as many responses as were applicable among the given choices to indicate which media they employed in their marketing activities (e.g., television and radio).

Question 6 was a ranking question which included eight choices. Subjects were asked, "If additional resources would permit more media use, for which media would

you like to spend more money?" The items listed were advertising media such as billboards and newspapers. Analyses were made of the following points:

1. What on-campus promotional media were used by institutions for communication, advertising, and public relations purposes (Table XIII and Exhibit 3, Appendix A)?

2. What percentage of the total respondents used on-campus promotional media (Table XIV)?

3. What off-campus promotional media were used by institutions for communication, advertising, and public relations purposes (Table XV and Exhibit 4, Appendix A)?

4. What percentage of the total respondents used off-campus promotional media (Table XVI)?

5. What advertising media would subjects wish to use in the future if more funds were provided for promotional purposes (Table XVII)?

6. What other media did subjects state that they would like to use if more funds were provided (Exhibit 5, Appendix A).

#### Educational Problems

Many writers in the field of higher education have stated that the education industry in the United States is currently facing a number of problems. The difficulties most often cited are decline in enrollment, decline in private donations, tight financial situations, institutional

competition, and public restrictions on promotional spending. To determine which problems respondents found most serious, a ranking question was designed, incorporating these five issues; subjects were also asked to write in any other problems which they considered to be important.

Analyses were made of the following points:

1. What were the rankings of the five selected educational problems (Table XVIII)?
2. What other problems did subjects list (Exhibit 6, Appendix A)?
3. Did small schools rank problems differently from large institutions (Table XIX)?
4. Were the problems ranked differently in terms of institutional location in the six regional accreditation areas (Table XX)?
5. Did land-grant institutions rank problems differently from non-land-grant institutions (Table XXI)?

#### Marketing Activities

Question 1 in the survey instrument was designed to collect information for Purpose Four of the study. This question consisted of 35 items which were directly or indirectly related to marketing activities on college and university campuses.

The set of marketing activities was given a total weight of 35, i.e., one point for each activity. This

procedure was adopted so that institutions could be compared with regard to marketing activities. If one institution checked ten activities on the questionnaire, that institution's total marketing weight was ten. Thus, it was possible to determine which institutions were involved in more marketing activities than were others. It was also possible to ascertain the percentages of the total population which offered such services as weekend institutions, television courses, and workshops. Analyses were made of the following points:

1. What percentage of the total population checked items in the list of marketing activities (Table XXII)?
2. What percentage of the total population was involved in a minimum (9 or fewer) of marketing activities, and what percentage was involved in a maximum (31 or more) or activities (Table XXIII)?
3. What percentage of institutions was classified in each specified enrollment category (Table XXIV)?
4. Did those institutions which were experiencing declining enrollments spend more on promotional activity (Table XXV)?
5. Did institutions with declining enrollments utilize more marketing activities than those with steady or increasing enrollments (Table XXVI)?

6. What percentage of institutions was classified in each specified institutional competition category (Table XXVII)?

7. Did institutions which were competing with larger numbers of schools use more marketing activities than those which were competing with fewer schools (Table XXVIII)?

8. What percentage of institutions was classified in each specified state category (Table XXIX)?

9. What was the statewide percentage distribution of marketing activities of institutions in each state (Table XXX)?

10. When institutions were grouped by enrollment size, did small institutions employ fewer marketing activities than large institutions (Table XXXI)?

11. What percentage of institutions was classified in each specified regional accreditation category (Table XXXII)?

12. What were the percentage distributions of marketing practices when institutions were grouped according to regional accreditation (Table XXXIII)?

#### Comparison of Marketing Activities among Institutions

Purpose Five of the study was to compare institutions of higher education with respect to marketing practices when the schools were categorized on the basis of enrollment, budget, private donations, and institutional

competition. Analyses for these comparisons were made of the following points:

1. What percentage of institutions was classified in each specified total budget category (Table XXXIV)?

2. Did institutions with large institutional budgets have large public relations budgets (Table XXXV)?

3. What percentage of institutions was classified in each specified public relations budget category (Table XXXVI)?

4. What percentage of institutions was classified in each specified promotional spending category (Table XXXVII)?

5. Did institutions with large institutional budgets spend more on promotion than those with small institutional budgets (Table XXXVIII)?

6. Did institutions with large public relations budgets spend more on promotion (Table XXXIX)?

7. What percentage of institutions was classified in each specified total private donations collection category (Table XL)?

8. What percentage of respondents were employed in land-grant institutions (Table XLI)?

9. Did land-grant institutions have

a. More marketing activities (Table XLII)?

b. Larger total institutional budgets (Table XLIII)?

- c. Larger public relations budgets (Table XLIV)?
- d. More private donations collected (Table XLV)?
- e. Higher spending on promotional activity  
(Table XLVI)?

#### Marketing Personnel in Education

The subjects for the study were those administrative officials who, according to their title, were most likely to have primary marketing responsibility in their institutions. The 1980 Directory of Education, published by the Department of Health, Education, and Welfare, was used to develop the list of subjects. The title most reasonably associated with marketing was "public relations officer," but one problem associated with the total population of this study was the variety of titles held by officers who appeared to perform their institutions' principal marketing functions. In instances in which no such official could be identified, questionnaires were sent to chief executive officers (presidents), who were requested to forward them to an official whose job was to promote the campus. If they wished, however, presidents were invited to complete the questionnaires themselves.

An initial assumption of this study was that public relations officers were the marketing officials of their campuses. To support this assumption, the information collected from 86 questionnaires sent to presidents was of

vital importance, because the presidents' offices sent the questionnaires to persons who were actively involved in marketing activities, and these returned questionnaires included the titles of the individuals who had completed them. These titles provided the needed information about the marketing personnel of the campuses. The following analyses were performed for marketing personnel in education:

1. What was the percentage of respondents classified in each specified job title category (Table III)?
2. What were the titles of persons who performed marketing functions for campuses (Exhibit 8, Appendix A).

#### Qualifications of Marketing Personnel

Purpose Seven of the study was to collect data about the subjects' educational, work, and marketing background qualifications. Four questions of the survey instrument were designed to gather this information. Since public relations officers were presumed to be the chief marketing personnel of the institutions, it was important to examine subjects' marketing backgrounds.

One question asked subjects whether they had studied marketing as a major, minor, or related field at the bachelor's, master's, or doctoral level. Other questions asked subjects whether they had had any other training or experience in marketing. The following analyses were



performed to determine the qualifications of marketing personnel:

1. What were the highest academic degrees held by subjects (Table XLVII)?

2. What were the highest academic degrees in marketing held by subjects (Tables XLVIII and XLIX)?

3. What facts were revealed by a composite table of all subjects' educational backgrounds in marketing and other fields (Table L)?

4. What were the highest academic degrees held by subjects when classified by job title (Table LI)?

5. What were the highest degrees in marketing held by subjects when classified by job title (Table LII)?

6. What other training and work experience in marketing did subjects have (Table LIII)?

7. What work experience in public relations did subjects have (Table LIV)?

8. What work experience in public relations did subjects have when classified by job title (Table LV)?

9. How long had subjects been employed by their current institutions (Table LVI)?

10. How long had subjects been employed by their current institutions when classified by job title (Table LVII)?

### Restrictions on Marketing Activities

One of the barriers to effective utilization of marketing practices in higher education is restriction on the spending of public funds. No composite document is available which gives information about all the laws, rules, and regulations which impose restrictions on marketing in institutions of higher education. Questions 8 and 9 of the survey instrument were designed to collect information about the various types of restrictions imposed by publics on campus marketing. The following analyses were performed to determine restrictions on marketing practices:

1. What restrictions were imposed on spending public funds for advertising and marketing purposes (Table LVIII)?
2. What additional restrictions did subjects list on an open-ended question about spending public funds for advertising and marketing purposes (Exhibit 10, Appendix A)?
3. What restrictions were imposed on using "marketing" as a title for public relations offices (Table LIX)?
4. What additional restrictions did subjects list on an open-ended question about using "marketing" as a title for public relations offices (Exhibit 11, Appendix A)?

A report of all findings reached in this study is presented in the following chapter.

## CHAPTER BIBLIOGRAPHY

1. Krachenberg, A. R., "Bringing the Concept of Marketing to Higher Education," Journal of Higher Education, XLIII (May, 1972), 369-381.
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## CHAPTER IV

### REPORT OF RESEARCH FINDINGS

In this chapter, the data gathered from the questionnaire respondents and analysis of all research data pertinent to the study are reported in two major sections: (1) reporting of frequency data and (2) analysis of survey questionnaires.

#### Reporting of Frequency Data

A total population of 549 four-year, publicly-controlled institutions in the United States was used for this study. The subjects were public relations officers. One problem was that the 1980 Education Directory, published by the Department of Health, Education, and Welfare, did not list some institutions as having public relations officers. To fill this gap, the questionnaires were mailed to development officers; in the case of institutions which did not have public relations officers or development officers, questionnaires were mailed to the presidents, who could either respond themselves or forward the questionnaires to the appropriate person.

### Classification Data

Subjects were classified by position, and institutions were classified by size.

Subject's position.--Table III shows total population and sample frequencies by subject position. The percentages in parentheses are percentages of the total population. The total population of 549 subjects consisted of 86 presidents (16 per cent), 240 chief public relations officers (44 per cent), 170 directors of information offices (31 per cent), and 53 chief development officers (9 per cent).

Usable responses totaled 364 and represented a response rate of 66.3 per cent. The percentages in parentheses are percentages of the total number of usable responses from 12 presidents (3 per cent), 170 chief public relations officers (47 per cent), 93 directors of information offices (25 per cent), 29 chief development officers (8 per cent), and 60 "other" respondents (17 per cent). These 60 "other" respondents were persons whose names were not listed in the Education Directory and to whom questionnaires were forwarded by the presidents of their institutions. It is assumed that they were the principal marketing officers for their campuses or that they were deemed to be the most knowledgeable about marketing activities.

The overall response rate from public relations officers (chief public relations officers, directors of

TABLE III  
TOTAL POPULATION AND SAMPLE FREQUENCIES BY  
ADMINISTRATIVE POSITION

Administrative Position	Total Population N=549		Respondents N=364		% of Population N=549
	N	% of N	N	% of N	
President	86	15.66	12	3.30	2.10
Chief public relations officer	240	43.71	170	46.70	31.00
Director of information office	170	30.98	93	25.50	17.00
Chief development officer	53	9.65	29	8.00	5.20
Other			60	16.50	11.00
Total	549	100.00	364	100.00	66.00

information offices, and others) was 59 per cent of the usable total (31 per cent, 17 per cent, and 11 per cent, respectively). Responses from presidents and chief development officers represented 2 per cent and 5 per cent, respectively.

Institutional size.--Institutions were classified into five categories, as indicated in Table IV. Responses were as follows: 13 (7 per cent) from very small institutions (fewer than 999 students), 110 (30 per cent) from small institutions (1,000 to 3,999 students), 119 (31 per

TABLE IV  
 SAMPLE AND RESPONSE FREQUENCIES BY  
 INSTITUTIONAL SIZE

Institutional Size	Total Population N=549		Respondents N=364		% of Population N=549
	N	% of N	N	% of N	
Very small (999 or fewer)	37	6.74	13	3.60	2.37
Small (1,000-3,999)	164	29.87	110	30.20	20.04
Medium size (4,000-9,999)	172	31.33	119	32.70	21.68
Large (10,000-27,999)	147	26.78	105	28.80	19.13
Very large (28,000 or more)	29	5.28	17	4.70	3.10
Total	549	100.00	364	100.00	66.00

cent) from medium size institutions (4,000 to 9,999 students), 105 (29 per cent) from large institutions (10,000 to 27,999 students), and 17 (5 per cent) from very large institutions (28,000 students or more). Table IV shows that institutions classified as small, medium size, or large clearly had the largest representation of students and institutions.

### Analysis of Survey Questionnaires

Analysis of the responses to the survey questionnaire is based on the eight purposes of the study. Thus, purpose-related data will be presented in eight separate sections. These sections overlap to some extent, due to the cross-tabulations of the questions. The analysis of the questionnaire responses will be presented in the following order:

1. Institutional publics and markets
2. Public relations and communications
3. Educational problems
4. Marketing practices
5. Marketing practices comparisons
6. Marketing personnel in education
7. Qualifications of marketing personnel
8. Restrictions on marketing practices

#### Institutional Publics and Markets

Purpose One of the study was to "determine what four-year, publicly-controlled institutions identified as their important publics and markets." Tables V to XII and Exhibits 1 and 2 are pertinent to this question. The tables are presented below, and the exhibits are presented in Appendix A (p. 177).

Institutional public were divided into two groups: external publics (Table V) and internal publics (Table VI). Subjects were asked to rank different publics according to their relative importance to their campuses. The concern here was to determine whether students were given most importance among publics in terms of institutional enrollment trends. Response frequencies for



specific items were used to calculate average ranks. The method of calculating average ranks is explained in Appendix B (p. 184).

Table V shows all rankings of external publics. The most important of these was legislature (M = 2.0); future students were ranked second (M = 2.8).

TABLE V  
RANKING OF EXTERNAL INSTITUTIONAL PUBLICS  
(N = RESPONSES)

External Publics	N	Mean Rank	Rank
Legislature	352	2.043	1
Future students	341	2.783	2
Taxpayers/voters	342	3.222	3
Alumni	339	3.687	4
Students' parents	337	3.973	5
High school counselors	325	4.511	6

Table VI shows all rankings of internal publics. Current students were ranked first (M = 1.8), followed closely by faculty, among internal publics. Staff were ranked as least important.

TABLE VI  
RANKING OF INTERNAL INSTITUTIONAL PUBLICS  
(N = RESPONSES)

Internal Publics	N*	Mean Rank	Rank
Current students	350	1.789	1
Faculty	357	1.838	2
Trustees	316	3.446	3
Administrators	339	3.501	4
Staff	348	3.580	5

\*Note: Numbers of responses vary from table to table because some respondents chose not to answer some of the questions.

Table VII shows the ranking of future students at Rank 1 among external publics. Institutions were classified by enrollment trends. In this classification, 35 institutions (10 per cent) had decreasing enrollments, of which 15 (43 per cent) ranked future students as their most important external public. Of 84 institutions with steady enrollments, 24 (29 per cent) ranked future students as most important, and of 216 institutions with increasing enrollments, 49 (23 per cent) ranked future students as most important.

TABLE VII  
 RANKING OF FUTURE STUDENTS AT RANK 1 AMONG  
 EXTERNAL PUBLICS; INSTITUTIONS CLASSIFIED  
 BY ENROLLMENT TRENDS (N = 333)

Enrollment Trend	Sample		Respondents	
	N	% of N	Rank at 1	% of Clas- sification
Decreasing	35	10.51	15	42.9
Steady	82	24.62	24	29.3
Increasing	216	64.86	49	22.7

Table VIII shows ranking of current students at Rank 1 among internal publics. Again, institutions were classified by enrollment trends. In the current students classification, 36 institutions (10 per cent) had decreasing enrollments, of which 27 (75 per cent) ranked current students as their most important internal public. Of 84 institutions with steady enrollments and 222 with increasing enrollments, 47 (56 per cent) and 133 (60 per cent), respectively, ranked current students as their most important internal public. These percentages showed that subjects whose institutions have experienced a decreasing enrollment trend have given more importance to current students and future students than have subjects whose institutional enrollments were either holding steady or increasing.

TABLE VIII

RANKING OF CURRENT STUDENTS AT RANK 1 AMONG  
INTERNAL PUBLICS; INSTITUTIONS CLASSIFIED  
BY ENROLLMENT TRENDS (N = 342)

Enrollment Trend	Sample		Respondents	
	N	% of N	Rank at 1	% of Clas- sification
Decreasing	36	10.52	27	75.0
Steady	84	25.56	47	56.0
Increasing	222	64.91	133	59.9

Table IX shows the ranking of future students at Rank 1 among external publics. Subjects were classified by title. Of 44 "others," 15 (34 per cent) ranked future students at Rank 1; this was the highest percentage among all officers who named future students at Rank 1. Presidents (3 of 11, or 27 per cent) were second in ranking future students as the most important external publics. All other officers were in the middle group and were very close to presidents and others in ranking future students as their most important external public.

Table X shows the ranking of current students at Rank 1 among internal publics. Subjects were classified by title. Of 28 chief development officers, 20 (71 per cent) ranked current students at Rank 1. This was the

TABLE IX

RANKING OF FUTURE STUDENTS AT RANK 1 AMONG  
EXTERNAL PUBLICS; SUBJECTS CLASSIFIED BY  
TITLES (N = 331)

Title	Sample		Respondents	
	N	% of N	Rank at 1	% of Title Group
President	11	3.3	3	27.3
Chief public relations officer	160	48.3	42	26.3
Director of information office	89	26.9	23	25.8
Chief development officer	27	8.2	6	22.2
Other	44	13.3	15	34.1

highest percentage among all officers who named current students at Rank 1. Presidents (4 of 10, or 40 per cent) showed the lowest percentage in ranking current students as their most important internal public.

Table XI shows the ranking of future students at Rank 1 among external publics. Subjects were classified by educational background. Seventeen subjects (25.8 per cent) who had doctoral degrees in areas other than

TABLE X  
 RANKING OF CURRENT STUDENTS AT RANK 1 AMONG  
 INTERNAL PUBLICS; SUBJECTS CLASSIFIED BY  
 TITLES (N = 340)

Title	Sample		Respondents	
	N	% of N	Rank at 1	% of Title Group
President	10	2.9	4	40.0
Chief public relations officer	160	48.2	95	57.0
Director of information office	90	26.5	53	58.9
Chief development officer	28	8.2	20	71.4
Other	48	14.1	33	68.8

marketing ranked future students at Rank 1. The one subject who had a doctoral degree in marketing ranked future students as most important.

Table XII lists subjects, according to educational background, who ranked current students at Rank 1. Six subjects (67 per cent) had master's degrees in marketing, and they ranked current students as their most important internal public, as compared to 62 per cent of the subjects who had non-marketing master's degrees. The person with a doctorate in marketing also ranked current students as

TABLE XI

RANKING OF FUTURE STUDENTS AT RANK 1 AMONG EXTERNAL PUBLICS;  
SUBJECTS CLASSIFIED BY MARKETING AND NON-MARKETING  
EDUCATIONAL BACKGROUND

Educational Level	Marketing Terminal Degree			Non-Marketing Terminal Degree			
	N	% of Total	Ranking Future Students at 1	N	% of Total	Ranking Future Students at 1	
			N			% of N	N
Bachelor's degree	8	2.19	1	121	33.24	27	22.30
Master's degree	9	2.47	2	147	40.38	47	32.00
Doctoral degree	1	0.27	1	66	18.13	17	25.80

TABLE XII

RANKING OF CURRENT STUDENTS AT RANK 1 AMONG INTERNAL PUBLICS;  
SUBJECTS CLASSIFIED BY MARKETING AND NON-MARKETING  
EDUCATIONAL BACKGROUNDS

Educational Level	Marketing			Terminal Degree			Non-Marketing			Terminal Degree		
	N	% of Total	Ranking Students at 1	N	% of Total	Ranking Students at 1	N	% of Total	Ranking Students at 1	N	% of Total	Ranking Students at 1
Bachelor's degree	8	2.19	4	121	33.24	73	60.33					
Master's degree	9	2.47	6	147	40.38	92	62.58					
Doctoral degree	1	0.27	1	66	18.13	41	62.12					



the most important internal public. Subjects who had bachelor's degrees in marketing were the only group who did not rank current students and future students as the most important publics.

Percentages in Table XI and XII, which show the respondents' educational backgrounds in marketing and other fields, clearly reveal that the subjects with marketing backgrounds ranked students as the most important publics for their institutions.

Question 2 on the questionnaire included item 2(g) as an open-ended question for subjects to write in other external publics which they felt were important to their institutions. External publics indicated by respondents in answer to this question are shown in Exhibit 1 (p. 175). Similarly, Question 3 on the questionnaire included item 3(f) as an open-ended question for subjects to write in other internal publics which they felt were important to their institutions. Exhibit 2 lists their responses to this question (Appendix A, p

For Purpose One of the study, it is concluded that, among external publics, subjects gave more importance to legislatures than to future students, but, among internal publics, subjects gave highest importance to current students. In those institutions which were facing declining enrollments, officers gave most importance to future or current students. Subjects who had degrees in

marketing also gave more importance to future or current students than did those subjects who had non-marketing degrees.

#### Public Relations and Communications

Purpose Two of this study was to "determine how four-year, publicly-controlled institutions establish relationships with their publics." Table XIII to XVII and Exhibits 3 to 5 are pertinent to this question. The tables are presented below, and the exhibits are included in Appendix A (p. 178).

Table XIII shows indicated use of on-campus sources and activities for promotional purposes. Public announcements were ranked first ( $M = 1.2$ ), indicating that they were most often used by institutions to promote communication. Newsletters were second ( $M = 1.9$ ); personal visits to high schools, third ( $M = 2.2$ ); community weeks or days, fourth ( $M = 4.4$ ); and questionnaires, fifth ( $M = 4.5$ ). Parents' weeks were least used for promotional purposes and were ranked sixth ( $M = 4.7$ ).

TABLE XIII  
ON-CAMPUS PROMOTIONAL SOURCES AND ACTIVITIES  
RANKED BY FREQUENCY OF USE  
(N = RESPONSES)

Media	N	Mean Rank	Rank
Public announcements	329	1.219	1
Newsletters	337	1.932	2
Personal visits to high schools	321	2.178	3
Community weeks or days	150	4.453	4
Questionnaires	191	4.503	5
Parents' weeks	217	4.751	6

Table XIV shows the percentage of institutions using on-campus sources activities weekly, monthly, quarterly, biannually, or annually. Public announcements were used on a weekly basis by 78 per cent of the institutions, while 10 per cent did not use them at all. Newsletters and personal visits to high schools were used by 40 per cent and 41 per cent, respectively, on a weekly basis. Community weeks or days, questionnaires, and parents' weeks were commonly utilized by institutions on an annual basis; the percentages were 30, 37, and 50, respectively.

TABLE XIV  
 PERCENTAGES OF INSTITUTIONS USING ON-CAMPUS  
 PROMOTIONAL SOURCES AND ACTIVITIES  
 (N = 364)

Media	Weekly	Monthly	Quarterly	Biannually	Annually	Not Used
Public announcements	78	9	1	0	2	10
Newsletters	40	24	24	3	1	8
Personal visits to high schools	41	18	10	9	10	12
Community weeks or days	2	2	3	4	30	59
Questionnaires	1	2	5	8	37	47
Parents' weeks	0	0	3	6	50	41

Exhibit 3 lists the responses of subjects to an open-ended question about "other" on-campus sources and activities which they employed for promotional purposes (Appendix A, p. 178).

Table XV shows off-campus advertising media employed for promotional purposes, according to frequency of use. Newspapers were the most frequently used medium by institutions for promotional purposes (Rank 1). Other off-campus

TABLE XV  
 OFF-CAMPUS PROMOTIONAL SOURCES AND ACTIVITIES  
 RANKED BY FREQUENCY OF USE  
 (N = RESPONSES)

Media	N	Mean Rank	Rank
Newspapers	343	1.184	1
Radio	335	1.418	2
Television	300	1.553	3
Direct mail	316	2.386	4
Magazines	246	2.585	5

media were radio (Rank 2), television (Rank 3), direct mail (Rank 4), and magazines (Rank 5).

Table XVI shows the percentage of use of outside advertisement media for promotional purposes. Media were classified by their weekly, monthly, quarterly, biannual, and annual use. Newspapers were utilized for promotional purposes on a weekly basis by 84 per cent of the institutions; radio and television were used by 71 per cent and 58 per cent, respectively, on a weekly basis. Newspapers, radio, and television were not used at all by some institutions--6 per cent, 8 per cent, and 18 per cent, respectively--for promotional purposes. Magazines were not used at all by 32 per cent of the respondents.

TABLE XVI

PERCENTAGES OF INSTITUTIONS USING OFF-CAMPUS  
PROMOTIONAL SOURCES AND ACTIVITIES  
(N = 364)

Media	Weekly	Monthly	Quarterly	Biannually	Annually	Not Used
Newspapers	84	5	4	0	1	6
Radio	71	11	5	3	2	8
Television	58	12	5	4	3	18
Direct mail	27	18	29	7	6	13
Magazines	14	19	22	6	7	32

Exhibit 4 lists responses of subjects to an open-ended question about "other" off-campus advertising media which they used for promotional purposes (Appendix A, p. 178).

Table XVII shows responses of the subjects when asked the following question: "If additional resources would permit more media use, for which media would you like to spend more money?" Eight choices were listed on the questionnaire. The respondents' most frequent choice was television (Rank 1). Radio and newspapers were ranked second and third, respectively. Brochures were ranked fourth, and magazines were ranked fifth. The last three choices were newsletters, Rank 6; bulletins, Rank 7; and billboards, Rank 8.

TABLE XVII  
 PREFERRED MEDIA FOR ADDITIONAL PROMOTIONAL USE,  
 CONTINGENT UPON AVAILABILITY OF INCREASED  
 FINANCIAL RESOURCES  
 (N = RESPONSES)

Media	N	Mean Rank	Rank
Television	331	2.066	1
Radio	320	2.928	2
Newspapers	300	3.233	3
Brochures	296	3.747	4
Magazines	275	4.687	5
Newsletters	269	4.703	6
Bulletins	245	5.918	7
Billboards	231	6.403	8

Exhibit 5 lists responses of subjects to an open-ended question about "other" advertising media use if additional funds were provided. It is obvious from this exhibit that most subjects wished to use audiovisual and electronic equipment for communication purposes (Appendix A, p. 178).

Presentation of tables and analysis of the data related to Purpose Two of this study, public relations and communications, lead to the conclusion that advertising was a major promotional activity which institutions used for public relations and communication purposes. Table XVI

reveals that radio (71 per cent) and television (58 per cent) were currently in use. If more funds were provided, subjects' first choice would be television, ranked first, and their second choice would be radio, ranked second, for promotional purposes. Some subjects mentioned in answer to an open-ended question that they had used radio, television, newspapers, and direct mail even on a daily basis for promotional purposes. Posters, billboards, and mall exhibits were also used for campus advertising purposes.

#### Educational Problems

Purpose Three of the study was to "determine which of the following were identified by institutions as major current problems and how they ranked them in order of importance: (a) decline of enrollment, (b) shortage of funds, (c) collection of less money through private donations, (d) public restrictions on promotional spending, and (e) competition with other institutions." Tables XVIII to XXI and Exhibit 6 are pertinent to this purpose. The tables are presented below, and the exhibit is presented in Appendix A (p. 179).

Selection of the major problems in higher education for the questionnaire utilized in the current study was based on the difficulties cited most frequently by higher education authorities. An open-ended question was provided for respondents to write in other problems which they



believed higher education to be facing. The responses to this question were numerous, but many of them overlapped the problems stated on the questionnaire itself. These repetitions were eliminated, and the following list presents the problems mentioned most often in order of frequency, from greatest to least. The responses to the open-ended question were taken into consideration before determining the rank order of problems presented in Table XVIII.

Problems mentioned in response to open-ended question:

Finance

Budget limitations--internal  
 Inadequate state funding  
 Per-full-time-equivalent funding  
 Allocation of state funds  
 State taxes declining (i.e., tax income)  
 Summer school funding

Enrollment

Need to increase enrollment  
 Scarcity of full-time resident students  
 Retaining high quality applicant pool

Public relations

Legislative understanding of our mission  
 Improving public understanding of the institution  
 Perception problems

Institutional

Over-extended faculty and facilities--enrollment  
 growth too high  
 Obtaining and retaining qualified faculty  
 Keeping pace with problems caused by growth  
 Fixed number of positions  
 Housing

Higher education

Instability of state higher education system  
Value of higher education experience  
Public priority for higher education

Table XVIII shows institutional problems in rank order. The most important, at Rank 1, was scarce financial resources. A second major problem, at Rank 2, was collection of insufficient private donations. Competition among institutions was ranked third. Decline in enrollment and public restrictions on promotional spending were ranked fourth and fifth, respectively. It is interesting to note that decline in enrollment was ranked fourth, although higher education literature most often mentions it as the number one problem.

Institutions were classified into five sizes: very small, small, medium size, large, and very large. A cross-tabulation of the education problems with institutional sizes was performed to determine whether institutions of varying sizes had similar or different problems. Table XIX is a composite table showing problems in rank order among all respondent institutions

TABLE XVIII  
 RANKING OF MAJOR EDUCATIONAL PROBLEMS  
 (N = RESPONSES)

Problem	N	Mean Rank	Rank
Scarce financial resources	343	1.364	1
Collection of insufficient private donations	275	2.604	2
Competition with other institutions	266	2.857	3
Decline in enrollment	209	2.971	4
Public restrictions on promotional spending	164	3.896	5

when classified according to the five sizes listed above. This table shows that all institutions ranked problems in the same order as that presented previously in Table XVIII, with the exception of very small institutions which ranked the last three problems differently.

TABLE XIX  
 RANKING OF MAJOR EDUCATIONAL PROBLEMS; INSTITUTIONS  
 CLASSIFIED BY SIZE  
 (N = 364)

Problem	Ranks				
	Very Small N=13	Small N=110	Medium Size N=119	Large N=105	Very Large N=17
Scarce financial resources	1	1	1	1	1
Collection of insufficient private donations	2	2	2	2	2
Competition with other institutions	5	3	3	3	3
Decline in enrollment	3	4	4	4	4
Public restrictions on promotional spending	3	5	5	5	5

Table XX shows a cross-tabulation between responses to the educational problem question and the institutions' regional accreditation areas. There are six accreditation regions in the United States: North Central, Southern, East, West, Northwest, and Mid-Atlantic. The objective of this cross-tabulation was to assess problem rank order when institutions were classified according to location in these six areas. Problem rank order among North Central, Southern, and Northwest institutions was the same as that revealed previously in Table XVIII. Orderings

TABLE XX

RANKING OF MAJOR EDUCATIONAL PROBLEMS; INSTITUTIONS  
CLASSIFIED BY REGIONAL ACCREDITATION AREAS  
(N = 364)

Problem	Ranks					
	North Central	South- ern	East	West	North- west	Mid- Atlantic
Scarce financial resources	1	1	1	1	1	1
Collection of insufficient private donations	2	2	2	3	2	3
Competition with other institutions	3	3	4	4	3	4
Decline in enrollment	4	4	5	2	4	2
Public restrictions on promotional spending	5	5	3	5	5	5

by East, West, and Mid-Atlantic institutions differed from the others, although not in a specific set pattern, except that the Rank 1 problem for these three remained "scarce financial resources."

A total of 38 land-grant institutions responded to the questionnaires distributed in this study (10.43 per cent of 364). To check the problems of this group of institutions, a cross-tabulation of the education problem question and the land-grant institutions question was

performed. Table XXI shows the ranks of major educational problems of land-grant institutions, revealing that these institutions ranked problems in the same order as that derived from the total sample, shown in Table XVIII.

TABLE XXI  
RANKING OF MAJOR EDUCATIONAL PROBLEMS BY  
LAND-GRANT INSTITUTIONS  
(N = RESPONSES)

Problem	N	Mean Rank	Rank
Scarce financial resources	34	1.294	1
Collection of insufficient private donations	27	2.519	2
Competition with other institutions	24	2.917	3
Decline in enrollment	18	3.278	4
Public restrictions on promotional spending	10	3.300	5

The data analyzed for Purpose Three of this study, concerned with educational problems, lead to the conclusion that the major problem for all respondent institutions was scarce financial resources (Rank 1), followed by collection of fewer private donations (Rank 2). When institutions were classified according to size, regional accreditation, and land-grant or non-land-grant status, problems still

remained largely in the same rank order, except in the few cases mentioned above.

### Marketing Activities

Purpose Four of the study was to "describe marketing concepts and activities employed by the four-year publicly-controlled higher education institutions." Table XXII to XXXIII are pertinent to this question. The tables are presented on the following pages.

Question 1 of the survey instrument listed 35 marketing activities which institutions might be using to increase enrollment, to improve their financial situation, and to promote public relations and communication. These 35 marketing activities were divided into four major marketing categories, using the "Four P's" model of marketing--product (P-1), place (P-2), price (P-3), and promotion (P-4)--as discussed on pages 4, 5, and 6. The list of 35 marketing activities according to the Four P's model is as follows:

#### Product (P-1):

1. Have endowed professorships.
2. Have a system for providing information to prospective employers about our graduates.
3. Send people out for personal solicitation for student recruitment.
4. Strive to increase student enrollment.
5. Offer courses by television.
6. Offer correspondence courses.
7. Offer mini-courses (non-credit).
8. Offer continuing education programs.
9. Offer career weeks or days.

Place (P-2):

1. Provide weekend institutes, special programs, etc.
2. Have an extension center or centers.
3. Have branch campus or campuses.
4. Have endowed chairs.
5. Function as a parent institution.
6. Function as a branch institution.
7. Offer off-campus courses.
8. Offer evening classes.

Price (P-3):

1. Have non-public-funded programs.
2. Have education development foundation funded from non-public sources.
3. Have educational funds from endowed scholarships.
4. Have educational funds from continuing grants provided by privately-owned business enterprises.
5. Send people out for personal solicitation for funds.
6. Strive to collect private donations.
7. Offer family tuition rates.
8. Offer in-state versus out-of-state tuition rates.
9. Offer foreign student tuition rates.

Promotion (P-4):

1. Use promotional media.
2. Use outside promotional agencies for the purposes of transmitting information to our prospective publics.
3. Offer community programs.
4. Offer community college weeks or days.
5. Offer homecoming weeks.
6. Offer reunion days.
7. Observe special weeks or days.
8. Offer high school graduates' days or graduates' nights.
9. Observe parents' weeks or days.

Table XXII shows all 35 marketing activities from their most extensive (Rank 1) to least extensive use (Rank 35). One-third of the marketing activities listed were used by at least 75 per cent of the institutions,



and two-thirds were used by at least 50 per cent of the institutions.

TABLE XXII  
 PERCENTAGES AND RANKING OF FREQUENCIES FOR  
 VARIOUS MARKETING ACTIVITIES  
 (N = 364)

Marketing Activities Used*	Number of Institutions	% of N	Rank
In-state versus out-of-state tuition rates (P-3)	345	94.8	1
Continuing education programs (P-1)	342	94.0	2
Evening classes (P-2)	338	92.9	3
Promotional media (P-4)	336	92.3	4
Collection of private donations (P-3)	328	90.1	5
Off-campus courses (P-2)	313	86.0	6
Increase of student enrollment (P-1)	311	85.4	7
Personal solicitation for student enrollment (P-1)	310	85.2	8
Provision of information to prospective employers about graduates (P-1)	309	84.9	9
Personal solicitation for funds (P-3)	280	76.9	10
Mini-courses--non-credit (P-1)	275	75.5	11
Weekend institutes, special programs, etc. (P-2)	274	75.3	12

TABLE XXII--Continued

Marketing Activities Used	Number of Institutions	% of N	Rank
Community programs (P-4)	269	73.9	13
Educational funds from endowed scholarships (P-3)	251	69.0	14.5
Homecoming weeks (P-4)	251	69.0	14.5
Non-public-funded programs (P-3)	234	64.3	16
Education development foundation funded from non-public sources (P-3)	228	62.6	17
Extension center or centers (P-2)	223	61.3	18.5
Career weeks or days (P-1)	223	61.3	18.5
Special weeks or days (P-4)	220	60.4	20
Educational funds from continuing grants provided by privately-owned business enterprises (P-3)	218	59.9	21
Parents' weeks or days (P-4)	196	53.8	22
Reunion days (P-4)	189	51.9	23
High school graduates' days or graduates' nights (P-4)	171	47.0	24
Courses on television (P-1)	142	39.0	25
Functioning as a parent institution (P-2)	135	37.1	26
Branch campus or campuses (P-2)	115	31.6	27
Endowed chairs (P-2)	108	29.7	28

TABLE XXII--Continued

Marketing Activities Used	Number of Institutions	% of N	Rank
Endowed professorships (P-1)	98	26.9	29
Foreign student tuition rates (P-3)	86	23.6	30
Correspondence courses (P-1)	75	20.6	31
Use of outside promotional agencies for the purpose of transmitting information to our prospective publics (P-4)	70	19.2	32
Functioning as a branch institution (P-2)	68	18.7	33
Community college weeks or days (P-4)	33	9.1	34
Family tuition rates (P-3)	14	3.8	35

\*P-1 = Product      P-2 = Place      P-3 = Price  
P-4 = Promotion

Table XXIII shows a classification of institutions according to the number of marketing activities used. Four (1 per cent) institutions were involved in a minimum of 9 marketing activities, and five (1.4 per cent) employed a maximum of 31 marketing activities.

Tables XXII and XXIII reveal that all four-year, publicly-controlled institutions were utilizing marketing activities to increase their enrollments and to improve

TABLE XXIII  
 NUMBER OF MARKETING ACTIVITIES USED BY  
 INSTITUTIONS  
 (N = 364)

Number of Marketing Activities	Number of Institutions	Percentage of Institutions
9	4	1.0
10	2	0.5
11	2	0.5
12	9	2.5
13	12	3.3
14	18	4.9
15	10	2.7
16	27	7.4
17	20	5.5
18	30	8.2
19	27	7.4
20	26	7.1
21	30	8.2
22	31	8.5
23	19	5.2
24	23	6.3
25	17	4.7
26	16	4.4
27	16	4.4
28	6	1.6
29	10	2.7
30	4	1.1
31	5	1.4
Total	364	100.0*

\*Total rounded to 100.0.

their financial situations and their public relations and communications.

Table XXIV shows institutions' enrollment trends. Institutions were classified into three enrollment trends:

TABLE XXIV  
 ENROLLMENT TRENDS OF INSTITUTIONS  
 (N = 355)

Enrollment Trend	Respondents	
	N	% of N
Decreasing	36	10.1
Steady	91	25.6
Increasing	228	64.2
Total	355	100.0*

\*Total rounded to 100.0.

decreasing, steady, and increasing. This table shows that, of the total group of respondents, 91 institutions (26 per cent) had steady enrollments. The majority of institutions, 228 (64 per cent), had an increasing enrollment trend, and only 36 (10 per cent) had a decreasing enrollment trend. It is clear from Table XXIV that the majority of institutions had an increasing enrollment trend.

Table XXV presents information on institutional promotional spending. Again, institutions were classified by their enrollment trends, and a cross-tabulation was performed between the enrollment trend data and the promotional spending data to determine whether money spent for promotional purposes was related to institutions' enrollment status. Table XXV shows that institutions with

increasing enrollments spent more money on promotion ( $M = 2.8$ ) than did those with decreasing enrollments ( $M = 2.4$ ).

TABLE XXV  
 INSTITUTIONAL PROMOTIONAL SPENDING; INSTI-  
 TUTIONS CLASSIFIED BY ENROLLMENT TRENDS  
 (N = 319)

Enrollment Trend	N	Mean Rank of Promotional Spending	Rank
Increasing	202	2.772	1
Steady	81	2.716	2
Decreasing	36	2.444	3
Total	319	2.721	

Table XXVI shows institutional marketing activities by enrollment trend. It can be seen that the mean number of marketing activities among these groups varied only slightly, from 19 per cent to 21 per cent, in institutions with decreasing enrollment to those with increasing enrollment, respectively. The institutions with increasing enrollments used more marketing activities ( $M = 20.6$ ) than those with decreasing enrollments ( $M = 19.2$ ).

TABLE XXVI

USE OF INSTITUTIONAL MARKETING ACTIVITIES;  
 INSTITUTIONS CLASSIFIED BY ENROLLMENT  
 TRENDS (N = 355)

Enrollment Trend	Number of Responses	Mean Number of Marketing Activities	Rank
Increasing	228	20.6	1
Steady	91	20.0	2
Decreasing	36	19.2	3
Total	355	20.3	

Tables XXVII and XXVIII present information about inter-institutional competition. Table XXVII shows the competition of four-year, publicly-controlled institutions with other institutions. According to this table, 88 of the institutions (25 per cent) were competing with fewer than five other schools, and 109 (31 per cent) were competing with six to ten. The majority of institutions (55 per cent) were competing with one to ten other schools; the remaining 10 (3 per cent) were competing with twenty-one to twenty-five other schools.

TABLE XXVII  
 INTER-INSTITUTIONAL COMPETITION RESPONSE  
 FREQUENCIES  
 (N = 355)

Competition	Respondents	
	N	% of N
Fewer than 5 institutions	88	24.8
6-10 institutions	109	30.7
11-15 institutions	50	14.1
16-20 institutions	28	7.9
21-25 institutions	10	2.8
26 or more institutions	70	19.7
Total	355	100.0

Table XXVIII shows institutional competition and marketing activities. This table reveals that, when institutions were competing with more than twenty-six other schools, they were utilizing the largest number of marketing activities (Rank 1). When institutions had less competition (with less than five other schools), they used the lowest number of marketing activities (Rank 6). It is evident from this table that institutions having the largest number of competitors also utilized the largest number of marketing activities, those having the next largest number of competitors utilized the next largest number of activities, and so on.



TABLE XXVIII

USE OF INSTITUTIONAL MARKETING ACTIVITIES;  
 INSTITUTIONS CLASSIFIED BY COMPETITION  
 (N = 355)

Competition	Number of Responses	Mean Number of Marketing Activities	Rank
26 or more institutions	70	22.1	1
11-15 institutions	50	20.7	2
6-10 institutions	109	20.5	3
16-20 institutions	28	20.3	4
21-25 institutions	10	19.0	5
Fewer than 5 institutions	88	18.9	6
Total	355	20.4	

Questionnaires for this study were returned from 49 states and the District of Columbia. Table XXIX shows the total population and response frequencies from all states, plus the District of Columbia and the U.S. Service School, in alphabetical order.

TABLE XXIX

TOTAL INSTITUTIONAL POPULATION AND RESPONDENTS  
BY STATE

State	Total Population N=549		Respondents N=364	
	N	% of N	N	% of N
Alabama	16	2.91	10	2.7
Alaska	3	0.55	2	0.5
Arizona	3	0.55	2	0.5
Arkansas	10	1.82	6	1.6
California	30	5.46	22	6.0
Colorado	13	2.37	9	2.5
Connecticut	6	1.09	3	0.8
Delaware	2	0.36	1	0.3
District of Columbia	1	0.18	1	0.3
Florida	9	1.64	6	1.6
Georgia	17	3.10	13	3.6
Hawaii	3	0.55	2	0.5
Idaho	4	0.73	3	0.8
Illinois	13	2.37	11	3.0
Indiana	13	2.37	9	2.5
Iowa	3	0.55	3	0.8
Kansas	8	1.46	7	1.9
Kentucky	8	1.46	7	1.9
Louisiana	14	2.55	11	3.0
Maine	7	1.27	5	1.4
Maryland	13	2.37	6	1.6
Massachusetts	15	2.73	9	2.5
Michigan	15	2.73	10	2.7
Minnesota	10	1.82	6	1.6
Mississippi	9	1.64	8	2.2
Missouri	13	2.37	10	2.7
Montana	6	1.09	4	1.1
Nebraska	7	1.27	3	0.8
Nevada	6	1.09	2	0.5
New Hampshire	3	0.55	2	0.5
New Jersey	14	2.55	8	2.2
New Mexico	6	1.09	5	1.4
New York	40	7.28	19	5.2
North Carolina	16	2.91	12	3.3
North Dakota	6	1.09	2	0.5
Ohio	14	2.55	10	2.7
Oklahoma	14	2.55	11	3.0
Oregon	8	1.46	5	1.4
Pennsylvania	23	4.19	17	4.7

TABLE XXIX--Continued

State	Total Population N=549		Respondents N=364	
	N	% of N	N	% of N
Rhode Island	2	0.36	2	0.5
South Carolina	12	2.18	8	2.2
South Dakota	7	1.27	4	1.1
Tennessee	10	1.82	7	1.9
Texas	37	6.74	26	7.1
Utah	4	0.73	3	0.8
Vermont	4	0.73	2	0.5
Virginia	15	2.73	8	2.2
Washington	6	1.09	3	0.8
West Virginia	12	2.18	8	2.2
Wisconsin	13	2.37	10	2.7
Wyoming	1	0.18	0	0.0
U.S. Service School	9	1.64	0	0.0
Total	549	100.00	364	100.0

Table XXX shows marketing activities of institutions in all fifty states and the District of Columbia. The largest number of marketing activities was employed in the state of Utah, and the smallest number was utilized in the state of Alabama. The first and last five states, according to number of marketing activities used, were Utah (Rank 1), Nebraska (Rank 2), Arizona (Rank 3), Delaware (Rank 4), Washington (Rank 5), New Hampshire (Rank 46), Missouri (Rank 47), Massachusetts (Rank 48), Alaska (Rank 49), and Alabama (Rank 50).

TABLE XXX

MEANS AND RANK ORDERING OF INSTITUTIONAL MARKETING  
ACTIVITIES BY STATE  
(N = 364)

State	N	Mean Number of Marketing Activities	Rank
Utah	3	26.6	1
Nebraska	3	26.3	2
Arizona	2	26.0	3
Delaware	1	25.0	4
Washington	3	24.6	5
Rhode Island	2	24.5	6.5
Nevada	2	24.5	6.5
Iowa	3	24.3	8
Kentucky	7	24.2	9
Ohio	10	23.7	10
Hawaii	2	23.5	11
Mississippi	8	22.2	12
Kansas	7	22.0	13
Virginia	8	21.8	14
Louisiana	11	21.5	15
Pennsylvania	17	21.4	16
Illinois	11	21.1	17.5
North Carolina	12	21.1	17.5
Maine	5	21.0	20.5
Idaho	3	21.0	20.5
District of Columbia	1	21.0	20.5
Arkansas	6	21.0	20.5
Indiana	9	20.7	24.0
South Dakota	4	20.7	24.0
Oklahoma	11	20.7	24.0
South Carolina	8	20.6	26.0
Tennessee	7	20.5	27.5
Georgia	13	20.5	27.5
West Virginia	8	20.3	30.0
Florida	6	20.3	30.0
California	22	20.3	30.0
Wisconsin	10	20.2	33.0
Oregon	5	20.2	33.0
New Mexico	5	20.2	33.0
North Dakota	2	20.0	35
New York	19	19.5	36
Minnesota	6	19.3	37.5
Michigan	10	19.3	37.5

TABLE XXX--Continued

State	N	Mean Number of Marketing Activities	Rank
Montana	4	19.2	39
Texas	26	18.6	40
Vermont	2	18.5	41
Colorado	9	18.2	42
Maryland	6	17.8	43
Connecticut	3	17.6	44.5
New Jersey	8	17.6	44.5
New Hampshire	2	17.5	46
Missouri	10	17.4	47
Massachusetts	9	16.1	48
Alaska	2	15.5	49.5
Alabama	10	15.5	49.5
Wyoming	1	.....	.....
Total	364	20.2	

Table XXXI shows marketing activities by institutional size in five categories. Very large institutions (enrollments ranging upward from 28,000) employed the largest number of marketing activities (Rank 1), and very small institutions (enrollments fewer than 999) used the smallest number of activities (Rank 5). Large, medium size, and small institutions ranked second, third, and fourth in terms of number of marketing activities used. This table reveals that larger institutions employed more marketing activities than did progressively smaller ones.

TABLE XXXI  
 RANKING OF MARKETING ACTIVITIES; INSTITU-  
 TIONS CLASSIFIED BY SIZE  
 (N = 364)

Institutional Size	Number of Responses	Mean Number of Marketing Activities	Rank
Very large (28,000 or more)	17	24.7	1
Large (10,000-27,000)	105	22.5	2
Medium size (4,000-9,999)	119	20.1	3
Small (1,000-3,999)	110	18.0	4
Very small (999 or fewer)	13	16.3	5
Total	364	20.2	

Table XXXII shows institutions classified according to regional accreditation. The North Central Association was the largest regional accreditation body, with 181 member institutions (33 per cent), and the Southern Association was the second largest, with 163 members (30 per cent). The Mid-Atlantic Association had 93 members (17 per cent); the East, West, and Northwest regions had almost equal numbers of members: 37, 33, and 33, respectively.

TABLE XXXII  
TOTAL POPULATION AND RESPONDENTS BY REGIONAL  
ACCREDITATION

Regional Accreditation	Total Population N=549		Respondents N=364	
	N	% of N	N	% of N
North Central	181	32.97	127	34.9
Southern	163	29.69	116	31.9
East	37	6.74	23	6.3
West	33	6.01	24	6.6
Northwest	33	6.01	22	6.0
Mid-Atlantic	93	16.94	52	14.3
U.S. Service School	9	1.64	0	0.0
Total	549	100.00	364	100.0

Table XXXIII shows marketing activities by accreditation regions. This table reveals that institutions in the Northwest region employed the largest number of marketing activities (Rank 1), whereas those in the West region used the smallest number (Rank 6).

TABLE XXXIII  
 RANKING OF MARKETING ACTIVITIES; INSTITUTIONS  
 CLASSIFIED BY REGIONAL ACCREDITATION  
 (N = 364)

Regional Accreditation	Number of Responses	Mean Number of Marketing Activities	Rank
Northwest	22	5.6	1
Southern	116	5.1	2
North Central	127	4.9	3
East	23	4.8	4
Mid-Atlantic	52	4.4	5
West	24	4.2	6
Total	364	4.9	

The discussion of findings with regard to Purpose Four of this study leads to the conclusion that marketing activities were widely used by four-year, publicly-controlled institutions. Large institutions utilized more activities than very small institutions, and institutions competing with larger numbers of other schools employed more activities than those competing with smaller numbers of schools.

#### Marketing Activities Comparisons

Purpose Five of the study was to "compare institutions of higher education with respect to marketing activities



when the institutions were categorized as follows: (a) by total budget, (b) by amount of total private donations collected, (c) by enrollment, and (d) by institutional competition." Tables XXXIV to L and Exhibit 7 are pertinent to this question. The tables are presented below, and the exhibit appears in Appendix A (p. 179).

Table XXXIV presents information on institutional total budgets. More than half of the institutions (117, or 51 per cent) had budgets of less than \$25 million. Nineteen per cent of the institutions had budgets of between \$26 million and \$50 million, and 7 per cent had budgets over \$201 million.

TABLE XXXIV

RESPONDENTS BY INSTITUTIONAL TOTAL BUDGETS  
(N = 346)

Budget (in Millions)	Respondents	
	N	% of N
\$ 25 or less	177	51.2
26-50	66	19.1
51-75	36	10.4
76-100	10	2.9
101-150	21	6.1
151-200	11	3.2
201 or more	25	7.2
Total	346	100.0

Table XXXV presents a cross-tabulation of institutional total budgets and institutional public relations budgets. The method of calculating public relations means (and all other means for other categories) when institutions were classified by total budget is explained on pages 71 to 74 in Chapter III.

TABLE XXXV

RANKING OF INSTITUTIONAL PUBLIC RELATIONS BUDGETS;  
INSTITUTIONS CLASSIFIED BY TOTAL BUDGETS  
(N = 340)

Total Budget (in Millions)	N	Mean Rank of Public Relations Budget	Rank
\$201 or more	24	5.916	1
101-150	21	5.333	2
151-200	10	4.900	3
51-75	36	4.500	4
76-100	9	3.444	4
26-50	65	3.061	6
25 or less	175	2.205	7
Total	340	4.194	

The public relations budget mean rank was lowest (M = 2.2) in institutions with total budgets of \$25 million or less. As the budgets increased to \$201 million or more, the public relations budget mean also increased (M = 5.9).

Table XXXV shows that institutions with the largest total budgets also had the largest public relations budgets, those with the next largest total budgets had the next largest public relations budgets, and so on, to those institutions with the smallest total budgets.

Table XXXVI shows the numbers and percentages in total public relations budget categories. A total of 221 of the institutions (63 per cent) had public relations budgets of less than \$100,000, and 76 (22 per cent) had budgets of between \$101,000 and \$200,000. The remaining

TABLE XXXVI  
RESPONDENTS BY TOTAL PUBLIC RELATIONS BUDGETS  
(N = 353)

Public Relations Budget (in Thousands)	Respondents	
	N	% of N
\$ 25 or less	79	22.4
26-50	68	19.3
51-100	74	21.0
101-150	50	14.2
151-200	26	7.4
201-300	28	7.9
301 or more	28	7.9
Total	353	100.0*

\*Total rounded to 100.0

56 institutions (15 per cent) had budgets of more than \$201,000.

Table XXXVII presents information on institutional promotional spending. This table shows that 121 of the institutions surveyed (37 per cent) spent \$25,000 or less for promotional purposes; it was assumed that respondents who checked this category did spend some money on promotion. A total of 111 institutions (34 per cent) spent between \$26,000 and \$100,000, 52 (16 per cent) spent between \$101,000 and \$200,000, and 42 (13 per cent) spent more than \$201,000 on institutional promotion.

TABLE XXXVII  
RESPONDENTS BY INSTITUTIONAL PROMOTIONAL  
SPENDING (N = 326)

Promotional Spending (in Thousands)	Respondents	
	N	% of N
\$ 25 or less	121	37.1
26-50	53	16.3
51-100	58	17.8
101-150	26	8.0
151-200	26	8.0
201 or more	42	12.9
Total	326	100.0*

\*Total rounded to 100.0

Table XXXVIII shows institutional total budgets and promotional spending. The promotional spending mean rank was lowest for institutions whose total budget was less than \$25 million (M = 2.0). As the total budget increased to \$201 million or more, the promotional spending mean also increased (M = 4.9). In other words, promotional spending appeared to be a generally consistent proportion of the institutional total budgets, regardless of their size.

TABLE XXXVIII

RANKING OF INSTITUTIONAL PROMOTIONAL SPENDING;  
INSTITUTIONS CLASSIFIED BY TOTAL BUDGETS  
(N = 317)

Total Budget (in Millions)	N	Mean Rank of Promotional Spending	Rank
\$201 or more	19	4.947	1
76-100	9	4.555	2
101-150	19	3.578	3
51-75	32	3.468	4
151-200	8	3.000	5
26-50	59	2.881	6
25 or less	171	2.035	7
Total	317	2.700	

Table XXXIX presents a cross-tabulation of public relations budgets and institutional promotional spending. This table shows that, when the public relations budget was \$25,000 or less, fewer monies were spent for promotional purposes ( $M = 1.2$ ). As public relations budgets increased to more than \$301,000, promotional spending also increased ( $M = 5.2$ ). In other words, institutions with larger public relations budgets also spent larger amounts of money on promotional activity.

TABLE XXXIX

RANKING OF INSTITUTIONAL PROMOTIONAL SPENDING;  
 INSTITUTIONS CLASSIFIED BY PUBLIC RELATIONS  
 BUDGETS (N = 324)

Public Relations Budget (in Thousands)	N	Mean Rank of Promotional Spending	Rank
\$301 or more	26	5.230	1
201-300	24	4.125	2
151-200	22	3.909	3
101-150	44	3.568	4
51-100	68	2.673	5
26-50	63	2.142	6
25 or less	77	1.259	7
Total	324	2.731	

Table XL presents data regarding private contributions to public relations budgets. Private donations collected by 203 institutions (80 per cent) constituted 5 per cent or less of their total public relations budgets. The remaining 52 institutions (20 per cent) collected donations which constituted from 6 per cent to more than 26 per cent of their total public relations budgets. Overall, few donations for public relations were collected from private sources by four-year, publicly-controlled institutions.

TABLE XL  
RESPONDENTS BY PRIVATE CONTRIBUTIONS  
TO PUBLIC RELATIONS BUDGETS  
(N = 255)

Private Contributions	Respondents	
	N	% of N
1%-5%	203	79.6
6%-10%	25	9.8
11%-15%	2	0.8
16%-20%	8	3.1
21%-25%	6	2.4
26% or more	11	4.3
Total	255	100.0

Table XLI classifies institutions in two categories, land-grant and non-land-grant institutions. Of the total

of 64 (12 per cent) four-year, publicly-controlled land-grant institutions in the United States, responses were received from 38.

TABLE XLI  
TOTAL POPULATION AND RESPONDENTS OF NON-LAND-GRANT  
AND LAND-GRANT INSTITUTIONS

Institutions	Total Population		Respondents	
	N	% of N	N	% of N
Non-land-grant	485	88.34	326	89.6
Land-grant	64	11.66	38	10.4
Total	549	100.00	364	100.0

Table XLII shows land-grant institutions classified by marketing activities. The total possible number of marketing activities was 35; two institutions (5 per cent) utilized a minimum of 15 of these activities, and 3 institutions (8 per cent) employed a maximum of 31. Marketing activities of 326 non-land-grant institutions were on the average fewer ( $M=20.0$ ) than those of land-grant institutions ( $M=23.0$ ). Thus, land-grant institutions were involved in more marketing activities, on the average, than were non-land-grant institutions.



TABLE XLII  
 NUMBER OF MARKETING ACTIVITIES USED BY  
 LAND-GRANT INSTITUTIONS\*

Number of Marketing Practices	Number of Institutions	Percentage of Institutions
15	2	5.3
16	2	5.3
17	1	2.6
18	1	2.6
19	2	5.3
20	2	5.3
21	4	10.5
22	2	5.3
23	1	2.6
24	5	13.2
25	3	7.9
26	4	10.5
27	4	10.5
29	2	5.3
31	3	7.9
Total	38	100.0°

\*Mean of 326 non-land-grant institutions = 19.96.  
 Mean of 38 land-grant institutions = 22.86

°Total rounded to 100.0.

Table XLIII presents total budget statistics of land-grant institutions. This table reveals that the average total institutional budget for non-land-grant institutions was lower ( $M = 2.0$ ) than that for land-grant institutions ( $M = 5.0$ ). Thus, land-grant institutions had, on the average, larger total budgets than did non-land-grant institutions.

TABLE XLIII  
 TOTAL BUDGETS OF LAND-GRANT INSTITUTIONS\*  
 (N = 36)

Budget (in Millions)	Number of Institutions	Percentage of Institutions
\$ 25 or less	3	8.3
26-50	5	13.9
51-75	3	8.3
76-100	2	5.6
101-150	6	16.7
151-200	9	25.0
201 or more	8	22.2
Total	36	100.0

\*Mean of 308 non-land-grant institutions = 2.055.  
 Mean of 36 land-grant institutions = 4.722.

Table XLIV presents information on total public relations budgets of land-grant institutions. The average public relations budgets for non-land-grant institutions were lower (M = 3.0) than those for land-grant institutions (M = 5.0). Thus, land-grant institutions, on the average, had larger public relations budgets than did non-land-grant institutions.

TABLE XLIV  
PUBLIC RELATIONS BUDGETS OF LAND-GRANT  
INSTITUTIONS\*  
(N = 35)

Budget (in Thousands)	Number of Institutions	Percentage of Institutions
\$ 25 or less	4	11.4
26-50	2	5.7
51-100	4	11.4
101-150	6	17.1
151-200	4	11.4
201-300	4	11.4
301 or more	11	31.4
Total	35	100.0°

\*Mean of 315 non-land-grant-institutions = 3.06.  
Mean of 35 land-grant institutions = 4.71.

°Total rounded to 100.0.

Table XLV presents information on total private contributions collected by land-grant institutions. The average total of institutional private donations collected by non-land-grant institutions was higher ( $M = 1.51$ ) than that of land-grant institutions ( $M = 1.50$ ). Thus, non-land-grant institutions, on the average, collected a slightly larger amount of private donations than did land-grant institutions.

TABLE XLV

PRIVATE CONTRIBUTIONS TO PUBLIC RELATIONS BUDGETS  
OF LAND-GRANT INSTITUTIONS\*  
(N = 28)

Private Contributions	Number of Institutions	Percentage of Institutions
1%-5%	22	78.6
6%-10%	3	10.7
11%-15%	0	0.0
16%-20%	1	3.6
21%-25%	2	7.1
26% or more	0	0.0
Total	28	100.0

\*Mean of 227 non-land-grant institutions = 1.51.  
Mean of 28 land-grant institutions = 1.50.

Table XLVI displays information about promotional spending by land-grant institutions. Total promotional spending by non-land-grant institutions, on the average, was lower ( $M = 3.0$ ) than that by land-grant institutions ( $M = 4.0$ ). Thus, land-grant institutions on the average spent more money on promotional activities than did non-land-grant institutions.

TABLE XLVI  
 PROMOTIONAL SPENDING OF LAND-GRANT INSTITUTIONS\*  
 (N = 30)

Promotional Spending (in Thousands)	Number of Institutions	Percentage of Institutions
\$ 25 or less	6	20.0
26-50	4	13.3
51-100	5	16.7
101-150	2	6.7
151-200	3	10.0
201 or more	10	33.3
Total	30	100.0

\*Mean of 296 non-land-grant institutions = 2.77.  
 Mean of 30 land-grant institutions = 3.73.

Tables XLII, XLIII, XLIV, and XLVI reveal that, on the average, land-grant institutions were involved in larger numbers of marketing activities (Table XLII), had larger total budgets (Table XLIII) and larger public relations budgets (Table XLIV), and engaged in higher levels of promotional spending (Table XLVI). Table XLV, on the other hand, shows that land-grant institutions collected fewer private donations than did non-land-grant institutions.

The data for Purpose Five of the study lead to the conclusion that large institutions which had large total budgets and large public relations budgets utilized larger sums of money for promotional spending than did small institutions. Other facts demonstrated by this analysis included the following: few private donations (less than 5 per cent of public relations budgets) were collected by the institutions surveyed, most institutions showed increasing enrollment trends, and the majority of the institutions were competing with from one to ten other schools.

#### Marketing Personnel in Education

Purpose Six of the study was to "identify the persons most responsible for the institutions' marketing operations." Table III and Exhibit 8 are pertinent to this question. Table III was presented earlier in this chapter on page 90, under the subheading "Classification Data" (subjects' positions); the exhibit is presented in Appendix A (p. 180).

It was assumed that public relations officers were the persons most responsible for the marketing practices of publicly-controlled institutions, and questionnaires were sent to this group of subjects. Table III presents data showing the total population and the response

frequencies from that group of subjects. This table shows that 96 questionnaires were sent to presidents because officers specifically responsible for marketing functions were not listed for their institutions. These presidents were requested to forward the questionnaires to the persons responsible for marketing or to fill out the forms themselves if they desired to do so. Of the 86 questionnaires mailed to presidents, 12 (3 per cent) were answered by presidents, and 60 (16 per cent) were answered by "other" campus marketing officials designated by the presidents. The total response rate for this group was excellent: 72 of the 86 questionnaires distributed (84 per cent).

Exhibit 8 lists the titles of the "other" campus marketing officials who filled out the questionnaires at their presidents' request. Exhibit 8 reveals that the majority of these marketing officials, as was assumed, were public relations officers. Only one officer's title was "staff assistant--marketing and recruiting." All other respondents in this group had different titles, ranging from vice-presidents to alumni, admissions, government relations, administration, and academic affairs officers.

This discussion of Purpose Six of the study leads to the conclusion that public relations officers were the persons most knowledgeable about and responsible for the marketing activities of the institutions surveyed.

Qualifications of Marketing Personnel

Purpose Seven of the study was to "describe the responsible persons' educational background, work experience, and marketing background." Tables XLVII to LVII and Exhibit 9 are pertinent to this question. The tables are presented below, and the exhibit is included in Appendix A (p. 180).

Table XLVII presents numbers of subjects by highest degree held. Bachelor's degrees were held by 126 (35 per cent) of the respondents; master's degrees, by 155 (43 per cent); and doctorates, by 75 (21 per cent). Eight subjects did not respond to the education question.

TABLE XLVII  
RESPONDENTS' HIGHEST DEGREES HELD  
(N = 364)

Degree	Respondents	
	N	% of N
Bachelor's	126	34.6
Master's	155	42.6
Doctoral	75	20.6
Non-respondents	8	2.2
Total	364	100.0



Table XLVIII presents the marketing educational backgrounds of the subjects; all marketing terminal degrees are shown in Table XLIX.

TABLE XLVIII  
SUBJECTS' MARKETING EDUCATIONAL BACKGROUNDS  
(N = 364)

Degree	Marketing Educational Background					
	Major		Minor		Related Field	
	N	% of N	N	% of N	N	% of N
Bachelor's	8	2.2	12	3.3	53	14.6
Master's	9	2.5	4	1.1	26	7.1
Doctoral	1	0.3	1	0.3	4	1.1

Table XLIX reveals that only 8 subjects (2 per cent) had bachelor's degrees in marketing; 9 (3 per cent) had master's degrees, and 1 (0.3 per cent) held a doctorate in marketing. Thus, only 18 respondents (5.3 per cent of 364) had an educational background in marketing.

TABLE XLIX  
SUBJECTS' TERMINAL DEGREES IN MARKETING

Degree	Number
Bachelor's . . . . .	8
Master's . . . . .	9
Doctoral . . . . .	1

Table L shows subjects' marketing and non-marketing backgrounds, combining information from Tables XLVII, XLVIII, and XLIX. It is clear from this table that 95 per cent of the subjects (2 per cent, 33 per cent, 40 per cent, and 20 per cent) had educational backgrounds in fields other than marketing; only 5 per cent (2 per cent, 3 per cent, and 0.3 per cent) had educational backgrounds in marketing.

TABLE L  
MARKETING AND NON-MARKETING EDUCATIONAL BACKGROUNDS  
OF ALL SUBJECTS  
(N = 364)

Degree	Non-Marketing		Marketing	
	N	%	N	%
Bachelor's	118	32.4	8	2.2
Master's	146	40.1	9	2.5
Doctoral	74	20.3	1	0.3
Non-respondents	8	2.2	0	0.0
Total	346		18	

Table LI presents subjects' highest degrees held, by title groups. This table shows that all 12 respondent presidents (3 per cent) had doctoral degrees. The educational backgrounds of chief public relations officers were as follows: 21 (6 per cent) of the members of this group

TABLE LI  
 SUBJECTS' HIGHEST DEGREES HELD; SUBJECTS  
 CLASSIFIED BY TITLE  
 (N = 346)

Title	N	Highest Degree Held					
		B.A.		M.A.		Ph.D.	
		N	% of N	N	% of N	N	% of N
President	12	...	.....	...	.....	12	3.5
Chief public relations officer	165	58	16.8	86	24.9	21	6.1
Director of information office	91	45	13.0	38	11.0	8	2.3
Chief development officer	29	7	2.0	13	3.8	9	2.6
Other*	49	11	3.2	18	5.2	20	5.8
Total	346	121		155		70	

\*See Exhibit 8 in Appendix A for a listing of titles in the "Other" category.

had doctorates, 86 (25 per cent) had master's degrees, and 58 (17 per cent) had bachelor's degrees. The educational backgrounds of chief development officers were the following: 9 (3 per cent) had doctorates, 13 (4 per cent) had master's degrees, and 8 (2 per cent) had bachelor's degrees. Information office directors' educational backgrounds were as follows: 8 (2 per cent) had doctorates,

38 (11 per cent) had master's degrees, and 45 (13 per cent) had bachelor's degrees.

Table LII shows marketing educational backgrounds in major, minor, and related fields by title of officers. Only one development officer had a doctorate in marketing, of the total of 364 subjects (0.3 per cent). Three chief public relations officers, 3 chief development officers, and 2 directors of information offices had bachelor's

TABLE LII

SUBJECTS' MARKETING EDUCATIONAL BACKGROUND;  
SUBJECTS CLASSIFIED BY TITLE

Title	Marketing Educational Background								
	Bachelor's			Master's			Doctoral		
	Maj*	Min°	RF†	Maj	Min	RF	Maj	Min	RF
President	0	0	0	0	0	0	0	0	0
Chief public relations officer	3	6	22	5	3	20	0	1	2
Director of information office	2	3	17	0	1	1	0	0	0
Chief development officer	3	3	4	3	0	3	1	0	0
Other	0	0	10	1	0	2	0	0	2
Total	8	12	53	9	4	26	1	1	4

\*Maj--Major.

°Min--Minor.

†RF--Related field.

degrees in marketing; five chief public relations officers, 3 chief development officers, and 1 "other" officer had master's degrees in marketing.

Table LIII presents subjects' training and work experience in marketing. Of those subjects with marketing training or experience, 84 (23 per cent) had taken credit hours in marketing, 187 (51 per cent) had attended workshops in marketing, 172 (47 per cent) had attended seminars on marketing, and 212 (58 per cent) had had some other work

TABLE LIII  
SUBJECTS' OTHER TRAINING OR WORK EXPERIENCE  
IN MARKETING  
(N = 364)

Training or Experience in Marketing	Training or Experience in Marketing							
	College Credit Hours		Workshops		Seminars		Work Experience	
	N	%	N	%	N	%	N	%
Have	84	23.1	187	51.4	172	47.3	212	58.2
Have not	280	76.9	177	48.6	192	52.7	152	41.8
Total	364	100.0	364	100.0	364	100.0	364	100.0

or experience in marketing. The table also reveals, however, that the majority of the subjects had not taken college credit hours, workshops, or seminars in marketing.

Table LIV presents information on subjects' total public relations work experience. A total of 251 subjects

(nearly 75 per cent) was almost equally divided among the first three categories of public relations work experience, i.e., 5 years or less, 6 to 10 years, and 11 to 15 years. Only 90 subjects (25 per cent) had 16 to 20 years, 21 to 25 years, and 26 or more years of public relations work experience. From the statistics presented in this table, it is clear that the majority of public relations officers had from 5 or fewer to 15 years of public relations work experience.

TABLE LIV  
SUBJECTS' TOTAL PUBLIC RELATIONS WORK EXPERIENCE  
(N = 341)

Experience (in Years)	Respondents	
	N	% of N
5 or fewer	80	23.5
6-10	84	24.6
11-15	87	25.5
16-20	45	13.2
21-25	30	8.8
26 or more	15	4.4
Total	341	100.0

Table LV shows public relations work experience by title of officers. This table reveals that chief public relations officers were the most experienced in public relations work; presidents and "other" officers were the least experienced.

TABLE LV  
RANKING OF PUBLIC RELATIONS WORK EXPERIENCE;  
SUBJECTS CLASSIFIED BY TITLE  
(N = 331)

Title	N	Mean Rank of Public Relations Work Experience	Rank
Chief public relations officer	170	2.9	1
Director of information office	93	2.8	2
Chief development officer	27	2.5	3
President	6	1.8	4
Other	35	1.7	5
Total	331		

Table LVI shows the numbers of years subjects had spent working in their current institutions. Nearly two-thirds of the subjects had been employed by their institutions for less than 11 years. The remaining one-third had worked for their institutions for periods ranging from

11 years to 26 or more years. Thus, many subjects were fairly "new" employees, as indicated by the fact that 39.5 per cent of them had been with their institutions for only 5 or fewer years.

TABLE LVI  
 SUBJECTS' LENGTH OF EMPLOYMENT IN CURRENT  
 INSTITUTION  
 (N = 362)

Length of Employment (in Years)	Respondents	
	N	% of N
5 or fewer	143	39.5
6-10	92	25.4
11-15	68	18.8
16-20	37	10.2
21-25	13	3.6
26 or more	9	2.5
Total	362	100.0

Table LVII shows the subjects' numbers of years working in their current institutions by title. Chief development officers had been employed by their institutions longer than any other officers. Chief public relations officers were second, followed by directors of information offices. The turnover rate among presidents and "other" officers was higher than that for other officers.



TABLE LVII

RANKING OF LENGTH OF EMPLOYMENT IN CURRENT  
INSTITUTION; SUBJECTS CLASSIFIED BY TITLE  
(N = 352)

Title	N	Mean Rank of Lengths of Stay	Rank
Chief development officer	29	2.4	1
Chief public relations officer	170	2.2	2
Director of information office	93	2.1	3
President	12	2.0	4.5
Other	48	2.0	4.5
Total	352	2.1	

This discussion of Purpose VII of the study leads to the conclusion that public relations officers had high levels of education and experience, but most of their educational background, training, and work experience was in fields other than marketing

#### Restrictions on Marketing Practices

Purpose Eight of the study was to "determine whether government regulations and restrictions affected institutions' marketing practices." Tables LVIII and LIX

and Exhibits 10 and 11 are pertinent to this question. The tables are presented below, and the exhibits are included in Appendix A (pp. 181-182).

To discover what restrictions were imposed on the spending of public funds for advertising and marketing purposes, one question listed eight restrictions frequently cited in higher education literature. Subjects were asked to check as many of these restrictions as applied to their institutions.

Table LVIII shows restrictions on the spending of public funds for advertising and marketing purposes. This table reveals that 234 subjects (65 per cent) indicated that restrictions were imposed on advertising and marketing by their state governments. Institutional restrictions enforced by the president and board of trustees ranked second and third, respectively. Restrictions on out-of-state promotional spending were cited more frequently (Rank 4) than restrictions on in-state promotional spending (Rank 6). Faculty senate restrictions were cited least frequently (Rank 8).

Exhibit 10 lists responses to an open-ended question which asked subjects about other possible restrictions on promotional spending. Comments about promotional restrictions made most often were "our own prudence," self-imposed restrictions, and no knowledge of any restrictions.

TABLE LVIII  
 RESTRICTIONS ON SPENDING PUBLIC FUNDS FOR ADVERTISING AND MARKETING PURPOSES  
 (N = 364)

Restrictions	Respondents	
	N	% of N
State government	235	64.6
President	123	33.8
Board of trustees	99	27.2
On the amount that may be spent outside the state	38	10.4
Federal government	34	9.3
On the amount that may be spent inside the state	28	7.7
Local government	9	2.5
Faculty senate	4	1.1

Table LIX shows restrictions cited by subjects on using "marketing" as a title for the public relations office. In answer to this question, 15 per cent of the respondents mentioned state government restrictions, 1 per cent indicated federal government restrictions, and .5 per cent cited local government restrictions. All others thought that they did not have any restrictions on using "marketing" as a title for their public relations offices. Exhibit 11 lists responses to an open-ended

TABLE LIX  
 RESTRICTIONS ON USING "MARKETING" AS A TITLE  
 FOR PUBLIC RELATIONS OFFICES  
 (N = 364)

Restrictions	Respondents	
	N	% of N
State government	55	15.1
Federal government	3	0.8
Local government	2	0.5

question which asked subjects about other possible restrictions on using "marketing" as a title for the public relations office. Answers most often cited were tradition, university policy, and campus politics.

This discussion of Purpose Eight of the study leads to the conclusion that considerable variation exists concerning restrictions on promotional spending; information was not sought about specific rules and regulations. Restrictions appeared to be largely self-imposed or based on the tradition that marketing is a business activity and should not be utilized in an academic environment.

The following and final chapter of this study presents a summary of the research, its conclusions, and its recommendations.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The problem of this study was the determination of the status of marketing activities among four-year, publicly-controlled higher education institutions in the United States. The purposes of the study were as follows:

1. To determine what four-year, publicly-controlled institutions identified as their important publics and markets.

2. To determine how such institutions established relationships with their publics.

3. To determine which of the following were identified by the institutions as major current problems and how they ranked them in order of importance:

- a. Declining enrollments.
- b. Shortages of funds.
- c. Collection of fewer private donations.
- d. Public restrictions on promotional spending.
- e. Institutional competition.

4. To describe the marketing concepts and activities employed by four-year, publicly-controlled higher education institutions.

5. To compare institutions of higher education with respect to marketing activities when the institutions were categorized as follows:

- a. By enrollment.
- b. By total budget size.
- c. By amount of total private donations collected.
- d. By institutional competition.

6. To identify the persons most responsible for the institutions' marketing operations.

7. To describe these individuals' education, work experience, and marketing backgrounds.

8. To determine whether government regulations and restrictions were believed to affect institutions' marketing activities.

In order to carry out the purposes of the study, questionnaires were mailed to a total population of 549 officers in four-year, publicly-controlled colleges and universities in the United States, whose titles indicated that they were the primary marketing personnel of their institutions. Usable responses were received from 364 (66.3 per cent) of the officers, who represented 364 institutions in 49 states.

This chapter contains conclusions, some additional questions raised by the study, and recommendations for future research in institutional marketing. Conclusions are based on the findings reported in Chapter IV.

### Conclusions

The conclusions that follow are presented in relation to the purposes of the study, and the relevant tables and exhibits are cited.

#### Purpose One

Purpose One of the study was to determine what four-year, publicly-controlled institutions identified as their important publics and markets.

1. The most important public for institutions among external publics was the legislature. Current students and faculty were most important--almost equally so--among internal publics (Tables V and VI).

2. Institutions with decreasing enrollments gave more importance to future students among external publics and to current students among internal publics than did institutions whose enrollments had either increased or remained steady (Tables VII and VIII).

3. When subjects were classified by title, all were very similar in citing future and current students as their most important publics (Tables IX and X).

4. One subject who had a doctoral degree in marketing considered future students and current students as the most important institutional publics, in contrast to those who had non-marketing doctoral degrees (Tables XI and XII).

5. A larger proportion of subjects who had master's degrees in marketing considered current students to be the most important public than did those who had non-marketing master's degrees (Tables XI and XII).

#### Purpose Two

Purpose Two of the study was to determine how four-year, publicly-controlled institutions established relationships with their publics.

1. A public announcement technique was the inside-campus communication medium which institutions used most on a weekly basis (Tables XII and XIV).

2. Eighty-four per cent, 71 per cent, and 58 per cent of institutions, respectively, employed newspapers, radio, and television on a weekly basis (Tables XI and XVI). Some institutions used these media on a daily basis (Exhibit 4).

3. If more funds could be provided for certain media, subjects' first choice would be television, followed by radio and newspaper (Table XVII).



### Purpose Three

Purpose Three of the study was to determine which of the following were identified by institutions as major current problems and how they ranked them in order of importance:

- a. Declining enrollment.
  - b. Shortages of funds.
  - c. Collection of fewer private donations.
  - d. Public restrictions on promotional spending.
  - e. Competition with other institutions.
  - f. The most important problems for four-year, publicly-controlled institutions were the following, ranked in order of importance:
    - a. Scarce financial resources.
    - b. Collection of fewer private donations.
    - c. Competition among institutions.
    - d. Declining enrollment.
    - e. Public restrictions on promotional spending (Table XVIII).
2. When institutions were classified according to size (Table XIX), all groups except the very small ranked problems in the order listed above; very small institutions differed in their ordering of items c, d, and e (Table XIX).

3. More small institutions cited declining enrollment as a problem than did other institutions (Table XIX).

4. Institutions in the North Central, Southern, and Northwestern accreditation regions also ranked problems in the order shown above. East, West, and Mid-Atlantic institutions agreed in their ranking of problems but differed from the overall group with respect to problems of competition, enrollment, and donations (Table XX).

5. Land-grant institutions ranked problems as shown above (Table XXI).

#### Purpose Four

Purpose Four of the study was to describe marketing concepts and activities employed by four-year, publicly-controlled institutions of higher education.

1. All four-year, publicly-controlled institutions employed some form of marketing activities on their campuses (Table XXII).

2. A wide variety of marketing activities was utilized by the institutions. Of a total of 35 activities listed in the survey instrument, 21 were used by at least 61 per cent of the institutions. The most frequently used activity--found in 98 per cent of the responding schools--was

differential tuition rates for in-state students as opposed to out-of-state students (Table XXII).

3. Institutions competing with larger numbers of other schools employed more marketing activities than those competing with smaller numbers of schools (Table XXVIII).

4. Institutions with increasing or steady enrollments used more marketing activities than those with decreasing enrollments (Table XXVI).

5. Larger institutions employed more marketing activities than did smaller ones (Table XXXI).

6. Institutions in the Northwest Accreditation region employed more marketing activities than did others, and those in the West accreditation region used the smallest number of marketing activities (Table XXXIII).

#### Purpose Five

Purpose Five of the study was to compare institutions of higher education with respect to marketing activities when the schools were categorized as follows:

- a. By total budget.
- b. By amount of total private donations collected.
- c. By enrollment.
- d. By institutional competition.

1. Fifty-one per cent of the responding institutions had total budgets of less than \$25 million, and 49 per cent had total budgets ranging from \$26 million to \$201 million or more (Table XXXIV).

2. Sixty-three percent of the institutions had public relations budgets of less than \$100,000, with only 7 per cent having budgets of more than \$300,000 (Table XXXVI).

3. Fifty-three per cent of the institutions allocated \$50,000 or less and 47 per cent spent from \$51,000 to \$201,000 or more for promotional purposes (Table XXXVII).

4. For 80 per cent of the institutions, private donations made up less than 5 per cent of their public relations budgets (Table XL).

5. Institutions having large total budgets had larger public relations budgets when compared to institutions having smaller total budgets (Table XXXV).

6. Institutions having large total budgets spent more money on promotional activity than did those with smaller budgets (Table XXXVIII).

7. Institutions with large public relations budgets spent more money on promotional activity than did those with small public relations budgets (Table XXXIX).

8. Sixty-four per cent of the institutions had a trend of increasing enrollment, and these institutions spent more on promotional activity than did those with steady or decreasing enrollments (Tables XXIV and XXV).

9. Fifty-five per cent of the institutions were competing with 1 to 10 other schools, and 45 per cent were competing with 11 to 26 or more schools (Table XXVII).

10. Land-grant institutions, on the average, used larger numbers of marketing activities, had larger total budgets, had larger public relations budgets, and spent more money for promotional purposes than did non-land-grant schools (Tables XLI to XLVI).

#### Purpose Six

Purpose Six of the study was to identify the persons most responsible for the institutions' marketing operations.

1. Public relations officers were the persons most responsible for and most informed about the marketing activities of four-year, publicly-controlled institutions of higher education (Table III and Exhibit 8).

#### Purpose Seven

Purpose Seven of the study was to describe the educational background, work experience, and marketing background of the persons responsible for institutional marketing operations.

1. The majority of subjects had bachelor's or master's degrees (Table XLVII).

2. All responding presidents had doctorates (Table XLVIII).

3. Ninety-five per cent of the subjects did not have marketing degrees (Tables XLIX to LII).

4. A majority of the subjects had not had other experience or training in marketing (Table LIII).

5. Forty per cent of the subjects had been employed by their institutions for five years or less, and 60 per cent had been with their current institutions from six years to twenty-six years or more (Table LVI).

6. The chief development officers' average length of stay with their institutions was longer than that of other subjects (Table LVII).

#### Purpose Eight

Purpose Eight of the study was to determine whether government regulations and restrictions affected institutions' marketing activities.

1. The majority of institutions had state government restrictions on spending public funds for advertising and for marketing purposes (Table LVIII). Other restrictions on spending public funds for advertising and marketing purposes were imposed by local official policy or were self-imposed on the basis of the traditional view that marketing is a business activity and should not be employed in a collegiate setting (Exhibit 10).

2. For a majority of subjects, no restrictions were placed on the use of "marketing" in the title of a public relations or information office (Table LIX).

Concerning any other restrictions, subjects either were not sure that such restrictions existed or did not know of any (Exhibit 11).

#### Additional Questions Raised by the Study

Several questions regarding the role of marketing in higher education were suggested by the data presented in this study and appear to represent potentially fertile areas for further research:

1. In business, the greatest importance is given to consumers (buyers), but in education why was the greatest importance not assigned to students by all institutions?
2. Why did only institutions with a declining enrollment consider students to be their most important publics? Does the relative importance of students vary as the institution's need for them fluctuates?
3. Subjects with marketing backgrounds ranked students as most important. Do marketing education and training cause subjects to perceive students more as consumers and hence to assign them the highest level of importance among institutional publics?
4. This study dealt only with relationships among marketing activities in general, and not with those of specific efforts. What restrictions, if any, are placed on the use of identified marketing activities, and what are the sources of such restrictions?

5. Institutions competing with more other schools utilized larger numbers of marketing activities than those competing with fewer schools. Does the use of marketing activities alleviate some competitive pressure?

6. Institutions with increasing or steady enrollments employed more marketing activities and spent more money on promotion than those with declining enrollments. Did the use of more marketing activities and more promotional spending help them to increase their enrollments? If so, why do institutions with declining enrollment trends not use more marketing activities and spend more on promotion? If marketing is not found to correlate with enrollment increases, what other factors do correlate?

7. Institutions with large total budgets had relatively large public relations budgets and relatively high levels of promotional spending. Do large institutions represent an increasing threat to small institutions' survival? Can small institutions survive or maintain their relative positions by utilizing appropriate marketing techniques?

8. Private institutions collect approximately 15 per cent of their budgets from private donations, whereas the public institutions surveyed collected less than 5 per cent of their budgets from this source. How might marketing lead to an increase in such donations for public institutions?



9. Land-grant institutions collected fewer private donations than did non-land-grant institutions. How might marketing lead to an increase in such donations for land-grant institutions?

10. Do land-grant institutions, with several inherent political and fiscal advantages, need to spend as much for promotion or to acquire as much private money as other schools?

11. Public relations officers were primarily involved in marketing higher education, but their educational background and work experience generally were not in the field of marketing. Public relations officers have generally had journalism backgrounds, and development officers frequently have been selected for their political or business connections and for their potential for influence. The marketing concept appears to involve some form of coordination between these two practices. Should public relations officers have any marketing background? Would such a background help public relations officers to market their campuses effectively, collect more private donations, increase enrollments, and establish improved relations with their publics?

When one examines this total picture, it is clear that the institutional community as a whole lacks a common, coordinated approach to marketing, as exemplified by

(1) the wide variety of personnel involved, (2) the dispersion of marketing functions among a number of offices on a given campus, (3) the variety of relatively experimental efforts in marketing activities being employed, and (4) the general absence of personnel employed who have marketing background and, presumably, marketing skills.

Other questions remain: Does any discernible trend exist toward perceiving and implementing overall marketing concepts among public institutions? Would an analysis of trends suggest that, a decade or so from now, these institutions are likely to continue to attack marketing problems with the dispersed, opportunistic variety of localized efforts which characterize conditions today?

#### Recommendations for Future Research

1. This study surveyed marketing activities only among four-year, publicly-controlled institutions. Similar studies might profitably be initiated with respect to (a) marketing activities of four-year, privately-controlled institutions; (b) comparisons of four-year, publicly- and privately-controlled institutions; (c) comparisons of two-year, publicly- and privately-controlled institutions; and (d) comparisons of all publicly- and privately-controlled institutions.

2. This study can serve as a model, with the addition of some extra questions, to assess subjects' knowledge in the area of marketing and their willingness to employ marketing in higher education.

3. Future studies are needed to determine whether a cause and effect relationship exists between marketing use and improvement of enrollment, financial situation, and public relations. Studies might also discern whether a marketing education background would help subjects to become productive officers for the marketing of their campuses.

APPENDIX A

EXHIBITS

## Exhibit 1

Subjects' responses to open-ended question: "What do you feel are the other important external publics for your campus?"

High school faculty  
Community college counselors  
Junior college advisors  
Community  
Local business and financial community  
Community leaders  
Donors  
Prospective employers  
Student employers  
Media  
Corporations  
Corporate leaders  
State department of education  
Federal officials  
Governing boards  
Board of regents  
Professional associations, other schools, etc.  
Professional societies  
Industrial friends  
Editors and reporters  
Neighbors  
Current students

## Exhibit 2

Subjects' responses to open-ended question: "What do you feel are the other important internal publics for your campus?"

Board of regents  
Donors  
Patients

## Exhibit 3

Subjects' responses to open-ended question: "What other inside campus facilities do you use for promotional purposes?"

Direct mail  
 Posters  
 News releases (daily)  
 Visits to community colleges and businesses  
 Annual reports  
 Alumni day  
 Survey as needed

## Exhibit 4

Subjects' responses to open-ended question: "What other outside advertising media do you use for promotional purposes?"

Half-hour public affairs program on television including paid two-minute segment  
 Cable television events  
 Telephone  
 Mall exhibits  
 Radio (daily)  
 Television (daily)  
 Newspaper (daily)  
 Direct mail (daily)  
 Speeches, meetings  
 Campus newspaper  
 Billboards

## Exhibit 5

Subjects' responses to open-ended question: "If additional resources would permit it, for which other media would you like to spend more money?"

Annual report  
 In-house audio and video news  
 Video computer equipment  
 Video programs for career centers  
 Electronic message board  
 Catalogue view book  
 Direct mail  
 Increased size and frequency of tabloid newspaper  
 Posters  
 Films

## Exhibit 6

Subjects' responses to open-ended question: "What do you feel are the other major institutional problems?"

Over-extended faculty and facilities--enrollment growth too much  
 Obtaining and retaining qualified faculty  
 Improving public understanding of the institution  
 Keeping pace with problems caused by growth  
 Retaining a high quality applicant pool  
 Fixed number of positions  
 Per full time equivalent funding  
 Inadequate state funding  
 Decline in state taxes (i.e., tax income)  
 Allocation of state funds  
 Summer school funding  
 Legislative understanding of our mission  
 Instability of state higher education system  
 Scarcity of full-time resident students  
 Budget limitations (internal)  
 Value of higher education experience  
 Perception problems  
 Housing  
 Public priority for higher education  
 Need to increase enrollment

## Exhibit 7

Subjects' responses to open-ended question: "Where do you feel your other competing institutions are located?"

Nationwide  
 Research universities  
 Other top public universities in the United States  
 County colleges  
 Community colleges  
 Other traditionally black institutions

## Exhibit 8

Subjects' responses to open-ended question: "For other categories, which best describes your job classification?"

Vice-president for external affairs  
 Executive vice-president  
 Vice-president for administration  
 Vice-president  
 Vice-president for institutional relations  
 Vice-president for university affairs  
 Vice-president for community relations and development  
 Vice-chancellor  
 Dean of continuing education and graduate studies  
 Chief academic officer  
 Head of institutional studies  
 Dean of administration  
 Chief of governmental relations  
 Executive assistant to chancellor  
 Director of planning and analysis  
 Director of admissions  
 Director of community services  
 Assistant to president, government relations  
 Assistant vice-president for academic affairs  
 Assistant chancellor  
 Assistant director of university relations  
 Alumni relations officer  
 Staff assistant, marketing and recruiting  
 Recruiting coordinator  
 Educational information services  
 Publication director  
 Alumni affairs and publications  
 Director of special projects  
 Director of extension  
 Director of annual fund

## Exhibit 9

Subjects' responses to open-ended question: "Do you have any other training or experience in marketing?"

Operated own advertising and public relations  
 agency for five years  
 Personal study  
 Professional salesman  
 Fund counseling firm



## Exhibit 10

Subjects' responses to open-ended question: "What do you feel are the other restrictions imposed on spending public funds for advertising and marketing purposes at your institution?"

Our own prudence  
 On radio advertising only  
 Against Texas laws  
 Prior approval of all consultant arrangements required by the state  
 Administrative policy  
 Newspaper allowed; radio and television not allowed  
 All advertising prohibited with public funds  
 State council on higher education policies  
 Development officer  
 Self-imposed  
 Advertising permitted only for continuing education program, not for day school  
 Budget determined by president or budget officer  
 Limited by funds  
 Tight budget and internal priorities  
 No paid advertising  
 No advertising (but respondent checked that his institution advertised on radio and television in question 5a and 5b)  
 Local budget decision  
 Adherence to standard procedure for contractual services only  
 General budget  
 Not aware of any, other than that of good taste and good judgment  
 Budget committee as a regular budget item  
 No monies  
 Maximum expenditure of \$500 allowed on each media resource (e.g., per radio station, newspaper, etc.)  
 Must use discretion in amount of state funds spent for advertising  
 Bids necessary  
 These funds likely to be the first ones cut in yearly budget  
 State university system

## Exhibit 11

Subjects' responses to open-ended question: "What do you feel are the other restrictions imposed on using marketing as a title for public relations offices?"

Tradition  
University policy  
Self restriction only  
Official title--public information office (Texas)  
President of university  
Board of control  
Campus politics  
Advertising not allowed by state (Virginia)  
Discretion  
Institution  
Self; office of college information  
Administration  
Internal  
Administration preference for "public relations"  
Local decision  
Administration system's fear of "marketing," "PR"  
Political good judgment

APPENDIX B

FIRST COVER LETTER

North Texas State University  
College of Education  
Department of Higher Education Administration  
Denton Texas 76203

184

December 3, 1980

Dear Colleague:

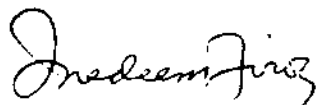
You are invited to participate in a doctoral dissertation study of "Marketing For Higher Education". Hopefully, the study will contribute to knowledge that may help increase student enrollment, public financial support, and donations from private sources. To express appreciation for your participation, I will send you a copy of the analysis of marketing practices, if you wish to have it.

Enclosed you will find a questionnaire and a postage paid, return-addressed envelope. Please return the questionnaire within ten to fifteen days. It should take no more than nine minutes for you to respond to the complete questionnaire, and your cooperation will be very much appreciated. All responses will be held in strict confidence. Comparative analysis of the responses will be made, but institutions and individuals will not be identified in the dissertation.

Thank you for your attention to this request. I hope you will a nice holiday season and a happy Christmas and New Year.

Sincerely,

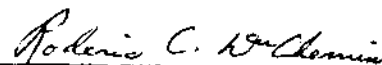
M. Nadeem. Firoz



Doctoral Candidate

Box 6682 N.T.S.U. Station  
Denton, Tx. 76203  
(817) 566-1600

R.C. DuChemin Ph.D



Major Professor

College of Education  
N.T.S.U.  
Denton, Tx. 76203  
(817) 788-2231

APPENDIX C

SECOND COVER LETTER

North Texas State University  
College of Education  
Department of Higher Education Administration  
Denton Texas 76203

186

January 19, 1981

Dear Colleague:

A copy of the enclosed questionnaire was mailed to you December 3, 1980. Of course, this is a very busy time of the year for you, but we hope you will be able to respond if you have not already done so. Your participation is important to us, and we will be grateful for it.

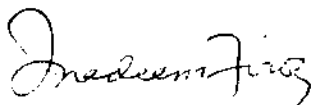
You are invited to participate in a doctoral dissertation study of "Marketing For Higher Education". Hopefully, the study will contribute to knowledge that may help increase student enrollment, public financial support, and donations from private sources. To express appreciation for your participation, I will send you a copy of the analysis of marketing practices, if you wish to have it.

Enclosed you will find a questionnaire and a postage paid, return-addressed envelope. Please return the questionnaire within ten to fifteen days. It should take no more than nine minutes for you to respond to the complete questionnaire, and your cooperation will be very much appreciated. All responses will be held in strict confidence. Comparative analysis of the responses will be made, but institutions and individuals will not be identified in the dissertation.

Thank you for your attention to this request.

Sincerely,

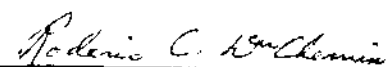
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APPENDIX D  
RESEARCH QUESTIONNAIRE

MARKETING FOR HIGHER EDUCATION SURVEY

1

A. INSTITUTIONAL PRACTICES

1. Please check (✓) each of the following items which applies to your institution.

---  
 (1-4)

(5-39)

We

- |   |  |
|---|--|
| <p>1. ___ provide weekend institutes, special programs, etc.</p> <p>2. ___ have an extension center or centers</p> <p>3. ___ have branch campus or campuses</p> <p>4. ___ have endowed chairs</p> <p>5. ___ have endowed professorships</p> <p>6. ___ have non-public-funded programs</p> <p>7. ___ have education development foundation funded from non-public sources</p> <p>8. ___ have educational funds from endowed scholarships</p> <p>9. ___ have educational funds from continuing grants provided by privately owned business enterprises</p> <p>10. ___ function as a parent institution</p> <p>11. ___ function as a branch institution</p> <p>12. ___ have a system for providing information to prospective employers about our graduates</p> <p>13. ___ use promotional media</p> <p>14. ___ use outside promotional agencies for the purposes of transmitting information to our prospective publics</p> <p>15. ___ send people out for personal solicitation for funds</p> <p>16. ___ strive to collect private donations</p> <p>17. ___ send people out for personal solicitation for student recruitment</p> <p>18. ___ strive to increase student enrollment</p> <p>19. ___ offer off-campus courses</p> | <p>20. ___ offer courses by television</p> <p>21. ___ offer correspondence courses</p> <p>22. ___ offer minicourses (non-credit)</p> <p>23. ___ offer continuing education program</p> <p>24. ___ offer community programs</p> <p>25. ___ offer evening classes</p> <p>26. ___ offer family tuition rates</p> <p>27. ___ offer in-state vs. out-of-state tuition rates</p> <p>28. ___ offer foreign student tuition rates</p> <p>29. ___ offer community college week or day</p> <p>30. ___ offer homecoming week</p> <p>31. ___ offer reunion day</p> <p>32. ___ observe special weeks or days</p> <p>33. ___ offer career week or day</p> <p>34. ___ offer high school graduates' day or graduates' night</p> <p>35. ___ observe parents' week or day.</p> |
|---|--|

B. INSTITUTIONAL INFORMATION

2. Below are some of the External Publics for an institution. These publics can be ranked differently at different times according to their importance at the time of ranking. Please rank each of the following according to its present importance to your institution. Place a (1) before the most important, a (2) before the next most important, and so on.

(40-46)

- a. \_\_\_ Legislature
- b. \_\_\_ Taxpayers/Voters
- c. \_\_\_ Students' parents
- d. \_\_\_ Future students
- e. \_\_\_ Alumni
- f. \_\_\_ High school counselors
- g. \_\_\_ Other (Specify) \_\_\_\_\_



3. Below are some of the Internal Publics for an institution. These publics can be ranked differently at different times according to their importance at the time of ranking. Please rank each of the following according to its present importance to your institution. Place a (1) before the most important, a (2) before the next most important, and so on.

- a.  Faculty (47-52)
- b.  Staff
- c.  Students
- d.  Trustees
- e.  Administrators
- f.  Others (Specify) \_\_\_\_\_

4. For communicating with institutional publics, how often do you use these techniques? Please check (✓) as many as apply. (53-59)

	Yearly	Biannually	Quarterly	Monthly	Weekly
a. Survey questionnaire					
b. News letters					
c. Public announcements					
d. Community week or day					
e. Parent's week or day					
f. Personal visits to high schools					
g. Other (Specify)					

5. How often do you use these outside media (excluding campus facilities) for the purpose of promoting your messages to your publics? Please check (✓) as many as apply. (60-65)

	Yearly	Biannually	Quarterly	Monthly	Weekly
a. Radio					
b. Television					
c. Newspaper					
d. Magazine					
e. Direct Mail					
f. Other (Specify)					

6. If additional resources would permit it, for which media would you like to spend more money? Please rank all items, placing a (1) for your best choice and a (2) for your next best choice, and so on. (66-74)

- a.  Radio
- b.  Television
- c.  Newspapers
- d.  Magazines
- e.  Newsletter
- f.  Billboards
- g.  Bulletins
- h.  Brochures
- i.  Others (Specify) \_\_\_\_\_

7. With how many other institutions do you compete? Place a check mark before the best estimate.

- 1.  fewer than five institutions
- 2.  6 to 10 institutions
- 3.  11 to 15 institutions (75)
- 4.  16 to 20 institutions
- 5.  21 to 25 institutions
- 6.  26 or more

DOF (1-3)  
(4) 2

8. What restrictions are imposed on spending public funds for advertising and marketing purposes at your institutions? (Please mark as many as apply) (5-13)

- a.  Federal Govt. restrictions
- b.  State Govt. restrictions
- c.  Local Govt. restrictions
- d.  Board of Trustees "
- e.  President or Chancellor "
- f.  Faculty Senate restrictions
- g.  On the amount that can be spent in the state
- h.  On the amount that can be spent out of state
- i.  Other (Specify) \_\_\_\_\_

9. Are there restrictions imposed on using "Public Relations" and/or "Marketing" as a title for your office? (Please mark as many as apply) (14-17)

- a.  By the Federal Government
- b.  By the State Government
- c.  By the Local Government
- d.  Other (Specify)

10. Some major current institutional problems are mentioned below. Please rank these problems according to their importance in your institution's current situation by placing a (1) for your institution's most important problem, a (2) for your institution's next most important problem, and so on. (18-23)
- \_\_\_ Decline in enrollment
  - \_\_\_ Collection of insufficient private donations
  - \_\_\_ Scarce financial resources
  - \_\_\_ Competition with other institutions
  - \_\_\_ Public restriction on promotional spending
  - \_\_\_ Other (Specify) \_\_\_\_\_
11. What is your institution's total budget for the current year? (In millions of dollars) (24)
- \_\_\_ \$ 25 or less
  - \_\_\_ 26 to 50
  - \_\_\_ 51 to 75
  - \_\_\_ 76 to 100
  - \_\_\_ 101 to 150
  - \_\_\_ 151 to 200
  - \_\_\_ 201 or more
12. What is the institution's total public relations/information budget for the current year? (25)
- \_\_\_ \$ 25,000 or less
  - \_\_\_ 26,000 to 50,000
  - \_\_\_ 51,000 to 100,000
  - \_\_\_ 101,000 to 150,000
  - \_\_\_ 151,000 to 200,000
  - \_\_\_ 201,000 to 300,000
  - \_\_\_ 301,000 or more
13. What percentage of your total public relations/information budget is contributed by private funds? (26)
- \_\_\_ 1 - 5 percent
  - \_\_\_ 6 - 10 percent
  - \_\_\_ 11- 15 percent
  - \_\_\_ 16- 20 percent
  - \_\_\_ 21- 25 percent
  - \_\_\_ 26 or more
14. If amounts budgeted for your office are not adequate for an effective public relations/information program, what percentage of increase would be adequate? (27)
- \_\_\_ 10 percent or less
  - \_\_\_ 11 - 20 percent
  - \_\_\_ 21 - 30 percent
  - \_\_\_ 31 - 40 percent
  - \_\_\_ 41 or more
15. How much did your institution spend last year for all forms of promotional activity? (28)
- \_\_\_ \$ 25,000 or less
  - \_\_\_ 26,000 - 50,000
  - \_\_\_ 51,000 - 100,000
  - \_\_\_ 101,000 - 150,000
  - \_\_\_ 151,000 - 200,000
  - \_\_\_ 201,000 or more
16. The average annual enrollment in your institution during the last five years has been (29)
- \_\_\_ Steady
  - \_\_\_ Increasing
    - \_\_\_ 1- 5 percent
    - \_\_\_ 6- 10 percent
    - \_\_\_ 11- 15 percent
    - \_\_\_ 16 or more percent
  - \_\_\_ Decreasing
    - \_\_\_ 1- 5 percent
    - \_\_\_ 6- 10 percent
    - \_\_\_ 11- 15 percent
    - \_\_\_ 16 or more percent
17. Where are your competing institutions located? Please rank them according to your competitive situation. Place a (1) before the most important area of competition, a (2) before the next most important, and so on. (30-33)
- \_\_\_ your metropolitan area
  - \_\_\_ your state
  - \_\_\_ institutions in surrounding states
  - \_\_\_ Other (Specify) \_\_\_\_\_

18. What is the nature of your institutional competition? Please rank them according to your competitive situation. Place a (1) before the most important area of competition, a (2) before the next most important, and so on. (34-39)

- a. \_\_\_ 2 year private institution(s)  
 b. \_\_\_ 4 year private institution(s)  
 c. \_\_\_ graduate private institution(s)  
 d. \_\_\_ 2 year public institution(s)  
 e. \_\_\_ 4 year public institution(s)  
 f. \_\_\_ graduate public institution(s)

C. PERSONAL INFORMATION

Note: For classification purposes, please check for the following items the appropriate categories which best represent you. (40)

19. Which category best describes your job classification?
1. \_\_\_ President or Chancellor  
 2. \_\_\_ Chief Public Relations Officer  
 3. \_\_\_ Director of Information Office  
 4. \_\_\_ Chief Development Officer  
 5. \_\_\_ Other (Specify) \_\_\_\_\_

20. Highest degree held? (41)

1. \_\_\_ Bachelor's  
 2. \_\_\_ Master's  
 3. \_\_\_ Doctorate

21. What is your educational background in MARKETING, if any? (please mark as many as apply)

Degree	Major	Minor	Related-Field
a. B.S	1 ___ Mktg	2 ___ Mktg	3 ___ Mktg
b. M.S	1 ___ Mktg	2 ___ Mktg	3 ___ Mktg
c. Ph.D	1 ___ Mktg	2 ___ Mktg	3 ___ Mktg

(42-44)

22. Have you had any other training or experience in MARKETING? If yes, mark as many as apply. (45-49)

- a. \_\_\_ College credit courses  
 b. \_\_\_ Workshops  
 c. \_\_\_ Seminars  
 d. \_\_\_ Work experience  
 e. \_\_\_ Others (Specify) \_\_\_\_\_

23. How many years of experience do you have as a public relations/information officer? (50)

1. \_\_\_ 5 years or fewer  
 2. \_\_\_ 6 - 10 years  
 3. \_\_\_ 11 - 15 years  
 4. \_\_\_ 16 - 20 years  
 5. \_\_\_ 21 - 25 years  
 6. \_\_\_ 26 or more years

24. How long have you been working for this institution? (51)

1. \_\_\_ 5 years or fewer  
 2. \_\_\_ 6 - 10 years  
 3. \_\_\_ 11 - 15 years  
 4. \_\_\_ 16 - 20 years  
 5. \_\_\_ 21 - 25 years  
 6. \_\_\_ 26 or more years

Thank you for your cooperation and patience in filling out this questionnaire.

25. Would you like to have a copy of the results of this study? (52)

1. \_\_\_ Yes  
 2. \_\_\_ No

M. NADEEM. FIROZ  
 Box. 6682 NTSU Sta.  
 Denton Tx. 76203  
 (817) 566-1600

D. BACKGROUND INFORMATION

26. State (53-54)
1. —
27. Enrollment (Institutions)
- |      |                 |              |      |
|------|-----------------|--------------|------|
| 1. — | 999 or less     | (Very small) |      |
| 2. — | 1,000-3,999     | (Small)      |      |
| 3. — | 4,000-9,999     | (Medium)     | (55) |
| 4. — | 10,000-27,999   | (Large)      |      |
| 5. — | 28,000- or more | (Very large) |      |
28. Tuition
- |      |                |      |
|------|----------------|------|
| 1. — | \$ 300 or less |      |
| 2. — | 301 - 500      |      |
| 3. — | 501 - 700      | (56) |
| 4. — | 701 - 900      |      |
| 5. — | 900 or over    |      |
29. Accreditation Region
- |      |              |      |
|------|--------------|------|
| 1. — | North        |      |
| 2. — | South        |      |
| 3. — | East         | (57) |
| 4. — | West         |      |
| 5. — | Northwest    |      |
| 6. — | Mid-Atlantic |      |
30. Competition
- |      |  |         |
|------|--|---------|
| 1. — | Land-Grant Institution                             | (58-65) |
| 2. — | No   |         |
| 3. — | # of institution in state                          |         |
| 4. — | # of institution in the regional accreditation     |         |
| 5. — | # of state in one regional accreditation boundary. |         |

APPENDIX E

STATISTICS ON HIGHER EDUCATION INSTITUTIONS

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1965-1966:	TPF*	--100%	F°	--17.6%	S†	--38.4%	L§	--4.1%	AO¶	--39.9%
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1967-1968:	TPF	--100%	F	--17.3%	S	--38.2%	L	--4.6%	AO	--39.9%
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1969-1970:	TPF	--100%	F	--14.9%	S	--39.7%	L	--5.1%	AO	--40.3%
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1971-1972:	TPF	--100%	F	--14.7%	S	--39.7%	L	--5.4%	AO	--40.2%
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1973-1974:	TPF	--100%	F	--14.1%	S	--41.1%	L	--5.5%	AO	--39.3%
------------	-----	--------	---	---------	---	---------	---	--------	----	---------

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1974-1975:	TPF	--100%	F	--15.0%	S	--42.5%	L	--5.4%	AO	--37.1%
------------	-----	--------	---	---------	---	---------	---	--------	----	---------

---

1975-1976:	TPF	--100%	F	--14.5%	S	--42.9%	L	--5.6%	AO	--37.0%
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1976-1977:	TPF	--100%	F	--14.0%	S	--43.3%	L	--5.8%	AO	--36.9%
------------	-----	--------	---	---------	---	---------	---	--------	----	---------

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1977-1978:	TPF	--100%	F	--14.0%	S	--42.9%	L	--5.3%	AO	--37.8%
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1978-1979:	TPF	--100%	F	--14.0%	S	--42.9%	L	--5.3%	AO	--37.8%
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Fig. 4--Sources of funds for publicly-controlled institutions, 1965-1966 to 1978-1979 $\Delta$

*TPF--Total public funds	§L--Local
°F--Federal	¶AO--All other
†S--State	

$\Delta$ Source: National Center for Education Statistics, Projection of Education Statistics to 1985-86, U.S. Department of Health, Education, and Welfare (Washington, Government Printing Office, 1979), p. 62.

1968--584,000	
1969--666,000	
1970--724,000	
1971--712,000	
1972--757,000	
1973--799,000	
1974--852,000	
1975--906,000	
	*1976-- 948,000
	1977-- 981,000
	1978--1,001,000
	1979--1,034,000
	1980--1,058,000
	1981--1,071,000
	1982--1,082,000
	1983--1,079,000
	1984--1,067,000
	1985--1,052,000
	1986--1,009,000

Fig. 5--Total enrollments for four-year, publicly-controlled institutions in the fifty states and the District of Columbia.<sup>o</sup>

\*Projections

<sup>o</sup>Source: National Center for Education Statistics, Projection of Education Statistics to 1985-86, U.S. Department of Health, Education, and Welfare (Washington, Government Printing Office, 1979), p. 25.

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1959-1960: GPU\*--85; PTR°--3.2%; GPR+--297; PTF§--14.7%

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1963-1964: GPU--114; PTR--2.6%; GPR--437; PTF--12.7%

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1965-1966: GPU--155; PTR--2.6%; GPR--485; PTF--11.3%

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1967-1968: GPU--216; PTR--2.5%; GPR--633; PTF--12.2%

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1969-1970: GPU--262; PTR--2.4%; GPR--739; PTF--13.3%

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1971-1972: GPU--323; PTR--2.4%; GPR--885; PTF--13.4%

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1973-1974: GPU--431; PTR--2.5%; GPR--1,000; PTF--13.2%

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1974-1975: GPU--616; PTR--2.9%; GPR--1,301; PTF--14.0%

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1975-1976: GPU--683; PTR--3.0%; GPR--1,422; PTF--14.0%

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1976-1977:                      PTR--2.9%                      PTF--14.0%

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1977-1978:                      PTR--3.1%                      PTF--13.9%

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Fig. 6--Private gifts and grants to public and private institutions of higher education, 1959-1960 to 1977-1978 (in millions of dollars).†

\*GPU--Gifts and grants to publicly-controlled institutions.

°PTR--Percentage of total educational and general revenue.

+GPR--Gifts and grants to privately-controlled institutions.

§PTF--Percentage of total educational and general fund.

†Source: National Center for Health Education Statistics, Digest of Education Statistics, 1978-79, U.S. Department of Health, Education, and Welfare (Washington, Government Printing Office, 1979), p. 133.



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1969-1970: PU4\*--519; PU2°--793; PR4†--1,254; PR2‡--270

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1970-1971: PU4--530; PU2--805; PR4--1,269; PR2--251

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1971-1972: PU4--536; PU2--845; PR4--1,270; PR2--251

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1972-1973: PU4--541; PU2--873; PR4--1,293; PR2--244

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1973-1974: PU4--549; PU2--896; PR4--1,318; PR2--255

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1974-1975: PU4--552; PU2--901; PR4--1,335; PR2--250

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1975-1976: PU4--553; PU2--901; PR4--1,361; PR2--240

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1976-1977: PU4--558; PU2--909; PR4--1,370; PR2--238

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1977-1978: PU4--561; PU2--925; PR4--1,395; PR2--249

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1978-1979: PU4--560; PU2--928; PR4--1,402; PR2--283

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1979-1980: PU4--558; PU2--930; PR4--1,407; PR2--285

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Fig. 7--Number distribution of institutions of higher education in the United States, 1969-1970 to 1979-1980.Δ

\*PU4--Publicly-controlled, four-year institutions.

°PU2--Publicly-controlled, two-year institutions.

+PR4--Privately-controlled, four-year institutions.

‡PR2--Privately-controlled, two-year institutions.

ΔSource: National Center for Education Statistics, Education Directory, Colleges and Universities, 1979-80, U.S. Department of Health, Education, and Welfare (Washington, Government Printing Office, 1980), p. xxviii.

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